

**Local Literacy Plan for
East Elementary School
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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

At East Elementary School, we want to create successful readers and writers. We will achieve this in all classrooms by establishing a print-rich environment where Tier I curricular materials are organized and accessible to children who are actively engaged in oral language, reading and writing.

Literacy Mission Statement

All students will improve literacy outcomes through high quality instruction and interactions with an effective teacher supported by leaders and families.

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)	• By May 2027, 1st grade students will increase achievement of benchmark or above from 51% to 60% on the DIBELS. • By May 2027, 2nd grade students will increase growth from 1st grade to 2nd grade achievement of benchmark or above from 46% to 56% on the DIBELS. • By May 2027, 3rd grade students will increase proficiency on ELA LEAP from 41% to 51%.
Goal 2 (Teacher-Focused)	• Teachers will facilitate PLCs in which they will build their knowledge of Science of Reading, reading and writing strategies. • 80% of observed lessons show alignment in daily formative assessment tasks/questions with targeted skills and lesson objectives. • 100% of teachers utilize the HQIM for daily instruction. • 100% of teachers utilize literacy data to drive, inform, and adjust instruction.
Goal 3 (Program-Focused)	• 100% of teachers use progress-monitoring data to identify small groups for HDT/Accelerate activities within HQIM lessons. Evidence: Progress monitoring data, teacher annotations. • 100% of all regular education teachers will utilize Tier I curriculum and annotate specific activities that focus on phonics and phonemic awareness. • Daily, teachers will apply best practices for foundational skills instruction based on the science of reading in 1st - 3rd grade classrooms. • Teachers will annotate lesson plans to indicate student struggles and lesson pacing. • Formal and informal observations will be used to monitor implementation of curriculum and evidence based practices. Evidence: Bullseye Education. • Teachers will ensure the pacing of the curriculum according to district pacing guides with fidelity.

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

Section 2: Explicit Instruction, Intervention and Extension

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	As per our Pupil Progression Policy, the following amounts of time are dedicated to core literacy instruction daily: 1st & 2nd grade - 120 minutes 3rd grade - 90 minutes Additional time for literacy: - HDT/Accelerate - 30 minutes - AR/DIBELS remediation - 45 minutes
English Language Arts textbooks and instructional materials used	1st - 3rd grade: Amplify CKLA Core Knowledge
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Tier II intervention consists of 30 minutes of targeted small group instructional time with the classroom teacher, a certified learning center teacher, or a state approved intervention program. This time is outside of Tier 1 instructional minutes. Additionally , Tier II support may also be provided during HDT/Accelerate blocks.
List of available interventions and their descriptions	HDT/Accelerate - teacher implementing small group tiered instruction based on progress monitoring data. Teachers will use UFLI, LIFT, and other HQIM resources. AR/DIBELS remediation - teachers will implement Accelerated Reader program to reinforce student use of phonics and phonemic awareness in their reading skills.
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	• Tier III consist of more than 30 minutes of the targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state approved intervention program. When using most programs from external vendors, the student pathway will adjust and align to his individualized needs. This time is outside of Tier I instructional minutes. • The school leader and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met. Students scoring well below benchmark on the DIBELS 8 screener will be progress monitored weekly and students scoring below benchmark will be progress monitored every 10 days.
List of available interventions and their descriptions	Additional supports and interventions: • mCLASS Intervention Kit - an explicit, small group intervention program by Amplify which pairs assessment data from mCLASS with core instruction from Amplify CKLA to target foundational literacy deficits.

Section 2: Explicit Instruction, Intervention and Extension

- mCLASS Instruction - uses student results from DIBELS 8 or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready to teach small group lessons.
- Amplify Boost - a supplemental reading program based on the Science of Reading.
- HDT - Support and intervention provided by a highly effective teacher or an external vendor.

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
1,3	August 2026 BOY December 2026 MOY May 2027 EOY	Promote the administration of DIBELS 8 Literacy Screener data Administer literacy screeners within the first 30 days of school. All 1st - 3rd grade teachers receive training on the literacy screener. Review the data regarding proficiency. Administration of literacy screener in Winter and Spring. The DIBELS 8 literacy screener is used for: • Universal screening to find students who may be at risk for reading difficulties. • Identifying skills to target for instructional support. • Progress monitoring at-risk students while they receive additional, targeted instruction	Gina Lagrange, Principal Ruth Walls, Assistant Principal Natisha Gil, Learning Center Teacher All classroom teachers	LDOE released probes and directives Completion of screeners and summative reports Resources provided by district Supervisor of Testing, Trina Preston and Supervisor of ELA, Brandi Meche	Progress monitoring using mCLASS for students scoring well-below (once per week) and below (every 10 days) Winter and Spring results will show a measurable increase in performance with at least a 5% increase in students scoring at or above benchmark

