

**Local Literacy Plan for
Bissonet Plaza/Jefferson Parish
Nancy Suarez, Principal
Dr. James Gray, Superintendent
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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

At Bissonet Plaza, every student will become a confident, capable, and lifelong reader, writer, and communicator.

Literacy Mission Statement

L.E.A.R.N.
Learning everyday all we really need to succeed!

Our mission is to ensure that every student develops the literacy skills necessary to access, understand, and communicate ideas across all content areas. Through high-quality instruction, evidence-based practices, diverse and engaging texts, and intentional support, we will build strong readers and writers who are prepared for success in school, career, and life.

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?

Section 1B: Literacy 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)

- Increase K–3 students performing at or above benchmark on DIBELS from the current range of 64.40%–70.70%.
 - K: Increase students at or above benchmark to 70.3%
 - 1: Increase students at or above benchmark from 59.1% to 68.2%
 - 2: Increase students at or above benchmark from 64.9% to 68.8%
 - 3: 1: Increase students at or above benchmark from 69.5% to 76.3%
- Increase Grades 3–8 students scoring Mastery+ on LEAP ELA from 28.7%–40.6%.
 - 3: Increase Mastery/Advanced to 35.6%
 - 4: Increase Mastery/Advanced from 9.5% to 20.6%
 - 5: Increase Mastery/Advanced from 38.7% to 46.8%
 - 6: Increase Mastery/Advanced from 24.2% to 37.9%
 - 7: Increase Mastery/Advanced from 23.1% to 36.9%
 - 8: Increase Mastery/Advanced from 39.3% to 45.9%

Goal 2 (Teacher-Focused)

- Monitor the progress of bubble students throughout daily lessons, using student work in real-time to adjust instructional supports.
- Teachers in grades K–3 utilize the DIBELS platform to monitor student progress and implement instructional plans based on data and recommendations from each progress monitoring cycle.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

- Establish a consistent Student Work Analysis Protocol across grade levels.
- Administrators, Master Teachers, Mentor Teachers, and ESL/other instructional support personnel will provide coaching, modeling, observation, and feedback.

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

- K-2: CKLA Skills 60 minutes daily instruction
- K-2: CKLA Knowledge 60 minutes daily instruction
- 3-8: ELA Guidebooks 90 minutes daily instruction

English Language Arts textbooks and instructional materials used

- K-2: CKLA Skills 60 minutes daily instruction
- K-2: CKLA Knowledge 60 minutes daily instruction
- 3-8: ELA Guidebooks 90 minutes daily instruction

Section 2: Explicit Instruction, Intervention and Extension

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	• Grades K-2: 60 minutes of daily acceleration/remediation time • Grades K-1: ELA teacher guided, intentional instructional grouping and lessons from mCLASS, Lexia and Amira • Grades 2 and 3 are being provided Tier II interventions through Air Reading along with Lexia, Amira and teacher guided, intentional instructional grouping and lessons from mCLASS • Grades 3-8: 30 minutes of daily acceleration/remediation time • Grades 3-8: Tier II interventions include Lexia Power Up, Amira and teacher lead small groups based on student need
List of available interventions and their descriptions	• Grades K-2: 60 minutes of daily acceleration/remediation time • Grades K-1: ELA teacher guided, intentional instructional grouping and lessons from mCLASS, Lexia and Amira • Grades 2 and 3 are being provided Tier II interventions through Air Reading along with Lexia, Amira and teacher guided, intentional instructional grouping and lessons from mCLASS • Grades 3-8: 30 minutes of daily acceleration/remediation time • Grades 3-8: Tier II interventions include Lexia Power Up, Amira and teacher lead small groups based on student need
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	• Daily interventions in a small group to target specific skills. Progress monitoring will be conducted weekly to track data. Each cycle will take place for 3 weeks. ○ mCLASS interventions (30 minutes a day) ○ Air Reading - 90 minutes (3 days per week for 30 minutes a day)
List of available interventions and their descriptions	• SPIRE-structured, multisensory reading intervention program designed primarily for students who need additional support with reading, particularly students with dyslexia or other reading difficulties. • Lexia - structured, multisensory reading intervention program designed primarily for students who need additional support with reading, particularly students with dyslexia or other reading difficulties. • Air Reading - a live, virtual reading intervention program designed to improve foundational literacy skills for students in kindergarten through 8th grade.

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
	October-December	Conduct literacy walkthroughs and coaching cycles focused on HQIM fidelity, explicit instruction, differentiation, and student engagement. Establish intentional small-group instruction and Tier II/III interventions based on DIBELS, mCLASS, and other student data, with progress monitoring cycles for identified students.	ILT / Instructional Coach / Master Teachers / Mentor Teachers / ESL Coach / Classroom Teachers	CKLA; ELA Guidebooks; DIBELS; mCLASS; Lexia; Amira; AIR Reading; SPIRE	Walkthrough and coaching data demonstrate implementation of effective literacy practices. Intervention schedules, student groups, and progress monitoring data demonstrate that instruction and interventions are aligned to student needs.

