



Evangeline Central Literacy Plan

2026-2027

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9/1/2026

The following vision and mission statements were created based on extensive input from the Literacy Stakeholders. **The shared priority of improving student outcomes and teacher efficacy is reflected.**

Literacy Vision:

Every student will read confidently and proficiently on grade level by the end of third grade, building the foundation for lifelong learning and success. Students in grades 4-12 will read, understand, and communicate with confidence across all content areas.

Literacy Mission Statement:

To ensure all students succeed, we will provide timely, targeted support and small-group instruction. In grades 5–12, literacy instruction and intervention will address students' specific needs while strengthening reading and comprehension across all content areas. We will regularly monitor progress using multiple measures, adjust support as needed, and provide teachers with professional learning to strengthen Tier I instruction and intervention.

Overall Literacy Goals

1. Student Focused:

- K-3rd: Increase the number of students at benchmark (composite score) by 10% from the end of year 25-26 to the end of 26-27.
- 4th-8th: 70% of students identified as needing foundational reading intervention/supports will meet individual growth targets by the end of the year on the MAZE subtest of DIBELS 8.
- 9th-12th: The number of students who score at mastery or above on the High School English LEAP assessment will increase by 5% each year.

2. Teacher Focused:

- K-3rd: Intentionally plan for and provide small-group instruction for students focusing on students who are below benchmark on the DIBELS assessment.
- 4th-5th: Intentionally plan and provide instruction for students who scored below mastery on the previous year's ELA LEAP assessment and below benchmark on the DIBELS oral reading fluency assessment.
- 6th-8th: Intentionally plan for and provide instruction for students who scored below mastery on the previous year's ELA LEAP assessment.
- 9th-12th: Teachers will consistently use grade-level, standards-aligned texts, tasks, and student work to provide explicit literacy instruction across all content areas, monitor progress, and adjust instruction to meet students' needs.

3. Program Focused:

- Students are given individualized goals that are designed to meet the student where he/she is and provide a level of growth that is appropriate for the student to master necessary skills.
- Students are grouped according to personalized needs for explicit science of reading instruction.
- Grades K-2 will be provided with 100 minutes each day of foundational literacy skills instruction. (100 minutes of individual instruction) and 40 minutes of high-dosage tutoring daily.
- 3rd-5th grade will be provided with 90 minutes (30-minute small group lessons within core content at least 3 times per week) each week of foundational literacy instruction and/or fluency instruction and 40 Minutes high dosage tutoring time daily.
- 6th-8th grade will be provided with 40 minutes daily of foundational literacy instruction and/or comprehension instruction through high-dosage tutoring.
- 9th-12th grade teachers will use Tier I embedded assessments to monitor progress and drive whole-group and individual student supports.

Measuring Goals

1. Student Growth and Skill Mastery

- Use universal screeners, diagnostic assessments, and curriculum-based measures to compare each student's baseline performance with individualized growth targets. Monitor progress at least every two to four weeks.

2. Instructional Time and Implementation Fidelity

- Review schedules, intervention logs, lesson plans, and classroom observations to verify that students receive the required number of instructional minutes and that instruction is explicit, systematic, and aligned with the science of reading.

3. Responsive Grouping and Intervention Effectiveness

- Review student data every four to six weeks to determine whether students are grouped according to their current skill needs. Document regrouping, changes in intervention intensity, and the percentage of students who meet or exceed their individual growth goals.

Explicit Instruction, Intervention, and Extension

Tier I

- Implement Tier I instruction effectively through consistent use of high-quality curriculum, explicit and systematic instruction, appropriate pacing, differentiation, and frequent opportunities for student response and feedback.
- Use curriculum-based assessments (Section Diagnostics and Culminating Writing Tasks) to determine whether students are mastering essential standards and skills, identify patterns of difficulty, and evaluate whether core instruction is effective for most students.
- Use walkthrough data to identify schoolwide and classroom instructional trends, determine areas in which teachers need additional resources or professional learning, and plan targeted coaching and follow-up support.

