



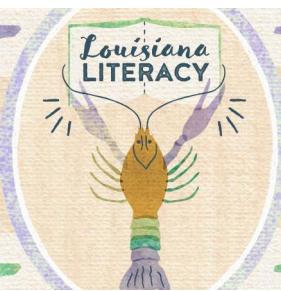
Local Literacy Plan  
for

Louisiana Key Academy

Under the Management of LKA Schools

Last Updated: December 2025





## LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION,  
INTERVENTIONS,  
& EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

### Section 1a: Literacy Vision and Mission Statement

#### Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

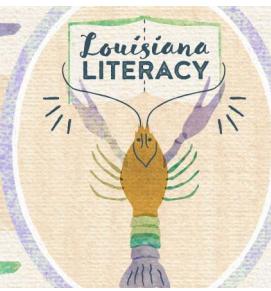
#### *Literacy Vision and Mission Statement*

At Louisiana Key Academy, our mission is to provide an innovative and effective learning curriculum to children who have been diagnosed with dyslexia. In doing so, we align ourselves with a vision where all children are given the tools they need to thrive. We believe that dyslexics should be identified and given the education necessary to reach their full potential. LKA is here as a champion for dyslexics as they engage in an excellent and accessible education.

### Section 1b: Goals

#### Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?



- How are you measuring the performance of birth through grade 12?
- What subgroups are most in need of literacy intervention?
- How are you addressing the literacy and language needs of diverse learners?
- How do you plan to measure teacher performance based on your literacy goals?

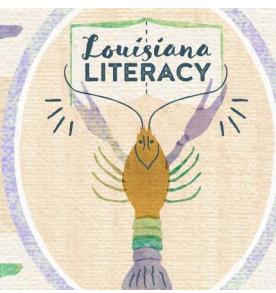
<i>Goal 1 (Student-Focused)</i>	All students will become a fluent reader, as close to grade level as possible and show appropriate growth on relevant measures such as the CTOPP-2, Aimsweb ORF, and K-3 Literacy Screener yearly while learning to utilize accommodations and technology that will help them to access grade level material while maintaining their self esteem.
<i>Goal 2 (Teacher-Focused)</i>	All 1-3 reading teachers at Louisiana Key Academy will enroll in and successfully complete the training, clinical hours, observations, and exam needed to become a Certified Academic Language Therapist (CALT) or CALT-Candidate (CALT-C) within 2-3 of becoming an employee of Louisiana Key Academy.
<i>Goal 3 (Program-Focused)</i>	Louisiana Key Academy will implement a literacy program for students in grades 1-3 which: includes the provision of 90 minutes of academic language therapy, 5 days a week which occurs in a small group (6:1) under the guidance of a trained teacher; develops teacher effectiveness through training and ongoing support in content as well as dyslexia knowledge; and is closely monitored through check ins with Academic leadership and triannual data review.

### Section 1c: Literacy Team

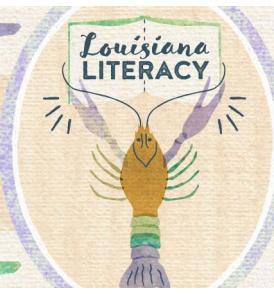
#### Guiding Questions:

1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
<i>Chief Academic Officer (CAO)</i>	The CAO oversees the district literacy program, ensuring alignment with research-based practices and the school's

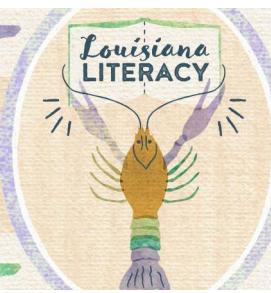


	mission. They provide leadership and guidance to principals and content specialists to support high-quality literacy instruction across all campuses.
<i>Reading Content Specialist</i>	The Reading Content Specialist leads district-wide literacy initiatives, focusing on evidence-based instruction for students with dyslexia. They support teachers through curriculum guidance, professional development, and instructional resources, while monitoring student progress to ensure effective learning.
<i>Principal</i>	The Principal leads the literacy program at their campus, supporting teachers in implementing evidence-based practices. They monitor student progress, provide instructional coaching, and collaborate with the literacy team to improve outcomes.
<i>Reading Lead Content Teacher</i>	The Reading Content Specialist provides district-level leadership for literacy, guiding curriculum development, implementation, and assessment. They support teachers through resources, professional development, and coaching to ensure effective instruction for students with dyslexia.
<i>CALT-QI</i>	Responsible for providing CALT certification training to reading teachers in 1-3 as well as feedback and support through that process
<i>Structured Language Arts (SLA) Teacher</i>	Delivers daily, evidence-based literacy instruction to students, focusing on building foundational reading skills and fluency. They track student progress, implement targeted interventions, and collaborate with the literacy team to ensure that instruction meets the needs of students with dyslexia.



