

**Local Literacy Plan for
Swartz Upper Elementary School
Ouachita Parish School System
D'Anne Lenard, Principal
Todd Guice, Superintendent
August 2026**

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	Swartz Upper Elementary envisions a community where every student becomes a confident, capable, and enthusiastic reader, writer, speaker, and thinker. Through engaging, inclusive, and meaningful literacy experiences, we empower students to discover the joy of reading, express their ideas clearly, think critically, and develop a lifelong love of learning. We believe every child can succeed as a reader and writer when provided with high expectations, effective instruction, encouragement, and the support they need.
Literacy Mission Statement	Swartz Upper Elementary School is committed to providing every student with high-quality, evidence-based literacy instruction that builds strong foundational skills, vocabulary, comprehension, fluency, and written communication. We will create a literacy-rich environment where students read widely, write purposefully, collaborate thoughtfully, and communicate with confidence. Through partnerships among teachers, students, families, and the community, we will ensure that

Section 1A: Literacy Vision and Mission Statement

all learners have the tools, opportunities, and encouragement needed to become lifelong readers, writers, and learners.

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)	By the end of the 2026-2027 school year, at least 75% of students in grade 3 will score at or above benchmark on DIBELS or meet or exceed their individual DIBELS growth target from beginning-of-year to end-of-year. (Lagging Goal) By the end of the 2026-2027 school year, the percentage of students scoring proficiently (Mastery and Advanced) on the Spring LEAP ELA assessment will increase by at least 4 percentage points across grades 3-5. (Lagging Goal) • ELA Grade 3: Increase Mastery/Advanced from 42% to 46% • ELA Grade 4: Increase Mastery/Advanced from 56% to 60% • ELA Grade 5: Increase Mastery/Advanced from 31% to 35% By the end of the 2026-2027 school year, 85% of students tested will show growth in their individual achievement score on the LEAP ELA assessment. (Lagging Goal)
Goal 2 (Teacher-Focused)	By the end of the 2026–2027 school year, 100% of Grade 3 teachers will complete the Science of Reading course and apply evidence-based reading practices to enhance literacy instruction and student achievement. (Leading Goal)
Goal 3 (Program-Focused)	By August 2026, all grades 3-5 ELA teams will implement biweekly Teacher Collaboration cycles that come from the learning of the ILT, use student data to determine teacher transfer and monitor the effectiveness of instructional practices. (Lagging Goal) By October 2026, the school will implement a comprehensive literacy intervention system that uses curriculum-embedded

Section 1B: Literacy Goals

	assessments, diagnostic data, and progress monitoring to identify students requiring Tier II and Tier III literacy intervention and provide timely, responsive support, as evidenced by a 100% participation and implementation rate. (Leading Goal) By May 2026, Swartz Upper Elementary will provide at least one family literacy engagement opportunity, with participation and feedback data reviewed by the ILT to inform ongoing family literacy support. (Leading Goal)
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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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - 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 <u>extension</u>?
Amount of time spent on daily literacy skills instruction and how it is used	Grades 3-5 Tier I literacy instruction is delivered daily in grades 3-5 through HQIM during an uninterrupted 90-minute core literacy block. Instruction includes explicit instruction in advanced phonics, morphology, fluency, vocabulary, language comprehension, reading comprehension, writing, speaking, and listening using grade-level complex texts. Students also receive a 30-minute block for targeted small-group instruction, intervention, additional skills practice, high-dosage tutoring, or

Section 2: Explicit Instruction, Intervention and Extension

	extension based on individual student needs and assessment data. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM and targeted literacy supports. Student Mastery - Tier I instruction is expected to result in at least 80% student mastery on grade-level curriculum-based assessments. During biweekly Teacher Collaboration meetings, teachers receive new learning on effectively planning lessons based on student needs, are provided time to practice the new learning with feedback, apply the new learning, and review student data to determine effectiveness. ILT - The ILT uses cycles of learning to address school-wide needs based on data centered around HQIM. The ILT monitors implementation fidelity, analyzes data, and provides follow-up through coaching. Walkthroughs - Walkthroughs are conducted by the ILT to monitor implementation of HQIM instruction. Unit and Lesson Preparation - Unit and lesson preparation is ongoing during Teacher Collaboration. The ILT monitors and supports effective implementation of high-quality literacy instruction. Extension - Tiered extension opportunities within the Tier I curriculum are utilized with students who demonstrate mastery of grade-level expectations.
English Language Arts textbooks and instructional materials used	- ELA Guidebooks is an English language arts curriculum for whole-class instruction which ensures all students can read, understand, and express their understanding of complex, grade-level texts. - Foundational Instruction for Reading Excellence (FIRE) lessons focus on either spelling, grammar, or morphology and are organized to provide systematic, explicit instruction in these skills so that students are equipped to read, comprehend, and write about the increasingly complex grade-level texts that anchor their primary ELA instruction.
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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?

