

**Local Literacy Plan for
Loranger Elementary School**

**Tangipahoa Parish
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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

Every Loranger Elementary student will develop the foundational skills, knowledge, vocabulary, fluency, and comprehension needed to become a proficient, confident reader by the end of third grade and to continue growing as an independent reader in fourth grade.

Literacy Mission Statement

Loranger Elementary will unite leaders, teachers, interventionists, students, and families around high-quality Tier I literacy instruction, explicit Science of Reading practices, timely data-driven intervention, and engaging literacy experiences. We will use HQIM, progress monitoring, collaborative planning, and family partnership to ensure access, growth, and appropriate extension for every learner.

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)	By EOY 2026-27: K-3 DIBELS proficiency will reach K 75%, 1st 75%, 2nd 72%, and 3rd 75% (2025-26 EOY: 65%, 67%, 63%, 68%). Grade 3 ELA LEAP Mastery+ will rise from 26% to at least 35%; Grade 4 ELA cohort Mastery+ from 38% to at least 43%. At least 70% of Bottom 25% ELA students will meet growth targets. All subgroups will show measurable BOY-EOY growth.
Goal 2 (Teacher-Focused)	By EOY, 100% of ELA teachers will implement HQIM with explicit instruction and standards-aligned checks for understanding; use DIBELS/mCLASS, HQIM, LEAP, and program data to regroup students; protect WIN Time; progress monitor Tier II weekly/biweekly and Tier III weekly; and participate in ILT/TC cycles, coaching, and intervention training. Walkthroughs will show at least 90% fidelity to identified literacy look-fors.
Goal 3 (Program-Focused)	LES will maintain a coherent MTSS literacy system that protects Tier I and provides data-matched supports: ONCE (K-1), AIR Tutoring (2-3, 10 weeks), Lexia Core5 (3-4), Amplify/Boost, Amira, WIN Time, Teacher Intervention Table, and Inclusion Specialist support. Placement and response will be reviewed every 4-6 weeks; families will receive BOY/MOY/EOY and IASP updates.

Section 2: Explicit Instruction, Intervention and Extension	
<p>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.</p>	
Tier I	<ol style="list-style-type: none"> Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? <ol style="list-style-type: none"> Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? Is there a regular walkthrough schedule to determine support around Tier I? Is the ILT responding to data to support a healthy Tier I? 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) What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Daily protected literacy block using approved HQIM. K-2: foundational skills plus knowledge/text work and teacher-led small groups; 3-4: grade-level ELA knowledge-building, reading, discussion, and writing. WIN Time is scheduled outside the core block for intervention/extension. Teachers use daily formative checks, HQIM assessments, DIBELS/mCLASS (K-3), and LEAP-aligned data (3-4) to plan small groups and extensions.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Core/Tier I: CKLA/Amplify foundational skills and knowledge resources (K-2, as adopted); Wit & Wisdom ELA texts/modules; grade-level decodables and trade texts; Louisiana Student Standards; HQIM unit/lesson preparation resources. Assessment/support: Amplify mCLASS/DIBELS 8 (K-3), HQIM formative/summative assessments, and LEAP/LEAP-aligned items (3-4).
Tier II	<ol style="list-style-type: none"> 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	Students below benchmark or not responding sufficiently to Tier I receive targeted intervention during WIN Time without missing core ELA. Skill need is identified from DIBELS/mCLASS, HQIM, LEAP, student work, and diagnostic data. Teachers/interventionists provide small-group or individualized instruction. Tier II is progress-monitored weekly/biweekly and reviewed every 4-6 weeks for continuation, regrouping, intensification, or exit.
List of available interventions and their descriptions	ONCE (K-1): individualized foundational reading, scheduled 15-minute sessions. AIR Tutoring (2-3): targeted 10-week tutoring cycle. Lexia Core5 (3-4), Amplify/Boost, and Amira: supplemental data-matched practice. Teacher Intervention Table and WIN Time: teacher-led small groups based on current skill data.
Tier III	<ol style="list-style-type: none"> 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	Students with intensive, persistent needs receive individualized, explicit intervention matched to the deficit skill and delivered by trained literacy staff, the Inclusion Specialist, interventionist, and/or special education staff. Tier III occurs outside core ELA with increased intensity and smaller groups. Progress monitoring occurs at least weekly; the problem-solving team reviews fidelity and response every 4-6 weeks and adjusts focus, dosage, grouping, or support.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

Detailed intervention menu below. Programs are assigned from current student data; supports may be combined. No intervention replaces Tier I core instruction.

