



**Local Literacy Plan
for
Central Elementary/Webster Parish**

Daniel Lee, Principal

Superintendent Johnny Rowland

August 2026





LOUISIANA'S LITERACY PILLARS



**LITERACY
GOALS**



**EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Section 1a: Literacy Vision and Mission Statement

<i>Literacy Vision</i>	We believe that strong literacy skills—reading, writing, speaking, and listening—are essential in developing motivated learners.
<i>Literacy Mission Statement</i>	Our mission is to help students attain grade level proficiency and show progress towards meeting the desired outcomes of their grade level.



Section 1b: Goals

<i>Goal 1 (Student-Focused)</i>	Kindergarten-5th Grade: - By May 2027, all kindergarten thru 5th grade students will increase reading proficiency by 1 year growth in Lexia. Kindergarten: - By May 2027, 75% of kindergarten students will reach grade level or above on the End of Year MClass Assessment. 1st Grade: - By May 2027, 85% of first-grade students will reach a composite score of <i>At or Above Grade Level</i> on the End of year MClass Assessment. (Up from cohort data of 77% in April 2024) 2nd Grade: - By May 2027, 75% of first-grade students will reach a composite score of <i>At or Above Grade Level</i> on the End of year MClass Assessment. (Up from cohort data of 37% in April 2024). 3rd Grade: - By May 2027, 75% of first-grade students will reach a composite score of <i>At or Above Grade Level</i> on the End of year MClass Assessment. (Up from cohort data of 41% in April 2024) 4th Grade: - By May 2027, 75% of fourth and fifth-grade students will score at benchmark on the DAZE DIBELS assessment K-5th Students With Disabilities Subgroup: 80% of SWD in grades 3-5 will meet their 2026-2027 Growth to Mastery goal on the Spring 2027 LEAP.
<i>Goal 2 (Teacher-Focused)</i> - Training Plans and completion data - Professional Growth Opportunities - Performance Improvement	In depth data analysis: - By the end of the Spring 2027 semester, Central Elementary ELA teachers will use data to steer student learning through the use of intensive data analysis strategies. - Teachers will use targeted intervention time to grow students based on deficits.



• <i>Impact on Student Outcomes</i>	
<i>Goal 3 (Program-Focused)</i> • <i>Curriculum Implementation</i> • <i>Intervention Program Implementation and student results</i> • <i>Program Training Opportunities</i> • <i>Teacher Collaboration and Planning Time</i>	Teachers of record will use Depth of Knowledge, Louisiana State Standards and High Quality Instructional Materials to vertically align literacy strands vertically.

K

Section 1c: Literacy Team																							
Guiding Questions: 1. Who will serve on the school/system literacy team? 2. What is the role of each member? 3. What is your plan for conducting regular meetings, including location, time, availability, and topics? 4. How are you monitoring the effectiveness of the plan?																							
<table border="1"> <thead> <tr> <th><i>Member</i></th><th><i>Role</i></th></tr> </thead> <tbody> <tr> <td>Daniel Lee</td><td>Principal</td></tr> <tr> <td>Leslie Alexander</td><td>Dean of Students</td></tr> <tr> <td>Caitlyn Lewis</td><td>Kindergarten</td></tr> <tr> <td>Ana Fleming</td><td>1st grade teacher</td></tr> <tr> <td>Chloe Ashley</td><td>2nd grade teacher</td></tr> <tr> <td>Hannah Chanler</td><td>3rd grade teacher</td></tr> <tr> <td>Joni Aulds</td><td>4th grade teacher</td></tr> <tr> <td>Penny Austin</td><td>5th grade teacher</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	<i>Member</i>	<i>Role</i>	Daniel Lee	Principal	Leslie Alexander	Dean of Students	Caitlyn Lewis	Kindergarten	Ana Fleming	1st grade teacher	Chloe Ashley	2nd grade teacher	Hannah Chanler	3rd grade teacher	Joni Aulds	4th grade teacher	Penny Austin	5th grade teacher					
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Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Location & Time</i>	<i>Topic(s)</i>
Monday, 8/24/26, Literacy Action Team	Monthly	TCM Room 3:15 - 4:15 PM	Literacy Action Team Expectations and Purpose Saturday Workshop topic/ideas
Monday, 9/14/26. Literacy Action Team	Monthly	TCM Room 3:15 - 4:15 PM	Literacy walks and best practices
Monday, 10/19/26 Literacy Action Team	Monthly	TCM Room 3:15-4:15	Review SMART Goals for Literacy Plan, Analyze baseline data from MClass Screeners
Monday 11/9/26, Literacy Action Team	Monthly	TCM Room 3:15 -4:15 PM	Plan Review - Action Plan, Progress Monitoring Data Analysis COre5/PowerUp, Walkthrough Observation Trends
Monday, 12/7/26, Literacy Action Team	Monthly	TCM Room 3:15 - 4:15 PM	Plan Review, Progress Monitoring Data Analysis, Walkthrough Observation Trends
Monday, 1/11/27, Literacy Action Team	Monthly	TCM Room 3:15 - 4:15 PM	Plan Review, Progress Monitoring Data Analysis, Walkthrough Observation Trends, Leap Interim/ Grade alignment data
Monday, 2/8/27 Literacy Action Team	Monthly	TCM Room 3:15 - 4:15 PM	Plan Review, Progress Monitoring Data Analysis, Walkthrough Observation Trends, MClass Data Analysis
Monday, 3/15/27, ILT	Monthly	TCM Room 3:15 - 4:15 PM	Progress Monitoring Data Analysis, Walkthrough Observation Trends
Tuesday, 4/5/27, ILT	Monthly	TCM Room 3:15 - 4:15 PM	Progress Monitoring Data Analysis, Walkthrough Observation Trends
Monday, 5/3/27, ILT	Monthly	TCM Room 3:15 - 4:15 PM	Plan Review, MClass final data review

