LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

GEO Prep Academy

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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 GEO Prep Academy Lower, we believe every scholar can become a confident, successful reader. Through high-quality, evidence-based literacy instruction, early screening, continuous progress monitoring, and immediate intervention, we will build the foundational skills every scholar needs to thrive. Literacy is the responsibility of every adult in our building, and together, we will ensure every scholar receives the support, instruction, and confidence needed to become a capable, lifelong reader.

Section 1A: Literacy Vision and Mission Statement	
Literacy Mission Statement	At GEO Prep Academy Lower, our mission is to ensure every scholar exits 2nd grade reading on or above grade level, equipped with the foundational literacy skills needed to access grade-level content and succeed on Louisiana's 3rd grade LEAP assessment and beyond. We commit to providing high-quality, systematic literacy instruction, identifying and addressing needs early through ongoing screening and progress monitoring, and providing timely, targeted intervention. Together, leaders, teachers, scholars, and families share responsibility for ensuring every scholar becomes a confident, capable, successful reader.

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 Spring of 2027, GEO Prep Academy Lower will increase its overall academic achievement index from 75.6% to 90% by ensuring that all students in grades K-2 meet their individual goals based on their annual growth point expectations in ELA, as measured by the grade-specific DIBELS 8th Edition literacy screener. 90% of all scholars will score at or above benchmark. Every scholar who is not yet proficient on the DIBELS assessment will move up at least one performance level.
Goal 2 (Teacher-Focused) Maybe include something about Science of Reading training.	Teachers in grades K-2 will deliver CKLA Tier I instruction with fidelity, using unit and lesson preparation protocols to ensure at least 80% student mastery on daily formative and unit assessments. Teachers will be trained to accurately administer and interpret DIBELS 8th Edition benchmark and progress-monitoring data, use that data to differentiate small-group instruction within the literacy block, and deliver aligned Tier

Section 1B: Literacy Goals	
	II/III intervention through BURST (MClass) and IXL with fidelity during built-in intervention blocks.
Goal 3 (Program-Focused)	GEO Prep Academy Lower will build master schedules in grades K-2 that embed a dedicated, protected intervention block so that no scholar is pulled from Tier I core instruction to receive Tier II or Tier III support. The school will establish a DIBELS 8th Edition benchmark and progress-monitoring calendar (fall, winter, spring benchmarks, with bi-weekly to weekly progress monitoring for scholars below benchmark), a data-review cadence for the Instructional Leadership Team (ILT), and a systematic process for assigning scholars to BURST (Mclass) and IXL intervention groups based on skill-specific need.

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 instructions.

Tier I	1. Is 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 1? 5. Is the ILT responding to data to support a healthy Tier 1? 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	K-2 scholars receive a minimum of 120 minutes of daily literacy instruction through the CKLA Skills and Knowledge strands, which include explicit phonemic awareness, phonics, fluency, vocabulary, and comprehension

Section 2: Explicit Instruction, Intervention and Extension	
instruction and how it is used	instruction, plus a dedicated daily intervention block (built into the master schedule) for scholars receiving Tier II or Tier III support through BURST (mclass) and/or IXL.
English Language Arts textbooks and instructional materials used	CKLA (Core Knowledge Language Arts) is the Tier I core ELA curriculum used in grades K-2, delivering explicit, systematic instruction in foundational skills (phonemic awareness, phonics, fluency) alongside the Knowledge strand for vocabulary and comprehension. DIBELS 8th Edition is used as the universal literacy screener and progress-monitoring tool for all K-2 scholars.
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	Tier II intervention is delivered within the daily protected intervention block built into the K-2 master schedule (approximately 30 minutes per day), using BURST (mclass) small-group intervention lessons matched to each scholar's skill deficit as identified by DIBELS 8th Edition composite and subtest scores, supplemented by targeted iXL ELA practice. Progress is monitored using mclass progress-monitoring probes on a bi-weekly to weekly basis depending on scholar need.
List of available interventions and their descriptions	BURST (mclass): small-group, skill-targeted intervention lessons in phonemic awareness, phonics, fluency, and vocabulary, matched to DIBELS 8th Edition diagnostic data. IXL ELA: individualized, adaptive online practice used to reinforce skills targeted in BURST intervention groups and to provide additional independent practice time.
Tier III	1. Is the Tier III intervention 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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Tier III intervention is delivered in the same protected daily intervention block as Tier II, but in smaller groups (1:1 to 1:3) and with increased frequency/duration for scholars who continue to show well-below-benchmark performance after Tier II support. Tier III intervention is delivered by a highly trained literacy interventionist using BURST (mclass) intensive intervention lessons, with weekly progress monitoring via mclass.
List of available interventions and their descriptions	BURST (Mclass) Intensive: highly individualized, skill-specific intervention delivered in very small groups by a trained literacy interventionist, targeting the precise foundational skill gaps identified through DIBELS 8th Edition diagnostic assessment. IXL ELA: used to provide additional individualized, adaptive practice aligned to each scholar's specific skill gaps as an extension of BURST intervention. August–September

