

Local Literacy Plan for Leonville 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

Every Leonville student will become a confident, capable reader, writer, speaker, and thinker who can successfully engage with increasingly complex text and communicate learning across all content areas.

Literacy Mission Statement

Leonville Elementary will improve literacy outcomes for every student through consistent implementation of high-quality instructional materials, explicit standards-aligned instruction, responsive small-group support, targeted intervention, collaborative data analysis, and strong partnerships among teachers, leaders, students, 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?

Answers:

1. **Overall Literacy Goals:** Improve literacy achievement through strong Tier I instruction, targeted intervention, and consistent use of student data.
2. **Student-Focused Goals:** Increase K–3 students meeting DIBELS benchmarks, reduce Below/Well Below students, and increase grades 3–8 LEAP ELA Mastery+ by at least 5 percentage points.
3. **Teacher-Focused Goals:** Ensure 100% of ELA teachers implement HQIM with fidelity and at least 80% of observed literacy lessons meet established instructional expectations.
4. **Program-Focused Goals:** Protect Tier I instruction, provide intervention outside of core instruction, and use ILT/PLC data cycles to monitor and adjust student supports.
5. **Measurement:** Monitor progress through DIBELS, LEAP ELA, HQIM assessments, student work, progress-monitoring data, and literacy walkthroughs.

Goal 1 (Student-Focused)	K–3: Using the 2025–2026 EOY DIBELS 8th Edition results as the baseline, increase the percentage of students scoring At/Above Benchmark by the end of the 2026–2027 school year, while reducing the percentage of students scoring Below and Well Below Benchmark through skill-specific intervention, flexible grouping, and consistent progress monitoring.
Goal 2 (Teacher-Focused)	By May 2027, 100% of ELA teachers will implement district HQIM with fidelity and use current literacy data to plan instruction. At least 80% of observed literacy lessons will show grade-level targets, explicit modeling, aligned formative assessment, purposeful reading/speaking/writing, responsive small groups, and text-based reasoning.
Goal 3 (Program-Focused)	Maintain a coherent literacy system in which Tier I is protected, intervention occurs in addition to core instruction, and ILT/PLC cycles respond to DIBELS, LEAP, HQIM assessments, student work, and walkthrough evidence. Protect, Bubble, Recovery, and Intensive groups will be reviewed monthly and after benchmark windows.

