

**Local Literacy Plan for
Woodlawn Elementary School
Annie Pitman, Principal
Todd Guice, Superintendent
August 2026**

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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 believe literacy is essential to student development and to understanding, thinking critically, and responding to various forms of information.
Literacy Mission Statement	Woodlawn Elementary School will work collaboratively with all stakeholders to not only provide every student with strong reading, writing, and speaking/listening skills through a variety of strategies and initiatives, but also equip teachers and leaders with the tools, resources, and knowledge necessary to foster student growth and prepare them for success in the 21 st century.

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)	A. Build strong foundational skills, content knowledge, and writing skills that enable students to successfully read, comprehend, analyze, and respond to complex, grade-level texts. B. Provide focused literacy intervention to all K-2nd grade students scoring below benchmark with the use of progress monitoring throughout the 2026-2027 academic year. C. Provide focused literacy intervention to all 3rd and 4th grade students scoring below proficiency at the end of the 2026-2027 academic year. D. Provide a minimum of ten weeks of targeted HDT.
Goal 2 (Teacher-Focused)	A. Provide ongoing support to ensure equitable access to HQIM aligned to grade-level standards for all students. B. Ensure completion of the Science of Reading (SoR) course for all K-3 teachers to strengthen evidence-based literacy instruction. C. Provide ongoing professional development and support focused on: • Implementation of evidence-based strategies for small-group instruction and progress monitoring through mCLASS interventions. • Supporting teachers in effectively utilizing student work analysis protocol to analyze student performance and use to data to drive instruction. Strengthening standards-based instruction and assessment to ensure alignment between learning standards, instruction, and student outcomes.
Goal 3 (Program-Focused)	A. Curriculum-Based Assessments (CKLA, Guidebook, etc.) B. District Common Assessments C. K-3 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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - 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: Average of 150 minutes per day, 60 for Skills, 60 for Knowledge, and 30 for HDT 3-5: Average of 120 minutes per day, 90 for core instruction and 30 for HDT.
English Language Arts textbooks and instructional materials used	- Heggerty (PreK- 2) - CKLA (K-2) - ELA Guidebooks (3-5) - FIRE Spelling (3-5)
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - 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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	A. Teacher-Led Small Group: a. mCLASS (PreK-5) b. iREADY Reading (K-5) c. 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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	A. Dyslexia Specialist a. Phonics First with multi-sensory instructional materials B. High Dosage Tutoring b. 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

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					exceeding proficiency. Evidence: Section diagnostic data, culminating student work
Continue providing teachers with the Science of Reading Course as mandated by LA ACT 108 1. C C o n	Fall 2026 – Spring 2027	Principal, Asst. Principal, Reading Interventionist, District-Level Admin involved in K-3 ELA support	Annie Pitman Kristy Fine Melanie Jones Curtis Pate Deana Temple April Cole Jamie Brooks	Science of Reading Course Vendor (Canopy)	Certificate awarded upon successful completion of the course.
Implement CKLA curriculum in grades K-2	August 2026 – May 2027	K-2 Teachers, Resource Teachers, Reading Interventionist, District-Level Admin involved in K-3 ELA support	Annie Pitman Kristy Fine Melanie Jones Curtis Pate Deana Temple April Cole Jamie Brooks	Amplify Instructors	Teachers will be successfully planning, implementing, and delivering CKLA material to prepare students for improvement on literacy assessments.
Literacy-Focused Data Talks	September - October 2026	School ILT Team	Annie Pitman Kristy Fine ILT Team	LEAP Data i-READY Data DIBELS Data	Leaders will successfully use data to drive instruction and create student success.

