

**Local Literacy Plan for
Lockport Lower Elementary School
Lafourche Parish School District
Aimee Angle/Principal
Mr. Jarod Martin/Superintendent
August 28, 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, 90% (+6%) of Kindergarten 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, 90% (+6%) of 1st 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, 87% (+6%) of 2nd Grade students will score at or above benchmark on the EOY DIBELS 8 assessment. (+2% each year)
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. 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	- 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	Grades K-2 (150 minutes) 60 minutes skills instruction 60 minutes knowledge 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	- 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?

Section 2: Explicit Instruction, Intervention and Extension

	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.
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.

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 -Teachers will review annotation guidelines -Teachers will review lesson planning for mastery. -Utilize backward design -Internatlize and annotate curriculum lessons to meet the needs of the students.	ILT Team/Instructio nal 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 <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>

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?
Building independence through daily reading	Students in K-2 will track, partner read, listen, and read independently during the literacy block.	CDA's, 1st grade decoding assessment, progress monitoring data

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

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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	Core Parent Meeting- Meet to discuss literacy events for the year; give parents the opportunity to share events that they want to see this school year		Parents & community partners
February	Family Literacy Night- teachers demonstrate Heggerty and offer a variety of reading and literacy activities.		Local Businesses
Monthly-ongoing	We partner with our local public library in which a representative from the library comes read children's literature to Prek and Kinder classes.		Local Public Library

Section 4: Family Engagement Around Literacy

Ongoing throughout school year	We invited community volunteers such as high school students, parents, and retirees, to serve as reading buddies or read to the whole class.		Community members, high school students
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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
Walkthroughs	Focus on school-wide goal to build reading independence through listening, tracking, partner reading, and reading independently	CDA data, progress monitoring, walkthrough observations
TC plans	Teachers will review lesson plans to analyze ELA standards and plan for mastery	CDA data, progress monitoring

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
- 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.

Section 6: Communicating the Plan

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 parents	Discuss plan at meeting in August	August 2026
All parents/guardians	Include goals and other pertinent information in counselor newsletter	Every 9 weeks
All parents/guardians	Fliers sent home about literacy night	January and February 2027