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	- 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 (<u>K-2 Skills Unit</u>, <u>K-2 Skill Lesson</u>, <u>K-2 Knowledge Unit</u>, <u>K-2 Knowledge Lesson</u>, <u>3-12 Unit Preparation</u>, <u>3-12 Lesson Preparation</u>) - What data and resources are being used to support <u>extension</u>? Answers Yes. K–4 teachers implement Amplify CKLA, and grades 5–8 implement Savvas MyView/MyPerspectives using district unit and lesson preparation protocols. Classroom teachers provide both core instruction and flexible Tier I small-group support based on current student data. Yes. PLCs review HQIM assessments, DIBELS, LEAP/Interim data, student work, and common formative assessments to evaluate the effectiveness of Tier I instruction. Yes. The ILT conducts weekly literacy walkthroughs to monitor HQIM implementation, explicit instruction, student engagement, formative assessment, writing, academic discourse, and responsive small-group instruction. Yes. Administrators and the ILT conduct weekly literacy walkthroughs to consistently monitor Tier I instruction and identify areas for support. Yes. PLCs use HQIM, DIBELS, LEAP/Interim, student work, and formative assessment data to determine needs for reteaching, intervention, extension, and flexible grouping. Yes. Teachers and instructional leaders receive ongoing training and support in HQIM unit and lesson preparation through professional learning, PLC/teacher collaboration, ILT support, walkthrough feedback, modeling, and coaching. Yes. Student data is used to determine extension needs and adjust flexible Tier I groups. Extension strategies include increased text complexity, stronger writing expectations, expanded vocabulary, independent reading, and evidence-based discussions.
Amount of time spent on daily literacy skills instruction and how it is used	Grades K-2: 120 minutes daily (60 Skills + 60 Knowledge). Grades 3-4: 90 minutes daily. Grades 5-8: 70-90 minutes daily. Intervention/HDT occurs outside protected Tier I literacy minutes.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	K-4: Amplify CKLA Core Knowledge. Grades 5-8: Savvas MyView / MyPerspectives. Supplemental supports address identified needs and do not replace HQIM.
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? Answers: 1. Yes. Tier II intervention is provided by classroom teachers, Learning Center teachers, tutors, or trained interventionists using district-approved resources. 2. Yes. Students are identified for intervention using DIBELS, LEAP, and HQIM assessment data. Students scoring Below Benchmark on DIBELS are progress monitored at least every 10 days, with groups adjusted based on results. 3. Yes. Interventions target specific skill gaps identified through DIBELS, LEAP, HQIM assessments, and classroom data. Progress-monitoring results are used to adjust instruction and student groups as needed. 4. Yes. Tier II intervention, High Dosage Tutoring, and Learning Center services are scheduled outside of protected Tier I literacy instruction to ensure students continue receiving grade-level core instruction. 5. Yes. Students scoring Below Benchmark are progress monitored at least every 10 days, with intervention and grouping adjusted based on student progress and need.
Tier II plan, including the amount of time	Minimum 30 minutes of targeted small-group intervention outside Tier I. HDT blocks may provide additional support. IASPs and family communication are completed as required.
List of available interventions and their descriptions	• mCLASS Instruction/Intervention (K-3) • Amplify Boost (K-2, as assigned) • High Dosage Tutoring (K-5) • Savvas SuccessMaker (5-8) • Learning Center intervention • HQIM-aligned small group
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?

Section 2: Explicit Instruction, Intervention and Extension

	- Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? Answer: Yes. Tier III intervention is provided by trained classroom teachers, Learning Center staff, interventionists, tutors, and/or other appropriately trained literacy personnel. Staff providing intensive intervention receive support in the use of approved intervention resources, explicit foundational literacy instruction, progress monitoring, and data-based instructional decision making. The ILT/MTSS team monitors implementation and provides additional coaching or support when needed. Yes. DIBELS 8th Edition/mCLASS, HQIM assessments, classroom evidence, intervention data, and other applicable curriculum-based measures are used to monitor the effectiveness of Tier III intervention. Students receiving intensive support are progress monitored at least weekly. The ILT/MTSS team reviews student response to intervention and uses the results to adjust the targeted skill, instructional approach, group size, frequency, or intensity when adequate progress is not demonstrated. Yes. The intervention is "matched to foundational reading needs" of Well Below Benchmark/intensive students, indicating alignment between identified needs and intervention focus. Progress monitoring occurs weekly, and the ILT/MTSS reviews response to intervention and adjusts support when progress is inadequate. Yes. "Tier III occurs in addition to protected Tier I instruction," confirming that students receive both core instruction and intensive intervention without one replacing the other. Yes. Progress monitoring occurs weekly, meeting the minimum standard. Additionally, the ILT/MTSS reviews response to intervention and "intensifies or changes support when progress is inadequate," demonstrating that monitoring data drives instructional adjustments.
Tier III plan, including the amount of time	Daily targeted intervention outside Tier I; intensity, group size, and duration are adjusted to student need. Progress monitoring occurs at least weekly.
List of available interventions and their descriptions	mCLASS Instruction/Intervention resources (K-3); Amplify Boost (K-3, as assigned); High Dosage Tutoring (K-5); Savvas SuccessMaker (Grades 5-8); Learning Center targeted intervention; teacher-led HQIM-aligned small groups.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1 Student Achievement	Aug. 2026–May 2027; BOY/MOY/EOY reviews; monthly monitoring	Establish BOY baseline; create Protect/Bubble/Recovery/Intensive groups; provide skill-specific instruction and intervention; monitor Below Benchmark every 10 days and Well Below weekly; review DIBELS/LEAP groups monthly; regroup based on data.	Principal, APs, ILT, ELA teachers, Learning Center, intervention/HDT staff	DIBELS 8; mCLASS; LEAP/Interim; HQIM assessments; ILT Command Center	Increased At/Above Benchmark; reduction in Below/Well Below; +5 percentage points LEAP ELA Mastery+; documented monthly student movement.
2 Teacher/ HQIM Implementation	Aug. 2026–May 2027; 6–9 week ILT/PLC cycles	Provide PL on HQIM, Science of Reading, unit/lesson preparation, formative assessment, explicit instruction, writing, academic discourse, and data-driven grouping. Provide coaching/modeling based on walkthrough trends.	Principal, APs, ILT, district literacy support, grade/content teams	CKLA/Savvas; LER indicators; walkthrough tools; student work; PLC protocols	100% HQIM implementation; ≥80% of observed lessons meet literacy look-fors; improved lesson internalization, student engagement, and student work.
3 Intervention & Program Structure	Aug. 2026–May 2027; weekly/biweekly progress monitoring; monthly ILT/MTSS reviews	Protect Tier I minutes; provide Tier II/III intervention outside core instruction; monitor intervention fidelity and attendance; review progress-monitoring data; adjust groups, intensity, and supports; maintain IASP/family communication.	Principal, APs, counselors, ILT, teachers, Learning Center, intervention/HDT staff	Master schedule; IASP; intervention logs; DIBELS/mCLASS; progress-monitoring reports; family contact logs	Tier I minutes protected; progress monitoring completed on schedule; documented intervention adjustments; student growth; IASP and family communication completed.

