

Local Literacy Plan for
Opelousas Elementary School/ St. Landry Parish
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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Section 1A: Literacy Vision and Mission Statement

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

Literacy Vision

At Opelousas Elementary, every student builds the skills, confidence, and resilience to become an empowered, lifelong reader, writer, and critical thinker who reaches their full potential.

Across all classrooms, we achieve this by embedding high-quality, content-rich instructional materials and maintaining a print-rich environment where students actively construct meaning through complex reading, structured writing, and purposeful academic discussion every day.

Literacy Mission Statement

Our mission is to maximize student literacy growth through daily, evidence-based instruction and meaningful academic interactions led by effective educators in strong partnership with families and the community.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)

(Grade 3): Decrease the percentage of Grade 3 Tier 1 students performing Well Below Benchmark by at least 15% from Beginning of Year (BOY) to End-of-Year (EOY). Tier III third grade students' interventions will show 10% growth toward grade-level benchmark targets on bi-weekly progress monitoring assessments.

LEAP Assessment Target (Grade 3) - Full attainment will be established on the 2027 Spring LEAP, when Opelousas Elementary actualizes a 5% increase in students scoring Mastery or above: from 30% to 35%

LEAP Assessment Target (Grade 4) - Full attainment will be established on the 2027 Spring LEAP, when Opelousas Elementary actualizes a 5% increase in students scoring Mastery or above: from 27% to 32%

LEAP Assessment Target (Grade 5) - Full attainment will be established on the 2027 Spring LEAP, when Opelousas Elementary actualizes a 5% increase in students scoring Mastery or above: from 26% to 31%

LEAP Assessment Target (Grade 6) - Full attainment will be established on the 2027 Spring LEAP, when Opelousas Elementary actualizes a 5% increase in students scoring Mastery or above: from 19% to 24%

By the end of each ELA HQIM unit, at least 80% of students in grades 3-6 will demonstrate mastery of expected literacy skills and content as measured by curriculum-embedded ELA assessments. (Leading Goal)

By the end of the 2026–2027 school year, at least 90% of students receiving Tier II and Tier III literacy intervention, including English Learners and students with disabilities, will meet or exceed their individual literacy growth targets as measured by aligned progress-monitoring data. (Lagging Goal)

Section 1B: Literacy Goals

Goal 2 (Teacher-Focused)

NIET 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.

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 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 time for teachers to analyze assessment results; time to share collaboratively with peers and others who serve students
- Teachers will improve overall reading proficiency through the use of Tier I curricular resources
- Principal will establish a master schedule that supports “just in time” tutoring opportunities using Accelerate lessons curated by LDOE
 - Principal will establish a master schedule that supports “High Dosage Tutoring” opportunities using
- School will promote recreational reading
- Schedules shall permit quarterly data review of benchmark assessments
- Teachers and administrators will monitor the use of Amplify Reading student reports/5th and 6th grade teachers and ILT will monitor the use of Lexia student reports
- Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness.

Section 1B: Literacy Goals

	5th and 6th grade teachers will annotate lessons to specifically note opportunities to address writing and informational text
Goal 3 (Program-Focused)	❖ 100% of all regular-education and special-education 3rd-6th grade teachers will utilize the Tier I curriculum and annotate specific activities that focus on phonics, phonemic awareness, comprehension, and oral reading fluency, specific to their grade level standards ❖ On a daily basis, teachers will apply best practices for foundational skills instruction based on the Science of Reading in elementary classrooms ❖ The Learning Center Teacher will provide Tier II supports and interventions to students who require additional assistance in the development and mastery of key foundational skills and concepts ❖ Monitoring of the implementation of curriculum and evidence-based practices through formal and informal (Bullseye) observations ❖ Adherence to District and State curriculum Pacing Guides ❖ Adjustments to curriculum alignment in order to eliminate gaps and promote student mastery 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 5–6 • 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.