Action Plan					
1	August 2026-May 2027	Identify skills to target for instructional support for students who may be at-risk of reading difficulties. Progress monitoring at-risk students while they receive additional targeted instruction through the Learning Center, Accelerate period or DIBELS remediation period.	Gina Lagrange, Principal Ruth Walls, Assistant Principal Natisha Gil, Learning Center Teacher All ELA teachers Instructional Coaches	Amplify CKLA intervention resources Accelerate resources mCLASS resources,	Student results on formative assessments and lesson assessments will show growth in literacy skills. 5% growth of students scoring 70% on unit assessments.
2&3	August 2026-May 2027 Bi-weekly meeting by grade level, subject area groups	Teacher Collaboration Meetings ELA Instructional Coach and Instructional Specialist will provide specific and targeted professional development and support during PLCs to address areas noted in the SIP.	ILT members A Papillion, Instructional Coach Instructional Specialists	CKLA resources Grades 1-3 lesson preparation Assessment preparation guides	Agendas from PLCs will serve as evidence of topics discussed during PLCs. Improved teacher effectiveness will be evident in feedback and teacher observations.
1,2,3	September 2026-March 2027	ILT led learning walks utilizing LER walkthrough document	Gina Lagrange, Principal ILT members	LER rubric and CKLA walk-through observation form.	Teacher effectiveness as rated on the LER walk-through instrument as noted in Bullseye Education. Evidence in student growth.

Action Plan					
		Ongoing monitoring of curricular implementation. Focus on foundational literacy skills - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Classroom observations by ILT members.			
1,2	September 2026-March 2027	K-12 District-led learning walks utilizing the district created walk-through document ELA instructional specialists and district supervisors will utilize the released LDOE or district walkthrough documents to observe teachers based on school and district goals and expectations. Feedback will be used to engage teachers in meaningful collaborative meetings designed to improve instructional implementation in areas of deficiency.	ELA Instructional Team members Literacy Mentors: B Meche, L Thomas Instructional Specialists Gina Lagrange, Principal ILT members	District or LDOE Walkthrough document for ELA grade bands	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. Teacher effectiveness as evidence by observation reports: Student growth Student work Lesson Annotations

Action Plan					
1,2,3	August 2026-May 2027	Ongoing focus on differentiated instruction Provide training in the use of curricular resources that address diverse learners and provide strategies for interventions. Identify EL students and ensure assistance from a district level EL tutor. Monitor subgroups in data tracking.	Instructional Specialists Literacy Mentors: B Meche L Thomas M Rideau M Durapua	Classroom walkthrough data Classroom observations	85% of teachers will document evidence of differentiated supports in lesson plans. (i.e. small group instruction, visual supports) Evidence: school wide intervention reports Participation in PLCs and ILT meetings
1	September 2026-May 2027	Literacy Intervention and Support Daily targeted small group intervention: • After school literacy intervention • LIFT (Literacy Interventions and Foundational Tools) • FIRE (Foundational Instructional for Reading Excellence) • Amplify CKLA Instruction and Assessment Remediation Guide	Learning Beyond the Bell program tutors and facilitators Fluent Flyers Tutoring Program Tutors and facilitators Literacy Mentors Brandi Meche Instructional Specialists	Assessment Remediation Guide CKLA resources LDOE Literacy Library Resources linked in Google Classroom for Teachers and Tutors	Teachers will utilize mCLASS platform to monitor student performance and use the data to ensure that students receive explicit intervention activities based on individual students' needs. Evidence: mCLASS data Teacher/Tutor Observation and student data Teachers' anecdotal notes Formative assessments -CKLA

Action Plan					
3	August 2026-May 2027	Professional Development Identify curriculum capacity/needs utilizing feedback from administrators and educators. Identify teacher understanding of evidence-based practices.	B Meche, L Thomas Curriculum Vendors	State Conferences: Plain Talk about Literacy Teacher Leader Summit Lesson Annotations/ Lesson Plans District or Curricular Walkthrough Documents CKLA Participant Notebooks	Teachers will participate in site-based, district, and state professional development opportunities that emphasize evidence-based literacy practices and equip them to deliver effective literacy instruction. Evidence: Sign in sheets and exit tickets.

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>
2 sessions at the beginning of the 2026-27 school year	mCLASS Data Analysis and Amplify BOOST	1st grade Teachers, Learning Center Teacher, Literacy Mentors
3 sessions at the beginning of the 2026-27 school year	Amplify CKLA Curriculum Implementation	1st, 2nd & 3rd Teachers, Literacy Mentors, Instructional Coaches, Administrators

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)

Planning & Preparation	By the end of the 6-week cycle, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality 1st-3rd grade HQIM through lesson annotations. This will result in improved teacher planning and instructional coherence, leading to increased student mastery.	- Review PLC Goal Setting Plan, & agendas - Completed lesson plans and teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. (Success Criteria) - Observe lessons to determine if there is alignment in daily formative assessment task and questions with the targeted skills and lesson objectives. - Walkthrough observation data and lesson plans/annotations will be reviewed.
Data-Driven Explicit Literacy Instruction	By the end of the 6-week cycle, 80% of teachers will systematically use literacy data to drive small-group instruction, align unit assessments, and deliver explicit daily instruction on priority reading skills.	Progress Monitoring Analysis: Review scores of progress monitoring alongside teachers to ensure student groups and targeted activities are effective to meet student needs. Student work Sampling: (1st - 3rd grade) Analyze student responses on daily formative tasks to evaluate mastery levels and determine if instruction requires re-teaching or acceleration.

