

Local Literacy Plan for
Lycée Français International de la Louisiane

Dr. Ndeye Bineta Mbodj
Director of Teaching and Learning

Dr. McLaurin
Chief Executive Officer

August 28, 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

Literacy Vision	Lycée Français International de la Louisiane will be the premier French-American public school for the State of Louisiana. We believe that a focus on early bilingual literacy in French and English is key to the cognitive development and success of all our students as curious learners, global citizens, and multilingual community leaders.
Literacy Mission Statement	LFIL provides all students with innovative, evidence-based language learning experiences by immersing them in a culturally and linguistically rich environment that merges both the French National and Louisiana curricula.

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	1.1 By May 2027, the percentage of first grade students scoring at or above benchmark on DIBELS will increase from 59% to 65%. 1.2 By May 2027, the percentage of second grade students passing the DELF A1 Prim exam will increase from 92.9% to 98 %.

Section 1B: Literacy Goals

	1.3 By May 2027, the percentage of 3rd-grade students scoring at or above Mastery on the ELA LEAP assessment will increase from 48.9% to 53%. 1.4 By May 2027, the percentage of third grade students scoring at or above benchmark on DIBELS will increase from 66% to 71%. 1.5 By May 2027, the percentage of high school students obtaining a score of 20 or higher on the ACT Reading test will increase from 77.5% to 88%.
Goal 2 (Teacher-Focused)	2.1 By May 2027, 100% of K-3 literacy teachers will complete the Louisiana Science of Reading training requirements. 2.2 By May 2027, the percentage of first-grade teachers whose classes have at least 80% of students scoring at or above benchmark on DIBELS will increase from 50% to 66%.
Goal 3 (Program-Focused)	3.1 By May 2027, the percentage of K–12 students meeting or exceeding grade-level expectations on applicable standardized literacy assessments will increase by 5 percentage points from the 2025–2026 baseline. 3.2. Tier I & Professional Learning Throughout the 2026–2027 school year, 100% of K–12 literacy teachers will implement the school’s adopted Tier I literacy curriculum (CKLA and Guidebooks, as applicable), supported by curriculum-specific professional learning, ongoing instructional coaching, and PLCs focused on effective literacy instruction. 3.3. Comprehensive Literacy System Throughout the 2026–2027 school year, 100% of K–12 grade levels will implement a comprehensive literacy support system that includes Tier I instruction, regular analysis of student literacy data, and targeted instructional responses based on identified student needs. 3.4. Data Cycle Throughout the 2026–2027 school year, 100% of K–12 grade levels will engage in literacy data-review cycles every 5–9 weeks to analyze student performance and inform instructional 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

Tier I literacy instruction and small-group support are consistently delivered by classroom teachers trained in the effective implementation of the school's approved high-quality instructional materials (HQIM). Teachers implementing CKLA and Louisiana Guidebooks received four hours of intensive curriculum-specific professional learning and continue to receive ongoing instructional coaching and participate in PLCs focused on unit and lesson preparation, instructional planning, student work, and data analysis.

Explicit Instruction: Teachers provide explicit, systematic literacy instruction aligned with the adopted Tier I curriculum and grade-level standards. Instruction includes clear learning objectives, teacher modeling, guided practice, frequent checks for understanding, actionable feedback, and opportunities for independent application. Teachers use formative assessment and student responses to adjust instruction in real time and provide differentiation, reteaching, or additional modeling when students have not yet demonstrated mastery.

Curriculum-embedded assessments, formative assessments, student work, DIBELS, IDAPEL, and other grade-level assessment data are consistently reviewed to evaluate the effectiveness of Tier I instruction. The school uses the LDOE expectation of at least 80% student mastery in overall classroom assessment data as an indicator of healthy Tier I instruction. When class-wide performance falls below this expectation, teachers, instructional coaches, and the Instructional Leadership Team analyze the data to determine appropriate adjustments to core instruction, reteaching, differentiation, coaching, or professional learning.

The Instructional Leadership Team is trained in the implementation and evaluation of the school's HQIM and monitors Tier I instruction through weekly instructional walkthroughs and three Snapshot observations per teacher each semester. Walkthrough, observation, student work, and assessment data are reviewed to identify schoolwide, grade-level, and individual areas of strength and need and to establish priorities for coaching, PLCs, and professional learning.

Teachers and leaders engage in ongoing unit and lesson preparation through PLC and coaching cycles. These structures support teachers in unpacking standards and curriculum assessments, identifying learning outcomes and mastery expectations, anticipating student misconceptions, planning explicit modeling and checks for understanding, and determining appropriate differentiation, reteaching, intervention, acceleration, and extension.

