

**Local Literacy Plan for
Jefferson Parish 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 achievement at Bridgedale is the responsibility of teacher, paraprofessional, leader and daily member. Literacy is also the focus for all students in Pre-K through 5th, not a single grade level. The expected outcome is that every Bridgedale student reads, writes, and thinks on or above grade level. Progress is tracked and reported by grade band and by subgroup, including Students with Disabilities and English Learners, so that gaps are addressed directly rather than averaged into a single schoolwide number. The vision and mission below are carried out through the school's Four Commitments: Visible Learning, Accountability, Ownership, and Connection. Both statements are set by the ILT and communicated to staff and families through Red Folder communication, Family Literacy Night, and the school website.

Literacy Vision	Every Bridgedale student, Pre-K through 5th grade, reads, writes, and thinks on grade level. This is carried out through the school's Four Commitments applied directly to literacy: Visible Learning, Accountability, Ownership, and Connection.
Literacy Mission Statement	Bridgedale Elementary School delivers explicit, systematic, evidence-based literacy instruction grounded in the Science of Reading in every grade band, Pre-K through 5th grade. The Instructional Leadership Team holds high-quality instructional materials to a fidelity

Section 1A: Literacy Vision and Mission Statement

standard, requires literacy data to drive every instructional decision, and holds every grade band accountable for its own literacy targets. This mission is executed in alignment with Louisiana's Early Literacy Commission goals and the Jefferson Parish Public School System Literacy Plan.

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 75% 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. (Lagging Goal)

- Kindergarten: Increase students at or above benchmark from 18% BOY to 80% EOY
 - 50% MOY (Leading Goal)
- Grade 1: Increase students at or above benchmark from 49% BOY to 75% EOY
 - 69% MOY (Leading Goal)
- Grade 2: Increase students at or above benchmark from 48% BOY to 77% EOY
 - 68% MOY (Leading Goal)
- Grade 3: Increase students at or above benchmark from 65% BOY to 80% EOY
 - 95% MOY (Leading Goal)

By the end of the 2026–2027 school year, the percentage of students scoring proficiently (Mastery and Advanced) on the Spring LEAP ELA assessment will increase by at least 4 percentage points across grades 3–5. (Lagging Goal)

- ELA Grade 3: Increase Mastery/Advanced from

Section 1B: Literacy Goals

	60% to 64% • ELA Grade 4: Increase Mastery/Advanced from 62% to 66% • ELA Grade 5: Increase Mastery/Advanced from 61% to 65% By the end of each ELA HQIM unit, at least 80% of students in grades K–5 will demonstrate mastery of expected literacy skills and content as measured by curriculum-embedded ELA assessments and district benchmark assessments. (Leading Goal) By the end of each nine-week progress-monitoring period, 100% of English Learners will have a documented individual ELPT growth trajectory target on file, and at least 80% of English Learners will be on track to meet that target across the Listening, Speaking, Reading, and Writing domains, as measured by ESL-team progress-monitoring checkpoints and individual ELPT goal trackers. (Leading goal) By the end of the 2026–2027 school year, the percentage of English Learners who meet or exceed their ELPT growth trajectory will increase from 56.7% to 62%. (Lagging goal)
Goal 2 (Teacher-Focused)	Pre-K • 100% of Pre-K teachers implement Frog Street and Heggerty (English/Spanish) with fidelity, verified through monthly ILT walkthroughs. K–3 (all) • 100% of K-3 teachers maintain active AIM Pathways/Science of Reading completion (Act 108) and complete a unit- and lesson-preparation cycle with the Master Teacher every six weeks. K-3 • 100% of 2nd grade teachers implement a common ILT-approved intervention block and formative-assessment calendar by October 1, with twice-monthly (versus monthly) ILT co-planning, collaborative planning and clusters through May. 4th-5th Grade

