

**Local Literacy Plan for
Helix Community Schools
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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 Helix student will experience rigorous, high-quality literacy instruction every day so that they grow into confident, independent readers, writers, thinkers, and communicators prepared for success in college, career, and life.

Literacy Mission Statement

Helix Community Schools will build a strong K–12 literacy system by providing high-quality, grade-level instruction, explicit foundational skills instruction, targeted intervention and enrichment, and consistent use of student data to guide instruction. We will develop educators through ongoing professional learning and partner with families to support literacy growth for every student.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)

By the end of 2026-2027, every Helix Community Schools campus will demonstrate measurable literacy growth aligned to HCS Priority 1: Academic Excellence. K-3 students will increase DIBELS Benchmark/Above and reduce Well Below; students in grades 3-8 and high school will increase ELA standards mastery and state-assessment Mastery+. Each school will target measurable BOY-to-EOY growth while monitoring outcomes for students with disabilities, economically disadvantaged students, multilingual learners, and other identified subgroups. Progress will be measured through DIBELS, i-Ready Reading, NWEA MAP where applicable, Amira Learning, end-of-module assessments, standards-aligned end-of-unit assessments, daily exit tickets, OTUS assessment and data reports, and LEAP/state results. School-level progress will be reviewed monthly and network progress quarterly.

By the end of the 2026-27 school year, 75% which is 288 out 361 scholars in K-3 will score at Benchmark or better on the EOY DIBELS Benchmark Assessment, in grades 3rd-12th 70% which is 1205 out 1722 scholars will reach their growth target, 40% which is 688 out of 1722 scholars will score mastery in ELA LEAP.

Goal 2 (Teacher-Focused)

Teachers will consistently deliver explicit, standards-aligned Tier I literacy instruction using approved HQIM; plan from unit/module assessments, standards, rubrics, exemplars, and texts; use daily checks for understanding and exit tickets; provide purposeful reading, writing, speaking, and listening; and respond to student misconceptions. The target is for at least 70% of students to demonstrate mastery on core classroom/HQIM assessments and for at least 90% of observed literacy classrooms to meet network look-fors for rigorous, student-centered literacy instruction. Weekly PLCs, instructional coaching cycles, and See It-Name It-Do It practice will support implementation, with OTUS used to organize and analyze standards-aligned assessment results.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

Each school will protect daily Tier I literacy time and a scheduled intervention/extension block; implement Amira Learning within the K-8 literacy/intervention framework; maintain Tier II and Tier III groups aligned to diagnostic need; progress monitor Tier II at least biweekly/weekly and Tier III weekly; conduct recurring literacy data meetings; maintain a school literacy dashboard; use OTUS as the network assessment and data platform for standards-aligned assessment analysis; use ILT/Teacher Collaboration cycles aligned to the HCS long-range plan and LER indicators; and communicate literacy progress to families. HCS will monitor implementation through weekly PLCs, coaching cycles, quarterly instructional audits, monthly principal reporting, and quarterly executive reviews.

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 70% student mastery in overall class assessment data.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
4. Is there a regular walkthrough schedule to determine support around Tier I?
5. Is the ILT responding to data to support a healthy Tier I?
6. Are teachers and leaders effectively trained in unit and lesson preparation ([K-2 Skills Unit](#), [K-2 Skill Lesson](#), [K-2 Knowledge Unit](#), [K-2 Knowledge Lesson](#), [3-12 Unit Preparation](#), [3-12 Lesson Preparation](#))
7. What data and resources are being used to support [extension](#)?

Amount of time spent on daily literacy skills

K-2: Daily foundational skills/phonics, fluency, vocabulary, knowledge-building, comprehension, and writing within the adopted HQIM literacy block.
 Grades 3-8: Daily grade-level reading, vocabulary/knowledge building,