Section 2: Explicit Instruction, Intervention and Extension

	Intervention and Acceleration: LFI provides protected 30-minute WIN/intervention and acceleration blocks within the instructional day 3–4 times per week. Students are assigned to targeted support based on multiple sources of data, including DIBELS, IDAPEL, curriculum-embedded and formative assessments, District Interim Assessments, LEAP, ACT, student work, and intervention progress-monitoring data. Intervention is provided in addition to, rather than as a replacement for, Tier I literacy instruction and is aligned to the specific skills and needs identified through assessment data. Supplemental literacy supports are differentiated by grade span and student need. The specific instructional materials and programs used to provide these supports are identified in the following section. Teachers provide teacher-led small-group instruction, targeted reteaching, and additional practice based on identified student needs. Student progress is reviewed through data cycles approximately every 5–9 weeks. During these cycles, teachers, instructional coaches, and school leaders analyze student performance and intervention data to determine whether each student is responding adequately to the support provided. Based on the evidence, interventions may be continued, intensified, modified, or discontinued. Students who demonstrate sufficient progress transition to less intensive support or return to core instructional support, while students who are not making adequate progress receive more targeted or intensive intervention. Extension: Extension is informed by curriculum-based assessments, formative assessment data, DIBELS and IDAPEL results, student work, and other grade-level measures. Students demonstrating mastery receive opportunities to deepen and extend grade-level literacy learning rather than simply completing additional work. Extension opportunities emphasize increased depth and complexity through complex texts, writing, vocabulary development, discussion, independent inquiry, and application of literacy skills to increasingly rigorous tasks and texts.
Amount of time spent on daily literacy skills instruction and how it is used	• Kindergarten: 90 minutes per day of core literacy instruction • Grades 1–2: 120 minutes per day of core literacy instruction • Grades 3–5: 90 minutes per day of core literacy instruction • Grades 6–12: 5 hours per week of core literacy instruction • K–5 WIN Block: 30 minutes per day for targeted intervention, reteaching, acceleration, extension, and differentiated small-group support based on student need • 6–8 WIN Block: 1 hour per week for targeted literacy support, reteaching, acceleration, extension, and differentiated small-group support based on student need • ACT Preparation Course: 1 hour per week for 11 weeks • ACT Boot Camp: 8 hours of intensive ACT preparation

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Core Tier I Instructional Materials: CKLA is used as the Tier I English literacy curriculum in the primary grades, and Louisiana Guidebooks is used in applicable grades to support standards-aligned reading, writing, vocabulary, discussion, and text analysis. Éduscol resources, aligned to the French national curriculum, are used to support French literacy instruction, including reading, writing, oral language, vocabulary, and foundational literacy skills. Diagnostic and Personalized Learning Resources: i-Ready is used in Grades K–5 for BOY, MOY, and EOY diagnostic assessment and personalized learning. IXL is used in Grades 6–12 for BOY, MOY, and EOY diagnostic assessment and personalized learning. Results from both platforms are used to identify skill gaps and inform differentiated and tiered instruction. Supplemental Literacy Supports: Amira Learning is used in Grades K–3 to provide targeted literacy practice and support, and GROW through Paper is used in Grades 3–5 to provide targeted literacy support. These supplemental resources are used based on identified student needs and do not replace Tier I core instruction.
Tier II	Tier II literacy intervention is provided by classroom teachers trained in the effective implementation of the school’s literacy curriculum and instructional resources. Students are identified for Tier II support through universal screening, diagnostic assessments, curriculum-based assessments, classroom performance, and progress-monitoring data. Tier II support is provided during scheduled WIN blocks and does not replace or interrupt Tier I core literacy instruction. Classroom teachers provide targeted small-group instruction based on each student’s identified literacy needs and utilize supplemental resources, including Amira Learning, i-Ready, and IXL, to provide differentiated practice and additional skill support. The specific intervention, instructional focus, and progress-monitoring measure are aligned to the literacy skill or skills identified as an area of need. Curriculum-based assessments, progress-monitoring measures, and data from supplemental instructional platforms are administered and reviewed consistently to evaluate student response to Tier II intervention and the effectiveness of the support being provided. Tier II student progress is monitored biweekly. Intervention groups, instructional priorities, and supports are adjusted based on progress-monitoring results. Student data are also reviewed during the school’s 5–9 week data-analysis cycles to determine whether interventions should be continued, modified, intensified, or discontinued.

