Local Literacy Plan for

Southeastern Louisiana University Laboratory School

Tangipahoa Parish

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LOUISIANA'S LITERACY PILLARS



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	Our vision is to build an inclusive community where families, staff, and students partner to ensure equal access to reading achievement. By utilizing proven instructional tools and sustained support, we equip all individuals with the foundational literacy skills necessary for lifelong achievement.
Literacy Mission Statement	Our mission is to secure equal literacy outcomes by delivering high-caliber Tier I daily instruction, targeted interventions based on student performance tracking, and strong teamwork across school leadership, teaching staff, students, and parents.

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?

Section 1B: Literacy Goals	
Goal 1 (Student-Focused)	Expand the percentage of students earning Mastery or above on the 2025 ELA LEAP exam by 3%, ensuring dedicated progress for Economically Disadvantaged students, English Learners, and Students with Disabilities.
Goal 2 (Teacher-Focused)	All literacy instructional staff will implement Tier I core teaching using approved High-Quality Instructional Materials (HQIM) and leverage daily formative data to adapt classroom instruction and drive targeted student interventions.
Goal 3 (Program-Focused)	Preserve a strong, data-backed framework to continuously track student growth and connect every identified learner to swift Tier II and Tier III targeted help, without pulling them away from vital Tier I core instruction.

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?

Section 2: Explicit Instruction, Intervention and Extension	
Amount of time spent on daily literacy skills instruction and how it is used	**Tier I Core Instruction (90-120 Minutes Daily)** ● **Core HQIM Instruction (75 minutes daily):** Every student receives daily, grade-level core literacy instruction delivered by teachers trained in the successful use of approved Tier I High-Quality Instructional Materials (HQIM), including Louisiana ELA Guidebooks. Prior to teaching, educators and school leaders complete structured 3–12 unit and lesson planning to ensure alignment with standards and strong daily classroom execution. To protect the quality of Tier I core instruction, campus administrators and the Instructional Leadership Team (ILT) — both proficient in HQIM implementation and evaluation — maintain a consistent walkthrough schedule to observe teaching methods, provide feedback, and monitor progress. The ILT routinely evaluates assessment results to make real-time teaching adjustments, striving for at least 80% student mastery on overall class data. Curriculum-based assessments from the HQIM (daily exit tickets, section quizzes, and unit tasks) are regularly reviewed to measure instructional effectiveness and identify learners ready for advanced extension tasks, including complex text analysis, higher-level synthesis activities, and advanced writing prompts. ● **Personalized Core Learning (15–45 minutes daily):** Daily targeted skill practice via Lexia software (or other comparable program) designed to close individual learning gaps, reinforce essential skills, and provide personalized enrichment for on- and above-grade-level learners during core instruction.
English Language Arts textbooks and instructional materials used	**Primary Instructional Materials (HQIM)** ● **Louisiana ELA Guidebooks:** Tier I core curriculum provided through the Louisiana Department of Education (LDOE). ● **Supplemental & Adaptive Software:** ○ **Lexia:** Daily personalized skill-building software used during the Tier I core block and intervention periods. ○ **Amira:** AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period. ○ Other comparable software programs. (iXL)
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	**Tier II Intervention Plan** • **Delivery & Provider:** Tier II targeted support is directly provided by classroom teachers and highly qualified literacy specialists who have completed specialized training in delivering LDOE-aligned High-Quality Instructional Materials (HQIM) and research-backed skill interventions. • **Scheduling & Protection of Core Time (75 Minutes Every Other Day):** Tier II instruction takes place for 30 minutes daily within a dedicated, protected intervention period. Master scheduling strictly ensures that students access this focused assistance without being removed from or missing any of their daily 90-minute Tier I core learning time. Tier II intervention is scheduled for 75 minutes every other day during a dedicated, protected intervention block. Master scheduling strictly guarantees that students receive this targeted support without ever being pulled from or missing their daily 90-minute Tier I core instruction. • **Targeted Alignment & Data Diagnostics:** Concepts addressed during Tier II lessons directly match specific student growth areas revealed by recent diagnostic and literacy evaluation tools (including Lexia performance indicators, district benchmark assessments, and daily exit checks). • **High-Quality Curriculum & Progress Monitoring:** Instructors utilize curriculum-embedded measures and targeted skill checks from approved HQIM to gauge intervention success. Progress monitoring occurs weekly or bi-weekly depending on the level of student need, ensuring instruction adapts quickly to student growth.
List of available interventions and their descriptions	**Lexia Core:** An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data. **Targeted Teacher-Led Small Group Instruction:** Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these sessions directly address student skill

Section 2: Explicit Instruction, Intervention and Extension	
	deficits identified through diagnostic assessments and daily progress monitoring. **Amira Learning:** An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking.
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	
List of available interventions and their descriptions	**Lexia:** An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data. **Amira Learning:** An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking. **Targeted Teacher-Led Small Group Instruction (Tier II):** Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these small-group sessions directly address specific student skill deficits identified through diagnostic assessments and daily progress monitoring.

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
2	Weekly throughout the 2026–2027 school year	Intentional Planning & Teacher Practice Implement weekly planning sessions focused on intentional unit and lesson preparation using Louisiana ELA Guidebooks protocols.	ELA Teachers, Instructional Coach, Instructional Leadership Team (ILT)	LDOE 3–12 Unit & Lesson Preparation Guides, Guidebooks teacher editions, daily exit ticket templates	Regular administrator walkthrough data reflecting aligned Tier I instruction; higher exit ticket mastery rates.
3	Daily instruction; bi-weekly tracking	Tier I Vocabulary Deficits & Content Knowledge Integrate explicit, high-utility academic vocabulary instruction and daily context-clue routines across all Tier I Guidebook units and computer literacy blocks.	ELA Teachers, Teachers, ILT	Guidebook unit vocabulary lists, Lexia vocabulary modules	Weekly exit ticket vocabulary data; mid-year interim benchmark growth in vocabulary sub-domains; Lexia skill completion reports.
4	Weekly walkthrough rounds	Leadership Support & Instructional Quality Conduct weekly walkthroughs specifically targeting teacher intentionality in framing daily learning objectives, checks for understanding,	Principal, Assistant Principal	HQIM-aligned walkthrough rubric	Walkthrough feedback logs showing an increase in teacher fidelity to planned checks for understanding; actionable coaching notes provided within 24 hours of observation.

