

**Local Literacy Plan for
Port Barre Elementary
Britney Boudreaux, Principal
Milton Batiste, Superintendent
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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 Port Barre Elementary, we want our students to become fluent readers and steadfast writers who attain literary success by actively engaging in daily oral language, reading, and writing.

Literacy Mission Statement

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

Section 1B: Literacy Goals

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

Section 1B: Literacy Goals

Goal 1 (Student-Focused)

Economically Disadvantaged

Kindergarten – 3rd grade – by April 2027, PBES Kn-3rd will have a 70% or students scoring on grade level on the EOY DIBELS8 literacy screener. Results from the EOY DIBELS8 literacy screener will be analyzed to determine if full attainment of the goal was achieved.

Goals will be attained and monitored through the following practices:

- Students are provided 120 minutes of daily literacy instruction using the CKLA Amplify core curriculum. Attainment of skills taught will be measured by using weekly assessments.
- The Amplify Boost program is utilized as a supplementation to help strengthen students' literacy skills. Students work on their own literacy path that changes according to their needs.
- Students are provided small group instruction based on individual needs during a 45-minute intervention block in the classroom or in Learning Center. Informal observations and progress monitoring are completed weekly to monitor academic growth.
- Students who scored below or well below on the literacy screener will receive High Dosage Tutoring within the school day. HDT will be a minimum of thirty minutes, three times a week, for ten weeks. There will be a 4:1 ratio of students to tutor.
- This goal will be attained by providing every student with research-based literacy interventions. Progress and attainment of this goal will be measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th) MAZE (a research-based intervention assessment) every 2-4 weeks.

Grade 4 - By April 2027, students in grade 4 will actualize a 5% increase in scores of Mastery and above on the Spring 2027 LEAP 2025 test. Results from the Spring 2027 Leap 2025 assessment will be analyzed to determine if full attainment of the goal was achieved.

Goals will be attained and monitored through the following practices:

- Students are provided daily instruction with the use of the Tier 1 Reading curriculum provided by the district. Students are provided 120 minutes of daily literacy instruction using the CKLA Amplify core curriculum.

Section 1B: Literacy Goals

Attainment of skills taught will be measured by using weekly assessments.

- Students are provided small group instruction based on individual needs during a 45-minute intervention block in the classroom or in Learning Center. Informal observations and progress monitoring are completed weekly to monitor academic growth.
- Students who scored unsatisfactory, approaching basic, or basic on the spring 2026 LEAP assessment will receive High Dosage Tutoring within the school day. HDT will be a minimum of thirty minutes, three times a week, for ten weeks. There will be a 4:1 ratio of students to tutor.
- To obtain the goal, students are provided weekly writing opportunities to help develop their writing skills.
- Students and parents are encouraged to attend a LEAP awareness meeting provided by PBE after school hours. Questions and feedback about the meeting are collected from parents

SWD subgroup is in most need of literacy intervention. By April 2027, SWD subgroup shall show an increase in scaled scores from the BOY to EOY administration of the DIBELS 8 literacy screener. Results from the EOY DIBELS8 literacy screener will be analyzed to determine if full attainment of the goal was achieved.

Goals will be attained and monitored through the following practices:

- Through the AIMS program, Special education teachers provide intervention and support according to the IEP plan of students. Progress monitoring is completed every 2-4 weeks to monitor student growth and/or to make changes.
- In K-2 nd , the Amplify Boost program is utilized as a supplementation to help strengthen students' literacy skills. Students work on their own literacy path that changes according to their needs.
- This goal will be attained by providing every student with research-based literacy interventions in the regular education classroom. Progress and attainment of this goal will be measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th) every 2 weeks.
- Students are provided Core and Optional activities that are incorporated into the lesson design which provides more support and flexibility for teacher autonomy in meeting the diverse needs of the classroom.
- Special education teachers go into the regular education classrooms to assist and help meet the needs of students. Small group instruction is provided when

Section 1B: Literacy Goals

	necessary. Observations are made and instruction is adjusted as needed. • Students will be provided the required modifications and accommodations to meet their needs in the classroom.
Goal 2 (Teacher-Focused)	By May 2027, teachers will attend weekly professional learning communities (PLC's) to help enhance their teaching practices, analyze data, and create learning environments that drive student achievement. Collaboration logs will be reviewed weekly to determine if weekly PLC's are being conducted effectively. Also, results from the EOY DIBELS8 literacy screener and Spring 2027 LEAP2025 will be analyzed to determine if full attainment of the goal was achieved. Goals will be attained and monitored through the following practices: • Content/Grade level teachers will have common planning time in place on the master schedule. • Teachers are clear on the purpose and priorities of their collaboration. They stay focused on the right work. A PLC log will be utilized to help teachers stay focused on the topics at hand. Said logs will be reviewed to determine if the PLC was successful in doing so. • Every member works collaboratively with others to achieve SMART goals. • Teachers will share ideas and suggest evidence based instructional strategies for upcoming lessons and work together to annotate lesson plans. • Once lesson is taught, teachers will collaborate to discuss how the lesson went and if any changes need to be made in the future. • Teachers discuss lesson outcomes and establish remediation or enrichment groups based off of the lesson results. • Weekly and Benchmark assessments will be analyzed and the data will be used to drive instruction and meet the needs of every student. Data walls are completed by every teacher and updated appropriately. • The Instructional Leadership Team will coach, assist, monitor and provide focused support and feedback to all teachers.
Goal 3 (Program-Focused)	By the end of May 2027, all teachers will be effectively and strategically using a core, supplemental, and intervention curricula that is based on a multi-tiered