Section 1B: Literacy Goals	
	100% of teachers of students will implement Guidebooks 3.0 with fidelity, maintaining rigor, verified through ILT student learning walks and cluster student work analysis.
Goal 3 (Program-Focused)	K–2 - Protect 180 minutes of daily core literacy instruction plus a non-negotiable intervention/acceleration block in the master schedule for every K-2 classroom. 3rd - Protect 110 minutes of daily core literacy instruction plus a non-negotiable intervention/acceleration block in the master schedule for every 3rd grade classroom. - Ensure every below-benchmark 3rd grader has a documented Individual Reading Improvement Plan (Act 520) and Steve Carter Tutoring voucher information. 4th–5th - Protect 90 minutes of daily core literacy instruction plus a non-negotiable intervention/acceleration block in the master schedule for every 4-5 classroom. - Prioritize Act 771 high-dosage tutoring placements first for the 31.0% of 4th graders in the Basic band. Schoolwide - Maintain a Tier III literacy specialist/coaching structure (Master Teacher + TLFs) sufficient to meet the Act 522 K-3 literacy coach requirement. - Sustain the weekly ILT (Tuesdays 3:10–4:10) and Wednesday/Thursday cluster cadence as the fixed structure for reviewing these goals against real-time data.

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.

Section 2: Explicit Instruction, Intervention and Extension

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? Every Bridgedale classroom teacher delivers Tier I using the approved HQIM below, and the 80% daily progress toward mastery goal is monitored through curriculum-embedded assessments and weekly student work analysis as part of the ILT data cycle. The Master Teacher and TLFs are trained in HQIM implementation and lead unit/lesson-preparation cycles every six weeks (K-2 Skills/Knowledge protocols for K-2; 3-12 Unit/Lesson Preparation protocols for 3rd-5th). Bridgedale weekly strategic walkthrough schedule with specific literacy look-fors and ILT protocols is twice a week for Kindergarten-1st and 3rd-5th, and elevated to three times a week for 2nd grade through May 2026 given its priority status and need area. Weekly PK literacy walks are included in the schedule. Extension resources (grades 3-12 literacy extension guidance) are used for above-benchmark students in every grade band.
Amount of time spent on daily literacy skills instruction and how it is used	Pre-K - Daily Frog Street literacy block with embedded oral language, vocabulary, and print-awareness routines; daily Heggerty phonemic awareness (10–12 minutes). Kindergarten – 2nd Grade 180 minutes of daily core literacy instruction through the JPS instructional framework (CKLA foundational skills strand + knowledge strand and Heggerty). 3rd – 5th Grade - Daily Guidebooks 3.0 instruction with explicit comprehension, vocabulary, and written-response components, plus disciplinary literacy (reading, writing, listening, speaking) embedded across content areas, including text-based reading analysis and evidence-based writing in Illustrative Math, OpenSciEd (science) and Bayou Bridges (social studies).

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Pre-K - Frog Street (Tier I curriculum); Heggerty. Kindergarten – 2nd Grade - CKLA (Core Knowledge Language Arts), foundational skills strand; knowledge strand; Heggerty; Amira for oral reading practice; classroom libraries. 3rd – 5th Grade - Guidebooks 3.0; Amira; classroom and school libraries for independent reading choice. - Reading is additionally reinforced across the school day through content-area reading analysis in OpenSciEd (science) and Bayou Bridges (social studies), where students practice close reading, text-based evidence gathering, and content-area writing tied to current units.
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? - 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 is delivered by the classroom teacher or an extensively trained literacy educator, matched directly to the specific DIBELS subtest or LEAP standard deficit identified for each student, and is scheduled outside of the Tier I block on every grade-level master schedule. Progress monitoring occurs bi-weekly for most students and weekly for 2nd grade given its priority status.
Tier II plan, including the amount of time	Pre-K - Small-group Heggerty reteach, 15–20 minutes, 3x/week, embedded in the daily schedule outside core instruction. Kindergarten – 2nd Grade - Small-group CKLA foundational skills reteach plus Amira fluency practice, 20–30 minutes daily, within the protected intervention/acceleration block; weekly progress monitoring for 2nd grade, bi-weekly for K and 1st. 3rd – 5th Grade

