

**Local Literacy Plan for
BRCVPA
Louis L. Moore, Ed.D.
Principal
Mr. Lamont Cole, Superintendent
August 8, 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

At BRCVPA, our students continuously build their literacy and writing skills to demonstrate and perform at high levels across the curriculum.

Literacy Mission Statement

It is BRCVPA's mission to close the writing proficiency and reading gap by transforming daily instruction and intervention ensuring an increase of students performing mastery or above and developing confident and advanced readers and writers.

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?

Section 1B: Literacy 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?

Goal 1 (Student-Focused)	All students in kindergarten through 3rd grade will track individual DIBELS data throughout the school year.
Goal 2 (Teacher-Focused)	All K - 2 teachers will receive training in CKLA and all 3 - 5 teachers will receive training in SAAVAS throughout the school year.
Goal 3 (Program-Focused)	To improve schoolwide overall reading proficiency from 79.2% to 82% by the end of the 2026-2027 academic year.

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?
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Section 2: Explicit Instruction, Intervention and Extension

	- 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-2nd (130-minute core literacy block for K-1; 120-minute core literacy block for Grade 2) - Tier I literacy instruction is delivered daily through a protected core literacy block. In Grades K-1, the 130-minute block includes a 10-minute Heggerty phonemic awareness auditory warmup, a 60-minute CKLA foundational skills block, and a 60-minute CKLA knowledge block. In Grade 2, the 120-minute block includes a 60-minute CKLA foundational skills block and a 60-minute CKLA knowledge block. Across grades K-2, instruction includes explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, language comprehension, reading comprehension, writing, speaking, and listening. Small-group instruction is embedded within the literacy block to provide differentiated instruction based on curriculum-based assessments and DIBELS data while maintaining access to high-quality core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of CKLA foundational skills and knowledge through TC and PD days. Grades 3-5 (90 minute core literacy block; Reading {60 min}, Writing {30 min}, Small-Group {flexible}) - Tier I Literacy instruction is delivered through a protected core literacy block. In Grades 3-5, the 90-minute block includes 45-60 minutes of core Reading instruction and 15-30 minutes of Writing instruction. Across grades 3-5, core instruction includes explicit and systematic instruction in phonological and phonemic awareness, phonics, high-frequency words/vocabulary, fluency, language comprehension, reading comprehension, writing, speaking, and listening. Small-group instruction is embedded within the literacy block to provide differentiated instruction based on curriculum-based assessments and daily student data. Teachers receive ongoing professional learning, coaching, and consistent support to strengthen implementation of myView and instructional practices through TC and PD days. Student Mastery - Healthy Tier I instruction is expected to result in at least 80% student mastery on grade-level curriculum-based assessments. Teachers and school leaders use curriculum-based assessments, DIBELS, progress-monitoring data, and other relevant student data to identify areas of strength and need and inform instructional planning and

Section 2: Explicit Instruction, Intervention and Extension

	adjustments. Teacher Collaboration and Instructional Leadership Team structures support ongoing analysis of student data, instructional planning, and continuous improvement of Tier I literacy instruction. ILT • The ILT uses cycles of learning to address school-wide needs based on data that incorporate the High Quality Professional Learning (HQPL) cycle and have HQIM at the center. The ILT monitors implementation fidelity, analyzes schoolwide literacy data, and provides follow-up through coaching throughout the cycle of learning. Instructional Walkthroughs • Instructional walkthroughs are conducted on a regular basis and through the lens of the current cycle of ILT to monitor implementation of HQIM-aligned literacy instruction. Walkthroughs may focus on explicit instruction, HQIM implementation, small-group instruction, use of curriculum-based assessments, and evidence of data-driven instructional decision-making. Feedback is timely, actionable, and used to support continuous instructional improvement. Unit and Lesson Preparation • Leaders and teachers engage in ongoing unit and lesson preparation to strengthen instructional planning, anticipate student needs, ensure alignment to HQIM, and support effective implementation of high-quality literacy instruction. Extension • Students who demonstrate mastery of grade-level learning expectations receive tiered extension opportunities within Tier I instruction to deepen their understanding while continuing to work toward the same learning objectives as their peers. Extension tasks increase the complexity of the content, process, or outcome through HQIM-aligned activities such as analysis of complex texts, evidence-based discussions, vocabulary and morphology study, knowledge-building, writing, and authentic application of learning. Curriculum-based assessments, DIBELS/mCLASS data, formative assessments, classroom observations, and student performance are used to identify students for extension and ensure continued growth while maintaining access to high-quality core instruction.
English Language Arts textbooks and instructional materials used	CKLA K–2 (Foundational Skills and Knowledge): Two-strand literacy program consisting of the Skills Strand (phonological awareness, phonics, decoding, spelling, and handwriting) and the Knowledge Strand (vocabulary, oral language, listening comprehension, and background knowledge through rich texts).

