

2026-2027

Local Literacy Plan for
East Baton Rouge School System

Broadmoor 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

- What is the school/system's focus and mindset around literacy?
- What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
- Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

We envision a school community where every student becomes a confident, capable reader, writer, and critical thinker, equipped with the literacy knowledge and skills to succeed in school and beyond.

Literacy Mission Statement

Our mission is to provide every student with high-quality, standards-aligned literacy instruction that builds strong reading, writing, speaking, and thinking skills. Through purposeful instruction, engaging learning experiences, targeted support, and a commitment to growth, we empower every student to become a successful and lifelong learner.

Section 1B: Literacy Goals

- What are the overall literacy goals?
- What are the student-focused [leading and lagging goals](#), including individual subgroups?
- What teacher-focused goals lead to students meeting their goals?
- What are the program-focused goals for creating structures that help students and teachers succeed?
- How is the plan to measure these goals?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)

By the end of the 2026-2027 academic year, 100% of our students (which will include the lowest 30% of students) will demonstrate growth (sub-achievement level) in ELA and Math by Spring 2027 as measured by LEAP 2025 and 100% of students will meet their EOY DIBELS goals (inclusive of the LEAP 2025 Goal (3-5 Only)

LEAP 3-5

Achieve: By the end of the 2026-2027 academic year, we will increase our proficiency by 3.9% (44.5% to 53.6% B-A) as measured by LEAP 2025 and EOY DIBELS.

Grow: By the end of the 2026-2027 academic year, we will increase our growth 9.1% (44.5% to 53.6% B-A) as measured by LEAP 2025 and EOY DIBELS.

3rd-5th Grade Level Goals

By the end of the cycle, 3rd Grade will increase proficiency(Mastery/ Advanced) by 9.7% (23% F to 26.7% D) in ELA as measured by LEAP 2025.

By the end of the cycle, 4th grade will increase proficiency(Mastery/ Advanced) by 1.7% (31% D to 32.7% C) in ELA as measured by LEAP 2025.

By the end of the cycle, 5th grade will increase proficiency(Mastery/Advanced) by 7.7% (19% F to 26.7% D) in ELA as measured by LEAP 2025.

DIBELS Goal (K-2 Only)

Achieve: By the end of the 2026-2027 academic year, we will increase our proficiency by 1.6% (52% to 53.6% B-A) as measured by EOY DIBELS.

Grow: By the end of the 2026-2027 academic year, we will increase our proficiency by 4.6% (49% to 53.5% B - A) as measured by EOY DIBELS.

Goal 2 (Teacher-Focused)

By May 2027, 100% of teachers will implement High-Quality Instructional Materials (HQIM) with fidelity, as evidenced by

Section 1B: Literacy Goals

lesson internalization, classroom observations, and instructional planning.

Unit Preparation – Build Planning Capacity

Leading Goal - August 2026

By the start of the 2026–2027 academic year, 100% of ELA teachers will complete Unit Preparation using the LDOE Unit Preparation Protocol for their upcoming instructional unit and begin implementation, as evidenced by completed unit preparation artifacts reviewed during Teacher Collaboration.

Measure: Unit Preparation Protocol artifacts, Teacher Collaboration reviews, and coaching feedback.

Lesson Preparation – Internalize Before Instruction

Leading Goal - Cycle 1

By the end of Teacher Collaboration Cycle 1, 100% of ELA teachers will consistently use the LDOE ELA Guidebooks Lesson Preparation Protocol to internalize upcoming lessons prior to instruction, as evidenced by completed lesson preparation artifacts and evidence of planning discussed during Teacher Collaboration.

Measure: Annotated lesson preparation artifacts, Teacher Collaboration evidence, and coaching/walkthrough data.

Instructional Transfer – Implement HQIM with Fidelity

Leading Goal- January 2027

By January 2027, at least 90% of ELA teachers will demonstrate proficient implementation of Unit Preparation and Lesson Preparation practices during classroom instruction, as measured by the HQIM Walkthrough Tool, LDOE ELA Lesson Preparation Protocol, and classroom walkthrough evidence.

Measure: HQIM Walkthrough Tool, classroom walkthrough trends, lesson artifacts, and student learning evidence.

