

2026 - 2027
Local Literacy Plan

for

Palmetto Elementary
St. Landry Parish

Billie Cortez, 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 Palmetto Elementary, we want our students to see themselves as successful readers and writers who persevere at reaching their full potential. We will achieve this in all classrooms by establishing a print-rich environment where Tier I curricular materials are organized and accessible to children who are actively engaged in oral language, reading, and writing.

Literacy Mission Statement

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

Kindergarten - 3rd grade - On the EOY DIBELS 8th screener, Palmetto Elementary will actualize a 2.5% increase in students scoring in the At or Above Benchmark from 65% to 67.5%. The projected increase or each grade level is as follows:

- Kindergarten: 71% -73.5%
- First Grade: 72% - 74.5%
- Second Grade: 66% - 68.5%
- Third Grade: 51% - 53.5%

4th - 6th grade students - Academic Goal - Students will write using the CER frame in response to both literary and informational text.

Academic Target - Full attainment will be established on the 2027 Spring LEAP if Palmetto Elementary actualizes a 2.5% increase in students scoring Mastery or above.

Subgroups most in need of literacy intervention - Students who are most in need of literacy intervention include the following subgroups: Students with disabilities and students in third grade who scored well below on DIBELS 8th. Students will have access to Tier II intervention and HDT through a highly trained regular/special education teacher using HQIM.

Addressing the needs of diverse learners - We are addressing the needs of diverse learners by increasing the availability and use of a rich variety of objects and materials in classrooms, offering ongoing opportunities for reading and writing which are integrated into all subjects, providing an assortment of HQIM and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer based, etc.) establishing environments that support individual, small group, and whole group learning, scaffolding and differentiating instruction and activities within the curriculum to address individual student learning needs; providing targeted instruction for those not progressing or failing to meet benchmark goals, and offering daily opportunities for students to self-select books and other texts and to collaboratively engage with peers to discuss their learning.

Goal 2 (Teacher-Focused)

Louisiana Educator Rubric/Bullseye 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.

Section 1B: Literacy Goals

	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 includes “High Dosage Tutoring” opportunities where teachers will be using HQIM or district provided virtual tutoring ● School will promote the creation of classroom libraries to promote recreational reading ● Schedules shall permit quarterly data review of benchmark assessments ● Teachers and administrators will monitor the use of MClass student/class reports ● Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness
Goal 3 (Program-Focused)	100% of all regular education kindergarten - 3rd grade teachers will utilize Tier I curriculum and annotate specific activities that focus on phonics and phonemic awareness. ● Daily, teachers will apply best practices for foundational skills instruction based on the science of reading in elementary classrooms. ● Teachers will supplement CKLA with LDOE approved phonics and phonemic awareness activities. ● Monitor implementation of curriculum and evidence based practices through formal and informal observations -Bullseye ● Ensure fidelity to the pacing schedule ● Adjust curriculum alignment to eliminate gaps

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace 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 (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	As per our Pupil Progression Policy, the following amounts of time are dedicated to core literacy instruction daily ● Pre-K 25%-35% (Teacher Directed) ● Pre-K 35%-45% (Student Initiated) ● Pre-K 33% (Center Time) ○ Opportunities for literacy activities are available throughout the day. ● K-2 120 minutes ● 3-6 90 minutes
English Language Arts textbooks and instructional materials used	● Pre-K: Creative Curriculum, Frogstreet(pilot program in 5 classrooms) & Heggerty ● K-4: Amplify CKLA Core Knowledge ● 5-6: Savvas MyView & My Perspectives
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data?

Section 2: Explicit Instruction, Intervention and Extension

	- Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	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. 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	Additional Supports and Interventions - mClass Instruction (K-3)--uses student results from DIBELS 8th Edition or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons - Amplify Boost (K-2)-- a supplemental reading program based on the Science of Reading. - HDT (K-5)--Support and intervention provided by a highly effective teacher or an external vendor. - Savvas Successmaker (Grades 5-6)-is a personalized learning and adaptive learning program for reading intervention and differentiation.
Tier III	- 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? - 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?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	Tier III consists of more than 30 minutes of the targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state approved intervention program. When using most programs from external vendors, the student pathway will adjust and align to his or her individualized needs. This time is outside of Tier 1 instructional minutes. 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	Additional Supports and Interventions ○ mCLASS Intervention Kit (K-3)–an explicit, small-group intervention program by Amplify which pairs assessment data from mCLASS with core instruction from Amplify CKLA to target foundational literacy deficits. ○ mClass Instruction (K-3)–uses student results from DIBELS 8th Edition or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons ○ Amplify Boost (K-2)– a supplemental reading program based on the Science of Reading. ○ HDT (K-5)--Support and intervention provided by a highly effective teacher or an external vendor ○ Savvas Successmaker (Grades 5-6)-is a personalized learning and adaptive learning program for reading intervention and differentiation.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Administer DIBELS 8th Literacy Screeners Fall August	Administer literacy screeners within the first 30 days of school (K-3)	School Test Coordinator, Learning Center teacher, Interventionist, ELA teachers	Completion of screeners on MClass	Summative report from MClass
1	Administer DIBELS Literacy Screener Winter December Spring April	DIBELS 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 DIBELS, if students are reading “below” or “well below” grade level	School Test Coordinator, Learning Center teacher, Interventionist, ELA teachers	Completion of screeners on MClass	Summative report from MClass

