

University View Academy Literacy Plan

Kaleisha London, K-5 Principal

Brandy Garrett, 6-8 Principal

Jennifer Rodrigue, Literacy and Numeracy Coordinator

Dr. Quentina Timoll, Superintendent

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

University View Academy Literacy Vision	Dedicated to providing a flexible and innovative literacy learning environment that accommodates the needs of all learners through high-quality, vertically aligned K–8 literacy instruction, intervention, and extension, inclusive of family involvement.
University View Academy Literacy Mission Statement	To improve literacy outcomes for each unique student by utilizing high-quality curriculum, implementing effective instructional practices, and encouraging stakeholder engagement.

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	End-of-Year Outcomes <u>Achieve Goals:</u> - By the end of the 2026–2027 school year, 69% of Kindergarten students will demonstrate proficiency (benchmark or above) on the K–3 literacy screener (DIBELS). - By May 2027, the percent of K-2 students scoring benchmark or above will increase from 57% (2025-26 EOY) to 61% (2026-27 EOY) as measured by the Spring 2027 K-3 literacy screener (DIBELS). - By May 2027, 3-5 ELA students' overall percent mastery will increase from 27.4% to 32.4%. - By May 2027, increase the percentage of students in grades 6–8 scoring Mastery or Above on ELA LEAP by 5 percentage points.
---------------------------------	--

Section 1B: Literacy Goals

	<u>Grow Goals:</u> - By May 2027, each student in Grades 1–2 will demonstrate at least one-half of a benchmark level of growth from their prior-year EOY DIBELS score, as measured by the Spring 2027 K–3 Literacy Screener. - By May 2027, increase by 10 percentage points the percentage of students who scored Basic or Below on the prior year's ELA LEAP assessment who demonstrate significant academic growth by gaining 20+ scaled score points or meeting their LDOE growth target. UVA will monitor progress toward these outcomes for all students and individual student subgroups, including students with disabilities, English learners, economically disadvantaged students, and students identified for literacy intervention, to identify and address gaps in growth and achievement. Indicators Throughout the Year - Students will demonstrate increasing mastery of grade-level literacy standards on HQIM section/unit assessments, common assessments, writing tasks, exit tickets, and other formative/progress monitoring measures. Students receiving targeted literacy support will demonstrate progress toward identified skill-based goals through regular progress monitoring. Data will be reviewed throughout the year to identify students needing reteaching, targeted small-group support, intervention, or extension.
Goal 2 (Teacher-Focused)	Teachers will strengthen implementation of high-quality literacy instruction through effective use of HQIM, purposeful lesson and unit preparation, explicit instruction, frequent checks for understanding, and analysis of student work. Teachers will use formative and summative assessment data to identify misconceptions, provide timely feedback, differentiate instruction, and plan targeted small-group instruction and extension.
Goal 3 (Program-Focused)	University View Academy will strengthen a coherent K–8 literacy system that ensures all students have access to high-quality Tier I instruction and timely intervention or extension based on student need. ILT, PLC, coaching, Learning Circle, and data-analysis structures will be

Section 1B: Literacy Goals

used to monitor implementation, analyze student outcomes, and continuously improve literacy instruction.

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.
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 instruction and how it is used

K-5 daily minutes of literacy instruction: 120 minutes + 90 minutes of intervention

6-8 daily minutes of literacy instruction: 75 minutes + 45 minutes of targeted support.

Tier I Instruction

All students in Grades K–8 receive high-quality, standards-aligned Tier I literacy instruction through HMH Into Reading (K–5), HMH Into Literature (6–8), Independent Learning Lessons, and synchronous Learning Circles. Tier I instruction includes explicit instruction, modeling, guided practice, reading and analysis of complex text, academic discussion, writing, checks for understanding, and timely feedback. The effectiveness of Tier I instruction will be evaluated through HQIM curriculum-based assessments and student work, with a goal of at least 80% of students demonstrating mastery.

Section 2: Explicit Instruction, Intervention and Extension

When overall class mastery falls below 80%, teachers and instructional leaders will analyze student work and assessment data to identify misconceptions, evaluate the effectiveness of core instruction, and determine appropriate whole-group instructional adjustments, targeted small-group support, or extension.

