

**Local Literacy Plan for
Highland Elementary
Julie Norris/Principal
Mr. 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	We believe that literacy is fundamental to student development and the ability to understand, think critically, and respond to information. Through high-quality instruction and meaningful learning experiences, every child will become a confident, capable reader, writer, speaker, and thinker.
Literacy Mission Statement	Highland Elementary will work collaboratively with all stakeholders to provide high-quality literacy instruction that develops students' reading, writing, speaking, listening, and critical thinking skills. Through a variety of strategies and initiatives, we will equip students, teachers, and leaders with the knowledge and tools necessary to ensure success in the 21st century.

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)	Goal 1: LEAP ELA: Students will improve the overall proficiency in ELA from 54% to 55% as measured on the LEAP 2027 assessment. (Grades 3-5) Goal 2: DIBELS: 60% or more of regular education students who were administered the BOY K-3 Literacy Screener and who attended 88% of the school year will reach their Average Growth Expectancy on the EOY K-3 Literacy Screener (K-3). 50% of special education students who were administered the BOY K-3 Literacy screener and who attended 88% of the school year will grow a minimum of 55 composite points and/or reach CORE on the EOY K-3 Literacy screener.
Goal 2 (Teacher-Focused)	• Implement high-quality literacy instruction aligned to grade-level standards and the needs of all learners. • Use data to drive instruction by regularly analyzing student performance to identify strengths, gaps, and next steps. • Strengthen foundational literacy skills through explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. • Differentiate instruction and intervention to ensure all students receive appropriate support and opportunities for growth. • Engage students in meaningful reading, writing, speaking, and listening experiences across all content areas. • Collaborate and grow professionally by sharing effective practices, participating in professional learning, and using feedback to strengthen literacy instruction.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

- **Implement a comprehensive PK–5 literacy program** that provides a cohesive progression of literacy skills across all grade levels.
- **Ensure alignment of curriculum, instruction, and assessment** with state standards and student learning needs.
- **Provide targeted intervention and enrichment** based on student data to accelerate literacy growth for all learners.
- **Establish consistent literacy practices across classrooms** while allowing for responsive instruction to meet student needs.
- **Provide ongoing professional development and instructional support** to strengthen teachers' knowledge and implementation of effective literacy practices.
- **Monitor and evaluate the effectiveness of the literacy program** through student achievement data and continuous improvement.

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?

Section 2: Explicit Instruction, Intervention and Extension

	- Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	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.
English Language Arts textbooks and instructional materials used	- Heggerty (PreK-2) - CKLA (K-2) - ELA Guidebooks (3-12) - FIRE Spelling (3-5)
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? - 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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	- Teacher Led Small Group: - mClass (PreK-5) - Lexia Core 5 (PreK-5) - Literacy Intervention Specialist - mClass Intervention

Section 2: Explicit Instruction, Intervention and Extension

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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	A. Dyslexia Specialist a. Phonics First with multi-sensory instructional materials B. High Dosage Tutoring a. Amplify, On Your Mark, Air Reading, Kids First, etc.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1					
	August–September 2026	Analyze 2026 LEAP ELA data by grade, teacher, standard, reporting category, subgroup, and achievement level. Identify strengths, gaps, and students needing targeted support.	Principal, Curriculum Coordinator, Literacy Team, Grades 3–5 Teachers	2026 LEAP data, student reports, LDOE iGuide, OnCourse, data spreadsheets	Teacher: Data-analysis meetings documented; teachers identify priority standards and student groups; instructional plans reflect identified needs. Student: Students are identified for enrichment, core support, and intervention based on data.
	August–September 2026	Unpack priority Louisiana ELA standards and identify essential standards for each grade. Develop common expectations for mastery and alignment between grades 3, 4, and 5.	Literacy Team, Grades 3–5 Teachers, Instructional Leaders	Louisiana Student Standards, ELA Guidebooks, pacing guides, curriculum resources	Teacher: Common standards documents/pacing guides; lesson plans demonstrate standards alignment. Student: Students demonstrate increasing mastery of priority standards on common formative assessments.
	September–October 2026	Strengthen daily instruction using grade-level	Grades 3–5 ELA Teachers	HQIM/curriculum, ELA Guidebooks,	Teacher:

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		complex texts and explicit instruction in reading comprehension, vocabulary, evidence, and written responses.		mentor texts, vocabulary resources	Walkthroughs show grade-level texts, standards-based questioning, text evidence, academic vocabulary, and student discourse. Student: Students cite relevant textual evidence and explain their thinking orally and in writing.
	September 2026–April 2027	Implement a consistent close-reading routine : read, annotate, determine meaning, cite evidence, analyze, and respond.	Grades 3–5 Teachers	Grade-level texts, annotation tools, graphic organizers, LDOE resources	Teacher: Walkthroughs and lesson plans show consistent close-reading practices; student work reviewed during PLCs. Student: Student annotations and written responses demonstrate understanding of central ideas, themes, author's purpose, structure, and evidence.
	September 2026–April 2027	Provide explicit instruction in literary and informational text comprehension , including main idea/theme, supporting details, inference, author's purpose, text structure, point of view, and comparing texts.	Grades 3–5 Teachers	Curriculum resources, text sets, standards-aligned questions	Teacher: Teacher-created/common assessments are aligned to priority standards; reteaching is documented. Student: Students improve performance on standards-based formative

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					assessments and constructed responses.
	September 2026–April 2027	Increase vocabulary instruction through contextual analysis of academic and domain-specific vocabulary within grade-level texts.	Grades 3–5 Teachers	Vocabulary routines, content-area texts, morphology resources	Teacher: Walkthroughs show explicit vocabulary instruction connected to authentic texts rather than isolated word lists. Student: Students determine meaning of unfamiliar words using context, morphology, and reference tools and apply vocabulary appropriately.
	October 2026–April 2027	Implement weekly evidence-based writing opportunities requiring students to respond to texts using relevant evidence and explanations.	Grades 3–5 Teachers	LDOE writing rubrics, exemplars, curriculum writing tasks	Teacher: Student writing is scored with common criteria/rubrics; teachers participate in calibration of student work. Student: Student responses demonstrate a clear claim/idea, relevant evidence, explanation, organization, and appropriate conventions.
	October 2026–April 2027	Incorporate LEAP-style multiple-choice, multiple-select, technology-enhanced,	Grades 3–5 Teachers	LDOE LEAP assessment guide, sample items, released resources	Teacher: Lesson plans and assessments include a variety of item types aligned to standards.

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		and constructed-response items into regular instruction without replacing standards-based teaching.			Student: Students demonstrate increased accuracy and independence with LEAP-style tasks.
	October 2026–May 2027	Conduct grade-level PLC/data meetings at least twice monthly to review student work and assessment data, identify misconceptions, and plan reteaching/enrichment.	Literacy Team, Principal/CC, Grades 3–5 Teachers	PLC agenda, common assessments, student work, data trackers	Teacher: PLC minutes document data analysis, instructional adjustments, students identified for support, and follow-up actions. Student: Students receiving targeted support demonstrate measurable growth on reassessments.
	November 2026–April 2027	Provide targeted intervention for students performing below proficiency, with emphasis on the specific standards and skills identified through data.	Classroom Teachers, Interventionists, SPED Teachers, Literacy Team	Intervention materials, student data, small-group resources, progress-monitoring tools	Teacher: Small-group plans, intervention logs, progress-monitoring data, and documentation of instructional adjustments. Student: Targeted students demonstrate growth toward grade-level standards and movement toward Basic/Mastery.
	November 2026–April 2027	Provide enrichment and acceleration for students already demonstrating proficiency to increase	Grades 3–5 Teachers	Complex texts, enrichment tasks, research projects,	Teacher: Walkthroughs show rigorous tasks and questioning for proficient students.

