

**Local Literacy Plan for
Raceland Upper Elementary
Lafourche Parish School District
Tai Holacka, Principal
Mr. Jarod Martin, Superintendent
August 18, 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)	<p>By the end of the 28-29 school year, 74% of 3rd Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. (from 68% for August 2026, +2% each year)</p> <p>By the end of the 28-29 school year, 65% of 4th Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. (from 59% for August 2026, +2% each year)</p> <p>By the end of the 28-29 school year, 61% of 5th Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. (from 55% for August 2026, +2% each year)</p> <p>By the end of the 28-29 school year, grade band 3-5 will increase their proficiency to 70% proficient or above. (from 63.9% for August 2026, +2% each year)</p>
Goal 2 (Teacher-Focused)	<p>Each year by September 1, all K-8 intervention teachers will be trained on implementing interventions using the adopted instructional materials.</p>
Goal 3 (Program-Focused)	<p>Beginning in August 2026, all teachers will conduct weekly teacher collaborations where student data is used to determine transfer and effectiveness of core high quality instruction and teacher planning.</p>

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

Section 2: Explicit Instruction, Intervention and Extension

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	<ol style="list-style-type: none"> Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? <ol style="list-style-type: none"> 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	<p>Grade 3 (165 minutes)</p> <ul style="list-style-type: none"> 120 minutes integrated strand instruction 45 minutes of targeted small group instruction <p>Grades 4-5 (135 minutes)</p> <ul style="list-style-type: none"> 90 minutes integrated strand instruction 45 minutes of targeted small group instruction
English Language Arts textbooks and instructional materials used	Grades 3-5- Amplify CKLA (2 nd edition) is utilized for Tier I Instruction.
Tier II	<ol style="list-style-type: none"> 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? 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?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Grades 3-5 students receiving Tier II instruction will receive an additional 30 minutes or more 2-4 times per week of targeted remediation.
List of available interventions and their descriptions	<p>Third grade 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.</p> <p>Grades 4-5 Tier II students will receive support 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.</p>
Tier III	<ol style="list-style-type: none"> 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 3-5 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 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 and Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	<ul style="list-style-type: none"> -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 diagnostic data, culminating student work

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
2	2026-2027 School Year	<p>Strengthening the Academic Programs: RUES is implementing several targeted instructional improvements. These include strengthening Tier I instruction through the use of professional development. New teachers will be paired with a mentor teacher. TCMs will meet weekly to analyze student progress, adjust instructional practices, and develop targeted action plans. Professional development will also be provided during this time focusing on teacher needs. Intervention time is built into the instructional schedule to provide students with small group targeted support that is based on their needs. Progress monitoring will be used to ensure interventions are effective and that we are responding to student needs.</p> <p>Enhancing ILT and TCM practices, increasing walk-throughs and enhancing feedback, follow up with data analysis in TCMs</p>	All teachers, curriculum coach, administration	HQIM	Louisiana Educator Rubric Progress Monitoring TCM agendas and sign-in sheets Walk-through feedback logs Student Work Samples SWAP protocol Dibels Data CDA Data

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>
September 2026	Success criteria, setting learning goals that align to the rigor of the standard	All teachers, including enrichment
October 2026	Meeting the needs of individuals	All teachers and paraprofessionals
January 2027	Preparing students for the rigor of reading assessments on LEAP	All teachers, Special Education Paraprofessionals

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?
2026-2027	During the 2026-2027 school year, RUES will enhance teacher planning by focusing on mastery of	-walk-through and formal observation data

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

	standards to improve student achievement.	-student achievement on CDAs, daily tasks, and LEAP assessments
2027-2029	During the 2026-2027 school year, RUES will enhance teacher planning by focusing on mastery of standards to improve student achievement.	-walk-through and formal observation data -student achievement on CDAs, daily tasks, and LEAP assessments

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
August 2026	Open House	Visuals, evening time to accommodate working parents	4-H directors attended, computers to access CEP document and 4-H sign ups
October 2026	Literacy Night	Family Fun built around reading	TBD

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
High Dosage Tutoring	Tutors will remediate phonics and comprehension skills	Increased student achievement in reading and DIBELS
School Improvement Goals	During the 2026-2027 school year, students will increase reading, writing, and speaking in all content areas, utilizing academic language and evidence based claims in oral and written responses.	Increased student achievement in reading, DIBELS, and writing.

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).

Section 6: Communicating the Plan

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Parents, community	Sharing on website and social media	August 2026
Staff	Sharing during TCM	September 2026