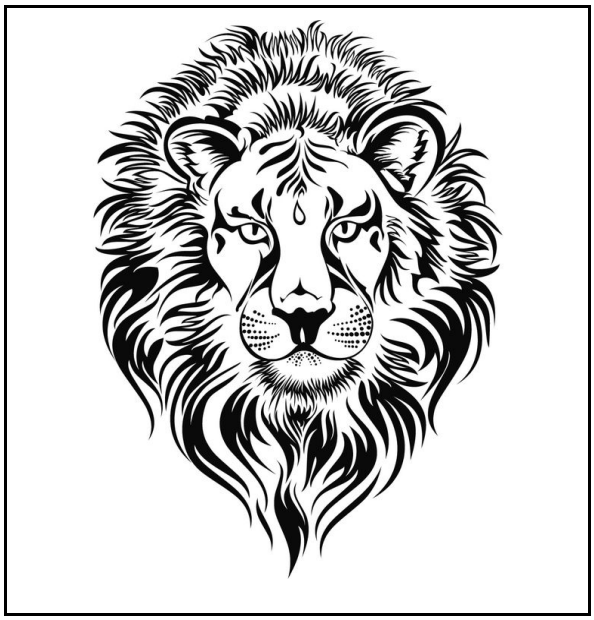

Local Literacy Plan for

Ruston Elementary

Stephanie Griffin, Principal

Shauna Vallery, ELA Coach

Emily Howell, Chief Academic Officer

John Young, Superintendent

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LOUISIANA'S LITERACY PILLARS

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?

   Lincoln Parish Schools approach literacy with an unyielding commitment to foundational mastery and equitable access. We view literacy as the single most critical driver of academic achievement, future success, and quality of life. Our mindset centers on providing high-quality, science-of-reading-aligned Tier I core instruction to every student, every day.

2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?

   Our primary outcome is to ensure every student in Lincoln Parish achieves or exceeds grade-level literacy proficiency from early childhood through high school graduation. Intended outcomes include that by EOY 2030, 90% of Pre-K students will meet the level of Kindergarten readiness in literacy, K-3 students will achieve 85% proficiency overall on the K-3 Universal Screener, students in grades 3-12 will achieve 55% mastery overall on LEAP 2025 ELA, and students in grades 11-12 will achieve 55% benchmark overall on the ACT English section.

3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

   Yes. The vision and mission explicitly connect high-quality instruction with school-site leadership, targeted multi-tiered intervention, and authentic two-way family engagement, ensuring collective accountability across all stakeholder groups.

Literacy Vision	A Quality Education for a Quality Life

Section 1A: Literacy Vision and Mission Statement

Literacy Mission Statement	**To ensure all students receive a high -quality literacy education through rigorous and engaging instruction, individualized support, and authentic family engagement.**

Section 1B: Literac y Goals

1. What are the overall literacy goals?

   The overall goals span three distinct pillars: student performance targets across all grade bands, teacher instructional efficacy using High-Quality Instructional Materials (HQIM), and program implementation supported by coaching and data-driven structures.

2. What are the student-focused leading and lagging goals, including individual subgroups?

   Leading goals include benchmark screening data (DIBELS, TS Gold), weekly assessment grades, and progress monitoring assessments. Lagging goals include annual state summative assessments (DIBELS, LEAP 2025) and ACT benchmarks. Subgroups are monitored via multi-tiered systems of support (MTSS) and progress monitoring tools (e.g., Lexia, AMIRA, Amplify).

3. What teacher-focused goals lead to students meeting their goals?

   Teachers will implement HQIM with high fidelity, utilize data analysis protocols to design targeted interventions, and demonstrate effective practices as measured by CLASS and LEADS evaluations. Student Learning Targets (SLT) will be tied to literacy where appropriate.

4. What are the program-focused goals for creating structures that help students and teachers succeed?

   To maintain a multi-tiered literacy framework including HQIM, three-tiered intervention, dedicated site-based Literacy Coaches, regular Teacher Collaborations (TC), and monthly Instructional Leadership Team (ILT) data reviews.

5. How is the plan to measure these goals?

   Goals are measured three times per year (Fall, Winter, Spring screeners), weekly/bi-weekly through unit assessments and progress monitoring tools, and annually through LEAP 2025/PreACT/ACT results.

