LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for
Ruppel Academie Francaise
Jefferson Parish Schools
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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	Ruppel Academie Francaise strives to provide the education our students deserve to succeed in life and make our world a better place. It is our vision in Jefferson Parish for all students to become proficient readers and lifelong learners in order to prepare them for a life of success.
Literacy Mission Statement	The literacy mission of Ruppel Academie Francaise is to produce proficient lifelong readers. We will provide students with purposeful literacy instruction by equipping teachers with the skills needed to support literacy development through purposeful professional development focusing on the Science of Reading. Teachers will receive intentional coaching in order to provide high-quality reading instruction to build the foundation for strong readers. Students will be given opportunities to receive differentiated reading instruction that targets their individualized literacy needs. Students will be afforded opportunities to extend their learning beyond the classroom through family engagement and community partnerships.

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 2026-2027 school year, 95% of students will achieve At or Above Benchmark by the End-of Year based on the screener provided.
Goal 2 (Teacher-Focused)	By the end of the 2026-2027 school year, 100% of PK-3 ELA teachers will have completed the Science of Reading course. By the end of the 2026-2027 school year, all PK-1st grade teachers will be using CKLA with fidelity as measured by weekly walkthroughs and SWA.
Goal 3 (Program-Focused)	The Instructional Leadership Team will conduct weekly meetings to analyze literacy data, identify instructional needs, and to determine/document action steps. 100% of K-3 Teaching teams will meet weekly via Cluster meetings to focus on unit and lesson preparation, analysis of student work, and data tracking. This is evidenced by Cluster agendas, teacher data trackers, and student artifacts.

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.

Section 2: Explicit Instruction, Intervention and Extension	
	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	Students receive 120 minutes of core literacy instruction daily. Literacy instruction is centered around principles of the Science of Reading and is provided whole-class.
English Language Arts textbooks and instructional materials used	Students in grades K-1 utilize Amplify CKLA Skills and knowledge as the Tier I HQIM.
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	Students receive 30 minutes of acceleration time daily. This time is either spent with the teacher or students work individually on district approved literacy platforms that support literacy.
List of available interventions and their descriptions	Teachers utilize resources from Heggerty, Amplify, and University of Florida Literacy Institute to implement targeted small group instruction. All teachers have been trained in the Science of Reading to provide appropriate support. Additionally, students have access to Lexia and Amira individually.

Section 2: Explicit Instruction, Intervention and Extension	
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	Students receive 30 minutes of acceleration for the implementation of tier III intervention as well.
List of available interventions and their descriptions	Student most in need of support based on a pattern of low Dibels scores will received individual High-Dosage Tutoring (HDT) via AirReading which provides live tutors who specialize in the Science of Reading. An initial diagnostic is provided before students are grouped (no more than 4 to a group) and assigned a tutor. The tutor creates an individual plan for the student. We receive detailed weekly updates.

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	CKLA Unit 1	-The Teacher Leader Fellow (TLF) specializing in literacy creates a model of a unit plan based on principles of backward design. -This is presented to teachers during PD, and teachers create a Unit 1 plan. - The TLF follows up with classroom observations and feedback cycles. - Student work analysis (SWA) during weekly cluster -TLF monitors unit planning.
2	October-December	ILT and TC create a cycle around the use of provided assessments	ILT Team	CKLA Assessment materials	-Three afterschool PD sessions will be scheduled with the K-1 teachers in consideration of vertical alignment. -The TLF will model how to find and use the assessment materials provided by CKLA. - The TLF will conduct follow-up walkthroughs with feedback cycles. -These assessments will be the focus of weekly SWA with feedback from TLF - Literacy Middle-of-Year (MOY) screeners will be administered for additional progress monitoring.

