LOUISIANA DEPARTMENT OF EDUCATION

# Local Literacy Plan for
# Albany Lower Elementary
# Robin Stewart/Principal
# Superintendent: Jody Purvis
# (August 27, 2026)

# LOUISIANA'S LITERACY PILLARS

| Section 1A: Literacy Vision and Mission Statement | |
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| 1. What is the school/system's focus and mindset around literacy?<br>2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?<br>3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families? | |
| Literacy Vision | In collaboration with families and communities, Livingston Parish Public Schools will enhance students' literacy outcomes by providing all students with high-quality curriculum and instruction.<br><br>Because Albany Lower Elementary includes grades PK through second grade, we focus on building strong foundational skills in decoding, language comprehension, and develop a lifelong love for reading. By involving the students, staff, and community, the team works together to create successful learners. |
| Literacy Mission Statement | Livingston Parish Public Schools is committed to providing students with a high-quality, enriching literacy foundation and skills to prepare them to successfully be college and career ready. Rigorous and relevant instruction in listening, speaking, reading, and writing is |

| Section 1A: Literacy Vision and Mission Statement | |
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| | the focus of literacy learning in all content areas and classrooms.<br><br>Because Albany Lower Elementary is the students' first school, our staff focuses on helping students to develop a strong foundation in reading, writing and communication skills. These skills are built upon as students progress through their educational career. |

| Section 1B: Literacy Goals | |
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| 1. What are the overall literacy goals?<br>2. What are the student-focused leading and lagging goals, including individual subgroups?<br>3. What teacher-focused goals lead to students meeting their goals?<br>4. What are the program-focused goals for creating structures that help students and teachers succeed?<br>5. How is the plan to measure these goals? | |
| Goal 1 (Student-Focused) | • By the end of the school year, K-3rd grade students will increase by 2.32% in literacy benchmarks. |
| Goal 2 (Teacher-Focused) | • All teachers will demonstrate effective teaching practices that include meeting the individual needs of all students, implementing the Tier I curriculum with integrity measured by walk throughs and LER observations.<br>• All teachers will use student data to effectively plan intervention/ extension instruction for all students including subpopulations as evidenced by DIBELS 8 end of year data, iReady Reading Diagnostic, ELPT scores, IEP Goals and progress monitoring assessments.<br>• All teachers will use student data from DIBELS 8, iReady Reading Diagnostic, ELPT scores, IEP Goals, and Progress Monitoring to monitor individual students' progress and |

