Local Literacy Plan for

Pinecrest Elementary & Middle School

Megan Hicks, Principal

Todd Guice, Superintendent

8/27/26

LOUISIANA'S LITERACY PILLARS



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	We envision a community where literacy fosters both student development and the ability to understand, think critically, and respond to information.
Literacy Mission Statement	Pinecrest School will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies, initiatives and HQIM, but to also provide teachers and leaders tools and knowledge necessary to grow students into life-long learners.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

Section 1B: 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)	• By the end of the 2026-2027 school year, the percentage of K-3 students demonstrating proficiency on DIBELS will increase from 55% to at least 65%, as measured by the spring DIBELS assessment. • By the end of the 2026-2027 school year, the percentage of students demonstrating proficiency on LEAP will increase in ELA. ELA proficiency will increase from 47.1% to at least 55%.
Goal 2 (Teacher-Focused)	• At the beginning of the 2026-27 school year, teachers will be trained on using the SWAP, Student Work Analysis Protocol, to drive teacher collaboration meetings for this school year. • Through professional development, we will be implementing evidence-based strategies for small group instruction and progress monitoring with MClass intervention and standards-based instruction and assessment. • Teachers will be analyzing LEAP Data in August of 2024 in order to determine trends, needs, and a plan to monitor progress. • Teachers will analyze Dibels data to determine student needs alongside administration in August/September of 2026 and January of 2027. Conclusions will be used to group students and focus on student needs.
Goal 3 (Program-Focused)	• On Your Mark Tutoring for well-below and below (Dibels) students for phonics instruction. • Small group instruction in the classroom, dyslexia specialist, or special education teacher with a certified teacher to focus on student needs

Section 1B: Literacy Goals	
	resulting from Dibels for both Tier II and Tier III interventions. • Tutoring program with a certified, retired ELA teacher to target grades 4-8, focusing on specific areas marked "weak" including written expression, vocabulary, literary text, and informational text to include strategies and targeted practice.

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	• K-2: Average of 150 minutes per day, 60 for Skills, 60 for Knowledge, and 30 for HDT. • 3-5: Average of 120 minutes per day, 90 for core instruction and 30 for HDT. • 6-8: Average time is 90 minutes for core instruction.

Section 2: Explicit Instruction, Intervention and Extension	
English Language Arts textbooks and instructional materials used	A. Heggerty (PreK-2) B. CKLA (K-2) C. ELA Guidebooks (3-12)
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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	• Teacher Led Small Group: a. MClass (PreK-5) b. Lexia Core 5 (PreK-5) c. Lexia Power Up (6-9) d. Common Lit (3-8) • Literacy Intervention Specialist a. MClass 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?

Section 2: Explicit Instruction, Intervention and Extension	
Tier III plan, including the amount of time	Minimum of 90 minutes per week.
List of available interventions and their descriptions	• Dyslexia Specialist/Special Education Teacher a. Phonics First with multi-sensory instructional materials • High Dosage Tutoring b. On Your Mark • Certified Tutor (grades 3-8) a. Focus on written expression, vocabulary, informational text, and literary text

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 dat a -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
1	August 2026–May 2027; formal progress reviews in September, January, and May	1. Analyze beginning-of-year DIBELS/mCLASS data to identify students' specific skill needs. 2. Analyze 2026 LEAP ELA data to identify trends, priority standards, and areas of weakness. 3. Develop flexible student groups based on assessment data. 4. Provide Tier II and Tier III interventions aligned to identified student needs. 5. Provide On Your Mark tutoring to students identified as well-below/below benchmark on DIBELS. 6. Provide targeted tutoring for grades 4–8 based on LEAP-identified areas of weakness.	Principal, ILT, K–8 ELA Teachers, Literacy Intervention Specialist, Dyslexia Specialist, Special Education Teacher, Curriculum Coordinator, Tutor	DIBELS, mCLASS, LEAP data, CKLA, ELA Guidebooks, Heggerty, MCLASS Intervention, Lexia, On Your Mark	ELA Guidebooks, Heggerty, MCLASS Intervention, Lexia, On Your Mark Analyze DIBELS and LEAP data at designated intervals; monitor student progress through classroom assessments and progress-monitoring data. Evidence of success: Spring DIBELS proficiency reaches ≥65% and ELA LEAP proficiency reaches ≥55%

Action Plan					
		7. Adjust instruction and intervention based on progress-monitoring data.			
2	August 2026–May 2027; ongoing professional development and collaboration	1. Train teachers on the SWAP (Student Work Analysis Protocol) at the beginning of the school year. 2. Establish a regular teacher collaboration/data-meeting schedule using SWAP. 3. Analyze 2026 LEAP data with teachers to identify priority standards and instructional needs. 4. Analyze DIBELS/mCLASS data with teachers to identify students needing additional support. 5. Provide professional development on evidence-based small-group instruction and progress monitoring. 6. Train/support teachers in the effective use of MCLASS Intervention and other approved literacy resources.	Principal, Curriculum Coordinator, ILT, Literacy Intervention Specialist, ELA Teachers	SWAP (Student Work Analysis Protocol), DIBELS/mCLASS, LEAP data, HQIM, TPLS Framework, MCLASS Intervention, professional development resources	Provide SWAP training at the beginning of the year. Conduct collaborative data meetings to analyze student work and assessment data. **Evidence of success:** Teachers consistently use SWAP/data protocols, identify specific student needs, adjust instruction, document small groups, and use progress-monitoring data to make instructional decisions.