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		the percentage reaching Mastery and Advanced.		higher-order questioning	Student: Students demonstrate deeper analysis, synthesis, evaluation, and independent application of skills.
	December 2026	Administer a common midyear ELA assessment and conduct a comprehensive standards analysis.	Principal/AP, Literacy Team, Teachers	Common assessment, data tracker, LDOE standards	Teacher: Grade-level data reports identify standards requiring reteaching and standards demonstrating mastery. Student: Students show growth from BOY/baseline assessment.
	January–March 2027	Intensify instruction on the lowest-performing LEAP reporting categories and standards identified through winter data.	Teachers, Literacy Team, Administration	LEAP data, common assessments, intervention resources	Teacher: Walkthroughs and lesson plans demonstrate targeted instruction based on data. Student: Student performance increases on targeted standards and common assessments.

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	February– March 2027	Administer LEAP-aligned practice assessments and analyze results by standard and student.	Grades 3–5 Teachers, Administration	LDOE practice/released items, benchmark assessments	Teacher: Data meetings document item/standard analysis and instructional response. Student: Students demonstrate increased proficiency and stamina with grade-level LEAP tasks.
	March 2027	Identify students who remain below proficiency and establish individualized short-term instructional plans for the final testing preparation period.	Teachers, Literacy Team, Administration	Student data profiles, intervention plans, progress- monitoring tools	Teacher: Individual student plans and progress-monitoring records are maintained. Student: Students demonstrate measurable growth on targeted skills.
	April 2027	Provide focused review of priority standards while maintaining grade-level instruction and authentic reading/writing experiences.	Grades 3–5 Teachers	Review materials, grade-level texts, LDOE resources	Teacher: Walkthroughs show targeted review and active student engagement rather than test-prep worksheets alone. Student: Students demonstrate mastery of priority standards on review assessments.

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	April–May 2027	Administer LEAP 2027 ELA assessment and provide appropriate accommodations/supports according to student plans.	Administration, Testing Coordinator, Teachers	LDOE testing materials, student accommodation plans	Teacher: Testing procedures and accommodations are documented and implemented appropriately. Student: Students participate successfully and demonstrate their knowledge and skills on LEAP 2027.
	May–June 2027	Analyze LEAP 2027 results to determine progress toward the 55% proficiency goal and identify next year's instructional priorities.	Principal, Curriculum Coordinator, Literacy Team, Grades 3–5 Teachers	LEAP 2027 reports, LDOE data, school data	Teacher: End-of-year data analysis completed; strengths, gaps, and recommendations documented. Student: Schoolwide proficiency increases from 54% to at least 55%; student achievement data inform the next literacy action plan.
2					
	August–September 2026	Administer the BOY K–3 Literacy Screener and establish a baseline for every K–3 student. Analyze composite scores and individual skill areas.	Principal, CC, K–3 Teachers, Literacy Team	K–3 Literacy Screener/DIBELS, LDOE resources, student data reports	Teacher: BOY data reports; teachers maintain individual student data; students are grouped according to instructional needs. Student:

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					Baseline composite score and skill profile established for each student.
	September 2026	Analyze BOY data by grade, classroom, subgroup, and skill area to identify students requiring Tier 1, targeted, and intensive support.	Principal, CC, Literacy Team, Teachers, SPED Teachers	DIBELS data, OnCourse, data trackers, student profiles	Teacher: Data meetings and documented student groupings; intervention plans reflect student data. Student: Students receive instruction matched to identified skill deficits.
	September–October 2026	Establish grade-level foundational literacy priorities based on BOY results and Louisiana standards.	Literacy Team, K–3 Teachers	2026 Louisiana ELA Standards, LDOE K–2 Literacy Skills Lesson Preparation Protocol, curriculum	Teacher: Lesson plans identify standards and specific foundational skills being addressed. Student: Students demonstrate increasing mastery of targeted foundational skills.
	September 2026–April 2027	Provide daily, explicit, systematic foundational skills instruction within the core literacy block.	K–3 Teachers	HQIM, phonics curriculum, decodable texts, phonemic-awareness resources	Teacher: Walkthroughs show explicit modeling, guided practice, corrective feedback, and student application. Student: Students accurately demonstrate phonemic awareness, phonics,

