

**Local Literacy Plan for
Brownfields Elementary
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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 Brownfields Elementary School, every student will develop the foundational reading, language, writing, vocabulary, fluency, and comprehension skills necessary to read independently, communicate effectively, and successfully engage with grade-level texts across all subject areas.

Literacy Mission Statement

Brownfields Elementary will provide equitable access to high-quality, evidence-based literacy instruction through consistent implementation of Amplify CKLA in grades K–2 and Savvas myView Literacy in grades 3–5. Leaders and teachers will use DIBELS, curriculum-based assessments, LEAP data, student work, and classroom observations to identify needs, provide targeted support, monitor progress, and partner with families so that every student grows as a reader and writer.

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)	By the end of the 2026–2027 school year, the percentage of K–3 students performing At or Above Benchmark on the DIBELS Composite Score will increase from approximately 56% at the 2025–2026 EOY benchmark to at least 65% at the 2026–2027 EOY benchmark. Additionally: • At least 70% of students receiving Tier II or Tier III literacy intervention will meet or exceed their individualized DIBELS progress-monitoring aimline. • Each K–3 grade will reduce the percentage of students Below or Well Below Benchmark in its identified priority subskill by at least 10 percentage points. • Students with disabilities, students with dyslexia characteristics, English learners, and other identified subgroups will receive interventions matched to their documented literacy needs.
Goal 2 (Teacher-Focused)	By May 2027, 100% of K–5 ELA teachers will demonstrate consistent implementation of the school’s adopted literacy curriculum and agreed-upon evidence-based literacy practices, as measured through: • Lesson-plan reviews • Curriculum implementation checks • Classroom walkthroughs • Coaching cycles • TC artifacts • Student work • DIBELS and curriculum-based assessment results At least 85% of literacy walkthroughs will show evidence of: • Grade-level, standards-aligned instruction • Appropriate use of the curriculum • Explicit modeling • Frequent student reading, writing, speaking, and listening • Checks for understanding • Small-group instruction based on current data • Actionable feedback and follow-up • Lesson internalization
Goal 3 (Program-Focused)	Throughout the 2026–2027 school year, Brownfields Elementary will implement and monitor a schoolwide literacy system that includes:

Section 1B: Literacy Goals

- Daily Tier I literacy instruction using Amplify CKLA in K–2 and Savvas myView in 3–5
- Protected foundational literacy instruction in K–5
- Explicit vocabulary, fluency, comprehension, and writing instruction in K–5
- DIBELS benchmark assessments at BOY, MOY, and EOY
- Regular progress monitoring for students below benchmark
- Tier II and Tier III intervention groups based on specific skill deficits
- Monthly teacher collaboration cycles
- Quarterly literacy-plan progress reviews
- Ongoing coaching and professional learning
- Family literacy communication and engagement

Success will be measured through:

- Walkthrough data
- PLC implementation rubrics
- TC artifacts
- Student assessment data
- Family participation data

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

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	July–August	Analyze EOY & BOY DIBELS, LEAP, curriculum	Principal, AP, coaches, teachers	DIBELS, LEAP, assessment reports	Grade-level goals, student

Section 2: Explicit Instruction, Intervention and Extension

		assessments; identify priority standards and subskills.			lists and pr skills comp
1	August–September	Administer BOY DIBELS and diagnostic assessments; establish flexible groups. Complete HQIM lesson internalization training.	K–3 teachers, Instructional coaches	mCLASS/DIBELS, CKLA, myView, HQIM Guides,	100% assessment completion groups established Lesson plans reflect HQI fidelity
1	September–May	Provide Tier II and Tier III intervention based on identified deficits.	Teachers, interventionists, coaches, ESS staff	HQIM intervention lessons, decodables, fluency passages, texts	Intervention logs and student growth toward aim
1	Every 4–6 weeks	Review progress-monitoring data and regroup students.	AP, coaches, teachers, SBLC/ESS staff	DIBELS reports and intervention trackers	Documented instructional changes and improved student performance
2	Weekly	Conduct literacy PLCs focused on lesson internalization, student work and assessment data.	Coaches, AP, teachers	CKLA, myView, student work protocols	PLC agenda products, next steps and follow-up
2	Weekly	Conduct walkthroughs and provide reinforcement and refinement feedback aligned to the Louisiana Educator Rubric.	Principal, AP, coaches	Walkthrough tool and feedback tracker	At least 85% walkthrough demonstration agreed-upon practices

