

**Local Literacy Plan for
Virgil Browne Glencoe Charter School**

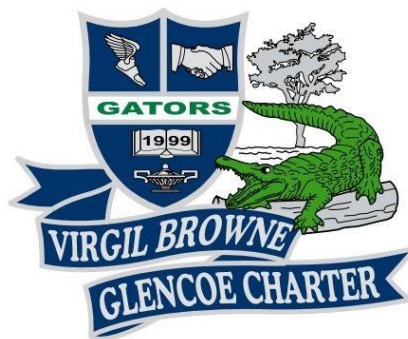
Loren Decuir

Executive Director

Michelle Bishop, Assistant Principal

Brandan Trahan, Assistant Principal

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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

V. B. Glencoe Charter School's vision for literacy is to prepare all learners for active engagement in professional, social, and civic life in which they think critically and apply the skills of reading, writing, listening, speaking, and language. Reading well by third grade is a crucial developmental milestone in a child's educational experience. Literacy development starts at an early age and is the cornerstone for all academic success. When students have a solid foundation of literacy skills by third grade, they are able to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas through high school and beyond.

Literacy Mission Statement

The mission of V. B. Glencoe Charter School is to prepare all learners to apply literacy skills at or above grade level by the end of third grade and to continue to progress in literacy skills through high school and beyond.

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?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	• By the end of the 2026 school year, 70% of 3rd grade students will score at or above benchmark on the EOY DIBELS Assessment. • By the end of the 2026 school year, 80% of all K - 2nd graders will score at or above benchmark on the EOY DIBELS Assessment. • 80% of the students in grades 4- 8 will meet individual growth targets on LEAP tests.
Goal 2 (Teacher-Focused)	• By the end of September, 2026, all K-5 teachers will receive training on the use of Unit and Lesson Preparation Tools. • By the end of October, 2026, all K- 5 teachers will receive training on conducting small group interventions using adopted high-quality instructional materials. • By the end of October, 2026, 3 - 8th grade intervention teachers will use student data from Amira to drive intervention instruction. • By the end of October, all 6th - HS English teachers will be actively using Writable to track student progress in writing standards. • By May 2027, all new K - 3rd grade teachers and all 5th - 12th grade teachers will complete required Science of Reading Training.
Goal 3 (Program-Focused)	• By the end of October, all K - 8th grade teachers observed will demonstrate proficiency on the curriculum implementation checklist. • Starting in August, ILT meets weekly using student data to make instructional decisions for the campus. • By September 15, 2026, all teachers will implement tier I curriculum and small group intervention so that every child is getting access to needed intervention 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

Section 2: Explicit Instruction, Intervention and Extension

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?
Amount of time spent on daily literacy skills instruction and how it is used	Daily ELA Core Instructional Time: - K - 3rd: 120 minutes 4th - 6th: 90-120 minutes 7th - 8th: 90 minutes
English Language Arts textbooks and instructional materials used	PreK 4 - Three Cheers for PreK K - 2nd Grade _ Amplify CKLA 2nd Edition 3rd Grade through 5th Grade - My View 6th grade through English IV - My Perspectives
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Tier II Intervention Implementation and Response 1. Qualified Personnel: Tier II interventions are provided by classroom teachers, certified reading teachers, or trained tutors using approved HQIM and other research-based instructional materials and programs. 2. Progress Monitoring and Effectiveness: DIBELS progress-monitoring assessments, beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) assessments, along with assessments embedded within HQIM, are used to monitor student performance and determine the effectiveness of Tier II interventions. 3. Alignment of Intervention and Assessment: Intervention skills and progress-monitoring measures are aligned with each student's identified literacy needs based on current assessment data. For students in Kindergarten through 5th grade, DIBELS BOY data are used to identify areas of need. Prior-year LEAP data are also considered, as appropriate, for students in grades 4–8, along with other available literacy assessment data. 4. Scheduling: Dedicated intervention time is incorporated into the ELA schedules for Kindergarten through 8th grade, with intervention periods ranging from approximately 30 to 75 minutes per day. Intervention is scheduled to protect students' access to Tier I core instruction. ○ Kindergarten–5th grade: High-Dose Tutoring (HDT) is provided during the daily ELA intervention period. ○ 6th–8th grade: Dedicated reading intervention time of 50 minutes is provided three times per week. 5. Progress Monitoring: Tier II intervention progress monitoring occurs weekly or biweekly, depending on student performance, assessment data, and individual instructional needs. The frequency of progress monitoring is adjusted as needed to ensure that student response to intervention is closely monitored and that instructional decisions are data-driven.
List of available interventions and their descriptions	Tier II Interventions and Intervention Programs Kindergarten–2nd Grade ● HQIM remediation resources ● Lexia Core5 ● 95 Percent Group Phonics Chip Kit ● 95 Percent Group Pocket PA ● Heggerty