Across Grades K–8, teachers use current student data to provide flexible, targeted support while maintaining access to Tier I core instruction. Students demonstrating an identified skill deficit may receive targeted teacher-led small-group instruction. Students requiring additional monitoring may be placed on Tier I progress monitoring with a six-week skill-based goal. Data used to identify students for additional Tier I support may include HQIM assessment data, common assessments, DIBELS or LEAP results, diagnostic/pre-assessment data, grades, classroom performance, teacher observation, parent/learning coach concerns, prior interventions, and FastBridge screening data when administered.

Students demonstrating mastery receive extension opportunities aligned to grade-level standards and HQIM. Extension may include deeper analysis of complex texts, synthesis across multiple sources, advanced evidence-based writing, student-led discussion, and application of literacy skills in new contexts.

Teachers and instructional leaders engage in ongoing professional learning and collaborative preparation using appropriate LDOE Unit Preparation and Lesson Preparation protocols to strengthen HQIM implementation and ensure alignment among standards, texts, tasks, assessments, and expected student outcomes. Elementary and Middle School administration, instructional coaches, Virtual Learning Coaches, and other instructional leaders conduct regular walkthroughs to monitor HQIM implementation, explicit instruction, checks for understanding, student engagement, grade-level rigor, and evidence of student learning. Walkthrough trends, HQIM assessment data, and student work are reviewed through ILT and teacher collaboration structures to identify coaching needs, professional learning priorities, and instructional next steps.

K-3 Foundational Literacy

In Grades K-3, Tier I literacy instruction places a specific emphasis on the development of foundational literacy skills through explicit, systematic, and cumulative instruction. Instruction includes phonological awareness, phonics, decoding, encoding, fluency, and high-frequency words while simultaneously building vocabulary, oral language, background knowledge, comprehension, and writing. Teachers use HMH Into Reading and Structured Literacy resources to provide coherent, standards-aligned foundational skills instruction and opportunities for students to apply those skills in both decodable and connected text.

Section 2: Explicit Instruction, Intervention and Extension

	DIBELS is used as a key measure of foundational literacy development in Grades K-3. Teachers and instructional leaders use DIBELS screening and progress-monitoring data, in combination with HQIM assessments, student work, and classroom evidence, to identify specific skill needs, form flexible instructional groups, establish skill-based goals, monitor student progress, and evaluate the effectiveness of Tier I instruction. Students requiring additional support receive targeted, skill-based instruction while continuing to participate in Tier I core instruction. The ILT and teacher collaboration teams regularly analyze K-3 literacy data to identify trends, determine instructional priorities, and provide professional learning and coaching to strengthen foundational literacy instruction. Grades 4-8 Literacy In Grades 4-8, Tier I literacy instruction emphasizes the continued development of reading comprehension, vocabulary, fluency, knowledge building, academic discourse, writing, and analysis of increasingly complex texts. Teachers use HQIM assessment data, student work, common assessments, and classroom evidence to identify student needs and provide appropriate whole-group adjustments, targeted support, intervention, or extension.
English Language Arts textbooks and instructional materials used	Grades K-5: HMH Into Reading and Structured Literacy — Tier I ELA HQIM Writeable — supplemental targeted grammar and writing practice Teacher-created resources aligned to HQIM and Louisiana Student Standards Grade-level complex texts and text sets embedded within HMH Into Reading Grades 6-8: HMH Into Literature — Tier I ELA HQIM NoRedInk — supplemental targeted grammar and writing practice Teacher-created resources aligned to HQIM and Louisiana Student Standards Grade-level complex texts and text sets embedded within HMH Into Literature
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Students who do not demonstrate adequate progress after targeted Tier I support and progress monitoring may be referred to the MTSS team for additional review and support. Prior to referral, the teacher identifies the literacy skill deficit, provides targeted support, communicates with the parent/guardian, and documents student progress. If the identified deficit has not been adequately remediated after six weeks of progress monitoring, the student may be referred to MTSS for an SBLC meeting and data-based decision making. Tier II consists of continued Tier I core literacy instruction plus targeted small-group intervention. Students continue participating in teacher-led small groups and may also receive interventionist support two times per week for 30 minutes. Tier II students may receive targeted literacy intervention through an identified intervention program aligned to the student's specific skill deficit, including Amira (K-5) and/or Lexia as appropriate. Student progress will be monitored weekly or bi-weekly, based on student need, with the full intervention cycle formally reviewed at six-week intervals to determine whether the student should continue at the current tier, receive an adjusted intervention, move to a different level of support, or exit intervention. IASPs & High-Dosage Tutoring (K-5) K-5 students identified as needing additional literacy support receive an Individualized Academic Support Plan (IASP) that documents the student's identified area(s) of need, targeted support, progress monitoring plan, and resources used. Students who qualify for high-dosage tutoring receive targeted literacy instruction three times per week for 30 minutes through a 10-week intervention cycle, with tutoring scheduled outside of Tier I core instruction to preserve students' access to grade-level literacy instruction.
List of available interventions and their descriptions	Amira: • AI-powered reading tutor that provides individualized practice in oral reading fluency, accuracy, and comprehension while providing teachers with data to monitor student progress. Heggerty • Phonemic awareness curriculum providing explicit, systematic instruction and daily practice in skills such as blending, segmenting, manipulating, and isolating sounds. Lexia Core 5 • Adaptive literacy program that provides individualized practice across foundational reading skills, including phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Lexia Power Up • Adaptive literacy intervention designed for older students who need support with foundational reading skills, including word study, grammar, vocabulary, and comprehension. mClass