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
	August–September	Complete DIBELS 8th Edition Beginning-of-Year (BOY) benchmark for all K-2 scholars; as each classroom finishes, begin identifying scholars below benchmark for Tier II/III placement rather than waiting until every class is done. Can you say analyze the data to identify areas of S and W to group scholars.	Testing coordinator, Classroom Teachers, ILT	DIBELS 8th Edition, MClass platform	DIBELS BOY Data, Data reviewed in ILT, intervention groups formed within 2 weeks of BOY data.
	Early-Mid September	Finalize BURST (MClass) and IXL intervention group rosters based on completed BOY data; confirm protected intervention block is running as scheduled with no Tier I pull-outs.	School Leader, ILT,	MClass grouping reports, master schedule	Intervention groups launched within 2 weeks of full BOY completion; walkthrough confirms zero Tier I pull-outs for intervention.
	September	Debrief BOY DIBELS results with K-2 teachers; calibrate data interpretation and use results to inform initial small-group differentiation within CKLA Tier I instruction.	ILT	BOY DIBELS data reports, CKLA scope and sequence	Walkthrough data
	September–December	Progress monitor Tier II/III scholars bi-weekly to weekly via MClass; adjust intervention groups based on data.	Classroom Teachers	MClass progress-monitoring probes, BURST	Progress monitor data

Action Plan					
				intervention lessons, IXL	
	October–December	Conduct ongoing PL/coaching cycles on CKLA foundational skills instruction and DIBELS data-informed small-group planning.	ILT	CKLA scope and sequence, DIBELS data reports	Coaching logs that show completed cycles of for all K-2 teachers; walkthrough data shows differentiated small group instruction aligned to DIBELS subtest data.
	January	Administer DIBELS 8th Edition Middle-of-Year (MOY) benchmark; review school-wide and subgroup data in ILT; re-tier scholars as needed.	Classroom Teachers, ILT	DIBELS 8th Edition, MClass platform	MOY data shows measurable movement toward the 90% at/above-benchmark goal; updated intervention rosters finalized within 2 weeks.
	January–February	Conduct mid-year audit of intervention block fidelity (are scholars receiving intervention as scheduled, without being pulled from Tier I core instruction?).	School Leader, ILT	Master schedule, walkthrough tool	Walkthrough data confirms 100% schedule fidelity; any gaps identified and corrected within one week.
	April–May	Administer DIBELS 8th Edition End-of-Year (EOY) benchmark; calculate final achievement index and performance-level movement for all K-2 scholars.	Classroom Teachers, ILT, School Leader	DIBELS 8th Edition, MClass platform, achievement index calculation tool	90% of scholars at/above benchmark; every non-proficient scholar shows at least one performance-level increase; achievement index reaches 90% target.

Action Plan					

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 / start of year)	CKLA foundational skills instruction — initial/launch training on phonics and phonemic awareness delivery, led by Amplify (external CKLA-approved PL partner).	All K-2 classroom teachers, Instructional Coach/ILT, School Leader
September	Analyze BOY DIBELS data with ILT team. Analyze class data teachers BURST (MClass) intervention delivery — refining small-group intervention delivery using MOY diagnostic data.	ILT team/ All K-2 classroom teachers,
October	Family literacy Night, building teacher capacity to communicate DIBELS progress and home literacy strategies to families.	All K-2 classroom teachers, School Leader
December–January (pre/post MOY benchmark)	BURST (MClass) intervention delivery, refining small-group intervention delivery using MOY diagnostic data.	ILT, School Leader (redelivered to teachers as needed)

