LOUISIANA DEPARTMENT OF EDUCATION

Boudreaux Elementary

2026-2027 Literacy Plan

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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	• All students will become strong readers, writers, speakers, and thinkers. • Students will read and write with grade-level work every day. • DLI students will learn to read and write in both English and Spanish. • SPED & EL and other students will get the support they need to grow.
Literacy Mission Statement	• Teach the district ELA curriculum every day with fidelity. • Use clear teaching strategies, small groups, and extra help based on individual student needs. • Use DIBELS/Lectura, class work, tests, and student work to decide what to teach next. • Help DLI students grow in reading and writing in both English and Spanish. • Help families understand reading goals and ways to support reading at home.

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?

Section 1B: Literacy Goals	
5. How is the plan to measure these goals?	
Goal 1 (Student-Focused)	• Increase the number of students reading on grade level by at least 10 percentage points from the beginning to the end of the year. • Check DLI growth in both English and Spanish using DIBELS/Lectura, class tests, and student work. • Give extra support to students below grade level, including SPED, EL, and DLI students.
Goal 2 (Teacher-Focused)	• All ELA and DLI teachers will use the district curriculum every day. • Teachers will use test results and student work to plan lessons and small groups. • DLI teachers will plan for reading, writing, and language growth in both English and Spanish. • To have 100% of teachers trained in the Science of Reading. (currently 88% are trained)
Goal 3 (Program-Focused)	• Protect daily reading instruction and daily time for extra help or extra challenge. • Check Tier II student progress at least every two weeks and Tier III progress every week. • Review reading data often during ILT, teacher meetings, and MTSS. • Include DLI teachers and English/Spanish data when making reading decisions.

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	• Use the district reading curriculum every day. • Use class tests and student work to see what students know and what they still need. • Give small-group help without taking away grade-level reading lessons. • Leaders will visit classrooms often and use what they see to plan support. • DLI classes will teach in the assigned language and make clear connections between English and Spanish.
Amount of time spent on daily literacy skills instruction and how it is used	• Teach the full daily reading block including acceleration and our built in literacy intervention block. • K-2: teach phonics, reading, speaking, vocabulary, and writing every day using Heggerty, CKLA Skills and CKLA Knowledge

Section 2: Explicit Instruction, Intervention and Extension	
	• 3-8: read grade-level texts, build vocabulary, talk about texts, and write about reading using guidebooks and 3rd grade will include ELA Words in Practice. • Have a daily time for extra help or extra challenge. • DLI classes will follow the grade-level language plan and protect reading time in both languages.
English Language Arts textbooks and instructional materials used	• English/Language Arts K-2: CKLA Skills, CKLA Knowledge; 3rd-8th Grade: Louisiana Guidebooks • Spanish/DLI: district-approved Spanish reading materials that match grade-level standards and the DLI model. Benchmark Adelante, Benchmark Express • Use Spanish books and resources that build vocabulary, understanding, reading, and writing.
Tier II	• Give extra help based on current reading data. • Use trained teachers and approved materials. • Do not pull students from their main reading lesson. • Match the skill being taught to the way progress is checked. • Check progress at least every two weeks. • For DLI students, look at both English and Spanish data before deciding what help is needed.
Tier II plan, including the amount of time	• 20-30 minutes, 4-5 days each week, in addition to the main reading lesson. • Group students by the reading skill they need help with. • Check progress at least every two weeks and change groups when needed. • For DLI students, give help in the language where the need is seen.
List of available interventions and their descriptions	• Reading lessons that match the district curriculum. • Lexia and Amira for practice and data. • Teacher-led help with fluency, vocabulary, understanding, and writing. • Spanish reading support for DLI students when the data shows a need in Spanish.
Tier III	• Use strong, focused reading help that matches the student's need. • Support is given by a trained reading teacher or interventionist. • Students still receive their main reading lesson every day. • Check progress every week and review it through MTSS/ABIT • For DLI students, look at both English and Spanish reading data before making decisions.
Tier III plan, including the amount of time	• 30-45 minutes every day, in addition to the main reading lesson. • Teach the exact reading skill the student needs in a small group or one-on-one. • Check progress every week and change the plan if the student is not improving. • For DLI students, decide whether the need is in English, Spanish, or both.
List of available interventions and their descriptions	• District-approved intensive reading programs. • Teacher-led lessons for phonics, fluency, vocabulary, understanding, and writing. • SPED reading support when required by the IEP. • Spanish reading support when DLI data shows the student needs it.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August-September	Plan units and lessons with the district curriculum. DLI teachers plan reading and writing in English and Spanish.	Principal, APs, ILT, Literacy Coach, DLI Lead	HQIM; planning guides	Plans are complete; classroom visits show strong lessons; student work improves.
1	BOY, MOY, EOY	Review DIBELS/Lectura, class tests, and student work. Compare DLI English and Spanish data.	ILT, Teachers, Intervention Team, DLI Lead	DIBELS/Lectura; class tests; district data	Meet after each testing period; adjust groups; show at least 10-point growth from BOY to EOY.
3	September-May	Protect daily extra-help time. Match Tier II and Tier III support to student needs.	Teachers, Interventionists, SPED, Administrators	MTSS resources; approved reading supports	Check Tier II every two weeks and Tier III weekly; change support as needed.
2	September-May	Visit classrooms and coach teachers. Look for clear teaching & learning, small groups, student reading/writing, and DLI work in both languages.	Principal, APs, Literacy Coach, DLI Lead	Classroom visit tool; coaching notes	Give feedback; classroom teaching and student work improve.
2	Each 9 weeks	All K-3rd grade teachers will be trained in the Science of Reading.	Administrators, Literacy Coach, ESL Coach, DLI Lead	Online course, student and teacher data	Required LDOE Science of Reading training for all K-3 teachers, Training is based on school needs; classroom visits show teachers using it.
1 & 3	Each 9 Weeks	Review school and DLI reading data by grade and student group. Change the plan when needed.	ILT, MTSS Team, DLI Lead	Reading data; student work	Update the plan each 9 weeks; students below grade level get support quickly.
1	Throughout Year	Share reading goals and progress with families in English and Spanish. Give ideas for reading at home.	Administrators, Teachers, Literacy Coach, DLI Team	Family letters; events; take-home resources	Families get clear reading information and support.

