

**Local Literacy Plan for
Chesbrough Elementary School
Tangipahoa Parish
Veronica Richardson, Principal
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LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Chesbrough 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

Chesbrough Elementary School will provide every student a high-quality education and pathway to success by giving them every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may cultivate the tools necessary for a happy and successful life.

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 enter kindergarten ready according to state assessment measures. • will achieve mastery at third and eighth grades according to state assessment measures. • will graduate on time with a college or career credential eligible for TOPS Award. • with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.
Goal 2 (Teacher-Focused)	Teachers will: • implement Tier I, high-quality Reading/ELA curriculum 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. • provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students. • use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.
Goal 3 (Program-Focused)	Tangipahoa Parish School System will: • promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction. • ensure that every school implements a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year. • ensure that district and school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs. • provide support and coaching to teachers and school leaders for the implementation of high-quality literacy

Section 1B: Literacy Goals

- instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).
- provide job-embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources.
 - expand opportunities for parents and families to be engaged in their children’s literacy development through school-based and district activities.
 - Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana

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

- CKLA (60 minutes daily, grades K-2)
- Wit & Wisdom (90 minutes Whole Group OR 60 minutes Whole Group and 30 Minutes CORE small group, grades K-2)

Section 2: Explicit Instruction, Intervention and Extension

instruction and how it is used

- ELA Guidebooks, 90 minutes, grades 3-5)
- Literacy intervention times are as follows:

Grade Band	Computer Based Component ¹ Weekly		Small Group Learning	
	Below Level	On or Above Level	Teacher Table	Hands - On Learning
Kindergarten ELA	30 minutes Boost	30 minutes Boost	• CKLA Core Support Activities	• CKLA Small Group Instruction Activities
1st - 2nd ELA	30 minutes Boost 30 minutes Amira	30 minutes Boost 15 minutes Amira	• mCLASS Intervention	• mCLASS Intervention • CKLA or WW Core Activities
3rd - 5th ELA	Assigned minutes on LEXIA ² (based on pre-test data) 30 minutes Amira	Assigned minutes on LEXIA ² (based on pre-test data)	• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities	• 3rd Grade mCLASS Intervention • Guidebook Core Support Activities • LEXIA Independent Skill Builder sheets

English Language Arts textbooks and instructional materials used

Primary Instructional Materials (HQIM) provided through the Louisiana Department of Education (LDOE):

- **CKLA** Tier I core curriculum
- **Wit & Wisdom** Tier I core curriculum
- **Louisiana ELA Guidebooks:** Tier I core curriculum

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

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.

Section 2: Explicit Instruction, Intervention and Extension

	○ Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts) ○ Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc. ○ Reading texts to build background knowledge about unit topics before and/or during the unit ○ Preview and build background knowledge about unit vocabulary before the daily lesson ● Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards. ○ See the Intervention Guidance ○ See the Individual Student Academic Support Plan ○ Lexia Core5 ○ Amira ○ mCLASS High Dose Tutoring: ● ALL Kindergarten and 1st Grade students — ONCE tutoring 15 minutes per day provided by para ● 2nd Grade students — AIR Reading (students below and well below benchmark on DIBELS) ● 3rd Grade students — AIR Reading (students scoring below benchmark on DIBELS) ● 3rd Grade students — Teacher Table Tutor (students scoring well below benchmark on DIBELS) ● 4th - 5th Grade students – Teacher Table and LEXIA (students scoring Basic, App. Basic, or Unsat.)
List of available interventions and their descriptions	● Lexia Core 5 - An adaptive, blended-learning software that provides personalized, student-driven practice in foundational reading skills for 3rd through 5th grade. ● Amira - An AI-powered virtual reading assistant that assesses oral reading fluency, listens to students read aloud, and provides real-time, micro-interventions. ● mCLASS - A teacher-administered assessment platform (featuring DIBELS 8th Edition) that measures early literacy skills and generates data-driven intervention pathways. ● Amplify Boost - Targeted online practice modules that deliver direct, supplemental skill instruction aligned to students' mCLASS assessment data.

Section 2: Explicit Instruction, Intervention and Extension

	• ONCE - A Science of Reading–based early literacy intervention that delivers daily, 15-minute, one-on-one explicit instruction for Kindergarten and 1st-grade students. • Air Reading - A high-dosage, small-group virtual tutoring program that connects students with live, trained educators to deliver Science of Reading–aligned intervention.
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	
List of available interventions and their descriptions	

