Local Literacy Plan for

Oak Grove Primary /Ascension Public Schools

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August 3, 2026 – May 24, 2027

LOUISIANA'S LITERACY PILLARS



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 have improved literacy outcomes through high-quality interactions and high-quality instruction led by an effective teacher supported by leaders and families.
Literacy Mission Statement	The mission of the Ascension Public School System is to provide each student the high-quality literacy education necessary to 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 26-27 school year, 92% of Kindergarten students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 93% of 1st grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 90% of 2nd grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 82% of 3rd grade students will score at or above benchmark on the EOY DIBELS assessment. • By the end of the 26-27 school year, 74% of the Bottom 25% subgroup of 1st and 2nd graders will meet their individualized growth goal on the EOY DIBELS assessment. • Students in grade band 3-5 will increase their proficiency on LEAP ELA by 4 %. • Students in grades 4-5 will meet their individualized growth goal on ELA LEAP by 4%. • Average daily student attendance will increase to 92%.
Goal 2 (Teacher-Focused)	• By September 2026, all K-5 ELA teachers will have completed training on the HQIM ELA curriculum. • By September 2026, all K-3 teachers will have completed training on administration and scoring of the DIBELS assessment and progress monitoring tools. • By September 2026, all K-5 teachers will have completed training on literacy interventions and programs. • By April 2027, all required K-3 teachers will have completed or be actively working on an approved

Section 1B: Literacy Goals	
	Science of Reading course or passed an approved PRAXIS exam.
Goal 3 (Program-Focused)	• Starting in August 2026, ILT will meet at least bi-weekly to analyze student work and data in guiding instructional decisions. • Starting in August 2026, 100% of teachers will meet weekly for data driven teacher collaboration sessions (PLCs). • By September 15, 2026, all students will begin receiving prescribed interventions and tutoring aligned to needs identified in data sources. • Bv January 2027, 80%of ELA teachers will demonstrate proficiency as measured by the LER.

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)

Section 2: Explicit Instruction, Intervention and Extension	
	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	In grades K-3, a minimum of 120 minutes per day is devoted as instructional time for development of foundational literacy skills. The majority of this instructional time is dedicated for HQIM Tier 1 core instruction of foundational literacy. All students engage in core instruction which aligns to all strands of literacy development, including all strands of Word Recognition and Language Comprehension. HQIM curriculum-based assessments are utilized. At least 30 minutes of the 120 minute block is reserved for daily literacy intervention for students who have been identified as having literacy skills below grade level. Students who are performing on grade level engage in reinforcement of foundational literacy while peers receive intervention. In grades 4-5, a minimum of 60 minutes per day is devoted as instructional time for grade-level HQIM ELA core instruction. HQIM curriculum-based assessments are utilized. Students needing foundational literacy intervention receive an additional block of foundational literacy instruction and tutoring 3-5 times per week. During their first 60 days of assignment, all teachers are trained on high-quality implementation of HQIM implementation. Implementation is monitored by formal observations using LER and informal regular walkthroughs using HQIM and LDOE walkthrough tools. The ILT prioritizes the frequency of walkthroughs in particular classrooms or grade levels and the type of follow-up, job-embedded professional learning based on both teacher observational data and student performance data.
English Language Arts textbooks and instructional materials used	The following instructional materials have been adopted: • Amplify CKLA Skills Edition 2 grades K-3 • Louisiana Guidebooks K-2 • Louisiana Guidebooks 2022 grade 3-5

Section 2: Explicit Instruction, Intervention and Extension	
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	Through the use of the LDOE approved literacy screener and high-quality assessments available through the core curriculum, students are universally assessed and identified if having literacy skills below grade level. Students with literacy skills below grade level: ● receive specific, intensive and systematic instruction on foundational skills for at least 30 minutes per day for five days a week in addition to full core block instruction ● receive explicit instruction within flexible, small groups of students ● receive instruction that targets specific skills for which the students have shown deficit; mCLASS intervention and CKLA intervention instructional materials are utilized ● have opportunities for guided and independent practice with feedback from the teacher ● are progress monitored every ten school days ● receive high-dosage tutoring with approved instructional materials for a period of ten weeks with group sizes of 4 or fewer students ● receive Individual Academic Support Plan
List of available interventions and their descriptions	● mCLASS intervention K-5 – prescriptive intervention aligned to DIBELS sub measure data for individual students ● CKLA Assessment and Remediation Guide , CKLA Intervention Toolbox, Amplify Intervention, Amplify Reading – these are all interventions to support foundational literacy skilled and aligned to the approach and scope and sequence of our HQIM core ● Amira – computer-based, real-time feedback reading assistant and foundational program