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- For each specific plan and activity around literacy, what is/are your:
 - action steps?
 - timeline?
 - person(s) responsible?



- resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
 - alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - connections across content areas?
 3. When utilizing literacy screeners, what are your plans for:
 - deciding which components will be measured in each grade band or subgroup?
 - how often screeners are administered?
 - progress monitoring?
 - screening and supporting students in uWESr grades effectively?
 4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
 - students with dyslexia?
 - the EL population?
 - special education students?
 - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
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.
1,2,3	June 2026	Create master schedule to align with priorities based on literacy data	Admin Team	Data & previous master schedule	Students and subgroups demonstrate grade and program appropriate expected growth in year-to-year data.
1,2,3	Ongoing	ILT meetings to discuss strategic priorities based on data	ILT	ILT Action Plan	ILT Plan criteria and learning walks
1,2,3	Summer 2026	School Leadership will work with Pupil Appraisal to create an intervention guidebook	Pupil Appraisal Representative, Admin Team	Student data, Intervention data	Student progress monitoring



1,2,3	Summer 2026	Collaborate Intervention Best practices for 2024-25 School Year	ILT members	Student data Intervention team	Learning Walks for application
1, 3	August 2026 - May 2027	Students who performed below proficiency on the 2025-2026 LEAP 2025 Assessment begin instruction in Lexia PowerUp Literacy and Tier 1 Intervention Programs	Grade-level Teacher of Record, Site-Special Education Department, and Site-Administration Team	LEAP 2025 scores for (2025-2026); Lexia Core5 PowerUp Literacy Diagnostic Placement Tests	Students and subgroups demonstrate grade and program appropriate expected growth in year-to-year data.
1 - 3	August 2026	Review prior year data to compare to school system goal success criteria	Grade-Level TCM teams, Site-Instructional Coach, Site-Counselor, Site-Administration	Literacy screeners; LEAP 2025 scores for (2025-2026)	Students and subgroups demonstrate growth in year-to-year data.
1	August 2026-May 2027	Phonemic Awareness Activities in Lexia Core5	Pk-5th Teacher of Record and RTI Support Staff	LexiaCore5 Chromebooks RTI Activities	Students and subgroups demonstrate growth in monthly and yearly data.
1,3	August-October 2026	Ensure students are aware of Growth to Mastery Goal; Data tracking by all students K-5 for LEAP and/or MClass	Teacher of Record and administrators	LEAP Growth to Mastery MClassIndividual Benchmark BOY	Data Trackers created schoolwide w/ILT



1, 3	September, 2026 - December 2026	Fall K-12 Accelerate: High Dosage Tutoring Program implemented	Host-Instructional Coach/Administrator, Grade-level Supervisors	Grades 3-10 LEAP 2025 data (2025-2026) Grade-level Pretest/Diagnostic published for tutor use	Students and subgroups demonstrate growth from BOY to MOY data
1, 3	January 2027- May 18, 2027	SPRING 2025 K-12 Accelerate: High Dosage Tutoring Program continued	Host-Instructional Coach/Administrator, Grade-Level Supervisors	MOY data; Grades 3-10 LEAP 2025 data 2025-2026; SBLC recommendation; Course grades Grade-level Pretest/Diagnostic published for tutor use	Students and subgroups demonstrate growth from MOY to EOY data



Section 3: Ongoing Professional Growth

Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

PD Planning

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Presenter (s)	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
Annually	K-2 Content Literacy	Curriculum Personnel	K - 2 ELA Teachers
Ongoing	Weekly ILT meetings	CES admin and ILT members	WES admin and ILT members
August 2026	Vertical Alignment of Standards	Principal/DOS	K-5 ELA Teachers
August 6, 2026	Orthographic Mapping	Dean of Students	K-3 ELA Teachers
August 6, 2026	Cooperative Learning Strategies	School Leaders	PK-5
September 2026	Advance Thinking Through Writing TWR Review	Leslie Alexander	Grades 2-5 Teachers
February 2027	Kagan Training	Kagan Presenters	ILT
February 2027	SBLC and Pupil Progression	Leslie Alexander	Grades K-5



