Local Literacy Plan for

St. Tammany Parish Public School System

Bonne Ecole Elementary

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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	To develop proficient, confident, and independent readers and writers through consistent, explicit, evidence-based literacy instruction. The system will prioritize strong Tier I instruction, faithful implementation of approved High Quality Instructional Materials (HQIM), collaborative ILT/PLC structures, and data-informed support for all learners. The literacy mindset is that prevention begins with healthy Tier I instruction. Intervention and extension should strengthen — not replace — the core literacy experience. Leaders, teachers, students, and families share responsibility for literacy growth.
Literacy Mission Statement	The mission is to ensure every student receives coherent, grade-level literacy instruction grounded in Louisiana's literacy expectations, the Science of Reading, and approved HQIM. ILTs and PLCs will use cycles of planning, observation, student work analysis, and reflection to strengthen instructional practice. Walkthroughs and assessment evidence will be used to identify highlights, priority needs, and targeted supports. Success will be reflected in stronger student engagement, improved literacy performance, increased mastery of grade-level knowledge and

Section 1A: Literacy Vision and Mission Statement	
	skills, and reduced dependence on intensive intervention through stronger Tier I instruction. At Bonne Ecole we have time dedicated every day for students to receive small group targeted support. Tutors and additional staff are used to provide appropriate interventions and enrichment. Admin and Interventionist ensure that this program is followed with fidelity by checking logs and observation.

Section 1B: Literacy Goals	
1. What are the overall literacy goals? 2. What are the student-focused leading and lagging goals, including individual subgroups? 3. What teacher-focused goals lead to students meeting their goals? 4. What are the program-focused goals for creating structures that help students and teachers succeed? 5. How is the plan to measure these goals?	
Goal 1 (Student-Focused)	Increase student mastery of grade-level literacy knowledge and skills through consistent Tier I instruction using approved/adopted Louisiana HQIM, including CKLA where adopted and Louisiana Department of Education Guidebooks supports where applicable. Use curriculum-based assessments, screeners, student work, and other available literacy data to identify leading and lagging indicators by grade level and subgroup. Leading indicators: student engagement in reading, speaking, listening, and writing; quality of HQIM-aligned tasks; completion of CKLA/Guidebooks-aligned learning activities where applicable; formative assessment results; and student progress within instructional cycles. Lagging indicators: improved benchmark/assessment performance, growth in proficiency, stronger writing outcomes, and reduced numbers of students requiring intensive intervention. Target: From Fall 2024 to Fall 2027, Bonne Ecole Elementary will increase proficiency in ELA from LEAP 48.8 percent proficient/DIBELS (60) to LEAP 57.8 percent proficient/DIBELS (72) through a focus on

Section 1B: Literacy Goals	
	word reading, reading fluency, and responding to informational text in all content areas. Strong Tier I instruction should demonstrate at least 80% student mastery in overall class assessment data, consistent with the LDOE Local Literacy Plan template.
Goal 2 (Teacher-Focused)	Strengthen teacher capacity to prepare and deliver HQIM-aligned literacy lessons. PLCs will routinely examine the purpose of CKLA or Guidebooks-supported lessons, priority knowledge and skills, mastery expectations, explicit modeling, questioning, student tasks, differentiation, and assessment evidence. ILT members and instructional coaches will support PLCs through learning cycles that connect unit preparation, lesson preparation, walkthrough evidence, student work, and assessment data. Professional learning will prioritize the Science of Reading, effective implementation of CKLA and Guidebooks supports where applicable, explicit instruction, intervention, extension, and literacy across content areas. During PLCs, ILT members reviewed data, tracked progress towards meeting or exceeding WIGS, and made adjustments to intervention groups. Teachers seek PD opportunities to strengthen their instructional strategies with core instruction. Target:From Fall 2024 to Fall 2027, Bonne Ecole Elementary will increase proficiency in ELA from LEAP 48.8 percent proficient/DIBELS (60) to LEAP 57.8 percent proficient/DIBELS (72) through a focus on word reading, reading fluency, and responding to informational text in all content areas.
Goal 3 (Program-Focused)	Establish sustainable structures for literacy improvement through ILTs, PLCs/Teacher Collaboration (TC), scheduled walkthroughs, data cycles, progress monitoring, targeted tutoring, and professional learning. Highlights: • Consistent implementation of CKLA and/or Louisiana Guidebooks supports within the adopted instructional program, where applicable. • Strong alignment among Louisiana standards, HQIM lessons, learning objectives, student tasks, and assessments. • High levels of student reading, writing, speaking, and listening during instruction.

