LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Tucker Elementary School

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	Tucker Elementary School in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.
Literacy Mission Statement	Tucker Elementary School will provide every student with high-quality instruction and interventions, creating a pathway to success which provides every opportunity to develop their reading, writing, speaking, and listening skills.

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?

Section 1B: Literacy Goals	
Goal 1 (Student-Focused)	Students: ● will review, with the teacher, progress on the Individual Literacy Plan throughout the school year to evaluate progress towards their EOY goal. ● will read on grade level or show adequate progress by the end of the school year. ● will achieve Mastery level on third-grade statewide assessments. ● with disabilities, English Language Learners, and students of color will increase in attaining mastery or above on statewide literacy assessments.
Goal 2 (Teacher-Focused)	Teachers will: ● implement high-quality Reading/ELA curriculums and assessments aligned to Louisiana State Standards. ● provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs. ● collaboratively plan during their weekly scheduled times to improve the use of evidenced-based practices to meet the literacy needs of all learners. ● use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.
Goal 3 (Program-Focused)	Tucker Elementary School will: ● promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction. ● ensure the implementation of a comprehensive literacy assessment plan that includes valid and reliable assessment tools to measure student academic growth during the school year. ● provide support and coaching to teachers for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature). ● provide teachers access to job-embedded professional learning opportunities with high-quality curriculum and resources for core instruction and interventions. ● expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities.

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 (75 Minutes Daily)** • **Core HQIM Instruction (60-90)**racy instruction delivered by classroom teachers trained in the effective implementation of approved Tier I High-Quality Instructional Materials (HQIM) — Louisiana ELA Guidebooks. Prior to teaching, teachers and school leaders engage in structured 3–12 unit and lesson preparation to ensure alignment to standards and strong daily execution. To support healthy Tier I core instruction, school leaders and the Instructional Leadership Team (ILT) — who are fully trained in HQIM implementation and evaluation — maintain a regular walkthrough schedule to observe classroom practices, provide coaching, and monitor progress. The ILT routinely reviews assessment data to make real-time instructional adjustments, aiming for at least 80% student mastery across overall class assessment data. Curriculum-based assessments from the HQIM (daily exit tickets, section quizzes, and unit tasks) are consistently analyzed to evaluate core instructional effectiveness and identify students needing extension opportunities — such as advanced writing prompts, higher-order synthesis tasks, and complex text analysis. • **Personalized Core Learning (15–20 minutes daily):** Daily adaptive skill practice using **Lexia** software to address individual student learning

Section 2: Explicit Instruction, Intervention and Extension	
	gaps, reinforce foundational skills, and provide personalized extensions for on- and above-grade-level students during the core block.
English Language Arts textbooks and instructional materials used	**Primary Instructional Materials (HQIM)** • **CKLA** Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • **Wit & Wisdom** 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 interventions are delivered directly by certified classroom teachers, trained literacy tutors, and extensively trained literacy educators who have received specific professional development in executing LDOE-approved High-Quality Instructional Materials (HQIM) and evidence-based skill interventions. • **Scheduling & Protection of Core Time (30 Minutes Every Day):** Tier II intervention is scheduled for 30 minutes every 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 60-minute Tier I core instruction. • **Targeted Alignment & Data Diagnostics:** The specific skills targeted during Tier II instruction are directly aligned with individual student deficit areas identified through current diagnostic and literacy assessment data (e.g., Amira, Boost, district interims, and daily formative assessments).

Section 2: Explicit Instruction, Intervention and Extension	
	• **High-Quality Curriculum & Progress Monitoring:** Educators consistently use curriculum-based measures and targeted skill assessments from approved HQIM with fidelity to measure the intervention's effectiveness. To ensure timely adjustments and responsiveness to student growth, progress monitoring is conducted on a bi-weekly or weekly schedule, matched to the intensity of each student's identified needs.
List of available interventions and their descriptions	**Boost Reading:**Targeted reading intervention designed to reinforce foundational literacy skills through explicit, small-group instruction tailored to specific student learning gaps. **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. **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. **Air Reading:** An interactive, small-group literacy intervention program designed to build core reading foundational skills — including phonics, decoding, and fluency — through targeted, technology-driven instruction and real-time educator support.
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	• **Delivery & Specialist Provider:** Tier III intensive interventions are delivered directly by a classroom teacher who possesses deep

Section 2: Explicit Instruction, Intervention and Extension	
	conceptual knowledge, specialized expertise in evidence-based reading instruction.
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 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	K-2 Knowledge Lesson Preparation Protocol | Louisiana Department of Education	-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