Section 2: Explicit Instruction, Intervention and Extension

	2	August–May	Provide modeling, co-teaching, observation and coaching cycles.	Instructional coaches and school leaders	Coaching tools, curriculum, student work	Coaching log and increase implementation fidelity
	3	Quarterly	Review literacy-plan goals, subgroup progress and program implementation.	Literacy team	Goal tracker, DIBELS, LEAP, walkthrough and intervention data	Quarterly progress report and documented adjustment
Amount of time spent on daily literacy skills instruction and how it is used	Grade K-2nd (120-minute core literacy block) - Tier I literacy instruction is delivered daily through HQIM during a protected 60-minute foundational skills block and 60-minute knowledge block. 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 HQIM foundational skills and knowledge through TC and PD days. 3rd-5th Grade 3 - Tier I literacy instruction is delivered daily through HQIM during a protected, uninterrupted 90-minute core literacy block. Instruction includes explicit instruction in advanced phonics, morphology, fluency, vocabulary, language comprehension, reading comprehension, writing, speaking, and listening using grade-level complex texts. Students also receive a 30-minute Extra Learning Time block outside of core literacy instruction for targeted small-group instruction, intervention, additional skills practice, high-dosage tutoring, or extension based on individual student needs and assessment data. Extra Learning Time supplements and does not replace Tier I core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM and targeted literacy supports. - Healthy Tier I instruction is expected to result in at least 80% student mastery on grade-level curriculum-based assessments. During weekly Teacher Collaboration meetings, teachers receive new learning on effectively planning core lessons based on the needs of their students, are provided time to practice the new learning with feedback, apply the new learning in their classrooms, and look at student data to determine the effectiveness. The ILT analyzes broader curriculum-based assessment, DIBELS, and					

Section 2: Explicit Instruction, Intervention and Extension

progress-monitoring data to identify trends, determine areas of strength and need, and make instructional adjustments that are then addressed through Teacher Collaboration.

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 through Instructional Leadership Team (ILT) and Teacher Collaboration (TC) structures 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.

Section 2: Explicit Instruction, Intervention and Extension

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). • Savvas myView 3–5 (Integrated Skills and Knowledge): Integrated literacy program that builds reading comprehension, vocabulary, fluency, writing, and knowledge through complex, grade-level texts while reinforcing foundational reading skills as needed.
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. Do the skills 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-3 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 on a 10-day cycle for students who are below and on a 5-day cycle for students who are well below using HQIM curriculum-based assessments, mCLASS/DIBELS progress-monitoring tools, and other relevant formative assessment data. Decisions 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. • Tier II intervention is scheduled during designated intervention or enrichment times outside the core literacy block to protect students' access to grade-level

Section 2: Explicit Instruction, Intervention and Extension

	Tier I instruction while providing targeted, data-driven support aligned to individual learning needs as evidenced through their IASPs.
List of available interventions and their descriptions	● CKLA Additional Core Materials and Supplemental Activities for Grades K-2: Targeted small-group instructional resources that provide differentiated support and practice aligned to HQIM core lessons to address specific student learning needs. ● Literacy Intervention Program for Grades 3-5: Personalized, skills-based literacy intervention that delivers targeted instruction and practice in foundational reading skills using student assessment data to accelerate learning. ● High-Dosage Tutoring (HDT) – Tutored By Teachers: A high-impact, data-driven literacy tutoring program that provides targeted, evidence-based reading instruction aligned to the science of reading to accelerate student achievement and close learning gaps through frequent, small-group or one-on-one support.
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. Do the skills 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 3 students, based on the TPLS and documented in the student's IEP, IASP, or Section 504 Plan, when applicable. Intervention is delivered by a qualified literacy interventionist using 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