Section 1B: Literacy Goals	
	• PLCs using student evidence to adjust instruction rather than simply discussing pacing. • Students receiving timely, skill-specific support based on progress-monitoring evidence. Priority Needs: • Consistency and fidelity of HQIM implementation across classrooms. • Quality of CKLA/Guidebooks unit and lesson preparation and use of embedded supports. • Explicit modeling and opportunities for students to demonstrate mastery. • Consistent progress monitoring for students below grade-level expectations. • Alignment of intervention and High Dosage Tutoring to identified literacy needs. • Consistent walkthrough/data routines across schools.

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	**K-2 CKLA** **3 - 6 Guidebooks** • Tier I instruction is delivered by teachers trained in the effective implementation of approved HQIM. • HQIM curriculum-based assessments are used consistently to evaluate Tier I effectiveness. • The ILT is trained to support implementation and evaluation of HQIM and uses walkthrough and student-data evidence to determine support. • A regular walkthrough schedule monitors Tier I implementation and identifies highlights and priority needs. • ILT and PLC cycles respond to data and focus on high-leverage instructional needs. • Teachers and leaders receive support with HQIM unit and lesson preparation. • Extension opportunities are connected to student data and grade-level literacy expectations.

Section 2: Explicit Instruction, Intervention and Extension	
Amount of time spent on daily literacy skills instruction and how it is used	**K-2 875 minutes per week** **CKLA Knowledge, CKLA Skills, Heggerty, SMall Group Instruction, Tutoring/Intervention/Enrichment/Fluency/Salsa** **3-6 725 minutes per week** **Guidebooks, Handwriting (Direct Instruction), FIRE, targeted support** Protected daily literacy instruction will be provided within the school schedule. Instructional time will prioritize grade-level HQIM, explicit instruction, guided practice, independent application, discussion, reading, writing, and formative assessment. Walkthroughs will look for students actively reading, speaking, listening, and writing in tasks explicitly aligned to the lesson objective and unit knowledge/skills. Scheduling decisions will protect Tier I instruction from unnecessary removal for intervention.
English Language Arts textbooks and instructional materials used	Approved/adopted Louisiana HQIM for English Language Arts/literacy. Where applicable, this includes CKLA as the core literacy curriculum and the Louisiana Department of Education's Guidebooks resources/supports aligned to grade-level Louisiana literacy expectations. Schools will prioritize the core HQIM and its embedded texts, assessments, rubrics, exemplars, knowledge-building opportunities, foundational skills instruction, and writing tasks. Guidebooks resources may be used as Louisiana-aligned support for planning, text-dependent instruction, standards alignment, and additional grade-level literacy opportunities, consistent with district guidance. School leaders will monitor whether supplemental materials are necessary, aligned to the core program, and used to strengthen — not replace — the HQIM experience.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? Yes 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? Yes 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? Yes 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? Yes 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? Yes
Tier II plan, including the amount of time	Tier II will provide targeted intervention aligned to the student's identified literacy need and current assessment data. Intervention will use approved HQIM/intervention materials, including appropriate CKLA or Louisiana-aligned supports where applicable, and curriculum-based measures. Students who demonstrate persistent gaps will receive targeted, skill-specific instruction with progress monitoring weekly or bi-weekly according to student need. High Dosage Tutoring may