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Parent Information Night - Presentation of school vision and mission, state literacy screener, and ACT 422.	All parents of grades 1st - 3rd are invited to attend. Communication of the event will be through Thrillshare, Rooms and the schools Facebook site.	Dad's with Kids, New Hope Fellowship, First Baptist Church,
September 2026	Parent Action Team - create a team of parents to work with the school to promote excellence and plan events to involve parents.	All interested parents are invited to attend. Communication of the event will be through Thrillshare, Rooms and the schools Facebook site.	Super 1
October 2026	Family Literacy Night	All parents are invited to attend with their child. Communication of the event will be through Thrillshare, Rooms and the schools Facebook site. Resources will be distributed to assist with literacy. The event will take place at the Eunice Public Library to encourage students to make use of	Eunice Public Library

Section 4: Family Engagement Around Literacy

		this public resource for reading.	
October 2026, January 2027, March 2027	Parent Night - Distribution of progress reports/report cards. Teachers will discuss with parents literacy activities which can be completed at home to encourage more reading.	All parents are invited to attend. Communication of the event will be through Thrillshare, Rooms and the schools Facebook site. Resources will be distributed to assist with literacy.	Dads with Kids
October 2026, March 2027	Come Learn with Me - Parents attend class with their students for the first hour of the day to participate in a literacy lesson.	All parents are invited to attend. Communication of the event will be through Thrillshare, Rooms and the schools Facebook site. Resources will be distributed to assist with literacy.	Parent Volunteers

Section 5: Alignment to Other Initiatives

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

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- 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	ELA goals are written to include literacy goals for improving the DIBELS 8 test scores.	The goals and activities of the SIP are monitored and evaluated for implementation at monthly meetings by the SIT. Content area teachers evaluate the implementation

Section 5: Alignment to Other Initiatives

		of the activities and growth of their students at weekly PLC meetings.
School Improvement Plan	Math, science and social studies plans are written to include an action step for improving literacy across the content.	The goals and activities of the SIP are monitored and evaluated for implementation at monthly meetings by the SIT. Content area teachers evaluate the implementation of the activities and growth of their students at weekly PLC meetings.
HDT/Accelerate	Teachers will structure lessons and activities to improve student literacy through the use of Science of Reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension).	Grade level PLC members will evaluate student growth using data from iReady, Amplify reading, DIBELS 8, and Promotion in Jeopardy. PLCs will continually monitor student growth 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
1st - 3rd grade	To ensure clear communication and strong implementation, the 1st - 3rd grade literacy plan establishes a structured roadmap across four quarterly	Quarter 1 - focuses on launching core structures by initiating weekly teacher PLCs, administering Fall

Section 6: Communicating the Plan

	phases. Each school will host at least 1 family literacy activity each semester.	baseline assessments, analyzing BOY data and determining a plan for struggling students, introducing families to the school's literacy plan during the school's annual Open House, hosting Fall parent-teacher conferences and holding informational testing meetings to explain testing formats to parents. Quarter 2 - shifts toward evaluating early growth through Winter benchmark screenings, hosting mid-year data reviews to adjust instruction, sharing progress reports, convening dedicated school meetings for parents of students who are failing reading and hosting a literacy activity for families. Quarter 3 - centers on fidelity and support for students experiencing stagnant or declining reading progress, targeted coaching cycles for teachers to improve literacy instruction. Quarter 4 - concludes the annual cycle by administering Spring summative assessments, delivering final progress reports to families, transitioning writing portfolios and student data to the next grade level teams, meeting with parents of students failing reading to discuss a plan for summer remediation and retesting.
Faculty and Staff	ILT members will be apprised of schoolwide literacy goals and the	September 2026-May 2027

Section 6: Communicating the Plan

	implementation requirements of the curriculum and provide feedback to the teachers upon completion of classroom observations. All observation results are discussed in ILT meetings which are held weekly.	
Parents/Students	The school will communicate the Literacy Plan to parents at the opening of school at the Parent Information Night. The school will also host family nights to allow parents to receive data related to student performance. Results of BOY, MOY, and EOY will be shared with parents via student reports.	September 2026-May 2027
Community	The school will post the literacy plan on the school's website.	Ongoing