| Section 1B: Literacy Goals | |
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| | adjust interventions and extensions as needed throughout the school year.<br>• By August 2026, all new teachers will receive initial training in the adopted high quality instructional materials. |
| Goal 3 (Program-Focused) | • Livingston Parish Public Schools will implement the Literacy Program throughout the school year that includes the following: Tier 1 reading curriculum, support for all students using reading interventions and/or extensions based on literacy deficits and diagnostic assessments.<br>• Teacher effectiveness will be measured through Canopy Science of Reading training, observation with LER rubrics, walk through data analysis and monitoring of literacy data through ongoing collaboration and team meetings. |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction. | |
| **Tier I** | 1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?<br>a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.<br><br>**Yes.** Tier I literacy instruction is provided daily by the classroom teacher using state-approved High-Quality Instructional Materials (HQIM).<br>Approved curricula include:<br>• Creative Curriculum (Early Childhood)<br>• CKLA Skills (K-2)<br>• KickStart (PK)<br>• Wit & Wisdom (K-5) |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| | Teachers receive ongoing professional learning in curriculum implementation, Science of Reading, collaborative planning, Unit Study Protocol and lesson internalization. District and school leaders monitor implementation through classroom observations, ILTs, PLCs, and coaching cycles. Tier I instruction includes whole-group instruction, differentiated small-group instruction, and extension opportunities<br><br>2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?<br>**Yes.**<br>Schools use:<br>• Curriculum embedded assessments<br>• Unit Assessments<br>• Module Assessments<br><br>Assessment data from Tier One instruction is reviewed during PLCs and ILT meetings to evaluate instructional effectiveness, student mastery, and make instructional adjustments.<br><br>3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?<br><br>The District and School Leadership Teams are trained in the implementation and evaluation of the HQIM. Listed as follows are ongoing training sessions that occur throughout the district:<br>• HQIM implementation<br>• Curriculum internalization<br>• Lesson preparation (Unit Study and internalization)<br>• Data analysis<br>• Classroom observations<br>• Literacy best practices<br>• Science of Reading<br><br>District supervisors participate in district and school ILTs throughout the year to support implementation and monitor effectiveness.<br><br>4. Is there a regular walkthrough schedule to determine support around Tier I?<br><br>School leaders and district support teams have regularly scheduled walk throughs to determine support around Tier 1. Walk through trends are used to determine coaching, professional learning, and additional support needs.<br><br>5. Is the ILT responding to data to support a healthy Tier I? |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| | ILT meetings bimonthly throughout the year to review:<br>• DIBELS Benchmark data (Grades K-2)<br>• i-Ready Inform (Diagnostic)<br>• Curriculum assessments<br>• End-of-unit assessments<br>• Progress monitoring<br>• Walkthrough data<br>• Student work<br>The ILT adjusts professional learning, instructional practices, intervention groups, and extension opportunities based on current student data.<br><br>6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson)<br><br>Teachers and leaders participate in ongoing curriculum-specific professional development that includes:<br>• Unit preparation<br>• Lesson internalization<br>• Collaborative planning<br>• Standards alignment<br>• Science of Reading practices<br>• Instructional best practices<br>• Curriculum implementation<br>Professional learning is differentiated based on teacher need and classroom observation<br><br>7. What data and resources are being used to support extension?<br>Students performing at or above benchmark participate in extension opportunities using:<br>• i-Ready Reading Personalized Instruction<br>• Curriculum extension lessons<br>• Grade-level enrichment activities<br>• Higher-level text analysis<br>• Writing opportunities<br>• Small-group enrichment<br>Extension groups are created using curriculum assessments, i-Ready Inform (Diagnostic) data, DIBELS results, and teacher formative assessment data. |
| **Amount of time spent on daily literacy skills instruction and how it is used** | K-2: 165 minutes Tier 1 Instruction and Small Group Instruction and Targeted Intervention |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| **English Language Arts textbooks and instructional materials used** | • Creative Curriculum (Early Childhood)<br>• CKLA Skills (K-2)<br>• Wit & Wisdom (K-5)<br>• KickStart (PK) |