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Students identified as needing Tier II literacy support will receive targeted intervention at least two times per week for 30 minutes per session during the school’s scheduled WIN blocks. Tier II intervention is provided in addition to, and not in place of, Tier I core literacy instruction. Classroom teachers provide targeted small-group instruction using CKLA and Amplify intervention materials aligned to students’ identified literacy needs. Supplemental resources, including Amira Learning, i-Ready, and IXL, may also be used to provide additional differentiated practice and skill support. Student progress is monitored biweekly using measures aligned to the specific literacy skills being addressed. Intervention data are reviewed during the school’s 5–9 week data-analysis cycles to determine whether supports should be continued, modified, intensified, or discontinued.
List of available interventions and their descriptions	CKLA/Amplify Intervention Materials: Teacher-led small-group intervention materials used to provide explicit, targeted instruction in identified literacy skill areas and to address foundational reading, comprehension, vocabulary, and other literacy needs. Amira Learning: Supplemental literacy platform used primarily in Grades K–3 to provide targeted reading practice and individualized support. i-Ready: Diagnostic and personalized learning platform used in Grades K–5 to identify skill gaps and provide targeted practice aligned to student needs. IXL: Diagnostic and personalized learning platform used in Grades 6–12 to identify literacy skill gaps and provide targeted practice aligned to individual student need
Tier III	Tier III literacy intervention is provided by trained literacy interventionists who possess specialized knowledge and skills in reading instruction. All Tier III interventionists have completed Science of Reading training and have been fully trained in the implementation of the school’s adopted Tier III intervention curriculum. Curriculum-based measures, HQIM assessments, diagnostic assessments, and other literacy data are consistently used to identify student needs and evaluate the effectiveness of Tier III intervention. Interventionists use current assessment data to identify the specific literacy skills requiring intensive support and ensure that the intervention provided and the progress-monitoring measure are directly aligned to those identified needs. Tier III intervention is scheduled during designated WIN/intervention blocks so that students are not removed from or required to miss Tier I core literacy instruction. Intervention is provided in a more intensive and targeted setting based on individual student needs. Tier III progress is monitored at least weekly using measures aligned to the specific skill or skills being addressed. Interventionists review progress-monitoring data regularly to determine student response to intervention and make timely adjustments to instructional

Section 2: Explicit Instruction, Intervention and Extension

	focus, intensity, grouping, or other supports as needed. Tier III data are also reviewed as part of the school's regular data-analysis cycles to evaluate student progress and determine appropriate next steps.
Tier III plan, including the amount of time	Students identified as needing Tier III literacy support receive intensive, targeted intervention 3–4 times per week for 30 minutes per session during the school's designated WIN block. Tier III intervention is provided in addition to, and not in place of, Tier I core literacy instruction. Intervention is delivered by trained literacy interventionists who have completed Science of Reading training and have been fully trained in the adopted Tier III intervention curriculum. Instruction is individualized or provided in small groups based on students' specific literacy needs identified through diagnostic, curriculum-based, and progress-monitoring data. Tier III progress is monitored weekly using measures aligned to the specific skill or skills being addressed. Progress-monitoring data are used to adjust the instructional focus, intensity, grouping, or intervention as needed and are also reviewed during the school's regular data-analysis cycles to determine appropriate next steps for each student.
List of available interventions and their descriptions	Amplify Intervention Materials: Used to provide explicit, systematic, small-group literacy instruction targeted to students' identified reading needs, including foundational skills, decoding, fluency, vocabulary, and comprehension. UFLI Foundations: Used to provide explicit and systematic foundational literacy intervention focused on phonemic awareness, phonics, decoding, encoding, and word-reading skills for students demonstrating significant foundational reading needs. Heggerty Phonemic Awareness: Explicit, systematic phonemic awareness instruction used to strengthen students' ability to identify, blend, segment, isolate, delete, and manipulate sounds in spoken words. Heggerty may be used to provide targeted support for students demonstrating needs in phonological and phonemic awareness. Amira Learning: Used as a supplemental literacy intervention resource to provide individualized reading practice and targeted support based on student performance data. i-Ready: Used to provide diagnostic information and individualized learning pathways that identify and address specific literacy skill gaps. Diagnostic and progress data are used to inform intervention and monitor student response. IXL: Used to provide diagnostic information and personalized skill practice aligned to identified literacy needs and to reinforce targeted skills during intensive intervention. Wilson Reading System: Used by trained interventionists to provide explicit, systematic, multisensory reading intervention for students with significant foundational literacy needs, including phonemic awareness, phonics, decoding, encoding, fluency, and word recognition.