Section 2: Explicit Instruction, Intervention and Extension

	- Literacy assessment and progress-monitoring system used to identify student needs and monitor growth in foundational reading skills. Activities are provided to address skill deficits. UFLI Foundations - Explicit, systematic phonics program providing instruction and practice in phonemic awareness, phonics, decoding, encoding, and connected-text reading.
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - 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 provides individualized, intensive literacy intervention for students who have not demonstrated adequate progress through Tier II targeted intervention. Students continue to receive Tier I core instruction while receiving intensive intervention from an interventionist. Students receiving Tier III reading intervention receive individualized, intensive instruction from a trained interventionist three times per week for 30 minutes using an intervention aligned to the student's identified literacy skill deficit. FastBridge or other aligned progress-monitoring measures are used to monitor student response to intervention at least weekly. At the conclusion of each intervention cycle, the MTSS/SBLC team reviews progress-monitoring data and determines appropriate next steps, which may include continuing the current intervention, adjusting the intervention approach, moving the student to a different tier of support, exiting intervention, or referring the student to Pupil Appraisal when appropriate.
List of available interventions and their descriptions	Lexia Core 5 Adaptive literacy program that provides individualized practice across foundational reading skills, including phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Lexia Power Up

Section 2: Explicit Instruction, Intervention and Extension

- Adaptive literacy intervention designed for older students who need support with foundational reading skills, including word study, grammar, vocabulary, and comprehension.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
	August - September	HQIM Unit & Lesson Preparation – Strengthen purposeful unit and lesson preparation by identifying standards, learning outcomes, text complexity, key tasks, anticipated student responses/misconceptions, and opportunities for explicit instruction.	ILT Team/ Instructional Coaches & Virtual Learning Coaches	Unit Internalizations by Grade-Level	Unit/lesson internalization artifacts; PLC/Cluster artifacts; walkthrough evidence of alignment between planned and delivered instruction; HQIM assessment/student-work evidence
	Ongoing	Analyzing Student Work & Providing Feedback – Use student work from HQIM tasks, writing assignments, exit tickets, and common assessments to determine mastery, identify misconceptions, provide actionable feedback, and plan instructional next steps.	ILT Team/ Instructional Coaches & Virtual Learning Coaches	HMH assessments/rubrics/exemplars; common assessments; student writing; student-work analysis protocol	PLC/Cluster student-work analysis artifacts; evidence of actionable teacher feedback; identified misconceptions; reteach/extension plans; improvement on subsequent student work
	Ongoing	Using Assessment Data to Respond to Student Need – Analyze formative, summative, and progress-monitoring data	ILT Team/ Instructional Coaches & Virtual	LEAP data; HMH assessment data; common assessments; FastBridge as	Flexible-grouping plans; Small Group LC rosters; six-week Tier I goals; progress-monitoring data; evidence of students moving

Action Plan					
		to identify trends and individual student needs and determine appropriate reteaching, scaffolding, intervention, or extension.	Learning Coaches	applicable; Tier I progress-monitoring tools	between support levels based on response; subgroup data reviews

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

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>
June-July 2026	K-12 ELA Standards Institute	Instructional Leaders
August 2026	Amplify mClass (DIBELS)	ILT and K-3 Teachers
August 2026	Instructional Alignment, Aligned Assessments, Condition of Standards	ILT and K-8 Teachers
September 2026	D2i - DIBELS Student Growth	Literacy & Numeracy Coordinator
September & October 2026 February 2027	Deepening high-quality professional learning (HQPL) and providing strategies for leading effective teacher collaboration to support improved student outcomes.	Literacy TC Facilitator
February 2027	Plain Talk 2027	Literacy & Numeracy Coordinator, ES Team

