



Local Literacy Plan
for
Lawtell Elementary
Saint Landry Parish School System

Principal Alcinda James
Superintendent Milton Batiste, III
August 24, 2026

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

At Lawtell Elementary, we empower every student to become a confident, resilient reader and writer who reaches their full potential. In every classroom, we build vibrant, print-rich environments with accessible, high-quality curricula where students actively engage in oral language, reading, and writing.

Literacy Mission Statement

Our primary, overarching goal is for all students to have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by administration 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?

Section 1B: Literacy 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)

Kindergarten - 3rd grade - By the end of the 2026-2027 academic year, as indicated by the DIBELS 8 literacy screener, Lawtell Elementary will actualize a 7% increase in students scoring in the On LEVEL, or Core, range. Full Attainment will be established when there is evidence of a 7-9% increase in students scoring ON LEVEL (Core) on the Spring EOY DIBELS 8 benchmark test, to be administered by May 2027. Progress monitoring will take place bi-weekly for Tier 2 and Tier 3 students, and monthly for Tier one students. Student academic progress will further be measured and monitored through weekly testing through the Amplify CKLA curriculum(grades K- 4) and Tier I Savvas curriculum (grades 5- 8). Students not progressing or excelling will be considered for lateral movement between Tier 1 and Tier 2 through SBLC meetings. Current Fall 2026 DIBELS 8 data indicates the following per grade level:

- Kindergarten - 14% (7 of 50 of students) scored Core and Above; therefore we need to increase that number to 21% (11 of 50 students) to attain our goal.
- First Grade - 23% (7 of 31 students) scored Core and Above on BOY; therefore we need to increase that number to 30% (10 of 31 students) to attain our goal.
- Second Grade - 49% (18 of 37 students) scored Core and Above on BOY; therefore we need to increase that number to 56% (21 of 37 students) to attain our goal.
- Third Grade - 52% (14 of 27 students) scored Core and Above on BOY; therefore we need to increase that number to 59%(16 of 27 students) to attain our goal.

4th - 8th grade students - Academic Goal - By the end of the 2026-2027 academic year, all students will write in response to both literary and informational text bi-weekly, increasing in proficiency through the formation of cohesive paragraphs to be demonstrated through their bi-weekly grades using curriculum rubrics. Academic Target - Full attainment will be established on the 2027 Spring LEAP 2025, when Lawtell Elementary actualizes a 10% decrease in students scoring basic and below and a 10% increase in students scoring Mastery or above in all relevant grade levels. Progress monitoring will take place bi-weekly for Tier 2 and Tier 3 students, and monthly for Tier one students. Student academic progress will further be measured and monitored through weekly testing through the curriculum. Student academic

Section 1B: Literacy Goals

progress will further be measured and monitored through weekly testing through the Amplify CKLA curriculum(grades K- 4) and Savvas curriculum (grades 5- 8). Students not progressing or excelling will be considered for lateral movement between Tier 1 and Tier 2 through SBLC meetings.

Current Spring LEAP 2025 ELA data indicates the following by grade level:

- Fourth Grade- 68% of students scored below proficiency, requiring a decrease to 58% scoring below proficiency, and an increase to 41% scoring Mastery or above to attain our goal.
- Fifth Grade- 79% of students scored below proficiency, requiring a decrease to 69% scoring below proficiency, and an increase to 30% scoring Mastery or above to attain our goal.
- Sixth Grade- 88% of students scored below proficiency, requiring a decrease to 78%, and an increase to 22% scoring Mastery or above to attain our goal.
- Seventh Grade- 63% of students scored below Basic, requiring a decrease to 53%, and 37% scored Mastery or above, requiring an increase to 47% to attain our goal.
- Eighth Grade- 67% of students scored below proficiency, requiring a decrease to 57%, and 33% scored Mastery or above, requiring an increase to 43% to attain our goal.

Subgroups most in need of literacy intervention - Students who are most in need of literacy intervention include the following subgroups: Students with disabilities and Economically disadvantaged. Students in grades K-5 will have access to HDT three times a week for 30 minutes each session by a highly effective teacher or trained individual. All grade levels will participate and have access to after school programs that focus on literacy, to include Learning Beyond the Bell.

