LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Pointe Coupee Parish

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LOUISIANA'S LITERACY PILLARS



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	The Pointe Coupee Parish School System will create a learning environment where all students become proficient readers and are empowered to meet the demands of college and career by actively engaging as a reader, writer, thinker, and communicator.
Literacy Mission Statement	Pointe Coupee Parish School System's literacy mission is to provide high quality literacy instruction that promotes opportunities for all learners through explicit and purposeful teaching in reading, writing, speaking, and listening.

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)	**LAGGING GOALS:** GOAL: By the beginning of year DIBELS 8th screener 2029, students will enter kindergarten ready increasing proficiency to 80%. • By the beginning of year DIBELS 8th screener 2027, students will enter kindergarten ready increasing proficiency to 70%. • By the beginning of year DIBELS 8th screener 2028, students will enter kindergarten ready increasing proficiency to 75%. GOAL: By the end of year DIBELS 8th screener 2029, 80% of third-grade students will have a composite score at grade level or higher, *or move out of the well-below category,* increasing proficiency from 46% in 2024. • By the beginning of year DIBELS 8th screener 2027, 65% of third-grade students will have a composite score at grade level or higher, *or move out of the well-below category,* increasing proficiency from 46% in 2024. • By the beginning of year DIBELS 8th screener 2028, 72% of third-grade students will have a composite score at grade level or higher, *or move out of the well-below category,* increasing proficiency from 46% in 2024. GOAL: By the end of year 2029, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 40%. • By the end of year 2026, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 20%. • By the end of year 2027, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 30%. • By the end of year 2028, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 35%. GOAL: By the end of year 2029, the percentage of English Learners in grades 6 & 8 achieving Mastery will increase from 0% to 40% • By the end of year 2026, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 0% to 20%. • By the end of year 2027, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 0% to 25%. • By the end of year 2028, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 0% to 35%.

Section 1B: Literacy Goals	
	GOAL: By the end of each quarter, 90% of teachers will have administered progress monitoring every two weeks for tier II and weekly for students in tier III. GOAL: By the end of each quarter, 90% of students will make the expected growth to meet end-of-year goals as determined by progress monitoring assessments (DIBELS, SPIRE, LEAP)
Goal 2 (Teacher-Focused)	GOAL: By the end of year 2029, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 65%. • By the end of year 2026, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 30%. • By the end of year 2027, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 45%. • By the end of year 2028, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 55%.
Goal 3 (Program-Focused)	By the end of the 2026-2027 academic year, teachers will effectively utilize the CKLA foundational supports (K-2) and SPIRE (3-8) for tier II and tier III intervention as measured by progress monitoring and benchmark assessments.

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)

Section 2: Explicit Instruction, Intervention and Extension	
	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	• K-2: 120 minutes core, 10 minutes Heggerty, 30 minutes intervention, 30 minutes HDT • 3-8: 60 minutes core; 30 minutes intervention, 30 minutes HDT • 9-12: 50 minutes core; 30 minutes intervention
English Language Arts textbooks and instructional materials used	• K-2: Amplify CKLA • 3-12: Louisiana Guidebooks
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	• School leaders create master schedules with designated time, 30 minutes daily) for Tier II (High Dosage Tutoring) instruction. • Leaders and teachers analyze data and identify low-performing students based on accelerate criteria for K-5 students. • Teachers use CKLA or mCLASS to provide explicit and systematic intervention for students in grades K-3. • Teachers utilize LDOE FIRE and/or FUEL lessons during the designated time for students in gr 3-6 to provide additional foundational lessons in the phonics continuum; morphology; spelling patterns; grammar as well as building fluency, background knowledge, and vocabulary
List of available interventions and their descriptions	**Tier II Interventions** • High Dosage Tutoring (HDT) ○ **Description:** Intensive small-group instruction provided daily during a designated intervention block. Lessons target specific literacy skill deficits identified through assessment data and provide additional opportunities for explicit instruction, guided practice, corrective feedback, and progress monitoring.