## Meeting Schedules

<i>Date &amp; Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
CAO w/ Principal 1:1	weekly	<ul style="list-style-type: none"> <li>• Current/upcoming initiatives/projects</li> <li>• Support needed for academic leaders</li> <li>• Teacher professional development</li> <li>• Family communication</li> <li>• 'High alert' student cases, teacher concerns, family engagement concerns</li> </ul>
Principal w/ Reading Lead Content Teacher 1:1 or within group	monthly	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Strategic priorities</li> <li>• Progress check</li> <li>• Challenges and needs</li> <li>• Upcoming objectives</li> <li>• Next steps</li> </ul>
Academic Leadership Team meeting (CAO, Content Specialists, Principals)	monthly	<ul style="list-style-type: none"> <li>• Updates (from CAO, Content Specialists, and Principals)</li> <li>• Content area initiatives</li> <li>• Identify, Discuss, Solve w/ a focus on data/trends</li> <li>• Open discussion/other items</li> <li>• Next steps/action items</li> </ul>
Content Specialist w/ Lead Content Teacher 1:1	biweekly	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Priorities</li> <li>• Progress status</li> <li>• Issues/concerns</li> <li>• New objectives</li> <li>• Next steps</li> </ul>
Principal or Reading Lead Teacher meets w/ SLA Teacher 1:1	Twice quarterly	<ul style="list-style-type: none"> <li>• Check in</li> <li>• Review data or practice</li> <li>• Instructional focus</li> <li>• Lesson planning</li> <li>• Support needs</li> </ul>



		<ul style="list-style-type: none"><li>• Student progress</li><li>• Family engagement concerns</li></ul>
Data Review Meeting (Content Specialist and Principal and LCT)	At the close of a testing window - BOY, MOY, EOY	<ul style="list-style-type: none"><li>• Overview of Assessment Data</li><li>• Trends</li><li>• Action Planning</li><li>• Communication and Follow Up</li></ul>
Campus Level Data Chats (Teachers attend - led by Content Specialist, Principal, or LCT)	At the close of a testing window - BOY, MOY, EOY	<ul style="list-style-type: none"><li>• Overview of Assessment Data</li><li>• Trends</li><li>• Action Planning</li><li>• Communication and Follow Up</li></ul>

We monitor the effectiveness of the literacy plan through multiple measures, including student progress on benchmark assessments, classroom observations, and checks to ensure instruction is being implemented as designed. The literacy team, including the Reading Content Specialist, Lead Content Teachers, and Principals, regularly reviews this data to see what's working, identify areas for improvement, and make sure all students are making measurable progress toward their reading goals.

## Section 2: Explicit Instruction, Interventions, and Extensions

### Guiding Questions:

1. For each specific plan and activity around literacy, what is/are your:
  - action steps?
  - timeline?
  - person(s) responsible?
  - resources?
  - alignment to literacy goal(s)?
  - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
  - alignment to current research on foundations of reading and language and literacy?
  - cultural responsiveness?
  - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
  - deciding which components will be measured in each grade band or subgroup?
  - how often screeners are administered?

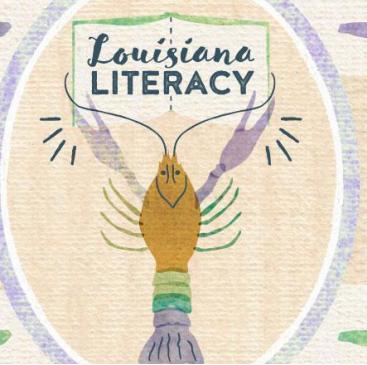


- progress monitoring?
- screening and supporting students in upper grades effectively?

4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:

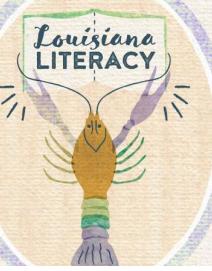
- students with dyslexia?
- the EL population?
- special education students?
- cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



### Action Plan

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	Aug	Review prior year data to establish school system goals	CAO, Content Specialists, Principals	EOY data from the previous school year (CTOPP, Aimsweb ORF, K-3 Literacy Screener)	Students demonstrate growth in year-to-year data.  Growth is looked at at the district, campus, grade, teacher, and student level.
2	Aug-Sept	Gather BOY data from all campuses	CAO, Content Specialists	Aimsweb ORF, K-3 Literacy Screener	Students demonstrate growth in year-to-year data.
3	Dec-Jan	Gather MOY data from all campuses	CAO, Content Specialists	Aimsweb ORF, K-3 Literacy Screener	Students demonstrate expected growth from BOY to MOY.
4	Apr-May	Gather EOY data from all campuses	CAO, Content Specialists	CTOPP, Aimsweb ORF, K-3 Literacy Screener	Students demonstrate expected growth from BOY to EOY.