Sustained HQIM-Aligned Instruction – Strengthen the LER Refinement Area

Lagging Goal - May 2027

By May 2027, at least 90% of ELA teachers will demonstrate sustained proficiency in planning and delivering standards-aligned, HQIM-based instruction, as evidenced by end-of-year walkthrough trends, classroom observation data,

Section 1B: Literacy Goals	
	lesson preparation artifacts, and student evidence demonstrating growth in the identified LER refinement area. Measure: End-of-year observation ratings, walkthrough trends, lesson preparation artifacts, and student work/assessment evidence.
Goal 3 (Program-Focused)	Instructional Leadership Team Leading Goal - August 2026 By August 2026, the Instructional Leadership Team (ILT) will establish and implement a weekly literacy leadership cycle that uses the HQPL process and High-Quality Instructional Materials (HQIM) to examine instructional implementation, student achievement, progress-monitoring, and literacy data. The ILT will use findings to identify teacher needs, determine schoolwide instructional priorities, and develop responsive actions, as evidenced by 100% completion and documentation of Cycle 1 of the Long Range Plan. Measure: ILT agendas, meeting artifacts, literacy data reviews, action plans, and LRP Cycle 1 complete. Teacher Collaboration – Instructional Transfer Leading Goal - August 2026 By August 2026, all 6–8 ELA teams will implement weekly Teacher Collaboration cycles that translate ILT learning into classroom practice. Teams will collaboratively analyze student data, identify instructional needs, plan standards-aligned responses, implement agreed-upon strategies, and monitor the impact on student learning, as evidenced by 100% participation and completion of weekly collaboration cycles. Measure: Teacher Collaboration agendas, lesson-planning artifacts, student work, data analysis, walkthrough evidence, and teacher transfer. Literacy Intervention – Tiered Support Leading Goal -October 2026 By October 2026, the school will implement a comprehensive, data-driven literacy intervention system that uses curriculum-embedded assessments, diagnostic data, student work, and progress-monitoring data to identify students requiring Tier II and Tier III support. Students will receive timely, targeted, and responsive intervention aligned to

Section 1B: Literacy Goals

identified literacy needs, as evidenced by 100% implementation of the school's literacy intervention process across all grade levels.

Measure: Intervention rosters, diagnostic data, intervention plans, progress-monitoring records, student work, and intervention fidelity checks.

Schoolwide Literacy Systems – Implementation Fidelity

Leading Goal -May 2027

By May 2027, all schoolwide literacy systems — including ILT, Teacher Collaboration, Tiered Instruction, and Progress Monitoring — will be implemented consistently and with fidelity. School leaders will conduct quarterly implementation reviews to evaluate the effectiveness of each system, identify gaps, and make adjustments to strengthen literacy instruction and student support, as evidenced by end-of-year implementation rubrics that demonstrate sustained implementation and leadership reviews of system outcomes.

Measure: Implementation rubrics, quarterly reviews, walkthrough data, collaboration artifacts, intervention data, and leadership monitoring.

Student Literacy Outcomes – Student Achievement

Lagging Goal -May 2027

By May 2027, students will demonstrate measurable growth in literacy achievement as a result of consistent, standards-aligned Tier I instruction, targeted intervention, and progress monitoring. The percentage of students demonstrating proficiency or higher on schoolwide literacy assessments will increase from the established baseline to the school's identified 2027 target, with targeted attention to students performing below grade level and students requiring Tier II and Tier III support.

Measure: Curriculum-embedded assessments, benchmark data, diagnostic assessments, progress-monitoring data, and state assessment results.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - 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	Kindergarten -2nd Grade K-2nd (130-minute core literacy block/ Implementation of Heggerty) - Tier I literacy instruction is delivered daily through HQIM during a protected 60-minute foundational skills block and 60-minute knowledge block, and 10 minutes of phonemic awareness. 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, not replaces, Tier I core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM and targeted literacy supports. Grades 4–5

Section 2: Explicit Instruction, Intervention and Extension

- Tier I literacy instruction is delivered daily through HQIM during a protected 60-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.

Student Mastery

- 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 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

Section 2: Explicit Instruction, Intervention and Extension

	identify students for extension and ensure continued growth while maintaining access to high-quality core instruction.
English Language Arts textbooks and instructional materials used	1. HQIM 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). 2. HQIM 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	• Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? • Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? • 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? • Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? • 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	• 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 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.