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; include multiple formats for reading texts (e.g. hard copy/computer based, etc.,) establishing environments that support individual, small group, and whole group learning, scaffolding and differentiating instruction and activities within the curriculum to address individual student learning needs; providing targeted instruction for those not progressing or failing to meet benchmark goals, and offering daily opportunities for students to self-select books and other texts

Section 1B: Literacy Goals

	and/or to collaboratively engage with peers to discuss their learning.
Goal 2 (Teacher-Focused)	LEADS/CLASS results will reveal that all teachers will demonstrate effective teaching practices that include meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction. This will be monitored through learning walks and formal and informal observations, to be communicated through Bullseye and Compass. Action steps : ● Facilitate ongoing professional development for teachers aimed at building knowledge relative to the science of reading and writing. ● Focus on integration of best practices and evidence-based strategies in classrooms. ● To improve instructional practice, teachers will receive initial and ongoing professional development based on the Tier I curriculum. ● Provide coaching support and feedback to teachers based on observations. ● Use consistent instructional strategies across classrooms. ● Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording. ● Schedule meetings for teachers to analyze assessment results; meetings to share collaboratively with peers and others who serve students. ● Teachers will improve overall reading proficiency through the use of Tier I curricular resources. ● The principal and learning center teacher will establish a master schedule that supports tutoring opportunities using Accelerate lessons curated by LDOE. ● The school will promote the creation of a functioning library and AR to promote recreational reading. ● Schedules shall permit quarterly data review of benchmark assessments. ● Teachers and administrators will monitor the use of Amplify Reading student reports. ● Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness across the curriculum. ● 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 object ● 100% of teachers utilize the HQIM for daily instruction

Section 1B: Literacy Goals	
	• 100% of teachers utilize literacy data to drive, inform, and adjust instruction
Goal 3 (Program-Focused)	Early Learning • 100% of Pre-K teachers will utilize the Tier I curriculum (Creative Curriculum). They will also use Heggerty Phonemic Awareness Curriculum to reinforce literacy and language skills. • 100% of teachers use biweekly PELI progress-monitoring data to identify small groups for Literacy Small Group activities within HQIM lessons. Evidence: PELI Progress monitoring data, teacher annotations • 100% of teachers identify the curricular assessments within the unit to determine how skills will be assessed for mastery within the curriculum. Evidence: teacher annotations • 80% of observed lessons show evidence of teachers providing direct & explicit instruction in small groups that supports student understanding of identified priority literacy skills. Evidence: Walkthrough data, student work • 80% of observed lessons show alignment in daily formative assessment tasks/questions with priority literacy skills. Evidence: Walkthrough data, student work To implement a literacy program that includes the implementation of a Tier I Reading curriculum, provide student support through a kindergarten - 8th grade reading intervention program, develop teacher effectiveness with ongoing support from instructional team members, and is closely monitored through weekly professional learning communities and current data. K-2 • 100% of all regular education kindergarten - 2nd grade 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 elementary classrooms. • Monitor implementation of curriculum and evidence based practices through formal and informal observations - Bullseye Education

Section 1B: Literacy Goals

- Develop a curriculum pacing guide and ensure fidelity to the pacing schedule
 - Adjust curriculum alignment to eliminate gaps
- ### 3-4
- 100% of regular education 3-4 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 qualitative features with which students might struggle over the course of the unit.
 - Teachers will implement CKLA curriculum using the standards-aligned unit preparation protocol. Monitor implementation of curriculum and evidence based practices through formal and informal observations - Bullseye Education
 - Develop a curriculum pacing guide and ensure fidelity to the pacing schedule
 - Adjust curriculum alignment to eliminate gaps

Grades 5–8

- 100% of teachers will implement the Savvas curriculum through standards-aligned unit preparation and structured learning protocols.
- 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 common assessments, 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
- Develop a curriculum pacing guide and ensure fidelity to the pacing schedule
- Adjust curriculum alignment to eliminate gaps

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? 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	As per our Pupil Progression Policy, the following amounts of time are dedicated to core literacy instruction daily ● Pre-K 25%-35% (Teacher Directed) ● Pre-K 35%-45% (Student Initiated) ● Pre-K 33% (Center Time) ○ Opportunities for literacy activities are available throughout the day. ● K-2 120 minutes ● 3-4 90 minutes ● 5-8 70-90 minutes
English Language Arts textbooks and instructional materials used	● Pre-K: Creative Curriculum, Frogstreet(pilot program in 5 classrooms) & Heggerty ● K-4: Amplify CKLA Core Knowledge ● 5-8: Savvas MyView & 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?