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	3rd–8th Grade • HQIM remediation resources • Lexia Core5 • Lexia PowerUp • Amira • HMH Writable
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	Tier III Intervention Implementation and Response 1. Qualified Personnel: Tier III interventions are provided by a certified reading teacher/interventionist with specialized training in the Science of Reading and High-Quality Instructional Materials (HQIM). 2. Progress Monitoring and Instructional Adjustment: The effectiveness of Tier III interventions is monitored at least weekly. Progress-monitoring data are used to determine student response to intervention, and instruction is adjusted as needed based on student performance. 3. Alignment of Intervention and Assessment: Intervention skills are identified based on current literacy assessment data and are monitored using targeted assessment measures. For students in K–3, DIBELS progress-monitoring subtests are used to monitor specific literacy skills. For students in grades 4–8, Amira and HMH Writable diagnostics are used to identify and monitor specific areas of need. Lexia Core5 and Lexia PowerUp data are also used to monitor student progress. High-Dose Tutoring (HDT) is provided to identified students in Kindergarten through 5th grade during the school's daily ELA intervention period.

Section 2: Explicit Instruction, Intervention and Extension

4. **Scheduling:** Student schedules are designed to protect access to Tier I core ELA instruction. Tier III remediation for **K–4** is provided during Specials to ensure that students receive their full Tier I core instruction. Students in **grades 5–6** receive Tier III instruction during dedicated intervention time built into the daily schedule. Students in **grades 7–8** receive 50 minutes of dedicated Tier III intervention three times per week during PE.
5. **Intervention Time:** Dedicated ELA intervention time is incorporated into the master schedule for **Kindergarten through 8th grade**, with intervention periods ranging from approximately 30 to 75 minutes per day depending on grade level. This structure provides protected time for targeted intervention without unnecessarily reducing students' access to Tier I core instruction.

List of available interventions and their descriptions

Tier III Intervention Materials and Programs

Kindergarten–2nd Grade

- HQIM remediation resources
- Lexia Core5
- 95 Percent Group Phonics Chip Kit
- 95 Percent Group Pocket PA
- Heggerty
- Sounds Sensible
- UFLI

3rd–8th Grade

- HQIM remediation resources
- Lexia Core5
- Lexia PowerUp
- Amira
- HMH Writable
- SPIRE

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	

Action Plan						
					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 diagnostic data, culminating student work	
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring	Evidence of Success
1. Strengthen Tier I literacy instruction through consistent HQIM implementation.	August–May	1. Establish weekly ILT/Teacher Collaboration cycles focused on unit and lesson preparation. 2. Unpack priority standards and identify essential knowledge and skills.	Executive Director, Assistant Principals, Instructional Coach, ILT	HQIM, Unit/Lesson Preparation Tools, curriculum assessments, walkthrough tool	Weekly ILT meetings; biweekly walkthroughs; quarterly review of implementation data	Teachers demonstrate effective planning and HQIM implementation; 95% of observed students are engaged in appropriately aligned literacy tasks; improved formative and unit

Action Plan						
		3. Conduct regular walkthroughs using a common curriculum implementation checklist. 4. Provide feedback and coaching based on walkthrough findings.				assessment performance.
2. Strengthen targeted literacy intervention through a consistent MTSS/Tier II and Tier III process.	September–May	1. Use BOY, MOY, EOY DIBELS and HQIM assessment data to identify students needing intervention. 2. Develop intervention groups based on specific skill deficits. 3. Protect dedicated intervention time in the master schedule. 4. Establish weekly/biweekly progress monitoring based on student need. 5. Review intervention data and regroup	Assistant Principals, Interventionists, Classroom Teachers, ILT	DIBELS, HQIM assessments, Lexia, Amira, Writable, intervention materials	Weekly/biweekly progress monitoring; monthly intervention data meetings	Students demonstrate measurable growth on targeted skills; intervention groups are adjusted based on data; students maintain access to Tier I instruction.

Action Plan						
		students when necessary. 6. Ensure intervention does not replace Tier I core instruction.				
3. Increase student achievement in foundational literacy and reading comprehension.	BOY-EOY	1. Establish grade-level literacy goals based on BOY data. 2. Identify students at risk of not meeting benchmark. 3. Develop individual and small-group instructional responses. 4. Monitor progress toward grade-level benchmarks. 5. Celebrate student growth and identify students requiring additional support.	Teachers, Interventionists, Assistant Principals, Instructional Coach	DIBELS, LEAP, HQIM assessments, Lexia, Amira	Data meetings after BOY, MOY and EOY assessments; quarterly progress reviews	Progress toward 70% of 3rd graders at/above DIBELS benchmark, 80% of K-2 students at/above benchmark, and individual growth targets for grades 4-8.
4. Build teacher capacity in Science of Reading and	August-May	1. Complete scheduled professional learning.	Executive Director, Assistant Principals,	LDOE training, Science of Reading training, HQIM, Writable,	PL attendance; teacher implementation evidence; walkthroughs; coaching logs	Teachers demonstrate application of professional learning in planning

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, 2026	Use of Unit and Lesson Preparation Tool (Mona Atchinson, LDOE)	All K - 2nd grade teachers, interventionists, and paras
Asynchronous Training	Science of Reading for Intermediate ELA Teachers	6th - 12th grade ELA teachers
September, 2026	Writable implementation training (Writable staff)	All 6th - 12 grade ELA and Social Studies teachers
October, 2026	Instructional strategies to engage all learners, including SWD and students with sensory or behavioral issues (LASARD)	All teachers, interventionist, and paras

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?