Section 2: Explicit Instruction, Intervention and Extension

	- Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - 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 who are identified as at risk in grade 3 will receive skill-specific assessment measures to determine level of risk and be elevated to Tier III as appropriate. - Tier II intervention is provided for 30 minutes at least 3 times a week by classroom teachers and tutors who have received professional learning in HQIM and/or evidence-based literacy intervention. Intervention occurs outside the core literacy block so that students maintain full access to high-quality Tier I instruction. - Intervention targets each student's identified area of need. Progress monitoring is conducted weekly to assess student's response to intervention and to guide instructional decision making.
List of available interventions and their descriptions	- Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn - Amira listens, assesses, and tutors in real time using neuroscience and AI to help every student become a proficient reader. - DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? - 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	Tier III intervention is provided in addition to Tier I instruction for students demonstrating significant literacy needs based on multiple sources of data. Intervention is provided daily for at least 30 minutes in small groups or one-on-one and is delivered by a trained classroom teacher,

Section 2: Explicit Instruction, Intervention and Extension

	Dyslexia Specialist, or tutor using explicit, systemic, evidence-based, multi-sensory structured literacy program aligned to each student's needs. • Student progress is monitored weekly using measures aligned to the targeted intervention skills.
List of available interventions and their descriptions	• Phonics First is a multi-sensory reading and spelling program that uses explicit, systematic, and cumulative phonics instruction combining visual, auditory, and kinesthetic-tactile pathways. • Air Reading is based on the latest research on the Science of Reading, Air Reading's High-quality Instructional Material (HQIM) covers all five essential components of reading, which includes phonological awareness, synthetic phonics, fluency, vocabulary and reading comprehension.

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	<u>3-12 Unit Preparation</u> <u>3-12 Lesson Preparation</u>	- 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

Action Plan

					diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work.
1	Fall 2026 – Spring 2027	Provide teachers with the Science of Reading course as mandated by LA ACT 108.		Science of Reading Course Vendor (Canopy)	Certificate awarded after successfully completing the course
2	September 2026 – October 2026	Conduct Data Chats – Literacy focused deep dive into using data to drive instruction.	ILT Team	LEAP Data and K-3 Literacy Screener Data	
3	2026-2027	Utilize Lexia Core 5	Teachers	Lexia Core 5 Software	Student reports from Lexia and ELA LEAP results
4	2026-2027	Identify students with foundational gaps and utilize state-provided LIFT resources to provide implicit instruction on spelling patterns, morphology, and grammar.	Teachers	LIFT Resources on LDOE Website	Literacy Screeners in Winter 2026 and Spring 2027
5	2026-2027	Utilize state-provided FIRE resources to provide implicit instruction on	Teacher	FIRE Resources on LODE Website	Screeners in Winter 2026 and Spring 2027

Action Plan

		spelling patterns, morphology, and grammar.			
6	June 2027	Provide summer readiness and enrichment opportunities (SAIL).	District ILT Highly Effective Teachers	District Provided ELA, Math, STEM, Art, Music, and PE Materials	Students are provided instruction to make-up learning gaps that have occurred during the school year as well as introduce students to some skills that will be addressed in the next grade level.
7	Developed in August 2026 after BOY and Monitored Throughout the Year	Develop and provide an IASP for all students in grade 3 scoring below benchmark on the Literacy Screener.	Teachers Dyslexia Specialist	HQIM Materials Intervention Resources Offered by LDOE HDT Vendors	Progress monitoring, classroom walk-throughs, HDT reports from vendors
8	September 2026 - May 2027	Provide students scoring below proficiency in literacy with intentional/focused interventions	Teachers Tutors	LDOE Approved Tier 1 Interventions	Progress monitoring conducted by tutors and teachers