Action Plan					
	January– March	Analyze MOY literacy data and student work to adjust core instruction, small groups, and interventions for students not meeting benchmark or approaching Mastery+. Continue coaching, walkthroughs, and progress monitoring cycles to strengthen HQIM implementation and respond to student performance data.	ILT / Instructional Coach / Master Teachers / Mentor Teachers / ESL Coach / Classroom Teachers	DIBELS; mCLASS; LEAP/district benchmark data; student work; CKLA; ELA Guidebooks; Lexia; Amira; AIR Reading; SPIRE	MOY data and student work demonstrate growth and inform instructional adjustments. Walkthrough, coaching, and progress monitoring data demonstrate improved instructional practices and student response to intervention.
	April-May	Analyze EOY DIBELS, LEAP, and other literacy data to measure progress toward school literacy goals and identify remaining student needs. Evaluate the effectiveness of literacy instruction	ILT / Instructional Coach / Master Teachers / Classroom Teachers / Interventionists	EOY DIBELS; district benchmark data; student work; intervention data; Lexia; AIR Reading; Amira; SPIRE; mCLASS	EOY data demonstrates student growth from BOY/MOY and progress toward literacy goals. End-of-year analysis identifies effective practices, intervention outcomes, areas for growth, and priorities for the following school year.

Action Plan					
		and interventions and establish priorities for continued support and professional learning for the following school year.			

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 3rd-6th	Student Work Analysis, Amplify CKLA: Instructional Routines and Strategies that Align with mClass DIBELS 8, Using the HQIM to Teach ELA	All faculty members
September, October, February, March (4 Saturdays)	• Unit unpacking • Assessments • Using student data to drive instruction • LEAP Preparation	All faculty members
11/2, 1/6, 3/8	District Professional Development Days	All faculty members
Weekly Clusters	Student Work Analysis	All Teachers
Monthly Clusters	District/Network Support	Principal Master Teachers
August-May	Science of Reading Training	All K-3 Teachers

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?

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

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?
- HQIM implementation and lesson internalization - Phonemic awareness and foundational skills - Phonics instruction and decoding - Fluency development - Vocabulary and language comprehension - Knowledge-building and comprehension - Writing instruction - Small-group and differentiated instruction - Data analysis and instructional response - Progress monitoring and intervention - Student work analysis - LER indicator implementation and evidence collection - Teacher observation, feedback, and instructional coaching - Supporting multilingual learners and students with diverse literacy needs	By the end of the cycle, ILT and TC teams will use HQIM, student literacy data, and LER indicators to identify a specific instructional need, implement a targeted action step, and analyze evidence of teacher implementation and student progress to determine next steps.	Success is monitored through evidence of teacher implementation and student impact, including: - Review of HQIM lesson plans, lesson internalization, and instructional artifacts. - ILT/TC meeting notes documenting action steps, reflection, and follow-up. - Classroom observations or learning walks using relevant LER indicators. - Analysis of student work and literacy assessment/progress-monitoring data. - Teacher feedback and evidence of changes in instructional practice. - Comparison of baseline and end-of-cycle data to determine growth. - A cycle-end reflection to identify successes, barriers, and 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
November 9-12, 2026	Book Fair & Literacy Night	Provide accessible books and reading materials; offer books at varied reading levels; provide accommodations for students with disabilities and multilingual learners; create accessible family activities.	Jefferson Parish Library
March 5, 2026	Read Across America	Offer books representing diverse abilities, cultures, and experiences; provide read-alouds from community members to promote inclusion, representation, and a love of reading.	Jefferson Parish Community Members
March 2027	Book Fair & Literacy Night	Provide accessible books and materials; include books featuring diverse abilities and backgrounds; offer family literacy activities accessible to all learners; provide	Jefferson Parish Library

Section 4: Family Engagement Around Literacy

		multilingual resources when possible.	
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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
Title I School Wide Plan	Use of Title I funds to support literacy through the purchase of an additional Master Teacher.	Daily and Weekly Progress Monitoring, Benchmarks, Annual Assessments

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
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Section 6: Communicating the Plan

Teachers	Communicate expectations through faculty meetings, grade-level collaboration, professional learning, coaching cycles, and data meetings. Teachers will review student data and use results to adjust instruction, small groups, and interventions.	Professional Development, ILT, Cluster Meetings
Students	Communicate literacy goals and progress through classroom instruction, goal-setting, student conferences, and feedback on reading and writing performance.	Ongoing
Families	Communicate literacy goals, student progress, available supports, and strategies families can use to support reading at home through newsletters, conferences, family literacy events, and school communication platforms.	Ongoing
Community Partners	Share literacy goals and opportunities for partnership through literacy events, community engagement activities, and school communications.	As needed