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Curriculum and standards alignment	Review standards alignment with curriculum; create a pacing guide for year to ensure coverage of standards	Pacing guides created and utilized / modified throughout the year
Unit unpacking and preparation	Utilizing Unit and Lesson Preparation Tool; annotations of plans/lesson plans	Meaningful plans are created and utilized for greater student achievement
Releasing Writers	Utilizing writing framework for evidence based writing utilizing Releasing Writers from thinkSRSD; review of student writing (Administrators, Staff)	Unit Pretest and Post test of student writing shows improvement in organization, content, and mechanics.

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
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Section 4: Family Engagement Around Literacy			
August, 2026	Literacy Plan Review	Plan posted on school website	
August, 2026	Open House	Orientation with teachers to set expectations for literacy instruction	
September, 2026	Grandparent's Day Activity	In Class activity; visit to the book fair	
October, 2026	Fall Family Picnic	Material available for parent review	
Fall/Winter 26-27	Family Literacy Night	Sessions tailored to strengthening parent involvement in literacy practice at home	

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
Cross-Curricular Literacy Initiatives	Literacy is the responsibility of all teachers and all content areas. Teachers will intentionally incorporate reading, writing, speaking, listening, vocabulary, and evidence-based responses into mathematics, science, social studies, electives, and career/technical courses. Content-area literacy will focus on the unique ways students read, write, communicate, and reason within each discipline.	Walkthroughs include 2-3 common literacy look-fors, such as students reading complex text, using academic vocabulary, communicating thinking, and citing evidence. Evidence includes student work, writing samples, discussion observations, content-area assessments, and walkthrough trends.
Community & Family Literacy Partnerships	The school will leverage families, libraries, community organizations, local businesses, and other partners to increase access to books, authentic reading experiences, literacy events, and opportunities for students to apply literacy skills beyond the classroom. Family communication will emphasize practical ways families can support reading and academic language at home.	Track participation in literacy events and partnerships, student engagement, book access/distribution, family participation, and feedback. Evidence of success includes participation, student reading engagement, and community partnerships that provide sustained literacy opportunities.
System-Wide Instructional Priorities & ILT/Teacher Collaboration	Literacy priorities will be embedded into existing ILT meetings, professional development, teacher collaboration/PLC cycles, instructional	ILT establishes common literacy priorities and walkthrough look-fors. Administrators monitor

Section 5: Alignment to Other Initiatives

	walkthroughs, coaching, and feedback. Rather than creating a separate literacy initiative, teams will identify one or two high-impact literacy practices to implement, study, and refine during each collaboration cycle.	implementation through walkthroughs and coaching conversations. PLCs analyze student work and assessment data, identify instructional responses, and monitor student progress. Evidence includes walkthrough trends, PLC products, student work, assessment data, and teacher implementation/reflection.
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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 & Staff	Present the Literacy Plan during a faculty meeting. Review the literacy vision, student achievement goals, Tier I expectations, intervention expectations, assessment practices, and teacher responsibilities. Clearly identify the non-negotiables for literacy instruction and intervention.	September 2026; review quarterly
ILT & Teacher Collaboration Teams	Use weekly ILT meetings and teacher collaboration cycles to translate the Literacy Plan into specific instructional actions. Each cycle will identify a focus,	Weekly

Section 6: Communicating the Plan

	action steps, evidence of implementation, and student outcome measures.	
Teachers	Provide teachers with a one-page Literacy Plan “At a Glance” identifying the major goals, instructional expectations, assessment schedule, intervention expectations, and key dates.	September 2026
Students	Communicate age-appropriate literacy goals to students. Teachers will help students understand their reading/writing goals, track progress, and celebrate growth.	Beginning of year and ongoing
Families	Share the Literacy Plan on the school website and introduce the plan and literacy priorities at Open House. Provide family-friendly explanations of DIBELS, LEAP, intervention, and ways parents can support literacy at home.	August–September 2026
Families of Students Receiving Intervention	Communicate student areas of need, intervention supports, progress-monitoring information, and ways families can reinforce skills at home.	BOY and ongoing
School Board	Provide the Board with an overview of the Literacy Plan, annual goals, major implementation priorities, and periodic progress updates.	Fall 2026; midyear; spring 2027
Community Partners	Share literacy priorities and identify opportunities for community partners to support literacy resources, family engagement, and literacy activities beyond the school day.	Fall 2026 and ongoing
All Stakeholders	Provide quarterly updates that include both implementation progress and student outcome data. Celebrate areas of growth while identifying areas requiring additional support.	Quarterly