### Section 3: Ongoing Professional Growth

#### Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
  - teacher performance data
  - student performance data
  - observation cycles
  - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
  - ongoing training and support?
  - coaching?
  - various types of PD offerings?
  - by whom, when, and how PD will be provided?
  - PD specific to foundations of reading and language and literacy?
  - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
  - monitoring the implementation and effectiveness of professional development?
  - tailoring opportunities to individual needs of teachers?

#### Potential PD Planning

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August	<ul style="list-style-type: none"><li>● logistics, expectations, operations</li><li>● student data analysis</li><li>● execution of academic strategy for quarter 1</li><li>● content specific training</li><li>● review of academic performance management</li></ul>	all teachers sessions led by Content Specialists, Principles, LCTs, and other campus leadership team members
September	<ul style="list-style-type: none"><li>● Parent/Teacher conference prep</li><li>● LEAP framework</li><li>● Discipline</li></ul>	all teachers sessions led by Content Specialists, Principles, LCTs, and



		other campus leadership team members
November	<ul style="list-style-type: none"> <li>● Review of Q1 data and planning for Q2</li> <li>● Review of expectations for observations</li> <li>● Review of LKA culture</li> <li>● The Writing Revolution book study (composition teachers only)</li> </ul>	all teachers sessions led by Content Specialists, Principles, LCTs, and other campus leadership team members
December-January	<ul style="list-style-type: none"> <li>● Review of Q2 data and planning for Q3</li> <li>● Parent communication</li> </ul>	all teachers sessions led by Content Specialists, Principles, and LCTs
February	<ul style="list-style-type: none"> <li>● LEAP prep planning</li> </ul>	all teachers sessions led by campus leadership team and Master Teachers
March	<ul style="list-style-type: none"> <li>● Review of Q3 data and planning for Q4</li> <li>● LEAP prep</li> </ul>	all teachers sessions led by Content Specialists, Principles, and LCTs
May	<ul style="list-style-type: none"> <li>● End of year close out</li> </ul>	all teachers sessions led by campus leadership team and LCTs

\*teachers enrolled in CALT certification coursework have a specific training schedule per campus

#### Section 4: Family Engagement Around Literacy

##### Guiding Questions:

1. To improve [family engagement around literacy](#), how are you:
  - including families in focus groups and other discussions with teachers, students, and leaders around:
    - specific programs to address the school's mission?
    - families' concerns about literacy achievement?
    - students' attitudes toward reading and writing?
    - teachers' beliefs about student literacy and learning?
  - providing ongoing support and communication to families?



- considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
- using communication methods that accommodate all families?

2. How are you working directly with community partners to:

- engage families and the community?
- invest in the literacy of our youth?
- improve access to resources?

3. What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Year Long	Engaging parents in Lower School reading tracker initiative - reminders, updates on progress, incentives for completion, etc.	N/A	Varies by campus
August	Technology training - ensures parents know how to use platforms and technology	in person	N/A
September	Literacy Night	in person	
October, January, March	Parent/Teacher Conferences - review student progress in literacy and share ways parents can help at home	in person, zoom, phone	
September, December, February, May	Parent surveys - gain a pulse on what resources, tools, or events that parents would like to see; gain feedback on current literacy initiatives	N/A	
Aug-Oct, Nov-Jan, Feb-Apr, May	Quarterly in person forums with families - opportunity for parents to share feedback and ask questions	in person	



	related to literacy		
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## Section 5: Alignment to other Initiatives

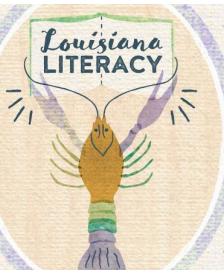
### Guiding Questions:

1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:

- School Improvement Plan
- Early childhood programs
- Cross-curricular connections
- Community programs
- Alignment across schools within the system

### Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
All initiatives will be aligned across schools within the system as is appropriate. Literacy will be targeted in all content areas. Students will read aloud with feedback, learn tier 2 vocabulary, participate in oral discussions, and write in all classes throughout the school day.		



## Section 6: Communicating the Plan

Schools are expected to implement daily, evidence-based literacy instruction with targeted interventions and monitor student progress. Each school will have a literacy team, including the Principal, Reading Lead Content Teacher, and classroom teachers, supported by district personnel through professional development, curriculum guidance, and data analysis. The plan and ongoing progress will be communicated to families through newsletters, meetings, and updates, while school-based teams will review data, observe instruction, and adjust practices as needed. Quarterly meetings and progress reports will ensure continued monitoring, accountability, and support for achieving literacy goals.

### Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Board	<i>Presentation - in person or via zoom</i>	<i>BOY</i>
Campus Leadership	<i>Presentation - in person or via zoom</i>	<i>BOY</i>
Teachers	<i>Presentation - in person or via zoom</i>	<i>BOY</i>
Families	<i>Presentation - in person or via zoom</i>	<i>BOY</i>

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

*Updated Dec. 2025*