

**Local Literacy Plan for
Glendale Elementary School/St. Landry Parish
Tiffany Pedigo, Principal
Superintendent Milton Batiste, III
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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 Glendale Elementary School, we empower students to become proficient, successful readers and nurture lifelong learners. Through rigorous Tier I curricula and engaging, print-rich environments, we build strong communication and literacy skills. Our goal is to equip students to apply their learning confidently across all future career paths.

Literacy Mission Statement

Supported by school leaders and families, our main goal is to advance student literacy outcomes through effective teachers delivering high-quality instruction and meaningful interactions.

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)	• ELA Assessment Target (Grades 4, 5 and 6) - Full attainment will be established on the 2027 Spring LEAP, when the school actualizes a 3% increase in students scoring Mastery or above: Grade 4 from 34% to 37% proficiency; Grade 5 from 44% to 47% proficiency; Grade 6 from 32% to 35% proficiency. • Subgroups most in need of literacy intervention - Students who are most in need of literacy intervention include the following subgroups: 4th, 5th, and 6th grade students who score “Unsatisfactory” on the LEAP 2025 (Spring 2026) and students with disabilities. Students will have access to Learning Center Tier II interventions. • Addressing the needs of diverse learners - We are addressing the needs of diverse learners by increasing the availability and use of a rich variety of objects and materials in classrooms, offering ongoing opportunities for reading and writing which are integrated into all subjects, providing an assortment of reading/writing materials and activities covering a variety of topics.
Goal 2 (Teacher-Focused)	• Facilitate ongoing professional learning communities for teachers aimed at building content knowledge relative to reading and writing. • 10% increase in the percentage of teachers scoring a 3+ in TCK, TKS, and IP. • 80% of observed lessons show alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. • 80% of teachers are identifying the formative assessment within the lesson that most aligns to the lesson objectives. • 100% of teachers utilize the HQIM for daily instruction • 100% of teachers utilize data to drive, inform, and adjust instruction.
Goal 3 (Program-Focused)	• 100% of regular education 4-6 ELA teachers will access and read all unit texts to determine the big ideas and how each text connects to and supports the demands of the end of unit/module assessment. • Annotate texts to indicate barriers/misconceptions that students might struggle over the course of the unit. • Teachers will implement CKLA and Savvas curricula using Louisiana State Standards.

Section 1B: Literacy Goals

- Ensure fidelity to the pacing schedule..
- Teachers will engage in deep, ongoing instructional planning to ensure student reading mastery.
- Teachers will embed rigorous textual analysis, evidence gathering, and targeted grade-level skills into daily instruction.
- Teachers will analyze student data including benchmark assessments and state testing data to adjust instruction and prioritize standards.
- Monitor implementation of curriculum and evidence based practices through formal and informal observations - Bullseye Education

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?
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

- As per our Pupil Progression Policy, the following amounts of time are dedicated to core literacy instruction daily:
- Grades 4, 5, & 6 - 90 minutes

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	• Grade 4: Amplify CKLA Core Knowledge • Grade 5: Savvas MyView • Grade 6: My Perspectives
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	Tier II intervention consists of 30 minutes of targeted small group instructional time with the classroom teacher, an ESS teacher, or a certified learning center teacher. This time is outside of Tier 1 instructional minutes (Accelerate Instruction & High Dosage Tutoring). School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met.
List of available interventions and their descriptions	• Additional Supports and Interventions: ○ HDT (K-5)--Support and intervention provided by a highly effective teacher ○ Savvas Successmaker (Grades 5 & 6)-is a personalized learning and adaptive learning program for reading intervention and differentiation.
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?

Section 2: Explicit Instruction, Intervention and Extension

	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 II intervention consists of 30 minutes of targeted small group instructional time with the classroom teacher, an ESS teacher, or a certified learning center teacher. This time is outside of Tier 1 instructional minutes (Accelerate Instruction & High Dosage Tutoring). School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met.
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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	-Teacher Editions -ELA Pacing Guides -Standards	-Lesson annotations will 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: exit tickets, daily formative assessments, and walkthrough data

Action Plan					
2	Weekly/Bi-Monthly (August-May)	Teacher Collaboration Meetings ILT, ELA instructional specialists and coach will deliver professional learning sessions pertaining to unit / domain unpacking Resources available in LDOE's Literacy Library. Teachers will engage in professional learning communities that address effective instruction and the linkages among curricular goals, standards, content, assessments, and teaching strategies.	ILT members/ ELA specialist/ ELA coach	4-6 Lesson Preparation Assessment Remediation Guide CKLA resources Savvas Resources	All teachers will engage in lesson annotations which will guide teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts. Evidence: agendas, sign in sheets, artifacts, & lesson annotations
1, 2	September-March	District Leaders & ILT led learning walks utilizing the walk-through documents. ILT, ELA instructional specialists and district supervisors will observe teachers based on school and district goals and expectations.	ILT Members ELA Instructional Specialist and Coach	Walkthrough document for ELA Grades 4-6	Target Goal: 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