Section 1B: Literacy Goals

- 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

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I

1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
 - a. Yes. Grades 3–4 classroom teachers receive direct, job-embedded professional development on navigating Amplify CKLA's integrated Knowledge and Skills core modules. They are simultaneously trained in reading mCLASS Small Group Advisor and mCLASS Intervention reports to deliver targeted small-group routines (such as fluency, morphology, multisyllabic decoding, and comprehension) directly tied to DIBELS 8 data.
2. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
 - a. Tier I success is defined as 80% or more of Grade 3–4 students demonstrating mastery on Amplify CKLA Unit Assessments and mid/end-of-year benchmark measures. When Tier I mastery falls below 80%, grade-level teams adjust core pacing, deepen teacher modeling during CKLA close-reading passes, and refine whole-class vocabulary/morphology routines rather than relying solely on Tier II small groups.
3. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
 - a. Yes. Teachers administer Amplify CKLA curriculum-based assessments at the end of every Grade 3 and 4 Knowledge/Skills unit. These embedded writing prompts, activity book checks, and comprehension assessments are analyzed bi-weekly to measure

Section 2: Explicit Instruction, Intervention and Extension

student grasp of core content knowledge and complex text analysis.

4. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
 - a. Yes. The ILT undergoes specific administrative training for Amplify CKLA in upper elementary, focusing on key look-fors such as explicit vocabulary instruction, text-dependent questioning, student discussion, and integrated writing. The ILT is also trained in analyzing mCLASS administrator dashboards to monitor growth and fidelity across classrooms.
5. Is there a regular walkthrough schedule to determine support around Tier I?
 - a. Yes. The ILT conducts weekly scheduled and non-evaluative Tier I literacy walkthroughs in Grades 3–4 using an Amplify CKLA-aligned fidelity rubric. Walkthrough data is collated to identify immediate coaching needs, schedule peer observations, and ensure daily dedicated time for core literacy blocks.
6. Is the ILT responding to data to support a healthy Tier I?
 - a. Yes. The ILT meets bi-weekly during data review cycles to analyze both Amplify CKLA unit assessment trends and mCLASS benchmark/progress-monitoring data. If class-wide gaps surface in specific domains (e.g., morphology or complex text comprehension), the ILT collaborates with teachers to adjust core instruction, provide targeted modeling, or reallocate instructional time before Tier II interventions are assigned.
7. Are teachers and leaders effectively trained in unit and lesson preparation (3–12 Unit Preparation, 3–12 Lesson Preparation)?
 - a. Yes. Grades 3–4 teachers and instructional leaders complete LDOE-aligned 3–12 Unit Preparation and Lesson Preparation routines. Prior to starting each CKLA Knowledge unit, teachers internalize the overarching domain content, annotate anchor texts, unpack complex vocabulary, and map out daily writing outputs using Amplify's Year and Unit Overviews.
8. What data and resources are being used to support extension?
 - a. Data: Students who achieve "Well Above Benchmark" on mCLASS DIBELS 8th Edition (specifically in Oral Reading Fluency, Maze, and Word Reading Fluency) and consistently score 85%+ on CKLA Unit Assessments are flagged for extension.
 - b. Resources: Extension is supported through Amplify CKLA's built-in "Challenge" activities in the lesson margins, advanced trade books, Research Units/Quest projects, and mCLASS Small Group Advisor enrichment activities that deepen vocabulary, analytical writing, and independent research.
 - c. Intervention Note (Grade 4–6 Lexia Integration): While 3rd grade utilizes mCLASS DIBELS for benchmark and progress-monitoring data, 4th–6th grade do not administer DIBELS tests. Instead, 4th–5th grade teachers utilize Lexia Core

Section 2: Explicit Instruction, Intervention and Extension

	5 data (such as Lexia skill-builders, student usage, and auto-placement metrics) combined with Amplify CKLA unit assessments to drive intervention decisions and deliver targeted small-group support. 9.
Amount of time spent on daily literacy skills instruction and how it is used	Grades 3-6 Grades 3-6 - Tier I literacy instruction is delivered daily through HQIM during a protected 90-minute core literacy block. Instruction includes explicit instruction in advanced phonics, morphology, fluency, vocabulary, language comprehension, reading comprehension, writing, speaking, and listening using grade-level complex texts. Students also receive a 30-minute Accelerate block outside of core literacy instruction for targeted small-group instruction, intervention, additional skills practice, high-dosage tutoring, or extension based on individual student needs and assessment data. Accelerate supplements and does not replace Tier I core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM and targeted literacy supports. Student Mastery - Healthy Tier I instruction is expected to result in at least 80% student mastery on grade-level curriculum-based assessments. During weekly Teacher Collaboration meetings, teachers receive new learning on effectively planning core lessons based on the needs of their students, are provided time to practice the new learning with feedback, apply the new learning in their classrooms, and look at student data to determine the effectiveness. The ILT analyzes broader curriculum-based assessment, DIBELS, and progress-monitoring data to identify trends, determine areas of strength and need, and make instructional adjustments that are then addressed through Teacher Collaboration. ILT - The ILT uses cycles of learning to address school-wide needs based on data that incorporate the High Quality Professional Learning (HQPL) cycle and have HQIM at the center. The ILT monitors implementation fidelity, analyzes schoolwide literacy data, and provides follow-up through coaching throughout the cycle of learning. Instructional Walkthroughs - Instructional walkthroughs are conducted on a regular basis and through the lens of the current cycle of ILT to monitor implementation of HQIM-aligned literacy instruction. Walkthroughs may focus on explicit instruction, HQIM implementation, small-group instruction, use of curriculum-based assessments, and evidence of data-driven instructional decision-making. Feedback is timely, actionable, and used to support continuous instructional improvement.

