

**Local Literacy Plan for
Harold Keller Elementary
Jessica Smith, Principal
Dr. James Gray, 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

Every student will become a confident, capable, and lifelong reader, writer, and communicator. Through a shared commitment to literacy, our leaders, teachers, students, and families will create a culture where every child is empowered to read deeply, think critically, communicate effectively, and see themselves as successful learners.

Literacy Mission Statement

We will ensure every student has equitable access to high-quality literacy instruction, meaningful texts, and opportunities to read, write, speak, and think every day. Leaders and teachers will use evidence-based practices, collaborative planning, and student data to provide responsive instruction and support. Students will take ownership of their literacy growth, while families will be valued as essential partners in developing confident, capable, lifelong learners.

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 2026–2027 school year, the percentage of students scoring Mastery Plus on the Spring LEAP ELA assessment will increase from 33% to 36%.

By the end of the 2026–2027 school year, the percentage of students scoring at or above on DIBELS end of year assessment will increase to 75%.

Priority indicators:

- Students demonstrate growth on literacy benchmarks and progress-monitoring assessments.
- Students receiving intervention demonstrate documented progress toward individualized goals.
- Students increase their engagement and ownership of reading and writing.

Secondary indicators:

- Increased percentage of students meeting or exceeding expectations on end-of-year literacy assessments.
- Increased percentage of students reading on grade level.
- Reduced achievement gaps among identified student subgroups.

Goal 2 (Teacher-Focused)

By the end of the 2026–2027 school year, ELA teachers will consistently implement high-quality, evidence-based literacy instruction aligned to the adopted curriculum, using student data to plan,

Section 1B: Literacy Goals

differentiate, and adjust instruction to meet the needs of all learners.

Key actions:

- Teachers engage in ongoing, job-embedded literacy professional learning.
- Teachers use common assessments and progress-monitoring data to identify student needs.
- Teachers collaboratively plan rigorous, standards-aligned literacy instruction.
- Teachers provide targeted support and enrichment based on student data.
- Teachers monitor the progress of individual students and identify subgroups.

Goal 3 (Program-Focused)

By the end of the 2026–2027 school year, the school will establish and sustain a cohesive literacy system that ensures protected instructional time, consistent implementation of the adopted high-quality curriculum, effective intervention and enrichment, collaborative planning, ongoing professional learning, and meaningful family engagement.

Key actions:

- Establish protected daily literacy instructional time.
- Maintain consistent implementation of the adopted literacy curriculum.
- Develop a systematic process for identifying students needing additional support.
- Provide timely, research-based literacy intervention.
- Protect collaborative planning time focused on literacy instruction and student data.
- Provide ongoing professional learning based on identified instructional needs.
- Engage families as partners in supporting literacy development at home.

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	- Unit preparation and Lesson Preparation to ensure coherent, grade-level instruction aligned to the Louisiana Student Standards. - Flexible, data-informed small-group instruction and extension based on curriculum-embedded assessments and ongoing classroom evidence. - Teachers implement evidence-based instructional practices aligned to the literacy-related indicators of the Louisiana Educator Rubric. - High-quality core literacy instruction is provided to all students. Students with disabilities and English Learners receive appropriate accommodations, supports, and specially designed instruction, as applicable, to ensure access to grade-level literacy instruction. To support healthy Tier I instruction, weekly Teacher Collaboration, classroom walkthroughs, and Instructional Leadership Team follow up are used to evaluate the effectiveness of instruction, monitor implementation, and determine instructional next steps.
English Language Arts textbooks and instructional materials used	CKLA, LA ELA Curriculum, LDOE Instructional resources and planning tools
Tier II	Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?

Section 2: Explicit Instruction, Intervention and Extension

	- 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	- Tier II intervention is provided by literacy teachers with strong content knowledge in flexible, small-group settings during designated intervention time, ensuring students receive targeted support without missing core Tier I instruction. - Students who are identified as needing additional support to access Tier I will receive 30 minutes of Tier II intervention - Intervention intensity is collaboratively coordinated among classroom teachers, interventionists, special education teachers, and English Learner teachers to ensure consistent, aligned, and responsive instruction. - Teachers reinforce intervention goals within Tier 1 by providing targeted feedback based on students' performance during practices to address specific needs and reinforce learning. Teachers also provide opportunities for students to practice newly learned skills across classroom tasks.
List of available interventions and their descriptions	Based on data-informed student needs and using materials from core: - Foundational Reading- Targeted instruction to strengthen decoding, fluency, and word recognition of multisyllabic words based on identified student needs. - Vocabulary- Explicit instruction in academic vocabulary and word-learning strategies to support comprehension of grade-level text. - Reading Comprehension- Small-group instruction focused on comprehension strategies, analysis of complex text, and evidence-based responses using scaffolded support within Louisiana's ELA Guidebooks. - Written Expression- Targeted instruction to strengthen sentence construction, organization, written responses to text, and the use of textual evidence. - DIBELS 8th - Diagnostic and progress-monitoring assessments and formative assessments are used, where appropriate, to identify literacy skill deficits, monitor student growth, and inform instructional decisions. - AirReading (State-Approved Intervention Program) - A blended literacy intervention that combines adaptive online instruction with teacher-led lessons to provide explicit, individualized support aligned to students'

