

Local Literacy Plan for
Delhi Elementary School (Grades K-6)
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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

Our literacy vision is to cultivate a culture of literacy by building teacher and leader capacity through ongoing professional development and collaborative support; providing equitable access to high-quality instructional materials and evidence-based practices; implementing a robust system of assessment and intervention to meet the diverse needs of all learners; engaging families and communities in fostering a love for reading and learning; and ensuring continuous progress monitoring and reflection to drive instructional improvement and student achievement.

Literacy Mission Statement

Our mission is to ensure every student becomes a proficient and confident reader, writer, and communicator by providing equitable access to evidence-based literacy instruction, fostering collaboration among educators, engaging families and communities, and utilizing data-driven practices to support and empower all learners.

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?
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)	Kindergarten Readiness: Reduce the percentage of students entering kindergarten at the well-below benchmark on the BOY DIBELS literacy screener by 15% over the five-year period. DIBELS K-6: Reduce the percentage of students requiring intensive intervention by 25% over five years (5% annually). Grade 6 will be intentionally included in screening, diagnostic review, intervention grouping, and progress monitoring as it transitions from the former Delhi Middle School. LEAP 3-6: Increase the percentage of students achieving Mastery in ELA by at least 20 percentage points over five years, with annual growth targets of approximately 4 percentage points. Former DMS Spring 2025 data showed 46% of grade 6 students at risk, 29% at some risk, and 25% at benchmark on DIBELS, establishing a clear need for continued intervention support in grade 6.
Goal 2 (Teacher-Focused)	Increase the percentage of effective ELA and early childhood teachers newly hired within three years by 15%, as measured by CLASS (Early Childhood) or the Louisiana Educator Rubric (K-12). K-2 teachers will strengthen foundational literacy/Science of Reading implementation, while grades 3-6 teachers will strengthen HQIM unit and lesson preparation, complex-text instruction, writing, student work analysis, assessment analysis, and differentiation through coaching and collaborative learning.
Goal 3 (Program-Focused)	By the end of Year 2, all K-6 ELA teachers will implement evidence-based literacy instruction with fidelity as measured by ILT/TC agendas, walkthrough data, lesson/unit preparation artifacts, and literacy assessment data. Grade 6 will be fully integrated into DES literacy-team, ILT/TC, coaching, intervention, and progress-monitoring structures. By the end of Year 1, 95% of new ELA teachers will complete at least 10 hours of targeted literacy professional learning. By the end of Year 3, 80% of ELA teachers will demonstrate improved literacy practice through LER observations and professional growth plans. Family participation in literacy events will increase 10% annually.

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)
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	Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Students in grades K-6 receive daily Tier I ELA/literacy instruction using grade-level HQIM. K-2 instruction emphasizes foundational skills and knowledge-building; grades 3-6 emphasize grade-level complex text, knowledge building, speaking/listening, and writing. DES maintains a daily 60-minute RTI/acceleration block so targeted support can occur without replacing Tier I. Grade 6 will be incorporated into this DES structure while retaining the former DMS emphasis on learning walks, data analysis, and targeted intervention.
English Language Arts textbooks and instructional materials used	Grades K-5: Core Knowledge Language Arts (CKLA), including foundational skills/phonics components, and DIBELS/mCLASS assessment resources as identified in the DES plan. Grade 6: HMH, the Tier I ELA curriculum identified in the former Delhi Middle School plan. Across grades, teachers use approved Tier I materials, curriculum-based assessments, and grade-level texts; ILT/TC and learning walks monitor skillful curriculum use and demonstration of learning.
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. 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? 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	Tier II support occurs during DES's daily 60-minute RTI/acceleration block. Students are grouped according to current literacy data and receive targeted intervention aligned to identified skill needs without replacing Tier I. Grade 6 will be included in the same intervention decision-making structure, informed by the former DMS use of DIBELS diagnostic data and progress monitoring. Progress is reviewed at least bi-weekly or more frequently based on student need, and groups/supports are adjusted accordingly.
List of available interventions and their descriptions	K-5: mCLASS targeted literacy intervention/progress monitoring, with Lexia and Amira identified in the DES literacy plan as support resources. Grade 6: DIBELS diagnostic/progress monitoring and targeted intervention practices carried forward from the former DMS plan; HMH assessment information should also inform instructional response. Additional supports named across the source plans include after-school tutoring and individualized intervention based on identified need.
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. 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? 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	The DES and former DMS source plans do not identify a separate adopted Tier III literacy curriculum. Students with intensive needs receive increasingly targeted support based on benchmark, diagnostic, and progress-monitoring data while maintaining access to Tier I. Grade 6 students with intensive