Section 2: Explicit Instruction, Intervention and Extension

	Intensive, individualized intervention using an evidence-based program selected to address the student's identified literacy needs and monitored through frequent progress monitoring.
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? - 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 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. - 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	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 diagnostic data, culminating student work

Action Plan					
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 on teacher and student need	ILT Team/ Instructional coach	K-2 Skills Unit Preparation K-2 Skills Lesson Preparation K-2 Knowledge Unit Preparation K-2 Knowledge Lesson Preparation 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 tasks,

Action Plan					
					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. • Evidence: Intervention plans, Individualized Academic Support Plans, walkthrough data, progress

Action Plan					
					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

Action Plan					
					all align to create a coherent cycle of support. • Monitoring of completion of Science of Reading training. • Transfer of learning from TC and coaching plans.
3	Monthly	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 (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)
July 2026	CKLA New Curriculum Implementation	All Teachers and Admin
July 2026	Savvas New Curriculum Implementation	All Teachers and Admin
August	DIBELS Administration	All DIBELS TA's
August -September	Unit and Lesson Study Protocol Overview	Leadership Team
September	DIBELS Goals Setting/ Data Analysis	K-2 Teachers
September	Savvas Baseline Data Review	3-5 Teachers
September -October	Phase 1 of Unit and Lesson Study Protocol	All K-5 Teachers
October-January	Phase 2 of Unit and Lesson Study Protocol	All K-5 Teachers
October	Tier II and Tier III Literacy Intervention Practices Progress Monitoring)	ELA Teachers, Literacy Mentor, Special Education Teachers
December	DIBELS MOY Overview	TA/Admin
December-Jan	DIBELS Goals Setting/ Data Analyzation	K-2 Teachers
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 Effective HQIM Unit and Lesson Preparation: Phase 1	Engage teachers in collaborative unit and lesson preparation to develop a deep understanding of grade-level standards, unit goals, text complexity, lesson objectives, and the progression of learning within HQIM. The ILT and Teacher Collaboration (TC) teams will establish and reinforce consistent expectations for high-quality literacy planning that intentionally connects standards, instruction, tasks, and assessment to ensure students experience rigorous, coherent, and standards-aligned literacy instruction.	Evidence will include completed HQIM Unit Preparation Protocols and Lesson Preparation artifacts, ILT and Teacher Collaboration (TC) cycle tracking aligned to the Long Range Plan, and walkthrough data demonstrating alignment among grade-level standards, lesson objectives, HQIM resources, instructional delivery, and assessment. Additional evidence will include student formative assessment results and progress-monitoring data used to measure student growth toward identified literacy goals and inform ongoing instructional adjustments.
Strengthening Tier 1 Instruction Through Effective HQIM Unit and Lesson Preparation: Phase 2	Strengthening teachers' ability to deepen lesson preparation by analyzing the progression of learning, anticipating student thinking, planning for rigor and engagement, and identifying opportunities to respond to student needs. Teachers will use Phase 2 of the Lesson Preparation Protocol to ensure planned instruction intentionally aligns standards, lesson objectives, tasks, questioning, differentiation, and assessment within HQIM.	Success will be monitored through a continuous evidence cycle that includes review of Phase 2 lesson preparation artifacts, Teacher Collaboration discussions, classroom walkthroughs, and student learning evidence. The ILT and TC teams will monitor teacher implementation against established expectations, provide timely feedback and support, and use walkthrough and student formative assessment data to determine whether planning is translating

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

into effective HQIM-aligned instruction.