Amount of time spent on daily literacy skills instruction and how it is used:

K-2:

- 100 minutes daily in Core, 40 minutes in high-dosage tutoring daily

3-5:

- 60 minutes weekly in core small group, 40 minutes high-dosage tutoring daily

6-8:

- 60 minutes weekly high-dosage tutoring (30 minutes/2 times per week)

9-12:

- Provide daily explicit literacy instruction using grade-level texts and tasks to strengthen students' reading comprehension, vocabulary, writing, and critical-thinking skills.

English Language Arts Textbooks and Instructional Materials Used

K-2: EL

3-12: Louisiana Guidebooks

Tier II

- Interventions provided by the classroom teacher or other trained staff.

Materials

Grades K-3:

- District-provided intervention lessons based on the science of reading and Tier I resources

Grades 4-8:

- iReady PDFs from the Teacher Toolbox
- FUEL Fluency Lessons from Guidebook Hub

Grades 9-12:

- Implement strategies using Tier I materials.

Tier II Plan

Purpose

- Secondary prevention- catch up students who are at risk

Protocol

- Skill-specific groups
- Students will be provided face-to-face instruction 4 times weekly for 30 minutes in addition to core instruction
- Explicit, systematic instruction
- A narrow (targeted) range of skills determined through data analysis
- Should address areas/components of literacy identified with screeners
- 3-5 students per group

List of available interventions and their descriptions:

- **Phonological Awareness and Phonics Intervention:** Provides explicit, systematic instruction in recognizing sounds, connecting sounds to letters, blending, segmenting, and decoding unfamiliar words.
- **Fluency Intervention:** Uses teacher modeling, repeated reading, partner reading, and immediate feedback to improve reading accuracy, appropriate pacing, and expression.
- **Vocabulary and Language Intervention:** Explicitly teaches essential academic and content-specific words through student-friendly definitions, examples, visuals, word relationships, and repeated practice.
- **Reading Comprehension Intervention:** Teaches students to understand and analyze text by identifying main ideas, summarizing, making inferences, asking and answering questions, and citing textual evidence.

Tier III

- Interventions provided by a classroom teacher, strategist, or literacy coach.

Materials

Grades K-2:

- District-provided intervention lessons based on the science of reading and Tier I resources

Grades 3-5:

- Materials based on the science of reading (UFLI)

Grades 4-8:

- iReady PDFs from the Teacher Toolbox
- FUEL Fluency Lessons from Guidebook Hub

Grades 9-12:

- Literacy skills embedded in provided curriculum

Tier III Plan:

Purpose

- Keep skills from getting worse and help them catch up

Protocol

- Skill-specific groups
- Students will be provided face-to-face instruction 4 times weekly for 30-40 minutes in addition to core instruction, which should include differentiated instruction.
- Explicit instruction is provided by a teacher or strategist/literacy coach with specialized literacy training.
- A narrow (targeted) range of skills determined through data analysis
- 1-3 students per group

List of available interventions and their descriptions

- **Phonological Awareness and Phonics Intervention:** Provides explicit, systematic instruction in recognizing sounds, connecting sounds to letters, blending, segmenting, and decoding unfamiliar words.
- **Fluency Intervention:** Uses teacher modeling, repeated reading, partner reading, and immediate feedback to improve reading accuracy, appropriate pacing, and expression.
- **Vocabulary and Language Intervention:** Explicitly teaches essential academic and content-specific words through student-friendly definitions, examples, visuals, word relationships, and repeated practice.
- **Reading Comprehension Intervention:** Teaches students to understand and analyze text by identifying main ideas, summarizing, making inferences, asking and answering questions, and citing textual evidence.

Action Plan

Each school (K-12) will create goals for students who are below grade level in foundational reading skills or fluency, or below mastery on the ELA LEAP assessment. They will monitor identified students by analyzing data during weekly School Leadership Team Meetings and PLCs. Walkthroughs will be conducted monthly to assess the consistent delivery of small-group instruction based on the Science of Reading and evidence-based strategies to improve literacy outcomes. The District Instructional Leadership Team will review data quarterly to assess progress toward goals.