Section 1B: Literacy Goals

instructional model. Random walkthroughs, scheduled and unscheduled observations conducted by administration will be conducted to determine if full attainment of the goal was achieved. Lesson plans will also be reviewed to ensure fidelity to the curriculum is being maintained.

Kindergarten – 4th Grade teachers will utilize Tier 1 curriculum that supports the science of reading by applying best practices for foundational skills instruction that focus on phonics and phonemic awareness.

- Students have 120 minutes of foundational skills instruction per day. This time is utilized to teach 60 minutes of focused foundational skills and 60 minutes of knowledge-based lessons utilizing Core Knowledge Language Arts.
- Each teacher has a 45-minute intervention block to support at risk students in foundational skills.
- Teachers annotate daily lessons to ensure the best practices are being applied during instruction.
- Teachers follow the master schedule and provided pacing guide schedule.
- Teachers collaborate during weekly PLC's.
- ILT provides support when necessary.
- Each teacher has a 45-minute intervention block to support at risk students in foundational skills. Weekly progress monitoring is completed by the ELA teacher.
- Teachers annotate daily lessons to ensure the best practices are being applied during instruction.
- Teachers collaborate during weekly PLC's.

Learning Center Teacher will implement Tier 2 interventions to address the needs of students who are in most need of additional time to support foundational skills learning. There are 45 minutes of instructional time per grade level in learning center.

- mCLASS Interventions are based on individual student needs.
- Progress and attainment of this goal is measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th) MAZE (a research-based intervention assessment) every 2 weeks.

Special education teachers provide Tier 3 interventions through the AIMS program to students who obtain IEP's.

Section 1B: Literacy Goals

- Appropriate modifications and accommodations are provided to students during regular education and when receiving special education services.

Section 2: Explicit Instruction, Intervention and Extension

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

Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	CKLA, 120 minutes in grades K-2nd. 60 minutes of Skills, 60 minutes of Knowledge. CKLA, 90 minutes in grades 3rd-4th. Taught by the English Language Arts Teacher. 45 minutes in grades K-4th of literacy interventions provided by the Learning Center Teacher and Paraprofessionals. Daily literacy skills and instruction are used to build foundational skills in reading and writing.
English Language Arts textbooks and instructional materials used	CKLA Curriculum Materials CKLA Digital Component/Amplify Boost

Section 2: Explicit Instruction, Intervention and Extension

Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Literacy performance is assessed using the LDOE-approved literacy screener. Students who score below or well below on the beginning of the year assessment receive the following; • Intensive and focused instruction on foundational skills for a minimum of 45 minutes per day provided by the Learning Center teacher. • Explicit instruction within flexible, small groups provided by the classroom teacher. • Targeted instruction with specific skills for which students have shown a deficit; using mCLASS intervention and CKLA intervention instructional materials. • Guided and independent practice with feedback from the teacher. • Progress monitoring • Receive high-dosage tutoring with approved instructional materials for a period of ten weeks with group sizes of 4 or fewer students. • Receive an Individual Academic Support Plan
List of available interventions and their descriptions	• mCLASS interventions - aligned to DIBELS and literacy performance for individual students. • CKLA Assessment and Remediation Guide, CKLA Intervention Toolbox, Amplify Intervention, Amplify Reading - support foundational literacy skills aligned to the scope and sequence of the HQIM.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?

Section 2: Explicit Instruction, Intervention and Extension

	5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Literacy performance is assessed using the LDOE-approved literacy screener. Students who score below or well below on the beginning of the year assessment receive the following; • Intensive and focused instruction on foundational skills for a minimum of 45 minutes per day provided by the Learning Center teacher. • Explicit instruction within flexible, small groups provided by the classroom teacher. • Targeted instruction with specific skills for which students have shown a deficit; using mCLASS intervention and CKLA intervention instructional materials. • Guided and independent practice with feedback from the teacher. • Progress monitoring • Receive high-dosage tutoring with approved instructional materials for a period of ten weeks with group sizes of 4 or fewer students. • Receive an Individual Academic Support Plan
List of available interventions and their descriptions	• mCLASS interventions - aligned to DIBELS and literacy performance for individual students. • CKLA Assessment and Remediation Guide, CKLA Intervention Toolbox, Amplify Intervention, Amplify Reading - support foundational literacy skills aligned to the scope and sequence of the HQIM.