Action Plan					
		and vocabulary application.			
5	Monthly data reviews (following each interim/unit assessment)	Data-Driven Interventions & Subgroup Growth Analyze LEAP 2025 release items and interim assessment vocabulary trends to adjust Tier II/III intervention groupings and targeted small-group plans.	ILT, teachers	District interim assessment dashboards, LEAP ELA assessment guides, Lexia progress monitoring reports	Updated intervention rosters reflecting specific vocabulary/comprehension skill gaps; a 5% increase in students meeting or exceeding proficiency on unit culminating tasks and annual ELA LEAP vocabulary sub-scores.

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 (Pre-Service / Launch)	Guidebooks Launch & Unit 1 Deep Dive: Overview of HQIM structures, 3–12 unit/lesson preparation protocols, and daily exit ticket routines.	All ELA Teachers and Instructional Leadership Team (ILT).
September – OctoberI	Intentional Planning for Academic Vocabulary: Explicit strategies for teaching high-utility vocabulary and context clues across Guidebook lessons to target LEAP score dips.	All ELA Teachers and Instructional Leadership Team (ILT).
November – January	Data-Driven Tier II/III Interventions: Utilizing Lexia and Amira diagnostic data to align small-group instruction and measure weekly progress monitoring with fidelity.	All ELA Teachers and Instructional Leadership Team (ILT).
February – March	Analyzing Student Writing & Culminating Tasks: Calibrating Guidebook writing rubrics, analyzing daily formative writing artifacts, and preparing students for LEAP text-dependent analysis.	All ELA Teachers and Instructional Leadership Team (ILT).
April – May (End of Year)	Evaluating PL Efficacy & Planning 2027–28: Reviewing walkthrough data, partner efficacy indicators, and student	Instructional Leadership Team (ILT), Principal, and District Literacy Coordinators.

Section 3A: Professional Learning: Partners (if applicable)		
	LEAP/interim growth to plan upcoming professional learning cycles.	

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?
Cycle 1: Intentional Lesson Prep & Daily Exit Tickets	100% of ELA teachers will complete structured 3–12 lesson preparation protocols to deliver daily, standard-aligned checks for understanding using Guidebooks exit tickets.	Bi-weekly ILT walkthrough feedback forms, and exit ticket mastery trends showing ≥80% average student accuracy.
Cycle 2: Explicit Academic Vocabulary Routines	Integrate daily high-utility vocabulary and context-clue instruction into Guidebook core lessons to address LEAP vocabulary dips.	Bi-weekly vocabulary walkthrough checks, exit ticket vocabulary task performance, and interim assessment vocabulary sub-domain scores.
Cycle 3: Data-Driven Small Group & Intervention Alignment	Utilize Lexia and benchmark diagnostic data to refine Tier II/III small-group instruction and ensure progress monitoring fidelity.	Bi-weekly intervention progress monitoring entries, monthly ILT data review logs, and growth movement on Lexia skill completion reports.

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
Fall 2026 (TBD)	Title I Fall Open House w/Literacy Focused Resources for families	evening scheduling, digital summary guides, and accessible accommodations.	Title I Coordinator
Spring 2027 (TBD)	Title I Spring Math & Literacy Night & Afternoon Tea with Someone Special to Me: Grade-level LEAP preparation strategies, home reading resources showcase, and Lexia/Amira family learning demos.	Evening scheduling, daytime scheduling, virtual resources for remote access, and translated takeaway materials.	Title I Coordinator

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

Section 5: Alignment to Other Initiatives

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 (SIP)	Annual SIP academic goals directly prioritize Tier I Guidebook instruction, explicit vocabulary development, and subgroup deficit reduction on LEAP 2025.	Monthly ILT progress reviews, quarterly SIP benchmark audits, and annual LEAP 2025 ELA score growth.
Early Childhood / Feeder School Partnership (ONCE Program)	Analysis of Early Childhood data to support literacy efforts.	OnCourse data dig
Cross-Curricular Disciplinary Literacy	Integrating domain-specific vocabulary routines, complex text reading, and evidence-based writing across Social Studies, Science, and Math instruction.	Walkthrough observational data in non-ELA content classes, cross-curricular student work samples, and interim assessment writing.

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.

Section 6: Communicating the Plan		
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 & Instructional Staff	Direct rollout of non-negotiable literacy expectations, HQIM pacing, and assessment protocols through PLC meetings, and faculty updates.	During PLCs; August Launch & ongoing throughout the school year.
School Leaders & ILT	Weekly leadership meetings to review walkthrough observational data, evaluate Tier I core health, analyze interim assessment metrics, and adjust coaching supports.	Weekly throughout the 2026–2027 school year.
Families & Caregivers	Sharing literacy goals, student LEAP data interpretations, and home support strategies through Title I Math& Literacy Night, translated newsletters, and parent-teacher conferences.	Fall and Spring Title I Events; Quarterly progress reports.
District Leadership & Community Partners	Reporting schoolwide literacy progress metrics, SIP benchmark data, and community engagement updates..	Quarterly (October, January, March, May).