

**Local Literacy Plan for
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Ninon Ledesma/Principal
James Gray, Superintendent
09-01-26**

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

Birney envisions a school community where every student is a fluid and competent reader able to decode, blend, make sense and construct meaning as they read.

Literacy Mission Statement	To empower every student to become a confident reader, writer, speaker, and thinker. We celebrate the languages and cultures our students bring, providing equitable, high-quality science of reading based literacy instruction that builds strong foundations in phonemic awareness, comprehension and writing through the use of targeted lessons using CKLA and Guidebook curriculum aligned to the standards to amplify every student voice, and inspires a lifelong love of learning
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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 64.5% 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 10% to 30% • Grade 1: Increase students at or above benchmark from 54.41% to 65% • Grade 2: Increase students at or above benchmark from 65.75% to 70% • Grade 3: Increase students at or above benchmark from 57.83% to 65% 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 2% percentage points across grades 3–5. (Lagging Goal) 1. ELA Grade : Increase Mastery/Advanced from 38.6% to 40% 2. ELA Grade 4: Increase Mastery/Advanced from 28% to 30% 3. ELA Grade 5: Increase Mastery/Advanced from 44% to 46%

Section 1B: Literacy Goals

	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 80% 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. (Lagging Goal)
Goal 2 (Teacher-Focused)	• By the end of August 2026, our new K-3 teachers will receive training on CKLA HQIM • By September 1, all support staff will receive training on how to conduct Intervention groups using Lift and Fire Kits as well as HQIM. • By September, all teachers will successfully use curriculum-embedded assessments to drive instruction. • By October, all teachers will be able to align the HQIM assessments to the standards. • By the end of November, 90% of grades 3-5 teachers observed will demonstrate proficiency on the rubric implementation checklist. • By November, the teachers will be able to use assessment data to make instructional moves and shifts.
Goal 3 (Program-Focused)	• Beginning in August the ILT will meet weekly to use student data to make instructional decisions for the campus. • 100% of grade levels will conduct a weekly Cluster where teachers collaborate on student data and what transferred and their effectiveness. • Content Clusters as needed in the long range plan. ELA teachers work together to make connections in the vertical progression, assessment rigor and student analysis of ALL data. • By September 1st, All teachers will implement HQIM and small group intervention.

Section 1B: Literacy Goals

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

- Students in grades K-2 spend 180 minutes a day on English Language Arts using the CKLA curriculum where they spend time working in (Skills, Knowledge & Interventions)
- Students in grades 3-5 receive 110 minutes daily in ELA block using Louisiana ELA Guidebooks.
- Tier 1 instruction includes:
- Daily standards aligned literacy instruction using CKLA for our students in K-2 and Louisiana ELA guidebooks in grades 3-5
- Teachers create a unit wall based on their unit preparation and daily lesson preparation to ensure coherent, grade level instruction aligned to the LSS.
- Flexible data informed small group instruction and extensions based on HQIM assessments and ongoing classroom evidence.
- Teachers implement evidence based best instructional practices aligned to the literacy indicators of the Educator Rubric.
- High quality core literacy instruction is provided to all students. Students with disabilities and EL receive appropriate accommodations,

Section 2: Explicit Instruction, Intervention and Extension

	supports, and specially designed instruction, as applicable, to ensure access to grade level literacy instruction. To support healthy Tier 1 instruction, weekly Teacher Collaboration, classroom walkthroughs, and ILT follow up are used to evaluate the effectiveness of instruction, monitor implementation, and determine instructional next steps.
English Language Arts textbooks and instructional materials used	Core Instructional Materials - K-2 CKLA workbooks Skills, Knowledge and (online platform) 3-5 ELA Guidebooks workbook (Online platform as well as anchor text) - 3rd Cajun Folktales, 4th Hurricanes, Lightning Thief, and Olympians 5th Birchbark House, The Lion Witch and Wardrobe - Supplemental Instructional Materials Used Louisiana Dept of Education instructional resources and planning tools.
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 plan, including the amount of time	Bell Schedule (guidance from LDOE to Maximize Efficiency) - Tier II Intervention is delivered by content strong literacy teachers in flexible small groups during scheduled intervention and is designed to ensure students do not miss Tier 1 instruction. - Students in 3rd grade who are identified as needing reading skills support are provided Tier II support through a contracted company Air Reading to work with students during the 30 minutes of acceleration time 3 times a week. - All educators providing Tier II instruction are trained in the materials. - Students who are identified as needing additional support to access Tier 1 will receive 30 minutes of Tier II interventions daily during Acceleration time, which is additional to the Tier 1 instruction. - K-2 students receive an hour of Acceleration time daily to work on whatever they need. - Interventions are delivered through a combination of explicit teacher led instruction based on student needs.

