

2026-2027 LITERACY PLAN

Start Elementary School

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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

All students will receive high quality, grade-level literacy instruction through Tier I curriculum, with targeted intervention and support based on student data. Literacy instruction will emphasize strong reading foundations, meaningful engagement with text, and access to support for students who are at risk of reading failure.

Literacy Mission Statement

Start Elementary School will strengthen literacy achievement by implementing CKLA, Guidebooks, Heggerty, Amira, and mCLASS with fidelity; using DIBELS, LEAP, curriculum assessments, and progress-monitoring data to guide instruction; and supporting teachers through weekly Teacher Collaboration, ILT meetings, coaching, learning walks, and individualized feedback.

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)	Increase student literacy achievement so students enter kindergarten ready, achieve Mastery on third-grade assessments and enter fourth grade prepared for grade-level content, and achieve Mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content. Progress will be monitored through DIBELS, LEAP, curriculum assessments, and progress-monitoring data, with particular attention to students needing strategic or intensive intervention.
Goal 2 (Teacher-Focused)	Strengthen teacher effectiveness in literacy through weekly Teacher Collaboration, weekly ILT meetings, common planning, learning walks, coaching, LEADS observations/Professional Growth Plans, Science of Reading support, and ongoing feedback from the principal, assistant principal, Master Teacher, ILT members, and district literacy coaches.
Goal 3 (Program-Focused)	Provide a coherent literacy system that combines Tier I HQIM (CKLA/Guidebooks and Heggerty where applicable), strategic scheduling, daily literacy intervention/support through mCLASS and Amira, and regular review of DIBELS, LEAP, curriculum, and intervention data to adjust instruction and support.

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?
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	Start Elementary has established many of the foundational structures necessary for a healthy Tier I system, including the use of approved HQIM, classroom-based small-group instruction, HDT, instructional coaching, ILT data analysis, observation cycles, and teacher collaboration. The ILT regularly analyzes assessment and student-work data, documents teacher needs in a support log, and plans aligned instructional responses. Teachers engage in standards unpacking, task analysis, success-criteria development, and student-work analysis, and the ILT has received training in unit- and lesson-preparation protocols. Likewise, the school uses multiple data sources to identify student needs including DIBELS, Renaissance DnA, and curriculum-based assessments to evaluate Tier I instruction, identify student needs, and plan aligned instructional supports.
Amount of time spent on daily literacy skills instruction and how it is used	Daily literacy instruction is built into the master schedule. Tier I ELA instruction uses the adopted curriculum daily; intervention resources are also used daily. The School Improvement Plan identifies strategic scheduling to protect dedicated High-Dosage Tutoring/intervention time within the school day.
English Language Arts textbooks and instructional materials used	CKLA; Guidebooks; Heggerty; Amira; mCLASS literacy interventions. The School Improvement Plan identifies Tier I curriculum as the core and uses DIBELS/LEAP and curriculum data to monitor effectiveness.
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? Start Elementary provides Tier II literacy intervention through designated structures in the master schedule including HDT for grades K-5. Intervention is intended to supplement Tier I core instruction, and student schedules are designed to prevent students from being removed from their core ELA instruction to receive Tier II support. Tier II intervention is delivered by classroom teachers, state-approved vendor tutors, and other trained instructional personnel using approved instructional resources. Students are identified for Tier II support through multiple sources of current literacy data, including DIBELS, Renaissance DnA, Amira, curriculum-based assessments, and classroom performance data. Intervention groups and instructional targets are based on students' identified skill deficits. The intervention provided and the progress-monitoring measure are aligned to the same literacy skill so that collected data accurately reflect whether students are responding to

	the intervention. Curriculum-based measures and other approved progress-monitoring tools are used to evaluate student response and the effectiveness of Tier II intervention. Students are progress-monitored weekly or biweekly, depending on the intensity of their needs. Results are reviewed to determine whether the intervention should be continued, adjusted, intensified, or discontinued.
Tier II plan, including the amount of time	Specific intervention time has been built in the Master Schedule, providing between 30 - 50 minutes of dedicated intervention time, multiple times throughout the day. See the Master Schedule for more details. 26-27 Master Schedule
List of available interventions and their descriptions	mCLASS interventions: targeted literacy intervention/HDT aligned to student need and monitored with DIBELS/mCLASS data. Amira, virtual reading tutor, will also be used for additional reading practice/support. Classroom teachers will also use end-of-lesson “exit tickets” to inform and lead daily small group interventions.
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? Start Elementary provides Tier III literacy intervention through designated structures in the master schedule including HDT for grades K-5 and small group interventions in 6-8. Intervention is intended to supplement Tier I core instruction, and student schedules are designed to prevent students from being removed from their core ELA instruction to receive Tier III support. Tier III intervention is delivered by classroom teachers, state-approved vendor tutors, and other trained instructional personnel using approved instructional resources. Students are identified for Tier III support through multiple sources of current literacy data, including DIBELS, Renaissance DnA, Amira, curriculum-based assessments, and classroom performance data. Intervention groups and instructional targets are based on students’ identified skill deficits. The intervention provided and the progress-monitoring measure are aligned to the same literacy skill so that collected data accurately reflect whether students are responding to the intervention. Curriculum-based measures and other approved progress-monitoring tools are used to evaluate student response and the effectiveness of Tier III intervention. Students are progress-monitored weekly or biweekly, depending on the intensity of

