

Local Literacy Plan for
Louisiana Virtual Charter Academy
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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

Every learner will have equitable access to high-quality, evidence-based literacy instruction that builds the knowledge, skills, fluency, vocabulary, comprehension, and writing needed for success across all content areas. Literacy is the shared responsibility of leaders, teachers, students, and families from kindergarten through grade 8.

Literacy Mission Statement

To prepare each student for a successful future through a virtual education enhanced by a rigorous curriculum and a supportive learning environment. LAVCA will provide coherent Tier I literacy instruction using high-quality instructional materials, timely intervention and extension based on multiple data sources, ongoing professional learning, and meaningful family partnership so students read, write, speak, and think successfully at increasingly complex levels.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

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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)	K-8 students will demonstrate measurable literacy growth during 2026-2027, with particular attention to students below benchmark, students with disabilities, English learners, and economically disadvantaged students. K-3 students will meet Louisiana literacy-screener requirements and receive required supports; grades 4-8 will show growth on HQIM assessments, diagnostic/progress-monitoring measures, and LEAP ELA. Grade 3 students identified with reading deficiencies will receive intensive support aligned to promotion requirements.
Goal 2 (Teacher-Focused)	All K-8 teachers will strengthen literacy instruction through at least 3 hours of literacy-focused professional learning each nine weeks, weekly teacher collaboration, unit/lesson preparation, and coaching. K-3 staff will maintain required Science of Reading/foundational literacy training; grades 4-8 teachers will receive professional learning in disciplinary literacy, multisyllabic word reading, fluency, vocabulary/morphology, comprehension, and evidence-based writing.
Goal 3 (Program-Focused)	LAVCA will implement a coherent K-8 tiered literacy system aligned to Louisiana's Tiered Pathways for Literacy Support: healthy Tier I HQIM, data-driven Tier II/Tier III intervention, extension, regular progress monitoring, family communication, and ILT monitoring. The program goal is increased reading proficiency and a reduction in the percentage of students requiring intensive intervention across K-8.

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.
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Section 2: Explicit Instruction, Intervention and Extension

	- 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	K-2: daily foundational skills block plus knowledge-building/comprehension and writing within HQIM; targeted small-group support based on screener/HQIM data. Grade 3: at least 90 minutes of core reading instruction plus 30 minutes of extra literacy learning/intervention/extension. Grades 4-8: at least 60 minutes of core ELA instruction plus 30 minutes of extra literacy learning/intervention/extension. Extra time may include small group, intervention, extension, tutoring, fluency, vocabulary/morphology, comprehension, and writing support.
English Language Arts textbooks and instructional materials used	STRIDE ELA Curriculum; CKLA; Wit & Wisdom; i-Ready; Amplify mCLASS/Louisiana Literacy Screener for applicable K-3 screening; LDOE-approved literacy resources and interventions; HQIM-aligned assessments and texts. Materials and instruction will be aligned to Louisiana standards, evidence-based Science of Reading practices, and the state prohibition on three-cueing/MSV reading instruction.
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?
Tier II plan, including the amount of time	K-3: targeted intervention at least 4 days per week for approximately 30 minutes, scheduled in addition to Tier I. Grades 4-8: targeted literacy support during the 30-minute extra-learning block at least 3-4 days per week based on need. Tier II groups are skill-specific, flexible, and informed by multiple data points. Progress monitoring occurs weekly or biweekly based on student need.
List of available interventions and their descriptions	K-3: foundational skills intervention using approved/HQIM-aligned resources, targeted phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension; high-dosage tutoring as available. Grades 4-8: explicit multisyllabic word decoding/encoding; fluency practice; morphology and academic vocabulary; comprehension of complex text; text-dependent discussion; constructed response and