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

Action Plan					
					diagnostic data, culminating student work
2	June 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1	August January April	Administer universal literacy screener 3x a year to identify students who may be at risk for reading difficulties	Learning Center ELA Teachers	Literacy Screeners	Increase in number of students who score on or above grade level
2	August May	Complete SLT's in LEP	Teachers	LDOE LEP SLT documents	Scores from post assessments showing student growth and target met.
3	September January May	Notify parents of students scoring below benchmark on DIBELS8 literacy screener.	Learning Center	Home Connect documentation on mCLASS	Documentation signed and returned
2	September October November December February March May	Implement training for DIBELS 8th administration for K-3 teachers. Progress Monitor students on DIBELS 8th to monitor growth on proficiency. Analyze data to assess progress monitoring	Learning Center ELA Teachers	mCLASS intervention program using DIBELS8 progress monitoring materials. DIBELS8 assessment scores	Progress monitoring data

Action Plan					
2	August October January March May	Provide professional development (site and/or district based) to strengthen implementation of Tier 1 curriculum and collaborate on effective instructional strategies	Admin Team Teacher Leaders	LDOE resources Vendor representatives District Instructional specialist	Teacher effectiveness as shown through classroom observations
3	August - May	ILT will monitor curricular implementation of Tier 1 curriculum in Grades K-4	Admin classroom visits Instructional Specialist visits Teacher Leader visits	Lesson plans and objectives	Teacher effectiveness as shown through data analysis of student work.
1	August – May	Daily targeted small group Tier 2 literacy intervention as well as after school literacy intervention	Learning Center Site based Learning Beyond the Bell facilitator	Lesson plans and objectives	Teacher effectiveness as shown through progress monitoring data.
3	August – May	Provide time in master schedule for professional learning communities to address effective instructional strategies and the linkage among goals, content, and teaching.	Principal PLC facilitator ELA Teachers	PLC Common Planning Instructional Tool	Teacher effectiveness as shown through data analysis of student work.

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>
May – Teacher Leader Summit	Content area teachers engage in sessions pertinent to instructional materials and curriculum	Content area teachers redeliver information gained to staff and BOY professional development
August	District PD Review of district pacing guide by district instructional specialist	ELA Teachers
August	Core Knowledge Language Arts	New Teachers
August	SPED KG-4	KG-4th grade SPED Teachers
August	1st and 2nd grade CKLA, Science, and Social Studies	1 st and 2 nd Grade Teachers
August	3rd & 4th grades English Language Arts	3 rd and 4 th Grade Teachers
August - May	Science of Reading	New Teachers
September – May	District Instructional specialist will host educator academies to unpack CKLA	ELA Teachers
August, November	DIBELS8 mCLASS Educator PD	Learning Center, Administrators, ELA Teachers

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?
K-3rd Literacy	K-3rd grade students will increase proficiency with literacy when compared to the beginning of the year literacy screener.	Progress Monitoring data from classroom teachers and learning center teacher, and Middle of the Year literacy screener data.
4th Reading & Writing	4th grade students will increase proficiency with reading comprehension and writing when compared to the previous year's LEAP performance.	Exit Tickets, Classroom Assessments, Student work, Writing Assignments

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?
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?

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House: Parents meet with teachers and hear about our school's vision and mission.	Parents get an understanding of what will be expected for the school year and important reminders about the curriculum and assessments	Parents/Guardians
Monthly	School Improvement Team Meeting	Discuss ideas and actions taken to improve the school as a whole. Plan activities to have encourage parent involvement.	SIP team members made up of administrators, teachers, staff and parents
September January May	DIBELS8 BOY, MOY and EOY scores K-3	Parents were informed of their student's score by letter. Our vision was shared in these meetings by sharing our plan to increase literacy skills for their child.	Parents/Guardians
Quarterly	Parent Teacher Organization Meeting	Members discuss and plan for activities that will be coming up on the calendar.	Parents/Guardians
Monthly	Parent makes the Difference Newsletter	Monthly newsletter in weekly newsletter and on school website	Parents/Guardians
Fall Semester	ELA Night	Parents and students attend ELA Night and are involved in activities involving literacy.	PBE staff, parents, students
Spring Semester	Scholastic Book Fair	Parents/ Guardians and students with community members were invited to purchase books for reading	PBE staff, parents, students
April	LEAP Prep	Parents will be invited to learn about the	Parents/Students

Section 4: Family Engagement Around Literacy

		expectations of the LEAP assessment	
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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, progress monitoring. Evidence of success is student growth as shown by the data.
Pre-Kindergarten Age 4	PreK students engage in foundational skills thorough Creative Curriculum, Frog Street, & Heggerty	Plan to monitor through progress monitoring. Evidence of success is student growth as shown on TS Gold.
Accelerated Reader	Students earn points for reading books based on length and strength of content.	Students are given a goal each quarter in which they must meet.

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.

Section 6: Communicating the Plan

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
Staff	Review of literacy plan at September PD	September
Families	Review of literacy plan at Parent Information Night	September
Community Members	Literacy plan will be posted on school website	September
Staff and Families	Inform staff and families of progress at quarterly PTO meetings	Quarterly