

Local Literacy Plan for Avoyelles Public Charter School

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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?	1. Every student can master literacy through explicit, systematic, mastery-based instruction; no student moves on until they've demonstrated proficiency in foundational skills. 2. All students read on grade level, with a particular focus on closing gaps for struggling readers through fidelity to the Direct Instruction model. 3. Yes — teachers are trained and coached in DI delivery, students are placed by skill level rather than grade level, and families receive regular updates on mastery progress.
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Literacy Vision	“Every student at Avoyelles Public Charter School will become a confident, skilled reader through explicit, systematic instruction that leaves no gaps in foundational skills.”
Literacy Mission Statement	“Avoyelles Public Charter School is committed to delivering Direct Instruction Reading Mastery with fidelity across all tiers of support, ensuring every student masters the skills needed to read, comprehend, and succeed — regardless of their starting point.”

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?	1. Increase the percentage of students reading on grade level or above year over year by ensuring fidelity to the Reading Mastery curriculum across all tiers of instruction. 2. By the end of the school year, 80% of students will demonstrate mastery of grade-level Reading Mastery benchmarks, with students in Tier II/III interventions showing measurable progress toward closing skill gaps (advancing at least one Reading Mastery level). 3. 100% of literacy teachers will be trained in Reading Mastery delivery and will implement the program with fidelity, as verified through regular walkthroughs and coaching cycles. 4. Establish and maintain a consistent daily literacy block with monitored small-group placement regular progress monitoring, and data reviews for adjusting groupings at least every 4-6 weeks.
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	5. Reading Mastery in-program mastery tests and placement tests, supplemented by walkthroughs and benchmark literacy assessments (DIBELS).
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Goal 1 (Student-Focused)	80% of students will demonstrate mastery of grade-level Reading Mastery benchmarks by year's end.
Goal 2 (Teacher-Focused)	100% of teachers will deliver Reading Mastery with fidelity, verified through walkthroughs and coaching.
Goal 3 (Program-Focused)	Maintain a consistent literacy block with skill-based grouping and regular data-driven adjustments.

Section 2: Explicit Instruction, Intervention and Extension

Core Instructional Program (HQIM): Direct Instruction — Reading Mastery, used across Tiers I, II, and III.

Tier I	1. Tier I instruction is delivered daily by classroom teachers trained and coached in Reading Mastery delivery. 2. Curriculum-embedded mastery tests (built into Reading Mastery) are used after every 5 lessons to verify at least 80% class mastery before groups advance. 3. School leaders are trained in Reading Mastery implementation and use walkthrough and mastery-test data to identify teachers/groups needing support. 4. A regular walkthrough schedule is used to monitor instruction and pacing. 5. School leaders and reading teachers review mastery-test data regularly and adjust coaching support and group placement accordingly. 6. Teachers are trained in lesson preparation using Reading Mastery's scripted lesson format and presentation techniques (signals, pacing, error correction). 7. Extension for students exceeding mastery is provided through accelerated placement to the next Reading Mastery level and enrichment reading tasks.
Amount of time spent on daily literacy skills instruction and how it is used	Minimum 90-minute daily literacy block, with Reading Mastery delivered in an uninterrupted skill-grouped period.
English Language Arts textbooks and instructional materials used	Direct Instruction Reading Mastery (core program, all tiers), Direct Instruction Language for Learning Program, and
Tier II	1. Tier II intervention is delivered by a trained teacher/tutor using the appropriate Reading Mastery level for the student's skill gap. 2. Reading Mastery's built-in mastery tests and placement tests are used consistently to monitor intervention effectiveness. 3. Students are placed based on current Reading Mastery placement-test data, aligned to their specific skill deficits.

	4. Tier II intervention is scheduled outside of the core Tier I block so students don't miss core instruction. 5. Progress is monitored weekly using in-program mastery checks.
Tier II plan, including the amount of time	30 minutes daily, in small groups of 5 or less students, using the Reading Mastery level matched to student placement data.
List of available interventions and their descriptions	Reading Mastery small-group reteaching at the student's placement level, with additional guided practice and error-correction drills.
Tier III	1. Tier III is delivered by reading teacher with deep training in Reading Mastery and Decoding Program and foundational reading intervention. 2. Mastery and placement tests are used consistently to track intervention effectiveness. 3. Placement is based on current Reading Mastery data reflecting the student's specific skill needs. 4. Tier III is scheduled outside of core Tier I instruction. 5. Progress is monitored weekly, with data reviewed by the school leaders and reading teachers to adjust intervention intensity.
Tier III plan, including the amount of time	30-60 minutes daily, 1-on-1 or groups of 2-3, using Reading Mastery's most intensive intervention levels.
List of available interventions and their descriptions	Individualized Reading Mastery and Decoding instruction at the student's precise skill level, with increased repetition and mastery checks.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Success
1 (Student)	July–August	Administer Reading Mastery placement tests; place students into skill-based groups	School leaders, reading teachers	Reading Mastery placement tests	100% of students placed within first 2 weeks
1 (Student)	Ongoing (every 4-6 weeks)	Review mastery-test data; regroup students as needed	School leaders, reading teachers	Reading Mastery mastery tests, ILT regrouping log	80% class mastery maintained
2 (Teacher)	July	Training on Reading Mastery delivery (signals, pacing, error correction)	School leaders	Reading Mastery training materials	100% of teachers complete training
3 (Program)	July	Build daily master schedule with protected 90-minute literacy block	School leaders	Master schedule	Schedule finalized

3 (program)	Ongoing (every 4-6 weeks)	School leaders and reading teachers review progress-monitoring data and adjust groupings	School leaders, reading teachers	Reading Mastery tests and weekly data	100% of students have current weekly data
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Section 3A: Professional Learning: Partners