Section 2: Explicit Instruction, Intervention and Extension

	through progress-monitoring records, intervention documentation, coaching and collaboration notes, and individualized student plans, when applicable.
List of available interventions and their descriptions	• HQIM Additional Core Materials and Supplemental Activities: Targeted small-group instructional resources that provide differentiated, skills-based support aligned to HQIM core instruction to address identified literacy skill deficits and strengthen student mastery with increasing intensity and feedback, along with multisensory instruction. • Evidence-Based and State-Approved Program (if needed): Intensive, individualized intervention using an evidence-based program selected to address the student's identified literacy needs and monitored through frequent progress monitoring.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Monthly	Goal Setting and Monitoring Develop a Literacy Plan and set literacy goals. Create a plan to monitor progress of actions, as well as toward mastery of the literacy goals, including review of screener and curriculum-embedded data.	Principal, Instructional Leadership Team	LDOE TPLS, School Literacy Goals, School Improvement Plan, LDOE Literacy Plan Development Guide, Existing Literacy data	- The Instructional Leadership Team consistently tracks the effectiveness of cycles through ILT to evaluate implementation, monitor progress toward literacy goals, and make data-informed instructional decisions. - Evidence: ILT Long Range Plan with evidence listed as appropriate under the cycles, updated action plans, updated Literacy Plan posted to school website
1-3	Monthly	Improving Core Instruction Create the first cycle of ILT and TC around unit and lesson preparation. Conduct HQIM Walkthroughs and provide targeted Teacher Support Additional ILT and TC cycles will be built based	ILT Team/ Instructional coach	K-2 Skills Unit Preparation K-2 Skills Lesson Preparation K-2 Knowledge Unit Preparation K-2 Knowledge 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

Action Plan

		on teacher and student need		3-12 Unit Preparation 3-12 Lesson Preparation	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 tasks, with at least a 10% increase in students meeting or exceeding proficiency. • HQIM walkthroughs are through the lens of follow-up between TC and ILT to determine transfer of TC learning. • At least 90% of teachers observed demonstrate proficient implementation of HQIM, with coaching notes being reflected in adjusted instruction • Evidence: Section diagnostic data, culminating student work, increased DIBELS outcomes
1, 3	Monthly	Improving Tier II and Tier III Instruction Create a plan to monitor progress toward improving Tier II and Tier III instruction. Establish an initial cycle of ILT/TC support focused on intervention planning, implementation, and progress monitoring.	ILT Team, Instructional Coaches, Literacy Interventionists	TPLS guidance; intervention training, resources, protocols, etc.; progress monitoring tools	• Intervention plans demonstrate alignment between identified student skill needs and targeted intervention and supports. • Look for evidence during walkthroughs/observations to ensure intervention is explicit, systematic, cumulative, multisensory as needed, appropriately intensive, and aligned to identified student need(s). • Ensure progress monitoring data are collected consistently and reviewed at appropriate designated intervals. • Ensure teams use multiple data points to determine whether students are responding to intervention and make timely adjustments to intensity, frequency, duration, group size, and/or instructional focus.

Action Plan

					Evidence: Intervention plans, Individualized Academic Support Plans, walkthrough data, progress monitoring data (DIBELS), student work samples, ILT/TC and data team documentation
1, 3	Monthly	Improving Literacy Extensions Create a plan to monitor progress toward improving Literacy Extensions. Create an initial cycle of ILT/TC support focused on strengthening literacy extensions for students who have demonstrated proficiency with grade-level content.	ILT Team, Instructional Coaches	HQIM extension resources, unit and lesson preparation protocols	- Review unit and lesson preparation for evidence of intentional planning for students who are ready to extend their learning. - Extensions deepen or broaden grade-level learning. - Look for evidence during classroom walkthroughs/observations showing students are engaged in increasingly complex reading, writing, speaking, and listening, and knowledge-building opportunities aligned to the HQIM. - Ensure teachers use formative assessments and observable data to determine when and how students need access to literacy extensions. - Evidence: unit/lesson plans and annotations, student work samples, formative assessment data, walkthrough observations.
2		Continuous Improvement of Leader and Teacher Capacity Use current teacher/student data to refine professional learning cycle focus.	Instructional Leadership Team, Instructional Coaches	ILT/TC Long-Range Plans, HQIM Walkthrough Tool, Student Data	- Review evidence of expected Teacher and Student outcomes to determine if cycle goals were met. - Use identified instructional need(s) to determine the focus for next cycle within ILT and TC long-range plans. - Ensure new cycle goal(s), professional learning cycle chunks, weekly coaching/feedback, and expected Teacher/Student outcomes all align to create a coherent cycle of support. - Monitoring of completion of Science of Reading training.