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					decoding, and word-recognition skills.
	September 2026–April 2027	Implement a consistent phonological awareness routine targeting blending, segmenting, manipulation, and phoneme-level skills based on grade-level expectations.	K–2 Teachers; Grade 3 as needed	Phonological-awareness routines, manipulatives, LDOE resources	Teacher: Teachers document targeted skills and student mastery; walkthroughs show explicit phonological-awareness instruction. Student: Students demonstrate improved accuracy with blending, segmenting, isolating, and manipulating phonemes.
	September 2026–April 2027	Provide systematic phonics and word-recognition instruction using explicit modeling, guided practice, cumulative review, and application in decodable/grade-level text.	K–3 Teachers	Phonics curriculum, decodable texts, word-building materials	Teacher: Lesson plans and walkthroughs demonstrate systematic phonics instruction and cumulative review. Student: Students improve decoding accuracy and automatically recognize increasingly complex words.
	September 2026–April 2027	Provide explicit fluency practice through repeated reading, teacher modeling, partner reading, echo reading, and appropriate grade-level text.	K–3 Teachers	Decodable/grade-level texts, fluency passages, progress-monitoring tools	Teacher: Teachers maintain fluency data and document interventions based on student performance. Student:

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					Students demonstrate increased accuracy, automaticity, rate, and prosody.
	September 2026–April 2027	Integrate vocabulary and oral language development into daily literacy instruction.	K–3 Teachers	Read-alouds, content-rich texts, vocabulary resources, morphology resources	Teacher: Walkthroughs show intentional vocabulary instruction and opportunities for students to use new vocabulary. Student: Students explain word meanings and use academic vocabulary appropriately.
	October 2026–April 2027	Provide targeted small-group instruction based on DIBELS skill deficits. Groups are flexible and adjusted as students demonstrate mastery.	K–3 Teachers, Interventionists, SPED Teachers	DIBELS data, intervention materials, small-group lesson plans	Teacher: Small group schedules, lesson plans, intervention logs, and progress-monitoring data. Student: Students demonstrate growth on targeted skills and move toward benchmark/CORE performance.
	October 2026–April 2027	Develop individualized literacy goals for students with disabilities who are below expected growth. Align intervention with IEP goals and identified DIBELS skill deficits.	SPED Teachers, Classroom Teachers, Literacy Team	IEPs, DIBELS data, intervention resources, progress-monitoring tools	Teachers: IEP goals and literacy interventions are aligned; progress monitoring is documented. Students: Students demonstrate progress toward IEP literacy goals and the

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					DIBELS growth target of 55+ composite points and/or CORE.
	October 2026– April 2027	Provide intervention using a skills-based, responsive model rather than maintaining students in static groups. Regroup students when data indicates a change in instructional need.	K–3 Teachers, Interventionists, Literacy Team	DIBELS progress- monitoring data, instructional resources	Teacher: Student groups are adjusted based on data; intervention plans show changes in instructional intensity or skill focus. Student: Students move between instructional groups as skills improve, or additional support is needed.
	Monthly	Conduct K–3 literacy data meetings to review student growth, identify students not making expected progress, and determine instructional adjustments.	Principal, CC, Literacy Team, K–3 Teachers	DIBELS data, data trackers, student work, intervention records	Teacher: Meeting agendas/minutes document students discussed, instructional decisions, and next steps. Student: Students identified as below growth receive documented instructional adjustments.

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	November 2026	Conduct a pre-MOY review of student progress and identify students requiring additional support before the MOY screener.	Teachers, Literacy Team, Administration	Progress-monitoring data, student work	Teacher: Updated student groups and intervention plans. Student: Students demonstrate progress toward individual growth targets.
	December 2026	Administer the MOY K–3 Literacy Screener and compare results with BOY performance.	K–3 Teachers, Testing Coordinator, Administration	LDOE K–3 Literacy Screener	Teacher: MOY data analyzed by composite score and individual measures; students regrouped as needed. Student: Students demonstrate measurable growth from BOY to MOY.
	January 2027	Use MOY data to identify the highest-priority skills and students requiring intensified intervention during the second semester.	Principal, CC, Literacy Team, Teachers	MOY data, DIBELS reports, intervention resources	Teacher: Data-driven intervention plans and updated student groups. Student: Students receive targeted instruction based on their specific literacy needs.

