Local Literacy Plan for

George Welch Elementary

Anna Redding/Principal

Todd Guice/Superintendent

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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	At George Welch Elementary, we believe literacy is the fundamental foundation for all student achievement and critical thinking. Every student deserves daily access to high-quality, evidence-based reading and writing instruction.
Literacy Mission Statement	George Welch Elementary will empower all students with essential reading, writing, and speaking skills through high-quality instructional materials (HQIM) grounded in the Science of Reading. We provide teachers and leaders with continuous professional learning and actionable data to foster growth across every classroom

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)	K–3 Literacy: Maintain or exceed the 75% proficiency rate on the DIBELS (mCLASS) screener. 3–5 ELA Performance: Increase overall ELA student proficiency on the LEAP 2025 assessment by 5 points or more (building on the current 63% 3–5 ELA proficiency) Targeted Interventions: Provide focused literacy intervention to 100% of K–2 students scoring below benchmark on mCLASS and 100% of 3rd–5th grade students scoring below proficiency.
Goal 2 (Teacher-Focused)	Science of Reading: Ensure 100% of K–3 teachers complete state-mandated Science of Reading training (Act 108). Small Group & Data Analysis: Train all teachers on implementing evidence-based small-group instruction via mCLASS intervention, student work analysis protocols, and high-fidelity visual scaffolding.
Goal 3 (Program-Focused)	Achieve full implementation fidelity of Tier I core instruction (CKLA in K–2; LA Guidebooks in 3–5) and supplementary foundational tools (Heggerty in PreK–2, FIRE Spelling in 3–5, and Lexia Core5). Utilize bi-weekly Instructional Leadership Team (ILT) meetings and bi-weekly Teacher Collaboration cycles to review literacy data and walk-through trends.

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	Daily Instructional Minutes: • K–2: 150 minutes daily (60 min CKLA Skills, 60 min CKLA Knowledge, 30 min WIN/HDT time). • 3–5: 120 minutes daily (90 min ELA Guidebooks core instruction, 30 min WIN/HDT time). Visual Scaffolding: Teachers utilize high-fidelity visual scaffolding and anchor charts across classrooms to enhance instructional delivery.
English Language Arts textbooks and instructional materials used	Core Materials: CKLA (K–2), ELA Guidebooks (3–5), Heggerty (PreK–2), FIRE Spelling (3–5).
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Time Allocation: Minimum of 90 minutes per week during dedicated WIN ("What I Need") time.
List of available interventions and their descriptions	Tier II Tools: Teacher-led small group instruction utilizing mCLASS Intervention and Lexia Core5.
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	Dyslexia Specialist (Hester Jane Burnside) utilizing *Phonics First* (multi-sensory Orton-Gillingham method).
List of available interventions and their descriptions	Targeted High-Dosage Tutoring (HDT) and intervention support for struggling readers.

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- Continue providing teachers with the Science of Reading Course as mandated by LA ACT 108	Fall 2026 - Spring 2027	All Principals, Asst. Principals, Curriculum Coordinators, Reading Interventionists, Literacy Coaches, Master Teachers, District Level Admin involved in K-3 ELA support	Anna Redding, Curtis Pate April Cole Jamie Brooks, Deana Temple	Science of Reading Course Vendor (Canopy)	Certificate awarded after successfully completing the course.
Increase student literacy achievement and growth through effective Tier I instruction and targeted intervention.	August 2026–May 2027	Implement grade-level HQIM daily. Use assessment data to identify student strengths and needs. Provide differentiated whole-group and small-group instruction. Provide targeted intervention and progress monitoring for students below benchmark.	Anna Redding, ILT, classroom teachers, Ms. Burnside	CKLA, Guidebooks, Heggerty, D. FIRE Spelling, DIBELS/ mCLASS, Lexia Core5	BOY/MOY/EOY data, curriculum assessments, HDT data, student work, intervention progress monitoring, walkthroughs

Action Plan					
BOY/MOY/ EOY data, curriculum assessments, HDT data, student work, intervention progress monitoring, walkthroughs	August 2026–May 2027	Administer DIBELS/mCLASS assessments. Analyze student data to identify skill deficits. Provide targeted small-group instruction and intervention. Monitor student progress and adjust instruction based on data.	K–3 teachers, interventionists, ILT, administration	DIBELS/ mCLASS, CKLA, Heggerty, MClass Intervention	DIBELS/mCLASS BOY, MOY, and EOY results; progress-monitoring data; student work
Provide additional targeted literacy support to students identified as needing intensive support.	August 2026–May 2027	Identify students based on literacy assessment data. Provide high-dosage tutoring using targeted literacy skills and monitor student progress.	Administration, teachers	student literacy data	Progress-monitoring data, student work, assessment results

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 5, 2026	K-5 Professional Learning/Schoolwide Instructional Priorities	All Faculty
September 14, 2026	Analyze Data and Goal Setting	K-5 Teachers and Admin
September 23, 2026	School Wide Instructional Practice, GW Look Fors	ILT
September 28, 2026	Reflect on Teaching Practices and Share Instructional Strategies	All Faculty
October 21, 2026	Content Alignment and Action Planning	ILT
November 2, 2026	Plan lessons and share instructional strategies	K-5 Teachers
December 11, 2026	School PD: Literacy Data Analysis, Instruction, and Intervention	All Faculty
January 6, 2027	Progress Check #1: Formative and Common Assessment Data Goal Setting	ILT