Section 1B: Literac y Goals	
Goal 1 (Student-Focused)	Students will achieve mastery or make adequate progress on grade -level literacy standards: • Birth – 5 yr.: 90% of students will meet/exceed Kindergarten Readiness expectations on TS Gold by EOY. • Grades K – 3: By 20 30 , increase students at/above proficient reading levels to 8 5%+ as measured by DIBELS 8. • Grades 3 – 12: Increase to 55% mastery in ELA on LEAP 2025 by 20 30 . • Grades 11– 12: Increase to 55% at benchmark on the English section of the AC T by 20 30 .
Goal 2 (Teacher-Focused)	All teachers will demonstrate effective teaching practices, including implementing HQIM with integrity, meeting individual student needs, and using data to plan interventions for at -risk students, as evidenced by evaluation data (CLASS, LEADS) and student results on Universal Screeners and LEAP 2025.
Goal 3 (Program-Focused)	To implement a Literacy Program that incorporates HQIM reading curriculum, provides individualized student support through a three -tiered reading intervention program, enhances teacher effectiveness with Literacy Coach support, and closely monitors literac y data through continuous TC and ILT meetings .

Section 2: Explicit Instruction, Intervention and Extension
Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides Lincoln Parish's 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) during core instruction. 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.

Section 2: Explicit Instruction, Intervention and Extension	
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? YES 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? YES 3. Is the Instructional Leader ship Team (ILT) trained in the implementation and evaluation of the HQIM? YES 4. Is there a regular walkthrough schedule to determine support around Tier I? YES 5. Is the ILT responding to data to support a healthy Tier I? YES 6. Are teachers and leaders effectivel y trained in unit and lesson preparation? YES 7. What data and resources are being used to support extension ? AMIRA, LEXIA, UFLI, ELA Guidebooks, ACT Practice

Tier	Checklist & Quality Criteria	District Plan & Time	Adopted Materials / Interventions
Tier I	• Instruction/small group delivered consistently by trained teacher using approved HQIM. • Curriculum-based assessments used to evaluate core effectiveness. • ILT trained on HQIM implementation/walkthroughs. • Teachers/leaders trained on unit and lesson preparation.	**Amount of Time:** Daily dedicated ELA/Literacy block. • (Pk-2) 120 minutes • (3-8) 90 minutes • (9-12) 50 minutes **Usage:** Explicit phonics, whole-group close reading, text-based writing, and differentiated small-group instruction.	**Textbooks / HQIM:** • Pre-K: Frog Street/UFLI • K–2: UFLI Foundations/ARC (knowledge building), • 3–12: ELA Guidebooks

Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? YES 2. Are curriculum -based measures and assessments from HQIM consistently used with integrity to reflect the effectiv eness of the Tier II intervention? YES 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? YES 4. Do student schedules ensure they are not pulled from Ti er I core instruction to receive Tier II intervention? YES 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? YES

Tier	Checklist & Quality Criteria	District Plan & Time	Adopted Materials / Interventions
Tier II	• Provided by classroom teacher/tutor using approved HQIM. • Skills & progress monitoring align with identified student needs. • Protected schedules prevent pulling students from Tier I. • Progress monitoring occurs bi-weekly or weekly.	Tier II Plan: 30 minutes daily (3–5x per week) of targeted, small-group intervention during dedicated master schedule blocks.	Available Materials: • Lexia Core5 / PowerUp • Amplify / mCLASS • UFLI Foundations • AMIRA • LIFT/FIRE/FUEL • ELA Guidebooks

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? YES 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? YES 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? YES

	4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? **YES** 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? **YES**

Tier	Checklist & Quality Criteria	District Plan & Time	Adopted Materials / Interventions
Tier III	• Provided by specialized literacy staff with deep reading knowledge. • HQIM assessments used with high integrity. • Strict schedule protection (never supplant Tier I). • Progress monitoring occurs weekly.	**Tier III Plan:** 30 minutes daily of intensive, specialized small-group high dosage tutoring (4 to 1 ratio) or 1-on-1 intervention using systematic phonics/reading remediation during dedicated master schedule intervention blocks.	**Available Materials:** • FIRE (Foundational Instruction) • FUEL (Fluency) • LIFT (Literacy Interventions) • Intensive UFLI Remediation • Amplify Lessons

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	HQIM Unit Preparation and 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