Section 2: Explicit Instruction, Intervention and Extension

	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, 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 High Dosage Tutoring blocks. Administrators and teachers will 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 two weeks.
List of available interventions and their descriptions	● Additional Supports and Interventions ○ mClass Instruction (K-3)--uses student results from DIBELS 8th Edition or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons ○ Amplify Boost (K-2)-- a supplemental reading program based on the Science of Reading. ○ HDT (K-5)--Support and intervention provided by a highly effective teacher or an external vendor. ○ Lexia (Grades 4-5 at CLSD schools)---Core 5 is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. ○ Lexia Power Up (6-8 at CLSD schools)--accelerates literacy gains for students in grades 6-8 who are at risk of not meeting College- and Career-Ready Standards. ○ Savvas Successmaker (Grades 5-8)-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? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	Tier III consists 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 or her individualized needs. This time is outside of Tier 1 instructional minutes. Administrators and teachers will 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 two weeks.
List of available interventions and their descriptions	● Additional Supports and Interventions ○ mCLASS Intervention Kit (K-3)–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. ○ mClass Instruction (K-3)–uses student results from DIBELS 8th Edition or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons ○ Amplify Boost (K-2)– a supplemental reading program based on the Science of Reading. ○ HDT (K-5)--Support and intervention provided by a highly effective teacher or an external vendor ○ Lexia (Grades 4-5 at CLSD schools)---Core 5 is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. ○ Lexia Power Up (6-8 at CLSD schools)--accelerates literacy gains for students in grades 6-8 who are at risk of not meeting College- and Career-Ready Standards. ○ Savvas Successmaker (Grades 5-8)-is a personalized learning and adaptive learning program for reading intervention and differentiation.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
2	Pre-K 4 Instructional Support for Literacy: Preschool Early Literacy Indicators (PELI) Fall, Winter, Spring Benchmark Assessments	In the fall semester, Pre K teachers will administer the PELI to gain a baseline for students' skill level in alphabet knowledge, phonological awareness, vocabulary and oral language, and comprehension. The PELI benchmark assessment will be administered three times a year (fall, winter, spring). Teachers will progress monitor students between PELI benchmark assessments using Quick Checks	Administrators, Literacy Coaches	PELI Benchmark Assessments: (fall, winter, spring) PELI Assessment Data Reports	-To measure early literacy development and ensure students achieve foundational Kindergarten readiness milestones, administrative leadership systematically tracks student performance and teacher instructional data using PELI assessment reports across three mandatory reporting windows: Fall, Winter, and Spring. This tri-annual assessment framework establishes a clear trajectory of student growth in phonemic awareness, alphabet knowledge, vocabulary, and listening comprehension, while ensuring that instructional practices remain tightly aligned with district early literacy benchmarks. -School progress toward Kindergarten readiness goals is driven by ongoing analysis of student benchmark performance alongside teacher documentation of small-group instruction. Following each PELI testing cycle, leadership teams evaluate both whole-group trends and targeted small-group intervention data to monitor progress toward the school goal of at least

Action Plan					
					72% of kindergarten students achieving benchmark status on the Spring PELI assessment. Small-group instructional logs, student anecdotal records, and progress-monitoring data are reviewed monthly to verify that flexible grouping strategies directly address identified skill deficits, ensuring high-leverage, differentiated instruction for students performing below or well-below benchmark. -To maintain instructional fidelity, administrative walkthroughs and data-review sessions evaluate how teachers use PELI diagnostic data to inform daily small-group literacy routines. Teachers achieving less than 70% on-track status during Fall or Winter checkpoints are provided targeted instructional coaching, tailored small-group lesson resources, and bi-monthly progress monitoring support. This comprehensive data-driven cycle ensures early identification of learning gaps and maximizes small-group instructional impact.
3	August 2026-May 2026	Ongoing Professional Development PD Continuous learning focus: Foundational skills	Outside Vendors: Creative Curriculum and	CLASS observation results, CLASS Debriefing	-To build educator capacity and drive high-quality early literacy instruction, administrative leadership requires all instructional staff to