| **Tier II** | 1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?<br><br>**Yes.** Tier II interventions are provided by classroom teachers, interventionists, tutors, and other trained literacy educators who have received professional learning in the Science of Reading, evidence-based literacy practices, and/or the implementation of district-approved intervention materials. Teachers play an integral role in planning and implementing interventions to ensure alignment with Tier I instruction. Approved instructional resources include Livingston Parish intervention materials, 95% Percent, Differentiated Instruction, West Virginia, CKLA, Wit & Wisdom scaffolded supports, and other evidence-based materials aligned to student needs<br><br>2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?<br><br>**Yes.** Curriculum-based assessments and approved literacy measures are used consistently to determine the effectiveness of Tier II interventions. Student progress is monitored using DIBELS 8 Benchmark and Progress Monitoring, i-Ready Reading Inform (Diagnostic), curriculum-embedded assessments, phonological awareness screeners, phonics screeners, and end-of-unit or module assessments. Data is reviewed during PLCs, ILTs, and data meetings to determine intervention effectiveness and make instructional adjustments as needed.<br><br>3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data?<br><br>**Yes.** Students are placed into intervention groups based on multiple sources of literacy data, including DIBELS 8, i-Ready Reading Inform (Diagnostic), Phonological Awareness Screeners, Phonics Screeners, curriculum assessments, and ELPT data when appropriate. Intervention instruction targets each student's identified area of need, including phonological awareness, phonics, vocabulary, fluency, and comprehension. Progress monitoring tools are selected to directly measure the targeted skill being addressed so that interventions can be adjusted based on student response and growth |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| | 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?<br><br>**Yes.** Student schedules are designed to protect access to high-quality Tier I core literacy instruction. Tier II intervention is provided in addition to the required Tier I literacy block through dedicated intervention and extension time built into the master schedule. This scheduling ensures that students receive targeted intervention without missing core literacy instruction delivered through the approved HQIM<br><br>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?<br>6.<br>**Yes.** Students receiving Tier II interventions are progress monitored on a bi-weekly basis, depending on the intensity of the need identified through assessment data. DIBELS 8 Progress Monitoring, Phonological Awareness Screeners, Phonics Screeners, i-Ready Reading data, and classroom formative assessments are used to monitor student growth. Results are reviewed regularly by teachers, interventionists, PLCs, and the Instructional Leadership Team to adjust intervention groups, instructional strategies, and supports as needed. |
| **Tier II plan, including the amount of time** | K-2: 165 minutes for total core with small group instruction and an additional 30 minutes is reserved for Tier 2 intervention. |
| **List of available interventions and their descriptions** | • Livingston Parish (LP) Interventions: an intervention program based on Phonological Awareness, Explicit/Systematic Phonics Instruction, Guided Practice, Assisted Reading, tricky word practice and monitoring of progress.<br>• West Virginia<br>• Differentiated Instruction<br>• 95 Percent<br>• iReady |
| **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?<br>2.<br>**Yes.** Tier III interventions are provided by highly trained literacy professionals, including interventionists, special education teachers, and classroom teachers with specialized training in evidence-based literacy instruction and the Science of Reading. These educators receive ongoing professional learning in district-approved literacy curricula, intervention programs, diagnostic assessment, and explicit reading instruction. Tier III |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| | instruction is individualized to address specific reading deficits and is delivered using research-based instructional practices that align with district and state expectations<br><br>3. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?<br>**Yes.** Curriculum-based measures and approved literacy assessments are used consistently to evaluate the effectiveness of Tier III interventions. Students receiving Tier III support are monitored using DIBELS 8 Benchmark and Progress Monitoring, i-Ready Reading Diagnostic, Phonological Awareness Screeners, Phonics Screeners, and other diagnostic measures aligned with the district's approved literacy curriculum. Student performance data are reviewed regularly by teachers, interventionists, and school leaders to evaluate progress and determine the intervention effectiveness<br><br>4. 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?<br>**Yes.** Tier III interventions are individualized based on multiple sources of assessment data, including DIBELS 8, i-Ready Reading Inform (Diagnostic), Phonological Awareness Screeners, Phonics Screeners, curriculum assessments, and additional diagnostic information. Instruction targets each student's specific area of need, including phonological awareness, phonics, vocabulary, fluency, and comprehension. Progress monitoring tools are selected to directly measure the identified skill deficit, allowing educators to adjust instruction and intervention intensity based on student response to intervention.<br><br>5. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III interventions?<br>**Yes.** Student schedules are designed to protect access to high-quality Tier I literacy instruction. Tier III interventions are provided in addition to the core literacy block through dedicated intervention time built into the master schedule. This scheduling ensures students continue to receive comprehensive Tier I instruction while also receiving the intensive, individualized support needed to address significant reading deficits.<br><br>6. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?<br>**Yes.** Students receiving Tier III interventions are progress monitored at least biweekly to adjust interventions as needed and monitored for growth monthly using appropriate literacy assessments aligned to their identified areas of need. Progress monitoring data from DIBELS 8, Phonological Awareness Screeners, Phonics Screeners, i-Ready Reading, and classroom |