Action Plan					
					diagnostic data, culminating student work
June 1 - July 31	Review prior year data to establish school goals	School Leadership Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.	June 1 - July 31
3	August 3-31	• Hold School System Literacy Team meeting • Communicate Local Literacy/School Literacy Plans • Use data to identify intervention groups	School Leadership Team; Literacy Team	Local (District) Literacy Plan School Literacy Plan	• Agenda and sign-in sheet • Post School Literacy Plan on webpage, discuss at Open House, share plan with Faculty and Staff • completed intervention groups
2	September 1-30	• **Plan and administer BOY Literacy Screener** • Develop a plan for K-3 individual reading plans based off of results of the screener • Hold School System Literacy Team meeting	School Leadership Team	BOY Literacy Screener; information from the state department on individual reading plans	• BOY Literacy Screener Data • K-3 individual reading plans • Agenda and sign-in sheet
1, 3	October 1-31	• 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	School Leadership Team; Literacy Team	Evidence-based literacy strategies; ELA curriculums; BOY Screener Data; plan for adjusting intervention groups	• Teacher SLTs • 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					
		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			
2, 3	November 2-30	• 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
2, 3	December 1-18	• 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	December 1-18	• **Plan and administer MOY literacy screening measures and literacy interim assessments**	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

Action Plan					
		• Progress monitor Teacher Student Learning Targets • Hold School System Literacy Team meeting			
1, 3	February 1-28	• 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 1-25	• 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
2, 3	April 5-30	• Hold School System Literacy Team meeting • **Plan and administer EOY literacy screening**		EOY Literacy Screeners; Progress Monitoring data to adjust intervention groups; Teacher	• Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • OnCourse coaching forms

Action Plan					
		measures and literacy interim assessments ● Use progress monitoring data to adjust intervention groups ● Continue providing coaching support and feedback to teachers based on observations ● Begin planning for summer opportunities for students to accelerate literacy development		Observation Feedback; Plan for summer opportunities	
1, 2, 3	May 1-24	● Hold School System Literacy Team meeting ● Review and analyze early literacy screener EOY data to set goals for next year ● Report number of K-3 teachers and leaders who have completed ACT 108 LIteracy Foundations training ● Determine placement and training needs of literacy coach for next year	School Leadership Team; Literacy Team	EOY Literacy screener data; list of teachers and leaders who completed ACT 108 Literacy Foundations training; Literacy Coach placement and needed trainings for upcoming school year	● EOY Literacy Screener Data ● K-3 individual reading plans ● Agenda and sign-in sheet

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	Leader PD Session 2-Understanding the Importance of Leadership Around Implementation	School Leadership Team, Literacy Team
School Leadership Team, Literacy Team	K-2 Teacher PD Session 10-Setting Up Your Classroom	1-2 Teachers; SPED dept.
September	K-2 Teacher PD Session 12-Diagnostic Assessment	1-2 Teachers, SPED dept.
October	K-2 Teacher PD Session 11 Small Groups Leader PD Session 5-Setting Quality Visions, Goals, and Plans	1-2 Teachers; SPED dept.
January	K-2 Teacher PD Session 7-Reading Fluency	1-2 Teachers, SPED dept

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?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
6. Are ILT members trained to support literacy?		
Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1	Goal Setting	LT audit of 100% completed student ILPs and goal tracking sheets. • Walkthrough data showing clear, daily learning goals and success criteria posted and communicated in all ELA classrooms. • Artifacts from Teacher Collaboration (TC) showing data-driven goal-setting templates.
Cycle 2	What is Mastery	Analysis of teacher-created student work exemplars and rubric annotations during TC sessions • Weekly walkthroughs assessing student accuracy on formative tasks, targeting at least 80% daily student mastery • Collaborative calibration scoring of student exit tickets and writing tasks across grade levels.
Cycle 3	Productive Struggle	Walkthrough data capturing a decrease in teacher talk-time and an increase in student-to-student discourse using evidence from texts

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
		• Video analysis of classroom instruction during TC sessions to reflect on teacher scaffolding. • Student exit tickets and written responses demonstrating independent problem-solving and text synthesis.

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
September 2026	Open House	Survey Paper copies to send home to parents; digital link placed on school webpage	parents, teachers, ILT team; para professionals;
October 2026	Family Literacy and Math Nigh	Communication provided in dual languages; scheduled after-hours; packets sent home to families;digital link on school webpage	parents, teachers, ILT team; para professionals;

Section 4: Family Engagement Around Literacy			
October 2026	Favorite Character Dress Up	All students are encouraged to participate during Trunk or Treat	Students, parents, faculty
March 2027	Read Across America Day	Open to all parents and guardians; will be held on school campus	Principals, 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/Boost, Amira, Lexia 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	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 Literacy Coach	September, January, May
District Level Personnel	Review results with Literacy Coach and administration	September, January, May