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 diagnostic data, culminating student work

Action Plan					
1.1 - 1.5	Summer/Beginning of School Year 2026 – Completed	Analyze prior-year LEAP and other available literacy achievement data to identify schoolwide, grade-level, and student-specific strengths and areas of need. Establish annual literacy goals, identify students requiring additional support, and use results to establish initial instructional priorities, student groupings, and intervention plans.	Academic Leadership, ILT, Instructional Coaches, Teachers	LEAP data, prior-year assessment data, student performance records	Teacher: Schoolwide and grade-level literacy goals established; identified student lists and initial instructional priorities reflect analysis of prior-year data. Student: Students requiring additional literacy support are identified prior to BOY screening and diagnostic assessment.
1.1 - 1.5, 3.1	August–September 2026	Administer BOY state literacy screeners and diagnostic assessments, including DIBELS, IDAPEL, i-Ready K–5, IXL 6–12, and curriculum-based assessments. Analyze results alongside previously reviewed LEAP and achievement data to confirm or revise student groupings, identify additional students requiring intervention or extension, and establish current baseline data.	Academic Leadership, ILT, Instructional Coaches, Classroom Teachers, Interventionists	DIBELS, IDAPEL, i-Ready, IXL, LEAP data, student work	Teacher: Data-analysis documentation demonstrates use of multiple data sources to identify student needs and adjust instructional and intervention groups. Student: 100% of students identified as needing additional literacy support are assigned supports aligned to identified needs.

Action Plan					
1.1 - 1.4	September 2026–May 2027	Use DIBELS screening and progress-monitoring data to target foundational literacy needs in Grades 1 and 3. Provide explicit teacher-led small-group instruction during WIN and utilize Amira Learning to provide individualized reading practice and targeted literacy support aligned to identified needs. Adjust instructional supports based on student response.	Grade 1 and Grade 3 Teachers, Literacy Interventionists, Instructional Coaches, ILT	DIBELS, CKLA, Amplify intervention materials, UFLI, Wilson, Amira Learning, i-Ready	Teacher: Lesson plans, intervention groupings, Amira usage/performance data, progress-monitoring records, and PLC artifacts demonstrate instruction aligned to specific student needs. Student: Students demonstrate growth on DIBELS and targeted literacy skills. By May 2027, Grade 1 students at/above DIBELS benchmark increase from 59% to 65%, and Grade 3 students increase from 66% to 71%.
1.2	September 2026–May 2027	Use IDAPEL, curriculum-based assessments, and student work to identify French literacy strengths and needs. Provide differentiated French literacy instruction, targeted small-group support, reteaching, acceleration, and extension based on student performance.	Grade 2 French Teachers, Instructional Coaches, ILT	Éduscol literacy resources, IDAPEL, DELF A1 Prim resources, student work	Teacher: Instructional planning and student-grouping documentation reflect analysis of French literacy data and targeted response to student need. Student: Students demonstrate continued growth in French literacy skills; by May 2027, 98% of Grade 2 students pass the DELF A1 Prim, up from 92.9%.
1.3	September 2026–May 2027	Implement Louisiana Guidebooks with fidelity and analyze curriculum-based assessments, District	Grade 3 Teachers, Instructional Coaches, ILT	Louisiana Guidebooks, District Interim Assessments, LEAP data,	Teacher: Unit/lesson preparation, PLC artifacts, walkthrough data, student-work analysis, and intervention plans demonstrate standards-aligned, data-informed instruction.

Action Plan					
		Interim Assessments, student work, diagnostic data, and LEAP data to identify standards and skills requiring reteaching, intervention, acceleration, or extension. Provide targeted support through teacher-led WIN groups, i-Ready, and GROW through Paper.		i-Ready, GROW through Paper, student work	Student: Students demonstrate growth on curriculum and interim assessments; by May 2027, Grade 3 students scoring Mastery or above on ELA LEAP increase from 48.9% to 53%.
1.5	September 2026–May 2027	Analyze ACT Reading, District Interim Assessment, classroom, and IXL diagnostic data to identify high school reading skill gaps. Provide targeted literacy support through an 11-week ACT preparation course for one hour per week, an 8-hour ACT Boot Camp, and personalized skill practice through IXL.	Secondary ELA Teachers, ACT Prep Instructor/Provider, Instructional Leadership	ACT data and resources, ACT Prep Course, ACT Boot Camp, IXL, District Interim Assessments	Teacher: Data-analysis documentation and instructional plans demonstrate targeted instruction based on identified ACT Reading needs. Student: Students demonstrate growth on ACT-aligned practice and assessments; by May 2027, the percentage of high school students obtaining an ACT Reading score of 20 or higher increases from 77.5% to 88%.
2.1	August 2026-May 2027	Monitor completion of Louisiana Science of Reading training requirements for K–3 literacy teachers and support application of evidence-based literacy practices through PLCs,	Curriculum Leadership, Instructional Coaches, K–3 Teachers	Louisiana Science of Reading training, CKLA, Amplify, UFLI, Wilson, coaching resources	Teacher: 100% of K–3 literacy teachers complete Louisiana Science of Reading training requirements; completion certificates and training records are maintained. Walkthroughs and observations demonstrate application of evidence-based literacy practices. Student: Increased mastery of