| Section 2: Explicit Instruction, Intervention and Extension | |
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| | formative assessments are reviewed regularly by interventionists, teachers, and school leaders. Data is used to evaluate student response to intervention, adjust instructional strategies, modify intervention intensity, and ensure students receive the support necessary to accelerate literacy growth. |
| **Tier III plan, including the amount of time** | 4 days a week for 30 minutes and they are not pulled from their core literacy class. |
| **List of available interventions and their descriptions** | • LP Interventions (see Tier 2 for description)<br>• West Virginia<br>• Differentiated Instruction<br>• 95 Percent<br>• iReady |

| Action Plan | | | | | |
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| **Goal** | **Timeline** | **Action Steps** | **Person(s) Responsible** | **Resources** | **Monitoring Evidence of Teacher and Student Success** |
| Increase the quality of teacher planning and instructional delivery by strengthening lesson internalization, purposeful annotation, and student engagement to improve mastery of unit knowledge, skills, and culminating literacy tasks. | August - September | Create second cycle of ILT and PLC/TC around unit and lesson preparation | ILT Team/Instructional coach | LP Internalization and Unit Preparation | -teacher lesson plans will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, and student work.<br>-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<br>-Goal is for 75% of young learners observed to be 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<br>-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 |

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| **Implement high-quality Tier I literacy instruction with fidelity across all grade levels.** | August–May | Implement approved HQIM; provide required daily literacy block with differentiated small-group instruction; ensure teachers follow pacing guides; conduct collaborative planning and classroom walkthroughs; provide coaching and feedback. | District Literacy Team, School Administrators, ILTs, Teachers | HQIM (Creative Curriculum, KickStart, CKLA, Wit & Wisdom, literacy Evidence Rubric (LER), pacing guides | Classroom observations, LER walkthrough data, curriculum implementation evidence, PLC documentation, unit/module assessment data, goal is at least 80% mastery on Tier I assessments. |
| **Provide targeted Tier II and Tier III interventions based on student literacy needs.** | August–May | Administer literacy screeners and diagnostics; identify students requiring intervention; provide evidence-based interventions aligned to student deficits; progress monitor weekly or bi-weekly; adjust intervention groups based on data. | Teachers, Interventionists, Special Education Teachers, EL Staff, RTI Academic Interventionist, Administrators | DIBELS 8, i-Ready Reading Inform (Diagnostic), Phonological Awareness Screener, Phonics Screener, LP Intervention Guide, 95% Group | Progress monitoring reports, intervention logs, DIBELS growth, i-Ready Inform (Diagnostic) growth, updated intervention groups, student assessment data. |
| **Strengthen teacher capacity through ongoing professional learning and** | | Provide Science of Reading training; curriculum implementation training; collaborative planning; ILT meetings; PLCs; classroom coaching; analyze observation and assessment | District Literacy Team, School Leaders, ILTs, Curriculum Coordinators | Science of Reading PD, ACT 108 Literacy Foundations, LER, HQIM | Professional development attendance, LER observation trends, coaching documentation, PLC minutes, improved instructional practices, increased student achievement. |

| Action Plan | | | | | |
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| **instructional coaching.** | | data to determine future professional learning. | | training materials | |
| **Use data to continuously improve literacy instruction and interventions.** | August–May | Conduct BOY, MOY, and EOY data reviews; analyze DIBELS, i-Ready, curriculum assessments, and progress monitoring; adjust Tier I instruction, intervention groups, professional learning, and student goals. | District Literacy Team, School ILTs, Teachers, Administrators | DIBELS 8, i-Ready Reading Diagnostic, curriculum assessments, ELPT, phonics and phonological awareness screeners | Data meeting agendas, intervention adjustments, PLC documentation, student growth toward benchmark, literacy goal progress. |
| **Increase family and community engagement to support literacy achievement.** | August–May | Communicate literacy goals; distribute Home Connect Reports; provide literacy night; share literacy resources; partner with community organizations and libraries. | School Leaders, Teachers, District Literacy Team, Family Resource Center | | Home Connect Reports, Literacy Library, Family Resource Center, ParentSquare, Literacy Night, Social Media Home Toolkit Newsletters |

## Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?