Action Plan

1	Ongoing focus on differentiated instruction: Diverse Learners Dyslexia English Learners 1508/504 students Cultural and Dialectical Sensitivity	Monitor subpopulations in data tracking	School Administration	Classroom walkthrough or observations School wide intervention reports Review of instructional feedback Participation in PLC's and/or instructional leadership team meetings Coaching sessions	Bullseye MClass Progress Monitoring Bullseye High-Quality Professional Learning Cycle Tool Annotated lesson plans
2	Literacy Intervention and Support	Daily targeted small group intervention • After school literacy intervention through Study Island • LIFT (Literacy Interventions and Foundational Tools) • FIRE (Foundational Instruction for Reading Excellence) • Amplify CKLA - Intervention Toolkit and Assessment Remediation Guide	Site based - Tutors	CKLA intervention resources LDOE resources Heggerty Orton-Gillingham	McClass progress monitoring

Action Plan					
2, 3	Professional Development	Teachers will attend professional development opportunities to address literacy.	Site and/or District personnel	CKLA and SAVAAS materials presented and/or given at PD.	Sign in Sheets
2, 3	Professional Learning Communities	Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies	Site and/or District level personnel	Student work Teacher annotated TG	Sign in Sheets High-Quality Professional Learning Cycle Tool

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	CKLA (K-4) and Savvas (5-6) training at the district level on how to effectively teach the curriculum	ELA teachers
September 2026	training for vocabulary development	All untrained teachers in ELA, Science, and Social Studies
October 2026	PEAR assessment training for formative assessment opportunities to understand student needs	All untrained teachers
November 2026	Readwork training to help build comprehension by using grade-level text on a variety of topics	All untrained teachers in ELA, Science, and Social Studies
August 2026 - May 2027	Common Planning meetings to review and discuss assessments, students' writing samples, and strategies to improve comprehension and vocabulary. Common Planning meetings will also focus on planning lessons/units together.	All teachers
August 2026 - May 2027	Science of Reading enrollment and successful completion in the Science of Reading course	All untrained ELA teachers K - 3
August 2026 - May 2027	Provide support, feedback, and coaching to teachers based on classroom observations.	All 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?
Planning & Preparation	By the end of the first nine weeks, the Instructional Leadership Team (ILT) will build leadership capacity to define, model, and monitor high-quality HQIM. This will result in improved teacher planning and instructional coherence leading to increased student mastery.	A ILT long range plan will be developed and monitored. If 75% of teachers demonstrate lesson internalization and are able to effectively identify desired learning outcomes we will know that the goal has been reached. We will do ILT walk-throughs to observe lessons to determine if the goal has been reached.
Data-Driven Instruction	By the end of the second 9 weeks, 80% of teachers will systematically use literacy data to drive small group instruction, align unity assessments and deliver explicit daily instruction on priority reading skills.	We will have a data review of the DIBELS, KITE, classroom assessments. We will analyze student responses to evaluate mastery levels and determine if instruction requires re-teaching or acceleration.

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026- May 2027	*Accelerated Reader - Parents are asked to read books with their child/children at home. - Students can check out books from the classroom library.	- Students can check out books from the classroom library to bring home and read with parents - Reports go home every nine weeks on the students progress on obtaining their Accelerated reader points	N/A
August 2026 - May 2027	*Nightly reading fluency - Parents are asked to listen to their child read each night for one minute.	- Students are provided with the week's reading fluency on Monday. - This will help to increase fluency by allowing readers multiple opportunities to practice reading text in order to strengthen their reading skills.	N/A
August 2026 - May 2027	*Literacy resources and support.	- MClass Home connect will be distributed to parents with suggestions and resources to help their child succeed in building reading skills.	N/A

Section 4: Family Engagement Around Literacy

August 2026 - May 2027	*High school students, family volunteers, and/or community leaders to come read with students	- Local high school students, family volunteers and/or community leaders will come to read to the lower elementary (Pre-2) students.	*Local High School students, family volunteers, and/or community leaders
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Section 5: Alignment to Other Initiatives

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

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- 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
<i>School Improvement Plan</i>	<i>Literacy goals are included in the plan</i>	<i>Plan to monitor thorough classroom observations, lesson planning, and progress monitoring. Evidence of success is student growth as shown by the data.</i>
<i>Pre-Kindergarten Age 4</i>	<i>PreK students engage in foundational skills through the PreK curriculum</i>	<i>Plan to monitor through progress monitoring. Evidence of success is student growth as shown on PELI reports.</i>
<i>Cross-curricular connection</i>	<i>Informational text (Cold Read) will relate to Science or Social Studies content being studied.</i>	<i>Plan to monitor through classroom observations and lesson plans.</i>

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
<i>School administration, teachers, paraprofessionals, families</i>	<i>Create literacy block schedules, ensuring time is assigned specifically for core instruction and intervention grounded in the foundations of reading. Kindergarten-2nd grade-2 hours of instruction 3rd-6th grade- 90 minutes of instruction</i>	<i>August 2026</i>
<i>School administration, teachers, paraprofessionals, families</i>	<i>School will establish Instructional Leadership team and lead ELA teachers to ensure implementation of core curriculum, supplementing as needed, and use of small group remediation. All K-4 schools should include the learning center teacher</i>	<i>August 2026</i>
<i>School administration, teachers, paraprofessionals, families</i>	<i>School administration will receive academic feedback from classroom observations, via SLPSD newsletter, instructional specialist observation emails, BULLSEYE observational tool, and during monthly administrative meeting</i>	<i>Ongoing</i>
<i>School administration, teachers, paraprofessionals, families</i>	<i>School Facebook account School text message - Thrill share School website</i>	<i>Ongoing</i>