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

Action Plan					
					diagnostic data, culminating student work
School Literacy Team Meetings	Weekly Sept.-May	Team members meet to create and monitor the school literacy plan and set goals for literacy in the school. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the needs, organize professional learning opportunities, promote communication, monitor and adapt the school literacy plan as needed based on students' needs.	School Leadership Team, principal	Previous year's student literacy data, any BOY literacy data	- weekly ILT and PLC agendas -improvements in MOY to compared to MOY student literacy data and improvements in EOY compared to MOY literacy data -walkthrough data demonstrates teachers are following guidance of literacy plan
Weekly Collaboration and Planning	Weekly Sept.-May	Content Facilitator and content teachers meet with Literacy Coaches to examine student work, participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum lesson plans to address students' learning needs.	Content Facilitator, teachers, principal	Student work, progress monitoring data,	-weekly ILT, PLC, and PD agendas -teachers' annotated lesson plans -
Learning Community Walkthroughs	Ongoing Sept.-May	District Instructional Leadership Teams (ILT) visit schools to observe, monitor literacy instruction, and provide feedback to school leaders and teachers.	ILT Supervisors ILT		-walkthrough data -feedback to teachers and admin
Canopy - Science of Reading	Ongoing	The Science of Reading is mandated for all K - 3 core teachers and administrators. The Science and Art	All K-3 Teachers Administrators		- Course progress - Completion certificate

Action Plan					
		of Teaching Reading Part 1 and Part 2 provide instruction on bringing the Science of Reading into classroom practice, and learning the best strategies for language and literacy instruction in response to LA ACT 108.			
School Literacy Night	Oct. 2026	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed and plays and choral performances are presented. Free books and learning materials are provided.	Principal and School Leaders	Literacy Resources will be provided to families	- parent sign in -agenda -social media posts

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 <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
Aug. 5, 2026	Content Specific Dist Prof. Development Day	Dist. Leaders, teachers, content facilitators, administrators
Aug. 7, 2026	Content Specific School Prof. Dev.	Teachers, Content Facilitator, Administrators
Jan. 4, 2027	Kagan (Cooperative Learning)	Teachers, Content Facilitator, Administrators

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?
Goal Setting	To review previous years data and beginning of the year data to set goals for student improvement.	Walk through data to determine if goals are being implemented.

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

Environment	To support teachers in the area of classroom management. This cycle will include reviewing the PBIS plan, discipline, and attendance data to set a behavior and attendance goal.	Increase in daily attendance, decrease in discipline data (JCampus), increase in students receiving PBIS rewards
Lesson Planning	To plan and implement lessons using HQIM for both core and interventions.	Walkthrough and observation data, PLC/ILT agendas, annotations
Engagement Strategies	To ensure all students' needs are being met and all students have the opportunity to engage in the learning.	Walkthrough and observation data, PLC/ILT agendas, annotations, PM data, grades
Strengthening Academic Feedback	To ensure all students receive quality academic feedback allowing them to persevere during the learning.	Walkthrough and observation data, PLC/ILT agendas, annotations, PM data, grades

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?

Section 4: Family Engagement Around Literacy			
Month/Date	Activity	Accessibility Opportunities	Community Partners
10/29	Title 1 Literacy Night - Provide families with information regarding curriculum, intervention programs, and state testing information	Information will be shared on Class Dojo, resource links will be available for families	Families, parents/guardians, stakeholders
BOY, MOY, EOY	Literacy Screener notification letters, and literacy plans including intervention information	Provide families with information regarding test scores, literacy plans, and offer opportunities for assistance in interpreting scores	Parents/Guardians
March 2027	Read Across America Day	Schoolwide reading activities including students engaging in reading at home	All stakeholders

Section 5: Alignment to Other Initiatives		
To successfully implement, communicate, and monitor this literacy plan, what is the plan to: - Identify which district or school initiatives most directly support literacy goals, including: - School improvement plan - Early childhood programs - Cross-curricular initiatives - Community programs - System-wide priorities across schools - Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals. - 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
Schoolwide Plan Title 1 (SWP)	SWP Goals target academic growth in proficiency for all grade levels including subgroups using Tier 1 curriculums and intervention programs	Weekly data review and progress monitoring during PLC and ILT meetings; state testing data from DIBELS, tracking proficiency growth

Section 5: Alignment to Other Initiatives

		quarterly utilizing benchmark data
ONCE	Kindergarten and 1st grade students receive ONCE which is a Science of Reading–based early literacy program that provides high-dosage, daily 1-on-1 instruction for pre-K through 1st-grade students using daily 15-minute lessons to quickly build foundational reading skills.	Frequent progress monitor and accountability checks with ONCE instructors
Cross-curricular/system wide priorities	We will align literacy goals directly with Instructional Leadership Team (ILT) agendas, embed targeted look-fors into classroom walkthrough tools, and structure teacher collaboration cycles around literacy data.	Weekly data review and progress monitoring during PLC and ILT meetings

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
District & School Leadership (ILT)	Present non-negotiable implementation expectations, clarify roles/responsibilities, and establish quarterly monitoring structures.	August (BOY) & Quarterly
Teachers & Instructional Coaches	Share core literacy goals, non-negotiables, walkthrough look-fors,	Weekly & Ongoing PLCs and ILT

Section 6: Communicating the Plan		
	and collaboration expectations during professional development and PLC meetings.	
Families & Community Members	Distribute clear literacy goal summaries and home-support strategies via newsletters, family nights, and Class Dojo.	Quarterly
School Board & Community Partners	Provide transparent progress updates highlighting student literacy growth, assessment data, and implementation milestones.	As needed