**Yes.** Teachers receive initial implementation and launch training on all district-approved High-Quality Instructional Materials (HQIM), including Creative Curriculum, KickStart, CKLA Skills, Wit & Wisdom. New teachers receive beginning-of-year curriculum training, while all teachers participate in curriculum-specific professional learning, collaborative planning, and lesson internalization prior to implementation. District curriculum supervisors, coordinators, HQIM specialist, and instructional leaders provide ongoing support to ensure successful implementation

2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?

**Yes.** Ongoing professional learning is provided throughout the school year on curriculum implementation, unit and lesson internalization, Science of Reading, literacy assessments, instructional best practices, and the effective use of curriculum-embedded assessments. Professional learning is differentiated based on teacher needs identified through classroom observations, student centered walkthroughs, student assessment data, PLC discussions, and ILT reviews.

3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?

**Yes.** Teachers participate in ongoing professional learning focused on the Science of Reading, evidence-based literacy instruction, foundational reading skills, reading interventions, and curriculum-specific instructional practices appropriate to their grade level. Professional learning includes ACT 108 Literacy Foundations, LETRS for Early Childhood, Canopy (K–3), DIBELS 8, i-Ready Reading, intervention practices, and implementation of HQIM. Teachers are also supported through collaborative planning, instructional coaching, and professional learning aligned to Literacy Evidence Rubric (LER) observations and student assessment data.

4. Are coaching days provided by the Louisiana Professional Learning Partners?

Yes. Louisiana Professional Learning Partners and district curriculum leaders provide coaching and professional learning throughout the school year to support implementation of High-Quality Instructional Materials, evidence-based literacy instruction, collaborative planning, classroom observations, and instructional coaching. Support is provided through school visits, coaching cycles, ILT meetings, PLCs, and district professional learning opportunities to strengthen teacher practice and improve student literacy outcomes

5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

**Yes.** The district evaluates the effectiveness of Louisiana Professional Learning Partners through evidence of improved instructional practice and student outcomes. Evaluation includes classroom observations using the Louisiana Evaluation Rubric (LER), implementation fidelity of High-Quality Instructional Materials, coaching feedback, teacher participation in professional learning, student literacy assessment data (DIBELS 8, i-Ready Reading Diagnostic, curriculum assessments), and progress toward district literacy goals. Feedback from district and school leadership is used to continuously refine professional learning and ensure alignment with Louisiana's ELA criteria and efficacy indicators

| Section 3A: Professional Learning: Partners (if applicable) | | |
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| **Potential Professional Learning Planning** | | |
| **Month/Date**<br>*(When can PL be scheduled throughout the school year?)* | **Topics**<br>*(What topics are most needed and should be covered and/or prioritized?)* | **Attendees**<br>*(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)* |
| **August - May** | **HQIM Implementation** | **Principals, Asst. Principals, Instructional Coaches, Literacy Coaches, Teachers, Paras** |
| **August - May** | **Unit Study and Lesson Internalization** | **Principals, Asst. Principals, Instructional Coaches, Literacy Coaches, Teachers, Paras** |
| **June 2026** | **Summer Reading Institute** | **K-5 teachers, Instructional Coaches, Assistant Principals** |

**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? |
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| ILT or PLC members receive training on the literacy plan, High-Quality Instructional Materials (HQIM), Science of Reading, LER, and literacy assessment. PLC teams establish | Cycle 1: Establish Strong Tier I Literacy Instruction through HQIM Implementation based off of Data Triangulation information. | Success is monitored through one of the following ILT meetings, PLC meetings, classroom walkthroughs using the LER, lesson and unit preparation |

| Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC) | | |
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| student learning goals using BOY assessment data, LDOE standards and success criteria and develop intervention and extension plans aligned to student needs. | | documents, lesson annotations, curriculum implementation with fidelity, BOY DIBELS and i-Ready Reading Diagnostic data, and curriculum-based assessments. Leadership reviews implementation during monthly ILTs or coaching cycles to ensure strong Tier I instruction |
| Teachers internalize units and lessons, analyze curriculum assessments, and implement HQIM with fidelity. ILT or PLC teams analyze progress-monitoring data, curriculum assessments, student work, and writing performance to refine Tier I instruction and strengthen Tier II and Tier III interventions. Professional learning focuses on identified instructional needs while coaching cycles support implementation of HQIM and evidence-based literacy practices. | Cycle 2: Strengthen Literacy Instruction Through Teacher Lesson Internalization and Student Engagement. | Success is monitored through a combination of the following: DIBELS Progress Monitoring, i-Ready Reading Inform (Diagnostic), Phonological Awareness and Phonics Screeners, curriculum assessments, writing performance, intervention logs, classroom observations using the LER, PLC artifacts, coaching documentation, and monthly ILT reviews. Intervention and extension groups are adjusted based on student data. |
| ILT or PLC teams evaluate student growth toward annual literacy goals, analyze implementation fidelity, identify effective | Cycle 3: Evaluate Impact and Sustain Continuous Literacy Improvement | Success is monitored through a combination of the following MOY and EOY DIBELS Benchmark data, i- |

| Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC) | | |
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| instructional practices, refine professional learning priorities, and plan for sustainability. School leaders use literacy data to strengthen instructional systems and prepare for the following school year. | | Ready Reading Diagnostic growth, curriculum assessments, LEAP results, LER walkthrough trends, student writing outcomes, professional learning implementation, intervention effectiveness, ILT action plans, and School Improvement Plan reviews. District and school leadership use these data to revise literacy priorities and determine next steps for continuous improvement. |

## 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?

| Section 4: Family Engagement Around Literacy | | | |
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| **Month/Date** | **Activity** | **Accessibility Opportunities** | **Community Partners** |
| **August** | Discuss the importance of attendance and establishing routines at Open House. Post the School Literacy Plan and literacy priorities on our school website. Share opportunities for family involvement and available literacy supports on our school Facebook page. Provide opportunities for communication between all stakeholders for successful education of all students. | In-person Open House, school website, social media, ParentSquare, printed handouts, multilingual communication as needed. | Family Intervention Library, Establish Parent Council, local businesses |
| **September (BOY Data Review)** | Share Beginning-of-Year Home Connect Reports and review DIBELS, i-Ready, literacy expectations during parent communications. Explain literacy data, intervention supports, and Individual Academic Support Plans (IASPs). | Parent communications, Home Connect Reports, digital and paper resources, individual meetings, parent involvement meeting, virtual conferences as needed. | Louisiana Department of Education, Family Intervention Library |
| **October (Literacy Night)** | Host a Family Literacy Night focused on the Science of Reading, grade-level literacy expectations, family reading strategies, and activities that support literacy at home. Host a book fair to provide opportunity for parents to create home libraries for students. Collect parent feedback to improve future events. | Evening event, Grab-and-Go literacy activities, translated resources when needed. | Local libraries, Family Intervention Library community volunteers, |

| Section 4: Family Engagement Around Literacy | | | |
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| **November** | Highlight literacy resources available through the Louisiana Literacy Library and Family Intervention Library. Provide monthly literacy activities families can complete at home. | Parent Square, newsletters, social media, printed activities, school website. | Louisiana Literacy Library, Family Intervention Library |
| **December (MOY Preparation)** | Share student progress toward literacy goals through Home Connect Reports and discuss adjustments to interventions and IASP supports during conferences. | Home Connect Reports, parent conferences, phone calls, email, virtual meetings if needed. | Family Intervention Library |
| **(MOY Data Review) January** | Review Mid-Year DIBELS and i-Ready Reading Inform (Diagnostic) data with families. Explain student growth, intervention plans, and strategies families can use to support reading at home. | Parent conferences, Home Connect Reports, digital resources, one-on-one meetings. | LDOE |
| **February** | Continue sharing monthly literacy resources and grade-level reading activities. Promote family reading challenges and encourage regular reading routines at home. | School website, newsletters, Parent Square, digital and printed literacy activities. | Local libraries, community organizations |
| **March** | Provide family-friendly ideas demonstrating reading strategies, phonics activities, comprehension support, and vocabulary development that families can use at home. Collect feedback through parent surveys. | Social media resource ideas, digital recordings and handouts when available | Family Intervention Library |
| **April** | Provide guidance to families on maintaining | Summer reading packets, digital resources, school | Public libraries, community |