Action Plan					
3	January - April	ILT and TC create a cycle around the proper implementation of pedagogy to support literacy.	ILT Team	CKLA unit materials and intervention supports	-Based on walkthrough trends, the TLF and ILT will determine whether CKLA pedagogy is being implemented properly. - The TLF will conduct follow-up walkthroughs with feedback cycles focused on an area of need. -Implementation will be monitored via weekly SWA to determine whether there are improvements in student outcomes. - Literacy End-of-Year (EOY) screeners will be administered in April
4	August-April	ILT member will provided	ILT, specifically the assistant principal	Guidebook Units	-The assistant principal specializing in Guidebook will provide individual coaching weekly to the new 3rd and 4th grade teachers. -Implementation will be monitored via weekly SWA to determine whether there are improvements in student outcomes. -Unit assessment, culminating writing tasks, and benchmark assessments will be used to monitor progress.

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	**CKLA alignment to standards and the Science of Reading.**	**PK-2 teachers**
September - November	**CKLA Unit planning and assessments**	**PK-1st grade teachers after school for 4 sessions**
Weekly Cluster	**On-going school based professional learning community focused on monitoring student outcomes to determine teacher and student supports needed for timely**	**Faculty/Staff**

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?**

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
CKLA Unit Planning	Start the process of helping teachers implement CKLA with fidelity by helping them become familiar with what CKLA offers aligned to the Science of Reading and utilizing backward design.	• Review of teacher-created unit plans • SWA and walkthrough/feedback cycles
HQIM	Strengthen implementation of HQIM with fidelity while ensuring students consistently engage in grade-level/accelerated texts, tasks, questioning, discussion, and writing at the intended level of rigor	• SWA and walkthrough/feedback cycles • Collaborative planning • Mclass progress monitoring
Assessments	Help teachers utilize the assessments provided with fidelity to monitor student learning	• Observations • Review of assessment data • Mclass progress monitoring
Small Group Instruction	Expose teachers to best practices for implementing and monitoring small group instruction Explore resources available for small group instruction	• Small groups • Mclass progress monitoring

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?

Section 4: Family Engagement Around Literacy

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	**1st grade Literacy Parent Night**	**Virtual or In-Person Manipulative materials for at-home support will be provided**	**Families**
September	**3rd Grade Parent Literacy Night**	**Examples of students work and grade-level expectations will be provided.**	**Families**
September-May	**Communicate frequently with all families about student progress via Family Reports, parent conferences, ABIT meetings, etc.**	**VIP folders plus automated messages sent to alert families of new updates. Personal invitations to meetings.**	**Families**
March	**LEAP Night**	**Virtual and in person options with visual presentation and LEAP examples.**	**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**
Family & Community Engagement	Extends literacy support beyond the classroom by regularly communicating student progress and providing families with information and strategies to reinforce literacy development at home.	Family progress reports/forms, communication logs, participation, student goal progress, and evidence of continued literacy growth.
MTSS/Tier II & Tier III Intervention	Provides a systematic, data-driven process for identifying students requiring additional literacy support and matching intervention to specific skill needs.	Progress-monitoring data, mCLASS, HQIM assessments, intervention trackers, student work, and regular review of student response to intervention.
High-Dosage Tutoring – Amira, Lexia & AIR Reading	Provides targeted additional literacy support based on identified student needs without replacing Tier I core instruction.	AIR Reading weekly Glow and Grow reports, Amira progress reports, mCLASS monitoring, teacher data trackers, and progress toward individual student goals.
HQIM Implementation	Provides the foundation for standards-aligned Tier I literacy instruction and ensures students have consistent access to rigorous texts, tasks, vocabulary, discussion, and writing opportunities.	HQIM assessments, student work, collaborative planning, classroom walkthroughs/observations, LER indicators, and student achievement trends.

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.

Section 6: Communicating the Plan		
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**
School Community	The Literacy Plan is posted on the school website. Literacy resources, community services, literacy opportunities, school initiatives, and student successes are shared through the website, newsletters, and school social media.	Literacy Plan posted annually and updated as appropriate; digital communication occurs throughout the year.
Families & Community – Literacy Night	Family literacy events provide opportunities to learn about literacy instruction, understand school expectations and assessments, participate in literacy activities, and receive practical resources and strategies to support reading at home.	Scheduled during the school year with follow-up resources shared with families.