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Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–May	Deliver Tier I literacy instruction through CKLA/Guidebooks and Heggerty as applicable; use strategic scheduling to protect daily literacy instruction and intervention time.	Principal; Assistant Principal; Master Teacher; Classroom Teachers; District Literacy Coaches	CKLA; Guidebooks; Heggerty	Lesson plans; learning walks; curriculum assessment data; LEAP and DIBELS results
2	September–May	Provide High-Dosage Tutoring/intervention using mCLASS and additional reading support through Amira; use progress data to identify and support students needing intervention.	Principal; Assistant Principal; Master Teacher; Classroom Teachers; DIBELS Assessment Team; District Literacy Coaches	mCLASS; Amira; DIBELS	mCLASS/Amira reports; DIBELS MOY/EOY and progress-monitoring data
3	Weekly / Twice Monthly	Use weekly Teacher Collaboration and ILT meetings, common planning, coaching, and twice-monthly school learning walks to strengthen instruction and respond to student data.	Principal; Assistant Principal; Master Teacher; ILT Members	TC/ILT long-range plans and agendas; LEADS/PGPs	TC and ILT agendas; learning-walk data; teacher growth logs; PGP; student work/data
4	August–May	Provide individualized teacher feedback and support through LEADS observations, Professional Growth Plans, Master Teacher coaching, and district literacy coaching, including Science of Reading support for K–3.	Principal; Assistant Principal; Master Teacher; ILT Members; District Literacy Coaches	LEADS; Science of Reading training; HQIM	LEADS evaluations; PGP; coaching logs; training certificates; lesson plans; DIBELS/LEAP data

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>
Summer / Staff Development Days	Content training; HQIM implementation; Science of Reading for new K–3 teachers; literacy curriculum/assessment support	K–3 teachers as applicable; ELA teachers; school leaders; Master Teacher
Monthly / Ongoing	District literacy coach support; Content Leader Office Hours; mCLASS and Amira support as needed	Literacy teachers; Master Teacher; ILT members
Weekly / Ongoing	Teacher Collaboration, common planning, coaching, and data review focused on student needs and effective Tier I instruction	Classroom teachers; Master Teacher; ILT members

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?
Tier I literacy instruction and use	Strengthen implementation of Tier I curriculum and	Weekly ILT/TC agendas; twice-

of student data	use DIBELS, LEAP, curriculum, and formative data to adjust instruction and supports.	monthly learning walks; lesson plans; student work; DIBELS/LEAP/curriculum data; teacher growth logs.
Intervention, differentiation, and progress monitoring	Increase teachers' use of differentiation and formative assessment to address identified student needs and strengthen literacy outcomes.	mCLASS/Amira reports; DIBELS progress monitoring; learning-walk data; PGP/coaching evidence; student performance data.

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
August	Back-to-School Night with Title I information; literacy expectations/support information	Information translated for EL families; schoolwide event and sign-in documentation	Families/parents; school staff
September–March	Academic Breakfasts, Parent-Teacher Conferences, and parent meetings explaining literacy screener requirements, promotion/retention criteria, school supports, and ways to support literacy at home	Multiple meeting opportunities; School Info App communication; family engagement materials	Families/parents; teachers; school leadership

Section 5: Alignment to Other Initiatives

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

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
Schoolwide Improvement Plan / Strategic Action Plan	Literacy priorities are embedded in schoolwide strategies: Tier I curriculum, intervention, Teacher Collaboration, ILT, coaching, and data use.	SIP/SAP review; TC/ILT agendas; learning walks; LEAP/DIBELS data
Early Childhood and Transition Supports	Pre-K uses DIBELS, TS Gold, and DIAL-4; transition activities and parent meetings support kindergarten readiness and literacy promotion/retention expectations.	Assessment results; transition schedule; parent meeting documentation

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
Teachers and School Leaders	Communicate literacy expectations and progress through weekly ILT meetings, weekly Teacher Collaboration, common planning, coaching, learning walks, LEADS/PGP feedback, and data review.	Weekly / ongoing; learning walks twice monthly

Families and Community	Communicate literacy priorities, screener information, promotion/retention criteria, student supports, and progress through Back-to-School Night, Parent Advisory Council meetings, parent-teacher conferences, Academic Breakfasts, parent meetings, and the School Info App.	August–May; scheduled family events throughout the year
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