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?	1. Yes — teachers receive initial Reading Mastery launch training before the school year begins, covering the DI delivery model (signals, pacing, error correction) and placement testing. 2. Yes — ongoing PL is provided throughout the year on lesson delivery, placement/mastery testing, and using data to regroup students. Leadership evaluates PL effectiveness through walkthrough data and mastery-test trends. 3. Teachers are trained in the Science of Reading as it's embedded in the Reading Mastery program's explicit, systematic phonics-based approach, along with intervention delivery.
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Potential Professional Learning Planning

Month/Date	Topics	Attendees
July	Reading Mastery launch training: DI delivery basics, placement testing	All reading teachers, school leaders
October	Fidelity check-in: pacing, error correction, walkthrough data review	All reading teachers, school leaders
January	Mid-year data review and regrouping protocols	All reading teachers, school leaders
March	Tier II/III intervention refresher	All reading teachers, school leaders

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?	1. The ILT/TC will run recurring cycles focused on Reading Mastery fidelity, lesson pacing, and data-driven regrouping, building toward the year's literacy goals (80% mastery, full teacher fidelity, consistent tiered structure). 2. Yes — the plan is broken into 4-6 week cycles, each ending with a mastery-data review and regrouping decision. 3. At the end of each cycle, the school leaders and reading teachers review mastery-test results and intervention data to determine if the cycle met its goal.
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6. Are ILT members trained to support literacy?	4. Yes — every cycle is built directly around Reading Mastery lesson sequences, placement data, and mastery-test checkpoints. 5. Walkthrough (LER) indicators are used during each cycle to assess delivery fidelity (pacing, signals, error correction) and identify teachers needing additional coaching. 6. Yes — ILT members receive the same Reading Mastery training as classroom teachers, plus additional coaching-specific training on giving fidelity feedback.
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Potential Cycle Topics

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
DI delivery fidelity (signals, pacing, error correction)	90% of walkthroughs show fidelity to Reading Mastery presentation techniques	Walkthrough/LER data
Regrouping based on mastery data	All groups regrouped within 5 days of a cycle's mastery-test results	ILT regrouping log, mastery-test data
Tier II/III progress monitoring	100% of Tier II/III students have current weekly progress data	Progress-monitoring logs

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to 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? 2. Using communication methods that accommodate all families? 3. Providing ongoing support and communication to families regarding the progress of their child's IASP? 4. Providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations? 5. 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? 6. What resources and tools are shared with families and community partners to enhance literacy?	1. Families new to the school are invited to both a grade level meeting prior to the start of school, where the Reading Mastery approach and school literacy priorities are shared and feedback is gathered, and an open house once school begins. Families receive a plain-language guide explaining Reading Mastery placement/mastery levels and how they connect to LEAP performance, shared at conferences, website, and via take-home reports. 2. Multiple channels (take-home folders, phone calls, translated materials as needed, and a resources on the school website) are used to reach families with varying needs. 3. Teachers send home regular (at least quarterly) progress updates tied to each student's Individual Academic Success Plan, highlighting Reading Mastery level and growth. 4. Informational videos that explain what mastery-based reading instruction looks like and what grade-level expectations are can be found on the school website, so families can support reading at home.
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	5. Partner with local libraries and community organizations to promote literacy events; promote after-school or summer reading support aligned to Reading Mastery placement levels; provide take-home books and materials matched to students' Reading Mastery level as needed. 6. Reading Mastery informational videos and reading resources are shared through the school website and family communications.
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Month/Date	Activity	Accessibility Opportunities	Community Partners
July/August	Grade level meetings and open house introducing Reading Mastery and literacy priorities	Materials available in multiple languages; evening timing for working families	Local public library
December	Family check in: understanding mastery-level progress reports	Translated take-home guide; website resources for families	
April	Spring literacy celebration	Take-home books provided Dictionaries provided to students	Local library, Rotary club?

Section 5: Alignment to Other Initiatives

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?	1. (a) School improvement plan — literacy goals are embedded into yearly goals. (b) Early childhood programs- N/A (c) Cross-curricular initiatives — content-area teachers reinforce vocabulary/comprehension skills from Reading Mastery where relevant. (d) Community programs — local library, Rotary club, local Head Start Programs(e) System-wide priorities- N/A 2. The ILT reviews all school initiatives each semester to ensure literacy remains the top priority and that competing initiatives don't dilute the daily literacy block or coaching time. 3. All non-literacy initiatives are checked against ILT walkthrough look-fors and cycle goals to avoid conflicting expectations for teachers.
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Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/Evidence of Success
K readiness/orientation	Prepares incoming K students for Reading Mastery placement and informs families of readiness strategies for home	K placement-test data trends

Section 6: Communicating the Plan

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).	1. Daily fidelity to Reading Mastery delivery is non-negotiable for all reading teachers; school-based reading teacher and school leader collaborative structures are the vehicle for monitoring and support. 2. Superintendent/Principal (Julie Roy) oversees overall implementation; ILT monitors fidelity and data and provide direct coaching support; teachers deliver instruction with fidelity and participate in coaching cycles. 3. Plan goals and expectations are shared through family-friendly summaries posted on the school website. 4. Quarterly updates on both student outcomes (mastery data) and implementation fidelity (walkthrough data) are shared with staff, and family-facing summaries are shared at least twice a year. 5. Quarterly benchmark meetings with the ILT to review mastery-test data, walkthrough/fidelity data, and progress toward the year's three goals.
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Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Teachers/ILT	Regular meetings, walkthrough feedback	Ongoing
Families	School website, reading mastery tests sent home, report cards	quarterly
Superintendent/Principal	Quarterly data review meeting	Quarterly