Section 2: Explicit Instruction, Intervention and Extension

	• Small-group comprehension/vocabulary reteach plus Amira fluency practice, 30 minutes, 3–4x/week; bi-weekly progress monitoring.
List of available interventions and their descriptions	Amira, oral reading fluency practice with automatic progress monitoring, used in K-5. HQIM small-group reteach: CKLA (K-2) or Guidebooks (3-5) skill-specific small-group instruction tied to the most recent screener/diagnostic data. Act 771 High-Dosage Tutoring: minimum 30 minutes, 3x/week, for at least 10 weeks, for any K-5 student below proficiency. Priority is given to 2nd grade Well Below students and 4th grade Basic-band students.
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? Every Bridgedale classroom teacher delivers Tier I using the approved HQIM below, and the 80% mastery threshold is monitored through curriculum-embedded assessments at every ILT data-day cycle. The Master Teacher and TLFs are trained in HQIM implementation and lead unit/lesson-preparation cycles every six weeks (K-2 Skills/Knowledge protocols for K-2; 3-12 Unit/Lesson Preparation protocols for 3rd-5th). Walkthrough cadence is bi-weekly for Kindergarten and 1st grade, monthly for Pre-K and 3rd-5th, and elevated to twice-monthly for 2nd grade through December 2026 given its priority status. Extension resources (grades 3-12 literacy extension guidance) are used for above-benchmark students in every grade band.
Tier III plan, including the amount of time	K-2 • 50 minutes daily of data driven small group, delivered outside the Tier I block by a trained literacy educator; twice a month progress monitoring. 3rd – 5th Grade

Section 2: Explicit Instruction, Intervention and Extension

	• Intensive fluency and comprehension intervention matched to current student data, 30 minutes, 3–4x/week; weekly progress monitoring for students with a documented history of significant reading deficiency.
List of available interventions and their descriptions	MClass, multisensory, structured-literacy Tier III program for K-3 students, including those with characteristics of dyslexia. Intensive fluency/comprehension intervention (4th-5th): matched to current diagnostic data for students continuing structured-literacy support from 3rd grade.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August	Create first cycle of ILT and Cluster 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 and creating Unit Maps. -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be progress monitored, 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
	September-November	Develop and plan strong core instruction using HQIM and acceleration groups and lessons aligned to student needs	ILT, teachers, WIN facilitators	-strong Tier I using HQIM core with intention (CKLA K-2 and Guidebooks 3) - WIN planning -Student individual progress	• Amira - 60 minutes • Guidebooks and CKLA • Unit unpacking, unit maps, lesson planning • 80% daily progress toward mastery through students sounds, discussions, written responses, exit tickets • WIN small groups

Action Plan					
				monitoring during core	
	December	Continue strong core and acceleration Reassess students	ILT, teachers, WIN facilitators	Unit/lesson plans, MOY screener and data	MOY data Walk through for literacy and early literacy HQIM foundational skills Student reading, writing, speaking, and listening - language checkup
	January-February	Continue to plan and implement core instruction using HQIM and acceleration groups and lessons aligned to student needs	ILT, teachers, WIN facilitators	-strong Tier I using HQIM core with intention (CKLA K-2 and Guidebooks 3)) - WIN planning -Student individual progress monitoring during core	• HQIM planning - Guidebooks and CKLA • Amira - 60 minutes • Unit unpacking, unit maps, lesson planning • 80% daily progress toward mastery through students sounds, discussions, written responses, exit tickets • WIN small groups
	March-April	Plan and implement strong core instruction using HQIM and acceleration groups and lessons aligned to student needs	ILT, teachers, WIN facilitators	-strong Tier I using HQIM core with intention (CKLA K-2 and Guidebooks 3)) - WIN planning -Student individual progress monitoring during core	• HQIM planning - Guidebooks and CKLA • Amira - 60 minutes • Unit unpacking, unit maps, lesson planning • 80% daily progress toward mastery through students sounds, discussions, written responses, exit tickets • WIN small groups
	May	Continue strong core and acceleration	ILT, teachers, WIN facilitators	Unit/lesson plans, MOY	MOY data Walk through for literacy and early literacy

Action Plan					
		Reassess students		screener and data	HQIM foundational skills Student reading, writing, speaking, and listening - language checkup

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 (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)
HQIM	Strong core instruction, foundational skills	Teachers and para professionals
Amira	Literacy instructional program for acceleration	Teachers, paras, and families
Air Reading	HDT, intervention, skill building	Teachers and paras

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?

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
Aug/Sept	Dibels and Literacy Nights	translation	La Voz
January	Dibels/Literacy MOY	Translation, diverse learners, support	Literacy team, coach, JP Library

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

Section 5: Alignment to Other Initiatives		
Goal setting and monitoring	Alignment to school Thrive (mastery+) and grow goals	Student progress in daily work, benchmark and BOY/Mou Dibels data
Pre-kindergarten early literacy	Building strong foundations in early literacy (PK students)	Student daily progress and TS Gold

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/Families	Literacy Night	October 14th
School Teams	Clusters	Week of September 8th