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	January–March 2027	Intensify intervention for students demonstrating below-expected growth. Increase frequency, duration, explicitness, or instructional support as appropriate.	Teachers, Interventionists, SPED Teachers	Intervention materials, progress-monitoring tools	Teacher: Intervention logs show frequency and duration; progress-monitoring data guide instructional decisions. Student: Students demonstrate accelerated growth toward their individual targets.
	January–April 2027	Provide additional support for students with disabilities through collaboration among general education, special education, interventionists, and families.	SPED Teachers, Classroom Teachers, Literacy Team	IEPs, DIBELS data, intervention plans, family communication	Teacher: Documentation of collaboration and instructional adjustments. Student: Students demonstrate progress toward IEP goals and DIBELS growth expectations.
	February–March 2027	Conduct a student-by-student growth review to determine whether students are on pace to meet Average Growth Expectancy or the 55-point/CORE goal.	Principal, CC, Literacy Team, Teachers	DIBELS growth data, student data trackers	Teacher: Students categorized as On Track / Watch / Intensive Support with documented next steps. Student: Increasing percentage of students are classified as on track for their growth goal.

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	March 2027	Provide targeted acceleration for students who remain below their expected growth trajectory.	Teachers, Interventionists, SPED Teachers	Targeted intervention resources, small-group instruction	Teacher: Intervention plans demonstrate increased instructional intensity and targeted skills. Student: Students demonstrate measurable improvement on progress monitoring assessments.
	April 2027	Administer the EOY K–3 Literacy Screener within the state testing window and evaluate growth from BOY to EOY.	K–3 Teachers, Testing Coordinator, Administration	K–3 Literacy Screener, DIBELS reports	Teacher: EOY data reports are analyzed by grade, subgroup, teacher, and student. Student: Students demonstrate expected growth toward or beyond their individual targets.
	May 2027	Determine whether the school met the two DIBELS goals and identify standards/skills requiring continued attention.	Principal, CC, Literacy Team, Teachers	BOY/MOY/EOY data, LDOE reports	Teacher: End-of-year data analysis and action-plan reflection completed. Student: 60%+ regular education students meet Average Growth Expectancy; 50%+ SPED students meet the 55-point and/or CORE goal.

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	May–June 2027	Develop next year's K–3 literacy priorities based on EOY data and student growth patterns.	Principal, Literacy Team, K–3 Teachers	EOY data, Louisiana ELA standards, intervention data	Teacher: 2027–2028 literacy priorities are established using evidence from the current year. Student: Instructional needs identified for student transition to the next grade.
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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-August 2027	Science of Reading	K-3 New Hires
August 2026-August 2027	CKLA Follow up / Strengthening Sessions	K-2 Teachers
August 2026-May 2027	Guidebook Unit Unpacking	Grades 3-5 Teachers
February 24-26	Plain Talk Conference	Title 1 Teachers, Literacy Coaches, Reading/Math Coordinators, Title 1 Supervisors, Elementary ELA Instructional Coordinator, Reading Interventionists
August 2026-May 2027	Training in the implementation of the LA Mandated Individual Students Literacy Plans	Reading Interventionists
August 2026 – May 2027	Literacy Coach Collaboration (NIET)	Literacy Coaches

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?
Developing and implementing a long-range literacy plan	The ILT/TC long range plan should identify priority literacy goals, specific instructional practices and HQIM resources that will be used to achieve those goals, professional learning and coaching supports, 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 adjust 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 support 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

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

		are used to determine whether teachers are implementing the adopted materials as intended. (CARE Tool)
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 our school. (Dyslexia Specialist, Literacy Intervention Specialist)	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 gather feedback from 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:

Section 4: Family Engagement Around Literacy

- 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 1 Parent Advisory Council		Homeless Programs Title IV Ouachita Public Library
November 2026	Title 1 Parent Advisory Council		Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring
February 2027	Title 1 Parent Advisory Council		Centric Federal Credit Union (Financial Literacy) 2 Penny Mission Children's Coalition
April 2027	Title 1 Parent Advisory Council		TBD
September & October	Literacy Night		Community stakeholders Parents/Guardians