Section 2: Explicit Instruction, Intervention and Extension

	myView 3-5 <i>myView Literacy</i> provides a comprehensive, research-based approach to literacy instruction through daily, explicit, and systematic instruction in foundational skills, vocabulary, comprehension, and writing. A consistent instructional routine, high-quality literature, and differentiated small-group instruction support students in building skills, deepening understanding, and addressing individual learning needs. Grounded in the Science of Reading and Science of Writing, <i>myView Literacy</i> integrates reading and writing to develop confident, proficient readers and writers.
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	• Students who are flagged as at risk in grades K-5 will receive skill-specific assessment measures to determine level of risk and be elevated to Tier III as appropriate. • Tier II intervention is provided for 30 minutes at least 3 times a week in addition to Tier I instruction by classroom teachers, interventionists, and High-Dosage Tutoring (HDT) tutors who have received professional learning in HQIM and evidence-based literacy intervention. Intervention is delivered outside of the core literacy block to ensure students maintain full access to high-quality Tier I instruction. Lessons are aligned to core instruction when possible and are intentionally matched to each student's identified literacy skill deficits. • Students are identified for Tier II intervention through multiple sources of data, including DIBELS/mCLASS benchmark results, curriculum-based assessments, progress-monitoring data, teacher observations, and student work samples. Intervention targets the student's specific area(s) of identified need, including phonological awareness, phonics, fluency, vocabulary, morphology, language comprehension, or reading comprehension. Progress-monitoring measures are aligned to the targeted skill(s) to accurately assess the student's response to intervention and guide instructional decision-making. • Student progress is monitored every 7-10 days using HQIM curriculum-based assessments, mCLASS/DIBELS progress-monitoring tools, and other relevant formative assessment data. Decisions

Section 2: Explicit Instruction, Intervention and Extension

	regarding continuation, modification, intensification, or exit from Tier II intervention are based on multiple data points, student response to intervention, and ongoing collaboration among teachers, interventionists, and school leaders. 1. Tier II intervention is scheduled during designated intervention or enrichment times outside the core literacy block to protect students' access to grade-level Tier I instruction while providing targeted, data-driven support aligned to individual learning needs as evidenced through their IASPs <u>Plan:</u> Follows the Louisiana's Tiered Pathways for Literacy Support Decision Tree
List of available interventions and their descriptions	In grades K-5, components and materials of the Tier I HQIM curriculum (K-2 CKLA, 3-5 myView) can be used in Tier II through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback. • mClass Instruction (20 minutes, at least 3x a week) and/or mCLASS Intervention (30 minutes, daily) can be used as support and intervention for K-3 students. • myView Literacy provides a comprehensive, research-based approach to literacy instruction through daily, explicit, and systematic instruction in foundational skills, vocabulary, comprehension, and writing ◦ myFoundations and myFocus provide additional intervention materials within the HQIM • FUEL - Effective fluency instruction including explicit, systematic targeted skill practice
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	• Tier III intervention is provided in addition to Tier I instruction for students demonstrating significant or persistent literacy needs based on multiple sources of data. The instruction is delivered daily for at least 30 minutes in small groups of 1 to 4 students, based on the TPLS and documented in the

