

**Local Literacy Plan for
Galliano Elementary School
Lafourche Parish School District
Amy LeBlanc
Mr. Jarod Martin/Superintendent
August 2026**

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

To develop, implement, monitor, and sustain a literacy initiative utilizing High Quality Instructional Materials, Literacy Professional Development, and Literacy Assessments aligned to the science of reading.

Literacy Mission Statement

Every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.

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)	By the end of the 28-29 school year, 84% of Kindergarten students will score at or above benchmark on the EOY DIBELS 8 assessment. By the end of the 28-29 school year, 75% of 1st Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. By the end of the 28-29 school year, 72% of 2nd Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. By the end of the 28-29 school year, 75% of 3rd Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 63% of 4th Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. By the end of the 28-29 school year, 85% of 5th Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. By the end of the 28-29 school year, grade band 3-5 will increase their proficiency by 39 %.
Goal 2 (Teacher-Focused)	Each year, by September 30, all K-5 ELA teachers will receive DIBELS administration training. Each year by the start of school, all K-5 teachers will be introduced to the HQIM within the district. Each year all K-5 teachers will successfully use curriculum-embedded assessments to drive instruction. Each year by September 1, all K-5 intervention teachers will be trained on implementing interventions using the adopted instructional materials. Each year by May 15, all K-3 ELA teachers will be trained in the science of reading by an approved vendor to help drive instruction.
Goal 3 (Program-Focused)	Beginning in August 2026, 100% of grade levels will conduct weekly teacher collaborations where student

Section 1B: Literacy Goals

data is used to determine transfer and effectiveness of core high quality instruction.

Each year by September 15, all teachers will implement Tier I curriculum and small group intervention using the core curriculum and structured literacy approach.

By September of each year, all students will begin receiving prescribed interventions aligned to needs identified in data sources.

By May 2029, 80% of ELA teachers will demonstrate proficiency as measured by the LER.

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

- Grades K-2 (150 minutes)
- 60 minutes skills instruction

Section 2: Explicit Instruction, Intervention and Extension

literacy skills instruction and how it is used	• 60 minutes knowledge instruction • Minimum of 30 minutes small group instruction Grade 3 (150 minutes) • 120 minutes integrated strand instruction • Minimum of 30 minutes small group instruction Grades 4-5 (120 minutes) • 90 minutes integrated strand instruction • Minimum of 30 minutes small group instruction
English Language Arts textbooks and instructional materials used	Grades K-5- Amplify CKLA (2nd edition) is utilized for Tier I Instruction.
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	Grades K-5 students receiving Tier II instruction will receive an additional 30 minutes or more 2-4 times per week.
List of available interventions and their descriptions	Grades K-3 Tier II students will receive a Structured Literacy approach utilizing resources from the core curriculum, CKLA. The Structured Literacy approach will include the following drills: Foundational (Warm-Up), Visual, Auditory, Blending/Chaining, New Learning, Word Reading/Dictation, Sentence Reading/Dictation, and Connected Text. Students are progress monitored using the DIBELS 8 progress monitoring probes. Grades 4-5 Tier II students will receive supports from the CKLA curriculum and/or the Structured Literacy approach supporting upper level phonics instruction, morphology, knowledge building texts, etc. Students are progress monitored using the DIBELS 8 progress monitoring probes.

Section 2: Explicit Instruction, Intervention and Extension

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?
Tier III plan, including the amount of time	Grades K-5 students receiving Tier III instruction will receive an additional 30 minutes or more 5 times per week.
List of available interventions and their descriptions	Grades K-2 Tier III students will receive a Structured Literacy approach utilizing resources from the core curriculum, CKLA. The Structured Literacy approach will include the following drills: Foundational (Warm-Up), Visual, Auditory, Blending/Chaining, New Learning, Word Reading/Dictation, Sentence Reading/Dictation, and Connected Text. Multi-sensory strategies will be incorporated into the drills along with a direct and explicit approach to skills. Instruction will be cumulative and will follow the CKLA skill progression related to each student's skill gaps. Students will be placed based on a diagnostic assessment following the literacy screener. Students are progress monitored using the DIBELS 8 progress monitoring probes. Grades 3-5 Tier III students will receive instruction in the intervention program, SPIRE. SPIRE is a Structured Literacy program grounded in the Orton-Gillingham approach. SPIRE focuses on phonological awareness, phonics, spelling, decoding, vocabulary, and comprehension using a multi-sensory approach. Students are grouped based on their SPIRE Placement tests which identifies skill gaps. Students are progress monitored within SPIRE at the end of each concept and using the DIBELS 8 progress monitoring probes.

