

**Local Literacy Plan for
Gillis Elementary School
Jessica Dwight, Principal
Dr. Jason VanMetre, Superintendent
August 25, 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	All students will become confident, proficient readers, writers, speakers, and thinkers through equitable access to high-quality literacy instruction, targeted support, engaging learning experiences, and strong partnerships among educators, families, and the community.
Literacy Mission Statement	Our school is committed to implementing evidence-based literacy practices grounded in the Science of Reading, ensuring every student receives high-quality Tier I instruction, targeted interventions when needed, and opportunities for extension and enrichment. Through ongoing professional learning, data-based decision making, and meaningful family engagement, we will develop lifelong readers and learners prepared for future success.

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, 68% of K-2nd graders will score at or above Benchmark on the 2027 EOY DIBELS Assessment.
- By the end of the 2026-2027 school year, 60% of 3rd graders will read 114 WCPM (or their individual growth target) based upon 2027 EOY DIBELS results.
- By the end of the 2026-2027 school year, Gillis Elementary School will increase the percentage of students scoring benchmark and above from 64.92% to 74.92% based on 2027 EOY DIBELS results.
- By the end of the 2026-2027 school year, Gillis Elementary School will increase the ELA proficiency from 57.6% to 62.4% based on 25-26 LEAP Data and the 2026-2027 LEAP Data.
- By the end of the 2026-2027 school year, Gillis Elementary School will increase the percentage of SWD reading on or above grade level in grades 4 and 5 from 43.3% to 46.6% as measured by LEAP Connect and LEAP assessments.

Leading Indicators

- Percentage of students meeting benchmark on literacy screener.
- Percentage of students making progress toward Individual Reading Improvement Plan goals.
- Student attendance in intervention and extension groups.
- Percentage of students proficient on curriculum-based assessments.

Lagging Indicators

Section 1B: Literacy Goals

- MOY & EOY literacy screener results.
- LEAP ELA performance.
- Percentage of students reading on grade level.

Goal 2 (Teacher-Focused)

By May 2027, 100% of literacy teachers will participate in ongoing professional learning focused on HQIM implementation, including literacy instructional practices, assessment analysis, intervention delivery, and Science of Reading-aligned instruction.

Measurement

- Professional learning attendance records
- Walkthrough data/feedback cycles
- Observation feedback cycles
- Teacher collaboration artifacts
- HQIM implementation rubrics
- Monitoring of student progress on HQIM assessments to ensure teacher actions are transferring to student progress

Goal 3 (Program-Focused)

90% of weekly ILT and TC meetings will utilize curriculum-based assessments from HQIM to evaluate the effectiveness of Tier I core instruction.

100% of literacy teachers will receive continued coaching and feedback around Tier I instruction and small group support.

Measurement

- ILT/TC Agendas for each cycle that clearly outlines goals/objectives/activities relative to focus of each cycle
- Examination of student work to evaluate effectiveness of Tier I instruction
- Bullseye observation feedback cycles/classroom walkthroughs
- Intervention progress-monitoring reports

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	Grades K-1 120 minute literacy block • 75 minutes foundational skills instruction • 45 minutes knowledge-building and comprehension instruction Grade 2 120 minute literacy block • 60 minutes foundational skills instruction • 60 minutes knowledge-building and comprehension instruction Grades 3-5 90-120 minute literacy block • Whole-group HQIM instruction • Small-group reading and writing support

Section 2: Explicit Instruction, Intervention and Extension

	Intervention and extension opportunities based on data Instruction is driven by HQIM, formative assessment, student work analysis, and literacy screener results.						
English Language Arts textbooks and instructional materials used	- Louisiana Guidebooks - CKLA Skills (Core Knowledge Language Arts) - District approved HQIM - DIBELS 8 State Literacy Screener - Supplemental intervention resources aligned to core instruction and Science of Reading expectations All materials are aligned to state standards and free of three-cueing practices.						
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? To support the established program focused goal, we will - 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 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 identified through screening and progress monitoring receive: <i>Minimum</i> 20 minutes daily 3-5 days per week - Small-group intervention - Explicit instruction focused on identified skill deficits - Progress monitoring every two weeks or more frequently as needed Students continue to receive full Tier I instruction without being removed from core literacy instruction.						
List of available interventions and their descriptions	<table> <tr> <th>Intervention</th><th>Description</th></tr> <tr> <td>Foundational Skills Intervention</td><td>Explicit phonemic awareness and phonics instruction</td></tr> <tr> <td>Fluency Intervention</td><td>Repeated reading and fluency practice</td></tr> </table>	Intervention	Description	Foundational Skills Intervention	Explicit phonemic awareness and phonics instruction	Fluency Intervention	Repeated reading and fluency practice
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Section 2: Explicit Instruction, Intervention and Extension