Action Plan					
		7. Use student work and assessment results to regroup students and adjust instruction.			
3	August 2026–May 2027	1. Identify students requiring Tier II and Tier III support using DIBELS/mCLASS and other literacy assessment data. 2. Create intervention groups based on specific skill deficits. 3. Provide a minimum of 90 minutes per week of Tier II intervention. 4. Provide a minimum of 90 minutes per week of Tier III intervention. 5. Use teacher-led MCLASS, Lexia Core5, Lexia PowerUp, MCLASS Intervention, Phonics First, and On Your Mark according to student needs. 6. Ensure interventions do not routinely replace Tier I core literacy instruction.	Principal, Curriculum Coordinator, ILT, Classroom Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher, Certified Tutor	TPLS Framework, CKLA, ELA Guidebooks, mCLASS Intervention, Lexia Core5, Lexia PowerUp, Phonics First, On Your Mark	Review intervention schedules, student participation, intervention fidelity, and progress-monitoring data. Evidence of success: Students demonstrate growth on progress-monitoring measures and increasing numbers of students move toward or reach grade-level expectations.

Action Plan					
		7. Progress monitor Tier II students weekly or biweekly based on need and Tier III students weekly. 8. Use progress-monitoring results to continue, intensify, modify, or fade interventions as appropriate.			

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 2026 – Beginning of School	**2026 LEAP Data Analysis:** Analyze school and student-level LEAP data to identify trends, strengths, weaknesses, priority standards, and students requiring additional support. Develop instructional priorities based on findings.	Principal, Curriculum Coordinator, ILT, Grades 3–8 ELA Teachers, Literacy Intervention Specialist
August 2026 – Beginning of School	**DIBELS/mCLASS Data Analysis:** Review beginning-of-year data, identify specific skill deficits, determine students needing Tier II/Tier III support, and establish flexible intervention groups.	Principal, Curriculum Coordinator, ILT, K–5 Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher
August 2026 – Beginning of School	**SWAP – Student Work Analysis Protocol:** Train teachers to collaboratively analyze student work, identify misconceptions and skill gaps, and use findings to adjust instruction and determine next steps for students.	Principal, Curriculum Coordinator, ILT, K–8 Teachers; ILT members can support/redeliver training
August/September 2026	**Louisiana Tiered Pathways for Literacy Support (TPLS):** Review expectations for healthy Tier I instruction and effective Tier II/Tier III intervention, including appropriate intervention placement, instructional alignment, progress monitoring, and protecting Tier I instructional time.	Principal, Curriculum Coordinator, ILT, K–8 ELA Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher, Tutors

Section 3A: Professional Learning: Partners (if applicable)		
September 2026	**Effective Small-Group Literacy Instruction and Progress Monitoring:** Use DIBELS/mCLASS and classroom assessment data to create flexible groups; provide explicit, targeted instruction based on student skill deficits; differentiate instruction within the classroom.	K–5 Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher, Tutors
September 2026/October 2026	**Phonics and Foundational Skills:** Explicit phonics instruction, multisensory strategies, and use of Heggerty, CKLA, Phonics First, and On Your Mark to address foundational literacy needs.	PreK–5 ELA Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher, On Your Mark Tutor
October 2026	**High-Quality Tier I Literacy Instruction:** Effective implementation of CKLA and ELA Guidebooks, lesson preparation, explicit instruction, questioning, student engagement, and use of curriculum-based assessments.	K–8 ELA Teachers, Principal, ILT, Literacy Intervention Specialist
January 2027	**Midyear DIBELS/mCLASS Data Review:** Analyze midyear data, compare progress to beginning-of-year performance, regroup students, and revise Tier II/Tier III interventions.	Principal, Curriculum Coordinator, ILT, K–5 Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher
January 2027	**SWAP/Data Collaboration:** Analyze midyear student work and assessment data to identify remaining instructional needs and determine specific reteaching priorities.	K–8 Teachers, Curriculum Coordinator, ILT
December & February 2027	**Written Expression, Vocabulary, Literary Text, and Informational Text:** Evidence-based strategies targeting the areas identified through LEAP and classroom assessment data.	Grades 3–8 ELA Teachers, Certified ELA Tutor, Literacy Intervention Specialist
May 2027	**End-of-Year Data Analysis and Reflection:** Analyze DIBELS, LEAP, intervention, and classroom data to determine growth, evaluate effectiveness of interventions, identify persistent needs, and establish priorities for 2027–2028.	Principal, Curriculum Coordinator, ILT, K–8 Teachers, Literacy Intervention Specialist, Dyslexia Specialist, SPED Teacher
Ongoing – Monthly/As Needed	**Job-Embedded Coaching and Support:** Brief coaching, modeling, classroom walkthrough feedback, collaborative planning, and support with small-group instruction, lesson	Teachers needing support; ILT, Principal, Curriculum Coordinator, Literacy