Action Plan					
		instructional coaching, walkthroughs, and observations.			foundational literacy skills and progress toward DIBELS benchmark goals.
2.2	August 2026 - May 2027	Provide continued instructional coaching and PLC cycles focused on unit and lesson preparation, HQIM implementation, student work, formative assessment, differentiation, and data analysis. Use student growth data to identify areas for additional teacher support and effective practices for replication.	Curriculum Leadership, ILT, Instructional Coaches, Teachers	CKLA, Guidebooks, Éduscol, LDOE unit/lesson preparation resources, assessment data, walkthrough and Snapshot tools	Teacher: 100% of literacy teachers participate in ongoing coaching and PLCs. Weekly walkthroughs and three Snapshot observations per semester provide evidence of instructional growth. The percentage of first-grade teachers whose classes have at least 80% of students scoring at or above benchmark on DIBELS increased from 50% to 66%. Student: Increased percentage of students meeting individual growth targets and grade-level literacy expectations.
3.1	Beginning of School Year and Ongoing August 2026–May 2027	Provide four hours of intensive CKLA and Guidebooks professional learning and continue curriculum implementation support through coaching and PLCs focused on unit and lesson planning, student work, and data analysis.	Curriculum Leadership, ILT, Instructional Coaches	CKLA, Louisiana Guidebooks, LDOE unit/lesson preparation protocols, PLC resources	Teacher: Training records document completion of four hours of curriculum-specific professional learning. 100% of literacy teachers receive continued coaching and participate in PLCs. Planning artifacts and walkthroughs demonstrate increasing implementation of HQIM expectations. Student: Students demonstrate increased engagement and mastery on grade-level literacy tasks and curriculum-based assessments.

Action Plan					
3.1	September 2026–May 2027	Implement targeted supplemental literacy supports based on identified student needs. Amira Learning is utilized in Grades K–3 for individualized targeted literacy practice; i-Ready is utilized in Grades K–5 for diagnostic assessment and personalized learning; GROW through Paper provides targeted literacy support in Grades 3–5; and IXL provides diagnostic and personalized skill support in Grades 6–12. Tier II students receive targeted intervention at least 2 times per week for 30 minutes, and Tier III students receive intensive intervention 3–4 times per week for 30 minutes during designated WIN time.	Classroom Teachers, Literacy Interventionists, Instructional Coaches, Curriculum Leadership	Amira Learning, i-Ready, GROW through Paper, IXL, CKLA/Amplify intervention materials, UFLI, Wilson	Teacher/Program: Intervention schedules, student rosters, platform usage/performance data, and instructional documentation demonstrate that interventions are aligned to identified needs. Tier II progress is monitored biweekly and Tier III progress is monitored weekly. Student: Students demonstrate measurable progress in targeted literacy skills and receive timely adjustments to intervention based on response.
1.1 - 1.5, 3.1	Every 5–9 weeks, September 2026–May 2027	Conduct literacy data-review cycles using DIBELS, IDAPEL, curriculum-based assessments, District Interim Assessments, i-Ready, IXL, Amira Learning	Curriculum Leadership, ILT, Instructional Coaches, Teachers, Interventionists	DIBELS, IDAPEL, Amira Learning, i-Ready, IXL, curriculum assessments, District Interim Assessments,	Teacher: PLC and data-cycle documentation demonstrates regular analysis of student performance and corresponding instructional adjustments. Student: 100% of students identified as needing additional literacy support have their progress reviewed during each data

Action Plan					
		performance data, intervention progress-monitoring, student work, LEAP, DELF, and ACT data. Evaluate the effectiveness of Tier I, Tier II, Tier III, and supplemental supports and determine whether instruction or interventions should be continued, modified, intensified, or discontinued.		LEAP, DELF, ACT, intervention data, student work	cycle and receive adjustments based on demonstrated response.
1.1 - 1.5, 3.1	January - May 2027	Conduct MOY and EOY reviews of progress toward annual literacy goals. Compare current performance to BOY baselines and prior-year data, identify students and grade levels not on track to meet goals, provide targeted instructional responses, and evaluate the overall effectiveness of the literacy support system.	Curriculum Leadership, ILT, Instructional Coaches, Teachers, Interventionists	DIBELS, IDAPEL, Amira Learning, i-Ready, IXL, District Interim Assessments, curriculum assessments, DELF, LEAP, ACT	Teacher/Program: MOY and EOY data reviews document instructional, intervention, and programmatic adjustments. Student: Evaluate attainment of Goals 1.1–1.5 and use results to identify instructional and program priorities for the following school year.