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>
August 2026	HQIM Launch & Implementation: CKLA/Savvas unit and lesson preparation; literacy non-negotiables; Science of Reading; review DIBELS and LEAP baseline data.	K–3 teachers, Learning Center, intervention/HDT staff, ILT
Sept-Oct 2026	Assessment & Intervention: mCLASS/DIBELS analysis; flexible grouping; foundational skills; Tier II/III intervention; progress monitoring; IASP implementation.	K-3, Learning Center, intervention/HDT staff, ILT
Nov-Jan	Strengthening Tier I: Formative assessment; student work analysis; explicit instruction; moving Basic to Mastery; text-dependent writing and academic discourse.	Grades 3-8 ELA, ILT, administrators
Feb–March	HQIM & Data Response: Review MOY data; adjust instruction and intervention; strengthen HQIM implementation based on walkthrough and student performance trends.	ELA teachers, ILT, intervention staff, administrators
April–May	Evaluate & Plan: Analyze EOY DIBELS, LEAP/assessment trends, student work, and walkthrough data to evaluate PL effectiveness and identify priorities for the next school year.	ELA teachers, ILT, administrators, district literacy support

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	At least 80% of teachers demonstrate lesson internalization and alignment among standards, tasks, formative checks, and mastery expectations	Teacher annotations; PLC artifacts; walkthroughs; formative assessment results.
Data-Driven Explicit Literacy Instruction	At least 80% of teachers use current DIBELS, HQIM, and LEAP data to update groups and provide explicit instruction based on identified student needs.	Progress-monitoring reports; group rosters; intervention logs; student work.
HQIM Implementation & LER Look-Fors	Strengthen consistent implementation of HQIM and literacy best practices using LER indicators to identify areas for instructional improvement. LER-aligned walkthroughs; PLC observations; coaching feedback; HQIM implementation evidence.	Strengthen consistent implementation of HQIM and literacy best practices using LER indicators to identify areas for instructional improvement. LER-aligned walkthroughs; PLC observations; coaching feedback; HQIM implementation evidence.
Student Engagement, Writing & Academic Discourse	Increase opportunities for students to read, write, discuss, and respond to grade-level text using evidence.	Walkthrough data; student work; writing samples; formative assessments.
Intervention & Progress Monitoring	Ensure Tier II/III interventions target identified skill gaps and are adjusted based on student progress.	DIBELS progress monitoring; intervention logs; MTSS/ILT reviews; student growth.
Reflection & Next Steps	Evaluate progress toward annual literacy goals and identify instructional priorities for the next cycle/year.	BOY/MOY/EOY data; LEAP results; walkthrough trends; PLC/ILT reflection and action steps.