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	Students receiving Tier 3 intervention engage in daily doses of precisely prescribed foundational literacy in addition to Tier 1 core instruction and in addition to other universally offered interventions. Tier 3 is organized as individual instruction or group sizes smaller than Tier 2. Tier 3 is a minimum of 30 minutes daily.
List of available interventions and their descriptions	• **IXL:** : Programs incorporate phonics, phonemic awareness, print awareness, and high-frequency sight words to align with systematic literacy instruction. • **mClass intervention (formerly Burst):** software-driven, staff-led Tier 2 and Tier 3 literacy intervention platform designed for struggling K–6 readers. Built around the Science of Reading framework, the software acts as an automated instructional engine. It absorbs student data, calculates skill deficits, and instantly outputs scripted lesson plans so teachers can focus purely on instruction • **Small-group reading:** Teacher-led focused skill-based intervention to support literacy skills • **Supplemental reading instruction:** Tier 3 intervention for Special Education Students provided in small group pull-out • **Amplify Boost**: K–5 digital literacy program (formerly Amplify Reading) that uses game-based storylines to teach phonics, vocabulary, and comprehension. As noted by Amplify, "Boost Reading is a student-led K–5 digital intervention, built on the Science of Reading, that delivers systematic instruction. • **F.I.R.E.:** Foundational Instruction for Reading Excellence (FIRE) is a systematic, explicit reading foundation program for students in grades 3–5 implemented through the Louisiana Dept. of Education. • **UFLI (University of Florida Literacy Institute):** A systematic, explicit foundational reading program developed by the University of Florida

Section 2: Explicit Instruction, Intervention and Extension	
	Literacy Institute that is widely used for reading interventions to build decoding and encoding skills. Based on the science of reading, the program targets core literacy competencies such as phoneme blending, segmenting, and grapheme-phoneme correspondences. • **i-Ready:** Online educational program by Curriculum Associates that provides data-driven academic assessments and personalized digital instruction for reading and math in grades K–12.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August - September	ILT and Teacher Collaboration - unit and lesson preparation	ILT Team/Instructional coach	K-2 Skills Unit, K-2 Skill Lesson 3-12 Unit Preparation 3-12 Lesson Preparation	-Teachers' 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, and how to teach to student understanding with differentiation, as needed. -Evidence: Measurable increases on student exit tickets, daily formative assessments, curriculum-based assessments and instructional walkthrough data
	August - May	DIBELS District Assessments	Grade Level Content Teachers/ SPED Teachers		DIBELS and District Assessment

Action Plan					
	April 2027	LEAP	Grade Level Content Teachers/ SPED Teachers		State Assessments

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 *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 2026	**Training – HQIM ELA Guidebooks**	**3rd-5th grade ELA teachers new to this content and grade band**
August 2026	**Training – HQIM CKLA Edition 2**	**K-3rd grade ELA teachers new to this content and grade band**
September 2026	**Training – HQIM ELA Guidebooks & writing**	**K-2nd grade ELA teachers new to this content and grade band**
September 2026	**Training – DIBELS Literacy Screener and Progress Monitoring**	**K-3rd grade teachers new to this assessment**
Ongoing 2026-2027	**Science of Reading coursework**	**Any required K-3 teacher who has not yet completed an approved SOR course**

