LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for
Golden Meadow Elementary
Lafourche Parish School District
Kelly Adams/Principal
Mr. Jarod Martin/Superintendent
August 28, 2026

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	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, 49% (+6%) of Kindergarten students will meet their individual goal on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 63% (+6%) of 1st Grade students will meet their individual goal on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 50% (+6%) of 2nd Grade students will meet their individual goal on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 63% (+6%) of 3rd Grade students will meet their individual goal on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 44% (+6%) of 4th Grade students will meet their individual goal on the EOY DIBELS 8 assessment. (+2% each year) By the end of the 28-29 school year, 49% (+6%) of 5th 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, grade 3 will increase their proficiency by 44% (+6%). By the end of the 28-29 school year, grade 4 will increase their proficiency by 39% (+6%). By the end of the 28-29 school year, grade 5 will increase their proficiency by 41% (+6%).
Goal 2 (Teacher-Focused)	Each year, by September 30, all K-5 teachers will receive DIBELS administration training. Each year by the start of school, all K-8 teachers will be introduced to the HQIM within the district. Each year all K-8 teachers will successfully use curriculum-embedded assessments to drive instruction.

Section 1B: Literacy Goals	
	Each year by September 1, all K-8 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 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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Grades K-2 (150 minutes) ● 60 minutes skills instruction ● 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 Grades 6-8 (60 minutes)
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.

Section 2: Explicit Instruction, Intervention and Extension	
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.
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-

Section 2: Explicit Instruction, Intervention and Extension	
	Gillingham approach. SPIRE focuses on phonological awareness, phonics, spelling, decoding, vocabulary, and compression 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

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.)*
Weekly/ All Year	**Goals, observation data, data and student needs, and Professional Development**	**Teachers and administrators**
Weekly/ All Year	Review vision, goal and progress, observation schedule, data from observations, TCM and professional development, and school business, focus on success criteria and gradual release	**Teachers and administrators**

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?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Potential Cycle Topic	**Goal for Cycle**	**How is the success of the cycle monitored?**
During the 2026 – 2027 school year, teachers in all core subjects will develop and use success criteria in daily lessons to increase student achievement.	**85% of students will perform at mastery on their assessments and increase student achievement that will result in scoring "Mastery" or higher on the state assessment by using High-Quality Instructional Materials (HQIM).**	**Analyze student work in TCMs, weekly walkthrough conducted to ensure success criteria are being implemented, and success criteria posted in classroom**

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
September 16, 2026	**Literacy Night**	• **Information on Literacy activities to do with students and expectations on state testing (DIBELS)**	**Helping to provide resources for parents/guardian**

Section 4: Family Engagement Around Literacy			
		• Evening session	
Each 9 weeks	Grade Level Learning Workshops (Family Engagement Activities)	• Take home materials	Resources from Local Library
March 2027	LEAP Night	• Resources for LEAP Testing	Resources from Local Library

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 (SIP)	Drives school-wide funding, staffing, and accountability toward reading targets.	Assessment data and Benchmark testing and progress monitoring on DIBELS
Multi-Tiered System Support (MTSS)	Targets systematic interventions (Tier 2/3) to students falling behind in core reading.	Universal screening data (DIBELS); progress monitoring

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 Leaders	Presentation on Plans for the year	September 2026
Teachers	Professional days at beginning of school year and weekly TCMs	Throughout the year