

**Local Literacy Plan for
Helix AI & Medical Academy
Principal Jennifer Gordon
Superintendent – Milton Batiste III
August 27, 2026**

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure access and opportunities for every learner every day.

Section

1A: Literacy Vision and Mission Statement

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

Literacy Vision

At Helix AI & Medical Academy, literacy is the foundation for innovation, discovery, and lifelong learning. We envision every scholar as a confident reader, writer, communicator, and critical thinker who can access complex text, build knowledge, communicate ideas, and apply literacy skills across academic disciplines and future careers.

As HAIM grows from a founding K–5 campus to a K–6 school, we are committed to developing a coherent literacy continuum that intentionally builds from foundational reading skills to advanced reading, writing, analysis, and disciplinary literacy.

Literacy Mission Statement

Helix AI & Medical Academy's mission is to provide every scholar with high-quality, evidence-based literacy instruction through a coherent system of Tier I core instruction, targeted intervention, acceleration, enrichment, and family partnership.

Teachers and leaders will use student data to identify needs, strengthen instruction, accelerate growth, and ensure that every scholar has access to the support necessary to become a successful, independent reader and writer.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
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)

HAIM's Overall Student Goal

By May 2027, HAIM will increase literacy achievement and growth across Grades K–6 by strengthening foundational literacy in Grades K–3 and increasing students' ability to comprehend, analyze, discuss, and produce grade-level text in Grades 4–6.

Leading Indicators

HAIM will monitor:

- DIBELS BOY, MOY, and EOY performance in Grades K–3.
- i-Ready Reading diagnostic and growth data.
- SAVVAS curriculum-based assessment data.
- Classroom formative assessment data.
- Student writing samples.
- Student work demonstrating reading, writing, speaking, and listening.
- Intervention progress-monitoring data.
- LEAP practice/common assessment data in Grades 3–6.

Lagging Indicators

DIBELS 8 — Grades K–3

The HAIM EOY baseline is calculated as At Benchmark + Above Benchmark:

Grade	BOY	MOY	EOY 25–26	26–27 Target
K	54%	57%	81%	86%
1	56%	56%	74%	79%
2	55%	46%	48%	53%
3	56%	50%	56%	61%

HAIM's DIBELS data show strong EOY performance in Kindergarten and Grade 1, while Grades 2 and 3 present the greatest opportunity for targeted growth in foundational literacy.

Schoolwide K–3 priority: Maintain strong performance in K–1 while accelerating growth in Grades 2–3.

Section 1B: Literacy Goals

LEAP Performance: ELA — Grades 3–5

Grade	2026 Mastery+	2027 Target
Grade 3	47%	52%
Grade 4	44%	49%
Grade 5	50%	55%

LEAP ELA provides a state-level measure of grade-level literacy achievement in Grades 3–5. When considered alongside DIBELS and i-Ready data, these results allow HAIM to monitor the progression from foundational literacy skills to students' ability to apply reading, writing, comprehension, and analysis skills to grade-level tasks.

Students Most in Need of Literacy Intervention

Based on available data, HAIM will prioritize:

- Students scoring Well Below Benchmark on DIBELS.
- Students scoring Below Benchmark on DIBELS.
- Students demonstrating specific reading skill deficits through i-Ready and classroom assessment.
- Students demonstrating insufficient progress despite targeted intervention.
- Students identified through MTSS/Individual Academic Support Plans.
- Students who scored below mastery on prior ELA assessments and therefore require additional diagnostic review.

The available baseline data are not disaggregated by demographic subgroup. HAIM will disaggregate BOY/MOY/EOY and other assessment data by required student subgroups as data become available to identify and address achievement gaps.

Diverse Learners

HAIM will address diverse learners through:

- Differentiated Tier I instruction.
- Explicit small-group instruction.
- Targeted intervention.
- Accommodations and supports consistent with student plans.
- Flexible grouping.
- Push-in support.
- High classes and enrichment.

Section 1B: Literacy Goals

- Gifted & Talented services.

Teacher Goal

By May 2027, 100% of HAIM K–6 ELA teachers will implement the adopted SAVVAS curriculum through intentional unit and lesson preparation and will use literacy assessment data to inform, differentiate, and adjust instruction.