Section 3A: Professional Learning: Partners (if applicable)

Teachers implementing CKLA and Louisiana Guidebooks received four hours of intensive implementation training through SteamPowerEd focused on curriculum structure, unit and lesson preparation, assessments, and instructional expectations. Ongoing professional learning is provided through PLCs, instructional coaching, and data-analysis cycles focused on HQIM implementation, student work, assessment, differentiation, and intervention. Leadership evaluates the effectiveness of this professional learning through weekly walkthroughs, three Snapshot observations per teacher each semester, PLC artifacts, student work, and student achievement data. K–3 literacy teachers and applicable administrators complete Louisiana Science of Reading training, while interventionists receive training in evidence-based reading interventions. Additional professional learning includes DIBELS, adolescent and content literacy, dyslexia, secondary reading intervention, and ACT Reading/English support. The school also utilizes LDOE-approved providers, including SteamPowerEd, Amira Learning, Paper/GROW, and ACT preparation supports, in addition to ongoing internal coaching and PLCs. Applicable Louisiana Professional Learning Partners will be evaluated using LDOE efficacy indicators along with teacher feedback, walkthrough data, instructional artifacts, student work, and student achievement data.

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>
August–October 2026	HQIM Implementation and Unit/Lesson Preparation: Four hours of intensive CKLA and Louisiana Guidebooks implementation training through SteamPowerEd focused on curriculum structure, instructional expectations, assessments, and effective unit and lesson preparation. Updated LDOE K–2 unit and lesson preparation protocols will be incorporated into ongoing PLC and coaching cycles to support formative assessment, anticipation of student misconceptions, and responsive instructional planning.	Teachers implementing CKLA and Louisiana Guidebooks, Instructional Coaches, ILT members
2026–2027 School Year	Louisiana Science of Reading Training — Completion of state-required Science of Reading professional learning and application of evidence-based foundational literacy practices through coaching and PLCs.	K–3 literacy teachers and applicable administrators
September–October 2026	Tiered Pathways for Literacy Support (TPLS) — Training for system and school leaders focused on strong Tier I instruction, intervention	Curriculum Leadership, School Leaders, ILT, Instructional Coaches

Section 3A: Professional Learning: Partners (if applicable)

	decision-making, progress monitoring, and movement across tiers.	
Fall 2026	Amira Learning Implementation and Data Use — Using Amira data to identify skill needs, provide targeted K–3 literacy practice, monitor student response, and connect platform data to DIBELS and classroom instruction.	K–3 Teachers, Interventionists, Instructional Coaches
Fall 2026–Spring 2027	Teacher Collaboration and PLC Facilitation: Strengthening high-quality teacher collaboration through PLC and coaching cycles focused on unit and lesson preparation, student work analysis, assessment and data analysis, instructional planning, and responsive instructional practices. ILT members, instructional coaches, and teacher leaders will strengthen their capacity to facilitate collaborative learning cycles that lead to improved teacher practice and student outcomes.	Instructional Coaches, ILT members, PLC/Teacher Leaders
October–December 2026	Data-Driven Tiered Literacy Support: Professional learning focused on Tier II and Tier III intervention practices, progress monitoring, and the use of multiple data sources, including DIBELS, IDAPEL, i-Ready, IXL, Amira Learning, Paper/GROW, curriculum-based assessments, District Interim Assessments, and student work. Teachers and interventionists will use data to identify specific literacy needs and determine appropriate reteaching, intervention, acceleration, extension, and changes in intervention intensity.	ILT, Instructional Coaches, Literacy Teachers, Interventionists, PLC/Teacher Leaders
January–May 2027	Adolescent, Content, and Secondary Literacy: Professional learning focused on Grades 4–8 Adolescent Literacy, Grades 3–12 content-literacy practices, and secondary reading intervention. Topics will include the use of diagnostic data to identify specific reading needs, evidence-based intervention, progress monitoring, vocabulary, fluency, comprehension, close reading, writing, and strategies for supporting struggling adolescent readers.	Grades 4–12 ELA/Literacy Teachers, Interventionists, Instructional Coaches, ILT, ACT-support teachers

Section 3A: Professional Learning: Partners (if applicable)

Fall 2026–Spring 2027	Understanding Dyslexia and Supporting Students with Reading Difficulties: Completion of LDOE's <i>Understanding Dyslexia: What Louisiana Educators Need to Know</i> professional learning, with continued coaching and PLC support focused on recognizing characteristics of dyslexia, analyzing student literacy data, and selecting evidence-based instructional and intervention practices to address identified reading needs.	K–8 Literacy Teachers, Literacy Interventionists, Special Education Staff, Instructional Coaches, ILT members, applicable administrators
January–May 2027	ACT Reading and English Instruction - Louisiana Professional Learning Platform: Professional learning and vendor support focused on analyzing ACT and diagnostic data, identifying student skill gaps, strengthening reading comprehension and analysis of complex texts, embedding ACT-aligned literacy skills into daily instruction, and supporting implementation of the ACT preparation course and Boot Camp.	High School ELA Teachers, ACT-support Teachers, Instructional Coaches, Curriculum Leadership
Ongoing 2026-2027	Supplemental Literacy Platform Implementation and Data Use: Ongoing professional learning and support for i-Ready K–5, IXL 6–12, Amira Learning K–3, and Paper/GROW Grades 3–5, with emphasis on interpreting diagnostic, usage, and performance data and using results to provide differentiated instruction, targeted intervention, personalized learning, acceleration, and extension.	Applicable Literacy Teachers, Interventionists, Instructional Coaches, Curriculum Leadership

