LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

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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	Every student at Pittman will develop the literacy skills, confidence, and independence needed to become a successful reader, writer, and lifelong learner.
Literacy Mission Statement	Pittman will provide high-quality literacy instruction, timely support, and meaningful opportunities to read, write, speak, and think every day through a shared partnership among educators, students, and families.

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)	Grade-level teams will review DIBELS and progress-monitoring data regularly and adjust groups and supports based on current student needs. By the end of the 2026-2027 school year, the percentage of K-3 students scoring At or Above Benchmark on DIBELS will increase from approximately 60% to 64%, with progress monitored across grade levels.
Goal 2 (Teacher-Focused)	Teachers will participate in unit and lesson preparation and use student data to plan instruction, checks for understanding, and appropriate supports. By the end of the 2026-2027 school year, 85% of literacy walkthroughs will demonstrate effective implementation of HQIM, including clear learning expectations, explicit instruction, checks for understanding, and appropriate student supports.
Goal 3 (Program-Focused)	100% of students identified below benchmark will receive targeted literacy intervention during Power Hour and/or Acceleration and will be progress monitored regularly. By the end of the 2026-2027 school year, intervention groups, progress monitoring, and instructional supports will be implemented consistently and adjusted based on student response and current data.

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?

Section 2: Explicit Instruction, Intervention and Extension	
	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-5th: 30 minutes of foundational literacy skills during Power Hour. K-2nd: 120 minutes of CKLA Skills and Knowledge instruction. 3rd-5th: 60 minutes of Guidebooks ELA instruction.
English Language Arts textbooks and instructional materials used	CKLA Skills and Knowledge, Louisiana ELA Guidebooks, mCLASS/DIBELS, Lexia, Words in Practice, HQIM assessments
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 literacy interventions are provided in small, skill-based groups during Power Hour and Acceleration. We use DIBELS, HQIM assessments, and classroom data to group students based on the skills they need the most support with. These interventions are in addition to Tier I instruction, not in place of it. We monitor student progress weekly or biweekly and adjust groups and supports based on how students are responding.

Section 2: Explicit Instruction, Intervention and Extension	
List of available interventions and their descriptions	mCLASS Intervention lessons based on the student's specific DIBELS skill deficit Lexia teacher-led lessons Lexia Skill Builders Words in Practice CKLA Skills supplemental lessons and activities Targeted small-group instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, or comprehension Repeated reading and fluency practice High-dosage tutoring for students who qualify
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 with persistent literacy needs who are not making adequate progress with Tier II support will receive at least 30 minutes of Tier III intervention three times per week. Instruction is provided individually or in very small groups based on identified skill needs. Progress is monitored at least weekly, and interventions are adjusted based on student response and current data.
List of available interventions and their descriptions	SPIRE, Phonics for Reading, interventionist groups

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, 3	Monthly	Review DIBELS, HQIM assessment, classroom, and intervention data to monitor progress toward literacy goals. Identify students needing additional support or extension and adjust groups based on current data.	Principal, ILT, MT, ESL Coach, Interventionist	DIBELS/ mCLASS, HQIM assessments, classroom data, intervention data	DIBELS and progress-monitoring data will show movement toward benchmark goals. Grade-level teams will review the percentage of students At or Above Benchmark and make changes to groups and supports based on student need.
2	August-September	Create the first cycle of ILT and cluster around unit and lesson preparation.	ILT, Master Teacher	K-2 Skills and Knowledge Unit and Lesson Preparation resources; 3-5 Unit and Lesson Preparation resources	Teacher unit and lesson preparation documents will demonstrate understanding of the knowledge and skills students are expected to master. Walkthroughs will show clear learning expectations, explicit instruction, checks for understanding, and planned student supports. Student exit tickets, formative assessments, and student work will be used to determine the impact.
1, 3	Monthly	Review students receiving Tier II and Tier III intervention. Ensure interventions are aligned to identified skill needs, progress monitoring is completed consistently,	ILT, MT, ESL Coach, Interventionist, Teachers	DIBELS/ mCLASS, SPIRE, Phonics for Reading, Lexia, Words in Practice, CKLA supplemental	Intervention plans will match identified student needs. Progress-monitoring data will be reviewed regularly, and changes to intervention, group size, frequency, or instructional focus will be made