Additionally–

- 100% of ELA teachers will use adopted SAVVAS curriculum materials for daily Tier I instruction.
- 100% will participate in literacy-focused PLC/One-on-One Coaching Cycles.
- 100% will analyze relevant student data to identify instructional needs.
- 80% of observed literacy lessons will demonstrate alignment among the learning objective, instructional task, and formative assessment.
- 80% of observed literacy lessons will demonstrate evidence of explicit instruction and/or appropriately targeted small-group support.

These implementation targets mirror the structure of the district example, which uses curriculum implementation, data use, formative assessment alignment, and observation evidence as teacher-focused measures.

Measurement

- HAIM Classroom Walkthrough Tool
- Unit Analysis Resource
- Weekly Instructional Blueprints {lesson plans}
- One-on-One Coaching Support documentation
- PLC artifacts
- Student Work
- Formative assessment data
- SAVVAS assessments
- i-Ready data
- DIBELS data

Goal 2
(Teacher-Focused)

Program Goal

By May 2027, HAIM will establish and monitor a coherent K–6 literacy system that connects Tier I instruction, assessment, intervention, progress monitoring, acceleration, enrichment, professional learning, teacher collaboration, and family engagement.

Goal 3
(Program-Focused)

Section 1B: Literacy Goals

Program Success Measures

HAIM will–

- Implement SAVVAS MyView Literacy in K–5.
- Implement SAVVAS MyPerspectives in Grade 6.
- Protect 80 minutes of daily literacy instruction in Grades 2–6 and 120 minutes in K–1.
- Provide a protected 40-minute daily Accelerate Block.
- Use DIBELS to monitor K–3 foundational literacy.
- Use i-Ready Reading to inform instruction and intervention.
- Use multiple data sources to form intervention groups.
- Review intervention groups at least every 4–6 weeks and following major benchmark assessments.
- Monitor Tier I instruction through the HAIM Classroom Walkthrough Tool.
- Provide structured literacy professional learning, one-on-one coaching, and opportunities for PLC collaboration.
- Provide enrichment through high classes and Gifted & Talented services.

HAIM's existing intervention structure already calls for flexible grouping, multiple data sources, progress monitoring, and regular review of intervention placement.

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

1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
 - a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?

Section 2: Explicit Instruction, Intervention and Extension

	- 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	The following amounts of core literacy instruction occur daily– <table> <tr> <th>Grade</th><th>Daily Literacy Minutes</th></tr> <tr> <td>K-1</td><td>120 minutes</td></tr> <tr> <td>2-6</td><td>80 minutes</td></tr> </table> Instructional time will include explicit literacy instruction; reading, writing, and vocabulary; comprehension; foundational skills, where applicable; discussion; assessment; and differentiated/small-group support. In Grades 4–6, literacy will also intentionally extend into content areas through disciplinary literacy. The following curriculum-based assessments are used to evaluate Tier I instruction– - SAVVAS curriculum assessments - i-Ready Reading - DIBELS K–3 - Classroom formative and summative assessments - LEAP results and practice assessments HAIM’s Classroom Walkthroughs, One-on-One Coaching, and PLC Collaboration will monitor– - HQIM implementation - Explicit instruction - Learning objective/task alignment - Formative assessment - Student engagement - Small-group instruction - Differentiation - Evidence of student learning Tier 1 – Extension/Acceleration High Classes – Provides accelerated pacing, greater depth, and opportunities to extend grade-level standards for students who demonstrate readiness. Gifted & Talented Services – Provides specialized enrichment, depth, complexity, and advanced learning opportunities for identified gifted learners.	Grade	Daily Literacy Minutes	K-1	120 minutes	2-6	80 minutes
Grade	Daily Literacy Minutes						
K-1	120 minutes						
2-6	80 minutes						

