LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Iberia Parish School Board

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LOUISIANA'S LITERACY PILLARS



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	Learning to read and write is one of life's most important achievements. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future success. Therefore, as educators, we are committed to ensure that every child is literate.
Literacy Mission Statement	All Jefferson Island Road Elementary students will have improved literacy outcomes through high quality instruction and interactions by an effective teacher supported by leaders and families.

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?

Section 1B: Literacy Goals	
5. How is the plan to measure these goals?	
Goal 1 (Student-Focused)	78% of students in grades K-3 will score at benchmark (core) or above on the state approved literacy screener. 90% of all students will be progress monitored at least once each month to adjust literacy instruction and intervention
Goal 2 (Teacher-Focused)	By the end of the 26-27 School Year, 100% of school wide teachers of reading in grades K-3 and at least one school administrator at each site will complete or be enrolled in an early literacy training program based on the science of reading.
Goal 3 (Program-Focused)	All classrooms consistently utilize and implement with fidelity the district's Tier 1 literacy curriculum.All classrooms consistently utilize and implement with fidelity the district's Tier 1 literacy curriculum. Starting in August the school instructional leadership team will meet biweekly to make instructional decisions on campus.

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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	60 minutes spent with T1 HQIM
English Language Arts textbooks and instructional materials used	McGraw Hill Wonders K-5 HMH Intro to Literature 6 Frog Street PK
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	High dosage tutoring using high quality materials and programs (UFLI, 95%, Air Reading) 30 minutes 3 times per week.
List of available interventions and their descriptions	UFLI Phonics based instruction from the University of Florida Institute of Literacy 95% 95 Phonics Core Program® is a classroom-ready, proven Tier 1 phonics curriculum for grades K–5. Air Reading provides live, small-group virtual tutoring grounded in the Science of Reading.
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	High dosage tutoring using high quality materials and programs (UFLI, 95%, Air Reading) 30 minutes 5 times per week.
List of available interventions and their descriptions	UFLI Phonics based instruction from the University of Florida Institute of Literacy 95% 95 Phonics Core Program® is a classroom-ready, proven Tier 1 phonics curriculum for grades K–5. Air Reading provides live, small-group virtual tutoring grounded in the Science of Reading.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
3	August -May	Implementation Training; In Fall; District is responsible for providing PD and Teachers are responsible for implementation Training for Teachers in Spring; District is responsible for providing PD and Teachers are responsible for implementation Teachers are responsible for implementation District instructional staff provided ELA curriculum training for new and returning teachers prior to the beginning of school. Ongoing training by grade bands occurs throughout the year	ILT Team/Instructional coach	Tier 1 Curriculum Implementation (Birth to 5) FrogStreet Tier 1 Curriculum Implementation (Grades K-5) Wonders Tier 1 Curriculum Implementation (Grades 6) HMH	PreK District Created Assessment DIBELS Analyze student work, Jcampus grade book, and progress monitoring. ELA District-created benchmarks (Grades 3 - 6) given 3 times per year Attendance at district and school level professional development sessions Master Teacher Walkthrough and Support Logs Creation of Long Range Plans for Teacher Collaboration by school Instructional Leadership Teams Cluster meetings and walkthrough logs, and collaboration. Student work during walkthroughs and collaboration meetings.

Action Plan					
		and implementation is supported by district, instructional supervisors, district literacy coach and JIRES instructional leadership team.			
2	August-May	Administrators and teachers - On-line sessions centered around research and best practices; occurs over the course of 2 years; District is responsible for coordinating dates, vendor is responsible for content; MT are responsible for making sure teachers are using the Science of Reading Training to support literacy instruction; Canopy is self-paced	Administrators and Teachers	LETRS and Canopy (Building knowledge and capacity around the Science of Reading)	Attendance at district and school level professional development sessions Master Teacher Walkthroughs and Support Logs Master Teachers use of the Look-Fors document to identify teacher use of effective instructional techniques for literacy Track teacher participation and completion of Science of Reading training. Creation of Long Range Plans for Teacher Collaboration by School Instructional Leadership Teams
1	August-May	Ensure time is built into daily schedules to provide systematic literacy interventions using the following resources:	Principals are responsible for implementation of skills learned on scheduling	Principal training sessions on schedulingPrincipal, master teacher, and classroom	Progress Monitoring Data from specific Intervention Program Resources Frequency of Use Reports through Lexia Progress Monitoring Data from DIBELS