Section 2: Explicit Instruction, Intervention and Extension

	evidence-based writing; targeted small-group lessons using HQIM prerequisite skills and LDOE literacy extension/intervention resources.
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 is delivered by a trained literacy/intervention staff member in addition to Tier I. Students receive intensive, explicit, systematic instruction in the identified deficit area, generally in smaller groups and with increased frequency/duration. Progress is monitored at least weekly. K-3 individual reading improvement plans/IASPs are created and updated when required; grade 3 retained or good-cause-promoted students receive the intensive reading supports required by Louisiana law. Grades 4-8 students with persistent foundational gaps receive diagnostic follow-up and intensive intervention without removal from core ELA.
List of available interventions and their descriptions	Intensive foundational literacy intervention; diagnostic decoding/phonics and multisyllabic word work; repeated reading/fluency intervention; morphology/vocabulary intervention; explicit comprehension and writing intervention; high-dosage tutoring; special education/dyslexia services when applicable; LDOE-approved intensive intervention materials and LIFT/TPLS resources as appropriate.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Summer-August	Conduct K-8 data deep dive using prior-year LEAP, literacy screener, diagnostic, HQIM, subgroup, and intervention data; establish grade-band targets and students needing immediate support.	ILT, Principals, Literacy/Instructional Coaches, Interventionists	LEAP; literacy screener; i-Ready; HQIM assessments; prior progress monitoring	Published K-8 targets; intervention rosters; subgroup goals; baseline data reviewed in ILT.
1	Aug.-Sept.	Launch first ILT/TC cycle around 3-12 unit and lesson preparation and K-2 skills/knowledge preparation; calibrate walkthrough expectations for explicit instruction and student reading/writing tasks.	ILT, Coaches, Grade-Level/Content Leads	LDOE unit/lesson preparation protocols; HQIM; LER indicators	Unit preparation documents, lesson annotations, walkthrough data, student work, exit tickets; movement from diagnostics to culminating tasks.
1	First 30 days; Dec.; Apr.	Administer required state literacy screener to K-3; identify students below grade level, notify families within required timelines, and create/update individual reading improvement plans/IASPs as applicable.	K-3 Teachers, Interventionists, Principals	State literacy screener/mCLASS; family notification and plan templates	100% eligible K-3 screened; timely parent notices/plans; BOY-MOY-EOY growth documented.
1	Daily / ongoing	Deliver explicit foundational literacy instruction in K-2 and strong Tier I HQIM instruction K-8; incorporate reading, speaking, listening, and writing across content areas.	K-8 Teachers, Coaches	CKLA; Wit & Wisdom; STRIDE ELA; content-area HQIM; LDOE resources	Walkthroughs show explicit modeling and grade-appropriate literacy tasks; student work and formative data demonstrate growth.
1	Daily / 3-4+ days weekly	Provide Tier II/Tier III intervention and extension without replacing core instruction. Grade 3 receives required intensive supports; grades 4-8 use the extra-learning block for decoding, fluency, vocabulary/morphology, comprehension, writing, tutoring, or extension.	Teachers, Interventionists, Special Programs, Coaches	TPLS; LDOE intervention/extension resources; i-Ready; HQIM; high-dosage tutoring	Weekly/biweekly progress monitoring; group changes based on data; reduced number of students below benchmark.

Action Plan

1	Weekly	Teachers and interventionists collaborate to analyze student work and multiple data points, adjust small groups, and address unfinished learning.	K-8 Teachers, Interventionists, Special Programs, Coaches	TC protocols; HQIM assessments; diagnostics; progress monitoring	TC notes, regrouping records, intervention plans, student work, progress-monitoring trends.
2	Each 9 weeks	Provide at least 3 hours of literacy-focused professional learning, including Science of Reading/foundational skills for K-3 and disciplinary literacy for grades 4-8.	Principals, Literacy/Instructional Coaches, LDOE/Partners	LDOE literacy resources; Stride PD; HQIM training	Attendance, implementation artifacts, walkthrough trends, coaching notes, student outcomes.
3	Monthly / quarterly	ILT reviews Tier I health, intervention fidelity, subgroup progress, grade 3 risk, and K-8 outcomes; communicate progress to staff and families and revise supports.	ILT, Principals, Coaches	Data dashboards; walkthroughs; LEAP/HQIM/screener data	Quarterly implementation reports; documented decisions; family updates; improved benchmark/proficiency rates.

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-August 2026	HQIM launch/refreshers; Louisiana TPLS; unit/lesson preparation; literacy screening procedures and data use	K-8 ELA teachers, interventionists, coaches, ILT; K-3 screener staff
Ongoing / new hires	Science of Reading/foundational literacy training; explicit phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension; dyslexia awareness	K-3 teachers, interventionists, administrators; new staff as required
Sept.-Nov. 2026	Grades 4-8 disciplinary literacy: multisyllabic decoding, morphology/academic vocabulary, fluency, complex-text comprehension, text evidence and writing across content	Grades 4-8 ELA, science, social studies teachers; interventionists
Jan.-Mar. 2027	Data-driven intervention/extension; progress monitoring; writing calibration; LEAP-aligned literacy practices without replacing HQIM	K-8 teachers, interventionists, coaches, ILT
Ongoing	Teacher Collaboration/book study/Stride Promising Practices and coaching based on walkthrough and student-data needs	K-8 teachers and instructional staff