Section 2: Explicit Instruction, Intervention and Extension	
	○ **Focus:** Reading proficiency, foundational literacy skills, and acceleration of student learning. • CKLA Intervention (Grades K-3) ○ **Description:** An explicit and systematic intervention aligned with the CKLA curriculum. Instruction focuses on phonological awareness, phonics, decoding, fluency, vocabulary, and reading comprehension to address specific literacy gaps. ○ **Focus:** Foundational reading skills and comprehension. • mCLASS Intervention (Grades K-3) ○ **Description**: Targeted intervention informed by mCLASS assessment data. Teachers provide instruction based on identified student needs, focusing on foundational literacy skills and progress toward grade-level expectations. ○ **Focus:** Phonemic awareness, phonics, fluency, vocabulary, and comprehension. • LDOE FIRE Lessons (Grades 3-6) ○ **Description:** Louisiana Department of Education intervention lessons designed to strengthen foundational reading skills. Lessons provide targeted instruction in phonics, morphology, spelling patterns, grammar, vocabulary development, and reading fluency. ○ **Focus:** Foundational literacy skills and reading fluency. • LDOE FUEL Lessons (Grades 3-6) ○ **Description:** Intervention lessons that support students who need additional literacy practice and acceleration. Instruction develops foundational reading skills while building background knowledge, vocabulary, language structures,]and comprehension. ○ **Focus:** Vocabulary, comprehension, background knowledge, morphology, fluency, and foundational reading skills.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?

Section 2: Explicit Instruction, Intervention and Extension	
Tier III plan, including the amount of time	• 30 minutes daily for Tier III intervention is included in the master schedules for grades K-6. • Teachers use CKLA Intervention or mCLASS to provide explicit and systematic Tier III intervention for students in grades K-3. • In grades 3-6th, students scoring in the Tier III level in reading, will receive intervention support using high-quality approved materials SPIRE.
List of available interventions and their descriptions	**Tier III Interventions** • CKLA Interventions (Grades K-3) ○ **Description**: An explicit, systematic literacy intervention aligned to the CKLA curriculum. It targets foundational reading skills, including phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension for students demonstrating significant reading difficulties. • Mclass intervention Support (Grades K-3) ○ **Description**: Data-driven intervention informed by mCLASS assessment results. Instruction is targeted to specific skill deficits identified through progress monitoring and diagnostic data. • SPIRE (Grades 3-8) ○ **Description:** A structured literacy intervention program that provides explicit, systematic, and cumulative instruction in phonological awareness, phonics, fluency, vocabulary, spelling, and comprehension. SPIRE is designed for students with persistent reading difficulties, including students with characteristics of dyslexia.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August - October	• Establish HQIM implementation non-negotiables. • Facilitate lesson internalization and standards-unpacking in TCs. • Train teachers on Achievement Level Descriptors (ALDs) and mastery expectations. • Develop standards-based learning targets and success criteria. • Identify students for high-dosage tutoring using screening and assessment data. • Introduce intentional academic feedback protocols.	School Leaders, Literacy Mentors, Instruc-tional Coaches, Teachers, Interventionists	HQIM Teacher Guides, State Standards, ALDs, Student Work Protocols, Curricu-lum Maps, TC Protocols, Screening/Assess-ment Data, Feedback Rubrics	**Teacher Evidence:** Standards-aligned lesson plans, HQIM fidelity, use of learning targets and success criteria, evidence of ALDs in planning. **Student Evidence:** Student understanding of learning targets, engagement in grade-level tasks, baseline assessment data collected.

Action Plan					
2	November - January	• Conduct walkthroughs focused on student thinking and discourse. • Align classroom assessments and tasks to ALDs. • Implement high-dosage tutoring 3-5 times weekly with prescribed supports. • Analyze student work during TCs using ALDs. • Provide coaching on questioning strategies that promote analysis, reasoning, and justification. • Implement structured feedback and revision cycles.	School Leaders, Literacy Mentors, Instruc-tional Coaches, Teachers, Interventionists	HQIM Unit Assessments, State Standards, ALDs, Student Work Protocols, Tutoring Resources, Data Trackers, Learning Walk Rubric (LER Excerpts), Feedback Logs	**Teacher Evidence:** Increased use of higher-order questions, ALD-aligned assessments, documented intervention plans, consistent feedback practices. **Student Evidence:** Improved benchmark performance, revised work samples, increased participation in academic discussions, and progress data.
3	February – March	• Analyze benchmark and formative data to identify trends and needs. • Adjust instruction and tutoring supports based on data. • Conduct ongoing TC data cycles. • Provide targeted coaching for teachers needing additional support.	School Leaders, Literacy Mentors, Instruc-tional Coaches, Teachers, Interventionists	Benchmark Data Reports, Progress Monitoring Tools, TC Data Protocols, Coaching Plans, HDT Quality Assessment Tool	**Teacher Evidence:** Data-driven instructional decisions, targeted reteach plans, evidence of differentiated supports. **Student Evidence:** Growth on benchmark assessments, increased proficiency rates by standard, improved intervention outcomes, stronger evidence-based responses