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?
CKLA Foundational Skills Fidelity	By the end of the cycle, 100% of K-2 teachers will deliver the CKLA Skills strand (phonemic awareness/phonics) with fidelity to the lesson structure and pacing, as observed through weekly classroom walkthroughs.	Weekly walkthrough data using a CKLA-aligned observation tool; ILT reviews trends bi-weekly and identifies teachers needing additional coaching support.
DIBELS-Informed Small-Group Instruction	By the end of the cycle, K-2 teachers will use DIBELS 8th Edition subtest data to form and adjust small instructional groups within the CKLA block, with groups revisited at least every 2 weeks.	ILT reviews small-group rosters and MClass progress-monitoring data every 2 weeks to confirm groups reflect current data; teacher self-report/lesson plan checks confirm groups are being used in practice.

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
October	Spooky Literacy Night	Flyers are sent home in person and digitally. Games are also made to be sent home.	Local vendors Local library
3x	Book fair	Flyers are sent home in person and digitally. Games are also made to be sent home.	Scholastic
March	DIBELS Reading Adventure	Offer directions in families' home languages. Provide interpreters or bilingual staff when available. Include audiobooks, text-to-speech tools, and read-aloud stations	Local Library

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 (SIP)	The SIP's academic achievement goals are directly tied to this literacy plan's Goal 1 (increasing the achievement index from 75.6% to 90% via DIBELS 8th Edition growth); literacy is treated as the SIP's	Achievement index and DIBELS benchmark data reviewed jointly by school leadership at each SIP check-in (fall, winter, spring), aligned to the same

Section 5: Alignment to Other Initiatives		
	primary lever for overall academic gains in K-2.	BOY/MOY/EOY calendar as the literacy plan.
Cross-Curricular Content Instruction (Science/Social Studies via CKLA Knowledge Strand)	CKLA's Knowledge strand builds content vocabulary and background knowledge in science and social studies topics, directly supporting reading comprehension growth measured by DIBELS.	ILT walkthrough look-fors include evidence of Knowledge strand vocabulary being reinforced across the K-2 day, not just during the literacy block.
GEO Prep Network-Wide Instructional Priority	Network-wide focus e.g., a shared achievement index target or shared CKLA/DIBELS expectation across GEO Prep campuses] ensures this campus's literacy goals stay aligned to network standards and allows for shared PL/resources across schools.	Network data reviews / cross-campus ILT calls used to compare DIBELS and achievement index progress across GEO Prep campuses.
Community Literacy Partner(s)	Local library / tutoring organization / family literacy program that extends literacy practice beyond the school day and reinforces family engagement around reading.	Attendance/participation tracked] at community literacy events; connection noted in family engagement communications (see Section 4/6)

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**

Section 6: Communicating the Plan		
District and School Leaders/ILT	Review the literacy plan, non-negotiable implementation expectations, roles, HQIM alignment, and monitoring tools during leadership meetings. Share walkthroughs, benchmarks, and implementation data; identify supports and document next steps.	August launch; biweekly ILT reviews; quarterly benchmark and implementation updates
Teachers, Interventionists, and Support Staff	Communicate expectations through ILT meetings, teacher collaboration cycles, coaching, email updates, and shared planning resources. Use student work, assessment results, and walkthrough feedback to monitor progress and provide actionable next steps.	Beginning-of-year orientation; biweekly collaboration/coaching; after each benchmark window
Families and Caregivers	Share a family-friendly summary through ParentSquare, email/text, the school website, conferences, and ELA for family engagement events. Explain literacy goals, screener/LEAP results, IASP progress, grade-level expectations, and practical at-home strategies. Provide translated, large-print, audio, and paper formats as needed.	At the start of the year; after each screening/benchmark period; quarterly and ongoing.
Students	Explain grade-level literacy expectations in student-friendly language. Hold individual goal setting and data conferences, provide regular feedback, and celebrate growth in reading, writing, speaking, and listening.	Within the first month; monthly goal checks; after each benchmark period
Community Partners	Provide a concise overview of literacy priorities and resource needs through partner meetings, newsletters, and family events. Invite partners to expand access to books, tutoring, library services, volunteers, and literacy experiences beyond the school day.	Beginning of each semester; quarterly partner updates; before major literacy events