

**Local Literacy Plan for
Highland Early Learning Center (Pre-K and Kindergarten)
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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.

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 Highland child will see themselves as a capable reader, writer, speaker, and thinker. Through joyful, developmentally appropriate, knowledge-building, and evidence-based instruction, Pre-K and kindergarten students will develop the language, foundational literacy skills, and confidence needed for success in school and beyond.

Literacy Mission Statement

Highland Early Learning Center will ensure that every Pre-K and kindergarten student receives coherent literacy instruction through approved HQIM; timely extension, tutoring, or intervention matched to assessed need; and support from skilled teachers, leaders, families, and community partners. We will use PELI, DIBELS 8, curriculum based assessments, progress-monitoring data, student work, and classroom evidence to improve instruction and remove barriers to literacy success.

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)	Pre-K: By the May 2027 EOY PELI assessment, Highland will increase the percentage of Pre-K students scoring At or Above Benchmark on the PELI Composite from the fall school baseline toward the district target of 72% (district baseline 62%), using targeted small-group literacy instruction and biweekly progress monitoring for Intensive students. Kindergarten: By spring 2027, Highland will increase students scoring At or Above Benchmark on DIBELS 8 by at least 5 percentage points from the fall school baseline and contribute to the district target of 65%. School baselines and final numeric targets will be inserted after fall testing. Results will be reviewed by subgroup when size permits.
Goal 2 (Teacher-Focused)	Pre-K: CLASS results will reflect effective educator-child interactions in Emotional Support, Classroom Organization, and Instructional Support; early childhood educators will use Teaching Strategies SmartTeach and PELI reports to meet individual needs. Highland will pursue the district target of a 10% increase in teachers scoring 3+ in Teacher Content Knowledge (TCK), Teacher Knowledge of Students (TKS), and Instructional Planning (IP). Pre-K and K: 100% of teachers will use HQIM and literacy data daily; at least 80% of observed lessons will align formative tasks/questions to targeted skills and objectives, and at least 80% of teachers will identify the best-aligned formative assessment.
Goal 3 (Program-Focused)	Pre-K: 83% of teachers will implement Creative Curriculum and Heggerty; 1 teacher will implement Frog Street and Heggerty; Teachers will use biweekly PELI data to form literacy small groups, identify curricular assessments in unit planning, and provide direct, explicit small-group instruction aligned to priority literacy skills. Kindergarten: 100% of teachers will implement Amplify CKLA, annotate foundational-skills activities, follow pacing, and apply Science of Reading practices. Across both grades, the ILT will monitor HQIM fidelity, formative-assessment alignment, progress data, student work, and targeted supports through PLCs, coaching, and walkthroughs.

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. - 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	Pre-K daily instruction, consistent with the Pupil Progression Policy: 25%-35% Teacher Directed; 35%-45% Student Initiated; and 33% Center Time. Opportunities for literacy activities are available throughout the day. Kindergarten: 120 minutes daily - CKLA Skills, 60 minutes; CKLA Knowledge, 60 minutes. Teachers use CKLA routines, embedded differentiation, formative checks, and curriculum provided supplemental resources. Identified kindergarten students also receive 30 minutes of teacher-led High Dose Tutoring (HDT) three days per week. HDT targets current needs and does not replace core instruction.
English Language Arts textbooks and instructional materials used	Pre-K: Creative Curriculum, Frog Street (district pilot in five classrooms), and Heggerty Phonemic Awareness Curriculum. Kindergarten: Amplify Core Knowledge Language Arts (CKLA) Skills and CKLA Knowledge. Teachers use CKLA Skills assessment and remediation resources, CKLA Knowledge materials, decodables, and other supplemental resources included with the adopted curriculum. Pre-K uses PELI/Acadience Learning Online and Teaching Strategies SmartTeach data; kindergarten uses DIBELS 8/mCLASS. Curricular assessments and student work provide additional evidence.
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?
Tier II plan, including the amount of time	Students are selected using DIBELS, CKLA assessment results, classroom performance, and team review. A Learning Center teacher and paraprofessional provide 30 minutes of targeted Tier II intervention five days per week, in addition to and outside the protected Tier I block. The intervention skill, instructional resource, and progress-monitoring measure are matched to the student's identified need. Students scoring Well Below Benchmark are progress monitored weekly; students scoring Below Benchmark are monitored every 10 instructional days. The instructional team reviews

