

MAX

ACADEMY

Nicholls State University

Local Literacy Plan for
Max 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

All children can learn when their learning disorders are properly diagnosed, when their teachers are properly trained, and when their educational environment emphasizes support, dignity, and individual responsibility

Literacy Mission Statement

The MAX Charter School is committed to meeting the educational needs of students with dyslexia and other language-related learning differences. Its mission is to empower the lives of these students who learn differently.

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)	All students, regardless of their disability, will improve reading To improve overall Grades 1-3 students' reading proficiency (at benchmark or above) by the End of the School Year of those that test based on the Literacy Assessment as follows: • Increase the percentage of first grade students reading at benchmark (on/above level) from 20% (EOY 2023) to 60% (EOY 2026) • Increase the percentage of second grade students reading at benchmark (on/above level) from 5% (EOY 2023) to 50% (EOY 2026) • Increase the percentage of third grade students reading at benchmark (on/above level) from 0% (EOY 2023) to 40% (EOY 2026)
Goal 2 (Teacher-Focused)	Teachers will identify each student's reading deficits and implement reading intervention. All teachers and school leaders of students in grades K-3 shall complete one approved professional development course in the science of reading (A+PEL Foundations in Literacy) and provide documentation of successful completion of the course to the employing school system by the completion of the 2025-2026 school year. The following educators will be given the opportunity to receive the Science of Reading PD: • Grades 1-3 reading, math, science, or social studies teachers are required to
Goal 3 (Program-Focused)	The school will execute a Tier 1 (vetted by LDOE), researched-based school-wide intervention for all students to be engaged in reading instruction targeting each student's reading needs

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - 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	Grades 1-2: 60 Minutes/day Grades 3-5, 45 minutes/day Grades 6-8, 30 Minutes/day
English Language Arts textbooks and instructional materials used	Amplify CKLA and Amplify ELA
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?

Section 2: Explicit Instruction, Intervention and Extension

	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	Designated Intervention time, NOT pulling from Core Grades 1-3, 45 minutes, 4 days a week Grades 4-5, 45 minutes, 5 days a week Grades 6-8, 45 minutes, 4 days a week
List of available interventions and their descriptions	Grades 1-3, S.P.I.R.E., Reading Mastery and Grades 4-5, S.P.I.R.E., Foundations Skill practice Grades 6-8, S.P.I.R.E., GLEAN instructional materials
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	Designated Tier III Intervention time, NOT pulling from Core (usually enrichment) Grades 1-3, 30 minutes, 4 days a week Grades 4-5, 30 minutes, 4 days a week Grades 6-8, 30 minutes, 4 days a week
List of available interventions and their descriptions	Grades 1-3, IEP targets or Individual literacy plans, Teacher toolbox recommendations Grades 4-5, IEP targets or Individual literacy plans, Corrective Reading Grades 6-8, IEP targets or Individual literacy plans, Corrective Reading

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 diagnostic data, culminating student work

Action Plan

1	May 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
3	June 15-30	Acquire curriculum materials	Rodrigue	School Specialty	Materials delivered
2	August 5	Schedule and execute Training of instructional staff with Glean	Rodrigue	GLEAN	All instructional staff trained
3	August 7	Acadience screening	Billiot coordinates	Laptop, web-based	Completion of screening through the school
2	August 8	SPIRE level Placement assessment	Intervention Facilitators	SPIRE placement test	Students placed in a targeted intervention group
1	August 13, 2026	Roll out SPIRE	Rodrigue/	Curricular materials	All classes set up with what they need to start intervention instruction
1	October 14, 2026	Review of data from 1 st 9 weeks	ILT	iReady, DRC, SPIRE reporting	Completed data report for following PLC

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>
May, 2026	Teacher Leader Summit (ILT and TC) Literacy sessions	ILT
June and July 2026	Unit Planning Tool training	Principal,
2026-2027 School Year	LDOE Unit Planning tools Follow-up school dissemination	TC at PLC
2026-2027 School Year	Monthly Literacy Communities of Practice (LDOE) + Follow-Up Sessions at PLC	TC

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?

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?
Unit Planning tools	All teachers using and amending the UPT	Walk-throughs: Percentage of teachers using UPT and referencing annotations in the lesson execution
Scaffolded reading and annotation	Increase Reading and writing across contents	Student work samples over grading period

Section 4: Family Engagement Around Literacy

- 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:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Summer 2026	Family Summer Support Toolkit and student readers	Family-Summer-Support-Toolkit	LDOE Website
8/8/26-	Grades 1-3 Family reading time nightly activity	Parents	8/8/26
9/16/26	Open House	Parents	9/16/26

Section 4: Family Engagement Around Literacy

10/17/26	"Book it"-like incentive program	Community businesses	10/17/26
September 2026-May 2027	Monthly Literacy Activities for Families	Family Literacy Engagement	Monthly activities that focus on supporting adults working with students at home.
2026-2027	Literacy Across Content	Cross-Curricular Themes	Many reading curricula incorporate other subjects such as science and social studies into thematic units. Add or extend tasks that promote cross-curricular discussions and activities.

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

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School improvement	Instructional rigor	Improved instructional outcomes in reading and writing (CER)

Section 5: Alignment to Other Initiatives

Drop Everything And Read (DEAR)	Incentivizing reading	Teachers reports on reading engagement in non-instructional time
Content Leader Training	Content Leaders deeply understand the components of effective literacy instruction and the foundations of reading	Quizzes and Pre, Post-assessments as well as certificate and follow-up
ELA Summer Tutoring Summer 2027	CKLA and supported intervention	Pre- and Post- Summer Tutoring assessments. Tying STEM enrichment to literacy skills.

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
Parents and Community	School Website : Post Grade 1-3 Literacy Plan on MAX Website. Share link via Facebook and <i>Welcome back</i> email.	August 31, 2026
Parents	Open House: Presentation of intervention materials, scheduling. Recorded and Posted on School Website and Max Facebook	September 16, 2026

Section 6: Communicating the Plan

CABAS Parent meetings	Sharing progress Data. Recorded and Posted on School Website and Max Facebook	Monthly
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