Section 2: Explicit Instruction, Intervention and Extension	
	be used as an additional Tier II support for eligible struggling students when staffing, scheduling, and program requirements allow. Student schedules will protect Tier I core instruction.
List of available interventions and their descriptions	Available supports may include HQIM-embedded small-group instruction; CKLA foundational skills, knowledge, vocabulary, comprehension, and writing supports where applicable; Louisiana Guidebooks-aligned text and task supports; targeted foundational skills instruction; fluency practice; vocabulary/knowledge development; comprehension support; and targeted writing support. High Dosage Tutoring should be assigned based on identified student need, use a clearly defined literacy skill focus, occur at a frequency/intensity consistent with the tutoring model, and be monitored through common progress-monitoring evidence. PLCs/ILT will review tutoring data to determine whether students are responding and whether support should continue, intensify, or be adjusted.
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? **Yes** 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? **Yes, Admin and Interventionist monitor and check using observations and logs.** 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? **Yes, during PLCs and grade level meetings this information is reviewed and changes made to better meet the needs of students.** 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? **Yes** 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? **Yes**
Tier III plan, including the amount of time	Tier III will provide intensive, individualized literacy intervention by appropriately trained literacy personnel using the adopted Tier III curriculum. Students receiving intensive support may also be considered for additional High Dosage Tutoring when appropriate and available, but tutoring will not replace required intensive intervention or core instruction. Progress monitoring will occur at least weekly, and intervention decisions will be adjusted based on student response. Tier I core instruction will remain protected.
List of available interventions and their descriptions	Available supports may include intensive foundational skills intervention, individualized decoding/encoding support, intensive fluency work, language/vocabulary support, and targeted comprehension or writing intervention. Plans will document the skill, instructional approach, frequency, duration, progress-monitoring measure, and decision rules for adjustment.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August–September	Establish the first ILT/PLC cycle around HQIM unit and lesson preparation. Identify priority literacy practices and establish walkthrough look-fors.	ILT; Principals; Instructional Coach; Interventionist; PLC Leads	LDOE Local Literacy Plan; approved HQIM; unit/lesson preparation tools; LER-aligned look-fors; DIBELS BOY, LEXIA initial assessment	Teacher preparation shows clear understanding of HQIM knowledge/skills, lesson purpose, mastery expectations, modeling, and differentiation. Walkthroughs establish baseline highlights and priority needs.
2	September–October	Conduct literacy walkthroughs focused on explicit instruction, student cognitive engagement, HQIM alignment, and opportunities for reading, speaking, listening, and writing.	Principals; ILT; Interventionist; Instructional Coach	Walkthrough tool; HQIM; student work; formative assessment evidence	At least 95% of observed students are engaged in literacy tasks aligned to the lesson objective/unit knowledge and skills. Trends are reviewed by ILT and shared with PLCs for refinement.
3	October–December	Use PLC data cycles to analyze HQIM assessments, student work, and subgroup performance; identify one high-leverage instructional response per cycle.	PLC Teams; ILT; Instructional Coach; Interventionist	HQIM assessments; common formative evidence; student work protocols DIBELS MOY (DEC.)	PLC records show evidence-based instructional adjustments. Student work demonstrates progress toward grade-level expectations.
4	January–February	Review Tier I effectiveness and intervention alignment. Verify that Tier II/Tier III interventions address identified needs and do	ILT; Interventionists; Principals; Coaches	Literacy framework; HQIM assessments; progress-monitoring data; schedules	Intervention skill and progress-monitoring measures align with identified needs. Progress-monitoring frequency follows student need and tier expectations.

Action Plan					
		not unnecessarily remove students from Tier I.			
5	March–April	Conduct a second walkthrough/data cycle to compare implementation trends with the fall baseline. Identify systemwide and school-level highlights and priority needs.	District/School Leaders; ILT; Coaches	Walkthrough trend data; HQIM evidence; assessment data; student work; DIBELS EOY	Evidence shows improvement in targeted instructional practices and identifies remaining implementation gaps requiring support.
6	May–June	Evaluate literacy goals and document next-year priorities for HQIM implementation, ILT/PLC cycles, professional learning, and intervention systems.	District/School Leaders; ILT; PLC Leads	Assessment results; walkthrough trends; PLC evidence; annual literacy plan	Annual review identifies student, teacher, and program outcomes and establishes measurable priorities for the next cycle.
7	September–May	Implement a structured progress-monitoring cycle for students identified below grade-level expectations. Use assessment data to identify the specific literacy skill gap, establish a measurable goal, and determine the appropriate Tier II/Tier III support or High Dosage Tutoring response.	ILT; PLCs; Interventionists; Tutors; Instructional Coaches	HQIM/CKLA assessments where applicable; Louisiana-aligned assessments; screeners; progress-monitoring tools; student work	Students have documented skill-specific goals. Progress-monitoring data are reviewed at the required frequency, and intervention/tutoring is adjusted when students do not demonstrate adequate response.
8	October–May	Establish an ILT/PLC review of CKLA implementation and Louisiana Guidebooks supports where applicable. Examine walkthrough evidence, teacher planning, student work, and assessment data to identify	ILT; Principals; Instructional Coaches; PLC Leads	CKLA materials; Louisiana Guidebooks resources; LDOE guidance; walkthrough tool; student work	Walkthroughs demonstrate purposeful use of the adopted HQIM and aligned Louisiana resources. PLCs document instructional adjustments connected to student evidence.