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?
Strengthening Literacy Instruction Through Effective HQIM Implementation and Student Data The ongoing work will focus on strengthening teacher capacity to use literacy data, student performance, and HQIM to identify student needs and provide targeted instruction. Teachers will use DIBELS data, progress-monitoring data, benchmarks, and Amplify CKLA to plan standards-aligned instruction. Identified needs will be addressed through targeted small-group reading instruction and ILT/PLC collaboration.	To strengthen teacher capacity to use literacy data, HQIM, progress-monitoring results, student work, and benchmark assessment data to provide targeted, standards-aligned instruction that addresses individual student needs and accelerates student growth. Teachers will use DIBELS, ongoing progress-monitoring data, student work, and District Checkpoint and Benchmark Assessment results across all content areas to identify students needing additional support, determine specific areas of need, adjust instruction, and monitor student response to targeted instruction. Teachers will use HQIM and LER indicators to support effective instructional practices and ensure that classroom instruction and small-group reading instruction are aligned to identified student needs. Through PLC and ILT collaboration,	Success will be monitored through collaborative analysis of student writing, rubric calibration, teacher implementation, DIBELS data, ongoing progress monitoring, student work, and all content-area Quarter Benchmark Assessment results. Teachers, PLCs, and the ILT will regularly review assessment data and student work to determine whether students are making expected growth, identify areas of need, and make timely instructional adjustments. Small-group reading instruction and classroom implementation will also be monitored to ensure that instruction is aligned to student needs and effectively supports student progress. LER indicators will be used to monitor instructional practices and the effective implementation of HQIM. Through ongoing ILT and PLC collaboration, the school will use these multiple measures to evaluate progress toward the cycle goal, strengthen instructional practices, and ensure that decisions are driven by evidence of student learning.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
	teachers will analyze data, calibrate expectations using student work, monitor implementation, and make timely instructional adjustments based on evidence of student learning.	

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?

Section 4: Family Engagement Around Literacy

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 **January 2027** **April 2027**	School staff provide frequent, regular opportunities for two -way communication between teachers and families about the following important information: • results of each student's literacy screener • the progress made between screening periods • the core instruction and interventions given to each individual student • specific ways that families can support continued progress at home.	• In person conferences available to discuss this information each cycle • Information is also shared in writing with copies of these documents for families to keep • Written communication is made available in multiple languages • Virtual meetings are included as an option	Parent Liaisons
October 2026	Literacy Night/Book Fair/STEAM Night	• Written communication is made available in multiple languages	Parent Liaisons Partners in Education

Section 4: Family Engagement Around Literacy			
March 2027	Dr. Seuss Read Across America	• Written communication is made available in multiple languages	Parent Liaisons Partners in Education High School Students

Section 5: Alignment to Other Initiatives

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

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
District-wide priority area for 2026-27 – ELA performance	Across all schools in Ascension, an instructional priority area has been established for ELA which is driven by growth data collected at end of the year 2025-2026. Grades 2, 5 and 8 are focus areas.	• Principals will conduct learning walks across schools in groups of 3-4 in the priority areas of grades 2 and 5 on elementary campuses. • Observational instructional data and student work artifacts are collected during the learning walks for analysis of student progress toward

Section 5: Alignment to Other Initiatives		
		yearly growth goals and proficiency goals. ● Principals adjust any instructional long range planning, as necessary, based on learning walk experiences.
Early Childhood - instructional materials expansion	Across all schools in Ascension, credible phonemic awareness instruction (Heggerty) has been scaled for implementation and credible assessment of early literacy skills has been scaled for accurate measurement of instructional impact. These efforts are intended to adequately prepare students for early literacy learning in Kindergarten,	Ascension will administer PELI across early childhood classes to measure student performance and growth in early literacy skills. School leaders and teachers will use this data to measure instructional impact and adjust long range planning.
K- 5	Monthly Book Logs Accelerated Reader	The librarian will monitor student reading logs and reading progress regularly monthly. Success will be measured by increased student reading engagement and improved reading performance.

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).

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
School-based instructional staff	Utilize scheduled teacher development /professional learning days, ILT and Teacher Collaboration meetings to clearly communicate expectations to instructional staff for implementation of the School Improvement Plan and Instructional Team Long Range Plan.	August – September 2026
Parent and Community members	Post school's literacy plan on school's website	September 2026
School-based instructional staff	Administrators collaborate with the School Test Coordinator to create a calendar of progress monitoring dates for literacy assessments and ensure that all teachers follow scheduled progress monitoring expectations.	September 2026
Parents and Guardians	School staff provide frequent, regular opportunities for two -way communication between teachers and families about the following important information: ● results of each student's literacy screener ● the progress made between screening periods ● the core instruction and interventions given to each individual student ● specific ways that families can support continued progress at home.	September 2026 January 2027 April 2027