Section 2: Explicit Instruction, Intervention and Extension

instruction and how it is used	discussion, evidence-based writing, and standards-aligned ELA instruction, plus protected intervention/extension. Grades 9-12: Daily/regular complex-text analysis, academic vocabulary, evidence-based discussion and writing, and disciplinary literacy across ELA and content areas. K-9 intervention: approximately 30-45 minutes scheduled within the intervention block, with Amira Learning used as a major personalized literacy component alongside teacher-led small-group instruction. Students are not removed from Tier I literacy for intervention. Assessment use: teachers administer end-of-module assessments, standards-aligned end-of-unit assessments, and daily formative checks; results are entered/analyzed in OTUS to guide reteaching, intervention, and extension.
English Language Arts textbooks and instructional materials used	LDOE-approved, school-adopted ELA high-quality instructional materials (HQIM) are the foundation for Tier I instruction. Teachers use the curriculum's texts, unit/lesson materials, assessments, rubrics, exemplars, and embedded supports with integrity. Harmony & Justice uses standards-aligned CommonLit resources within a coherent teacher-led ELA model for students entering from multiple sending schools. Amira Learning is used for personalized literacy practice/intervention, not as a replacement for Tier I HQIM or teacher-led instruction.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Students who do not demonstrate sufficient response to Tier I receive targeted Tier II support in addition to core instruction. Intervention is matched to current assessment data and may address phonemic awareness, phonics/decoding, fluency, vocabulary, comprehension, written response, or specific unfinished standards. Typical dosage: 30-45 minutes, 3-5 days per week, during a protected intervention block. Flexible groups are adjusted from data. Progress monitoring occurs weekly or at least biweekly depending on need.

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List of available interventions and their descriptions	• Amira Learning: individualized oral reading, fluency, accuracy, vocabulary, and comprehension practice with actionable student data. • DIBELS-aligned foundational-skills intervention: explicit phonemic awareness, phonics/decoding, and fluency support based on identified skill need. • HQIM small-group reteach: targeted reteaching using curriculum-aligned texts, tasks, end-of-module assessments, and unit evidence. • Standards-based reading/writing support: short-cycle reteach using student work, daily exit tickets, standards-aligned end-of-unit assessments, and OTUS standards data. • CommonLit at Harmony & Justice: teacher-led standards-aligned reading, discussion, and writing using coherent texts and tasks.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Students with significant and persistent literacy needs receive intensive Tier III intervention in addition to Tier I. Instruction is explicit, systematic, diagnostic, and delivered by a trained literacy/intervention staff member using an approved intervention aligned to the student's specific deficit. Typical dosage: 30-45 minutes daily or at the frequency indicated by the student's plan/data, in a small group or individualized setting. Tier III progress monitoring occurs at least weekly. Data are reviewed by the school problem-solving/MTSS team to intensify, adjust, or refer for additional evaluation/support when appropriate.
List of available interventions and their descriptions	• Intensive foundational reading intervention aligned to DIBELS/diagnostic skill deficits. • Amira Learning as supplemental individualized practice and progress evidence where appropriate. • Explicit teacher-led decoding, fluency, vocabulary, comprehension, and written-response intervention matched to the student's need. • Specialized intervention identified through the school's MTSS/IASP/special education process, implemented with fidelity and

Section 2: Explicit Instruction, Intervention and Extension

	progress monitored weekly. Tier III support never replaces access to grade-level Tier I HQIM.
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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	September-October	Implement BOY literacy data cycle: review DIBELS, i-Ready, NWEA MAP where applicable, Amira, initial end-of-module/end-of-unit evidence, and OTUS standards data; establish school literacy goals, student groups, and intervention/extension rosters.	Principal; ILT; Directors of Achievement; literacy/intervention staff	DIBELS; i-Ready; NWEA MAP where applicable; Amira Learning; end-of-module assessments; standards-aligned end-of-unit assessments; OTUS; school literacy dashboard	100% of students screened/diagnosed as applicable; intervention groups tied to identified skill needs; OTUS assessment structures established; Amira usage/growth reviewed; school dashboards established; evidence from data meetings and student plans.
1	October-December	Strengthen Tier I through weekly PLCs, walkthroughs, Teacher Collaboration cycles, unit/lesson preparation, explicit modeling, questioning, annotation, academic discussion, writing, daily exit tickets, and analysis of end-of-module/end-of-unit assessment results in OTUS.	Principal; AP/Instructional Leader; ILT; instructional coaches; teachers	HQIM; LER indicators; lesson plans; exit tickets; end-of-module assessments; end-of-unit standards-aligned assessments; OTUS; walkthrough tool; See It-Name It-Do It coaching	At least 80% mastery trend on core assessments; at least 90% of observed classrooms show aligned literacy tasks/checks for understanding; OTUS standards reports identify reteach/extension needs; coaching evidence shows planned practice and follow-up.