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Screen all K–8 students using the district-approved literacy screener and analyze ELA LEAP data for students in grades 3–12 to identify strengths, skill gaps, and instructional priorities.	End of Oct 2026	• Confirm testing procedures, timelines, and staff responsibilities • Administer the literacy screener to all K–8 students. • Compile and disaggregate DIBELS and ELA LEAP data by district, school, grade, classroom, student group, standard, and skill area. • Identify students requiring additional support and standards requiring greater instructional focus. • Enter and verify all results in the district's designated data system. • Share findings with school leaders and instructional teams to guide planning and intervention.	*Assistant Principal • ELA teacher/interventionist	- DIBELS materials and reports • ELA LEAP data and reports • District data system • Data-analysis protocols and templates	100% of K–8 students screened, with documented exceptions for absent or newly enrolled students • DIBELS and ELA LEAP data accurately entered and verified in the district data system • Data disaggregated and reviewed at the district, school, grade, classroom, and student-group levels • Priority skill gaps, standards, and students identified • School and teacher instructional plans reflect findings from the data analysis

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Each school will identify and maintain current rosters of students performing below grade level in reading fluency or foundational literacy skills and students performing below Mastery on the ELA LEAP assessment.	End of Oct. 2026 update throughout the 2026–2027 school year	• Analyze literacy screener, diagnostic, progress-monitoring, and ELA LEAP data. • Develop rosters by grade, teacher, and identified skill need. • Provide teachers with current student rosters and supporting data. • Discuss identified students, instructional responses, and progress during weekly PLC meetings. • Assign appropriate Tier I supports and interventions based on identified needs. • Update rosters following each progress-monitoring and benchmark period.	• Curriculum Specialists • Principals • Teacher • Academic Supervisors	• Literacy screener and diagnostic reports • ELA LEAP reports • Progress-monitoring tools • District roster template • PLC data-analysis protocol	• Current student rosters maintained by each teacher and school • Teacher data binders containing rosters and supporting assessment data • Weekly PLC agendas and minutes documenting student-specific discussions and instructional decisions • Evidence that students receive support aligned with identified skill needs • Rosters updated after each progress-monitoring cycle • Documented student growth toward grade-level expectations and Mastery

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Use diagnostic and ongoing assessment data to provide differentiated small-group instruction and adjust whole-group instruction based on student needs.	Oct–Nov 2026: Analyze diagnostic data and establish instructional groups. Dec 2026–May 2027: Monitor progress and adjust instruction and student groupings regularly.	- Analyze screener and Tier I assessment data to identify specific student needs. - Group students according to skill needs and adjust groups as students progress. - Identify what mastery-level instruction and student work look like for priority standards. - Actively monitor student learning and provide immediate feedback. - Analyze exit tickets, assessment results, and student work to determine next instructional steps. - Conduct regular progress monitoring and use the results to adjust small-group and whole-group instruction.	- Curriculum Specialists - Principals - Teacher - Academic Supervisors	Tier I curriculum and instructional materials - Screener and diagnostic reports - Progress-monitoring tools - Student work protocols - Priority standards and assessment guides	- Documented growth toward individual student targets - Flexible instructional groups based on current data - Lesson-plan annotations reflecting instructional adjustments - Improved performance on exit tickets and Tier I assessments - Student work demonstrating progress toward mastery - Walkthrough evidence of differentiated small-group instruction