Section 3A: Professional Learning: Partners (if applicable)		
	preparation, data analysis, and intervention implementation.	Intervention Specialist, and Curriculum Coordinator

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?
Establishing a Strong Literacy Foundation: Data, HQIM, and Tier I Instruction	Establish a common understanding of literacy data, HQIM expectations, TPLS, and effective Tier I instruction. Teachers will analyze 2026 LEAP and beginning-of-year DIBELS/mCLASS data to identify priority skills, standards, and students needing additional support. ILT members will be trained to support teachers with literacy implementation and data analysis.	• Review 2026 LEAP and BOY DIBELS/mCLASS data • Document priority standards and student needs • Review lesson/unit preparation and HQIM implementation • Conduct walkthroughs using LER indicators • Review teacher participation in SWAP/data meetings • ILT reviews evidence at the end of the cycle and identifies next steps
Small-Group Instruction and Targeted Intervention	Strengthen teachers' ability to use assessment data to provide differentiated small-group instruction and appropriate Tier II/Tier III interventions. Students will receive targeted instruction based on identified literacy skill deficits while maintaining access to Tier I core instruction.	• Review intervention schedules to verify minimum 90 minutes/week • Analyze weekly/biweekly intervention progress-monitoring data • Conduct walkthroughs focused on small-group

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
		instruction and student engagement • Review student work through SWAP • Monitor implementation of MCLASS Intervention, Lexia, On Your Mark, and other approved resources • Midyear DIBELS/mCLASS data review in January
Standards-Based Instruction, Student Work, and LEAP Readiness	Use student work, classroom assessments, and progress-monitoring data to identify unfinished learning and strengthen instruction in priority ELA standards. Teachers will use HQIM to provide explicit instruction and targeted practice in areas such as written expression, vocabulary, literary text, and informational text.	• Conduct SWAP analysis of student work • Review standards-based/common assessment results • Monitor lesson plans for alignment to priority standards and HQIM • Conduct walkthroughs using LER indicators • Review tutoring/intervention data • Compare student performance to previous assessment cycles and identify adjustments
Evaluate, Sustain, and Plan for Continued Literacy Growth	Evaluate the effectiveness of Tier I instruction, intervention, professional learning, and ILT support. Determine which practices resulted in student growth and identify strategies that should be sustained or adjusted for 2027–2028.	• Analyze spring DIBELS/mCLASS data • Analyze 2027 LEAP ELA results when available • Compare beginning-, middle-, and end-of-year student data • Review walkthrough/LER evidence for changes in instructional practice • Review SWAP documentation and teacher collaboration evidence

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
		• Evaluate intervention effectiveness and student movement between tiers • ILT completes a cycle reflection and develops recommendations for 2027–2028

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	Title I Parent Advisory Council		Homeless Programs Title IV Ouachita Public Library
November 2026	Title I Parent Advisory Council		Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring

Section 4: Family Engagement Around Literacy			
February 2027	Title I Parent Advisory Council		Centric Federal Credit Union (Financial Literacy) 2 Penny Mission Children's Coalition
April 2027	Title I Parent Advisory Council		TBD
September & October 2026	Literacy Night		Ouachita Parish Public Library Local Authors
October 2026 & February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
February 2027	Struggling Reader Parent Notification Letter	English/Spanish/other languages upon request	Parents/Guardians

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
School Improvement Best Practices:	ILTs and Teacher Collaborations will be implemented to provide job-embedded professional development, support, and	**Monitoring:** Learning Walks Observations/Evaluations

Section 5: Alignment to Other Initiatives

Instructional Leadership Teams (ILT) Teacher Collaboration Support	evaluation of the Instructional Program in Literacy	**Evidence of Success:** Teacher Observations/Evaluations Increased Student achievement in Literacy (across the curriculum) Increase in Teacher Efficacy
Family Literacy Engagement	Provide supports to family stakeholders to aid in the promotion of reading, writing, and listening skills to students	Parent Stakeholder participation results of Parent Stakeholder Surveys
Supporting Science/Social Studies Curriculum	Reading/responding to historical documents and the use of science content trade books. Writing critically to support claims in both science and social studies	Increased proficiency in reading/writing/responding to nonfiction text on both formal and informal assessments across the curriculum.

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
Students	Discussion and training with ELA teacher	ongoing

Section 6: Communicating the Plan		
Parents	Training via Open House, Literacy Nights, mass email, and newsletters	August, October, January
School Staff	Training on goals and initiatives	August, December
Community	Social Media of school and OPSB website	At least 2x's a year