Action Plan					
1	January	Conduct MOY literacy benchmark review; compare BOY-to-MOY growth by school, grade, teacher, subgroup, standard, and intervention tier using benchmark data and OTUS; regroup and intensify support where students are not responding.	CAO; Directors of Achievement; principals; ILT/data teams	DIBELS MOY; i-Ready; NWEA MAP where applicable; Amira; end-of-module/ end-of-unit assessments; OTUS	MOY growth reports completed; students regrouped within two weeks; intervention plans revised; subgroup gaps and priority standards identified.
2	August-May	Implement recurring professional learning and coaching cycles using See It-Name It-Do It, with emphasis on Science of Reading/foundational skills, updated Louisiana ELA standards, HQIM implementation, writing, questioning, small groups, Teacher Collaboration, and data response through OTUS.	CAO; Directors of Achievement; regional instructional leaders; principals; coaches	HCS long-range plan; HQIM; LER; LDOE TPLS/unit and lesson preparation resources; student work; OTUS; coaching tools	PL attendance and artifacts; teacher practice evidence; lesson/unit preparation; walkthrough trends; student-work quality; measurable improvement after coaching cycles.
3	August-May	Protect Tier I and intervention schedules; monitor Tier II/Tier III dosage, progress monitoring, Amira implementation, IASP/MTSS alignment,	Principals; ILT; interventionists ; special education/MTS S staff; Directors of Achievement	Master schedules; intervention rosters; DIBELS; Amira; progress-monit oring tools;	No routine pull-out from Tier I ELA; Tier II monitored weekly/biweekly; Tier III weekly; students not making progress receive a documented instructional adjustment.

Action Plan					
		and fidelity to intervention plans.		IASP/MTSS records	
3	March-May	Complete spring acceleration and EOY literacy cycle; target priority standards and unfinished foundational skills using end-of-module/end-of-unit and OTUS data; evaluate program effectiveness and identify 2027-2028 priorities.	CAO; Directors of Achievement; principals; ILT; teachers	EOY DIBELS/i-Ready; Amira; NWEA MAP where applicable; end-of-module/end-of-unit assessments; OTUS; LEAP/state data when available; dashboards	Measurable BOY-to-EOY improvement on benchmark/proficiency measures; reduced Well Below; increased Mastery+ trajectory; stronger standards mastery documented in OTUS; program recommendations incorporated into 2027-2028 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-September	HQIM launch/refresh; updated Louisiana ELA standards; unit and lesson preparation; Science of Reading/foundational skills; DIBELS administration/use; intervention expectations; Amira Learning implementation; OTUS assessment/data setup; daily exit tickets/checks for understanding; Teacher Collaboration Facilitator preparation as applicable.	ELA teachers; K-3 teachers; interventionists; ILT; school leaders; instructional coaches
October-January	Explicit instruction; fluency; vocabulary and knowledge building; text-dependent questioning; annotations; evidence-based writing; small-group instruction; See It-Name It-Do It coaching; analysis of end-of-module and standards-aligned end-of-unit assessments in OTUS; using DIBELS/i-Ready/MAP/Amira data to respond to learning.	ELA teachers; content-area teachers as applicable; interventionists; ILT; school leaders; coaches
February-May	Rigor and productive struggle; disciplinary literacy; writing across the curriculum; acceleration before state testing; Tier II/Tier III adjustment; OTUS standards analysis; EOY data analysis and planning for sustainability.	ELA and content-area teachers; interventionists; ILT; school leaders; Directors of Achievement; coaches