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?

Section 4: Family Engagement Around Literacy

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
Aug-Sept	Family Literacy & Parent Information Meetings: Share literacy priorities, Tier I expectations, DIBELS/LEAP goals, grade-level expectations, and available supports.	Rooms/Thrillshare/Facebook; printed and digital materials; translated materials as needed.	School staff; district literacy support
Sept-Oct	DIBELS Family Learning: Help families understand benchmark levels, student data, and ways to support foundational literacy skills at home. Provide Grab & Go activities.	Flexible meeting options; printed/digital resources; home-language support.	District/zone and community partners
Oct-Dec	IASP & Student Progress Updates: Communicate individual literacy goals, interventions, progress-monitoring results, and ways families can support identified skills at home.	Parent conferences; phone/email; Rooms; flexible scheduling; translated materials as needed.	Teachers; intervention staff; Learning Center; families
Jan-Feb	Midyear Literacy/Data Night: Review MOY DIBELS and student progress and provide grade-level reading, writing, and vocabulary strategies for families.	Family-friendly data reports; take-home resources; digital access; flexible scheduling	School staff; district literacy support; community partners
Mar-May	Literacy Resources & Summer Learning: Provide families with literacy activities, reading resources, library information, and strategies to continue literacy development beyond the school day.	Printed/digital resources; take-home activities; online resources	Public library; district staff; community organizations

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
Leonville School Improvement Plan	Aligns literacy goals with Tier I instruction, student support, data analysis, and family engagement.	Quarterly SIP reviews; DIBELS/LEAP data; walkthroughs; PLC/ILT artifacts.
ILT Command Center / SPS Leverage	Uses Protect, Bubble, Recovery, and Intensive groups to identify students, set priorities, and target literacy support.	Monthly ILT reviews; BOY/MOY/EOY data; student group movement and documented next steps.
Early Childhood / Pre-K Literacy	Builds foundational language, vocabulary, phonological awareness, and early literacy skills to support readiness for kindergarten.	Early childhood assessments; classroom observations; student progress data.
High Dosage Tutoring (HDT)	Provides additional targeted literacy support based on identified student needs without replacing Tier I instruction.	Tutoring logs; progress-monitoring data; DIBELS/HQIM assessment growth.
Learning Center / MTSS Intervention	Provides targeted Tier II/III literacy intervention based on specific skill gaps and student data.	Intervention logs; weekly/biweekly progress monitoring; ILT/MTSS reviews.
Cross-Curricular Literacy	Reinforces reading, writing, vocabulary, academic discourse, and text-based responses across content areas.	Walkthroughs; student work; formative assessments; PLC reviews.
Family & Community Literacy Engagement	Provides families with literacy data, resources, strategies, and opportunities to support reading at home.	Family participation; communication logs; literacy events and resources distributed.

District Literacy Priorities / HQIM	Aligns school practices with district expectations for HQIM implementation, Science of Reading, assessment, and intervention.	District support visits; walkthrough data; HQIM fidelity; DIBELS/LEAP outcomes.
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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
Faculty/Staff	Review literacy goals, non-negotiables, roles, Tier I expectations, and student data during PD and PLCs. Share progress, walkthrough trends, and needed adjustments throughout the year.	August; weekly/quarterly
Parents/Families	Share literacy goals, DIBELS/LEAP results, student progress, available supports, home literacy strategies, and IASP updates in family-friendly language through parent meetings and school communication platforms.	Sept, Jan, May + as needed
ILT/Literacy Team	Monitor implementation, assessment data, intervention progress, HQIM fidelity, and walkthrough trends. Determine next steps and communicate needed instructional adjustments to staff.	Weekly; BOY/MOY/EOY
Community Partners	Share school literacy priorities and opportunities to support family engagement, literacy resources, tutoring, and other student literacy initiatives.	Throughout the year & as opportunities arise