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 – May 2027	Science of Reading	Grade 3 New Hires
August 2026 – May 2027	Guidebook Unit Unpacking	Grades 3-5 Teachers
February 24-26, 2027	Plain Talk Conference	ELA Teachers
August 2026 – May 2027	Training in the implementation of the LA mandated Individual Student Literacy Plans	Dyslexia Specialist
August 2026 – Ongoing	Provide ongoing support for classroom teachers via teacher collaborations, PLCs, one-to-one. Supports such as modeling, observations, coaching sessions will be used.	ILT Team Administration

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

1. What is the ILT/TC long-range plan to support literacy?

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

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?
Developing and Implementing a Long-Range Literacy Plan	The ILT/TC long-range plan should identify priority literacy goals, the specific instructional practices and HQIM resources that will be used to achieve those goals, professional learning and coaching support, and the evidence that will be used to monitor progress.	Cycle effectiveness should be monitored throughout the cycle rather than only at the end of the year. The ILT/TC should establish checkpoints to review implementation evidence, student work and/or assessment data, observation or walkthrough data, and coaching feedback. At the end of each cycle, the team should analyze the evidence, determine whether the intended outcome was achieved, identify barriers or gaps, and make adjustments to the next cycle. This creates a continuous improvement process of plan – implement – monitor – adjust.
Embedding HQIM in Long-Range Plans and Instructional Cycles	Ensure that HQIM serves as the primary instructional resource and is intentionally reflected in long-range plans, unit plans, pacing guides, and instructional cycles. Teachers will use the adopted curriculum to plan instruction, identify priority standards, anticipate student misconceptions, and determine appropriate supports and extensions.	District and school instructional leaders review long-range plans, pacing guides, and cycle plans to verify alignment with HQIM. Learning walks, classroom observations, PLC agendas, and lesson planning reviews are used to determine whether teachers are implementing the adopted materials as intended. (Care Tool)

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

Using LER Indicators to Strengthen HQIM Implementation	Use LER indicators as a common framework for ILT and TC teams to monitor the quality and consistency of HQIM implementation. Teams will examine whether instruction reflects the intended design of the adopted curriculum, maintains grade-level rigor, and provides students with meaningful opportunities to engage with grade-level standards and tasks.	ILT and TC teams review evidence from learning walks, lesson plans, collaborative planning, student work, and assessments. Teams identify strengths, implementation gaps, and specific next steps, then revisit those areas during subsequent cycles.
Building ILT Capacity to Support Literacy	Provide ILT members with ongoing professional learning focused on evidence-based literacy practices, HQIM implementation, grade-level standards, student literacy data, and effective instructional feedback. ILT members will develop the knowledge and skills needed to support teachers and lead literacy improvement at their schools.	Monitor participation in literacy professional learning, ILT agendas and meeting artifacts, learning walks, coaching/feedback conversations, and evidence of literacy-focused action steps. District leaders and school administrators can also gather feedback from ILT members regarding their confidence and readiness to support literacy instruction.

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?

Section 4: Family Engagement Around Literacy

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 Parish Public Library
November 2026	Title I Parent Advisory Council		- Ouachita Parish Sheriff's Office - Children's Advocacy Center - Macaroni Kid - WellSpring
November 2026	Title I Family Literacy Night		Swartz Upper Elementary Staff
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 2026 & October 2026	Literacy Night		Ouachita Parish Public Library (Local Authors)

Section 4: Family Engagement Around Literacy

October 2026 & February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents or Guardians
February 2027	Struggling Reader Parent Notification Letter	English/Spanish/other languages upon request	Parents or Guardians

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
Accelerate	Implement “just in time” tutoring instruction for ALL students in Literacy Instruction	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Exit Tickets, Increase in student performance on grade-level material
School Improvement Best Practices: Instructional Leadership Teams (ILT) Teacher Collaboration Support (Clusters, PLC, etc.)	ILTs and Teacher Collaborations will be implemented to provide job-embedded professional development, support, and evaluation of the Instructional Program in Literacy	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Teacher Observations/Evaluations, Increased Student achievement in Literacy (across the curriculum), Increase in Teacher Efficacy

Section 5: Alignment to Other Initiatives

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.
SAIL Summer Program	Provide extra support for students scoring below level on literacy screeners, 30 additional hours of literacy focused learning	Monitoring: Monitoring provided by each site coordinator Evidence of Success: Pre/Post Tests, Increased Student achievement in Literacy (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 Grade-Level Parent Meetings, Literacy Nights, mass email, and newsletters	August 2026, October 2026, January 2027
School Staff	Training on goals and initiatives	August 2026, December 2026
Community	Social Media of school and OPSB website	At least 2 times a year