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

The ILT and Teacher Collaboration long-range plan will support literacy through recurring 5–9 week cycles focused on HQIM implementation, unit and lesson preparation, student work analysis, data analysis, intervention, and instructional response. Each cycle will align to the school's annual literacy goals and will use student achievement and implementation data to determine priorities. The effectiveness of each cycle will be monitored through weekly walkthroughs, three Snapshot observations per teacher each semester, PLC artifacts, lesson and unit planning documents, student work, curriculum-based assessments, DIBELS, IDAPEL, District Interim Assessments, i-Ready, IXL, Amira Learning, and intervention progress-monitoring data. CKLA, Louisiana Guidebooks, and applicable French literacy resources will remain embedded in the cycles as the foundation for planning, assessment, and instructional decision-making. LER indicators will be used as a common lens during walkthroughs, coaching, and teacher collaboration to monitor HQIM implementation and identify areas for additional support. ILT members are trained to

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

support literacy instruction, HQIM implementation, data analysis, and coaching, and will use evidence from each cycle to determine subsequent professional learning and instructional priorities.

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
HQIM Unit and Lesson Preparation	Strengthen teachers' ability to effectively prepare and implement CKLA, Guidebooks, and applicable literacy lessons by identifying standards, mastery expectations, anticipated misconceptions, explicit modeling, checks for understanding, differentiation, and extension.	Unit and lesson planning artifacts, PLC documentation, weekly walkthroughs, Snapshot observations, student work, formative assessments, and LER-aligned evidence of HQIM implementation.
Data Analysis and Responsive Instruction	Strengthen teachers' use of DIBELS, IDAPEL, i-Ready, IXL, Amira Learning, curriculum-based assessments, District Interim Assessments, and student work to identify needs and plan reteaching, intervention, acceleration, and extension.	Data-cycle documentation, student grouping and intervention plans, Tier II biweekly and Tier III weekly progress monitoring, changes in instructional groups, and student growth across assessment cycles.
Student Work and Instructional Adjustment	Strengthen teachers' ability to analyze student work, identify mastery and misconceptions, and adjust instruction based on evidence of student learning.	Student work protocols, PLC artifacts, formative and curriculum-based assessment results, lesson adjustments, walkthrough/Snapshot evidence, and measurable improvement in student mastery.

Section 4: Family Engagement Around Literacy

Families will be engaged throughout the year through events such as Reading Under the Stars, conferences, *conseils de classe*, and parent representatives. After literacy screeners, benchmark assessments, and LEAP, families will receive student results, explanations of grade-level expectations, and information about available supports. Families of students receiving intervention or an IASP will receive ongoing updates on goals, progress, and changes to support. Communication will be provided in accessible digital and print formats, with translation or interpretation as needed.

Community partners, parent representatives, and local literacy organizations will help strengthen family-school connections and expand access to books, tutoring, summer literacy opportunities, and digital resources. Families will

Section 4: Family Engagement Around Literacy

also receive tools such as DIBELS Caretaker/Home Connect reports, LEAP and screener reports, Unite for Literacy, home literacy activities, and other school- and LDOE-provided resources

Month/Date	Activity	Accessibility Opportunities	Community Partners
Each trimester/semester	Communication of End-of-Term Outcomes: Families receive information regarding students' mastery of grade-level expectations through end-of-term reporting and <i>conseils de classe</i> . Literacy progress, strengths, and areas for continued growth are communicated as applicable.	Digital and print communication; family conferences and opportunities to discuss student progress; translation/interpretation as needed.	Teachers, School Leadership, Parent Representatives
Following BOY, MOY, and EOY literacy assessments	Literacy and Benchmark Results Communication: Families receive literacy screener, benchmark, and diagnostic results after each assessment window. Families of students identified for Tier II or Tier III support are informed of the specific intervention their child will receive and how progress will be monitored.	Individual student reports; plain-language explanations of assessment data; digital and print communication; conferences as needed; translated materials as needed.	Teachers, Literacy Interventionists, Instructional Coaches
Fall/Winter 2026–2027	Reading Under the Stars Family Literacy Event: Families are invited to school to read with their children, participate in literacy activities, learn about grade-level literacy expectations and school literacy programs, and receive support in understanding student literacy results and strategies for supporting reading at home.	Evening family event; family-friendly literacy resources; opportunities to speak directly with teachers and literacy staff; translation/interpretation and accessible materials as needed.	Teachers, Literacy Team, School Leadership, Parent Representatives, Community Literacy Partners
Throughout 2026–2027	IASP and Intervention Progress Communication: Families of students receiving additional	Individual conferences, email/phone communication, digital and print updates, and	