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

1. What is the ILT/TC long-range plan to support literacy?

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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?
Cycle 1: HQIM Unit/Lesson Preparation	Strengthen Tier I implementation and explicit instruction K-8; ensure daily tasks align to standards, texts, and assessments.	Unit/lesson prep artifacts, walkthroughs, exit tickets, HQIM assessment data.
Cycle 2: Intervention & Progress Monitoring	Ensure Tier II/Tier III groups match diagnosed skills and progress monitoring frequency; protect Tier I time.	Intervention rosters, schedules, weekly/biweekly data, fidelity checks, regrouping decisions.
Cycle 3: Grades 4-8 Disciplinary Literacy & Writing	Increase student ability to read complex text, use academic vocabulary, cite evidence, and write in ELA and content areas.	Student work protocols, writing rubrics, content-area walkthroughs, HQIM/LEAP-aligned tasks.
Cycle 4: End-of-Year Growth & Sustainability	Evaluate K-8 literacy outcomes, subgroup progress, grade 3 promotion supports, and priorities for 2027-2028.	EOY screener/diagnostic/LEAP data, implementation review, family feedback, next-year action steps.

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?

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
Aug.-Sept.	Family orientation + literacy data session: grade-level expectations, K-3 screener, LEAP/HQIM data, intervention/IASP process, and home supports.	Virtual and recorded sessions; newsletters; accessible digital resources; individual conferences.	School staff; community/library partners as available
Monthly / ongoing	Grade-level newsletters, Literacy Coach updates, Pelican Press, announcements/Facebook Lives, parent sessions, and progress updates for students receiving intervention.	Multiple communication formats; recordings; direct outreach; family-friendly explanations of data.	School staff; Stride resources
Fall/Spring	Literacy Night / Writers Workshop and cross-curricular literacy events (Math, Science, Social Studies) with K-8 activities, including middle-school complex-text and writing strategies.	Virtual participation; take-home/digital literacy activities; flexible access.	Community partners, public libraries, school staff
As required	K-3 below-grade-level parent notification, mid-year/end-of-year updates, and individual reading improvement plan/IASP collaboration; grade 3 promotion/retention communication.	Written notice plus conference opportunities; home-reading activities and intervention details.	Teachers, principals, interventionists, families

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

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan / Playbook	Weekly analysis of literacy and lesson data drives Tier I adjustments, intervention, subgroup supports, and grade-band goals.	Principals/ILT/coaches review weekly; quarterly K-8 goal monitoring; walkthrough and student-data evidence.
Cross-Curricular Literacy	Reading, vocabulary, discussion, and evidence-based writing embedded in science and social studies; family literacy events and LEAP preparation aligned to standards/HQIM.	Content-area walkthroughs, student writing/work samples, HQIM assessments, family participation.
K-3 Early Literacy & Grade 3 Promotion	State screener, foundational skills, parent notification, individual reading improvement plans/IASPs, intervention, and grade 3 intensive supports.	Screener completion, plan/notification records, progress monitoring, promotion-support documentation.
Grades 4-8 TPLS / Middle School Literacy	60-minute core ELA plus 30-minute extra learning; targeted decoding, fluency, morphology/vocabulary, comprehension, writing, intervention and extension.	Schedules, intervention rosters, weekly/biweekly monitoring, HQIM/LEAP data, student work.
Special Programs / MTSS	Literacy intervention coordinated with special education, dyslexia, EL, tutoring, and other student-support plans while preserving core instruction.	Student plans, service logs, progress data, subgroup reviews, ILT decisions.

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
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Section 6: Communicating the Plan

K-8 Students	Announcements, classroom expectations, goal-setting/data conferences, newsletters/Pelican Press, intervention and extension expectations.	Ongoing; benchmark periods
Parents/Families (Learning Coaches)	Weekly/monthly newsletters, orientations, family literacy sessions, data conferences, intervention/IASP updates, required K-3 notices and grade 3 promotion communication.	Ongoing; required notices within statutory timelines

Teachers / Interventionists	Weekly TC/grade-level/content meetings, PD, coaching, data protocols, implementation expectations.	Weekly / each nine weeks
Literacy Team / ILT / School Leaders	Data analysis, walkthrough review, TPLS implementation monitoring, grade 3 risk review, action-plan updates.	Biweekly/monthly; quarterly formal review
District/Executive Leaders / Stride / Board	School success meetings and academic progress updates on K-8 literacy outcomes and implementation.	Monthly / quarterly