Action Plan					
		and groups are adjusted based on student response.		materials, progress-monitoring tools (HQIM checklists, standards trackers)	when students are not demonstrating adequate growth.
2	Ongoing	Conduct literacy walkthroughs and provide coaching and feedback focused on strong implementation of HQIM and identified literacy priorities.	Principal, ILT, MT	HQIM, lesson preparation documents, walkthrough tools, student work	Walkthrough trends will show increased implementation of clear learning expectations, explicit instruction, checks for understanding, and student supports, with a goal of at least 85% effective implementation.
1, 3	Monthly	Use student data to provide meaningful literacy extensions for students who are At or Above Benchmark and ready to deepen or extend grade-level learning.	Teachers, ILT, MT		
1,3	Quarterly	Provide families with information about literacy goals, student progress, DIBELS and LEAP data, IASPs, and supporting literacy at home.	Admin, Teachers, MT, Interventionist	DIBELS and LEAP reports, IASP,	

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	HQIM Unit and Lesson Preparation	**MT, Teachers, ILT**
September-October	DIBELS/mCLASS Data Analysis, and Tier II/Tier III Intervention Practices	**MT, Teacher, ILT**
January	Mid-Year Literacy Data Review, Regrouping, Progress Monitoring, and Adjusting Instruction Based on Student Need	**MT, Teachers, ILT, Interventionist**

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 and Lesson Preparation	ILT and cluster will build teacher capacity to plan from the HQIM by	Unit and lesson planning,

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
	identifying what students need to know and do, planning clear learning expectations, anticipating misconceptions, and identifying appropriate supports and checks for understanding.	walkthrough data, formative assessments, and student work.
Assessment, Feedback, and Responding to Student Data	ILT and cluster will strengthen the use of formative assessment and student work to provide timely feedback, identify student needs, and adjust instruction, intervention, and extension.	Student work, exit tickets, formative assessment data, coaching plans, walkthrough trends, and evidence of instructional adjustments based on student data.

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
Fall 2026	Understanding Your Child's Literacy Progress	Family friendly explanations of DIBELS,	Pizza Hut Book It, Nothing Bundt Cake

Section 4: Family Engagement Around Literacy			
		LEAP, and IASP information; translated materials as needed; flexible meeting opportunities; printed and digital resources.	Reading Logs, Public Library
Spring 2027	Family Literacy Night	Take home literacy resources, family-friendly activities, translated communication as needed, and multiple ways for families to access resources.	Public 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**
SWP	Literacy goals, professional learning, intervention, and instructional priorities are aligned to the school's overall academic goals and improvement priorities.	DIBELS and LEAP data, walkthrough data, student work, and literacy action plan checkpoints will be reviewed throughout the year.
Pupil Progression Plan and Individual Academic Support Plans (IASPs)	IASPs provide targeted support for students who are below benchmark and	IASPs will be reviewed regularly to ensure required supports are provided,

Section 5: Alignment to Other Initiatives		
	connect literacy intervention, progress monitoring, and family communication.	student progress is monitored, and families receive updates on student growth.

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
ILT, Teachers	Share literacy goals and expectations at the beginning of the year and revisit progress through ILT, Teacher Collaboration, faculty meetings, coaching, and data reviews. Share updates on student outcomes, walkthrough trends, intervention progress, and next steps.	August 2026 and ongoing throughout the school year.
Families and Community	Share literacy goals/plan (website), student progress, DIBELS and LEAP information, IASPs, and ways families can support literacy at home through conferences, family events, newsletters, school communication platforms, and the school website.	BOY, MOY, EOY benchmark periods, quarterly family events, and ongoing throughout the school year.