| Section 4: Family Engagement Around Literacy | | | |
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| | literacy growth over the summer and share information about summer literacy opportunities, library programs, and reading resources. | website, newsletters, Woohoo. | organizations, Family Intervention Library |
| **May (EOY Review** | Share End-of-Year Home Connect Reports, celebrate literacy growth, review student progress toward goals, discuss summer literacy supports, and provide resources for continued reading. | Parent conferences, Home Connect Reports, digital and printed summer literacy resources. | Public libraries, Louisiana Department of Education, Family Intervention Library |
| **Ongoing (August–May)** | Maintain regular communication regarding student literacy progress, IASP updates, intervention supports, family literacy events, and available resources through multiple communication methods. Continue building partnerships that support literacy beyond the school day. | ParentSquare, school website, newsletters, social media, email, phone calls, parent conferences, translated communication, digital and print resources. | Family Resource Center, Louisiana Literacy Library, local libraries, civic organizations, businesses, faith-based organizations, volunteer groups. |

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| Section 5: Alignment to Other Initiatives |
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| To successfully implement, communicate, and monitor this literacy plan, what is the plan to: |

## Section 5: Alignment to Other Initiatives

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

**Initiative Alignment**

| Other Programs/Initiatives | Connection to Literacy | Monitoring Plan/ Evidence of Success |
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| **School Improvement Plan (SIP)** | Each school's literacy goals, intervention plans, and professional learning priorities are embedded within the School Improvement Plan. Literacy data drives school goals, instructional priorities, intervention decisions, and continuous improvement efforts. | School Improvement Plan reviews, IL DIBELS 8, i-Ready Reading Diagnost |
| **Early Childhood Programs** | Early Childhood classrooms implement Creative Curriculum, KickStart, and evidence-based language and literacy practices aligned to the Science of Reading. Early screening and intervention ensure students develop foundational literacy skills prior to kindergarten and throughout Pre-K. | Teaching Strategies GOLD/SmartTeach data, literacy screeners, classroom observations, LER walkthroughs, and progress toward kindergarten readiness benchmarks. |
| **Science of Reading / ACT 108 / LETRS / Canopy** | Ongoing professional learning builds teacher knowledge of evidence-based literacy instruction, explicit teaching practices, and implementation of High-Quality Instructional Materials (HQIM). | ACT 108 completion records, LETRS/Canopy participation, classroom observations, LER, coaching documentation, and improved student literacy outcomes. |
| **High-Quality Instructional Materials (HQIM)** | District-approved curricula (Creative Curriculum, CKLA, Wit & Wisdom) provide coherent, standards-aligned literacy instruction across all grade levels. | Walkthroughs, curriculum implementation monitoring, collaborative planning, unit and module assessment results, and student mastery data. |

| Section 5: Alignment to Other Initiatives | | |
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| **Cross-Curricular Literacy** | Reading, writing, vocabulary, speaking, and critical thinking are reinforced across all content areas through HQIM and district instructional expectations. Teachers integrate literacy strategies to strengthen comprehension and academic language across the curriculum. | Classroom observations, lesson plan reviews, PLC discussions, student work, writing samples, and curriculum-based assessments. |
| **Professional Learning Communities (PLCs)** | PLCs analyze literacy assessment data, review student work, identify instructional priorities, monitor intervention effectiveness, and plan responsive instruction to improve literacy outcomes. | PLC agendas and minutes, student work analysis, intervention adjustments, curriculum assessment data, and DIBELS/i-Ready growth. |
| **Instructional Leadership Teams (ILTs)** | ILTs monitor implementation of the literacy plan, analyze school-wide literacy data, identify professional learning needs, conduct walkthroughs, and ensure literacy priorities remain aligned with school improvement goals. | ILT meeting agendas, action plans, walkthrough data, coaching implantation and literacy assessment trends |
| **Intervention System (Tier II & Tier III)** | Intervention instruction is aligned to literacy assessment data to provide targeted support in phonological awareness, phonics, vocabulary, fluency, and comprehension while protecting Tier I instructional time. | DIBELS Progress Monitoring, interventions |