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Teachers will plan and consistently deliver data-informed, differentiated small-group instruction to address the specific needs of students at risk of not meeting grade-level expectations.	Begins Oct 2026 and continues throughout the 2026–2027 school year	Use screener, diagnostic, LEAP, and classroom assessment data to identify specific student needs. • Group students by skill need and establish measurable instructional targets. *Develop ISAP for each identified student • Provide consistent, targeted support using Tier I materials and approved interventions. • Review lesson plans and student data during weekly PLC meetings. • Monitor student progress regularly and make necessary modifications based on results.	• Curriculum Specialists • Asst. Principal • Teacher/Interventionist	• Tier I curriculum and instructional materials • Screener and LEAP reports • Benchmark and progress monitoring tools • District small-group planning resources	• PLC agendas and minutes reflecting data analysis and instructional decisions • Flexible student groupings based on current data • Benchmark and progress monitoring results showing growth toward student targets *Documentation that identified at-risk students consistently receive targeted support

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Provide teachers with ongoing, job-embedded support and professional learning based on identified instructional needs and student performance data.	August 2026–May 2027	Use student data and teacher feedback to identify professional learning needs. • Provide collaborative planning, instructional coaching, and modeling • Deliver targeted professional learning in the Science of Reading, differentiation, and effective small-group instruction. • Provide vendor-led training aligned with district curricula and instructional priorities. • Support teachers in selecting and implementing appropriate small-group lessons. • Monitor implementation and provide timely, actionable feedback and follow-up support.	• Curriculum Specialists • Principals • Teacher • Academic Supervisors • Vendors	Walkthrough data and documentation • Science of Reading resources Small-group instructional resources • HQIM lesson materials • Student performance data • Collaborative planning and coaching protocols	Teach Point documentation of professional learning, coaching, and feedback • Lesson plans and annotations demonstrating implementation of learned practices • Walkthrough evidence of improved small-group and differentiated instruction • SLTs aligned with identified student and instructional needs • Teacher participation and implementation records • Student growth on progress-monitoring and benchmark assessments

Professional Learning: Instructional Leadership Team (ILT) and Teacher Collaboration (TC)
Long Range Plan:

Cycle Topic	Goal for Cycle	How will success be monitored?
Data Snapshot (TC)	Teachers will identify Achieve and Grow Priorities for DIBELS and ELA LEAP	Lesson Annotations, Classroom observations, student work analysis
Identify bright spots, gaps, and root causes (ILT)	Determine Priorities, EOY Goals, Drivers, and Progress Metrics	Lesson Annotations, Classroom observations, student work analysis
Action Planning for Big Rocks(ILT)	Create specific actions for each priority	Lesson Annotations, Classroom observations, student work analysis
Establish areas of refinement and intentionally plan for priorities (TC)	Annotate lessons for determined student priorities and goals and identify best practices and strategies to improve areas of refinement	Lesson Annotations, Classroom observations, student work analysis
Academic Rigor	Identify the rigor needed to achieve teacher and student goals, create and update action plans to support teachers in the how.	Lesson Annotations, Classroom observations, student work analysis

Family Engagement Around Literacy

Provide families with practical tools and resources to support literacy at home.

- Provide families with simple at-home reading strategies and resources.
- Share students' literacy progress and individual learning goals regularly.
- Encourage families to read, discuss, and write together at home.

Alignment to Other Initiatives

Align literacy efforts with district goals, Tier I instruction, interventions, and professional learning.

- Use common literacy strategies across all grade levels and content areas.
- Connect intervention lessons directly to skills taught in Tier I instruction.
- Use student data to guide literacy goals, instructional support, and professional learning.
- Provide teacher training aligned with district literacy priorities and adopted curricula.

Communicating the Plan

Literacy Stakeholders

The Literacy Stakeholders contributed to the development of guiding principles for literacy interventions. During a focus group, stakeholders discussed key areas of need based on results from a literacy capacity survey and literacy planning tool. These areas include leadership and school structure, the strategic use of assessments, professional development, instructional practices, and intervention strategies. They will communicate the plan to families and community members throughout the year.

Member	Role
Steven Manuel, CWA/Program Administrator	Develop, lead, evaluate, and communicate the school literacy plan
Dawn Hardy, Asst. Program Administrator	Develop, lead, evaluate, and communicate the school literacy plan
Tricia Richard, Interventionist	Develop, lead, and evaluate school literacy program and improve classroom instruction by supporting teacher learning