Action Plan

					• Transfer of learning from TC and coaching plans.
3	Quarterly	Engaging Families Facilitate evidence-informed family engagement activities that strengthen student outcomes and the partnership between school and home	Instructional Leadership Team, Literacy Mentors and Teachers	LEAP and DIBELS results, HQIM activities, building literacy at home resources, community partnership resources	• Conduct family literacy engagement demonstrations that assist families in understanding LEAP and DIBELS results. • Demonstrate for families how to do HQIM-aligned activities at home based on their child's needs. • Demonstrate general building literacy at home activities to build a love of reading and help with fluency building. • Bring in community partners to build partnerships between home, school, and community to support literacy development. • Share overall school goals with families and a high-level action plan to achieve those goals, while providing updates throughout the year. • Provide ongoing support and communication to families regarding the progress of their child's IASP.

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	Topics	Attendees
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Section 3A: Professional Learning: Partners (if applicable)

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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?
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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>
July 2026	ELA New Standards Institute	All ELA Teachers, Instructional Coach
July 2026	ELA Guidebooks 6-8 (2024) New Teacher Training	All New ELA Teachers (New to subject, grade level, school, or school system)
July 2026	Crawfish Literacy Intervention Program Training	Literacy Interventionists, Administration, Instructional Coach
July-August 2026	DIBELS Administration and Data Analysis for Grades 6-8	Literacy Interventionists, Instructional Coach, Administrators

Section 3A: Professional Learning: Partners (if applicable)		
August 2026	Unit Study Protocol	All ELA Teachers
January-May 2027	Adolescent Literacy in Action for Grades 4 and 5 (Canopy Course to address Act 964)	All ELA Teachers, Interventionists, Instructional Coach, ILT
October 2026	Tier II and Tier III Literacy Intervention Practices	ELA Teachers, Literacy Mentor, Special Education Teachers
September-November 2026	Five Louisiana Professional Learning Partner Days (ELA Guidebooks)	ALL ELA Teachers, Principal, Instructional Coach, Literacy Mentor
May 2027	Reflection, Celebration, and Goal Setting	All Faculty

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?
Strengthening Tier 1 instruction through HQIM Unit Prep and Lesson Prep Phase 1	Engagement and collaborative unit and lesson preparation by developing a deep understanding of grade-level standards, unit goals, text complexity, lesson objectives, and the progression of learning within HQIM. The ILT and TC teams will establish consistent expectations for preparing high-quality literacy lessons that align with instruction and assessment.	Evidence of completed unit preparation protocols and lesson preparation artifacts. ILT and TC cycle tracking of evidence listed in long-range plan, walkthrough data showing alignment between lesson objectives, HQIM resources, and instructional delivery, student formative assessment data, and progress monitoring data based on literacy goals.
Deepening Lesson Planning: A continuation of the lesson	Educators will continue the lesson preparation process by	Completed lesson annotations following the steps for the

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

preparation protocol: Phase 2	analyzing lesson objectives, anticipating student misconceptions, identifying opportunities for checks for understanding, planning purposeful questions, and determining how students will demonstrate mastery. ILT and TC teams will use the lesson preparation process to ensure daily literacy instruction is aligned to the school system expectations and is responsive to student needs.	protocol, TC agendas, collaborative planning notes, walkthrough data showing alignment between lesson objectives, instructional practices, questioning, student task, student work samples, formative assessment data, and teacher reflection on instructional effectiveness.
**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:
 - 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
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Section 4: Family Engagement Around Literacy