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Provide tutoring opportunities in grades K-3 to connect deficits in new learning.	2026-2027	Utilize Title I money to provide tutoring for grades K-3	Annie Pitman Kristy Fine Tutor(s)	Lexia i-Ready Heggerty	We will analyze student growth to mastery to ensure individualized goals are being achieved.
Review Common Assessment Data	2026-2027	Review Common Assessment results during ILT and teacher collaboration	Annie Pitman Kristy Fine ILT ELA teachers SPED teachers	ELA Guidebooks	District Common Assessment results
Implementation of Lexia in K-5.	2026-2027	Lexia Core	Annie Pitman Kristy Fine Classroom teachers	Lexia Program	Progress reports from Lexia and ELA LEAP results.
Incoming 3 rd -5 th grade students with identified foundational gaps will receive appropriate interventions.	2026-2027	Utilization of state-provided LIFT resources to provide implicit instruction on spelling patterns, morphology, and grammar	3 rd – 5 th grade teachers	LIFT resources on LDOE website	Literacy screeners in Winter 2026 and Spring 2027
3 rd - 5 th grade teachers will use the LA-provided resource, FIRE, and an instructional resource designed to support teachers in providing	2026-2027	Utilize FIRE resources to provide implicit instruction on spelling patterns,	3 rd – 5 th grade teachers	FIRE resources on LDOE website	Winter 2026 and Spring 2027 screeners

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students with advanced reading foundational skills in grades 3-5.		morphology, and grammar.			
Provide focused literacy intervention to all 3 rd and 4 th grade students scoring below proficiency at the end of the 26-27 academic year.	June 2027	All 3 rd and 4 th grade students scoring below proficiency on the end-of-year literacy screener will be required to attend 30 hours of literacy instruction during June.	Teachers who have completed the Science of Reading Course		Fall 2026 Literacy Screener
Provide summer readiness and enrichment opportunities (SAIL) to students in K-5 in math, ELA, STEM, art, music, and PE.	June 2027	Highly effective teachers selected by district-level admin	Curtis Pate Instructional Team		Students receive instruction to close learning gaps from the school year and to introduce skills for the next grade.
Develop and provide an IASP for all K-3 students scoring below benchmark on the Early Literacy Screener	Developed in August after BOY and progress monitored throughout the academic year.	Outline interventions to be offered to students during instruction, progress monitoring, HDT, and at-home learning opportunities for parents	Classroom Teachers, Literacy Interventionist, Dyslexia Specialist	HQIM materials, intervention resources offered by LDOE and HDT vendors	Progress monitoring, classroom walk-throughs, HDT reports from vendors

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Provide K-5 students scoring below proficiency in literacy with intentional/focused interventions	September 2026 – May 2027	Utilization of various state-approved resources on the LDOE site, as well as approved programs and small group interventions	Site-based LDOE-approved Tier I interventions	Resources determined at site by student need	Progress monitoring by classroom teachers or literacy tutors
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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 <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
Monthly Teacher Collaboration	Student Work Analysis Protocol use of comment assessment and formative data to plan reteaching, differentiation, and intervention	ELA teachers, special education teachers, administrators
Beginning of Year and before each new unit	Guidebook unit and lesson preparation, standard, assessments, rubrics, exemplars, and explicit instruction planning	3-5 ELA teachers, special education teachers, ILT
August 2026 – May 2027	CKLA Follow Up/Strengthening Sessions	K-2 Teachers
Quarterly and as district opportunities are presented	Disciplinary literacy supports for struggling readers and writers, progress monitoring, accommodations, and effective inclusion practices	ELA teachers, special education teachers, administrator

