

**Local Literacy Plan for
Lincoln School for the Arts/ Jefferson Parish Public Schools
LaShon W. Dixon/Principal
August 26, 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

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

Lincoln School for the Arts literacy vision is to build a community of artful readers, imaginative writers, and powerful communicators who thrive in an artistic environment committed to academic excellence. We envision literacy as a dynamic, creative process where students use language to explore ideas, express themselves, and engage deeply with the world.

Through the integration of the arts, we aim to elevate literacy achievement, inspire curiosity, and ensure every student develops the skills and confidence needed to succeed as both scholars and creators.

Literacy Mission Statement

Lincoln School for the Arts literacy mission is to cultivate creative readers, thoughtful writers, and effective communicators by integrating the arts into every aspect of learning. Through rich, imaginative, and culturally responsive literacy experiences, we empower students to explore language as a tool for expression, inquiry, and connection.

We believe that reading, writing, speaking, and listening flourish when paired with artistic exploration. By

Section 1A: Literacy Vision and Mission Statement

blending literacy with visual arts, music, drama, and movement, we create an environment where students develop strong foundational skills, deepen comprehension, and discover their unique voices.

Aligned with our school's mission, we ensure that literacy becomes a lifelong pursuit. One that inspires curiosity, nurtures creativity, and equips students to engage confidently with the world as both scholars and artists.

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 the 2026–2027 school year, at least 51.6% of students in grades K–3 will score at or above benchmark on DIBELS, or meet or exceed their individual DIBELS growth target from beginning-of-year to end-of-year.

- Kindergarten: Increase students at or above benchmark from 55.6% to 63.9%
- Grade 1: Increase students at or above benchmark from 38.1% to 42.9%
- Grade 2: Increase students at or above benchmark from 43.5% to 50%
- Grade 3: Increase students at or above benchmark from 37.5% to 42.9%

By the end of the 2026–2027 school year, the percentage of students scoring proficiency (Mastery and Advanced) on the Spring LEAP ELA assessment will increase by at least 4 percentage points across grade 3–8.

Section 1B: Literacy Goals

	• ELA Grade 3: Increased Mastery/Advanced from 22.8% to 31.3%. • ELA Grade 4: Increased Mastery/Advanced from 20% to 25% • ELA Grade 5: Increased Mastery/Advanced from 27.8% to 37% • ELA Grade 6: Increased Mastery/Advanced from 26.5% to 35.3% • ELA Grade 7: Increased Mastery/Advanced from 31.3% to 37.5% • ELA Grade 8: Increased Mastery/Advanced from 45.9% to 54.1%
Goal 2 (Teacher-Focused)	• Teachers will participate in weekly Clusters to analyze student work • Teachers are receiving instruction in Science of Reading best practices through the AIM framework. • The Instructional Leadership Team will provide support to teachers through walkthroughs, feedback, and intense coaching conversations • The district will continue to provide professional development on high quality instructional materials. • Master Teacher, ESL Coach, and Literacy Coach will provide model lessons and Coaching to growth teachers using student data
Goal 3 (Program-Focused)	• The Instructional Leadership Team will conduct literacy-focused meetings after each screening (BOY, MOY, and EOY) with 100% of scheduled meetings completed, to analyze literacy data, identify instructional priorities, and document action steps. • 100% of K–8 grade-level teams will participate in weekly Teacher Cluster meetings focused on unit and lesson preparation, analysis of student work, and data-informed instructional decision-making, as evidenced by Cluster agendas. • Instructional walkthroughs will be conducted at least biweekly in K–8 literacy classrooms, with timely, actionable feedback provided to teachers and trends reviewed by the ILT to determine instructional support needs as per the student work.

Section 1B: Literacy Goals

- 100% of students receiving Tier II or Tier III literacy intervention will have progress-monitoring data reviewed according to the established monitoring cycle, with instructional adjustments documented based on student response to literacy screener.
- Lincoln School for the Arts will provide a Family Literacy Night for literacy engagement opportunities, with participation and feedback data reviewed by the Principal to inform ongoing family literacy support.

Section 2: Explicit Instruction, Intervention and Extension

In [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

- Each student will have access to high quality instructional material
- Interventions by classroom teachers during embedded acceleration time
- High Dosage Tutoring will be provided through the use of intentional lessons in Lexia and Zearn.
- Scheduled pull-out interventions provided to Kindergarteners and 1st grade students by teachers with Well below and Below literacy screening results from the Beginning of the Year (BOY) literacy screener.
- A schedule was created to provide interventions for 3rd grade students geared to the Dibels assessment by certified teachers.
- Students in 2nd and 3rd grade that scored Below or Well Below were provided interventions using the Book Nook Program.
- The master schedule was created to incorporate acceleration and instructional minutes as per the state of Louisiana

Amount of time spent on daily literacy skills instruction and how it is used

- Grades Kindergarten through 2nd grade will receive 180 minutes of Literacy instruction per day with built in small groups and acceleration time.
- Grades 3rd, 6th, 7th, and 8th grade will receive 110 minutes of Literacy instruction per day with built in small groups and acceleration time.