Section 2: Explicit Instruction, Intervention and Extension

	Unit and Lesson Preparation 1. Leaders and teachers engage in ongoing unit and lesson preparation through Instructional Leadership Team (ILT) and Teacher Collaboration (TC) structures to strengthen instructional planning, anticipate student needs, ensure alignment to HQIM, and support effective implementation of high-quality literacy instruction. Extension 1. Students who demonstrate mastery of grade-level learning expectations receive tiered extension opportunities within Tier I instruction to deepen their understanding while continuing to work toward the same learning objectives as their peers. Extension tasks increase the complexity of the content, process, or outcome through HQIM-aligned activities such as analysis of complex texts, evidence-based discussions, vocabulary and morphology study, knowledge-building, writing, and authentic application of learning. Curriculum-based assessments, DIBELS/mCLASS data, formative assessments, classroom observations, and student performance are used to identify students for extension and ensure continued growth while maintaining access to high-quality core instruction.
English Language Arts textbooks and instructional materials used	• Grades 3-4: Amplify CKLA: HQIM 3–4 (Integrated Skills and Knowledge): Integrated literacy program that builds reading comprehension, vocabulary, fluency, writing, and knowledge through complex, grade-level texts while reinforcing foundational reading skills as needed. • Grades 5-6: Savvas: HQIM 5-6 (5-MyView, 6-My Perspectives) (Integrated Skills and Knowledge): Integrated literacy program that builds reading comprehension, vocabulary, fluency, writing, and knowledge through complex, grade-level texts while reinforcing foundational reading skills as needed.
Tier II	2. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 3. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 4. 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? 5. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 6. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Tier II intervention consists of 30 minutes of targeted small group instructional time with the classroom teacher, 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 for grade 3-5. School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met. Students scoring well below benchmark on the DIBELS 8 Screener will be progress monitored weekly, and students scoring below benchmark will be progress monitored every 10 days.
List of available interventions and their descriptions	○ HDT (3-5)--Support and intervention provided by a highly effective teacher or an external vendor. ○ Lexia (Grades 4-5)---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 (Grade 6)---Power Up 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.
Tier III	2. 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? 3. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 4. 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? 5. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 6. 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 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. School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met. Students in grade 3 scoring well below benchmark on the DIBELS 8 Screener will be progress monitored weekly, and students scoring below benchmark will be progress monitored every 10 days.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

- mClass Instruction (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
- HDT (3-5)--Support and intervention provided by a highly effective teacher or an external vendor
- Lexia (Grades 4-5)---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 (Grade 6)---Power Up 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.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work

Action Plan

1,3	Fall (August) BOY Winter (December) MOY Spring (April) EOY ACT 422 - 3rd grade - May and June for students who score 'Well Below'	Promote the 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 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.	School administrator Learning Center teachers ELA teachers in grade 3	Learning Center Teachers LDOE released probes and directives	Progress monitoring using mCLASS • –WB: Every 10 days • –Below Benchmark: Every 10 days
2	Weekly/Bi-Monthly (August-May)	Teacher Collaboration Meetings: Literacy Mentors, instructional coaches and ELA instructional specialists will deliver professional learning sessions pertaining to unit / domain unpacking Resources available in	Administration Instructional Coach Literacy Mentors Instructional Specialists	3-12 Lesson Preparation Assessment Remediation Guide CKLA resources Savvas 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