Action Plan					
					exceeding proficiency. Evidence: Section diagnostic data, culminating student work
3	July – Sept	Conduct district workshops for school leaders; introduce instructional strategies and ELA student work analysis protocols.	CAO, Academic Team, School Leaders	EDU20/20 Jill Jackson Instructional Coaching Guidebook, ELA Work Protocols	100% ILT teams trained; exemplar analysis documents produced in TCs.
2	Aug – May (Ongoing)	Support coaches & leaders with data analysis protocols during TCs to analyze priority student work and unit assessments.	Literacy Coaches, District ELA Facilitators, ILT	HQIM Unit Assessments, Student Work Analysis Protocols	TC agendas, annotated student w ork; 10%+ increase in section diagnostics to culminating tasks.
1	Aug – May (Ongoing)	Implement UFLI Foundations (PK-3) and ELA Guidebooks (3-12) with fidelity across all schools.	Teachers, Literacy Coaches, Academic Team, Louisiana Tech Partners	UFLI Kits, ARC materials, Guidebooks	Walkthrough data showing 95%+ student engagement; CLASS/LEADS evaluation ratings.
3	Aug – Sept	Meet with school content administrators/coaches individually to establish site	CAO, Academic Team Content Leads	Screener Data, School Literacy Goals Template	Finalized site -based literacy plans aligned with district strategic targets.

Action Plan					
		literacy goals and Tier II/III support plans.			
2	BOY / MOY / EOY	Administer Universal Screener (DIBELS 8, TS Gold) and establish Tier 2/3 academic interventions.	School Test Coordinators, Teachers, Literacy Coaches	TS Gold, DIBELS 8, mCLASS, Lexia, FIRE, FUEL, LIFT	Screening reports submitted; correct placement of at -risk students in Tier II/III interventions, Intervention Tracker data/groups entered/monitored weekly at 100% of school sites.
1, 2, 3	Aug – May (Ongoing)	Conduct collaborative walkthroughs to monitor intervention time and provide direct teacher feedback.	School Leadership Teams, District Academic Team	Classroom Support Tool, Data Tracker	Completed walkthrough trackers, feedback records, and student progress monitoring logs.

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

1. Have teachers received initial implementation and launch training on their HQIM? YES
2. Is there ongoing professional learning around the different components/assessments within the HQIM? **YES** How is the leadership evaluating the effectiveness of the PL? **Teacher/Leader surveys, walkthrough data using the Classroom Support Tool.**
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level? **YES**
4. Are coaching days provided by the Louisiana Professional Learning Partners ? **YES (EDU20/20), TWR COACHING**
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators ? **YES**

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.)*
May – June / July	Teacher Leader Summit & District Leader Workshops: Content-focused leadership, instructional strategies, and data protocols.	School Leaders, ILTs, District Academic Team
August	District Back-to-School Choice Sessions; Frog Street PK Training; UFLI Foundations Refresh, ELA Guidebooks, Lexia, AMIRA, Amplify, DIBELS, and Interventions	All District K-12 ELA & PK Teachers, Paraprofessionals & Interventionists, School Leaders
Sept – May (Weekly)	Weekly TC Meetings: Unpacking HQIM units, annotating lessons, analyzing student work, and intervention planning.	PK-12 ELA Teachers, Led by Site Literacy Coaches
Sept – May (Monthly)	Monthly ILT Meetings: Analyzing data, student work protocols, intervention tracker data analysis, etc.	School Leaders, District Academic Team

Section 3A: Professional Learning: Partners (if applicable)		
October & February	District Content -Focused PD Days: Science of Reading strategies, Tier I execution, writing guidance.	All District PK -12 ELA Teachers, Paraprofessionals & Interventionists, School Leaders
Ongoing	Writing Guidance Professional Development (Grades 3 -5).	Grades 3-5 ELA Teachers & Content Leads
Ongoing (2-Yr Window)	Science of Reading Credentialing Courses (Keys to Literacy, APEL, LDOE Professional Learning Platform).	Newly Hired Teachers without SOR Credential for grades PK - 3

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

1. What is the ILT/TC long-range plan to support literacy? **ILTs and weekly TCs operate on structured cycles aligned with HQIM curriculum units to ensure deep pedagogical execution and student mastery.**
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals? **YES**
3. How/when is the effectiveness of cycles monitored? **SEE BELOW**
4. Is HQIM embedded in the cycles and long-range plans? **YES**
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC? **SEE BELOW**
6. Are ILT members trained to support literacy? **YES**

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1: HQIM Unit & Lesson Preparation (PK-12)	Unpack HQIM units, establish daily student mastery expectations, and annotate core lessons for rigorous execution.	• ILT walkthrough data checking for explicit lesson alignment. • Student exit ticket data analysis.
Cycle 2: Student Work Analysis Protocol & Aggressive Monitoring	Train teachers on real-time feedback protocols and analyzing curriculum-embedded writing/performance tasks.	• TC student work rubrics and exemplars. • Benchmark growth on section diagnostics.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Cycle 3: Targeted Small-Group Intervention & Differentiation	Align progress monitoring data (DIBELS 8, Lexia, IRLA) to daily Tier II/III intervention routines.	• Bi-weekly progress monitoring growth logs. • DIBELS MOY screener progress.