Action Plan					
		of literacy (phonemic awareness and alphabet knowledge) LETRS (Science of Reading for Early Childhood Educators) Heggerty Phonemic Awareness Curriculum Fidelity of Tier I Curriculum Implementation PLCs and Data Analysis (CLASS, Teaching Strategies Smart Teach, PELI	CLASS, B-5 Literacy Coaches, Pre K Instructional Coach, Early Learning District Personnel	forms, Coaching Plans, student growth as evidenced in TS GOLD and PELI Data Reports Creative Curriculum Fidelity Tool Agendas, Sign-in Sheets, Pathways Hours and Certificates	achieve 100% completion of the "Growing Reading Brains" professional development series grounded in the Science of Reading. Completion tracking and mastery metrics ensure that teachers acquire deep content knowledge in evidence-based reading instruction. To translate this learning into classroom practice, dedicated curriculum professional development sessions are held throughout the academic year, with administrative compliance verified through detailed meeting agendas and signed attendance sheets maintained for state auditing purposes. -To support career-entry educators and ensure seamless alignment with district literacy standards, comprehensive coaching plans for new teachers are initiated upon hire. These plans establish structured mentoring, job-embedded modeling, and bi-monthly observation-feedback cycles focused on foundational reading strategies, classroom management, and curriculum implementation. Systemic monitoring of overall classroom environments and teacher-student interactions is measured through formal Classroom

Action Plan					
					Assessment Scoring System (CLASS) observation scores, aiming for school-wide domain scores meeting or exceeding district and state-designated proficiency thresholds in Emotional Support, Classroom Organization, and Instructional Support. -Ongoing fidelity of daily instruction is monitored through routine leadership walkthrough data, which evaluates the real-time application of Science of Reading strategies and curriculum alignment. Walkthrough findings are synthesized monthly alongside CLASS observation trends and coaching logs to identify professional development needs, refine new-teacher support structures, and ensure that evidence-based reading practices are consistently executed in every classroom.
1,3	Fall (August) BOY Winter (December) MOY Spring (April) EOY ACT 422 - 3rd grade - May and June for students who score 'Well Below	Administration of DIBELS 8th edition Literacy Screener data The DIBELS 8th edition literacy screener is used for: • universal screening to find students who may be	School administrator Learning Center teachers ELA teachers	Resources provided by district Supervisor of Testing-T. Preston B. Meche Learning Center Teachers LDOE	Progress monitoring using mCLASS • -WB: once per week • -Below Benchmark: Every two weeks Winter and Spring results will show a measurable increase in performance with at least a 5.2% increase in students scoring at or

Action Plan					
		at risk for reading difficulties; • identifying skills to target for instructional support; • progress monitoring at-risk students while they receive additional, targeted instruction; and • examining the effectiveness of school-wide literacy supports Parents receive notification after each administration of Acadience Reading, if students are reading "below" grade level		released probes and directives	above benchmark. Evidence: mCLASS DIBELS data
2	Weekly (August - May)	Teacher Collaboration Meetings Administrators, Literacy Coach and ELA instructional specialists will deliver professional learning sessions pertaining to unit / domain unpacking Resources available in LDOE's Literacy Library Engage in professional	Administrators, Literacy coach, ELA teachers	K-2 Preparation Protocol 3-12 Lesson Preparation Assessment Remediation Guide CKLA resources	All teachers will engage in unit preparation 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

Action Plan					
		learning communities that address effective instruction and the linkages among curricular goals and standards, content, assessments, and teaching strategies			
1,2	September-March	K-8 School - led learning walks utilizing the school or district created walk-through document ELA literacy coach, ILT team, and school administrators will utilize the released LDOE, district, or school walk-through 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. Ongoing Monitoring of Curricular implementation with a focus on foundational literacy skills - phonemic awareness,	ELA Instructional Team members Literacy Coach School Administrators	School, 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 Additional Evidence: Lesson Annotations Observation logs Bullseye Feedback Teacher effectiveness as evidenced by Observation reports Student growth Student work Lesson Annotations

