Local Literacy Plan for

Central Elementary

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August 2026

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	Central Elementary believes that literacy is the foundation for all learning, and it is the responsibility of all educators.
Literacy Mission Statement	At Central Elementary, we believe literacy is everyone's responsibility. Every teacher, every classroom, and every student plays a role in building strong readers and writers.

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)	A. Build necessary foundational skills, content knowledge, and writing skills to successfully read and respond to grade-level, complex texts. B. Provide focused literacy intervention to all 3rd and 4th grade students scoring below proficiency at the end of the 2026-2027 school year. C. Provide a minimum of ten weeks of targeted HG
Goal 2 (Teacher-Focused)	A. Provide ongoing support to allow equal access to grade-level, HQIM for all students. B. Completion of Science of Reading Course (all K-3 Teachers). C. Implementation will be monitored through classroom walkthroughs, lesson plans, PLC/ILT agendas and minutes, professional-learning participation, student work analysis, assessment data, and intervention progress-monitoring records.
Goal 3 (Program-Focused)	A. Guidebook Curriculum Based Assessments B. District Common Assessments C. K-3 Literacy Screener D. LEAP 2025

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	3-5: Average of 120 minutes per day, 90 for core instruction and 30 for HDT.
English Language Arts textbooks and instructional materials used	A. ELA Guidebooks (3-12) B. 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? 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	A minimum of 90 minutes per week, delivered during classroom instruction, scheduled small-group intervention, or tutoring.
List of available interventions and their descriptions	A. Teacher Led Small Group: a. MClass (PreK-5) b. AMIRA (K-5) c. iReady Reading (K-5) d. Lexia Core 5 (PreK-5) B. Literacy Intervention Specialist a. MClass Intervention
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	A minimum of 90 minutes per week in addition to Tier I instruction. Support is individualized through SBLC/IEP processes and progress monitored weekly.
List of available interventions and their descriptions	A. Dyslexia Specialist B. Phonics First with multi-sensory instructional materials C. High Dosage Tutoring

Section 2: Explicit Instruction, Intervention and Extension	
	a. Air Reading

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	Fall 2026-Spring 2027	Provide teachers with the Science of Reading Course as mandated by LA Act 108.	District Team	Science or Reading Course Vendor (Canopy)	Certificate awarded after successful completion of the course.
2	September 2026-October 2026	Conduct Data Chats-Literacy focused deep dive into using date to drive instruction	ILT Team	Leap Data and K-3 Literacy Screener Data	
3	2026-2027	Utilize Lexia Core 5	Teachers	Lexia Core 5 Software	Student results from Lexia and ELA Leap Results
4	2026-2027	Incoming 3rd-5th grade students with foundational gaps will receive interventions	3rd-5th grade Teachers	Lift Resources on LDOE Website	Literacy Screeners in Winter 2026 and Spring 2027
5	Developed in September 2026 after BOY and Monitored Throughout the Year	Develop and provide an IASP for all students in Grade 3 scoring below benchmark on the Early Literacy Screener	Teachers Dyslexia Specialists Administration	HQIM Materials Intervention resources offered by LDOE and HDT Vendor	Progress monitoring, classroom walkthroughs, HDT Reports from Vendors
6	2026 - 2027	Utilize state-provided FIRE resources to provide implicit instruction on	Teachers	FIRE Resources on LDOE Website	Screeners in Winter 2026 and Spring 2027

Action Plan					
		spelling patterns, morphology, and grammar.			
7	September 2026 – May 2027	Provide students scoring below proficiency in literacy with intentional/focused interventions	Teachers Tutors	LDOE Approved Tier 1 Interventions	Progress monitoring conducted by tutors and teachers
8	June 2027	Provide summer readiness and enrichment (SAIL).	District ILT Highly Effective Teachers	District provided ELA, Math, Stem, Art, Music, and PE Materials	Students are provided instruction to make-up learning gaps that have occurred during the school year as well as introduce students to some skills that will be addressed in the next grade level.

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 2026-May 2027	Guidebook Unit Unpacking	Grade 3-5 Teachers
August 2026-ongoing	Provide ongoing support for classroom teachers via teacher collaborations/cluster meetings, PLCs	Master Teachers
August 2026 - May 2027	Teacher collaboration (PLC) every other week: Analyze student work, data, & share instructional strategies.	ELA Teachers
September 15, 2026	High Dosage Tutor Vendor: Air Reading Training	3rd Grade ELA Teachers
September 21, 2026	Analyze Literacy Screener Data	ILT
October 19, 2026	Schoolwide Instructional Practices and Central Instructional Look Fors	3 - 5 Teachers Administration
October 21, 2026	ELA Department Data Dig: Setting individualized Student Goals	ELA Teachers Administration

Section 3A: Professional Learning: Partners (if applicable)		
November 10, 2026	PLC Content Alignment & Action Planning	ELA Teachers
November 16, 2026	Analyze Data: HDT Air Reading, Lexia & iReady Reading Usage & Progress	ILT
December 11, 2026	School Professional Development: Literacy Data, Instruction, & Intervention	3 – 5 Teachers Administration
January 4, 2027	Progress Check #1: Formative & Common Assessment Data	ILT
January 25, 2027	Analyze Data: Literacy Screener Scores	ILT
February 2027	Reflect on teaching practices & Share Instructional Strategies (PLCs)	3 – 5
February 16, 2027	Content Alignment & Planning	3 – 5 Teachers
March 8, 2027	Progress Check #2: Interventions-Small Group & Tutoring	ILT
April 5, 2027	End of Year Literacy Review & identification of 2027-28 Priorities	ILT
March 16, 2027	Content Alignment & Planning: LEAP Review	3-5 Teachers