May 26- 28, 2027	Teacher Leader Summit	Conference Presenters	Selected Teacher Leaders Admin Team
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Section 4: Family Engagement Around Literacy

Guiding Questions:

- To improve [family engagement around literacy](#), how are you:
 - including families in focus groups and other discussions with teachers, students, and leaders around:
 - specific programs to address the school's mission?
 - families' concerns about literacy achievement?
 - students' attitudes toward reading and writing?
 - teachers' beliefs about student literacy and learning?
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
 - using communication methods that accommodate all families?
- How are you working directly with community partners to:
 - engage families and the community?
 - invest in the literacy of our youth?
 - improve access to resources?
- What resources and tools are you sharing with families and community partners to enhance literacy?

<i>Month/Date</i>	<i>Activities, Resources, and Tools</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
Annually	Annual Survey	Digital	Parents
Ongoing	Grades K-2 At-Home Student Support Parent Help Guide for Reading, Mathematics, Social Studies, and Science		Parents, students, and District Leaders
Ongoing	Parent Involvement Tips, Teaching Reading, Reading Tips for Preschoolers, Helpful Website	Pre K communications	Parents, students, and School/District Leaders
Ongoing	LDOE Family Support Toolbox	LDOE Website	Parents and Students
Ongoing	At-home Literacy Workshop	Grade 3 Individual Academic	Parents and School/



	Program	Improvement Plan Digital/Virtual	
Ongoing	Family Engagement Library placed at all Title I schools	Face-to-Face	Parents and School/District Leaders
Monthly	Saturday Literacy Workshop	Face to Face	Students, School Leader and teachers
August 2026	Prek and Kindergarten Parent Meetings	Face to Face	Parents and School/District Leaders
September 2026	Title 1 Informational Meeting Parent Night	Face to Face	Grade level leaders provide grade specific literacy strategies
November 2026	Grandparent Breakfast - Literacy Book Fair	Face to Face	Parents, Teachers, Admin & Students
October 2026	Parent Literacy Conferences	Face to Face	Parents and Teachers
January 2027	Parent Literacy Conferences Review Interim scores, progress monitoring for students in grades 3-5	Face to Face	Parents, Teachers & Admin
March 2027	Literacy Night - Parent Literacy conferences	Face to Face	Parents, Teachers, Admin & Students
April 2027	Math Literacy Night	Face to Face	Parents, Teachers & Admin
April - May 2027	One District One Book Kick off	Face to Face	District Stakeholders, Parents, Teachers & Admin

Section 5: Alignment to other Initiatives

Guiding Questions:

- To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs
 - Alignment across schools within the system

Initiative Alignment



<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
Strong School System Initiative	Effective Implementation & Family Engagement	Assistant Superintendent of Curriculum and Academic Affairs and Grade Level Supervisors
Accelerate Tutoring Strategies	Address and Prevent Unfinished Learning	RtI Interventions/LEAP 2025 Student Performance, IRLA growth (up to 2023-24), Lexia PowerUp Literacy data, and Language! Live Benchmarks
Accelerate Summer Learning Program	Accelerate ELA Summer 2021, Summer 2022, TS Gold, ARC Core +IRLA, and Guidebooks	Host Principal-Administrator and Grade Level Supervisors/TS Gold, IRLA (up to 2023-24), and Language! Live
K-2 Literacy & ELA Content Leader	Effective Educator Workforce	District and School Leadership/Endorsement and LER rating
Science of Reading (Act 108)	Effective Educator Workforce	District and School Leadership/Endorsement and LER rating
K - 12 Grade Recovery Program	Targeted reteaching and reassessment to ensure Mastery of curriculum content	Assistant Superintendent of Curriculum and Academic Affairs/Host Principal-Administrator and Grade Level Supervisors/Host Instructional Coach
Accelerated Reading	Reading Incentives	Review school reports
School Improvement Plan	Goals encompass literacy	Principal and ILT will monitor and review as needed
Accelerate Tutoring	Goals encompass literacy	Review attendance and monitor progress of participants



Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Teachers & School Staff	"LEAP 2025 SPS and Subgroup" Faculty Meeting	August 2026. at School Site Faculty/Leadership Meetings
Family Members	"LEAP 2025 Student Report Performance"	November 2026 through the website and open forums
Community	Webster Parish Schools Webpage	August 2026
Students	"LEAP 2025 Student Report Performance"	November 2026
Community Stakeholders	CES website; Social Media Outlets	August 2026

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov.

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