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

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?
Developing and Implementing a Long-Range Literacy Plan	The ILT/TC long range plan should identify priority literacy goals, the specific instructional practices and HQIM resources that will be used to achieve those goals, professional learning and coaching supports, and the evidence that will be used to monitor progress	Cycle effectiveness should be monitored throughout each cycle. The ILT/TC will establish checkpoints to review implementation evidence, student data, walkthroughs, and coaching feedback. At the end of each cycle, the team will analyze evidence, identify gaps, and adjust the next cycle as needed. Continuous improvement Cycle: plan-->implement-->monitor-->adjust
Using LER Indicators to Strengthen HQIM Implementation	Use LER indicators as a common framework for ILT and TC teams to monitor the quality and consistency of HQIM implementation. Teams will examine whether instruction reflects the intended design of the adopted curriculum, maintains grade-level rigor, and provides students with meaningful opportunities to engage with grade-level standards and tasks	ILT and content teams review evidence from learning walks, lesson plans, collaborative planning, student work, and assessments. Teams identify strengths, implementation gaps, and specific next steps, then revisit those areas during subsequent cycles.
ILT Capacity to Support Literacy	Ongoing evidence-based professional learning for ILT members focused on literacy practices, HQIM implementation, grade-level standards, student literacy	ILT agendas, artifacts, learning walks, feedback on conversations, monitor

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

	data, and effective instructional feedback with the knowledge to provide support to teachers to lead literacy improvement.	participation in professional literacy learning
HQIM lesson preparation	Ensure HQIM is the primary instructional resource and is reflected in planning and instructional cycles. Teachers will use the adopted curriculum to prioritize standards, anticipate misconceptions, and provide appropriate support.	School instructional leaders review long-range plans, pacing guides, and cycle plans to verify alignment with HQIM. Learning walks, classroom observations, PLC agendas, and lesson planning reviews are used to determine whether teachers are implementing the adopted materials as intended. (Care Tool)

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
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Section 4: Family Engagement Around Literacy

September 2026	Title I Parent Advisory Council		Homeless Programs Title IV Ouachita Public Library
October 2026 and February 2027	K-3 Screening Parent Letter	English/Spanish	Parents and Guardians
November 2026	Title I Parent Advisory Council		Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring
February 2027	Title I Parent Advisory Council		Centric FCU (Financial Literacy) 2 Penny Missions Children's Coalition
February 2027	Struggling Reader Parent Notification Letter	English/Spanish	Parents and Guardians
Spring 2027	Family Literacy Night		TBD
April 2027	Title I Parent Advisory Council		TBD
September 2026	Family Literacy Night		OPPL

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

Section 5: Alignment to Other Initiatives

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
SIP; ILT and Teacher Collaboration; Inclusion and Academic Success	ILTs and Teacher Collaborations will be implemented to provide necessary job-embedded professional development, support, and evaluation of the Instructional Program in Literacy	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Teacher Observations/Evaluations Increased Student achievement in Literacy (across the curriculum) Increase in Teacher Efficacy
Community Literacy Engagement	Involve community civic organizations, area universities, adopt-a-school businesses, and nonprofits in promoting literacy	Communication with all community stakeholders to plan literacy activities and initiatives, contests, rewards, etc.
Supporting Science/Social Studies Curriculum	Reading/responding to historical documents and the use of science content trade books. Writing critically to support claims in both science and social studies	Increased proficiency in reading/writing/responding to nonfiction text on both formal and informal assessments across the curriculum.
SAIL Summer Program	Provide extra support for students scoring below level on literacy screeners 30 additional hours of literacy focused learning	Monitoring: Monitoring provided by each site coordinator Evidence of Success: Pre/Post Tests Increased Student achievement in Literacy (across the curriculum)
Family Literacy Engagement	Provide supports to family stakeholders to aid in the promotion	Parent/Guardian Stakeholder participation

Section 5: Alignment to Other Initiatives		
	of reading, writing, and listening skills to students	results of Parent/Guardian Stakeholder Surveys

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
Students	ELA classroom discussions	Ongoing
Parents	Literacy Training through Open-House, Literacy Nights, emails, and newsletters	Beginning of the year and throughout
School Staff	Training on goals and initiatives	August and January
School, district, and community stakeholders	School leaders review expectations and progress through faculty meetings, ILT, Teacher Collaboration, benchmark meetings, district reporting, co-worker meetings, and public updates	Monthly implementation reviews, quarterly updates for success, annual plan review
Community	School social media and OPSB website	August 2026 – May 2027