Action Plan					
		implementation highlights and priority needs.			

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

Professional learning will be job-embedded and connected directly to HQIM implementation, the Science of Reading, explicit instruction, intervention, content/disciplinary literacy as applicable, and evidence collected through ILT/PLC cycles and walkthroughs.

Leadership will evaluate professional learning through implementation evidence — not attendance alone. Evidence will include walkthrough trends, teacher preparation, PLC artifacts, student work, formative assessment results, and changes in student performance.

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 - May; Summer Institute	HQIM launch/refresher; CKLA implementation where adopted; Louisiana Guidebooks supports where applicable; unit and lesson preparation; explicit instruction; literacy walkthrough look-fors	Principals; ILT; Instructional Coaches; Teachers
August - May: Summer Institute	Using CKLA/Guidebooks and HQIM assessments and student work in PLC cycles; Science of Reading-aligned practices; intervention, progress monitoring, and High Dosage Tutoring	Teachers; PLC Leads; Interventionists; Coaches
August - May; Summer Institute	Responsive instruction; differentiation; writing from sources; vocabulary/knowledge building; analyzing walkthrough and student data; using progress-monitoring data to adjust tutoring/intervention	Teachers; ILT; Coaches

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

The ILT/PLC long-range plan will be organized into recurring literacy cycles aligned to annual goals. Each cycle will connect CKLA and/or Louisiana Guidebooks-supported planning where applicable, HQIM unit/lesson preparation, classroom implementation, walkthrough evidence, student work/assessment analysis, progress monitoring, teacher reflection, and a targeted instructional response.

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

The ILT will monitor cycle effectiveness at regular checkpoints and use LER-aligned evidence and HQIM implementation expectations to determine whether additional professional learning, coaching, High Dosage Tutoring, intervention, or school-level support is needed. PLCs will serve as the primary teacher collaboration structure for applying the cycle focus to classroom practice.

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Essential Standards/Skills	Teachers consistently unpack HQIM knowledge/skills and plan for lesson purpose, modeling, mastery, and differentiation.	Unit/lesson plans, PLC artifacts, walkthrough evidence, coaching notes
Improving Written Products	Increase the percentage of students actively reading, speaking, listening, and writing in aligned tasks.	Walkthrough trends, student work, exit tickets, formative assessments
Data Deep Dive	Data-Driven PLCs Use assessment/student work evidence to identify needs and make specific instructional adjustments.	PLC protocols, action steps, reassessment evidence
Targeted Support for Impact	Intervention & Extension Ensure supports are matched to assessed needs while protecting Tier I instruction.	Schedules, intervention plans, progress monitoring, student growth

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
August/September	Open House Family literacy orientation: "DIBELS and donuts" explain school literacy priorities, HQIM, grade-level expectations, and ways to support reading/writing at home.	Translated/plain-language resources; multiple meeting formats; take-home supports	School leaders; literacy teachers; interventionist; family/community partners
November	"Thankful for Literacy" Family data conversation: explain screener/benchmark information and student literacy goals in family-friendly language.	Individual conferences; accessible data explanations; interpretation support	Teachers; counselors; literacy/intervention staff
January/February	Family literacy learning session focused on reading routines, vocabulary/knowledge building, and supporting student writing.	Virtual/in-person options; recorded resources; multilingual materials as needed	School literacy team; community partners
April/May	Celebrate literacy growth and share student work/highlights while identifying continued support needs.	Student-friendly showcases; take-home resources; accessible communication	School; families; community partners