Section 2: Explicit Instruction, Intervention and Extension

	student's IEP, IASP, or Section 504 Plan, when applicable. Intervention is delivered by a qualified literacy staff member who has been trained in the materials being used. The staff member uses explicit, systematic, evidence-based, multi-sensory structured literacy instruction aligned to the student's identified literacy skill deficits. • Tier III intervention is guided by comprehensive literacy assessment data, including DIBELS, curriculum-based assessments, diagnostic assessments, progress-monitoring data, teacher observations, and student response to previous interventions. Intervention targets the student's specific area(s) of need while maintaining routines and structures when possible from Tier I to support continued access to the core curriculum. • Student progress is monitored weekly using measures aligned to the targeted intervention skills. Progress-monitoring data are reviewed collaboratively to evaluate student responsiveness, determine the effectiveness of intervention, and make timely adjustments to instructional intensity, grouping, duration, or intervention focus to accelerate student growth. Evidence is maintained through progress-monitoring records, intervention documentation, coaching and collaboration notes, and individualized student plans, when applicable. <u>Plan:</u> Follows the Louisiana's Tiered Pathways for Literacy Support Decision Tree
List of available interventions and their descriptions	In grades K-5, components and materials of the Tier I HQIM curriculum (K-2 CKLA, 3-5 myView) can be used in Tier III through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback. • mCLASS Intervention (30 minutes, daily) can be used as support and intervention for K-3 students. • myView Literacy provides a comprehensive, research-based approach to literacy instruction through daily, explicit, and systematic instruction in foundational skills, vocabulary, comprehension, and writing ◦ myFoundations and myFocus provide additional intervention materials within the HQIM • FUEL - Effective fluency instruction including explicit, systematic targeted skill practice

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
1	June 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	August 2026 - February 2027	Monitor BOY–MOY Dibels to measure literacy growth in students grades K-3	Principal, Test Coordinator & Dibels Coordinator	Dibels Assessment and Screeners, CFA's	Student growth from BOY to MOY.
3	Aug 2026 - April 2027	Monitor the amount of students reaching their individual Accelerated Reader Goal Grades 2-5.	Principal, Librarian & Reading Interventionist	Star Assessment, AR, Library, Online sources to identify appropriate books.	Increase of student AR goals met or exceeded by 10% or higher.
4	Aug 2026 - April 2027	School wide Expectation of using RACE and RACES Writing across the 4 core subject areas.	Principal, Teachers, & Parents	HQIM, LEAP Constructive Response Resources (louisianabelieves)	Student Work Samples, Writing Assessments

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>
August 2026 - April 2027	Writing Across the Curriculum	All Teachers
August 2026 - May 2027	Science of Reading/LETRS Courses	New Teachers & Teachers that have not completed the training
August/September 2026	CKLA Training	Grade K-2 ELA Teachers
August/September 2026	SAAVAS Training	Grade 3-5 ELA Teachers
January-March 2025	Writing in the Arts Workshop	Arts Specialists

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?
Unit Preparation and Lesson Preparation Phase 1	By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery.	Teacher Collaboration artifacts, lesson annotations, ILT walkthrough data, student formative assessment data.
Phase 2 of Lesson Preparation	By December 2026, the ILT will build its instructional leadership capacity to refine instructional decision-making through analysis of student work and curriculum-embedded assessments to provide support to all students in meeting daily mastery expectations of the HQIM and Louisiana Student Standards. This will result in improved teacher planning of individual student needs, leading to increased student mastery.	Tracking of student work through curriculum-embedded assessments, coaching plans, and walkthrough trends.
*Cycle 3 and beyond will be updated based on teacher and student needs		

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:

Section 4: Family Engagement Around Literacy

- 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 2026 - March 2027	AR (Accelerated Reader) Rally	• Parent Online List of AR Books • AR Celebrations	Parents, BR Parish Library
September 2026-October 2026	Hispanic Heritage Month Constructive Response Contest (Narrative, Informational, Etc.)	• Grades 3 - 5 can win gift cards, trophies, certificates, and recognition.	Parents, Community Leaders, Small Business persons
December 2026 - January 2027	MLK, Jr. Essay Writing/Speech Contest Grades 3-5	• Community Contributions for participation and student prizes	Small Business Partner-Judges, Parents, Local Political Leaders
March 2027	4th Grade Wax Museum Project	• Community Contributions for participation and student prizes	Small Business Partner-Judges, Parents, Local Political Leaders

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?

Section 5: Alignment to Other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Lexia Program, iReady ELA	Helping EL Students and struggling students to read.	Checkpoints to see progress.
Resource: LENA.org	Provides thinking skills, social-emotional skills, and Language Skills for preschoolers (Pre-K4)	Classroom Student Work, Oral Assessments

Section 6: Communicating the Plan

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

2. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
3. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
4. 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.
5. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
6. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Local Small Businesses and Faith-Based Organizations	Utilizing School website, School Facebook page, Twitter (X), and jCampus	August 2026 - May 2027
Local and State Government Officials	Utilizing School website, School Facebook page, Twitter (X), and jCampus	August 2026 - May 2027

Section 6: Communicating the Plan		
Parents	Utilizing School website, School Facebook page, Twitter (X), and jCampus	August 2026 - May 2027