Section 4: Family Engagement Around Literacy

Family Partnership Strategy: Lincoln Parish Schools builds authentic two-way communication with families, providing actionable student literacy data and accessible learning resources at home.

Month/Date	Activity	Accessibility Opportunities	Community Partners
August / September	ASQ Ages and Stages Questionnaire (PK) Distribution of BOY Literacy Screener Results & Caregiver Reports (K-3); IASP Parent Conferences; Digital Platform Setup (JCampus Connect/Google Classroom).	Translated reports for Non-English families; tutorials on digital access via Strong Start.	District Media Coordinator, School Testing Coordinators. School Leaders
September / October	Fall Family Literacy Activities & 'Learn & Lunch' Workshops.	Evening and lunch-hour times offered; child care and grab-and-go materials provided.	Local Community Centers, School Literacy Coaches
November / December	Holiday/Break Reading Initiatives	Digital and print reading logs/books provided for home access without internet barriers.	Public Libraries, School Literacy Teams

Section 4: Family Engagement Around Literacy			
January / February	MOY Screener Progress Letters & IASP Family Conferences.	Flexible scheduling (in - person/virtual options); translated parent guides.	School Leaders, Classroom Teachers, Intervention Specialists
February / March	Spring Literacy & Academic Activities (Read Across America week).	Community Partners engaging in liter acy events across school sites.	School Literacy Teams, Community Sponsors
April / May	EOY Performance Reporting & Summer Reading Guidance Distribution.	Multi -channel communication (print, social media, school website).	Parish Public Library, Local Media

Section 5: Alignment to Other Initiatives

Strategic Alignment: All Lincoln Parish district initiatives are streamlined to support core literacy targets and mapped to the Lincoln Parish Strategic Priorities .

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Science of Reading Training (Act 108)	Keys to Literacy, APEL, and LDOE Professional LearningPlatform ensure all teachers possess foundational literacy instruction credentials.	Certificates on file; tracking of 2-year completion window for new hires monitored by District Literacy Facilitator..
HQIM Curriculum Adoption	Core alignment using Frog Street (PK), ARC/UFLI (K-2), and ELA Guidebooks (3-12).	ELA unit assessment data, walkthrough observation trackers (CLASS, LEADS).

Section 5: Alignment to Other Initiatives		
Academic Interventions & Extensions	Tier II/III support utilizing Lexia, FIRE/LIFT, Amplify/mCLASS, and AMIRA.	Lexia dashboard reports, DIBELS BOY/MOY/EOY data, Student Interventio n Data Trackers, AMIRA benchmark results.
Family Literacy Engagement	Literacy Nights, grab -and-go activities, newsletters, and social media campaigns reinforcing home learning.	Event sign-in sheets, caregiver survey feedback, social media analytics.
School Improvement Plans (SIP)	Direct incorporation of site -level literacy goals, screener metrics, and targeted action steps.	Annual SIP reviews and quarterly progress checks by the District Academic Team.

Section 6: Communicating the Plan

Communication Framework: Non-negotiable implementation expectations are set centrally by district leadership and communicated transparently to all stakeholders.

Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
School Leaders, Teachers, Students, Parents, Community	Post the updated District Strategic Literacy Plan on the main Lincoln Parish District and individual school websites.	Published September 1; updated annually/as needed
Lincoln Parish School Board & Community	Formal presentation of the updated Literacy Plan and yearly student outcome targets during public board meetings.	Annual Board Meeting in September
District Instructional Leadership Team & School Literacy Teams	Conduct monthly whole -group collabor ations and individual check -ins to	Ongoing, August through May (Monthly)

Section 6: Communicating the Plan		
	monitor action steps and adjust intervention allocations.	
Families & Caregivers	Distribute official LDOE Screener Caregiver Reports detailing student progress, intervention placement , and home support strategies.	Three times per year (BOY, MOY, EOY)