Literacy Plan

METAIRIE ACADEMY/Jefferson Parish Schools

Lisa L Babin/Principal

James Gray/Superintendent

August 31, 2026

LOUISIANA'S LITERACY PILLARS

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	Metairie Academy for Advanced Studies envisions a community where every student develops the necessary literacy skills needed to thrive and grow academically, socially, and individually to be well rounded responsible citizens. Through equal access to evidence-based instruction, high quality tier 1 curriculum, interventions, and partnerships with families and communities, every child will become a proficient reader and a deep critical thinker.
Literacy Mission Statement	Metairie Academy for Advanced Studies is committed to providing students with instruction that is evidence-based and founded in the science of reading. Our mission is to ensure that every child receives high quality instruction utilizing the LDOE tier 1 curriculum CKLA Knowledge, CKLA Skills, and Guidebooks to build each child's literacy skills in the domains of reading, writing, speaking and listening that will foster a love of reading and writing.

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?	
LEAP STUDENT GOAL	By the end of the 2026-2027 school year, at least 98% of students in grades K-3 will score At/Above the benchmark on DIBELS, or meet or exceed their individual DIBELS growth target from beginning-of-year to end-of-year. *80 % of students will score ABOVE the benchmark • Kindergarten: increase students above benchmark from 92 % to 94% • Grade 1: increase students above benchmark from 90% to 92% • Grade 2: increase students above benchmark from 75% to 78% • Grade 3: Increase students above benchmark from 80% to 83% By the end of the 2026-2027 school year, the percentage of students scoring advanced on the Spring LEAP ELA assessment will increase by at least 3 percentage points across grades 3-5. • ELA Grade 3: Increase advanced from 38% to 44% • ELA Grade 4: Increase advanced from 61% to 64% • ELA Grade 5: Increase advanced from 15% to 20% 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. (Leading Goal) By the end of the 2026-2027 school year, at least 75% of students receiving Tier II and Tier III literacy intervention, including English Learners and students with disabilities will meet or exceed their individual literacy growth targets as measured by aligned progress-monitoring data.
ELA LEAP TEACHER GOAL	By the end of the 2026-2027 school year, the percentage of students scoring advanced on the Spring LEAP ELA assessment will increase by at least 3 percentage points across grades 3-5.

Section 1B: Literacy Goals	
Goal 3 (Program-Focused)	By May 2027, the instructional leadership team will conduct weekly Literacy-focused meetings, to analyze student work collected, identify trends and plan actionable next steps. By May 2027, 100% of K-5 teachers will have completed Literacy coursework and access to ongoing instructional coaching aligned to identified teacher and student needs, with coaching cycles and follow-up support documented throughout the school year.

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	ELA allocated minutes include acceleration/remediation in literacy skills.
English Language Arts textbooks	AMPLIFY CKLA :PreK (K materials)/ K (grade 1 materials/ 1st (grade 2 materials)/ 2nd (grade 3 materials)

Section 2: Explicit Instruction, Intervention and Extension	
and instructional materials used	LA Guidebook Units: 2nd (grade 3)/ 3rd (grade 4)/ 4th (grade 5)/ 5th (grade 6)
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?
Tier II plan, including the amount of time	Daily 30 minute small group interventions using HQIM led by classroom teacher/ HQ staff member
List of available interventions and their descriptions	Resources including LEXIA, iReady, Amplify mClass
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	IASP- Utilizing AIR Reading program 3 x weekly 30 mins Daily 30 minute small group interventions using HQIM led by classroom teacher/ HQ staff member
List of available interventions and their descriptions	Resources including LEXIA, iReady, Amplify mClass / AirReading

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

Action Plan					
					diagnostic data, culminating student work
	September/October	*Administer Literacy screener (DIBELS) *Establish targeted skills plans/groups *Review progress monitoring results	Master Teacher, Classroom Teacher	mClass resources, Benchmarks, Plans for skills,	
	December/January	*Administer Literacy screener (DIBELS) *Refine targeted skills plans/groups *Review progress monitoring results	Master Teacher, Classroom Teacher	mClass resources, Benchmarks, Plans for skills,	
	April/May	*Administer Literacy screener (DIBELS) *Analyze EOY data *Establish need for reinforcements (summer) *Evaluate growth per student/class/teacher) *Review LEAP results	Principal, Master Teacher, Classroom teacher	Data Sheets Student Individual academic support plans	

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.)*
August 2026	HQIM Resources- District Guided; District Sessions on CKLA, Guidebooks	All Faculty/Staff
September 24	Literacy Event for Families	2nd grade teachers, SPED staff
November 2, 2026 January 6, 2026 March 8, 2026	School Based PD Supported by District Sessions	Faculty/Staff
Weekly Clusters	School based professional learning community focused on developing rigor to HQIM; analyzing data trends to identify student needs/groups for additional support; etc.	Faculty/Staff

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?**
BOY Literacy data reflection/ Establish student needs	BOY mCLASS, diagnostic, HQIM, and prior-year data used to to identify student needs	Data sheets, student work, teacher plans
HQIM Productive Planning for Instructional Rigor	Planning for the mastery of the essential standard(s) with opportunities for elevating to ADV levels of thinking	Collection of student work
Specialized small group planning	Use literacy data to develop individual plans for student needs	Data sheets, student work samples
Data Discussions/Review	Evaluate progress & establish next steps	

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

Section 4: Family Engagement Around Literacy			
August 18, 2026	Parent Orientation	In person	Parents
Sept & Oct/ January/ March & April	Updated information to families for student readiness levels and growth	Weekly test papers- Email communications-Phone or in person conferences	Families
September 24 2026	Family Literacy and Numeracy Night	In person-Materials sent home	Parents
January 2027	LEAP Information Event	In person-Materials sent home	Families

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
Engagement & Communication	Families utilize suggestions to support student	Ongoing communication
High Dosage Tutoring	Targeted supports for students	

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.

Section 6: Communicating the Plan

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
School Community	Weekly Memo Monthly Newsletter	
K-3 Literacy & Numeracy	Aug 2026 Parent Orientation September 2026 EVENT January 2027 Family information session	