Loranger Elementary Intervention Menu

Intervention	Tier / Grades	Description	Monitoring / Evidence
ONCE	Tier II-III K-1	Individualized explicit foundational-reading intervention in scheduled 15-minute sessions during intervention time; skill focus is selected from current literacy data.	Session logs; DIBELS/mCLASS progress monitoring; 4-6 week review.
AIR Tutoring	Tier II 2-3	Targeted tutoring for a 10-week cycle. Students are selected from benchmark/diagnostic data and receive instruction aligned to identified literacy needs.	Attendance/fidelity; pre/post and DIBELS/HQIM progress data.
Lexia Core5	Tier II 3-4	Personalized literacy practice for Grades 3-4. Teachers use skill and usage reports to reinforce targeted reading needs during intervention time.	Program reports; teacher checks; HQIM/LEAP-related growth evidence.
Amplify / Boost	Tier II K-3 / assigned	Amplify mCLASS/DIBELS data inform placement; Boost Reading provides targeted practice aligned to assessed skill gaps for students who need additional support.	mCLASS/DIBELS reports; usage/skill reports; teacher review.
Amira	Tier II Assigned students	Supplemental oral-reading and fluency practice with feedback; assigned when data indicate a need for additional practice and monitored by the teacher/intervention team.	Session and fluency reports; progress-monitoring trend; teacher review.
WIN Time	Tiers II-III K-4	Protected schoolwide intervention/extension block. Students receive reteach, targeted intervention, or extension without being removed from core Tier I ELA.	Master schedule; group rosters; walkthroughs; 4-6 week regrouping.
Teacher Intervention Table	Tiers II-III K-4	Teacher-led skill groups based on DIBELS, HQIM, LEAP, student work, and diagnostic evidence. Skill focus, response, and next steps are documented.	Intervention table/log; student work; weekly/biweekly progress monitoring.
Inclusion Specialist	Tier III K-4 / intensive	Provides or coordinates intensive, explicit reading support for students with persistent needs and collaborates with classroom and special education staff.	Weekly progress monitoring; fidelity notes; problem-solving team review.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Aug-May	Deliver a protected Tier I HQIM literacy block. Use weekly unit/lesson preparation in Teacher Collaboration and ILT; emphasize explicit modeling, grade-level text, discussion, writing, and checks for understanding.	Administration, ILT, K-4 ELA teachers, instructional/literacy support	CKLA/Amplify; Wit & Wisdom; HQIM prep tools; Louisiana standards; walkthrough look-fors	At least 90% fidelity on literacy walkthrough look-fors; strong alignment in student work and exit tickets; class/HQIM mastery trends upward; K-3 DIBELS and 3-4 LEAP/HQIM data show growth.
1	Aug-May	Implement daily WIN Time and Teacher Intervention Table. Match students to ONCE K-1, AIR Tutoring 2-3, Lexia Core5 3-4, Amplify/Boost, Amira, and Inclusion Specialist support based on identified need.	Teachers, interventionists/tutors, Inclusion Specialist, SPED, administration	DIBELS/mCLASS; intervention schedules/logs; program reports; HQIM/LEAP data	100% of identified students are assigned to support; intervention time is protected; Tier II progress monitoring weekly/biweekly and Tier III weekly; groups reviewed every 4-6 weeks; Well Below decreases.
2-3	Aug-May	Use BOY/MOY/EOY data meetings, ILT/TC cycles, coaching, and family conferences to monitor subgroup growth, intervention fidelity, and next steps. Provide staff training and family-friendly literacy resources.	Administration/ILT, teachers, intervention staff, families	DIBELS/mCLASS; HQIM/LEAP; IASP; Staffulty Hub; ClassDojo; family toolkits	Grade-level targets are met or show clear progress; at least 70% of Bottom 25% ELA students meet growth targets; intervention/family documentation is current; cycle artifacts and coaching follow-up show implementation.