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	October - December	Plan for student engagement	ILT/Teacher Leadership	EDU 20/20 PD	- Plan for active thinking in lessons where students will think about, talk about, read, write about, or create. - Select purposeful literacy tasks that support core instruction - Build in intentional student talk opportunities that encourage students to explain why and how
3	Ongoing	Teacher Support	ILT/TCM	Curriculum resources/ standards	Professional Development - Utilize BOY PD days to analyze student data from LEAP, DIBELS, IM, CDA results. Teachers will set personal growth goals to improve percent of Mastery+ and identify which students to target for additional support or to push throughout lessons. - Admin will model a process for unpacking standards and ensuring lessons are aligned to the depth of the standards. Clear expectations will be given for lesson annotations to ensure teachers identify where mastery of the standard/objective will be assessed. TCMs - Teachers meet weekly to collaborate, analyze data, and reflect on instructional practices.

Action Plan					
					TCMs will focus on building teachers' core instructional practices to ensure alignment to the standards as well as students are mastering the objective/standard. Coaching Support - Through observations, feedback, and self assessments, teachers, admin, and instructional coach will work collaboratively to develop individualized coaching plans. Coaching plans will include specific goals related to refinement area, strategies to improve/implement aligned to refinement area and school goal, and feedback from admin and coach for continued support. (including but not limited to: planning, one-on-one coaching, co-teaching, modeling, etc.) - CLSD Literacy Mentor: EL focus - will work with ELA teachers through TCMs and classroom support to increase instructional support for English learners. - Provide peer mentor support by pairing new teachers or teachers needing intensive support with a mentor or experienced teacher for guidance and support in a non-evaluative way.
4	Ongoing	Student Support	ILT/ TCM	Data	Master Schedule - Will prioritize Tier 1 minutes in the schedule to ensure teachers and students have adequate time for core instruction.

Action Plan					
					- Intervention time and small group time will be a block of uninterrupted time to ensure students receive effective, intensive support. MTSS - Through MTSS, we will use student data to determine which students need more intensive intervention or a change in intervention. Interventions - Title 1 funds will be utilized for 1 paraprofessional support in interventions. - Students will receive targeted interventions utilizing Structured Literacy aligned to the core, SPIRE, and direct teacher instruction within small groups daily. - Progress will be monitored bi-monthly to determine effectiveness and to make timely and effective adjustments. Leadership - Admin leadership and teacher leadership teams will analyze data to determine strengths and weaknesses. - Leadership will plan for instructional support through TCMs and observational feedback utilizing instructional coaches, coaching plans, and providing actionable feedback.
5	Ongoing	Parent/Family Support	ILT/ teachers/ parents		Collaborating with community partners to support school-wide literacy goals requires

Action Plan					
					strategic planning, clear communication, and alignment with shared objectives. Activities: - Back to School meeting for core parent/stakeholders held to share school goals and provide parental input. - We will continue to host a LEAP night, Open House, literacy night inviting families to attend after school hours to encourage reading and vocabulary outside of the classroom. - Host an annual School Report Card Meeting once the report card is released. - We will continue partnering with the STAR program hosted by South Lafourche High School and Nicholls State University inviting aspiring teachers to work with children in small groups and reading books to whole group classes. - Invite local middle and high schools BETA clubs to read to whole group classes. - We have also reached out to the local businesses to help provide resources to our teachers and students. - Parents/Families will participate in quarterly Title 1 Parental Involvement activities (Challenge Island STEAM Project, Winter Program and Academic Activity, Family Picnic with transitional activities.

Action Plan					
					- Teachers/administration will conduct parent/teacher conferences and/or parent contact.

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>
Weekly	Planning for Mastery	Teachers
August	Curriculum Professional Development	Teachers
August	Structure Literacy Professional Development	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 for Mastery	Ensure students are mastering priority standards	CDA data, Benchmark assessments,

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

		Progress Monitoring data
Student Engagement	Ensuring students are engaged in the learning	Lesson plan annotations, Observations, Student work

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 Partners
September	Literacy Night	Reading activities, access to grade level reading materials	Local author, R360
February/March	STEM Activity Day	Create and build to solve real life scenarios	Challenge Island, Edison Chouest

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

Section 5: Alignment to Other Initiatives

- 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
Pre-K program	Prepare young learners for early literacy skills	TS Gold

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
Core Parent Group	Meetings, Open House, School Status Announcements	Yearly