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?**
Schoolwide Data Dig & Content Area Data & Priority Needs	• Analyze schoolwide and content-area data to identify priority standards, skills, student groups, and instructional needs.	ILT meeting notes, PLC agendas, assessment data, Identified priority skills and standards, Document action plan
Writing Skill Development	• Identify/review common language for all departments to implement for written responses • Ensure classroom instruction supports common language & opportunity to complete written response items.	Shared common language for written responses across content areas and grade levels displayed for student use & used for instructional support. Student work samples of written responses.
Progress Check #1 (MOY)	• Review MOY data from formative and summative assessment data.	Student growth data & assessment results ILT action steps & updated intervention plans
Progress Check #2 (Interventions)	• Review progress from HDT, small group interventions, and contracted tutoring groups	Student Work Samples Intervention progress monitoring ILT action steps
EOY Literacy Review	• Analyze literacy scores	Established Priorities for the 2027-28 school year
ELA & Math Proficiency Growth	• Identify priority skills and student groups. • Determine instructional responses that address identified needs.	List of targeted students for in-school tutoring. Shared instructional strategies for Math & ELA targeted skills.

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
September 2026	Title 1 Parent Advisory Council	Families receive information about Title I fund resources within our district and participate in surveys to identify needs and wants for parental support for students.	Homeless Programs Title IV Ouachita Parish Public Library
September 14 – 15, 2026	Central Open House	Families receive explanations of online student information system access and online resources to promote communication of standardized test scores and current formative classroom tests grades.	Central Elementary Staff & Families Central Elementary PTA
October 2026	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
October 27, 2026	Title 1 Family Literacy & Math Night #1	Families receive student-friendly explanations of DIBELS/mCLASS, LEAP	Central Elementary Staff & Families

Section 4: Family Engagement Around Literacy			
		ELA, intervention progress, iReady Informative math, IASP information when applicable, experience mini math lessons & activities, and receive resources for supporting literacy development at home.	
October 30, 2026	Book Character Day	Encourage reading engagement through schoolwide literacy activities and provide opportunities for guests on campus to read to every class throughout the day.	Central Elementary Staff & Families West Ouachita High School Honor Society Calhoun Community Stakeholders
November 2026	Title 1 Parent Advisory Council	Families receive information about Title I fund resources within our district and participate in surveys to identify needs and wants for parental support for students.	Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring
January 26, 2027	Title 1 Family Literacy & Math Night #2	Families receive student-friendly explanations of DIBELS/mCLASS, LEAP ELA, intervention progress, iReady Informative Math, IASP information when applicable, experience mini math lessons & activities, and receive resources for supporting literacy development at home.	Central Elementary Staff & Families
February 2027	Title 1 Parent Advisory Council	Families receive information about Title I fund resources within our	Centric Federal Credit Union (Financial Literacy)

Section 4: Family Engagement Around Literacy			
		district and participate in surveys to identify needs and wants for parental support for students.	2 Penny Mission Children's Coalition
February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
February 2027	Struggling Reader Parent Notification Letter	English/Spanish/other languages upon request	Parents/Guardians
March 2027	Picnic with my Peeps Scholastic Book Fair Event	Provide students and families with access to books and opportunities to encourage reading at home.	Central Elementary Staff, Families, & Scholastic
March 1 – 5, 2027	Read Across America	Encourage reading engagement through schoolwide literacy activities and provide opportunities for students	Central Elementary Staff & Families

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

Section 5: Alignment to Other Initiatives		
Other Programs/Initiatives	**Connection to Literacy**	**Monitoring Plan/ Evidence of Success**
School Improvement Plan / CNA / ILT	Literacy goals and strategies align with identified ELA and Math needs and schoolwide priorities for strong Tier I instruction, HQIM implementation, data-driven instruction, intervention, student growth, and consistent instructional practices across classrooms.	LEAP ELA, DIBELS/mCLASS, curriculum and common assessments, i-Ready/HDT data, student work, PLC/ILT data reviews, intervention progress monitoring, and classroom walkthroughs.
Title I Schoolwide Program / Family & Community Engagement	Title I resources and family engagement efforts support equitable access to literacy instruction, intervention, professional learning, literacy	Parent Stakeholder participation results of Parent Stakeholder Surveys
High – Dosage Tutoring	HDT provides targeted literacy and math support for students identified through assessment data as needed for additional intervention. Outside Vendor: Air Reading & Contracted Tutors	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.

Section 6: Communicating 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**
Students	Discussion and training with ELA teacher	August 2026 – May 2027
School 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
School Leadership/ILT	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 Staff	Provide required literacy data, implementation updates, IASP documentation, student progress information, evidence of schoolwide literacy practices and communicate areas of support needed for teachers and student growth.	Throughout the school year
Community	Central Facebook Page, Central Elementary PTA meetings and OPSB website	August 2026 - May 2027
Parents	Communicate literacy goals, student progress, assessment results,	August 2026 - May 2027

Section 6: Communicating the Plan		
	intervention information, and strategies for supporting literacy at home through parent meetings, conferences, school communication platforms, weekly send home folders and class agendas, and family literacy/math nights.	