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Core Curriculum • SAVVAS MyView Literacy — K-5 • SAVVAS MyPerspectives — Grade 6 Additional Literacy Resources • i-Ready Reading • Magnetic by i-Ready • DIBELS 8th Edition • Amplify mCLASS activities • LEAP 2025 Practice Books — Grades 3-6 • Orton-Gillingham • SAVVAS supplemental resources • Teacher-created materials aligned to grade-level standards HAIM’s instructional and intervention materials are high-quality, standards-aligned, content-rich, rooted in The Science of Reading, and focused on areas including decoding, fluency, language structure, vocabulary, comprehension, and content writing.						
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 the Tier II intervention occurred biweekly or weekly, depending on the student's needs as indicated by assessment data?						
Tier II plan, including the amount of time	HAIM's seven-member Intervention Team provides targeted Tier II support during students’ daily 40-minute Accelerate Block. <table> <tr> <th>Grade Band</th><th>Intervention Team</th></tr> <tr> <td>K-1</td><td>2 - interventionists</td></tr> <tr> <td>2-3</td><td>2 - interventionists</td></tr> </table>	Grade Band	Intervention Team	K-1	2 - interventionists	2-3	2 - interventionists
Grade Band	Intervention Team						
K-1	2 - interventionists						
2-3	2 - interventionists						

Section 2: Explicit Instruction, Intervention and Extension

4-6

3 - interventionists

During Accelerate, the full collaborative grade-band team serves the grade in which the Accelerate block is occurring, allowing HAIM to create smaller, more targeted groups.

HAIM 40-minute Accelerate Block

The 40-minute Accelerate Block is HAIM's primary structure for delivering targeted intervention, remediation, acceleration, and enrichment. During each grade level's scheduled Accelerate period, the entire intervention team assigned to that grade band works collaboratively to provide smaller, targeted instructional groups. This team-based structure allows multiple intervention teachers to serve students simultaneously and increases the opportunity for intensive, skill-specific instruction.

Intervention groups are based on identified student needs and may provide Tier II or Tier III literacy instruction using research-based strategies and available intervention materials. Groups remain flexible and are adjusted as students demonstrate progress or new needs are identified.

Push-In Literacy Support

Intervention teachers may provide targeted support within the general education classroom during ELA. Support may include reinforcing previously taught skills, guided practice, corrective feedback, teacher-led small groups, literacy centers, and assistance accessing grade-level assignments without reducing rigor.

Additional Targeted Pull-Out Support

When appropriate, intervention teachers may provide additional targeted intervention during the final 30 minutes of Science or Social Studies. This time may be used for targeted intervention lessons, additional practice, progress monitoring, make-up intervention sessions, or brief intensive reteaching. Students should not be routinely removed from new, essential, or assessed content.

HAIM uses multiple data sources to identify students–

- DIBELS
- i-Ready Reading
- LEAP
- Classroom assessments
- Student work
- Progress monitoring
- Teacher observations

Section 2: Explicit Instruction, Intervention and Extension

	• Previous intervention records. Intervention Groups– Intervention Groups will be reviewed at least every 4–6 weeks and following major benchmark assessments. Students' progress will determine whether they: • Continue intervention • Increase intervention frequency/intensity • Receive a different strategy • Exit intervention • Require additional MTSS problem-solving
List of available interventions and their descriptions	Additional Supports and Interventions Magnetic by i-Ready — Grades K-6 A targeted Tier II intervention resource used to provide additional instruction based on identified student literacy needs. Magnetic can be used to provide focused, skill-specific support within small-group intervention and to reinforce skills identified through assessment data. DIBELS 8th Edition Progress Monitoring — Grades K-3 DIBELS 8 is used in Grades K–3 to identify students who may need additional literacy support and to monitor response to intervention. Progress-monitoring results help intervention teachers determine whether students are making adequate progress and whether intervention should continue, intensify, change, or end. HAIM uses DIBELS data as one component of a broader data-based decision-making process. Amplify mCLASS Activities — Grades K-3 Supplemental literacy activities connected to students' foundational reading needs and DIBELS/mCLASS assessment information. These activities can be used to reinforce specific foundational skills through targeted practice and small-group instruction. Orton-Gillingham–Based Literacy Support — Grades K-6 Structured, explicit literacy instruction that can be used to provide targeted support for students experiencing persistent difficulties with foundational