	response to intervention and adjusts group, intensity, or focus.
List of available interventions and their descriptions	mCLASS Instruction (K)) uses DIBELS 8 results to group students by skill gap and recommend targeted, ready-to-teach lessons. Amplify Boost (K) provides supplemental Science of Reading instruction; HDT may also provide Tier II support. CKLA assessment/remediation resources and district-authorized DIBELS progress-monitoring probes are matched to identified needs.
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 consists of 30 minutes of targeted small-group instructional time with the classroom teacher, certified Learning Center teacher, or a state-approved intervention program. This time occurs outside Tier I instructional minutes. When an external vendor program is used, the student pathway adjusts and aligns to individualized needs. School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted interventions are delivered and literacy goals are met. Students scoring Well Below Benchmark on DIBELS 8 are progress monitored weekly; students scoring Below Benchmark are monitored every 10 instructional days.
List of available interventions and their descriptions	mCLASS Intervention Kit (K-3) provides explicit small-group instruction paired with DIBELS 8/mCLASS data and Amplify CKLA. mCLASS Instruction, Amplify Boost, HDT, or another state- or district-approved intervention may be used according to the student's individualized pathway and identified literacy need.

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1, 3	Fall; Winter; Spring	Administer PELI (Pre-K) and DIBELS 8 (K); establish school baselines/targets; analyze subgroups; identify whole-group, small-group, HDT, Tier II, and Tier III needs.	Principal; AP/Test Coordinator; Instructional Specialist; Pre-K/K Teachers; Learning Center Staff	PELI; mCLASS/DIBELS ; SmartTeach; curricular assessments; TPLS	100% screened within windows; SMART targets; support groups; family reports; movement toward Pre-K 72% and K 65% at/above benchmark.
2, 3	Aug.-May	Implement Pre-K Creative Curriculum/Heggerty and the required teacher-directed, student-initiated, and center-time proportions; implement the 120-minute K Amplify CKLA block with fidelity.	Pre-K/K Teachers; Principal; Instructional Specialist	Creative Curriculum; Heggerty; Amplify CKLA; preparation tools; annotations	Schedules; CLASS/Bullseye walkthroughs; annotations; student work; curricular assessment evidence; improved teacher practice.
1, 2, 3	Sept.-May	Use biweekly PELI data for Pre K small groups; provide direct, explicit literacy instruction. Provide K HDT for 30 minutes three days weekly and regroup from DIBELS, CKLA, student work, and progress data.	Pre-K/K Teachers; Instructional Specialist	PELI Quick Checks; HQIM small-group lessons; CKLA remediation; DIBELS; HDT schedule	Small-group/HDT logs; annotations; progress graphs; regrouping decisions; improved priority literacy skills.
1, 3	Sept.-May	Provide K Tier II for 30 minutes five days weekly outside Tier I. Monitor Well Below weekly and Below every 10 days; review response and fidelity.	Learning Center Teacher/Para; AP; Instructional Specialist	mCLASS Instruction; Amplify Boost; CKLA remediation; DIBELS probes	Dosage/fidelity logs; weekly/10-day data; monthly team review; documented instructional adjustments.
1, 3	As identified	Provide Tier III through 30 minutes of targeted small-group instruction outside Tier I using the classroom teacher, certified Learning	Principal/AP; Classroom and Learning Center Teachers; Instructional	mCLASS Intervention Kit; mCLASS Instruction; Amplify Boost; HDT;	IASPs; dosage/fidelity records; weekly/10- day progress data as applicable; family reports; documented response and pathway adjustments.

		Center teacher, or an approved intervention program; implement IASPs and parent reporting.	Specialist	approved programs	
1, 2, 3	Monthly; after benchmarks	Conduct Pre-K/K ILT and PLC cycles focused on HQIM, CLASS/instructional practices, formative-assessment alignment, PELI/DIBELS results, subgroup performance, and response to support.	Principal; AP; Instructional Specialist; ILT; Pre K/K Teachers	PELI/DIBELS/ SmartTeach reports; CLASS/Bullseye tools; student work; progress data	Agendas; data displays; coaching plans; annotations; reteach/regroup decisions; walkthrough and student-growth evidence.
1, 3	Fall; each semester; after benchmarks	Host Pre-K Camp Read-A-Lot in fall; introduce the plan and share K DIBELS information at Open House; hold a second-semester family literacy activity; provide benchmark results and home strategies.	Principal; AP; Pre K/K Teachers; Instructional Specialist	PELI/DIBELS family reports; books; Rooms/Thrillshare ; grab-and-go resources	Camp Read-A-Lot and semester activity evidence; attendance; communication logs; family feedback; timely reports and home resources.

