

**Local Literacy Plan for
Crescent City Schools
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Superintendent/CEO
August 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

Crescent City Schools believes that effective literacy instruction requires an instructional approach that is aligned to the instructional shifts demanded by the state's literacy standards. In order to fully embrace these instructional shifts, we develop students' literacy skills in a multi-faceted way. Students are taught: 1) How to read, 2) How to learn from reading, and 3) How to write and speak about their reading and learning. In grades K-2 students receive TIER 1 instruction on both Foundational Skills and Text Based Curriculum. They also receive phonics intervention, when needed. In grades 3-8 students receive Tier 1 instruction in Text Based curriculum. Additionally, in grades 3-8 we have an intervention-for-all model where all students in grades 3-8 receive intervention or enrichment based on their reading intervention or enrichment needs.

Literacy Mission Statement

All students at Crescent City Schools are given the opportunity to grow as readers by engaging with both rich, challenging texts and receiving intervention at their

Section 1A: Literacy Vision and Mission Statement

appropriate instructional level.

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)

All students at Crescent City Schools will read on grade level or achieve 1.5 years of reading growth each year as measured by the state's literacy screener (grades K-3) and the DIBELS assessment (grades 4-8).

Goal 2 (Teacher-Focused)

All ELA teachers at Crescent City Schools will implement Tier 1 ELA curriculum with integrity as measured by the IPG rubric.

Goal 3 (Program-Focused)

Crescent City Schools will implement an intervention-for-all model that provides differentiated ELA intervention instruction based on formative student literacy screener data.

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	Kindergarten-3rd Grade spends about 1.5 hours a day, four days a week practicing literacy skills with a teacher. These students have an hour of whole class phonics block and a 30 min small group intervention block.
English Language Arts textbooks and instructional materials used	Great Minds Wit and Wisdom for ELA Amplify CKLA for Phonics
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	Kindergarten-3rd Grade spends about 1.5 hours a day, four days a week practicing literacy skills. These students have an hour of whole class phonics block with their homeroom teacher and a 30 min small group intervention block with an Intervention teacher. All students have an intervention block in their schedule so that every student still receives Tier 1 instruction. Progress Monitoring happens bi-weekly for Tier 2 students.
List of available interventions and their descriptions	Amira & HD Word, Blast, CommonLit, Countdown, Magpie, Reading A-Z, Stari, Word Gen are all the programs we use for Tier 2 and 3 Intervention.
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	Kindergarten-3rd Grade spends about 1.5 hours a day, four days a week practicing literacy skills. These students have an hour of whole class phonics block with their homeroom teacher and push in associate teacher for support. They also have a 30 min small group intervention block with an Intervention teacher. All students have an intervention block in their schedule so that every student still receives Tier 1 instruction. Progress Monitoring happens bi-weekly for Tier 3 students.
List of available interventions and their descriptions	Amira & HD Word, Blast, CommonLit, Countdown, Magpie, Reading A-Z, Stari, Word Gen are all the programs we use for Tier 2 and 3 Intervention.

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	May – July	Review prior year data to evaluate program effectiveness.	Data Manager and Academics Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1	Ongoing August-May	Use literacy screener and assessment to benchmark students and monitor reading progress.	Data Manager and Academics Team	Literacy screener assessment	- All schools use literacy screener 3 times a year on the coordinated CCS assessment schedule - All schools use literacy screener progress monitoring tools weekly - All schools use literacy screener benchmark assessments and progress monitoring data during the SBLC process
1	Ongoing: 3 times a year: August, December, and May	Review Benchmark Data to plan intervention groups	Data Manager and Academics Team	Literacy screener	Data Day happens at all three schools as scheduled on the coordinated CCS assessment calendar
1	Ongoing: Every 8 weeks October-May	Review literacy screener progress monitoring data through SBLC meetings	Data Manager and Academics Team	Literacy screener progress monitoring	SBLC happens at all three schools as scheduled on the coordinated CCS assessment calendar. Intervention groups are changed in response to SBLC progress monitoring data.
2	Ongoing August-May	Implement CKLA Skills Strand for Foundational Skills Instruction in Grades K-2	Academics Team, Teachers	CKLA curriculum resources	- Teachers annotate and submit lesson plans to their instructional coach weekly.

Action Plan					
					- Instructional walkthroughs consistently show that all teachers use CKLA curriculum as intended.
2	Ongoing August-May	Implement Wit and Wisdom Core ELA Instruction in Grades K-3	Academics Team, Teachers	Wit and Wisdom curriculum resources	- Teachers annotate and submit lesson plans to their instructional coach weekly. - Instructional walkthroughs consistently show that all teachers use Wit & Wisdom curriculum as intended.
2	Ongoing August-May	Implement Really Great Reading Intervention Programs (Countdown and Blast) for ELA Intervention Grades K-3.	Academics Team, Teachers	Really Great Reading curriculum resources	- Teachers annotate and submit lesson plans to their instructional coach weekly. - Instructional walkthroughs consistently show that all
3	Ongoing August-May	Implement a Literacy Schedule at each school that includes the following: - 90 mins of Core ELA Instruction using Wit and Wisdom - 60 mins of Foundational Skills Instruction using CKLA Skills Strand (k-2 only) - 30 mins of ELA Intervention using Really Great Reading Programs	Academics Team, Teachers	Sample school schedules created by Network provided to all schools	- All schools create and submit schedules that include these components by August. - Instructional walkthroughs consistently show that all teachers follow these schedules