Section 2: Explicit Instruction, Intervention and Extension

	reading skills. Instruction emphasizes systematic development of reading skills through explicit practice and reinforcement. LEAP 2025 Practice Books — Grades 3–6 Grade-level literacy practice materials used to strengthen students' ability to apply reading, writing, comprehension, and evidence-based response skills to LEAP-aligned tasks. These resources are particularly useful for students who need additional opportunities to practice grade-level literacy skills and assessment-related application. SAVVAS MyView Literacy — Grades K–5 HAIM's adopted Tier I literacy curriculum. While primarily a Tier I resource, teachers and intervention staff may use curriculum-aligned materials to reinforce grade-level skills and address prerequisite or unfinished learning identified through classroom assessment. SAVVAS MyPerspectives — Grade 6 HAIM's adopted Grade 6 ELA curriculum. The curriculum provides grade-level reading, writing, vocabulary, language, comprehension, and text analysis opportunities to reinforce literacy skills and support students' transition to secondary/adolescent literacy expectations.
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	HAIM's seven-member Intervention Team provides targeted Tier III support during students' daily 40-minute Accelerate Block. Grade Band Intervention Team

Section 2: Explicit Instruction, Intervention and Extension

K-1	2 - interventionists
2-3	2 - interventionists
4-6	3 - interventionists

During Accelerate, the full collaborative grade-band team serves the grade in which the Accelerate block is occurring, allowing HAIM to create smaller, more targeted groups.

HAIM 40-minute Accelerate Block

The 40-minute Accelerate Block is HAIM's primary structure for delivering targeted intervention, remediation, acceleration, and enrichment. During each grade level's scheduled Accelerate period, the entire intervention team assigned to that grade band works collaboratively to provide smaller, targeted instructional groups. This team-based structure allows multiple intervention teachers to serve students simultaneously and increases the opportunity for intensive, skill-specific instruction.

Intervention groups are based on identified student needs and may provide Tier II or Tier III literacy instruction using research-based strategies and available intervention materials. Groups remain flexible and are adjusted as students demonstrate progress or new needs are identified.

Push-In Literacy Support

Intervention teachers may provide targeted support within the general education classroom during ELA. Support may include reinforcing previously taught skills, guided practice, corrective feedback, teacher-led small groups, literacy centers, and assistance accessing grade-level assignments without reducing rigor.

Additional Targeted Pull-Out Support

When appropriate, intervention teachers may provide additional targeted intervention during the final 30 minutes of Science or Social Studies. This time may be used for targeted intervention lessons, additional practice, progress monitoring, make-up intervention sessions, or brief intensive reteaching. Students should not be routinely removed from new, essential, or assessed content.

HAIM uses multiple data sources to identify students–

- DIBELS
- i-Ready Reading
- LEAP
- Classroom assessments

Section 2: Explicit Instruction, Intervention and Extension

	• Student work • Progress monitoring • Teacher observations • Previous intervention records. Intervention Groups– Intervention Groups will be reviewed at least every 4–6 weeks and following major benchmark assessments. Students' progress will determine whether they: • Continue intervention • Increase intervention frequency/intensity • Receive a different strategy • Exit intervention • Require additional MTSS problem-solving
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Section 2: Explicit Instruction, Intervention and Extension

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LEAP 2025 Practice Books — Grades 3–6

Grade-level literacy practice materials used to strengthen students' ability to apply reading, writing, comprehension, and evidence-based response skills to LEAP-aligned tasks. These resources are particularly useful for students who need additional opportunities to practice grade-level literacy skills and assessment-related application.

SAVVAS MyView Literacy — Grades K–5

HAIM's adopted Tier I literacy curriculum. While primarily a Tier I resource, teachers and intervention staff may use curriculum-aligned materials to reinforce grade-level skills and address prerequisite or unfinished learning identified through classroom assessment.

SAVVAS MyPerspectives — Grade 6

HAIM's adopted Grade 6 ELA curriculum. The curriculum provides grade-level reading, writing, vocabulary, language, comprehension, and text analysis opportunities to reinforce literacy skills and support students' transition to secondary/adolescent literacy expectations.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Establish BOY literacy baselines using DIBELS K-3, i-Ready Reading, classroom assessments, and available LEAP data. Identify students requiring targeted intervention, remediation, acceleration, or enrichment.	Administration, Instructional Coach, ELA Teachers, Intervention Team	DIBELS 8, i-Ready Reading, SAVVAS assessments, LEAP data	BOY data meetings; intervention group review Documented student baselines; identified priority skills; flexible intervention/extension groups
1	August-May	Provide daily Tier I literacy instruction using SAVVAS MyView K-5 and MyPerspectives Grade 6. Protect 120 minutes of literacy instruction in K-1 and 80 minutes in Grades 2-6.	ELA Teachers, Administration	SAVVAS MyView; MyPerspectives	Walkthroughs; lesson/unit preparation; curriculum assessments Students engage in grade-level reading, writing, speaking, listening, vocabulary, and comprehension tasks aligned to learning goals
1	August-May	Implement the 40-minute Accelerate Block to provide targeted intervention, remediation, acceleration, and enrichment based on student data.	Intervention Team, ELA Teachers, Instructional Coach	Magnetic by i-Ready, i-Ready Reading, DIBELS/mCLASS resources, other approved intervention resources	Intervention rosters; progress monitoring; 4-6 week data reviews Students demonstrate measurable growth on targeted skills; students requiring additional support are regrouped based on data

