LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Perrin Early Learning Center

Tangipahoa Parish

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LOUISIANA'S LITERACY PILLARS



Across all literacy practices, we want to ensure access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision	Perrin Early Learning Center will collaboratively work with families and the surrounding community to give every student the opportunity to engage in high quality curriculum and instruction. This plan will empower students to acquire the literacy skills to reach their full potential.
Literacy Mission Statement	Perrin Early Learning Center will provide all students with a high-quality education in order to experience success by laying a strong foundation to develop their reading, writing, speaking, and listening skills. This success will prepare students for a strong academic future in literacy.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	Students: • achieve mastery level on kindergarten benchmark assessments and enter first grade prepared for grade-level content. • with disabilities and of different ethnicities will increase in attaining mastery or above on district benchmark assessments.

Section 1B: Literacy Goals	
	• will persevere academically by demonstrating their commitment to learning and excelling with literacy in the classroom.
Goal 2 (Teacher-Focused)	Teachers will: • implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards. • collaboratively plan using literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction. • Commit to student excellence through high expectations of students by providing opportunities to excel academically as well as experience success with literacy.
Goal 3 (Program-Focused)	Perrin Early Learning Center School leaders will: • will work together with teachers to foster a positive school culture in order to be effective in the delivery of literacy instruction. • support teachers in understanding the importance of teacher knowledge of students towards their academic growth. • provide ongoing support for using Louisiana State Standards, Tier I Curriculum and Revisions to Instruction to address student's needs.

Section 2: Explicit Instruction, Intervention and Extension	
Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.	
Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	**Tier I Core Instruction (90-120 Minutes Daily)** • **Core HQIM Instruction (75 minutes daily):** Every student receives daily, grade-level core literacy instruction delivered by teachers trained in the successful use of approved Tier I High-Quality Instructional Materials (HQIM). Prior to teaching, educators and school leaders complete structured 3–12 unit and lesson planning to ensure alignment

Section 2: Explicit Instruction, Intervention and Extension	
	with standards and strong daily classroom execution. To protect the quality of Tier I core instruction, campus administrators and the Instructional Leadership Team (ILT) — both proficient in HQIM implementation and evaluation — maintain a consistent walkthrough schedule to observe teaching methods, provide feedback, and monitor progress. The ILT routinely evaluates assessment results to make real-time teaching adjustments, striving for at least 80% student mastery on overall class data. Curriculum-based assessments from the HQIM (daily exit tickets, section quizzes, and unit tasks) are regularly reviewed to measure instructional effectiveness and identify learners ready for advanced extension tasks, including complex text analysis, higher-level synthesis activities, and advanced writing prompts. • **Personalized Core Learning (15–45 minutes daily):** Daily targeted skill practice via Lexia software designed to close individual learning gaps, reinforce essential skills, and provide personalized enrichment for on- and above-grade-level learners during core instruction.
English Language Arts textbooks and instructional materials used	• **Wit & Wisdom and CKLA curricula:** Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • **Supplemental & Adaptive Software:** ○ **Amira:** AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	**Tier II Intervention Plan** • **Delivery & Provider:** Tier II targeted support is directly provided by classroom teachers and highly qualified literacy specialists who have completed specialized training in delivering LDOE-aligned High-Quality Instructional Materials (HQIM) and research-backed skill interventions. • **Scheduling & Protection of Core Time (75 Minutes Every Other Day):** Tier II instruction takes place for 30 minutes daily within a dedicated, protected intervention period. Master scheduling strictly ensures that students access this focused assistance without being removed from or missing any of their daily 90-minute Tier I core learning time. Tier II intervention is scheduled for 75 minutes every other day during a dedicated, protected intervention block. Master scheduling strictly guarantees that students receive this targeted support without ever being pulled from or missing their daily 90-minute Tier I core instruction. • **Targeted Alignment & Data Diagnostics:** Concepts addressed during Tier II lessons directly match specific student growth areas revealed by recent diagnostic and literacy evaluation tools (including Lexia performance indicators, district benchmark assessments, and daily exit checks). • **High-Quality Curriculum & Progress Monitoring:** Instructors utilize curriculum-embedded measures and targeted skill checks from approved HQIM to gauge intervention success. Progress monitoring occurs weekly or bi-weekly depending on the level of student need, ensuring instruction adapts quickly to student growth.