Action Plan					
		phonics, fluency, vocabulary, and comprehension Provide intentional opportunities to support children's phonological awareness and ensure children have opportunities to write for a variety of purposes			
2	August - May	Ongoing focus on differentiated instruction Diverse Learners Dyslexia English Learners 1508/504 students Cultural and Dialectical Sensitivity 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 subpopulations in data tracking	Administrators, Literacy Coach, ELA Teachers	Classroom walkthrough data Classroom observations Review of Accelerate exit tickets Annotated lesson plans	100% of teachers will document evidence of differentiated supports in lesson plans. (i.e. small group instruction, visual supports) Evidence: School wide intervention reports, Lesson plans Review of instructional feedback Participation in PLC's and /or leadership team meetings (PLC Agendas/sign in sheets)

Action Plan					
3	August - May	Daily targeted small group intervention • After school literacy intervention • LIFT (Literacy Interventions and Foundational Tools) • FIRE (Foundational Instruction for Reading Excellence) • Amplify CKLA - Instruction and Assessment Remediation Guide • Lexia Core 5 and PowerUp	Learning Beyond the Bell program tutors and facilitators Fluent Flyers Tutoring Program Tutors and facilitators Literacy Coach Administrators Instructional Specialist	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 Grades 4-8 • Lexia performance and implementation data for –Utilize resources (lessons) within the platform to guide teacher intervention. • Common assessment analysis and 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 and educators; identify teacher understanding of evidence-based practices	School based Teacher Leader Summit	Annotated Lesson Plans School, District, or Curricular Walkthrough Documents	Teachers will participate in school-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

Action Plan					
				K-2 Preparation Protocol 3-8 Lesson Preparation CKLA Participant Notebooks Savvas Online Resources & Curriculum	Evidence of growth in indicators - TCK, TKS, and IP on the LER rubric
2	Professional Development	Complete Growing Reading Brains 5-part program for Prek and birth-5 teachers.	Teachers	Center of Literacy and Learning Canvas site and curriculum	Upon completion, teachers will receive a certificate. Teachers must score 80% or better on each end-of-unit assessment.

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>
Weekly sessions (August - May)	Professional Learning Committee Meetings • focused on student work analysis. • review and discuss assessments, students' writing samples, and strategies to improve comprehension and vocabulary. Common Planning meetings will also focus on planning lessons/units together. • review of professional development slides/ tutorials/ videos available through LDOE Literacy Library to address any differentiated needs within the teachers and staff due to experience and prior knowledge.	ELA teachers grades Kn-8
5 sessions throughout the year	Growing Reading Brains	Birth to 5 teachers
3 sessions during the 26-27 school year	Lexia (Implementation, Data Analysis, Monitoring)	ELA teachers grades 4 - 8I
2 sessions at the beginning of the 2026-2027 School Year	mCLASS, Data Analysis, and Amplify BOOST	K - 2 Teachers, Learning Center Teachers, Literacy Coach

Section 3A: Professional Learning: Partners (if applicable)		
3 Sessions at the beginning of the 2026-2027 School Year	Amplify CKLA Curriculum Implementation	Grades 1, 2, 3, 4 Teachers, Literacy Coach, Instructional Coaches, Administrators
3 Sessions throughout the year	Savvas Curriculum Implementation	Grades 5-8 Teachers, Literacy Coach, Instructional Coaches, Administrators
2 Sessions throughout the year	Savvas Successmaker	Grades 5-8 Teachers, Instructional Coaches, Administrators
1 session at the beginning of the year	Savvas Modeled Lesson MyView MyPerspectives	Grade 5 Grades 6-8 Teachers, Instructional Coach, 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 School Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality K-2 HQIM implementation through the Unit Study Protocol and 3-8 HQIM Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery	Review TC Long-Range Plan, TC agendas, Completed K-2 Unit Study tool, 3-8 Unit Protocol, Lesson plans, and teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. Observe lessons to

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

		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.	PELI Progress Monitoring Analysis: Review biweekly PELI scores alongside teacher roster plans to ensure student groups and targeted activities update based on real-time student needs. Student Work Sampling (Grades Pre-K-8): 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?