Action Plan					
1	September–May	Provide targeted Tier II/Tier III intervention using identified student skill needs and progress-monitoring data to determine instructional adjustments.	Intervention Team	Magnetic, i-Ready, DIBELS 8, Amplify mCLASS, Orton-Gillingham resources as appropriate	Students demonstrate progress toward individual literacy goals; intervention intensity or placement changes when data indicate a need
1	September–May	Provide extension and enrichment opportunities for students demonstrating mastery through high classes, classroom extension, and Gifted & Talented services.	ELA Teachers, High-Class Teachers, Gifted & Talented Teacher	SAVVAS resources, advanced texts/tasks, student inquiry resources	Student work; classroom data; walkthroughs Students demonstrate application, analysis, depth, complexity, and/or accelerated mastery beyond core expectations
1	October–May	Analyze student work and formative assessment data during PLCs to identify reteaching, intervention, and extension needs.	ELA Teachers, Instructional Coach, ILT	Student work, formative assessments, SAVVAS assessments, i-Ready/DIBELS data	Instructional adjustments are evident in lesson planning and student work; student performance improves following reteaching or intervention
1	January–May	Increase emphasis on adolescent and disciplinary literacy in Grades 4–6 through reading, writing, vocabulary, comprehension, analysis, and evidence-based	Grades 4–6 Teachers, Instructional Coach, ILT	Content Area Texts	Walkthroughs; student work; PLC reviews Students demonstrate the ability to access, analyze, discuss, and produce grade-level text across disciplines

Action Plan					
		communication across content areas.			
1	May	Grades 4–6 Teachers, Instructional Coach, ILT	Administration, ILT, Instructional Coach, Intervention Team	DIBELS EOY, i-Ready, LEAP, student work	EOY data meeting Increased percentage of students meeting literacy benchmarks and/or demonstrating growth toward established goals
2	August–September	Establish the first professional learning cycle focused on SAVVAS unit and lesson preparation, including understanding the knowledge, skills, assessments, texts, and expected student outcomes within each unit.	Instructional Coach, ILT	MyView, MyPerspectives, unit assessments, teacher preparation resources	Unit/lesson preparation reviews; PLC artifacts Teacher preparation demonstrates understanding of unit goals, text demands, assessments, and lesson purpose
2	September–October	Provide professional learning on explicit literacy instruction, lesson modeling, guided practice, independent application, and formative assessment.	Instructional Coach, ILT	Teachers can identify priority skills and use data to adjust instruction and grouping	HAIM Classroom Walkthrough Tool; coaching cycles Walkthrough evidence demonstrates clear learning objectives, explicit instruction, purposeful student tasks, and formative assessment

Action Plan					
2	October–November	Train teachers to use DIBELS, i-Ready, SAVVAS assessment, and classroom data to identify student strengths, gaps, and instructional priorities.	Instructional Coach, Intervention Team, ILT	DIBELS, i-Ready, SAVVAS assessments	PLC data meetings; intervention-group reviews Teachers can identify priority skills and use data to adjust instruction and grouping
2	November–January	Develop teacher capacity in vocabulary, morphology, knowledge building, fluency, comprehension, and evidence-based literacy practices.	Instructional Coach, ILT	SAVVAS; DIBELS/mCLAS S resources; intervention resources	Walkthroughs; student work; coaching Teachers intentionally address identified literacy skills; students demonstrate increased engagement and application
2	January–February	Provide Grades 4–6 professional learning focused on adolescent and disciplinary literacy across ELA and content areas.	Instructional Coach, ILT	MyPerspectives; content-area texts and resources	Walkthroughs; student work; PLCs Students regularly read, discuss, analyze, and write about grade-level content-area texts
2	February–April	Conduct student-work analysis cycles to assess instructional effectiveness and identify needs for reteaching, intervention, acceleration, and enrichment.	Instructional Coach, ELA Teachers, ILT	Student work; rubrics; assessments	PLC protocols; coaching cycles Teachers make documented instructional adjustments based on student evidence

