LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for
Judge Lionel R Collins Elementary
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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	Judge Lionel R. Collins believes every student can achieve his or her full potential in an engaging, nurturing, and challenging literacy learning environment. We envision a community of learners where every student has meaningful access to high-quality literacy instruction, strategic intervention, and partnerships to encourage lifelong literacy.
Literacy Mission Statement	Judge Lionel R. Collins endeavors to provide literacy instruction utilizing high-quality instructional materials aligned to practices based in the science of reading in order to ensure that all students on our campus receive explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, writing, speaking, and listening while fostering a lifelong love of reading.

Section 1B: Literacy Goals	
1. What are the overall literacy goals? 2. What are the student-focused leading and lagging goals, including individual subgroups? 3. What teacher-focused goals lead to students meeting their goals? 4. What are the program-focused goals for creating structures that help students and teachers succeed? 5. How is the plan to measure these goals?	
Goal 1 (Student-Focused)	By the end of the 2026-2027school year, at least % of students in grades 1st-3rd will score at or above benchmark on DIBELS. • 1st Grade: Increase students at/above benchmark from 26% to 51%. • 2nd Grade: Increase students at/above benchmark from 63% to 71% • 3rd Grade: Increase students at/above benchmark from 49% to 61.7% By the end of the 2026-2027 school year, the percentage of students in 4th and 5th grade scoring proficiently (Mastery or above) on the Spring LEAP ELA assessment will increase from 33.3% to 38%. • 4th grade will increase from 39% to 50% • 5th grade will increase from 27.9% to 39% By the end of each HQIM ELA unit, at least 75% of students in grade K-3 and at least 50% of students in grade 4-5 will demonstrate mastery of expected literacy skills and content as measured by curriculum-embedded assessments. By the end of each interim period, students with disabilities and English language learners will demonstrate progress toward IEP goals and English Language acquisition as measured by curriculum assessments and language checkups.
Goal 2 (Teacher-Focused)	By January 2027, 100% of K-5 teachers will use curriculum-embedded assessment data, DIBELS data when applicable, and student work during Teacher Collaboration to identify and implement instructional next steps, as evidenced by Teacher Collaboration artifacts and assessment-tracking records. (Leading Goal)

Section 1B: Literacy Goals	
	By January 2027, 100% of K-5 teachers in ELA classrooms will demonstrate proficient use of DIBELS data and mCLASS activities to implement Accelerate and Interventions as evidenced by intervention artifacts and data trackers.
Goal 3 (Program-Focused)	By May 2027, the Instructional Leadership team will conduct monthly meetings focused on literacy, with 100% of scheduled literacy-focus meetings complete, to analyze current DIBELS, progress monitoring, and walkthrough data. By the end of May 2027, 100% of K-5 teachers will access to ongoing instructional coaching aligned to identified teacher and student needs, with coaching cycles and follow-up support documented throughout the school year. By May 2027, 100% of students receiving Tier II and Tier III literacy intervention will have progress-monitoring data reviewed according to the establish monitoring cycle, with instructional adjustments documented based on student response.

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-2 Students receive 180 minutes of literacy instruction per day: 60 minutes of CKLA Skills, 60 minutes of CKLA Knowledge, and 60 minutes of CKLA Acceleration. All 3rd-5th grade students receive 120 minutes of English Language Arts instruction utilizing the LDOE ELA Guidebooks 3.0 with 90 minutes of Core Instruction utilizing Guidebooks and 30 minutes of ELA Acceleration.
English Language Arts textbooks and instructional materials used	All K-2 students engage with CKLA Skills and Knowledge instruction. K-2 students also engage with Heggerty instruction. CKLA Acceleration activities are pulled from mCLASS progress monitoring activities. A: 3rd-5th grade students engage with novels and anchor texts as designed within the ELA guidebooks. Additional Acceleration support and enrichment is given using mCLASS progress monitoring activities.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Students requiring Tier II interventions receive interventions during the ELA Acceleration block for their grade level.

Section 2: Explicit Instruction, Intervention and Extension	
List of available interventions and their descriptions	K-1st grade: mCLASS progress monitoring activities, Lexia Learning, Amira Reading 2nd-3rd grade: mCLASS progress monitoring activities, Lexia Learning, Amira Reading, Air Reading 4th-5th grade: mCLASS progress monitoring activities, Lexia Learning, Amira Reading
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 requiring Tier III interventions receive interventions during the ELA Acceleration block for their grade level.
List of available interventions and their descriptions	All students in K-5th grade might engage in mCLASS progress monitoring activities delivered one-to-one by an interventionist or child-specific interventions as determined by the ABIT team.

