

**Local Literacy Plan for
Jefferson Terrace Academy
Dr. Joy Watson, Principal
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August 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

At Jefferson Terrace Academy, every student will develop the knowledge, skills, confidence, and perseverance to become a successful reader, writer, speaker, and thinker. Across PreK-8, students will receive rigorous, standards-aligned Tier I literacy instruction through HQIM, with explicit foundational skills, meaningful reading and writing, academic discourse, and targeted support based on student need. Teachers will engage in collaborative planning, data analysis, lesson internalization, and reflective practice so that literacy instruction is coherent, equitable, and responsive

Literacy Mission Statement

Our mission is to improve literacy outcomes for every JTA student by consistently implementing HQIM and high-quality Tier I instruction, using data to provide timely intervention and extension, strengthening teacher practice through PLCs and coaching, and partnering with families to support literacy development.

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)	<u>Kindergarten-Third Grade</u> By the end of Instructional Cycle 1, following the second DIBELS progress-monitoring assessment, at least 70% of K-3 students will score Benchmark or Above. <u>Fourth-Eighth Grade</u> By the end of 2026-2027, JTA will increase ELA Mastery+ from 36.9% to 42.0
Goal 2 (Teacher-Focused)	At least 90% of reviewed ELA/literacy lesson plans will align to Louisiana Student Standards, HQIM, LER, and Cycle 1 priorities; at least 85% of observed classrooms will demonstrate high-quality Tier I instruction, differentiation, purposeful small-group instruction, and identified literacy priorities.
Goal 3 (Program-Focused)	JTA will implement a coherent PreK-8 literacy system that includes protected literacy blocks, HQIM, BOY/MOY/EOY screening and formative assessment, targeted intervention/extension, regular PLC/data cycles, coaching, and family communication. At least 90% of teachers will implement approved instructional action plans.

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?
Amount of time spent on daily literacy skills instruction and how it is used	K-2 120 Minutes 3-5 90 Minutes 6-8 90 Minutes
English Language Arts textbooks and instructional materials used	CKLA (K-2) MyView (3-5) MyPerspectives (6-8) Heggerty (PreK-1) FrogStreet (PreK)
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	Tier II intervention will occur for 20–30 minutes daily, depending on grade level and student need. Students will receive targeted instruction aligned to DIBELS skill deficits (phonological awareness, decoding,

Section 2: Explicit Instruction, Intervention and Extension

	word reading, fluency, comprehension). Tier II occurs in addition to the protected Tier I literacy block and does not replace core instruction.
List of available interventions and their descriptions	CKLA Skills Small-Group Lessons — Targeted decoding, encoding, phonics, and fluency aligned to student skill gaps. Heggerty Intervention (K–1) — Intensive phonological awareness routines for students below benchmark. Decodable Text Routines — Daily practice with controlled texts to build accuracy, automaticity, and confidence. DIBELS Intervention Lessons — Skill-specific lessons aligned to BOY/MOY/EOY data (PA, NWF, ORF, Maze). MyView/MyPerspectives Small-Group Support (3–8) — Vocabulary, comprehension, and written response scaffolds using grade-level texts. Fluency Practice Cycles — Repeated reading, partner reading, and modeled fluency routines.
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	Tier III intervention will occur 45 minutes daily , delivered by trained literacy staff or SPED/EL specialists using intensive, research-based intervention aligned to student diagnostic data. Progress monitoring occurs weekly .
List of available interventions and their descriptions	SPIRE — Intensive, structured literacy intervention for decoding, encoding, fluency, and comprehension. Explicit Comprehension Intervention — Scaffolded instruction using leveled texts, graphic organizers, and text-dependent questioning.