Action Plan					
2	August–May	Conduct regular classroom walkthroughs using the HAIM Classroom Walkthrough Tool to monitor literacy implementation and identify schoolwide professional learning/coaching needs.	Administration, Instructional Coach, ILT	HAIM Classroom Walkthrough Tool	Walkthrough trend analysis Increased consistency in identified literacy look-fors across classrooms
2	May	Review teacher implementation evidence and identify professional learning priorities for 2027–28.	Administration, Instructional Coach, ILT	Walkthrough data, PLC artifacts, assessment data	EOY ILT review Professional learning priorities are directly connected to implementation evidence and student outcomes
3	August–September	Establish a schoolwide literacy framework connecting Tier I instruction, assessment, intervention, acceleration, enrichment, and progress monitoring.	Administration, Instructional Coach, ILT, Intervention Team	ACT 964; SAVVAS; DIBELS; i-Ready	ILT review Staff can clearly articulate the HAIM literacy system and the purpose of each component
3	August–May	Maintain the protected 40-minute Accelerate Block for targeted intervention, remediation, acceleration, and enrichment.	Administration, Intervention Team, Teachers	Intervention resources; student data	Schedule review; intervention rosters; walkthroughs Students receive appropriately matched support without routinely losing Tier I core instruction

Action Plan					
3	August–May	Use multiple data sources to identify student needs and make flexible instructional/intervention groupings.	Teachers, Intervention Team, Instructional Coach	DIBELS, i-Ready, SAVVAS, classroom assessments, LEAP	4–6 week intervention reviews; benchmark data meetings Groups reflect current student needs and are adjusted when data indicate a change
3	September–May	Implement a schoolwide literacy professional learning and PLC cycle connected to student data and classroom implementation.	Instructional Coach, ILT	PD resources; PLC protocols; student data	Monthly/ongoing PLC and ILT monitoring PD topics reflect identified needs and teachers demonstrate application in classroom practice
3	September–May	Monitor Tier I literacy implementation using the HAIM Classroom Walkthrough Tool and use trends to determine coaching and professional learning priorities.	Administration, Instructional Coach, ILT	HAIM Classroom Walkthrough Tool	Walkthrough trend analysis Evidence of increased consistency in schoolwide literacy expectations
3	September–May	Monitor intervention effectiveness through progress monitoring and regular intervention-team review.	Intervention Team, Instructional Coach	DIBELS, i-Ready, Magnetic, mCLASS	Weekly/biweekly progress monitoring as appropriate; 4–6 week reviews Students demonstrate progress toward targeted goals and receive adjusted support when necessary
3	October–May	Strengthen literacy across content areas by intentionally incorporating	Content Teachers, ELA Teachers,	Content curriculum; grade-level texts;	Walkthroughs; student work; PLCs

Action Plan					
		reading, writing, vocabulary, discussion, and evidence-based communication into Science, Social Studies, AI Lab, and Medical Lab.	Instructional Coach	student writing resources	Students apply literacy skills in authentic disciplinary contexts
3	October–May	Provide appropriate enrichment and advanced literacy opportunities through high classes and Gifted & Talented services.	High-Class Teachers, Gifted & Talented Teacher, ELA Teachers	Advanced texts/tasks; enrichment resources	Student work; teacher data; walkthroughs Advanced learners demonstrate increased depth, complexity, independence, and application
3	Quarterly	Communicate literacy progress, intervention supports, and family resources to families.	Administration, Teachers, Instructional Coach, Intervention Team	DIBELS/i-Ready reports; family resources; literacy materials	Communication records; family feedback Families receive understandable information about literacy expectations, student progress, and available supports
3	May–June	Evaluate the overall literacy system and identify strengths, gaps, and priorities for 2027–28.	Administration, ILT, Instructional Coach, Intervention Team	DIBELS, i-Ready, LEAP, walkthrough data, PLC artifacts, intervention data	EOY literacy review 2027–28 priorities are directly informed by student outcomes and implementation evidence

