

**Local Literacy Plan for
Crosley Pre-K and K
Tracey Flaherty, 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

We believe that literacy is a fundamental need for both student development and the ability to understand, think critically and respond to information.

Literacy Mission Statement

Ouachita Parish Schools will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies and initiatives, but to also provide teachers and leaders tools and knowledge necessary to grow students in the 21st century.

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	A. Provide focused literacy intervention to all Kindergarten grade students scoring below benchmark with the use of progress monitoring throughout the 2026-2027 school year. B. Build necessary foundational skills, content knowledge, and writing skills. C. Provide a minimum of ten weeks of targeted HDT.
Goal 2 (Teacher-Focused)	A. Provide ongoing support to allow equal access to grade-level HQIM for all students. B. All K teachers are trained in the Science of Reading. C. Professional development for: a. Implementing evidence-based strategies for small group instruction and progress monitoring with MClass intervention. b. Support teachers in the Student Work Analysis Protocol to drive instruction. c. Standards based instruction and assessment.
Goal 3 (Program-Focused)	A. Curriculum Based Assessments (CKLA) B. District Common Assessments C. K Screener

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?
---------------	---

Section 2: Explicit Instruction, Intervention and Extension

	a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	K: Average of 150 minutes per day, 60 for Skills, 60 for Knowledge, and 30 for HDT.
English Language Arts textbooks and instructional materials used	A. Heggerty (Pre-K and K) B. CKLA
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Minimum of 90 minutes per week.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	A. Teacher Led Small Group: a. MClass b. AMIRA c. LEXIA d. Air Tutoring (virtual) e. Title 1 Tutor (in-person) B. Literacy Intervention Specialist
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. Air Reading

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. Implement CKLA	August 2026- May 2027	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team Lead K Teacher Tammie Henderson	CKLA Curriculum	-Annotated CKLA lesson plans -Weekly student assessments Teachers will be successfully planning, implementing, and delivering, CKLA material to prepare students for improvement on literacy assessments.
2. Data Charts- Literacy Focused	Sept. 2026 October 2026	ILT will examine DIBELS scores and Lexia data.	ILT team, K teachers	DIBELS data Lexia data	Leaders will successfully use data to drive instruction and create student success
3. Develop & provide an IASP for all students in K scoring below benchmark on the Early Literacy Screener	After BOY and monitored throughout the year	Outline interventions that will be offered to the students during instruction, HDT, and at home learning opportunities for parents	Classroom teachers, Literacy Interventionists Dyslexia Specialists	HQIM Materials Intervention resources offered by LDOE, and HDT vendors	Progress monitoring, classroom walk throughs, HDTs reports from vendors

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>
August 2026-August 2027	CKLA Follow Up/ Strengthening Sessions	K Teachers
February 24-26, 2027	Plain Talk Conference	Title 1 Teachers, Reading Interventionist
August 2026-Ongoing	Provide ongoing support for classroom teachers via teacher collabs/ cluster	Lead K Teacher / K Teachers

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?
------------------------------	-----------------------	---

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

Cycle 1: HQIM Unit and lesson preparation	Ensure consistent use of CKLA, Teachers analyze test, exemplars, and rubrics before instruction.	Review unit/lesson plans, walkthrough evidence, exit tickets, weekly assessments
Cycles 2-4: Student work, intervention, progress monitoring data	Use student work and assessment evidence to plan reteaching and targeted intervention;	ILT consistently reviews student work, assessments, intervention records, walk through data to meet the individual needs of teachers and students

Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026-April 2027	Title 1 Parent Advisory Council		Homeless Programs Media Center
October 2026	Literacy Night	Kindergarten Families	Ouachita Parish Public Library

Section 4: Family Engagement Around Literacy

March 2027	Literacy Night	Pre-K Families	Ouachita Parish 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	Align literacy goals with the school's priority of increasing reading proficiency through evidence-based Tier 1 instruction, targeted intervention, and family engagement.	Review of DIBELS data, Tier 1 assessments, progress monitoring, attendance,
Early Childhood -Pre-K	Align literacy expectations from pre-K through Kindergarten , use of Heggerty in Pre-K classrooms	Early literacy screening data, family engagement participation,

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
- 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
School System Leaders- Principal, Title 1 Coordinator, ILT team	Introduce literacy plan at BOY. Review implementation expectations, walkthrough trends, during ILT meetings and reviews of meeting/not meeting cycle goals. Provide regular updates on implementation progress and next steps.	BOY and EOY Program Evaluation, During ILT Meetings and at the conclusion of cycles of ILT and TC
Teachers and interventionists	Communicate literacy goals, implementation expectations, progress through faculty meetings, TC, ILT meetings, instructional coaching	August ongoing -ILT and TC meetings
Families and Community Partners	We will communicate literacy goals and expectations, assessment info., and ways to support reading at home. This will be communicated through open house, literacy events, newsletters, school website, social media, parent conferences, and take-home resources.	Open House – August Ongoing -Website, Social Media updates throughout the year.