Section 2: Explicit Instruction, Intervention and Extension

	Small-Group Writing Intervention — Explicit sentence-level and paragraph-level writing instruction for students with LEAP writing deficits.
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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
2	August-May	Implement CKLA, MyView, and MyPerspectives with fidelity. Internalize lessons weekly in PLCs. Identify success criteria, CFUs, scaffolds, and writing opportunities. Conduct weekly walkthroughs aligned to LER indicators.	Principal, ILT, ELA Leads, Teachers	HQIM, Louisiana Student Standards, LER, lesson plan templates	90% lesson-plan alignment 85% Tier I walkthrough proficiency Student work aligned to grade-level tasks CFAs showing growth in comprehension, vocabulary, and writing
3	BOY/MOY/EOY + Weekly Progress Monitoring	Administer DIBELS with fidelity. Analyze data by grade, skill, subgroup. Adjust small-group instruction based on progress monitoring. Use CFAs and student work to refine Tier I and intervention.	ILT, Teachers, Interventionists	DIBELS, CFAs, LEAP data, student work, trackers	-100% BOY completion -Documented instructional adjustments -Movement from Well Below/Below toward Benchmark

Action Plan					
4	Daily/Weekly	Provide explicit small-group instruction aligned to skill deficits. Progress monitor weekly (Tier III) or biweekly (Tier II). Adjust intensity, group size, and focus based on student outcomes. Provide extension for students at/above benchmark.	Teachers, SPED/EL Staff, ILT	Decodables, fluency tasks, HQIM intervention materials	-Growth on progress monitoring -Evidence of differentiated groups -Increased fluency and comprehension scores
5	August-May	-Internalize HQIM writing tasks. -Teach R.A.C.E. explicitly. -Use exemplars, rubrics, and success criteria. -Analyze writing samples in PLCs.	ELA Teachers, ELA Lead, ILT	HQIM writing tasks, rubrics, exemplars	-Improved CFA/LEAP writing performance -Stronger student writing artifacts

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	Tier I ELA instruction using HQIM; JTA instructional expectations; ELA non-negotiables; lesson plan guidelines; LER alignment	Teachers, ILT
August, September	DIBELS administration fidelity; data interpretation; progress monitoring; intervention grouping	K–3 teachers, literacy leaders
Weekly PLCs	HQIM lesson internalization; success criteria; checks for understanding; pacing; writing opportunities; student work analysis; reteach planning	ELA teachers, ILT
Monthly/Cycle Based	Data analysis using DIBELS, CFAs, LEAP-aligned tasks, student work, subgroup evidence	ELA teachers, grades 3–8
September	Writing instruction using HQIM tasks; R.A.C.E. strategy; sentence-level supports; exemplar analysis	ELA teachers, grades 3–8
November	Fluency routines; comprehension scaffolds; vocabulary instruction; intervention adjustments based on MOY data	K–8 teachers, interventionists

Section 3A: Professional Learning: Partners (if applicable)

November	LEAP writing expectations; text-dependent analysis; CFA alignment; reteach planning	Grades 3–8 teachers, ILT
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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?
CKLA Skills & Knowledge Lesson Internalization	Strengthen Tier I instruction by ensuring teachers internalize lesson purpose, success criteria, CFUs, and scaffolds before instruction.	LER-aligned walkthroughs; annotated lesson plans; student work aligned to lesson objectives; 80%+ mastery on curriculum-based assessments.
DIBELS BOY → PM1 Data Analysis & Grouping	Ensure accurate intervention grouping and early identification of foundational skill gaps to move students toward 70% Benchmark by Cycle 1.	DIBELS progress-monitoring growth; documented group adjustments; intervention lesson plans; movement from Well Below/Below → Benchmark.
Writing to Text Using HQIM Tasks	Increase reading fluency and comprehension through repeated reading, modeled fluency, vocabulary routines, and text-dependent questioning.	ORF/Maze progress-monitoring; fluency trackers; comprehension exit tickets; walkthrough evidence of fluency routines.

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

Tier II/Tier III Intervention Planning & Adjustment	Strengthen intervention fidelity by aligning skill deficits to progress-monitoring tools and adjusting intensity weekly.	Weekly Tier III PM data; biweekly Tier II PM data; intervention logs; student movement across risk categories.
LEAP Comprehension & Evidence-Based Responses	Build proficiency in literary/informational text comprehension and evidence-based writing using HQIM tasks and CFA alignment.	CFA comprehension scores; LEAP-aligned tasks; student annotations; evidence of text-dependent questioning in walkthroughs.