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-September	District curriculum planning; Science of Reading review; beginning-of-year data; DLI reading and writing in both languages	ELA/DLI teachers, SPED, intervention staff, ILT
October-January	Small groups; extra reading help; checking progress; writing from reading; Spanish reading and connections between English and Spanish	ELA/DLI teachers, interventionists, SPED, administrators
February-April	Middle-of-year and LEAP data; skills students still need; extra challenge; continued reading and writing growth in both languages	ELA/DLI teachers, ILT, Literacy Coach

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: HQIM Unit & Lesson Preparation	• Use class tests and examples to plan lessons. • Set the daily learning goal. • Plan teacher modeling and student support. • DLI teachers plan the language students will use.	• Check teacher plans. • Use classroom visits and student work. • Look for students reading, talking, listening, and writing.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Cycle 2: Data-Driven Small Groups & Intervention	• Use DIBELS/Lectura, class tests, and student work to make groups. • Plan Tier II and Tier III help from student needs. • Look at both English and Spanish data for DLI students.	• Check progress on schedule. • Change groups and support as needed. • Review DLI growth in English and Spanish.

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
August-October	Family Literacy Night: reading, writing, and take-home activities in English and Spanish	English/Spanish materials; translators; family-friendly activities	School staff; community groups; local library
January-March	Reading Data & Family Conferences: explain DIBELS/Lectura and reading progress; give ideas for home	English/Spanish reports; translators; simple explanations of student data	Teachers; Literacy Coach; DLI Team
October and January	Family Literacy and Numeracy Informational Meeting to explain DIBELS and Numeracy assessments, accountability and Act 422 for third graders.	English/Spanish materials, translators, visual interpretations of information	Administration, Teachers, parents

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 / MTSS / CLSD Literacy Support	• Connects the district curriculum, student data, extra reading help, coaching, and school improvement.	• ILT reviews reading data, class tests, classroom visits, and intervention data each quarter. • Change action steps when the data shows a need.
Dual Language Immersion Program	• Helps students learn to read and write in both English and Spanish. • Includes DLI teaching, teacher training, and family support.	• Review English and Spanish reading/language data by grade and student group. • Check that DLI classes are teaching in the planned language and review student work.

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
Staff	• Share reading goals and expectations at staff meetings and teacher meetings. • Review DLI reading goals and data with DLI staff. • Share updates after data meetings and coaching.	August; monthly; after each testing period

Section 6: Communicating the Plan		
Families & Community	• Share the plan and progress in clear English and Spanish. • Use school messages, events, conferences, and data letters. • Give easy ways to support reading and writing at home.	Beginning of year; BOY, MOY, EOY; Every 9 weeks