Local Literacy Plan for

Third Future School

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LOUISIANA'S LITERACY PILLARS

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	By the Year 2030, Third Future Schools will create 100 proof points of a new education system and inspire transformation of the broader public education system in order to significantly narrow the achievement gap and prepare students for a Year 2035 workplace and world.
Literacy Mission Statement	A team of dedicated teachers and leaders, working in a high-performance and caring culture, implements wholesale reform of the education system based on different design principles. They maintain an intense focus on high-quality instruction focused on improving literacy for all students.

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)	By the EOY administration, students in grades K-8 will demonstrate at least 1.7 years of growth in literacy as measured by NWEA MAP assessment.
Goal 2 (Teacher-Focused)	By the end of the school year, teachers will improve literacy instruction in core instruction by scoring an average of proficient on the weekly SPOT form.
Goal 3 (Program-Focused)	Network leaders will target improving literacy scores for all students by analyzing overall student achievement on LEAP, DIBELS and NWEA assessments and comparing them to the average teacher evaluation score (SPOT). After complete analysis, targeted PD and PLC sessions will be planned to address trends.

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	
	4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. 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) 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	At minimum 90 to 150 daily is spent on literacy instruction for all grades reflected as ELA core instruction and Art of Thinking instruction. K-3 receives core instruction using the CKLA curriculum. 4-8 receive core instruction on grade-level Louisiana Student Standards (LSS).
English Language Arts textbooks and instructional materials used	TFS supplies daily lessons for ELA instruction in grades 4 through 8 using a platform called Notion. Local Curriculum Developers are hired to specifically design lessons for each grade level and content area. The lessons are based on the LSS.
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	Students receive core instruction for 45 minutes. Based on their performance at the close of the lesson, they will either receive small group instruction from the core teacher or "push out" to a smaller setting to further demonstrate their understanding of the objective in an individual setting with minimal guidance from a teacher apprentice. Students who have not demonstrated proficiency on the demonstration of learning of the standard will receive a re-teach lesson from the teacher for 45 minutes more.
List of available interventions and their descriptions	All students receive interventions based on their daily performance in the lesson. The interventions are tiered as follows: L = Learning S1 = Securing S2 = Secured

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	A = Advanced E = Enriching
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	Students receive direct instruction from the classroom teacher for 45 minutes in small groups during the LSAE time. The teacher utilizes scaffolded lesson materials to address misconceptions and gaps in learning.
List of available interventions and their descriptions	S1 work is lesson materials based on the student standard for the lesson that has built-in supports based on possible gaps in learning one grade level below. L work is lesson materials that have built-in supports to address possible gaps in learning for 2 or more grade levels below.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-Teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1	August-September	Calibrate ILT evaluations (SPOTS)	ILT	SPOT forms	ILT will calibrate their evaluation methods and scores. They will commit to daily instructional walks to coach and support teachers.
2	August-September	Collect current student BOY data	ILT K-8 Students	NWEA and DIBELS data	Analyze BOY student data for common trends. Identify possible goals for each grade level, class, teacher and student. Create and share goals with stakeholders.
3	August-October	Collect SPOT (evaluation) data for teachers	ILT Teachers	SPOT Forms LCD Curricula	Analyze BOY student data and compare it to non-proficient evaluation data to create a coaching plan to address instructional practices.
4	October-November	Analyze and address data trends	DILT ILT Teachers	Coaching and PLC plan	Use the TFS coaching model to improve core instruction.
5	November-December	Collect and analyze student and teacher data	DILT ILT	MOY DIBELS and NWEA data	Analyze MOY student data and compare it to non-proficient evaluation data to create a coaching plan.
6	January-March	Address data trends	ILT	SPOT forms Coaching Plan	Plan and address gaps in student learning by addressing

Action Plan					
				LCD Curricula	non-proficient instructional practices by utilizing the TFS coaching model. DILT will structure network-wide PD to address common instructional improvement practices. ILT will implement a plan during PLC to target individual teacher practices and replace ineffective practices with effective ones.

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

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the Louisiana Professional Learning Partners?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
N/A		

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?
2-3rd grade Literacy	75% of students in grades 2 and 3 will show 1 year's growth on NWEA MAP testing by the EOY.	NWEA MAP assessment data
K-1st grade Literacy	80% of students in grades K and 1 will show 1.7 year's growth on the	NWEA MAP assessment data

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
	NWEA MAP assessment by the EOY administration.	

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Family Orientation		Office Depot Sam's Club Local Library
March 2026	Family Engagement Night		Title IV Children's Coalition

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

Section 5: Alignment to Other Initiatives

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
PLC	Professional Learning Communities will meet weekly to address trends in student data. The data study will address deficits in student literacy rates.	Increased student literacy indicators on the BOY, MOY, and EOY NWEA and DIBELS assessments, including progress monitoring throughout the school year
Parent Literacy Engagement	Provide support to parents to support reading and writing at home.	Collect parent sign-in and participation at scheduled events throughout the school year.

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
Parents and Community	Use of school-to-home literature; social media; and website	Twice yearly
Students	Classroom interventions and instruction	Ongoing

Section 6: Communicating the Plan		
Staff	Scheduled network PD throughout the school year and PLC focusing on strengthening Literacy instruction	Ongoing