

**Local Literacy Plan for
Pearl Watson Elementary
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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

Every Reader. Every Writer. Every Day.

At Pearl Watson Elementary, we envision a literacy community where every student is empowered to become a confident, proficient, and lifelong reader, writer, thinker, and communicator.

We believe literacy achievement is a shared responsibility. Leaders provide vision, resources, and support; teachers deliver rigorous, explicit, evidence-based literacy instruction; students take ownership of their learning and growth; and families partner with us to strengthen literacy beyond the classroom.

Guided by the Louisiana Department of Education's Literacy Pillars, we will use student data to establish meaningful literacy goals, strengthen core instruction, provide targeted intervention and enrichment, grow teacher expertise, and engage families as essential literacy partners.

Section 1A: Literacy Vision and Mission Statement

	Our vision is for every Pearl Watson student—regardless of starting point or learning need—to experience access, opportunity, support, growth, and success in literacy every day.
Literacy Mission Statement	At Pearl Watson Elementary, our mission is to accelerate literacy growth and achievement for every student through a unified commitment from leaders, teachers, students, and families. We will: · Set clear, measurable literacy goals informed by 2025–2026 assessment data and Grades 3–5 LEAP ELA results. · Strengthen Tier I literacy instruction through explicit, systematic, evidence-based practices that address foundational skills, reading fluency, vocabulary, comprehension, writing, and language. · Use data intentionally to identify student needs, monitor progress, provide timely intervention, and extend learning for students who are ready for greater challenges. · Develop teacher expertise through collaborative TCs, professional learning, data analysis, instructional coaching, and shared responsibility for student outcomes. · Empower students to understand their literacy goals, monitor their growth, persevere through challenges, and develop a love of reading and writing. · Engage families as literacy partners by providing meaningful opportunities, resources, communication, and strategies that support literacy development at home. · Celebrate growth and achievement while maintaining high expectations for every learner. Together, we will turn data into action, action into growth, and growth into literacy success—ensuring that every Pearl Watson

Section 1A: Literacy Vision and Mission Statement

student is prepared to read, write, think, communicate, and succeed.

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, 50% of K-2nd graders will score at or above Benchmark on the 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)
- We will increase the percentage of students reading on or above grade level in grades 3-5 from 28.6% to 33% as measured by curriculum-based assessments and LEAP assessment.
- We will increase the percentage of SWD students reading on or above grade level in grades 3-5 from 5% to 10% as measured by curriculum-based assessments and LEAP assessment.

Leading Indicators

- Percentage of students meeting benchmark on literacy screener.

Section 1B: Literacy Goals

	• Percentage of students making progress toward IEP goals. • Student attendance in intervention and extension groups. (If applicable) • Percentage of students proficient in curriculum-based assessments. Lagging Indicators • End-of-year literacy screener results. • LEAP ELA performance. • Percentage of students reading on grade level.
Goal 2 (Teacher-Focused)	By the end of the 2026-2027 school year 100% of the ELA teachers at Pearl Watson Elementary school will actively participate in all teacher collaboration meetings where the focus will be on HQIM, research based instructional practices, Rtl, and student data. These meetings will be held weekly and led by the ELA lead teachers. Measurement • Professional learning attendance records. • Walkthrough data. • Observation feedback cycles. • Teacher collaboration artifacts. • HQIM implementation rubrics. • Monitoring of student progress on HQIM assessments.
Goal 3 (Program-Focused)	At Pearl Watson Elementary school all teacher collaboration meetings and instructional leadership meetings will focus disaggregating data from curriculum-based assessments and how to utilize the data to improve instructional practices for all literacy teachers. 100% of literacy teachers will receive continued coaching and feedback around tier I instruction and small group support.

Section 1B: Literacy Goals

Measurement

- ILT/TC Agendas
- Bullseye observation feedback cycles
- Bullseye classroom walkthroughs
- Intervention progress-monitoring reports.
- Curriculum specialist support and classroom walkthroughs

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

Section 2: Explicit Instruction, Intervention and Extension

	45 minutes knowledge-building and comprehension instruction Grades 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 - 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?

