

**Local Literacy Plan for
Lakeshore/Ouachita Parish
Courtney Thompson/Principal
Todd Guice/Superintendent
2026-2027 School year**

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	Lakeshore believes that literacy is a fundamental need for both student development and the ability to understand, think critically, and respond to information.
Literacy Mission Statement	Lakeshore will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies and initiatives, but to also provide teachers with tools and knowledge necessary to grow students.

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)	1. Build necessary foundational skills, content knowledge, and writing skills to successfully read and respond to grade-level, complex texts. 2. Provide focused literacy intervention to all K-2nd grade students scoring below benchmark with the use of progress monitoring throughout the 2026-2027 school year.
Goal 2 (Teacher-Focused)	1. Professional development for: A. Implementing evidence-based strategies for small group instruction and progress monitoring with MClass intervention. b. Support teachers in the Student Work Analysis Protocol to drive instruction. c. Standards based on instruction and assessment. 2. Provide ongoing support to allow equal access to grade-level, HQIM for all students.
Goal 3 (Program-Focused)	1. Curriculum Based Assessments (CKLA, Guidebook, etc.) 2. District Common Assessments 3. K-3 Screener 4. 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	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? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
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Section 2: Explicit Instruction, Intervention and Extension

	- 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 (3-12) - 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? - 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	- Teacher Led Small Group: - MClass (PreK-5) - Lexia Core 5 (PreK-5) - Literacy Intervention Specialist - MClass Intervention

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	Minimum of 90 minutes per week.
List of available interventions and their descriptions	1. Dyslexia Specialist a. Phonics First with multi-sensory instructional materials 2. High Dosage Tutoring a. 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 exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1- Implement CKLA Curriculum in all schools with K-2 grades	August 2026 - May 2027	All K-2 Teachers, Resource Teachers, Master Teachers, Reading Interventionists, Literacy Coaches	Principal	Amplify Instructors	Teachers will be successfully planning, implementing, and delivering CKLA material to prepare students for improvement on literacy assessments.
2- Data Chats Literacy Focused	September 2026 October 2026	ILT team	Principal	LEAP Data Dibel data	Leaders will successfully use data to drive instruction and create student success
Deep Dive into using data to drive instruction	February 2027	Principal		K-3 Screener mClass	
3- Provide tutoring opportunities in grades K-2 to connect unfinished learning in the context of new learning.	2026-2027	Utilize Accelerate resources during school	Classroom teachers and school tutors	Vendor for grades K-8 LDOE Accelerate Resources	Students' growth to mastery score will be analyzed to ensure that progress is being made toward their individual goals.
4- Implementing Lexia	2026-2027	will use Lexia Core 5 and Power-Up literacy programs	Teachers/Principals	Lexia Core 5 and Lexia	Student reports from Lexia and ELA LEAP results

Action Plan					
				Power-Up Software	
5- - Incoming 3rd-5th grade students with identified foundational gaps will receive interventions	2026-2027	Utilize state-provided LIFT resources to provide implicit instruction on spelling patterns, morphology and grammar.	3rd - 5th grade Teachers	LIFT resources on LDOE website	Literacy Screeners in Winter 2026 and Spring 2027

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>
July-August 2026	DIBELS Administration and Data Analysis for Grades K-3	Literacy Interventionists, Instructional Coach, Administrators
August 2026	Unit Study Protocol	All ELA Teachers
October 2026	Tier II and Tier III Literacy Intervention Practices	ELA Teachers, Literacy Mentor, Special Education Teachers

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?

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Strengthening Tier 1 instruction through HQIM Unit Prep and Lesson Prep Phase 1	Engagement and collaborative unit and lesson preparation by developing a deep understanding of grade-level standards, unit goals, text complexity, lesson objectives, and the progression of learning within HQIM. The ILT and TC teams will establish consistent expectations for preparing high-quality literacy lessons that align with instruction and assessment.	Evidence of completed unit preparation protocols and lesson preparation artifacts. ILT and TC cycle tracking of evidence listed in long-range plan, walkthrough data showing alignment between lesson objectives, HQIM resources, and instructional delivery, student formative assessment data, and progress monitoring data based on literacy goals.
Cycle 2 and beyond will be updated based on teacher and student needs		

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?

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August-September 2026	Open House (Station on the importance of LEAP and DIBELS and what those assessments mean, 3rd grade promotion presentation (if applicable), Communication station to ensure families know how to stay informed and also reach out to be a partner. Family outreach station with public library information)		Parent Teacher Association – Assists with event promotion, volunteer support, and family participation Public Library – Provides information about library services and assists families with registering for library cards during Family Literacy Night
January 2027			
February 2027			
March-April 2027			
October-November 2026	Fluency Night: Families will attend the appropriate grade level session for fluency (K: building sound fluency, 1st: continuing to build sound fluency and transitioning word reading and connected text fluency, 2nd: passage-reading fluency).	Families will receive communication via all above listed communication avenues. Materials will come from HQIM and staff will model how to implement at home. Copies of materials will be sent home, along with instructions page and a QR code with short videos for how to implement.	Families/Caregivers

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

Section 5: Alignment to Other Initiatives

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
School improvement Plan	Align literacy goals with the school's priority of increasing reading proficiency through evidence-based Tier 1 instruction, targeted intervention, and family engagement.	Review of DIBELS benchmark data, Tier I curriculum-embedded assessments, progress monitoring, student attendance, and family engagement. Additionally, implementation of data during ILT/TC meetings to drive instructional needs.

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).

Section 6: Communicating the Plan

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
School System and School Leadership (School System supervisors, principals, assistant principals, school-based literacy team, ILT)	Introduce literacy plan at BOY. Review implementation expectations, curriculum-embedded assessments, walkthrough trends, intervention progress, and family engagement during ILT meetings and reviews of meeting/not meeting cycle goals. Provide regular updates on implementation progress and next steps.	BOY and EOY Program Evaluation, During ILT Meetings and at the conclusion of cycles of ILT and TC
Teachers, instructional coaches, and interventionists	Communicate literacy goals, implementation expectations, and progress through faculty meetings, Teacher Collaboration, ILT meetings, and instructional coaching.	August; Ongoing through weekly ILT and Teacher Collaboration meetings