Action Plan					
		Feedback will be used to engage teachers in meaningful collaborative meetings designed to improve instructional implementation in areas of deficiency. Provide intentional opportunities to ensure students have opportunities to write for a variety of purposes.			assessments, and walkthrough data Additional Evidence: lesson annotations, observation logs, & bullseye feedback Teacher effectiveness as evidenced by observation reports, student growth, student work, and lesson annotations.
2	August-May	Ongoing focus on differentiated instruction: Diverse Learners English Learners 1508/504 students - Teachers can attend district trainings 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	ILT, District Specialists & Coaches, PAC, & Classroom Teachers	-Accelerate Instruction -High Dosage Tutoring -classroom walkthrough data -classroom observations -review of exit tickets -annotated lesson plans	100% of teachers will document evidence of differentiated supports used with students. Review of instructional feedback Participation in PLCs and/or leadership team meetings (PLC agendas/sign in sheets)

Action Plan					
		• Monitor subpopulations in data tracking • Teachers can identify differentiated instructional strategies within their curriculum.			
3	August-May	Daily targeted small group intervention: • After school literacy intervention • Amplify CKLA & Savvas-Instruction and Assessment Remediation Guide	Learning Beyond the Bell program tutors and facilitators Teachers	CKLA & Savvas resources	Intervention can be documented in Learning Beyond Bell Lesson plans. Teacher/Tutor observation and student data Teachers' anecdotal notes Formative assessments–CKLA & Savvas Daily formative assessment analysis to determine the need for small group or individual intervention.
2	August - June	Professional Development Identify curriculum capacity/needs utilizing feedback from administrators	ILT Site and/or District-based Brandi Meche Lisa Thomas Curriculum Vendors	-Lesson Annotations/Lesson Plans -Walkthrough Documents	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.

Action Plan					
		and educators; identify teacher understanding of evidence-based practices.	State Conferences -Plain Talk about Literacy -Teacher Leader Summit	CKLA Resources & Curriculum Savvas Online Resources & Curriculum	Evidence: agendas & sign in sheets Evidence of growth in TCK, TKS, and IP on the LER rubric

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>
3 Sessions at the beginning of the 2026-2027 School Year	Amplify CKLA Curriculum Implementation	Grade 4 Teachers, Instructional Coaches, & Administrators
3 Sessions throughout the year	Savvas Curriculum Implementation	Grades 5 & 6 Teachers, Instructional Coaches, & Administrators
2 Sessions throughout the year	Savvas Successmaker	Grades 5 & 6 Teachers, Instructional Coaches, & Administrators
1 session at the beginning of the year	Savvas Modeled Lesson MyView MyPerspectives	Grades 5 & 6 Teachers, 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?
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 4-6 HQIM Lessons through lesson annotations. This will result in improved teacher planning and instructional coherence, leading to increased student mastery.	-Review TC (PLCs) Long-Range Plan, agendas, Completed lesson plans, and teacher annotations. -80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. -Observe lessons to determine if there is alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. -Walkthrough 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.	Student Work Sampling (Grades 4-6): Analyze student responses on daily formative tasks to evaluate mastery levels and determine if instruction requires re-teaching or accelerated instruction.

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:

Section 4: Family Engagement Around Literacy

- 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- May 2026	Translation of documents for families: All parent information will be translated in the home language of students attending their schools.	Parents are aware of retention policy along with their child's progress. Create and disseminate practice materials for families to understand and assist their children with skills.	N/A
October 2026 -February 2027	Family Literacy/ AR Reading Night	Communicate this information via letter, Thrillshare, and Rooms. Parents unable to attend will receive literature and one of the grab and go activities.	Local school community partners
January/ February LEAP Night	LEAP Night	Parents are informed about LEAP assessments, student growth goals, testing dates/times, etc.	Local district 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
School Improvement Plan	Connections to schoolwide goals and activities. Establish clear, data-driven reading and writing goals, implementing research-backed curricula aligned with the science of reading, scheduling dedicated intervention blocks. Also, aligned to parental involvement initiatives which helps to insure stakeholder awareness and support.	Track progress through continuous assessments, observations of classroom teachers, and review reading growth data throughout the 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).

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
4th through 6th Grade	To ensure clear communication and strong implementation, the Literacy Plan establishes a structured roadmap across four quarterly phases.	(August–October) Quarter 1 focuses on launching core structures by initiating weekly teacher professional learning communities, administering Fall 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, and hosting Fall parent-teacher conferences (November–January) 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. (February–March) Quarter 3 centers on fidelity and support for students experiencing stagnant or declining reading progress, targeted coaching cycles for teachers to improve literacy instruction, hosting LEAP testing meetings to prepare families for upcoming standardized assessments, and administering Spring assessments. (April–May) Quarter 4 concludes the annual cycle by

Section 6: Communicating the Plan

administering Spring summative assessments, delivering final progress reports to families, transitioning student data to the next grade-level teams, meeting with parents of students failing reading to discuss a plan for summer remediation, and convening with the SBLC team.