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>
3 sessions during the 26-27 school year	iReady (implementation, data analysis, monitoring)	K-6 and SPED Teachers, Interventionists, and Instructional Coaches

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	Teachers will strengthen their understanding of the literacy knowledge, skills, assessments,	• Unit Analysis Resource • Curriculum Annotations

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

	and instructional purpose embedded within SAVVAS.	- Weekly Instructional Blueprint - One-on-One Coaching Support - HAIM Classroom Walkthrough Tool
Explicit Literacy Instruction & Small Groups	Teachers will use DIBELS/i-Ready/classroom data to identify priority skills and provide targeted instruction.	- Small-Group Plans - Student Work - DIBELS, Progress Monitoring, i-Ready Data - Walkthroughs Analysis Data
Student Work & Instructional Adjustment	Teachers will analyze student work to determine whether students have mastered targeted literacy skills and to identify needs for reteaching, intervention, or acceleration.	- DIBELS, Progress Monitoring, i-Ready Data - In-Class Assessment Data - Walkthroughs Analysis Data
Literacy Outcomes & Sustainability	Analyze 2026–27 literacy outcomes and determine priorities for 2027–28.	- DIBELS EOY - i-Ready - LEAP Data - Student Writing Analysis - Walkthrough Trends – Instructional Trends - Intervention Outcomes

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?

Section 4: Family Engagement Around Literacy

- d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
 - a. engage families and strengthen the connections between school and community?
 - b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - c. expand access to literacy resources?
3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August/ September	Literacy Expectations & Assessment Information	Provide information in clear, family-friendly language explaining grade-level literacy expectations and how DIBELS, i-Ready, and classroom assessments are used. Share information in multiple formats, including digital announcements, email/newsletters, and printed materials, for families who may not regularly access digital communication. Provide opportunities for families to ask questions and receive clarification from teachers or school staff.	School Staff; Families
October	Family Literacy Event	Offer an in-person event at a time that maximizes family participation. Provide take-home literacy activities for families unable to attend. Share digital versions of resources when possible. Use activities that require minimal materials and can be completed at home with commonly available items. Provide directions in family-friendly language and allow families to participate without requiring prior knowledge of literacy terminology or instructional practices.	School Staff; Families
November	Home Reading & Writing Resources	Provide families with accessible reading and writing strategies that can be incorporated into daily routines without requiring specialized materials. Offer resources in both	School Staff; Families

Section 4: Family Engagement Around Literacy

		digital and printed formats. Include examples of questions families can ask while reading, ways to discuss vocabulary, and simple writing activities that can be completed at home. Provide resources that can be adapted to different student reading levels.	
January	LEAP Literacy Information	Provide families with a clear explanation of LEAP ELA expectations, literacy skills assessed, and ways families can support students at home. Offer information through multiple formats, including written communication, digital resources, and opportunities for questions. Provide practice and support resources that families can access without needing specialized instructional knowledge.	School Staff; Families
February–March	Reading & Writing Support Event	Provide families with practical strategies for supporting comprehension, vocabulary, written responses, and evidence-based reading at home. Offer both in-person and take-home options. Provide examples and models so families can see what successful grade-level reading and writing looks like. Ensure resources can be accessed digitally or in print and provide materials that do not require families to purchase additional resources.	School Staff; Families
Spring	Student Literacy Celebration	Create an inclusive opportunity for students and families to celebrate literacy growth and student accomplishments. Provide opportunities for families to view student writing, reading progress, and literacy products. Offer alternative ways for families who cannot attend to participate or receive information about their child's growth.	Families; Community Partners; School Staff

Section 4: Family Engagement Around Literacy

May	Literacy Growth Communication	results, areas of continued growth, and recommended supports for the summer. Use clear, family-friendly language rather than assessment-specific terminology whenever possible. Provide digital and printed communication as appropriate and include specific strategies/resources families can use during the summer.	Families; School Staff
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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
School Improvement Plan	Literacy achievement, student growth, intervention, and instructional quality support schoolwide improvement goals.	SIP data; literacy data
SAVVAS MyView/MyPerspectives	Provides the core K–6 ELA curriculum.	Curriculum implementation; assessments; walkthroughs
Accelerate	Provides protected 40-minute targeted intervention, remediation, acceleration, and enrichment.	Intervention rosters; progress monitoring
High Classes	Provides accelerated pacing and deeper literacy experiences.	Student work; classroom data