September	Understanding Literacy Screeners	Virtual Option	District Literacy Team
October	Family Literacy Night	Evening Event	Public Library
November	Parent Workshops: Reading at Home	Spanish Interpretation	Volunteers
January	Family Data Conferences	Flexible Scheduling	Community Partners
February	Black History Literacy Celebration	Evening Event	Local Universities
March	Read Across America Week	Community Readers	Businesses, Mobile Library Bus
May	Summer Reading Launch	Free Book Distribution	Friends of the Library
September	Understanding Literacy Screeners	Virtual Option	District Literacy Team
October	Family Literacy Night	Evening Event	Public Library
November	Parent Workshops: Reading at Home	Spanish Interpretation	Volunteers

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which school system 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/	Connection to Literacy	Monitoring Plan/
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Section 5: Alignment to Other Initiatives

Initiatives		Evidence of Success
<i>School Improvement Plan</i>	<i>Literacy goals will be included as schoolwide academic priorities.</i>	<i>SIP reviews and student-achievement evidence</i>
<i>Louisiana Educator Rubric</i>	<i>Walkthroughs and coaching will connect instructional practices to rubric indicators.</i>	<i>Observation evidence, reinforcement and refinement feedback</i>
<i>Amplify CKLA K–2</i>	<i>Provides foundational skills, decodable text, vocabulary and knowledge-building instruction.</i>	<i>Curriculum walkthroughs, lesson plans and student data</i>
<i>Savvas myView 3–5</i>	<i>Provides grade-level reading, vocabulary, writing and comprehension instruction.</i>	<i>Curriculum assessments, walkthroughs and student work</i>
<i>Amplify Science</i>	<i>Builds vocabulary, knowledge, evidence use and scientific reasoning.</i>	<i>Student discussion and written responses</i>
<i>Gallopade Social Studies</i>	<i>Builds source analysis, vocabulary, claims and evidence.</i>	<i>Student work and source-based responses</i>
<i>MTSS/SBLC/504/ESS</i>	<i>Provides coordinated support for students with intensive or specialized literacy needs.</i>	<i>Intervention plans, progress monitoring and meeting records</i>
<i>Attendance and Discipline</i>	<i>Protects access to daily literacy instruction and reduces lost instructional time.</i>	<i>Attendance, discipline and missed-instruction data</i>
<i>ILT/PLC Systems</i>	<i>Ensures regular review of instruction, data, interventions and implementation.</i>	<i>Agendas, minutes, data reports and follow-up evidence</i>
<i>Extended Day/HDT</i>	<i>Provides additional instructional time for identified students.</i>	<i>Attendance and student-growth data</i>
<i>Individual Academic Support Plans (IASPs)</i>	<i>Provides individualized literacy support and progress monitoring for students below benchmark.</i>	<i>Completed IASPs, family conferences, progress reports</i>
<i>Special Education</i>	<i>Aligns specialized literacy instruction with HQIM and evidence-based intervention practices.</i>	<i>IEP progress, intervention fidelity, walkthroughs</i>

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 school system 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
School System and School Leadership (School System supervisors, principals, assistant principals, school-based literacy team, ILT)	Introduce literacy plan at BOY. Review implementation expectations, curriculum-embedded assessments, walkthrough trends, intervention progress, and family engagement during ILT meetings and reviews of meeting/not meeting cycle goals. Provide regular updates on implementation progress and next steps.	BOY and EOY Program Evaluation, During ILT Meetings and at the conclusion of cycles of ILT and TC
<i>Faculty and staff</i>	<i>Opening professional development, faculty meetings, PLCs, email updates and shared literacy-plan documents</i>	<i>August and monthly</i>
<i>Literacy team/ILT</i>	<i>Goal tracker, data meetings, walkthrough trends and quarterly implementation reviews</i>	<i>Weekly</i>
<i>Teachers</i>	<i>PLCs, coaching cycles, curriculum updates, student-data reports and feedback</i>	<i>Weekly</i>
<i>Families</i>	<i>ClassDojo, newsletters, parent conferences, literacy nights, school website and printed resources</i>	<i>Monthly and after benchmark windows</i>
<i>Students</i>	<i>Student-friendly goals, reading conferences, progress celebrations and individual feedback</i>	<i>Ongoing</i>
<i>District personnel</i>	<i>Required plan submission, benchmark reports and school-improvement updates</i>	<i>According to district timelines</i>

Section 6: Communicating the Plan		
Community partners	Partnership meetings, family-event invitations and requests for literacy resources	Monthly / Semester