Section 4: Family Engagement Around Literacy

	literacy support receive ongoing information about intervention goals, progress-monitoring results, and any changes to the intensity or type of support provided.	translated communication as needed.	Teachers, Literacy Interventionists, Instructional Coaches
Spring 2027	Family Literacy and Summer Resources: Families receive resources and strategies to continue literacy development outside of school, including reading activities, digital resources, summer reading opportunities, and information about community literacy supports.	Digital and print resources; family-friendly directions; translated materials; access to online literacy tools where available.	School Literacy Team, Local Libraries, Community Literacy Partners

Section 5: Alignment to Other Initiatives

Literacy initiatives are intentionally integrated into existing school improvement, instructional leadership, teacher collaboration, intervention, college and career readiness, and family engagement structures. Priority initiatives are aligned to annual literacy goals and monitored through ILT priorities, walkthrough look-fors, PLC cycles, student work, assessment data, and regular data-review cycles. Initiatives are reviewed for effectiveness and streamlined as needed to avoid duplication and ensure sustainable implementation.

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan	Literacy goals, instructional priorities, intervention structures, and professional learning are aligned to school improvement priorities and student achievement goals.	DIBELS, DELF, LEAP, ACT, benchmark data, ILT reviews, walkthroughs, and progress toward annual goals.
Early Childhood / Early Literacy Initiatives	Early literacy development supports students' transition into K–3 foundational literacy instruction and	Developmental/literacy data, teacher observations, student

Section 5: Alignment to Other Initiatives

	contributes to long-term reading success.	work, and transition data into kindergarten.
Cross-Curricular Literacy	Reading, writing, speaking, listening, vocabulary, and comprehension strategies are reinforced across content areas to strengthen students' ability to access complex texts and demonstrate understanding.	Walkthroughs, student work, PLC documentation, curriculum-based assessments, and District Interim Assessments.
College and Career Readiness / ACT Preparation	ACT preparation classes and Boot Camps strengthen secondary reading comprehension, analysis, vocabulary, and evidence-based reasoning aligned to the school's ACT Reading goal.	ACT diagnostic/practice data, participation, and percentage of students earning 20+ on ACT Reading.
Family and Community Literacy Engagement	Family literacy events, assessment communication, intervention updates, and community literacy resources extend literacy support beyond the school day.	Family participation, communication records, family feedback, and access to home/community literacy resources.

Section 6: Communicating the Plan

The literacy plan will be communicated and monitored through existing leadership, PLC, family, and governance structures. School and curriculum leaders will establish clear expectations for HQIM implementation, literacy assessment, intervention, progress monitoring, and teacher collaboration. Roles and responsibilities for leadership, instructional coaches, teachers, and interventionists will be communicated at the beginning of the year and reinforced through PLCs and coaching. Families will receive accessible information about literacy goals, assessment results, interventions, and ways to support literacy at home. Progress toward student and implementation goals will be reviewed regularly through ILT meetings, benchmark and data-review cycles, walkthroughs, PLCs, and updates to families and the Board.

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Teachers, Interventionists, Instructional Coaches, and Administrators	Review literacy plan goals, non-negotiable implementation expectations, roles and responsibilities, HQIM expectations, intervention procedures, and progress-monitoring requirements. Progress is	Beginning of year and ongoing every 5–9 weeks

Section 6: Communicating the Plan

	revisited through PLCs, coaching, ILT meetings, and data-review cycles.	
Families and Community Members	Post the Local Literacy Plan on the school website and communicate literacy priorities, available programs, family resources, and opportunities to support literacy at home.	Beginning of year; updated as needed
Parents/Guardians and Students	Communicate individual literacy, screener, benchmark, and progress-monitoring results. Families of students receiving intervention or an IASP are informed of the support provided and receive ongoing progress updates.	Following BOY, MOY, and EOY assessments; intervention/IASP updates throughout the year
Families	Provide opportunities to discuss literacy goals, grade-level expectations, student data, and home literacy support through conferences, <i>conseils de classe</i> , and family events such as Reading Under the Stars.	Each trimester/semester and during scheduled family literacy events
Board of Directors / Academic Committee	Present progress toward literacy goals, student outcomes, and implementation priorities through public Academic Committee/Board reporting.	Twice annually
ILT / School Leadership	Review implementation data, walkthrough and Snapshot trends, assessment results, intervention progress, and progress toward annual literacy goals. Determine adjustments to coaching, PLC priorities, Tier I instruction, and intervention support.	Every 5–9 weeks and following major assessment windows