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>
Aug.-Sept. 2026	PELI/DIBELS administration and data analysis; Creative Curriculum/Heggerty and Amplify CKLA expectations; TPLS pathways; final school goal setting	Pre-K/K teachers; Learning Center staff; instructional specialist; administrators
Monthly, Sept.-Dec.	Pre-K explicit small-group literacy, PELI/SmartTeach use, CLASS dimensions; K CKLA unit/lesson preparation, foundational skills, remediation, and HDT planning	Pre-K/K teachers; instructional specialist; administrators
Jan.-May 2027	Midyear PELI/DIBELS response; differentiation and feedback; intervention fidelity/progress monitoring; family communication; Pre-K-to-K and K-to-grade-1 transition planning	Pre-K/K teachers; Learning Center staff; instructional specialist; administrators

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?
Aug.-Dec. 2026	Implement Pre-K Creative Curriculum/Heggerty and K Amplify CKLA with strong preparation, explicit teaching, active language/literacy engagement, formative assessment, and data informed differentiation.	CLASS/Bullseye trends; annotations; coaching notes; SmartTeach/PELI and CKLA/DIBELS evidence; student work; fall-to-winter movement.
Jan.-May 2027	Strengthen Pre-K small-group instruction and K HDT/Tier II/Tier III alignment, dosage, monitoring, regrouping, and family partnership so support matches assessed need.	Small-group/intervention logs; fidelity checks; progress graphs; winter-to-spring PELI/DIBELS; subgroup results; IASP implementation and pathway decisions.

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
Fall 2026 Camp Read-A-Lot / Open House	Pre-K: Host Camp Read-A-Lot with family read-alouds, literacy activities, and take-home resources. K: Explain the literacy plan, Amplify CKLA, DIBELS 8 categories, and supports at Open House; privately share results when available and model home practices.	Plain-language handouts; grab and-go activities; accessible digital/paper copies; translation or interpretation as needed; alternate contact/conference options.	Families; instructional specialist; public library/community readers; district staff as available
Jan.-Feb. 2027 Family Literacy	Host the required second semester literacy activity. Share	Multiple communication formats; flexible scheduling; translated	Families; public library/community readers;

Night	winter benchmark/progress updates; model CKLA-aligned activities; provide grab-and-go practice and family literacy tips through Rooms/Thrillshare; invite feedback and offer conferences.	materials/support as needed; low-cost and device independent activities; materials sent home to families unable to attend.	district/community partners to be confirmed
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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; Instructional Coherence; The Highland Way	A shared focus on HQIM fidelity, student centered data cycles, staff clarity, and continuous improvement keeps literacy as a schoolwide responsibility.	Monthly ILT/PLC artifacts; CLASS/Bullseye walkthroughs; annotations; coaching; PELI/DIBELS/SmartTeach/CKL A/student-work trends.
Pre-K small groups; HDT; Learning Center; IASP; ESS/504/EL supports; family engagement	Creates one continuum from healthy Tier I through targeted and individualized support while protecting core instruction and partnering with families.	Schedules/dosage; support rosters; fidelity checks; progress monitoring; subgroup reviews; IASPs; family communication evidence.

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.		
Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Pre-K/K staff and ILT	Review the plan in professional learning/PLC. Clarify grade-specific HQIM, schedules, assessments, roles, evidence, and TPLS pathways. Review implementation monthly and outcomes after each PELI/DIBELS benchmark; share quarterly Pre-K growth in language, print awareness, and alphabet knowledge.	Initial review by Aug. 26, 2026; weekly/regular PLCs; monthly monitoring; fall/winter/spring data reviews
Families and community	Post the plan on the school website. Introduce it through orientation/Open House; host Pre-K Camp Read-A-Lot and at least one literacy activity each semester; communicate through Rooms/Thrillshare. Provide individual PELI/DIBELS results, progress reports, conferences, support plans, and aggregate updates without identifying students. Transition Pre-K literacy information to K and K data to grade 1.	Website by Sept. 1, 2026; fall Camp Read-A-Lot/Open House; quarterly updates; after each benchmark; Jan.-Feb. Family Literacy Night; spring transition