LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

(Schneckenburger Elementary School/ Jefferson Parish Schools)

(Erin E. Clay/Principal)

(James Gray/ Superintendent)

(August 27, 2026)

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	We envision Schneckenburger Elementary as a school where every student builds a strong literacy foundation to become a proficient reader for life.
Literacy Mission Statement	At Schneckenburger Elementary, our mission is to empower all students with the literacy skills and foundational tools necessary to become confident, proficient readers.

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?

Section 1B: Literacy 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 2026-2027 school year, at least 72.3% of students in grades K-3 will score at or above benchmark on DIBELS, or meet or exceed their individual goals. DIBELS growth target from beginning- of the year to the end- of the year. ● Kindergarten will score at or above benchmark to 72.4%. ● Grade 1: Increase students at or above benchmark from 70% to 75%. ● Grade 2: Increase students at or above benchmark from 52% to 70%. ● Grade 3 will score at or above benchmark to 72% . By the end of each ELA HQIM unit, at least 75% of students in grades K-5 will demonstrate mastery of expected literacy skills and content measure using CKLA and Guidebook HQIM curriculum.
Goal 2 (Teacher-Focused)	By February 2027, 90% of teachers will use student work, HQIM assessments, and DIBELS data (where applicable) during clusters to target weak standards and carry out action plans for tracking progress.
Goal 3 (Program-Focused)	By May 2027, 100% of Kindergarten- 5th grade teachers will participate in Cluster meetings focused on unit/ lesson internalization, student work analysis and data driven decision making as evidenced by Cluster agendas and artifacts. By May 2027, Schneckenburger Elementary School will host at least two DIBELS Parent Nights to help families build literacy-rich environments at home.

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	K-2 ELA- 180 minutes • CKLA Knowledge = 60 minutes, CKLA Skills = 60 minutes, Small Group/Acceleration = 60 minutes 3-5 ELA- 165 Minutes • ELA = 115 minutes • ELA Core Instruction = 85 minutes Acceleration = 30 minutes
English Language Arts textbooks and instructional materials used	CKLA Guidebooks
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	30 minutes intervention time in small groups. Students will receive intervention and acceleration based on the focus standards they have not mastered for the unit.
List of available interventions and their descriptions	small group/ acceleration with use MClass, Heggerty, AMIRA, Common Literature
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	30 minutes at least twice weekly by teachers, part time intervention teacher, High Dosage Tutoring Teachers CKLA/ Guidebook Supports
List of available interventions and their descriptions	Part time reading intervention teacher small group instruction Weekly Tracking of literacy focus area for each student

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
K-3 DIBELS Benchmark & Growth Achievement	August 2026 – May 2027	Administer DIBELS BOY, MOY, and EOY assessments to establish baselines, track progress, and evaluate final growth targets. Implement daily small-group targeted intervention (30 minutes) using science of reading alignment for students performing below benchmark. Conduct bi-weekly progress monitoring for Intensive students and monthly monitoring for Strategic students.	Teachers ILT	DIBELS	DIBELS BOY/MOY/EOY data dashboards intervention tracking logs, instructional walk-through feedback
ELA HQIM Unit Skill &	August 2026 – May 2027	Administer end-of-unit HQIM assessments (CKLA Unit Assessments / Guidebooks Culminating Writing Tasks)	Teachers Master Teacher AP	CKLA curriculum packages, Louisiana Guidebooks	HQIM unit assessment scores student writings

Action Plan					
Content Mastery		per instructional pacing guides. Map out unit pacing during pre-unit planning meetings to ensure full coverage of core literacy standards. Conduct post-unit data analysis protocol after each unit to identify standard deficits and plan re-teaching loops.		materials, unit assessment rubrics	re-teaching plans, lesson plan adjustments
Teacher Data-Driven Cluster Meetings	August 2026 – February 2027	Train teachers on standard student work analysis protocols teachers will bring student work samples and current DIBELS/HQIM assessment data to designated weekly cluster sessions	Master Teacher AP Peer Teachers	Student Work Analysis Protocols DIBELS data reports HQIM item analysis Action Plans	Cluster meeting agendas completed student work sorting protocols, teacher action plans

Action Plan					
100% Teacher Cluster Participation & Lesson Internalization	August 2026 – May 2027	Cluster schedule Completed tasks Norms for lesson/unit internalization	Principal Master Teacher AP Teachers	Master schedule, Lesson Internalization Templates, HQIM Teacher Guides	Completed assessments Cluster Sign in sheets Cluster agenda
Family Engagement & DIBELS Parent Nights	Fall 2026 (Night 1) Spring 2027 (Night 2)	Plan and organize two interactive parent workshops centered on interpreting DIBELS individual student reports and modeling home literacy strategies. Prepare and distribute "at-home literacy toolkits" containing decodable books, sight word games, and foundational reading activities. Promote events via school communication platforms (flyers, text alerts, social media) and provide sign-in	Family Engagement Coordinator ELA teachers Administration	Individual DIBELS Home Reports, printed literacy kits, presentation materials, translation services, sign-in sheets	Event flyers, sign-in sheets, parent survey results, documented increase in student benchmark performance following home-support implementation Dress Down passes for student attendance

Action Plan					
		sheets and feedback surveys.			

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.)*
8/2026	**HQIM Overview to know resources, where to locate resources**	**K-5 Teachers**
8/2026- May 2027	**Science of Reading Training**	**K-5 Teachers**
8/ 2026-May 2027	**District Literacy PD**	**K-5 ELA teachers ESL Coach and Teacher**

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?**
Unit/Lesson Internalization	Awareness of Focus Standards & delivery of instruction	

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
9/ 2006	DIBELS Parent Night 1	Review of Literacy Plan Overview of DIBELS literacy screener At Home Literacy Tips Individual Student At Home Connection Public Library Card information	**LSU- PBIS** **Public Library**
10/ 2006	ESL Parent Information Session 1	Review of Literacy Plan Overview of ELPT Assessment ELPT score reports	
11/2026	Book Fair	Variety of genre of books available	
12/20027 5/2027	Awards Ceremony	Recondition for DIBELS progress Most improved in ELA Highest ELA average	

Section 4: Family Engagement Around Literacy			
2/2027	Literacy Night	Public Library Card information Literacy Family oriented Games At home learning tips	
3/2027	Read Across America Week	Visitors read to grade level classes to promote literacy	

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**
ILT and Cluster Long Range Plans	Teacher lesson/ unit internalization of CKLA and Guidebook HQIM	Walkthroughs student work analysis

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.

Section 6: Communicating the Plan		
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**
Staff	School website Weekly Staff Hooter	October 2026-May 2027
Parents & Community	School website Family Engagement Sessions Monthly Family Hooter	October 2026-March 2027