Section 2: Explicit Instruction, Intervention and Extension

	identified literacy needs. Performance data and curriculum-based measures are used to monitor progress and adjust instruction.
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 who demonstrate persistent literacy needs but are not making adequate progress will be pulled by the Title 1 interventionist to receive daily Tier III interventions. • Provided one on one or in a small group setting. • Designed to address individual student needs through assessment and progress monitoring data. • Progress monitoring occurs weekly to evaluate student response and adjust interventions as needed.
List of available interventions and their descriptions	Intensive interventions based on data and student need: • Decoding and Word Reading - Individualized instruction targeting identified deficits in decoding, multisyllabic word reading, morphology, and automatic word recognition based on diagnostic and progress-monitoring data. • Reading Fluency - Individualized intervention targeting deficits in oral reading fluency through explicit modeling, repeated reading, guided oral reading, and corrective feedback to improve reading accuracy, and automaticity,

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 Cluster around unit and lesson preparation	ILT Team/ Instructional coach	Standards Deconstruction and Backwards Design Template	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1-3	Monthly	Conduct HQIM Walkthroughs and provide targeted Teacher Support Additional ILT and Cluster cycles will be built based on teacher and student need	ILT Team/ Instructional coach	Standards Deconstruction and Backwards Design Template	-HQIM walkthroughs are through the lens of follow-up between ILT and cluster to determine transfer of learning
1,3	Monthly	Create a plan to monitor progress toward improving Tier II and Tier III instruction. Establish and initial cycle of ILT/Cluster support focused on intervention planning, implementation, and progress monitoring.	ILT Team, Interventionist	Intervention training resources, progress monitoring tools	-Intervention plans demonstrate alignment between identified student skill needs and targeted intervention and supports. -Look for evidence during walkthroughs/observations to ensure intervention is explicit and aligned to identified student need(s). -Ensure progress monitoring data are collected consistently and reviewed at appropriate designated intervals. -Ensure teams use multiple data points to determine whether students are responding to intervention and make timely adjustments
2		Use current teacher/student data to	CORE ILT	ILT Long Range Plan	-Use identified instructional needs to determine the focus for next cycle

Action Plan					
		refine professional learning cycle focus			within ILT and Cluster long range plans -Ensure new goals, learning, and teacher feedback align to create a cycle of support.
3	Fall and Spring	Facilitate family engagement activities that strengthen student outcomes and the partnership between school and home	ILT, Interventionist, Social Workers, and Teachers	LEAP/DIBELS results, literacy focused activities, home resources, community partnership resources	-Provide families and assist in understanding of LEAP and DIBELS results -Demonstrate home literacy activities for families -Bring in community partners to build partnerships between home, school, and community -Provide ongoing support and communication to families

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>
August 2026	ELA Curriculum and Standards Deconstruction	All ELA Teachers
August 2026	DIBELS Administration and Data Analysis	K-3 Teachers, Instructional Coach, Interventionsist
October 2026	Literacy Intervention Practices	All ELA Teachers, Interventionists
May 2027	Reflection, Celebration and 2028 Goal Setting	All Faculty

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

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Phase 1: Unit and Lesson Preparation	By the end of Phase 1 (October 2026), the ILT will build its leadership capacity to monitor ELA standards implementation through backwards design and CFA feedback. Which will result in improved teacher planning, teacher content knowledge, which leads to increased student mastery.	Backwards design, CFAs, walkthrough data, and student data
Further cycles will be based on teacher and student needs.		

Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
March 11	Family LEAP and Literacy Night	Family friendly explanation of LEAP and DIBELS, printed resources available, books for students to take home to read	LSU, Local Library

Section 5: Alignment to Other Initiatives

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

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Pupil Progression Plan	Grade requirements for ELA and retention requirements by grade	Review grades quarterly to ensure requirements are met
School Improvement Plan	Provides school goals and ensures spending if aligned to the priorities in the plan and family initiatives are aligned	Plan shared with Title 1 coordinator to ensure spending is aligned. Monitoring of goals throughout the school year

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
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Section 6: Communicating the Plan		
School Staff	Communicate literacy goals, implementation expectations, and progress through weekly cluster meetings and weekly newsletters	August/September
Families	Share literacy goals during open house. Resources are provided through teachers, monthly newsletters, the website, and School Status Connect	Ongoing throughout the year