Section 5: Alignment to Other Initiatives

Gifted & Talented	Provides advanced literacy enrichment and depth/complexity.	GT plans; student products
AI Lab	Requires students to read directions, interpret information, communicate ideas, and apply literacy to technology and problem-solving.	Student products; writing; observation
Medical Lab	Builds academic vocabulary, informational reading, explanation, and evidence-based communication.	Student work; writing; vocabulary
One-on-One Teacher Support/PLCs	Connects data, curriculum, student work, and instructional adjustment.	Coaching Documentation, PLC documentation
HAIM Classroom Walkthrough Tool	Monitors real-time implementation of literacy expectations.	Walkthrough trends
Writing Achievement Boards	Makes student writing growth visible across content areas.	Monthly writing samples across all content areas and various genres of writing
DIBELS 8	Screens and monitors foundational literacy in K–3.	BOY/MOY/EOY data
i-Ready Reading	Identifies student needs and supports personalized instruction/intervention	Diagnostic/growth data
Magnetic by i-Ready	Provides targeted Tier II literacy intervention.	Student progress
LEAP 2025	Measures grade-level literacy achievement and informs instructional priorities.	LEAP results/common assessments

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.

Section 6: Communicating the Plan

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	Communicate the Local Literacy Plan, literacy goals, instructional priorities, non-negotiables, assessment expectations, intervention procedures, and professional learning opportunities through staff meetings, PLCs, professional learning sessions, email, and shared digital resources. Teachers will receive ongoing updates regarding changes to literacy expectations, intervention procedures, data trends, and available instructional resources.	August + ongoing
Intervention Team	Provide the Intervention Team with clear expectations for student identification, intervention grouping, use of available intervention resources, progress monitoring, documentation, and communication with classroom teachers and families. Review intervention data and student progress during scheduled intervention team meetings, and regroup students when data indicate a change in needs.	August + every 4–6 weeks
Students	Communicate grade-level literacy expectations and individual learning goals in student-friendly language. Teachers will provide students with regular feedback about their reading and writing performance, opportunities to reflect on their progress, and clear explanations of the skills they are working to develop. Students receiving	Ongoing

Section 6: Communicating the Plan

	intervention or additional support will understand the purpose of their support and the goals they are working toward.	
Families	Communicate literacy expectations, student assessment results, literacy goals, intervention supports, and opportunities for family involvement through multiple accessible formats, including newsletters, email, digital platforms, printed materials, family events, and individual teacher/intervention-team communication. Families will receive clear, family-friendly explanations of assessment results and specific strategies to support literacy development at home.	BOY/MOY/EOY + as needed
Instructional Leadership Team	Review literacy implementation and student outcome data with the ILT through scheduled data reviews. Share DIBELS, i-Ready, LEAP, intervention, PLC, and HAIM Classroom Walkthrough Tool trends to identify strengths, areas of concern, and priorities for instructional coaching, professional learning, and intervention support.	Monthly
Community	Communicate HAIM's literacy priorities and opportunities for community involvement through school events, digital communication, and outreach. Share opportunities for community organizations, libraries, and literacy-focused partners to support family literacy, student reading opportunities, and access to literacy resources.	Ongoing
District	Provide required literacy plan documentation and progress updates to district leadership. Communicate implementation progress, student outcomes, intervention efforts,	As required

Section 6: Communicating the Plan

	professional learning, and areas requiring additional support or adjustment. Submit required documentation according to district timelines and expectations.	
Staff	Share schoolwide literacy trends, celebrations, areas of need, and instructional priorities during faculty meetings, PLCs, professional learning sessions, and staff communications. Use aggregated data and implementation trends to help staff understand how individual classroom practices contribute to HAIM's overall literacy goals.	Ongoing + quarterly reviews
Leadership/Administration	Maintain regular communication regarding progress toward literacy goals, implementation of the Local Literacy Plan, intervention effectiveness, walkthrough trends, and resource needs. Use leadership meetings to review progress and make timely adjustments to staffing, scheduling, professional learning, intervention, and instructional priorities.	Monthly + quarterly