Section 4: Family Engagement Around Literacy

- 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 - May	Accelerated Reader - Parents are asked to listen to their child read books with their child at home. - Students can check out books from the school library.	- Students can check out books from the school library to bring home to read with parents - Reports go home every nine weeks on the students progress on obtaining their Accelerated reader points	Parents, families
August - May	District Parent Newsletter "Helping Children Learn" will be uploaded to our parental communication media outlets (website, thrillshare, etc.)	- Parents can read the Parent Newsletters to help their children learn. - The newsletter will be translated into Spanish for the benefit of our EL parents and guardians.	Parents, families
August - May	Literacy resources and support updated on school website	- Parents can find tools and resources on the school website for Literacy support. - Feedback from parents regarding home literacy activities through parent surveys to be conducted at least twice per year. - Parents / Guardians will give feedback and communicate with teachers and staff regarding fluency practice via , Rooms and Thrillshare throughout the academic year	Parents, families

Section 4: Family Engagement Around Literacy

August - May	*High school students, family volunteers, and/or community leaders to come read with students	- Local high school students, family volunteers and/or community leaders will come to read to the lower elementary (Prek-2) students - One or more readers will read at least one story in Spanish and English for the benefit of our EL students and to foster better cross-cultural relationships within the community. - Feedback from students regarding literacy activities through student surveys to be conducted at least twice per year.	Local High School students, family volunteers, and/or community leaders
August - May	*Reading incentives will be given to students to increase literacy skills/ motivation.	-Book Vending Machine	
August - May	Access the family engagement around literacy guide through LDOE as needed to further encourage and enhance family and community engagement in literacy with our students.	1. family engagement around literacy site	Administration Staff Faculty Parent Involvement Committee
November & February	Family literacy-Reading Night	Schools will communicate this information via letter, Thrillshare, and Rooms. Parents unable to attend will receive literature and one of the grab and go activities.	Community partners
October	Family data chats	Parents and students are informed about LEAP assessments, student growth goals, testing dates/times, etc.	Parents and families

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	Literacy goals are included in the plan.	Plan to monitor thorough classroom observations, lesson planning, and progress monitoring. Evidence of success is student growth as shown by the data.
Pre-kindergarten age 4	PreK students engage in foundational skills through Creative Curriculum	Plan to monitor through progress monitoring. Evidence of success is student growth as shown on TS Gold.
Cross-Curricular Connections	All grade levels will be given the opportunity weekly to meet and plan cross curricular lessons that address literacy skills appropriate to each grade level.	Agendas, meeting notes and sign in sheets from common planning grade level meetings.
Community	Community members or middle school students will be invited to read to students in elementary grades at least twice each year	Sign in sheets

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.

Section 6: Communicating 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
School administration, teachers, paraprofessionals, families	Create literacy block schedules, ensuring one is assigned specifically for core instruction and intervention grounded in the foundations of reading. Kindergarten-2nd grade-2 hours of instruction daily/ 3rd-8th grade- 90 minutes of instruction daily. -This will be communicated to parents, students and staff through the student/ school grade level schedule, via class and/ or grade level newsletters as well as the LES website.	August 2026
School administration, teachers, paraprofessionals, families	We have established an Instructional Leadership Team and lead ELA teachers to ensure implementation of core curriculum and use of remediation guides. We have an effective learning center teacher. - Student progress for grades K-4 Tier 2 learning center students will be communicated to parents at least once per nine week academic period in the form of progress reports. - Student benchmark results for all grades will be communicated to parents and students through progress reporting. - Grading period results will be reported every 9 weeks throughout the academic year. - Progress reports regarding report card grades will be sent home midway through each 9 week grading period. - Parents/ Guardians can communicate with teachers/ staff/ administration via Thrillshare, Remind, Class Dojo, student agendas, or by calling the school and	August 2026 - May 2027

Section 6: Communicating the Plan

	speaking to the teacher during planning period. Additionally , parents can schedule meetings during teacher planning periods to further communicate regarding student progress in literacy.	
School administration, teachers, paraprofessionals, families	School administration will receive academic feedback from classroom observations, via SLPSD newsletter, instructional specialist observation emails, BULLSEYE observational tool, and during the monthly administrative meetings.	Ongoing
School administration, teachers, paraprofessionals, families	School Facebook account School text message - Thrill share School website Class Newsletters Student agendas Monthly Student-School Calendar	Ongoing
School administration, teachers, paraprofessionals, families	The School Literacy Plan will be uploaded to our Lawtell Elementary School website upon approval by the LDOE. The School Literacy Plan will also be made available in printed form, both in Spanish and English, to all community members requesting a copy. A link to the School Literacy Plan will also be made available through Thrill share and/ or Rooms.	Ongoing