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
HQIM unit & Lesson Preparation	Teachers deeply understand grade-level standards, texts, tasks, assessments, and expected student outcomes prior to instruction.	PLC artifacts, common assessment results, student work, reteach/extension plans, walkthroughs
Student Work Analysis	Teachers use common assessment and student-work evidence to identify mastery, misconceptions, and instructional next steps.	PLC artifacts, common assessment results, student work, differentiation plans

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

Responding to Student Evidence: Reteach, Intervention & Extension	Teachers use formative and summative evidence to determine whether students need whole-group instructional adjustment, targeted small-group support, intervention, or extension and implement an appropriate instructional response.	Student work, HQIM/common assessment data, small-group plans, progress-monitoring data, walkthroughs
Grouping students based on need/ progress monitoring	Teachers use current student data to create flexible groups and provide targeted literacy instruction based on identified skill needs.	Walkthroughs, progress monitoring data, and coaching

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August / September 2026	Open House	Informational flyers brochures, games and activities	
August 2026	Air Reading Parent Orientation	Videos and slides on what to expect with Air Reading Tutoring	
September 2026 & February 2027	Webinar for High-Dosage Tutoring	Information and expectations and Q&A opportunity	Families
September, January, & May	Distribute HomeConnect Reports (K-3)	Home Connect Reports will be sent to families in the fall, winter, and spring	LDOE
March 11, 2027	Literacy Day	Literacy Activities <u>Literacy Toolkit</u>	
Monthly	Monthly Newsletter	Monthly Newsletter: Monthly Kids Scoop News	Family Resource Group Foundation
April 2027	LEAP Olympics/Bootcamp	Review and activities in preparation for LEAP 2025	Students and families LDOE Assessment Resources

Section 4: Family Engagement Around Literacy

Ongoing	Monthly Accelerated Reading Book Talks	Book talks, discussion boards Sora	Accelerated Reading Program
---------	--	---------------------------------------	-----------------------------

Section 5: Alignment to Other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
ELA PLCs	Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of learning, which allows educators to directly improve teaching and learning.	The Elementary and Middle School Administration and the Instructional Leadership Teams will monitor PLC implementation to ensure established literacy goals are aligned to student work that transfers to positive student outcomes.
Act 108 Science of Reading Training	Training in the Science of Reading	Continue to ensure all K-3 teachers are trained in the Science of Reading
Accelerated Reader	Motivate, monitor, and manage students' independent reading practice and watch as students develop a true love for reading.	Reading comprehension; track comprehension rates, average level of text complexity, and quantity of reading with reading practice quizzes on over 210,000 titles, including highly decodable texts for transitional readers. Students are rewarded for the attainment of individualized reading goals.
Air Reading High-Dosage Tutoring Partnership	Increase literacy outcomes through high-dosage literacy tutoring for select 1st, 2nd, and 3rd graders performing below grade level on the K-3 literacy screener.	- Weekly attendance reporting and weekly progress reports from Air Reading - DIBELS progress monitoring at the school level.

Section 5: Alignment to Other Initiatives

Heggerty, Amira, Lexia Core 5	Deeply grounded in literacy foundational skills and oral reading fluency.	Diagnostic reports that empower teachers and parents. Reading is life's most important skill. The mission is to make every child a motivated and masterful reader. Too many kids face a lifetime of lost opportunity because they failed to attain reading fluency by third grade.
Lynx Days	Additional opportunities for students to receive targeted support with literacy skills, complete literacy tasks with teacher guidance, and address identified areas of need.	Success is demonstrated through student participation and measurable growth in identified literacy skills.
After School Tutoring	Provides additional targeted literacy support and practice beyond the school day, with instruction aligned to students' identified needs and grade-level literacy goals.	Attendance and participation data, tutoring session documentation, student work.
School Improvement Plans	Analysis of Literacy data and the inclusion of the literacy plan	Schools will include their literacy plan in the school improvement plan. Schools will focus on deficits in reading and plan for improvements.

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Leaders, Teachers, Students, Families & Community	Post K-8 Literacy Plan on the UVA website Share the link to the K-8 Literacy Plan in the Family Newsletter	Website posting: Ongoing; updated as needed Link in each newsletter