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?
Aug-Oct: Unit/lesson preparation, updated ELA standards, and daily checks for understanding. Oct-Dec: explicit reading/writing instruction, questioning, discussion, student work, and OTUS analysis of end-of-module/end-of-unit results. Jan: MOY data response, regrouping, and intervention intensification.	Aug-Oct: Unit/lesson preparation and daily checks for understanding. Oct-Dec: explicit reading/writing instruction, questioning, discussion, and student work. Jan: MOY data response, regrouping, and intervention intensification.	ILT/TC agendas and artifacts; unit/lesson annotations; LER-aligned walkthroughs; student exit tickets/work; end-of-module/end-of-unit mastery; OTUS standards reports; DIBELS/i-Ready/MAP/Amira progress; coaching follow-up.
Cycle 4-6: Acceleration + Sustainability	Feb-Mar: writing, complex text, disciplinary literacy, and priority standards. Mar-Apr: acceleration and targeted intervention before state assessments. Apr-May: EOY growth analysis, intervention effectiveness, and 2027-2028 planning.	Walkthrough trends; student writing/tasks; end-of-module and standards-aligned end-of-unit assessments; OTUS standards reports; intervention progress monitoring; EOY benchmark growth; LEAP/state results when available; school literacy dashboard and end-of-year implementation review.

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
BOY and Fall	Family literacy launch and data conversations: explain grade-level expectations, DIBELS/i-Ready/MAP/LEAP results as applicable, OTUS standards reports, school literacy goals, intervention/IASP supports, Amira use, and practical reading/writing strategies families can use at home.	Family-friendly reports; translated/interpreted communication as needed; multiple formats (in-person, phone, electronic, print); flexible meeting opportunities; accessible home-literacy resources.	School family-engagement teams; local libraries; community/education partners; school-based partners.
MOY and Spring	Literacy progress conferences/workshops and celebration: share growth, intervention progress, reading/writing samples, benchmark updates, summer literacy resources, and opportunities for family feedback/focus groups.	Clear progress summaries; accessible workshops and digital resources; individual communication for students with IASP/MTSS plans; family feedback opportunities.	Local libraries; community organizations; higher-education/career partners; school/community volunteers.

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
HCS Priority 1 Academic Excellence: HQIM, weekly PLCs, instructional coaching cycles, common standards-aligned assessments, DIBELS, i-Ready/MAP, Amira Learning, OTUS, daily exit tickets, intervention blocks, LER, and quarterly instructional audits	Directly advances the HCS strategic goal of rigorous, standards-aligned instruction that produces measurable growth and proficiency. OTUS provides a common assessment/data structure for end-of-module, end-of-unit, and standards mastery analysis, while DIBELS/i-Ready/MAP/Amira provide diagnostic and progress evidence. Weekly PLCs and coaching cycles turn data into instructional action.	Weekly PLC and coaching evidence; walkthrough ratings; curriculum fidelity; DIBELS benchmark%; i-Ready growth; NWEA MAP where applicable; Amira growth; OTUS standards mastery; end-of-module/end-of-unit results; LEAP Mastery+/Growth; quarterly instructional audits; monthly principal reporting; quarterly executive reviews.
HCS Priority 2 Leadership Excellence, Priority 3 Talent Development, and Priority 4 Student Services & Culture: ILT/Teacher Collaboration, Science of Reading training, instructional coaching, MTSS/IASP, family engagement, and teacher leadership pathways	Builds instructional leadership capacity, strengthens teacher practice, supports consistent MTSS implementation, and increases family engagement. Teacher Collaboration and coaching structures align literacy implementation with HCS leadership and talent-development priorities.	ILT/TC cycle evidence; professional learning completion; Science of Reading training completion; walkthrough completion; action-plan completion; MTSS implementation; intervention progress; family participation; teacher effectiveness and retention indicators.

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 and Network Staff	CAO and Directors of Achievement communicate non-negotiables through leadership collaborative meetings, school leader meetings, ILT/Teacher Collaboration/weekly PLC structures, written frameworks, OTUS data protocols, coaching, and walkthrough feedback. Principals communicate school schedules, literacy goals, intervention expectations, and assessment results. Principals report school-level implementation monthly; Executive Leadership reviews network progress quarterly; quarterly instructional audits verify fidelity and impact.	Launch/BOY; weekly PLC and implementation monitoring; monthly principal reporting; benchmark/end-of-module/end-of-unit reviews; quarterly instructional audits and executive reviews; formal BOY/MOY/EOY updates.
Families, Students, and Community Partners	Schools communicate literacy goals, grade-level expectations, student benchmark and standards progress, intervention/IASP information, Amira/home-reading resources, and OTUS family-facing assessment information as implemented. Communication uses clear family-friendly language and multiple accessible formats.	BOY family launch; after benchmark windows and report periods; ongoing for students receiving intervention/IASP support; spring/EOY update and summer literacy communication.