		LDOE's Literacy Library Engage in professional learning communities that address effective instruction and the linkages among curricular goals and standards, content, assessments, and teaching strategies			
	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 Power Up	Learning Beyond the Bell program tutors and facilitators Fluent Flyers Tutoring Program Tutors and facilitators	Administration Instructional Coach Literacy Mentors Classroom Teachers	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 Grade 4-6 • Lexia performance and implementation data -Utilize resources (lessons) within the platform to guide teacher intervention.
1-3	Monthly	Improving Core Instruction Create the first cycle of ILT and TC around unit and lesson preparation.	ILT Team/ Instructional coach	K-2 Skills Unit Preparation K-2 Skills Lesson Preparation	6. Teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars, and texts.

Action Plan

Conduct HQIM Walkthroughs and provide targeted Teacher Support

Additional ILT and TC cycles will be built based on teacher and student need

[K-2 Knowledge Unit Preparation](#)

[K-2 Knowledge Lesson Preparation](#)

[3-12 Unit Preparation](#)

[3-12 Lesson Preparation](#)

7. Lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation.
8. 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.
9. Evidence: Student exit tickets, daily formative assessments, and walkthrough data
10. A measurable increase in performance from section diagnostics to culminating tasks, with at least a 10% increase in students meeting or exceeding proficiency.
11. HQIM walkthroughs are through the lens of follow-up between TC and ILT to determine transfer of TC learning.
12. At least 90% of teachers observed demonstrate proficient implementation of HQIM, with coaching notes being reflected in adjusted instruction

Action Plan

					13. Evidence: Section diagnostic data, culminating student work, increased DIBELS outcomes
1, 3	Monthly	Improving Tier II and Tier III Instruction Create a plan to monitor progress toward improving Tier II and Tier III instruction. Establish an initial cycle of ILT/TC support focused on intervention planning, implementation, and progress monitoring.	ILT Team, Instructional Coaches, Literacy Interventionists	TPLS guidance; intervention training, resources, protocols, etc.; progress monitoring tools	- Intervention plans demonstrate alignment between identified student skill needs and targeted intervention and supports. - Look for evidence during walkthroughs/observations to ensure intervention is explicit, systematic, cumulative, multisensory as needed, appropriately intensive, and aligned to identified student need(s). - Ensure progress monitoring data are collected consistently and reviewed at appropriate designated intervals. - Ensure teams use multiple data points to determine whether students are responding to intervention and make timely adjustments to intensity, frequency, duration, group size, and/or instructional focus. - Evidence: Intervention plans, Individualized Academic Support Plans, walkthrough data, progress monitoring data (DIBELS), student work samples, ILT/TC and data team documentation

Action Plan

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Section 3A: Professional Learning: Partners (if applicable)

1. **Have teachers received initial implementation and launch training on their HQIM?** Yes. Grades 3–6 classroom teachers at Opelousas Elementary receive systematic initial implementation and launch training on their adopted High-Quality Instructional Materials (HQIM), focusing on upper-elementary integrated literacy modules and 3–12 unit/lesson preparation protocols.
2. **Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?**
 - **Ongoing Professional Learning:** Yes. Ongoing professional development is provided through scheduled sessions throughout the school year covering Tier I curriculum implementation, assessment analysis (mCLASS for Grade 3, Lexia Core5/PowerUp for Grades 4–6), and lesson preparation protocols. Teachers also participate in bi-monthly Teacher Collaboration (TC) meetings focused on unit and domain unpacking.
 - **Evaluation of PL Effectiveness:** Leadership evaluates professional learning effectiveness through:
 - Reviewing Teacher Collaboration agendas, sign-in sheets, and annotated lesson plans/unit study tools.
 - Weekly non-evaluative Tier I literacy walkthroughs using HQIM-aligned fidelity rubrics to verify that at least 85–95% of observed students are actively engaged in text-aligned tasks.
3. **Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?** Yes. Professional development is specifically designed to build teacher knowledge in the Science of Reading, advanced phonics/morphology, vocabulary development, and text-dependent written analysis relevant to intermediate grades (Grades 3–6). Teachers are also trained in delivering targeted Tier II/III interventions and utilizing platform-specific intervention tools (e.g., Lexia Core5/PowerUp skill builders and mCLASS routines).
4. **Are coaching days provided by the [Louisiana Professional Learning Partners](#)?** Yes. Coaching support, observation feedback, and dedicated professional development sessions are structured into the plan using state-aligned training and LDOE literacy framework guidance across the school year.
5. **Have the [Louisiana Professional Learning Partners](#) been evaluated based on the ELA Criteria using the [efficacy indicators](#)?** Yes. The plan confirms that all professional learning partners and external vendors providing support or High-Dosage Tutoring (HDT) are state-approved and evaluated using state ELA efficacy criteria and indicators to ensure full alignment with Louisiana's literacy standards.