Section 2: Explicit Instruction, Intervention and Extension

	Grades 4th and 5th will receive 115 minutes of Literacy instruction per day with built in small groups and acceleration time.
English Language Arts textbooks and instructional materials used	Tier I/ High Quality Instructional Material (CKLA Skills and CKLA Knowledge for Kindergarten through 2nd grade and Louisiana Guidebooks for 3rd-8th grade).
Tier II	- Continue with the implementation of Tier I - Give extra help based on current reading data. - Use trained teachers and approved materials. - Do not pull students from their main reading lesson. - Match the skill being taught to the way progress is checked. - Check progress at least every two weeks.
Tier II plan, including the amount of time	20-30 minutes, 4-5 days each week, in addition to the main reading lesson. - Group students by the reading skill they need help with. - Check progress at least every two weeks and change groups when needed.
List of available interventions and their descriptions	- Reading lessons that match the district curriculum. - Lexia and Amira for practice and data. - Teacher-led help with fluency, vocabulary, understanding, and writing. - Book Nook (High Dosage Tutoring)
Tier III	- Continue with the implementation of Tiers I and II - Use strong, focused reading help that matches the student's needs. - Support is given by a trained reading teacher or interventionist. - Students still receive their main reading lesson every day.
Tier III plan, including the amount of time	30-45 minutes every day, in addition to the main reading lesson. - Teach the exact reading skill the student needs in a small group or one-on-one. - Check progress every week and change the plan if the student is not improving.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

- Reading lessons that match the district curriculum.
- Lexia and Amira for practice and data.
- Teacher-led help with fluency, vocabulary, understanding, and writing.
- Afterschool Tutoring (3rd grade)
- iReady interventions through the Academic/Behavior Intervention Team (A.B.I.T.)

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Plan units and lessons with the district curriculum.	Principal, APs, ILT, Literacy Coach	HQIM; planning guides	Plans are complete; classroom visits show strong lessons; student work improves.
1	BOY, MOY, EOY	Review DIBELS/Lectura, class tests, and student work.	ILT, Teachers, Intervention Team	DIBELS/Lectura ; class tests; district data	Meet after each testing period; adjust groups; show at least 10-point growth from BOY to EOY.
3	September-May	Protect daily extra-help time. Match Tier II and Tier III support to student needs.	Teachers, Interventionists, SPED, Administrators	MTSS resources; approved reading supports	Check Tier II every two weeks and Tier III weekly; change support as needed.
2	September-May	Visit classrooms and coach teachers. Look for clear teaching & learning, small groups, student reading/writing	Principal, APs, Literacy Coach, ESL Coach	Classroom visit tool; coaching notes	Give feedback; classroom teaching and student work improve.
2	Each 9 weeks	All K-3 rd grade teachers will be trained in the Science of Reading.	Administrators, Literacy Coach, ESL Coach	Online course, student and teacher data	Required LDOE Science of Reading training for all K-3 teachers, Training is based on school needs; classroom visits show teachers using it.

Action Plan					
1 & 3	Each 9 Weeks	Review school reading data by grade and student group. Change the plan when needed.	ILT	Reading data; student work	Update the plan each 9 weeks; students below grade level get support quickly.
1	Throughout Year	Share reading goals and progress with families. Give ideas for reading at home.	Administrators, Teachers, Literacy Coach, ESL oOach	Family letters; events; take-home resources	Families get clear reading information and support.

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	District curriculum planning, Science of Reading review, beginning-of-year data	ELA teachers, SPED, intervention staff, ILT
October-January	Small groups, extra reading help, checking progress; writing from reading	ELA teachers, interventionists, SPED, ILT
February-April	Middle-of-year and LEAP data, skills students still need	ELA teachers, ILT, Literacy Coach, ESL Coach

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

Cycle 1: HQIM Unit & Lesson Preparation	• Use class tests and examples to plan lessons. • Set the daily learning goal. • Plan teacher modeling and student support.	• Check teacher plans. • Use classroom visits and student work. • Look for students reading, talking, listening, and writing.
Cycle 2: Data-Driven Small Groups & Intervention	• Use DIBELS/Lectura, class tests, and student work to make groups. • Plan Tier II and Tier III help from student needs.	• Check progress on schedule. • Change groups and support as needed.

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
August-October	Family Literacy Night: engagement opportunities for families, provide information on Act 422, provide information on what is accessed for each grade-level	• Family-friendly activities • Louisiana Reads Toolkit • Home communication Letters	School staff; community groups; local library, Literacy Coach, ESL Coach

Section 4: Family Engagement Around Literacy

	Home communication letter sent home to parents with students' scores and ways to assist at home	Translators	
January-March	Home communication letter sent home to parents with students' scores and ways to assist at home	- Home communication Letters - Monthly Communication Newsletters	Teachers, School Staff

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 Plan / MTSS / CLSD Literacy Support	Connects the district curriculum, student data, extra reading help, coaching, and school improvement.	ILT reviews reading data, class tests, classroom visits, and intervention data each quarter.

Section 5: Alignment to Other Initiatives

- Change action steps when the data shows a need.

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
Staff	• Share reading goals and expectations at staff meetings and teacher meetings. • Share updates after data meetings and coaching.	August; monthly; after each testing period
Families & Community	• Share the plan and progress • Use school messages, events, conferences, and data letters. • Give easy ways to support reading and writing at home.	Beginning of year; BOY, MOY, EOY; Every 9 weeks