Action Plan					
		95% Group used for Tiered Interventions in K-6) InterventionLessons Used for individualized small group during 30 minute intervention time added to supplement core instruction ● Grades K-6 Tutoring Lessons (K-6) Strategically planned for student improvement in ELA/ science of reading.	Master teachers, and Campus Administrators.	teacher training on using interventions and acceleration resources Teacher/interventionist training on phonemic awareness and phonics screeners, systematic and explicit instruction through phonemic awareness, phonics, and multisyllabic lessons provided by District. Teacher/interventionist support on progress monitoring and making instructional decisions based on results provided by	Classroom performance and academic grades

Action Plan					
				District, Grade band- and subject-specific Accelerate trainings were held at the beginning of the school year. Continuous monitoring of activities and progress at cluster meetings. Training was conducted by district staff including instructional supervisors and literacy coach. ELA/ science of reading trainings conducted by and redelivered to staff members to address the needs of students.	

Action Plan					
3		School-wide focus on using literacy screening data for goal setting, informing instructional practices, and administering tiered interventions.	Administrators and Teachers	School establishes DIBELS Screening Team;Training for school screeners provided by the District Provide training for interventionist and teachers for administration and scoring of DIBELS in August Teachers review DIBELS data and set individual student growth goals. Teachers are responsible for setting goals. August-May. District SBLC team meets with school ILT's to track and	DIBELS Data for each classroom teacher (K-6) DIBELS Progress Monitoring Data (weekly-biweekly) depending on student achievement. Teacher SLTs entered in LEP reflect DIBELS goals Data collected from Oncourse assessments and instructional decisions are made based on results.

Action Plan					
				SBLC meets regularly to review DIBELS data and adjust interventions as needed.	

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.)*
Summer/ August	Teacher Leader and Curriculum topics and introductions	Teachers (new and returning) of ELA
August	New Teacher curriculum; DIBELS training	New Teachers of ELA; New and returning DIBELS testers
September/May	Ongoing Curriculum trainings; Success Criteria Training; Literacy Sessions- science of reading (K-6), writing (3-6) through clusters	K-6 ELA teachers
November/December	DIBELS refresher	K-6 ELA teachers; DIBELS testers
August-May	Monthly training on benchmark, progress monitoring, and interventions.	K-6 Teachers; Administrators and Master Teacher
Monthly	UFLI intervention training	K-6 interventionists

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?

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

6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Success Criteria	By the end of Cycle 1, 100% of teachers will consistently write and post lesson goals/objectives and success criteria that are measurable, explicit, and tightly aligned to the state standards and high-quality curriculum being taught,	Observation data and Cluster planning artifacts.

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
Spring	Family Literacy Picnic	Face-to-Face	Parents Teachers Students
Monthly	Parent literacy newsletters	Face-to-Face	District Reading

Section 4: Family Engagement Around Literacy			
throughout the school year	promote early literacy skills and provide literacy activities that can be done at home with families		Specialist District Parent and School Family Engagement Coordinator Parents
Fall	Grandparent Literacy Event/Grandparents Day/Read to your grandchildren event	Face-to-Face	Parents Teachers Students

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	*Use of screener data to diagnosis, set, and progress monitor to determine school's top priorities*	*Use of DIBELS/OnCourse Benchmarks to monitor student progress in order to determine the need for adjustment in instruction. Use of evaluation rubric to determine if individual school goals were met EOY.*
Ongoing Job Embedded PD	*Conducted on a weekly basis involving all school personnel and surrounding student learning needs*	*Each school creates and revises a long range plan based on need, such as writing and literacy. Schools are empowered to revise their plan as they meet internally set milestones.*

Section 5: Alignment to Other Initiatives		
School-based Instructional Leadership Team	*Team meets bi-weekly in order to analyze data from multiple sources, including literacy screeners and benchmarks.*	*As part of the school's improvement and long range plans, teams monitor student data throughout the year in order to meet their school goals which include literacy.*

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**
Teachers	*During the school year, JIRES will form school-based literacy teams*	*Aug - May*
Parents/Families	*Monthly Learning Together Calendars provided to PK-2 students provided by the Vendor and distributed by the District.*	*Aug -May*
Families/Community	*PTC will discuss the School Literacy Plan at a Parental Involvement meeting*	*Spring*
Administrators and Teachers	*At weekly meetings ILT team member will discuss what progress is being made on school initiatives and where the school/ teachers need to make additional progress*	*Ongoing*
Parents/Families/ Teachers/Administrators	*BOY, MOY, EOY DIBELS Parent Letters to inform parents of students' results. Benchmark assessment results shared with parents.*	*August/December/April*