Action Plan					
		• Increase opportunities for students to explain, justify, and apply learning. • Monitor fidelity and effectiveness of tutoring interventions.			
4	April – May (& Summer 2027 for 3-8 LEAP)	• Review implementation and assessment data to evaluate impact. • Continue mastery-level HQIM implementation and feedback cycles. • Facilitate student-led data reflections and goal setting. • Recognize and share best instructional practices. • Develop recommendations and plans for the upcoming school year. • Celebrate student growth and mastery achievements.	School Leaders, Literacy Mentors, Instruc-tional Coaches, Teachers, Interventionists	Assessment Data, Reflection Tools, Professional Learning Resources	**Teacher Evidence:** Consistent implementation of HQIM, use of ALDs, quality feedback practices, and effective intervention supports. **Student Evidence:** Increased percentages of students achieving growth and proficiency; demonstration of critical thinking, academic discourse, and ownership of learning.

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 *(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.)*
August 2026	ELA Standards Institute - aligning HQIM with the updated state standards	School leaders, instructional coaches, ELA teachers
September 2026 – April 2027 (monthly site visits)	Amplify CKLA K-2 - planning, scope and sequence, evidence-based instructional practices, accessibility features for diverse learners, assessment integration, instructional supports, etc.	Instructional Coaches, ELA Teachers
September 2026 – April 2027 (monthly site visits)	American Reading Company / Louisiana Guidebooks - planning, scope and sequence, evidence-based instructional practices, accessibility features for diverse learners, assessment integration, instructional supports, etc	Instructional Coaches, 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?

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

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?
Monitoring & Feedback on delivery	Enhance the delivery of high-quality instruction by ensuring consistent monitoring, meaningful feedback, and targeted support based on classroom observations and the LER rubric.	The district-level ILT will conduct learning walks, gather evidence aligned to the selected LER indicator, and provide timely feedback to administrators. Throughout each cycle, the ILT will analyze trends, monitor progress, identify areas for growth, and determine appropriate coaching and support needs.
Promoting Mastery-Level Thinking	Strengthen the implementation of instructional practices that promote mastery-level thinking by increasing opportunities for students to engage in rigorous tasks, justify their reasoning, apply learning in new contexts, and participate in meaningful academic discourse aligned to grade-level standards.	The district-level ILT will monitor evidence of mastery-level thinking through classroom observations, student work reviews, and learning walk data aligned to the selected LER indicator. The ILT will analyze trends, provide feedback, and track growth in higher-order thinking, academic discourse, and rigorous student learning.

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
Monthly/First Wednesday	Books with Breakfast (all schools)	Available for ALL Parents/Guardians	Synergy Bank, Arbor Health Clinic, PC Library, The Center for Literacy & Learning
October/ November	Family Literacy Night (all schools)	Available for ALL Parents/Guardians	Synergy Bank, Arbor Health Clinic, PC Library, The Center for Literacy & Learning

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

Section 4: Family Engagement Around Literacy		
Other Programs/Initiatives	**Connection to Literacy**	**Monitoring Plan/ Evidence of Success**
Excellent Instruction	High-quality literacy instruction is supported through the consistent use of evidence-based practices and HQIM. Professional learning, coaching, and collaborative planning build teacher capacity to deliver effective literacy instruction and intervention.	• Learning walks with literacy look-fors • Lesson plan annotations demonstrating internalization • Analysis of student work • Coaching plans • Feedback logs • Student achievement data
School Improvement Plans	School literacy goals are aligned to district literacy priorities, focusing on improved reading outcomes, instructional quality, and intervention support for students.	• School Improvement plan progress monitoring • Student literacy achievement data • Quartely benchmark reviews
Teacher Collaboration (PLCs/ILT Cycles)	PLCs and ILTs support educators in analyzing student work, planning rigorous instruction, and implementing literacy best practices across content areas.	• TC agendas and artifacts • Student work analysis • ILT meeting notes and action steps
Early Childhood Programs	Early literacy initiatives build foundational language, vocabulary, phonological awareness, and comprehension skills to prepare students for future reading success.	• Early literacy screening results • Progress-monitoring data • Classroom observation evidence

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 and School Leaders	Review literacy plan expectations, implementation requirements, LER indicators, and progress-monitoring processes during leadership meetings and data reviews.	Beginning of year; Monthly leadership meetings
Families and Community Partners	Share literacy goals, student progress, and ways to support literacy through family literacy nights, school newsletters, district website updates, and social media communications.	Weekly social media posts, ongoing communications by phone, email, or call-out system, monthly school newsletters, district website updates
Instructional Coaches, ILT Members, and Teachers	Communicate instructional priorities, non-negotiables, and support structures through Teacher Collaboration sessions (TCs), faculty meetings, and coaching cycles.	Beginning of year; Weekly ILTs and TCs, Ongoing coaching cycles