Section 4: Family Engagement Around Literacy

October 2026 & February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
August 2026 & January 2027	Parent University		Parents/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
School Improvement Plan	Direct Alignment LEAP ELA proficiency goal of increasing from 54% to 55%; K-3 DIBELS growth goals; identifies literacy as a schoolwide improvement priority.	LEAP data, DIBELS BOY/MOY, EOY, common assessments, walkthrough data
Early childhood programs	Foundational support Builds oral language, vocabulary, phonological awareness, print awareness, letter knowledge, and early literacy behaviors before students enter/continue through K-3.	Pre-k/K literacy data, classroom observations, student portfolios, K-3 screener data
Cross-Curricular initiatives	Direct Support Reading, vocabulary, speaking/listening, writing, and evidence-based responses	Content-area student work, vocabulary tasks, writing

Section 5: Alignment to Other Initiatives

	are reinforced in science, social studies, math, and other content areas.	samples, walkthrough evidence
Community Programs	Family/community support Provides opportunities for students to read outside of school and increases family engagement in literacy development.	Family literacy events, reading participation, community partnerships, student reading logs
System-wide Priorities	Strategic Alignment Ensures Highland's literacy work reflects district expectations, LDOE priorities, HQIM, assessment expectations, and science of reading practices.	District professional learning, curriculum implementation, assessment data, school implementation evidence

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
District Leadership	Share Highland Elementary's literacy goals, action plan, implementation expectations, progress data, challenges, and needed supports through district reporting structures and leadership meetings.	BOY; quarterly; MOY; EOY

Section 6: Communicating the Plan

Principal & Curriculum Coordinator	Communicate literacy goals, non-negotiables, instructional expectations, and monitoring procedures through faculty meetings, leadership meetings, email, and professional learning.	August 2026; monthly; ongoing
Instructional Leadership Team (ILT)	Review literacy priorities, walkthrough evidence, student achievement data, implementation progress, barriers, and next steps. Align literacy work with schoolwide instructional priorities.	Monthly/biweekly ILT meetings; quarterly reviews
School-Based Literacy Team	Analyze literacy data, monitor implementation, identify instructional needs, provide recommendations, and communicate literacy priorities and resources to teachers and the ILT.	Monthly; quarterly
K–5 Teachers	Communicate expectations through faculty meetings, PLCs, collaborative planning, professional development, coaching, email, and shared literacy resources.	August 2026; PLCs twice monthly; ongoing
K–3 Teachers	Communicate DIBELS/K–3 Literacy Screener expectations, student growth goals, intervention procedures, and progress-monitoring expectations.	BOY; MOY; EOY; monthly progress monitoring
Grades 3–5 Teachers	Communicate LEAP ELA expectations, priority standards, student performance data, instructional strategies, and progress toward the 55% proficiency goal.	BOY; quarterly; benchmark periods; spring
Special Education Teachers/Interventionists	Collaborate with classroom teachers regarding student literacy needs, intervention plans, IEP goals, DIBELS data, accommodations, and progress monitoring.	Monthly; PLCs; as student needs arise
Students	Share grade-level literacy expectations, learning targets, individual goals,	Daily/weekly; after assessment periods

Section 6: Communicating the Plan

	feedback, and progress. Students will participate in goal setting and reflection.	
Families	Communicate literacy goals, student expectations, assessment information, progress, and ways families can support reading at home through newsletters, ClassDojo, conferences, parent meetings, and literacy events.	August 2026; quarterly; assessment periods; ongoing
Community Partners	Communicate school literacy priorities and identify opportunities for partnerships involving books, reading activities, family engagement, mentoring, and literacy events.	Beginning of school year; quarterly; as opportunities arise
School Community	Share schoolwide literacy accomplishments, celebrations, goals, and progress through newsletters, website/social media, family events, and school communications.	Quarterly; ongoing
School Board/District Stakeholders	Provide updates regarding implementation, student growth, LEAP/DIBELS outcomes, successes, challenges, and next steps.	Quarterly and EOY