Section 3A: Professional Learning: Partners (if applicable)		
January 25, 2027	Content Alignment and Planning	All Faculty
February 8, 2027	Reflect on Teaching Practices and Share Instructional Strategies	All Faculty
February 17, 2027	Progress Check #2: Intervention	ILT
March 8, 2027	Content Alignment and Planning	All Faculty
April 5, 2027	End of Cycle Review and 2027 – 2028 Literacy Priorities	ILT

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?
Schoolwide Data Dig and Content Area Data & Priority Needs	Analyze schoolwide and content area data to identify priority standards, skills, and instructional needs	ILT agenda, notes, assessment data, action plan
ELA & Math Deep Dive/ Standards and Assessment Alignment	Analyze ELA and Math data to identify priority skills and determine if major standards are covered in HQIM and district provided assessments – Semester 1	LEAP, BOY Literacy Screener, BOY Benchmark Tests, Common Assessments, Action Steps
Literacy, Vocabulary/Common Language	Strengthen Reading, Writing, Academic Vocabulary and Comprehension across all content areas	Student samples of writing and work from walkthroughs, vocabulary tasks, PLC discussions

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Progress Check #2 Intervention	Review student progress in Tier 2 and Tier 3; adjust Intervention strategies if needed	mClass Data for Tier 2 and Tier 3 students
ELA & Math Deep Dive/ Standards and Assessment Alignment	Analyze ELA and Math data to identify priority skills and determine if major standards are covered in HQIM and district provided assessments – Semester 2	LEAP, MOY Literacy Screener, MOY Benchmark Tests, Common Assessments, Action Steps
Progress Check #3 Student Growth	Analyze student growth data, identify achievement gaps, and determine immediate instructional priorities	Student growth data, assessment results, student work, progress monitoring data, and ILT action steps

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?

Section 4: Family Engagement Around Literacy			
Month/Date	**Activity**	**Accessibility Opportunities**	**Community Partners**
September 15, 2026	Open House/Literacy Data and Progress Communication	Families who attend Open House will receive information about the Literacy Screener, mClass, LEAP, Intervention strategies, IASP information, and resources to support literacy	Geroge Welch Faculty, Staff, and Families
October 20 - October 23, 2026	AR Rewards	Students will receive AR recognition and prizes for meeting their literacy goal for the 9 weeks.	Mrs. Green (librarian), teachers, admin, and families
November 16-20, 2026	Scholastic Book Fair	Students and Families will have access to books to purchase to promote literacy at home.	Geroge Welch Faculty, Staff, and Families
January 12 – 15, 2027	AR Rewards	Students will receive AR recognition and prizes for meeting their literacy goal for the 9 weeks.	Mrs. Green (librarian), teachers, admin, and families
March 1 – 5, 2027	Read Across America	Students will be encouraged to read during our schoolwide literacy activities for the week	George Welch Faculty and Staff
March 16 – 19, 2027	AR Rewards	Students will receive AR recognition and prizes for meeting their literacy goal for the 9 weeks.	Mrs. Green (librarian), teachers, admin, and families

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/CAN/ILT	Literacy goals and strategies align with identified ELA needs and schoolwide priorities for Tier 1 instruction, HQIM implementation, data-driven instruction, intervention, student growth, and consistent instructional practices across classrooms.	LEAP ELA data, mClass, common assessments, student work, ILT and PLC data analysis, progress monitoring, and classroom walkthroughs
Title 1 Schoolwide Program/Family & Community Engagement	Title I resources and family engagement efforts support equitable access to literacy instruction, intervention, professional learning, literacy resources, family literacy education, and additional support for students at risk for not meeting grade level expectations	Student achievement data, intervention records, family participation, literacy event records, professional learning documentation, family communication, Title I documentation, and literacy resources provided to families.
High-Dosage Tutoring	HDT provides targeted literacy support for students identified through assessment data as needing additional intervention.	HDT progress-monitoring data, student work, benchmark assessments, and student growth data.
Cross-Curricular Literacy / ILT	Schoolwide literacy practices reinforce reading, writing, academic vocabulary, comprehension, discussion, and evidence-based responses across content areas	Classroom walkthroughs, student work, PLC/ILT review, common assessments, and content-area literacy tasks.

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
GW Faculty and Staff	Share literacy goals, instructional expectations, assessment data, intervention information, and progress through faculty meetings, PLCs, ILT meetings, and ongoing staff communication.	August 2026 – May 2027
GW Families	Communicate literacy goals, student progress, assessment results, intervention information, and strategies for supporting literacy at home through parent meetings, conferences, school communication platforms, and family literacy events.	August 2026 – May 2027
School Instructional Leadership Team	Review implementation of the literacy plan, student achievement data, intervention progress, walkthrough findings, and identified instructional needs during ILT and leadership meetings.	Monthly/Quarterly
District Leadership	Provide required literacy data, implementation updates, student progress information, and evidence of schoolwide literacy practices.	August 2026 – May 2027 when needed