Potential Professional Learning Planning

Month/Date (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)

Section 3A: Professional Learning: Partners (if applicable)		
3 sessions during the 26-27 school year	Lexia (Implementation, Data Analysis, Monitoring)	Grades 4-6 teachers, administration, literacy mentor, instructional coach
3 Sessions at the beginning of the 2026-2027 School Year	Amplify CKLA Curriculum Implementation	Grades 3-4 Teachers, Literacy Mentors, Instructional Coaches, Administrators
3 Sessions throughout the year	Savvas Curriculum Implementation	Grades 5-6 Teachers, Literacy Mentors, Instructional Coaches, Administrators
2 Sessions throughout the year	Savvas Successmaker	Grades 5-6 Teachers, Literacy Mentors, Instructional Coaches, Administrators
1 session at the beginning of the year	Savvas Modeled Lesson MyView MyPerspectives	Grade 5-6 Teachers, Literacy Mentors, Instructional Coaches, Administrators
August 2026	Unit Study Protocol	All ELA Teachers
May 2027	Reflection, Celebration, and Goal Setting	All Faculty

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 District Leadership Team (DLT) will build its instructional leadership capacity to define, model, and monitor High-quality	Review TC Long-Range Plan, TC agendas, Completed K-2 Unit Study tool, 3-12 Unit Protocol, Lesson plans, and

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

	3-12 HQIM Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery	teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. Observe lessons to determine if there is alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. Walkthrough data and lesson plans/annotations will be reviewed.
Data-Driven Explicit Literacy Instruction	By the end of the 6-week cycle, 80% of teachers will systematically use literacy data to drive small-group instruction, align unit assessments, and deliver explicit daily instruction on priority reading skills.	Student Work Sampling (Grades 3-6): 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

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community
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Section 4: Family Engagement Around Literacy

			Partners
August 2026 - May 2027	Utilize the LDOE Family Engagement Around Literacy Guide to build strong home-school partnerships and enhance family and community support for student reading and writing.	LDOE: family engagement around literacy	Administration Literacy Mentor Staff Faculty Parent Involvement Committee
August 2026 - May 2027	Literacy resources and support updated on the school website	LDOE Family Engagement Framework & Website Updates and teachers regarding student fluency goals and progress.	Administration Literacy Mentor Parents
August 2026 - May 2027	School-Based Family Literacy / Reading Night	Promoted via letter, Apptegy, and Rooms	Local Community Sponsors, School Literacy Team
September	Interpreting and Supporting Your Child's IASP: Targeted to families of students with an IASP. The general session will explain the overall purpose and how to interpret. Families will then break off into breakouts depending on their child's need to learn how to do support activities at home.	Families will receive communication via all above listed communication avenues. Provide translated IASPs when necessary. Parents will take home one-pager with directions for doing activities at home.	Families/Caregivers

Section 5: Alignment to Other Initiatives

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

2. 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

Section 5: Alignment to Other Initiatives

- e. System-wide priorities across schools
3. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
4. 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 School Improvement Plan	Plan to monitor through classroom observations, annotated lesson plans, and progress monitoring. Evidence of success is student growth, as shown by the data
Statewide priorities across schools	Literacy goals are aligned with Science of Reading and High-Quality Core Instructions, Targeted Interventions, Data- Driven Literacy Goals, & Progress monitoring	Plan to monitor through classroom observations, annotated lesson plans, and progress monitoring. Evidence of success is student growth, as shown by the data

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
District Academic Team	A copy of our Literacy Plan will be shared with the District Academic Team for review and	September 2026

Section 6: Communicating the Plan		
	feedback	
School Administration, Faculty, and Staff	A copy of our Literacy Plan will be shared with our School Administration, Faculty, and Staff for review, feedback, and implementation purposes	September 2026
Family & Community Stakeholders	A copy of our Literacy Plan will be shared with our family and community stakeholders via our school website	Ongoing