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

Section 5: Alignment to Other Initiatives

School Advancement Plan (SAP)	Align literacy goals, leading indicators, and priority needs with school improvement actions.	Quarterly review of literacy outcomes, walkthrough trends, and implementation evidence.
ILT/PLC Structures	Use existing collaboration structures to plan, study instruction, analyze student evidence, and respond to literacy needs.	Cycle artifacts, meeting agendas, action steps, walkthrough evidence, student work.
High Quality Instructional Materials (HQIM)	Protect coherent Tier I instruction and use HQIM assessments, texts, rubrics, exemplars, and embedded supports.	HQIM implementation walkthroughs, unit/lesson preparation, assessment data.
Louisiana Tiered Pathways for Literacy Support (TPLS)	Coordinate Tier I, Tier II, and Tier III supports while protecting core instruction and aligning intervention to identified needs.	Intervention schedules, progress monitoring, tier movement decisions, student growth.
LER / Leadership Practices	Use leadership and observation evidence to reinforce strong instruction and identify support needs connected to literacy implementation.	Walkthrough trends, coaching records, ILT reviews, teacher/student evidence.
Cross-Curricular Literacy	Strengthen reading, writing, speaking, listening, vocabulary, and knowledge-building across content areas where appropriate.	Content-area walkthroughs, student work, common expectations, PLC discussion.
CKLA	Use CKLA as the core literacy program with attention to coherent foundational skills, knowledge building, vocabulary, comprehension, and writing instruction.	CKLA implementation walkthroughs, unit/lesson preparation, embedded assessments, student work, and PLC evidence.
Louisiana Department of Education Guidebooks Supports	Use Louisiana-aligned Guidebooks resources, where applicable, to strengthen standards-aligned planning, text-based instruction, and grade-level literacy tasks without replacing the adopted core HQIM.	Planning artifacts, walkthrough evidence, student tasks/work, and assessment evidence.
High Dosage Tutoring	Provide additional intensive, targeted literacy support for eligible struggling students based on identified needs and progress-monitoring evidence while protecting Tier I instruction.	Tutoring rosters, attendance/intensity data, skill-specific goals, progress monitoring, student growth, and ILT/PLC review.

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.

Section 6: Communicating the Plan

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 Leaders	Communicate non-negotiable expectations for HQIM implementation, Tier I literacy, ILT/PLC cycles, walkthroughs, and data monitoring.	August and quarterly
ILT / School Literacy Team	Share literacy highlights, priority needs, walkthrough trends, and recommended supports; monitor implementation cycles.	Monthly/each ILT cycle
PLCs / Teacher Teams	Use shared protocols to communicate instructional priorities, examine student evidence, and document adjustments.	Weekly/Monthly
Teachers	Receive clear expectations, HQIM support, assessment guidance, intervention procedures, and feedback from walkthroughs/coaching.	Ongoing; after walkthroughs and cycles
Families	Receive accessible updates on literacy goals, student progress, HQIM-aligned expectations, and ways to support literacy at home.	Quarterly and as needed
District/System Stakeholders	Review progress toward student, teacher, and program goals and communicate systemwide successes and priority needs.	Quarterly/annual review

Implementation Highlights and Priority Needs

Highlights: The plan intentionally connects Louisiana's Tiered Pathways for Literacy Support (TPLS), approved HQIM, ILT/PLC cycles, professional learning, and walkthrough monitoring. It emphasizes healthy Tier I instruction as the foundation for literacy success and uses evidence from planning, instruction, student work, and assessment.

Priority Needs: Maintain consistent HQIM implementation; strengthen unit and lesson preparation; increase the quality of explicit instruction and student literacy engagement; use PLCs more consistently for evidence-based instructional decisions; align intervention and progress monitoring to identified needs; and establish consistent walkthrough/data routines that result in actionable support.

CKLA, Guidebooks, Progress Monitoring, and High Dosage Tutoring

Implementation expectation: The literacy system will maintain a clear instructional hierarchy: strong Tier I instruction through approved/adopted HQIM; targeted Tier II support based on student need; intensive Tier III intervention when warranted; and High Dosage Tutoring as an additional targeted support for eligible struggling students. Progress-monitoring evidence will drive decisions about continuing, intensifying, fading, or changing support. Tier I instruction remains protected.

CKLA/Guidebooks connection: Where CKLA is the adopted core, PLCs and ILTs will study implementation through planning, walkthroughs, student work, and assessment evidence. Where Louisiana Department of Education Guidebooks resources are applicable, schools will use them as Louisiana-aligned planning and instructional supports that strengthen grade-level literacy instruction and complement the adopted HQIM.