Section 2: Explicit Instruction, Intervention and Extension	
List of available interventions and their descriptions	**Targeted Teacher-Led Small Group Instruction:** Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these sessions directly address student skill deficits identified through diagnostic assessments and daily progress monitoring.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	The curriculum facilitator will work closely with classroom teachers to analyze data to plan specific and targeted interventions for students.
List of available interventions and their descriptions	**Amira Learning:** An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking. **Targeted Teacher-Led Small Group Instruction (Tier II):** Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these small-group sessions directly address specific student skill deficits identified through diagnostic assessments and daily progress monitoring.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work
2	September 1-29	• **Plan and administer BOY Literacy Screener** • Develop a plan for K individual reading plans based off of results of the screener • Hold School System Literacy Team meeting • Learning Walks and Informal Observations to provide feedback	School Leadership Team	BOY Literacy Screener; information from the state department on individual reading plans	• BOY Literacy Screener Data • K individual reading plans • Agenda and sign-in sheet • Family letter
1, 3	October 2-31	• Develop Teacher Student Learning Targets • Hold School System Literacy Team meeting • Support teachers in providing them with information on evidence-based literacy strategies and where they exist in their curriculums • Analyze beginning of the year literacy screener and diagnostic data • Plan for how we will use progress monitoring data to adjust intervention groups • One-on-One conferences with parents to provide updates on current reading levels on PD day	School Leadership Team; Literacy Team	Evidence-based literacy strategies; ELA curriculums; BOY Screener Data; plan for adjusting intervention groups	• Teacher SLTs aligned to Literacy Plan and School Goals • Agenda and sign-in sheet • Collaboration and Job-embedded PD agendas and sign-in sheets • Plan for adjusting intervention groups based off of the data

Action Plan					
2, 3	November 1-30	• Hold School System Literacy Team meeting • Use progress monitoring data to adjust intervention groups • Provide coaching support and feedback to teachers based on observations	School Leadership Team; Literacy Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	• Agenda and sign-in sheet • Plan for adjusting intervention groups based on Core lessons • Oncourse coaching forms and EEPASS observation data focusing on the Teacher Standard Rubric
2, 3	December 1-22	• Hold School System Literacy Team meeting • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	• Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • Oncourse coaching forms
2, 3	January 6-31	• **Plan and administer MOY literacy screening measures and literacy interim assessments** • Progress monitor Teacher Student Learning Targets along with promoting student ownership by discussing their literacy goals and how these goals are tied to the lesson expectations • Hold School System Literacy Team meeting	School Leadership Team	MOY Literacy Screeners; Progress Monitoring data to adjust intervention groups	• MOY Literacy Screener Data • Plan showing how we are continuing to meet the Teacher Student Learning Targets • Agenda and sign in sheet
1, 3	February 1-29	• Hold School System Literacy Team meeting • Based on mid-year screening data, assess progress towards initial literacy goals. • Communicate to families the progress students are making toward their individual literacy goals.	School Leadership Team; Literacy Team	MOY Screener data; BOY screener data; Plan for communicating student progress to parents	• Agenda and sign-in sheet • Literacy Goals Progression Report • Family letter
2, 3	March 1-29	• Hold School System Literacy Team meeting • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations • Monitor progress of Literacy Foundations training for all K-3 teachers and leaders	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback; Literacy Foundations training update data	• Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • OnCourse coaching forms • Checklist of teachers and leaders who have completed Literacy Foundations training

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the Louisiana Professional Learning Partners?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 7-9	Teachers choose grade level District Selected PDs to attend	K Teachers; Sped Teachers; Instructional Leadership Team (ILT)
September – OctoberI	Intentional Planning for Academic Vocabulary: Explicit strategies for teaching high-utility vocabulary	K Teachers; Sped Teachers; Instructional Leadership Team (ILT)
November – January	Data-Driven Tier II/III Interventions: Utilizing MOY Dibels and Numeracy Data to align small-group instruction and measure weekly progress monitoring with fidelity.	K Teachers; Sped Teachers; Instructional Leadership Team (ILT)
February – March	Analyzing MOY Dibels and Numeracy Data scores and Progress Monitoring Data	K Teachers; Sped Teachers; Instructional Leadership Team (ILT)
April – May (End of Year)	Evaluating PL Efficacy & Planning 2027–28: Reviewing walkthrough data, partner efficacy indicators, and student DIBELS growth to plan upcoming professional learning cycles.	K Teachers; Sped Teachers; Instructional Leadership Team (ILT)