Section 2: Explicit Instruction, Intervention and Extension

	- Intervention intensity is coordinated among classroom teachers, interventionist, special education teachers, and English Learner teachers to ensure aligned instruction. - Progress monitoring of Tier II interventions is conducted every 14 days to track student progress and adjust interventions as needed. At least 3 data points are collected over 6 weeks and discussed before any change intervention. - Teachers and support staff reinforce intervention goals within Tier I by providing targeted feedback, based on students' performance during practices to address specific needs and reinforce learning. Teachers also provide opportunities for students to practice newly learned skills across classroom tasks.
List of available interventions and their descriptions	Fire, Lift, Air Reading, Science of Reading, Lexia, and MClass
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - 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	30 minutes at least twice weekly by teachers, intervention teacher, High Dosage Tutoring Teachers CKLA/ Guidebook Supports
List of available interventions and their descriptions	Reading intervention teacher small group instruction Weekly Tracking of literacy focus area for each student

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

Action Plan

					10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work
ELA HQIM as as Resources & Content Mastery	August 26-May 27	Create a plan of improvement using the HQIM and resources as well as Unit Assessments to guide instruction. CKLA & GB Backwards plans during Winning Wednesday to create unit walls. Reflections on student transfer	Teachers/ILT	CKLA & Guidebook Curriculum Achievement Level Descriptors	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -80% of students work analysis transfer of information on unit assessment or culminating writing task. -Measureable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. -Walk through feedback -Lesson plan exemplars to the rigor of the standard -Bubble students meeting their growth goals based on achievement level descriptors based on their own goals in their student folders.

Action Plan

K-3 DIBELS & BM growth	August '26-May '27	BOY-MOY- EOY assessment to establish and track progress and determine yearly growth. Small group interventions MClass, Lexia, Air Reading as well as Amira Progress Monitoring for all students bimonthly or monthly based on student need	Teacher/ Interventionist/ ILT	DIBELS	Look for evidence through MClass and Lexia platforms. Progress monitoring reports Student work samples Evidence: DIBELS EOY and Post assessment scores
ILT Mtgs.	August '26-May'27	To build coaching and reflective practices based on analysis of student work. Use current teacher/ student data to refine PD cycle focus Cluster Content schedule	ILT/ MT/ESL Coach	Weekly student work Walk through feedback Student and teacher schedule	Review feedback given to teachers and observe through walk throughs and coaching sessions steps of progress toward goals. Ensure new cycle goals PD are planned and executed in chunks for easier learning and implementation.
Family Engagement	Quarterly	Facilitate Family events to provide information to parents	Teachers, Admin., Staff	Newsletters Translated Materials	Conduct family literacy engagement demonstrations that assist families in

Action Plan

		DIBELS Night 9/30/26 ELPT Night 2/3/27 Literacy Family Night 1/28/27 LEAP Night 3/11/27 Parent Infor Night 9/17/26		JCampus text messages	understanding state and district testing. Share overall school goals with families and provide updates.

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>
Aug. 1-5	HQIM overview to know resources and expectations and alignment to standards	All teachers
Aug -May	Science of Reading Training	K-5 teachers
Oct	Literacy Training	K-5 ELA teachers and ESL teachers

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

4. What is the ILT/TC long-range plan to support literacy?
5. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
6. How/when is the effectiveness of cycles monitored?
7. Is HQIM embedded in the cycles and long-range plans?
8. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
9. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Backwards plan, Lesson Plan, Assessment exemplars	By 10/26 the ILT will develop a plan of support to help teachers create Backwards planning and unit wall creations. They will monitor HQIM	Walk through feedback, student work analysis, planning,

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

	alignment to the standard and assessments by creating look fors. This will result in improved teacher planning and instructional coherence leading to increased student mastery.	analysis of assessments.
Intended learning lesson and assessment focus	By 12/26 the ILT will help refine the learning lens to critical lessons in the unit of study for students. This will result in improved teacher planning and understanding of student needs leading to increased student mastery.	Tracking of students work through curriculum embedded assessments and coaching plans and walkthrough feedback.

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
August, October, January March	Jefferson Parish Library	The library will come to each of our afterschool events for parents to sign up and learn about the library	JP Library

Section 4: Family Engagement Around Literacy

November	Dictionary Project	Students in 3 rd grade will receive a free dictionary to use in their writing	River Region Republican Women
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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
CSLD Grant	New teacher literacy program to support use of HQIM	Implementation of the CKLA curriculum for K-2
Scholastic Book Fair	Students can purchase books from	Students reading books

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
- 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.
- Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
- Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Section 6: Communicating the Plan		
Stakeholder Group	Plan for Communicating	Timeline
All	Birney website page	26- 27 year
Parent and Families	Monthly Newsletter to parents	26-27 year