Section 2: Explicit Instruction, Intervention and Extension

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> <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>	Intervention	Description	Foundational Skills Intervention	Explicit phonemic awareness and phonics instruction	Fluency Intervention	Repeated reading and fluency practice	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.												

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	Intervention	Description
	Intensive Reading Intervention	Individualized instruction addressing significant reading gaps
	Dyslexia-Focused Support	Structured literacy intervention aligned to identified needs
	Intensive Fluency and Decoding Support	Daily systematic practice
	Specialized Literacy Tutoring	Additional targeted support beyond Tier II Services (SPIRE 3-5)

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 unpacking, lesson preparation, and lesson annotation	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 -Teachers will participate in unit study protocol and teachers will annotate the unit introduction for every unit -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 demonstrate 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 CWT's daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing

Action Plan

					tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work
1	August-September	Administer beginning-of-year screeners and analyze the data to create intervention groups for Rtl.	Principal, Literacy Team	DIBELS, HQIM Assessments	Screener results, intervention rosters
1	October-December	Monitor progress and adjust intervention groups Conduct weekly walkthroughs to during Rtl time and Literacy blocks to monitor student and teacher growth Monitor progress monitoring for all students.	Literacy Team, Teachers	Progress monitoring tools	Growth reports, progress monitoring data
2	August-May	100% of the literacy teachers at Pearl Watson will participate in weekly ELA teacher collaboration meetings that will focus literacy. Conduct weekly walkthroughs during Rtl time and Literacy	Principal, Instructional Coach	HQIM, Unit Preparation Protocols	Teacher artifacts, walkthrough data

Action Plan

		blocks to monitor student and teacher growth.			
2	August-May	By the end of the 2026–2027 school year, teachers will strengthen instructional practices through ongoing coaching, collaboration, and data-driven reflection. Teachers will implement high-impact instructional strategies aligned to grade-level standards, use student data to adjust instruction, and demonstrate measurable growth in student achievement.	Principal, Instructional Coach	Observation tools	Bullseye coaching logs, observation data 100% participation in coaching cycles and follow-up sessions Analyze formative and benchmark assessments. Increased teacher implementation of high-impact instructional practices measured with CWT's and student assessments. 100% of teachers participating in individualized coaching cycles and documenting progress towards goals in their individualized coaching plans.
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

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?
Unit Study Protocol	By Sept 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the unit study protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Lesson Preparation Protocol	By October 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the lesson preparation protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Writing Instruction	By March 2026, the ILT will build its instructional leadership capacity to define, model, and monitor writing embedded in ELA HQIM, resulting in improved delivery of writing instruction as measured by student work analysis.	Writing assessments

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
August	Family Literacy Orientation/Open House	Virtual option via social media	Phillips 66
October	Literacy Fest	All parents and members of the community are invited	Community Organizations
January	Once upon a Mardi Gras Literacy Extravaganza	Accelerated reader celebration	Literacy Volunteers
March	Glowing for Literacy	Evening scheduling with opportunities to play grade level literacy games.	Phillips 66 and Washington Marion
May	Racing to Reading	Summer resource packets	Phillips 66 and the Literacy Council

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

Section 5: Alignment to Other Initiatives

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan	Literacy goals embedded in academic priorities	Quarterly goal reviews
Accelerated Reader	Supports readiness and early literacy development	Screeners and readiness data
Positive Behavior Intervention Support	Improved engagement and attendance	Attendance and behavior data
High Dosage Tutoring	Reduces literacy skill loss and accelerates growth	Summer attendance and literacy growth
After-School 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.

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
Teachers	Faculty meetings, TCs, email updates, collaboration cycles, ILT, attendance meetings	Monthly
PBIS, Attendance Team, and ILT	Literacy meetings and implementation reviews	Monthly
Families	Open House, conferences, 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