Action Plan

1	Aug-Sept	Administer BOY DIBELS/mCLASS K-3; review prior LEAP/HQIM data 3-4; set class, student, and subgroup goals.	Admin/ILT; teachers	DIBELS/mCLASS; LEAP/HQIM	Completed data sheets, group rosters, and measurable student/subgroup goals.
1	Daily Aug-May	Provide ONCE K-1 individualized reading intervention during WIN; protect Tier I core instruction.	ONCE staff; K-1 teachers	ONCE tools; mCLASS/DIBELS	Session logs; progress-monitoring trend; 4-6 week adjustment/exit decisions.
1	10-week cycle	Provide AIR Tutoring to selected Grades 2-3 students; maintain attendance and instructional fidelity.	AIR tutors; teachers; admin	AIR resources; DIBELS/HQIM	Attendance/fidelity data plus pre/post and progress-monitoring growth.
1	Weekly Aug-May	Use Lexia Core5 in Grades 3-4 and Amplify/Boost/Amira as assigned; review usage and skill data.	Teachers; intervention staff	Program dashboards; skill reports	Usage goals met; targeted skills improve; data informs regrouping.
2	Every 4-6 wks	ILT/TC reviews intervention response and Tier I implementation; regroup, intensify, extend, or exit students.	ILT/admin/coaches	Intervention Table; walkthroughs; student work	Updated groups, documented decisions, feedback, and reduced number of students off benchmark.
3	BOY/MOY/EOY	Hold family data conferences/IASP updates and share practical home literacy resources and program expectations.	Teachers/admin; families	Reports; IASP; ClassDojo; toolkits	Conference/communication records, family resources shared, and family feedback/participation.
3	Quarterly	Review literacy-plan implementation and adjust schoolwide supports based on outcomes and fidelity.	Principal/APs; ILT	Plan; benchmark data; walkthroughs	Quarterly update identifies celebrations, barriers, next actions, and responsible staff.

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>
August 2026	HQIM launch/refresher; Science of Reading; unit/lesson preparation; protecting Tier 1 and WIN Time; all interventions: ONCE, AIR Tutoring, Lexia Core5, Amplify/Boost, Amira, Teacher Intervention Table, Inclusion Specialist.	K-4 ELA teachers, SPED, intervention staff, ILT/admin.
Aug-Sept 2026	DIBELS 8/Amplify mCLASS administration, data analysis, progress monitoring, and BOY grouping.	K-3 teachers, intervention staff, instructional leaders.
Sept-Oct + ongoing	ONCE, AIR Tutoring, Lexia Core5, Amplify/Boost, Amira, Teacher Intervention Table; fidelity and regrouping.	K-4 teachers, tutors, Inclusion Specialist, SPED, coach/admin.

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?
Cycle 1: Aug-Oct Tier I/HQIM prep + checks for understanding using pre- and post-tests	At least 90% fidelity to literacy look-fors; core assessment/student work demonstrates stronger mastery of Louisiana Student Standards.	Weekly walkthroughs, lesson/unit prep artifacts, exit tickets, student work, HQIM data.
Cycle 2: Nov-Feb & Mar-May Data-driven intervention + extension	Increase DIBELS benchmark rates, reduce Well Below, and have at least 70% of Bottom 25% ELA meet growth.	4-6 week data reviews, DIBELS PM, intervention logs, Lexia/Boost/Amira reports, LEAP/HQIM data.

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
Aug-Sept	Lit for Literacy/Open House: explain plan, BOY data, core/intervention programs, and home reading strategies.	ClassDojo/email/paper; family-friendly data; flexible conferences; language/access supports as needed.	Title I, PTO, public library/community readers, District Literacy Teams.
Dec-Jan	Diggin' Data + Literacy/LEAP Night: MOY results, IASP, program progress, books/resources, and home practice.	Multiple formats; take-home toolkits; conferences; digital links and paper copies.	Teachers, admin, families, library/PTO, District Literacy Teams.
Mar-May	Summer Learning Program + EOY Data/Summer Reading: community reading, growth review, and summer literacy plan.	Day/evening options; paper/digital resources; accessible texts and family supports.	Community members, PTO, library, families, District Literacy Teams.

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
School Improvement/ILT & TC; WIN/MTSS; Early Literacy/Title I	Aligns Tier I HQIM/Science of Reading, data cycles, and targeted supports: ONCE, AIR, Lexia, Boost, Amira, Teacher Intervention Table, Inclusion Specialist.	Weekly walkthrough/TC evidence; BOY/MOY/EOY DIBELS and LEAP; 4-6 week intervention reviews; family/IASP evidence.

Section 5: Alignment to Other Initiatives

Family/Community Literacy Engagement; Title I/PTO/Library	Extends literacy beyond school through data conferences, literacy events, home resources, and summer reading supports.	Participation/communication logs; family feedback; resources distributed; follow-up at benchmark windows.
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Section 6: Communicating the Plan

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

1. Define clear implementation expectations in the faculty handbook 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
Families, Students & Community	ClassDojo, school website/social media, Open House/Literacy Night, data conferences/IASP, PTO/Title I events; share goals, progress, programs, and home supports.	Launch in Aug.; BOY/MOY/EOY benchmark windows; ongoing Aug-May.
Teachers & Staff	Staffulty Hub, weekly Teacher Collaboration, ILT/grade-level meetings, coaching, and walkthrough feedback; reinforce roles, faculty handbook, data, and next steps.	Weekly; 4-6 week data cycles; quarterly literacy-plan review.