	reading needs will be included in DES's intensive-support decision making, with progress monitored at least weekly when Tier III intensity is required. Special education services supplement rather than replace grade-level Tier I instruction.
List of available interventions and their descriptions	Intensive supports named across the DES and former DMS plans include mCLASS, Lexia, Amira, DIBELS diagnostic/progress monitoring, targeted classroom/RTI intervention, after-school tutoring, and special education/inclusion services. The source plans do not name a distinct adopted Tier III curriculum; therefore, DES should match intensity, grouping, and progress monitoring to identified student needs and document adjustments through the literacy/ILT process.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Create the first ILT/TC cycle around unit and lesson preparation: K-2 Skills/Knowledge preparation and grades 3-6 unit/lesson preparation. Teachers will unpack HQIM assessments, rubrics, exemplars, texts, lesson purpose, mastery expectations, explicit modeling, and differentiation.	ILT Team; Principal; Master Teacher; Literacy Master Teacher	Unit/lesson preparation protocols; HQIM; LER	Unit/lesson preparation documents and annotations; walkthrough evidence; exit tickets/formative assessments; student work showing growth from diagnostics to culminating tasks.
2	August-May	Provide weekly literacy coaching, co-planning, and co-teaching support across K-6, with intentional transition support for grade 6 teachers as they join DES literacy structures.	Literacy Master Teacher; Master Teacher; Principal	Coaching plans; Google Calendar; lesson plans; HQIM	Coaching documentation, observations, learning-walk data, lesson plans, and evidence of improved teacher practice.
3	After each benchmark / ongoing	Use DIBELS/mCLASS, HMH grade 6 assessment information, classroom assessment, and student work to identify intervention groups, implement targeted supports, and adjust instruction across K-6.	Classroom Teachers; Master Teacher; Literacy Master Teacher	DIBELS/mCLASS; HMH grade 6 assessments; Lexia; Amira; intervention materials	Tier I progress monitoring approximately every six weeks; Tier II/III at minimum every two weeks; student growth and regrouping evidence.
4	Monthly	Conduct school/district learning walks and use findings to provide feedback and determine ILT/TC professional learning needs.	Principal; Assistant Principal; ILT; Master Teachers	Learning-walk tools; LER; RPSB Framework for Effective Instruction	At least one learning walk per month; feedback/next steps; ILT/TC agendas; teacher growth evidence.
5	August-May	Provide professional learning on Science of Reading/foundational literacy for K-2; CKLA implementation; mCLASS progress monitoring/intervention; and grades 3-6 unit/lesson preparation, complex	Principal; Master Teachers; District/Partner Support	Foundations of Literacy; CKLA; HMH; mCLASS; 3-12 Unit/Lesson Preparation; LER; CLSD/SSI resources	Training completion, certificates, observation data, PGP evidence, and implementation in classroom practice.

		text, writing, student work analysis, and formal assessment analysis.			
6	Quarterly / ongoing	Engage families in literacy learning, assessment interpretation, intervention supports, and ways to support reading at home.	Principal; Teachers; Literacy Team	DIBELS/LEAP reports; family literacy resources; Parent Center	Attendance logs, surveys, family feedback, parent conferences, literacy-event documentation.
7	Quarterly / EOY	Review progress toward K-6 DIBELS/diagnostic goals, LEAP 3-6 goals, teacher-practice, implementation-fidelity, intervention, and family-engagement goals and revise supports as needed.	Principal; ILT; Literacy Team; District Coach	Benchmark/LEAP data; walkthrough data; LER; attendance logs	Quarterly data reviews, updated action steps, student growth, teacher growth, and annual literacy-plan reflection.

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 <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>
August-May	Science of Reading; CKLA phonics structure and pedagogy; mCLASS progress monitoring and intervention platform	K-3 teachers
Grades 3-6 HQIM unit and lesson preparation; complex text; writing from sources; student work analysis; DIBELS/diagnostic and intervention decision making; HMH support for grade 6	Grades 3-6 teachers	3-5 teachers
Ongoing	K-6 literacy teachers, master teachers, coaches, ILT/leaders	Literacy teachers, master teachers, coaches, ILT/leaders

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?
Unit & Lesson Preparation	K-2 teachers use Skills/Knowledge preparation; grades 3-6 teachers use HQIM assessments, rubrics, exemplars, and texts to identify intended knowledge/skills and annotate lessons for purpose, modeling, mastery, and differentiation.	Unit/lesson preparation artifacts, walkthroughs, formative assessments, student work, and ILT/TC agendas.
Data-Driven Literacy Instruction &	Teachers analyze DIBELS/mCLASS, HMH grade 6	Benchmark/progress-monitoring data,

Intervention	assessment information, classroom assessments, and student work to plan Tier I differentiation and targeted K-6 intervention.	intervention trackers, student work analysis, regrouping decisions, and student growth.
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Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Quarterly	K-6 Literacy Parent Meetings: literacy expectations, assessment results, interventions, grade-level reading/writing expectations, and ways families can support literacy at home.	Meetings at school; family-friendly explanations; translated information when needed; multiple communication methods.	School staff; district literacy support; families
Throughout year	Academic/Family Literacy Nights, Parent-Teacher Conferences, PAC meetings, newsletters, progress reports, and Parent Center literacy resources.	Interactive activities, incentives, take-home resources, translated materials when needed, surveys/feedback opportunities.	Families; school staff; community partners

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/
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		Evidence of Success
Schoolwide/Strategic Action Plan, ILT & TC Long-Range Plans	Literacy goals are embedded in school improvement work through K-6 HQIM implementation, learning walks, coaching, teacher collaboration, intervention, and data analysis, including the transition of grade 6 into DES.	Monthly ILT review; TC agendas; learning-walk data; coaching evidence; DIBELS/LEAP 3-6, HMH grade 6, and classroom assessment results.
CLSD / Literacy Master Teacher / RPSB Cycle of Development	Provides K-6 literacy coaching, co-planning/co-teaching, professional learning, and aligned support for foundational literacy and grades 3-6 unit/lesson preparation. Grade 6 is incorporated into the same schoolwide coaching and improvement cycle.	Coaching plans, calendars, lesson plans, observations, LER data, PD completion, and student literacy growth.

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
Faculty, ILT, and Literacy Team	Review K-6 literacy goals, Tier I/intervention expectations, grade 6 transition needs, data, ILT/TC cycle priorities, and implementation evidence through faculty meetings, ILT, TC, coaching, and learning-walk feedback.	Beginning of year; weekly/monthly; after benchmark windows
Families and Community	Share K-6 literacy priorities, student assessment/progress information, intervention supports, grade-level expectations, literacy laws, and at-home resources through family meetings, conferences, newsletters, school webpage, PAC meetings, and literacy events.	Beginning of year; quarterly; benchmark reporting periods; ongoing