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>
July 2026	ELA Intervention Implementation Training Topics covered: - The science of reading - Foundational Skills - HQMI implementation	All k-8 ELA Interventionists and SBLC leads
July 2026	CKLA Skills Strand Curriculum Implementation Training Topics Covered: - The science of reading - Foundational skills - CKLA HQMI curriculum implementation	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
July 2026	Wit and Wisdom Curriculum Implementation Training Topics Covered: - Standard rigor and instructional shifts - Wit and Wisdom HQMI implementation - Text complexity - Background knowledge	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
July 2026	Literacy Screener Assessment Training	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)

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

August 2026	-ELA Standards and Assessment Analysis -ELA Text Complexity Analysis -ELA Curriculum Module and Lesson Planning Internalization	All K-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
September 2026	ELA Data Instructional Analysis	All K-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
Bi-weekly Ongoing September 2026- May 2027	-Individual Observation Feedback Meetings with ELA Instructional Coach -Individual Data Analysis Meetings with ELA Instructional Coach	All K-3 ELA Teachers (SPED, Intervention, and Regular Ed)
Monthly Ongoing September 2026 - May 2027	PLC with K-3 ELA Team on Curriculum Implementation	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)

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?
ILT Trainings	The goal is for the ILT to be trained on programs and assessments that teachers will use to support their development while coaching their staff. The following sessions must be taken first by the ILT: -Science of Reading Training (APEL) -Literacy Screener Assessment Training -ELA Data Instructional Analysis	ILT will receive documentation of completion at the end of the course. ILT will then turnkey training for teachers at their school.
Network ILT Collaboration	The goal for this cycle is for ILT to collaborate across the district on	ILT attendance will be taken at the start of

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

	sharing data insights and best practices from their schools at Network PD 4 times a school year.	the session and an Exit Ticket Survey will be given at the end of each session.
ILT Observations and Feedback	The goal of this session is to plan effective observations and feedback meetings for teachers on their coaching load. These observations should happen bi-weekly and teachers would receive actionable feedback to inform their practice. These meetings will be logged in the Grow Level Data platform,	Data of a record of these meetings for each teacher will be shared weekly with District ILT.

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	School Literacy Plan shared with families on website and through family welcome newsletter	- Language translators available	

Section 4: Family Engagement Around Literacy

August	Family Welcome Letter describes ELA curriculum and ways to support student literacy growth at home	- Language translators available	
September	Back to School Night with “Literacy at Home” presentations in all Literacy Classrooms. NOLA Public Library will be present to provide family resources	- Language translators available	NOLA Public Library
September-October	Literacy screener BOY data and initial progress monitoring shared with parents	- Language translators available	
November	Report Card Conferences: individual meetings with each family to discuss student progress and family literacy strategies to use at home. NOLA Public Library will be present to provide family resources	- Language translators available	NOLA Public Library
November	Family Survey to assess parent concerns and gather feedback on literacy programing	- Language translators available	
January	Literacy screener MOY data and progress monitoring shared with parents	- Language translators available	
March	Report Card Conferences: individual meetings with each family to discuss student progress and family literacy strategies to use at home. NOLA Public Library will be present to provide family resources	- Language translators available	NOLA Public Library
March	Family Survey to assess parent concerns and gather feedback	- Language translators available	

Section 4: Family Engagement Around Literacy

	on literacy programing		
May	Literacy screener EOY data and initial progress monitoring shared with parents	- Language translators available	

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
School Improvement Plan	Student Growth in ELA will increase performance in ELA, Science, and Social Studies performance on LEAP	- ACHIEVE (Mastery+) for ELA, Science, and SS - GROW percentage Targets from LEAP assessments in ELA - Lowest 25% Growth in ELA
Cross Curricular Connections	Student Growth in ELA will increase performance in ELA, Science, and SS	- Monitor growth in overall performance on ELA, Science, and SS core curriculum imbedded assessments and Interim assessments - Monitor growth writing on ELA, Science, and SS core curriculum imbedded assessments and Interim assessments

Section 5: Alignment to Other Initiatives

Alignment of Schools within the system	One Literacy plan with coordinated components will connect our schools	- Monitor implementation of all aspects of the plan in all three schools through the use of - Instructional walkthroughs by members of the network academic team - Monthly Literacy Team Meetings at each school with network academic team members - Monthly network-wide Literacy Team Meetings

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
School Academic Leadership Teams	<i>All Leadership teams attend Network leaders training in May. The Network Literacy Plan is communicated then. Communication and training on the literacy plan includes:</i>	May

Section 6: Communicating the Plan

	- Overview of literacy goals - Overview of plan actions and responsibilities - School Based Literacy Team structure - Network Based Literacy Team structure - Support from Network on implementing the plan	
School Academic Leadership Teams	<i>All Academic Leadership Teams at each school meet weekly with the Network Academic Team for ongoing coaching, mentorship, and leadership development. Once a month, the topics of these meetings focus on the implementation of the school literacy plan.</i>	Ongoing Aug-April
School Academic Leadership Teams across the network	<i>The network-wide literacy team meets monthly (in addition to the monthly individual schools supports noted above) for cross-network data analysis, instructional observation, and plan implementation review.</i>	Ongoing Sep-May
Teachers	<i>Teachers learn of the literacy plan during professional development in July. Individual school academic teams are responsible for presenting the plan to the teachers at their school site. All presentations include</i> - Overview of literacy goals - Overview of plan actions and responsibilities - School Based Literacy Team structure - Support from School Academic Team to individual teachers	July
Families	<i>Literacy Plan posted on school websites</i>	August