

**Local Literacy Plan for
Sterlington Elementary School
Ouachita Parish School Board
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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

At Sterlington Elementary, we envision every student becoming a confident, capable, and motivated reader, writer, speaker, and thinker. We believe all students can achieve literacy success when provided high -quality instruction, timely support, and meaningful opportunities to engage with grade-level texts.

Literacy Mission Statement

Sterlington Elementary is committed to ensuring literacy growth and achievement for every student through high-quality, evidence-based core instruction, intentional intervention and enrichment, and consistent use of student data to guide instructional decisions. Through collaboration among teachers, leaders, students, and families, we will provide equitable access to rigorous literacy experiences and the individualized support necessary for every learner to grow 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 school year, at least 75% of students will demonstrate grade-level literacy proficiency or appropriate growth as measured by DIBELS/mClass in K-2 and curriculum based/LEAP literacy assessments in grades 3-5. Students below benchmark, including subgroups, will demonstrate measurable progress toward grade-level expectations through targeted intervention and progress monitoring.
Goal 2 (Teacher-Focused)	100% of teachers will consistently implement high-quality, standards- aligned literacy instruction using approved HQIM, including explicit instruction, grade-level complex text, purposeful questioning, writing in response to text, and differentiated small-group instruction. Implementation will be monitored through walkthroughs, observations, PLC's and student data.
Goal 3 (Program-Focused)	Sterlington Elementary will maintain a comprehensive, data-driven literacy system that provides strong Tier I instruction and timely Tier II and Tier III interventions and extensions. Structures will include protected literacy blocks, dedicated intervention/ HDT time, collaborative PLCs, regular data reviews, and progress monitoring too ensure students receive appropriate support based on individual needs. Effectiveness will be monitored throughout the year and instructional supports adjusted based on student outcomes.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Students receive a protected daily ELA/literacy block using high-quality instructional materials. Instruction includes explicit foundational skills, vocabulary, fluency, comprehension, reading of grade-level complex text, discussion, and writing. Teachers provide whole-group Tier I instruction and differentiated small-group support based on student data. Tier I instruction is protected and is not replaced by intervention services.
English Language Arts textbooks and instructional materials used	K-2: CKLA – a approved HQIM for core ELA/literacy instruction, including explicit foundational skills instruction and decodable texts. 3-5: Louisiana Guidebooks for standards-aligned ELA instruction, including complex text, vocabulary, comprehension, discussion, and writing. Supplemental/Assessment: DIBELS/mClass data, curriculum-embedded assessments, and approved supplemental literacy resources are used to identify needs and differentiate instruction.
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? - 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?

Section 2: Explicit Instruction, Intervention and Extension

	- 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?
Tier II plan, including the amount of time	Students identified as needing additional literacy support receive targeted Tier II intervention during a designated school-wide HDT time without being removed from Tier I core instruction. Intervention is provided in small groups based on specific skill deficits identified through DIBELS/mClass and curriculum-based assessment data. Students receive approximately 20-30 minutes of targeted intervention 3-5 days per week, based on individual need. Progress is monitored weekly or biweekly, and groups and interventions are adjusted based on student response.
List of available interventions and their descriptions	- mClass/DIBELS intervention resources: Targeted instruction in phonemic awareness, phonics, decoding, fluency, and comprehension based on diagnostic data. - HQIM – aligned small-group intervention: Targeted reteaching of prerequisite literacy skills connected to core instruction. - Teacher-led targeted small groups: Skill-specific instruction based on assessment and progress-monitoring data. - HDT groups: Flexible groups used to provide targeted literacy intervention and additional practice based on identified student needs.
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? - 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 III intervention? - 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 demonstrating significant literacy deficits or an insufficient response to Tier II receive intensive individualized Tier III intervention in addition to Tier I instruction. Intervention focuses specifically on diagnosed skill deficits and is provided in a smaller group with increased intensity, explicit instruction, modeling, guided practice, and corrective feedback. Students receive approximately 20-30 minutes of

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	intervention 4-5 days per week, based on individual need. Progress is monitored at least weekly, and data is reviewed regularly through the RTI/SBLC process to determine necessary instructional adjustments.
List of available interventions and their descriptions	Intensive, evidence-based literacy interventions aligned to individual student needs are used to address deficits in phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension. DIBELS/mClass diagnostic and progress monitoring data are used to identify the specific area of need, select appropriate intervention lessons, monitor student response, and adjust the intensity or focus of intervention. Special education services supplement, but do not replace, access to Tier I core literacy instruction.

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 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 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

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August/September	HQIM Implementation, effective Tier I literacy instruction; unit lesson preparation	K-5 teachers, reading interventionist, SPED teachers, admin.
October - January	Using DIBELS/mClass and curriculum assessment data; small-group instruction; intervention; progress monitoring; supporting students below benchmark	K-5 teachers, reading interventionist, SPED teachers, admin
February - April	Strengthening literacy instruction based on MOY data; differentiation and extension	K-5 teachers, interventions, SPED teachers, admin

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?

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
HQIM & Tier I Literacy Instruction	Strengthen consistent implementation of HQIM and evidence-based literacy practices to increase student mastery of grade-level standards.	LER- aligned walkthroughs, student work, curriculum assessments, PLC data reviews, and DIBELS / mClass data
Data-Driven Intervention & Student Growth	Use literacy data to identify skill deficits, provide targeted small-group instruction, and accelerate growth for students below benchmark.	Weekly/biweekly progress monitoring, intervention data, PLC reviews, DIBELS/mClass growth, and BOY/MOY/EOY data comparisons.

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
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Section 4: Family Engagement Around Literacy

September 8 & 10	Family Literacy Night	Explanation of assessment data; take-home literacy strategies/resources; opportunities for parents to ask questions and practice literacy activities with their child	Sterlington Branch Library
Throughout the year	Family Literacy & Student Progress Communication	Parent conferences, progress reports, electronic/printed communication	School Staff

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
School Improvement Plan / Schoolwide Data & PLC Cycles	Literacy goals are embedded within the school improvement plan. PLCs use DIBELS/mClass, curriculum assessments, LEAP data, and student work to identify needs, plan instruction, and provide interventions.	BOY/MOY/EOY data; LEAP data; PLC documentation, walkthrough data; student work; progress-monitoring data.
Cross-Curricular Literacy -	Literacy skills are reinforced across content areas through complex text, academic vocabulary, discussion, evidence based writing and building	Classroom walkthroughs; student writing/work samples; curriculum assessments; PLC reviews;

Section 5: Alignment to Other Initiatives

	background knowledge using Amplify Science and Building Bridges.	LEAP ELA, science, and social studies data.
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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
Teachers, Interventionists, & School Leadership/ILT	Communicate literacy goals, non-negotiable expectations, HQIM implementation, Tier I-III support, and student data through faculty meetings, data chats, and professional learning. Progress will be monitored through walkthroughs, assessment data, progress monitoring, and collaborative data reviews	Beginning of year and ongoing monthly; formal data reviews at BOY, MOY, and EOY
Families and Community Partners	Communicate literacy goals, grade-level expectations, DIBELS/mClass and LEAP results, student progress, and ways families can support literacy at home through Literacy Night, conferences, school communications, progress reports, and community partnerships.	Beginning of year, after benchmark/assessment periods, during conferences and family events, and ongoing throughout the year.