Evidence of success will include:

- Completed Phase 2 Lesson Preparation Protocols
- Teacher Collaboration cycle tracking and reflection
- Walkthrough evidence of planned-to-taught alignment
- Student engagement and evidence of learning
- Formative assessment and progress-monitoring data
- Coaching/feedback and documented next steps
- Comparison of cycle-to-cycle implementation data to measure growth

Section 4: Family Engagement Around Literacy

3. 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?
4. 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?
5. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Section 4: Family Engagement Around Literacy			
Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House : -Targeted to new incoming families to learn mandates by the state (Literacy Screeners, IASP's, and HDT. -Communication station to ensure families know how to stay informed and also reach out to be a partner. Family outreach station with public library information)	Families will receive Open House information through multiple communication methods, including flyers, the school newsletter, ClassDojo, and the school's social media page. Presentation materials, handouts, and resources on LEAP and DIBELS, retention and promotion guidance, and family outreach will be shared.	Parent Teacher Association – Assists with event promotion, volunteer support, and family participation
September	Interpreting and Supporting Your Child's IASP: -Targeted to families of students with an IASP. The general session will explain the overall purpose and how to interpret. -Families will then break off into breakouts depending on their child's needs to learn how to do support activities at home.	Families will receive communication via all above-listed communication avenues. Provide translated IASPs when necessary. Parents will take home a one-pager with directions for doing activities at home with a QR code that will show a short demonstration as well.	Families/Caregivers
October	DIBELS Night: Families will attend the appropriate grade-level session for fluency (K: building sound fluency, 1st: continuing to build sound fluency and transitioning to word reading and connected text fluency, 2nd: passage-reading fluency).	Families will receive communication via all the above-listed communication avenues. Materials will come from HQIM, and staff will model how to implement at home. Copies of materials will be sent home, along with an instruction page and a QR code with short videos for how to implement.	Families/Caregivers
November	DIBELS Parent Focus: Families will receive a letter and sound word-work activity designed to strengthen foundational literacy skills, including phonemic awareness, letter-sound correspondence, decoding, blending, and spelling patterns. A family letter will provide simple, practical	Printed copies will be sent home with students. A digital version of the activity, along with parent directions, will also be posted on the school's social media page to ensure all families have access.	Families/Caregivers

Section 4: Family Engagement Around Literacy

	directions and strategies for practicing sounds, blending sounds to read words, building and spelling words, and developing confidence when encountering unfamiliar words. Activities will be designed to be engaging, accessible, and easy to complete at home, reinforcing skills students are learning through classroom literacy instruction.		
December	Curriculum Night: Targeted to families to learn about grade-level curriculum, instructional expectations, and ways to support student success at home. Curriculum & Instruction Station: Provide families with an overview of grade-level standards, curriculum, instructional practices, and learning expectations so they understand what students will be learning throughout the school year.	Families will receive Curriculum Night information through multiple communication methods, including flyers, the school newsletter, ClassDojo, and the school's social media page. Presentation materials, handouts, and resources on LEAP and DIBELS, retention and promotion guidance, and family outreach will be shared.	Parent Teacher Association – Assists with event promotion, volunteer support, and family participation Public Library – Provides information about library services and assists families with registering for library cards during Family Literacy Night

Section 5: Alignment to Other Initiatives

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

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
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Section 5: Alignment to Other Initiatives

School Improvement Plan	Align literacy goals with the school's priority of increasing reading proficiency through evidence-based Tier 1 instruction, targeted intervention, and family engagement.	Review of DIBELS benchmark data, Tier I curriculum-embedded assessments, progress monitoring, student attendance, and family engagement. Additionally, implementation of data during ILT/TC meetings to drive instructional needs.
Early Childhood/Pre-K transition Program	Aligns literacy expectations from pre-K through the elementary grades to ensure students enter kindergarten with strong foundational literacy skills and families understand how to support reading development at an early age.	Early literacy screening data, family engagement participation, transition meeting documentation, and student growth and foundational reading skills.

Section 6: Communicating the Plan

- To ensure clear communication and strong implementation of this literacy plan, what is the plan to:
1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
 2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
 3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
 4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
 5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
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
Teachers, instructional coaches, and interventionists	Communicate literacy goals, implementation expectations, and progress through faculty meetings, Teacher Collaboration, ILT meetings, and instructional coaching.	August; Ongoing through weekly ILT and Teacher Collaboration meetings

Section 6: Communicating the Plan

Families and Community Partners	We will communicate literacy goals, grade level expectations, assessment information, and ways to support reading at home. This will be communicated through open house, literacy events, newsletters, the school website, social media, parent conferences, and take-home resources. We will share regular updates on student progress and available literacy support.	Open house (August), quarterly newsletters, parent conferences, literacy events on campus, ongoing website and social media updates throughout the year
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