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, 2	September-October	Create cluster cycle around lesson preparation	ILT Team	LER HQIM Teaching Notes	-ILT conduct classroom walkthroughs to monitor HQIM implementation and collect student work samples -ILT analyze SW samples to determine student progress after HQI instruction -lesson outlines and lesson annotations demonstrate understanding and internalization of intended learning, mastery level characteristics of student work, and assessment opportunities within each lesson. -Student work samples will demonstrate progress toward EOY DIBELS and Literacy goals as evidenced curriculum-embedded unit assessments.
1,2,3	September-May	ILT meetings to analyze student work and student data tracking	ILT Team, Teachers	LER HQIM Student Work	-student work will demonstrate progress towards mastery of grade level literacy standards -DIBELS MOY will demonstrate student growth toward EOY target goals -ILT meeting agendas and data-tracking will show consistent team meetings with the purpose of

Action Plan					
					addressing literacy needs at least once per month. -ILT will monito and analyze progress monitoring cycles throughout the year
1,2	October-December	Create a cluster cycle to develop student work analysis and next steps planning	ILT Team, Teachers	LER HQIM Student Work	-student work is analyzed to identify strengths, weaknesses, identify student thinking, discover misconceptions and inform next steps -MOY DIBELS data will be used to adjust instruction within literacy classes and inform Tiered Intervention groups -teachers will engage in cluster meetings designed to build upon knowledge of HQIM to find opportunities to support students based on student work data.
1,2	January-May	Create cluster cycles to support teacher and student needs	ILT Team, Teachers	LER HQIM Student Work	-ILT will continually engage in Go First work, student data analysis, progress monitoring cycles to identify student needs/teacher needs and develop cluster cycles appropriate to meeting the identified needs -ILT will conduct walkthroughs to monitor carryover of cluster learning into daily instruction with continued coaching and feedback cycles to teachers.

Action Plan					

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/September	**Louisiana Educator Rubric**	**All teachers**
October/November	**Lesson Preparation Process**	**All teachers**
December/January	**Student Work Analysis**	**All Teachers**
February-May	**Data Driven Instructional Practices**	**All Teachers**
September-May	**LDOE Literacy-Science of Reading Training**	**Teachers not yet trained in Science of Reading**
November	**mCLASS intervention & Progress Monitoring**	**All ELA 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?**
Most Pressing Need	By the end of the ILT Cycle 1, the ILT team will be able to set yearly school goals and determine the most pressing teacher and student needs on campus by conducting analysis of student baseline data and walkthroughs using the LER tools.	- ILT will monitor student baseline data and walkthroughs using the LER tools.
Lesson Preparation and Internalization	By the end of the ILT Cycle 2, the ILT will have developed a Lesson Preparation Process for teachers to internalize and deeply understand the HQIM in order to implement effective, high-quality instruction daily as evidenced by walkthrough data and progress in daily student work.	-ILT will analyze Go First student work to determine effectiveness of the preparation process. -ILT will field test the process in multiple classrooms to ensure effectiveness prior to launching in cluster
Student Wok Analysis & Data Driven Instruction	-Develop a student work analysis process to identify strengths and student needs -Develop a process for determining next steps utilizing tools and resources found in the HQIM to support struggling students.	-progress monitoring student work will show progress toward master of grade-level standards

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?

Section 4: Family Engagement Around Literacy

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

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**
After-School Tutoring	**At-Risk students for literacy will be offered after-school tutoring opportunities**	**-mCLASS Progress Monitoring -ELA HQIM Embedded Assessment -District benchmark Assessments**
“Fun in the Sun’ Family Literacy Night	**-engage families and students in playing games designed to improve literacy**	**-family sign in for participation -number of literacy games distributed**

Section 5: Alignment to Other Initiatives		
	-games go home with families to continue home/school connection	

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**
All	**Post Plan to school Website**	**September**
Families	**Digital Newsletter**	**Monthly**
Families	**Class Newsletter**	**Weekly**
Faculty/ School Staff	**Student Data**	**As needed, but no less than monthly in cluster meetings**