	<table> <tr> <td>Vocabulary Support</td><td>Targeted academic vocabulary development</td></tr> <tr> <td>Comprehension Intervention</td><td>Guided reading and comprehension strategy instruction</td></tr> <tr> <td>Literacy Tutoring</td><td>Additional literacy support aligned to classroom instruction</td></tr> </table>	Vocabulary Support	Targeted academic vocabulary development	Comprehension Intervention	Guided reading and comprehension strategy instruction	Literacy Tutoring	Additional literacy support aligned to classroom instruction				
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Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?										
Tier III plan, including the amount of time	Students with significant literacy needs receive: • Minimum 30 minutes daily • Individualized or very small-group instruction • Weekly progress monitoring • Alignment with Individual Academic Support Plans Services are adjusted based on ongoing student data review.										
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Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August - September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan

					diagnostic data, culminating student work
1	August-September	Administer beginning-of-year screeners and create intervention groups	Principal, Literacy Team	DIBELS, HQIM Assessments	Screener results, intervention rosters
1	October-December	Monitor progress and adjust intervention groups Conduct monthly literacy-focused teacher collaboration cycles	Literacy Team, Teachers	Progress monitoring tools	Growth reports, progress monitoring data
2	August-May	Conduct weekly literacy-focused teacher collaboration cycles, through the lens of unit study protocol and lesson preparation protocol.	Principal, Instructional Coach	HQIM, Unit Preparation Protocols	Teacher artifacts, walkthrough data
2	August-May	Implement coaching and feedback cycles, through the lens of unit study protocol and lesson preparation protocol.	Principal, Instructional Coach	Observation tools	Bullseye coaching logs, observation data
3	Each Semester	Conduct literacy team meetings and implementation reviews	School Literacy Team	Literacy Plan	Meeting minutes, action plans
3	Throughout Year	Host family literacy events and workshops	School Leadership Team	Family Literacy Resources	Attendance and survey data

Action Plan					

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>

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?
BOY Student/Data Analysis	By the end of the cycle, at least 80% of students receiving RTI interventions will show measurable growth on DIBELS progress monitoring, LEAP-aligned assessments, Section Diagnostics, and/or other progress-monitoring measures as evidenced by movement toward proficiency in identified skill gaps.	BOY DIBELS reports, 2026 LEAP Data, intervention rosters, TCM artifacts, classroom walkthroughs, progress monitoring documentation, ILT will reconvene to determine effectiveness of cycle and continued/new learning needed
Student Learning Autonomy and Ownership	By the end of the cycle, at least 80% of students will demonstrate increased mastery of priority grade-level standards, as measured by classroom formative assessments, Section Diagnostics, student work samples, and other progress-monitoring data	DIBELS progress monitoring data, student decoding assessments, lesson observations, CKLA assessment data, ILT will reconvene to determine effectiveness of cycle and continued/new learning needed
Performance/Understanding Checks	By the end of the cycle, at least 80% of students will accurately demonstrate understanding of daily learning targets and success criteria, as evidenced by exit tickets, performance tasks, student work, and classroom assessments aligned to grade-level standards.	MOY DIBELS benchmark reports, progress monitoring data, oral reading fluency checks, CKLA assessment data, ILT will reconvene to determine effectiveness of cycle and continued/new learning needed
Acceleration/Higher Order Thinking and Feedback	By the end of the cycle, at least 80% of students will demonstrate improved performance on common formative assessments, LEAP-aligned assessments, and/or Section Diagnostics as evidenced by	Student vocabulary assessments, comprehension checks, walkthrough evidence, and progress monitoring data, ILT will reconvene to determine

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

	increased mastery of taught standards and a reduction in misconceptions.	effectiveness of cycle and continued/new learning needed
Responsive Instruction and EOY Readiness Evaluation	By the end of the cycle, at least 80% of students receiving intervention will demonstrate measurable growth on progress-monitoring measures, Section Diagnostics, unit assessments, and classroom assessment data, with documented reduction in skill gaps compared to baseline data	EOY DIBELS results, LEAP Data results, intervention growth reports, TCM reflections, and ILT evaluations, ILT will reconvene to determine effectiveness of cycle and continued/new learning needed

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	Family Literacy Orientation/Open House	Evening scheduling, In-person and resources sent home	Public Library/PTO

Section 4: Family Engagement Around Literacy

October	Read-A-Thon	Scheduling during school, resources sent home/online postings	High School Leadership & Athletic Teams, Local students and volunteers
November	Book Fair	Previews, daily student access, family nights	Literacy Volunteers
January	Understanding Literacy Data Workshop	Screeners and assessment explanations	Literacy Team
March	Read Across America Event	Flexible scheduling	Local Businesses & Volunteers
May	Summer Reading Kickoff	Summer resource packets/Online Website & Resource Access	Public Library

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 Plan	Literacy goals embedded in academic priorities	Quarterly goal reviews
Early Childhood Program	Supports readiness and early literacy development	Screeners and readiness data

Section 5: Alignment to Other Initiatives

Positive Behavior Supports	Improved engagement and attendance	Attendance and behavior data
Tutoring Program	Provides targeted intervention support	Progress monitoring reports

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
Teachers	Faculty meetings, TCMs, email updates, collaboration cycles	Monthly
School Literacy Team	Literacy meetings and implementation reviews	Every 6 Weeks
Families	Open House, conferences, calendars, newsletters, website updates, social media	Monthly and Quarterly
School Board/Community	School reports, presentations, public updates	Quarterly, posted on school website
Students	Goal-setting conferences and progress monitoring discussions	Each grading period