| Section 6: Communicating the Plan |
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| To ensure clear communication and strong implementation of this literacy plan, what is the plan to: |

## Section 6: Communicating the Plan

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 |
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| **District Literacy Team (Curriculum Director, Supervisors, Coordinators)** | Establish district-wide non-negotiable expectations for implementation of High-Quality Instructional Materials (HQIM), Tier I instruction, interventions, and evidence-based literacy practices. Provide ongoing guidance through district meetings, professional learning, benchmark reviews, ILT meetings, and school support visits. Review implementation data and adjust district supports as needed. | Summer Planning; Monthly August–May; BOY, MOY, and EOY Benchmark Meetings |
| **School Leaders (Principals, Assistant Principals)** | Communicate school literacy expectations to staff, establish and monitor School Literacy Teams, align literacy priorities with the School Improvement Plan, ILTs, PLCs, and walkthrough look-fors, and monitor implementation through observations, coaching, and data reviews. | Summer Planning; Monthly ILTs; Weekly PLCs; Quarterly Benchmark Reviews |
| **School Literacy Team (Principal, Assistant Principal, Instructional Coach, Teachers, Interventionists,** | Lead implementation of the School Literacy Plan by reviewing literacy data, monitoring Tier I, Tier II, and Tier III instruction, planning professional learning, reviewing intervention | Monthly August–May; Following BOY, MOY, and EOY Assessments |

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| **Special Education, EL Representative)** | effectiveness, and recommending instructional adjustments. | |
| **Instructional Coaches** | Support teachers through collaborative planning, classroom modeling, instructional coaching, data analysis, lesson internalization, and feedback aligned to HQIM implementation and Literacy Evidence Rubric (LER) expectations. Communicate implementation progress with school leaders and the District Literacy Team. | Weekly Coaching Cycles; PLC Meetings; Monthly ILTs |
| **Teachers** | Implement HQIM with fidelity, participate in PLCs and professional learning, analyze student literacy data, provide interventions and extensions, communicate student progress with families, and collaborate with school leadership to improve literacy outcomes. | Daily Instruction; Bi-weekly PLCs; Ongoing Parent Communication; BOY, MOY, EOY Reviews |
| **Families/Parents** | Communicate literacy goals, assessment results, intervention plans, Home Connect Reports, grade-level expectations, and at-home literacy strategies through parent conferences, Open House, Literacy Nights, newsletters,<br>Parent Square, social media, and the school website. Families will receive regular updates on student progress and ways to support literacy development at home. | Open House; BOY, MOY, EOY Home Connect Reports; Parent Conferences; Literacy Nights; Ongoing Throughout the Year |
| **Community Partners (Libraries, Family Intervention Library, Businesses, Civic Organizations, Higher Education)** | Partner with schools to promote literacy through Literacy Nights, family workshops, library programs, summer reading initiatives, volunteer opportunities, and access to literacy resources that extend learning beyond the school day. | Throughout the School Year; Family Literacy Events; Summer Reading Initiatives |
| **School Community** | Publish and communicate the School Literacy Plan, implementation expectations, literacy priorities, and annual progress through school websites, newsletters, school board updates, and community events. Share benchmark results, implementation successes, and continuous improvement | School Website by August 21; Quarterly Updates; End-of-Year Review |

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| | efforts while celebrating student achievement. | |