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
8/17/26 - 12/18/26	• Increased reading proficiency from BOY to MOY by at least 1.5%. • Establish a proactive walkthrough/observation/feedback plan that remains specific to campus needs throughout the school year. • Establish a functional and thorough PBIS plan focused on data, culture, and attendance.	MOY Dibels & Numeracy data Weekly PLC exit ticket review logs, bi-weekly ILT walkthrough feedback forms, and exit ticket mastery trends showing ≥80% average student accuracy.
1/3/27 - 3/25/27	• Increased reading proficiency from BOY to MOY by at least 1%. • Mid-year Review of current practices and make necessary adjustments.	Bi-weekly vocabulary walkthrough checks, exit ticket vocabulary task performance, and interim assessment vocabulary sub-domain scores.
4/5/27 - 5/21/26	• Increased reading proficiency from MOY to EOY by at least 1.5%. • Review/evaluate EOY student and teacher data to determine needs for the following school year.	Bi-weekly intervention progress monitoring entries, monthly ILT data review logs, and growth movement on Lexia skill completion reports.

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
    a. include families in focus groups and other discussions with teachers, students, and leaders around:
        i. school literacy priorities and programs aligned to the school's mission?
        ii. family access to interpret literacy data (screener and LEAP) and resources available?
    b. using communication and methods that accommodate all families?
    c. providing ongoing support and communication to families regarding the progress of their child's IASP?
    d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
    a. engage families and strengthen the connections between school and community?
    b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
    c. expand access to literacy resources?
3. What resources and tools are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Ongoing	Incorporate literacy into all enrichment classes	All enrichment teachers will either begin or end their lesson with reading a story for entertainment. Students will be encouraged to go home and share the story with their parents/guardians.	Enrichment Teachers, Principal and School Leaders
Ongoing	Incorporate literacy through guest readers	Teachers will encourage guests to come into their classrooms to read a story to their students.	parents, teachers, ILT team; para professionals; support staff
September 2024	Interest in Reading Questionnaire	A questionnaire will be sent home to parents/guardians to determine their reading interest level.	parents, teachers, ILT team; para professionals; support staff
Fall 2024	Scholastic Book Fair	A book fair will be planned to promote literacy. This will be open to students and parents/guardians.	Parents, Family Members, Teachers, Paraprofessionals, Reading Lab Teacher, Principal and School Leaders
March 2025	Family Literacy Night	Open to all parents and guardians; will be held on school campus	Teachers, Paraprofessionals, Speech Therapists, Principal and School Leaders
March 2025	Read Across America Event	Each child is given a book during this event; parents send a picture of student reading with an adult to teacher	Teachers, Paraprofessionals, Reading Lab Teacher, Principal and School Leaders
April 2025	Visit from Local Librarian	A local librarian will visit our school to read stories to the students. Students are given information to bring home to their parents/guardians which provides information and encourages them to visit their local library.	Teachers, Paraprofessionals, Reading Lab Teacher, Principal and School Leaders

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
    a. School improvement plan
    b. Early childhood programs
    c. Cross-curricular initiatives
    d. Community programs
    e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
SIP	Literacy Goals	Monthly review of District Progress Monitoring Data/ EOY Literacy Assessment and DIBELS Literacy Screener/i-Ready student data/ELA LEAP results
ILT Long Range Plan	Assess students and review student literacy data	Agendas, sign-in sheets
Collaboration Long Range Plan	adjust plans or lessons based on student data	Agendas, sign-in sheets; adjusted plans or lessons

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Literacy Team	Quarterly Job-embedded Team meetings	October, December, March, May
Parents of students	School Webpage, letters home of student progress	September, January, May
Community leader(s)-School Board Member, Local Community Pastors	EOY meeting	May
Student(s)	Review results from the BOY, MOY, and EOY literacy screener assessments	September, January, May
Teachers	Job-embedded PDs, collaboration meetings and grade level planning	October, December, March, May
Administration	Review results with Curriculum Facilitator	September, January, May
District Level Personnel	Review results with Literacy Coach and administration	September, January, May