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 (screeners 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
BOY	Share literacy goals, DIBELS/i-Ready/CFA/LEAP results	Family-friendly explanations, translated materials, conferences	JTA Teachers, ILT
Ongoing	Module information + at-home literacy activities	ClassDojo, newsletters, digital/paper options	Teachers, Families

Section 4: Family Engagement Around Literacy			
Fall	Family Literacy Night (fluency, vocabulary, comprehension, writing)	Hands-on demos, take-home resources	JTA Staff, Community Partners
Spring	LEAP Literacy Night	Sample questions, reading passages, writing prompts	JTA Staff, Community Partners
Quarterly	Celebrate literacy growth	Certificates, displays, announcements	JTA Staff, Families
Conferences	Meet with families of students receiving intervention	Clear Tier II/III explanations, at-home strategies	Teachers, Interventionists
EOY	Share literacy growth + summer literacy plan	Summer reading lists, library resources	JTA Staff, Local Library

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
JTA Schoolwide / ILT Long-Range Plan	Aligns literacy goals with K–3 DIBELS Benchmark targets, Grades 4–8 ELA Mastery+ goals, Cycle 1 action plans, Tier I instruction, and intervention priorities.	Review DIBELS and LEAP-aligned data; analyze Cycle 1 action plans; walkthrough data; PLC artifacts; student work; coaching feedback

Section 5: Alignment to Other Initiatives

HQIM / Tier I Instruction	HQIM (CKLA, MyView, MyPerspectives) provides the foundation for grade-level reading, writing, vocabulary, and comprehension tasks with appropriate scaffolds.	Monitor HQIM implementation through lesson plans, internalization artifacts, walkthroughs, CFUs/exit tickets, and PLC discussions.
Literacy Essential Requirements (LER)	LER expectations reinforce standards-aligned instruction, meaningful student tasks, academic discourse, reading comprehension, writing, and checks for understanding.	Conduct LER-aligned walkthroughs; review lesson plans, student work, questioning, discourse, CFUs, and coaching documentation.
i-Ready Reading	Provides diagnostic information to identify strengths and literacy needs; supplements Tier I instruction and supports intervention planning.	Review diagnostic and growth data in PLCs; compare with DIBELS, CFAs, and student work to determine instructional adjustments.
Science & Social Studies HQIM	Reinforces comprehension, vocabulary, evidence-based discussion, source analysis, and writing through content-area texts and primary/secondary sources.	Review lesson plans and student work for evidence of reading, vocabulary, discussion, and writing-to-text; monitor through content-area walkthroughs.
PBIS / Student Engagement	Supports literacy achievement by strengthening routines, engagement, perseverance, goal-setting, and recognition of academic growth.	Monitor engagement during walkthroughs; track participation in literacy activities; review student goal-setting and literacy growth celebrations.

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.

Section 6: Communicating the Plan

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
Teachers	Communicate literacy plan through faculty meetings, pre-service training, PLCs, ILT cycles, coaching sessions, and weekly instructional updates. Provide clarity on non-negotiables, HQIM expectations, and data-based instructional adjustments.	Ongoing; end of each instructional cycle
Families	Share literacy goals, DIBELS/i-Ready/CFA/LEAP results, classroom learning updates, and at-home literacy strategies through ClassDojo, newsletters, family literacy nights, conferences, and printed/digital resources.	Progress Reports; end of each nine-weeks; BOY/MOY/EOY
ILT	Review implementation using DIBELS, CFAs, lesson plans, walkthroughs, student work, intervention evidence, and PLC artifacts. Identify successes, needs, and adjustments to Tier I, intervention, and professional learning.	End of each 4-week cycle
School Leadership	Monitor fidelity of HQIM, LER alignment, intervention schedules, and PLC effectiveness. Communicate expectations and adjustments through leadership meetings and coaching cycles.	Monthly; cycle-based
Community Partners	Share literacy goals, family engagement opportunities, and resource needs. Invite partners to literacy nights, reading celebrations, and community-based literacy initiatives.	Semester-based; event-based
Students	Communicate literacy goals through classroom goal-setting, progress	Weekly; quarterly celebrations

Section 6: Communicating the Plan

	trackers, celebrations of growth, and student-friendly explanations of DIBELS and writing expectations.	
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