



**Local Literacy Plan for
(ReNEW 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 Vision

We will ensure a unified approach to literacy instruction by implementing clear goals and consistent strategies that extend throughout the network. We will prioritize the literacy needs of all students, including diverse learners, by ensuring all students receive the necessary support, services, and focus within all tiers of reading instruction.

Literacy Mission Statement

Our mission is to empower every student to become a confident, proficient reader and writer prepared for the challenges of high school, college, and career, through high-quality, evidence-based instruction, data-driven interventions, and a strong partnership with families and the community.

Section 1B: Literacy Goals

Overall Literacy Goals: To increase student literacy proficiency network-wide by ensuring high-quality Tier I instruction and targeted, data-driven interventions.

1. Student-Focused Goals:

- **Lagging Goal:** 80% of all K-3 students will score on level or above on EOY DIBELS; 40% of all 3-8 students will score Mastery or above on ELA LEAP.
- **Leading Goal:**
 - a. 100% of students will have an individual growth target set based on BOY assessment data, with bi-weekly progress monitoring for those in Tier II/III.
 - b. 75% student mastery on daily assessments and HQMI-aligned assessments
 - c. 60% of students on track to their EOY goal at each progress monitoring measure
- **Subgroup Monitoring:** All student-focused goals will be disaggregated and monitored by subgroup (SWD and EL) to ensure equitable growth. Subgroup data is included in all network-wide trackers.

2. Teacher-Focused Goals:

- All literacy teachers will demonstrate effective teaching practices, including curriculum fidelity and data-driven instruction, as measured by scoring 3.0 or above on the AIM rubric.

3. Program-Focused Goals:

- By the end of the year, 80% of ILT meetings will result in actionable adjustments to small-group intervention strategies, as measured by monthly review of ILT meeting protocols.

4. Measurement Plan:

- **Overall & Lagging Goals:** Measured annually via EOY DIBELS and LEAP assessments.
- **Leading Student Goals:** Measured monthly/bi-monthly via progress monitoring checkpoints, bi-weekly assessments, HWMI embedded assessments, and data cycle reviews.
- **Teacher-Focused Goals:** Measured via classroom observations using the AIM rubric during coaching checkpoints three times per year.
- **Program-Focused Goals:** Monitored by observation of ILT meetings, norming on the DDI rubric, and observing ILT members leading data cycle meetings.

Goal 1 (Student-Focused)	80% of all K-3 students will score on level or above on EOY DIBELS. 40% of all 3-8 students will score Mastery or above on ELA LEAP.
Goal 2 (Teacher-Focused)	All literacy teachers will demonstrate effective teaching practices that include meeting the needs of all students, implementing the curriculum with fidelity, and using student data to drive instruction as measured by scoring 3.0 or above on the AIM rubric.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

By the end of the year, 80% of ILT meetings will result in actionable adjustments to small-group intervention strategies, as measured by monthly review of ILT meeting protocols and subsequent adjustments in student grouping 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.

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? **Yes**
 - 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? **Yes**
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? **Yes**
4. Is there a regular walkthrough schedule to determine support around Tier I? **Yes**
5. Is the ILT responding to data to support a healthy Tier I? **Yes**
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](#))? **Yes**
7. What data and resources are being used to support [extension](#)? **Teachers are using assessment data from HQMI to respond to student misconceptions during small group instruction. They create exemplars, sort student work, identify the gap, and plan to adjust instruction following ReNEW's Data Cycle.**

ReNEW ensures Tier I instruction is delivered by trained classroom teachers utilizing approved High-Quality Instructional Materials (HQIM), with a primary performance benchmark of 80% student mastery on class assessments. Tier I core instruction integrates Universal Design for Learning (UDL) principles to ensure accessibility for all learners, including Students with Disabilities (SWD) and English Learners (ELs), proactively reducing the need for intensive intervention. Curriculum-based assessments from HQIM are utilized consistently to evaluate core instruction effectiveness, providing the empirical basis for daily instructional adjustments using our data cycle.

Section 2: Explicit Instruction, Intervention and Extension

	The Instructional Leadership Team (ILT) is trained specifically in the implementation and evaluation of HQIM, ensuring they have the technical expertise to support staff. They participate in professional development with their teachers and with their Director of Curriculum and Instruction to analyze data, create groups, plan for adjustments, co-observe, and norm on our vision of excellence. A regular, structured walkthrough schedule is in place, specifically designed to observe and support Tier I instructional practices. The ILT actively uses data from assessments and observations to monitor and support the health of Tier I instruction, ensuring interventions remain preventative. Both teachers and leaders are trained in rigorous unit and lesson preparation protocols across K-12, utilizing established Louisiana Department of Education frameworks for Skills and Knowledge units to ensure deep alignment and fidelity.
Amount of time spent on daily literacy skills instruction and how it is used	K-2: • Tier 1 Knowledge: 80 minutes • Tier 1 Foundational Skills: 30 minutes • Tier 1 Foundational Skills small groups: 30 minutes 3-8: • Tier 1: 60-80 minutes
English Language Arts textbooks and instructional materials used	K-2: • Tier 1 Knowledge: Wit & Wisdom • Tier 1 Foundational Skills: UFLI • Tier 1 Foundational Skills small groups: UFLI 3-8: • Tier 1: Guidebooks
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? Yes 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? Yes 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? Yes 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? Yes 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? Yes At the beginning of the year (BOY), leadership teams analyze comprehensive literacy assessment data to identify students in need of Tier II intervention. Following data analysis, leadership works collaboratively with teachers to build

Section 2: Explicit Instruction, Intervention and Extension

	student groups, determine the specific intervention required, and create individual student plans. This process is fully inclusive of Students with Disabilities (SWD) and English Learners (ELs), whose specific needs are factored into the decision-making process to ensure they receive appropriate, targeted support within the intervention structure.
Tier II plan, including the amount of time	K-2: • Tier 2 Intervention (WIN): 30 minutes 3-8: • Tier 2 Reading Comprehension: 30-60 minutes • Tier 2 Reading Intervention: 50-60 minutes
List of available interventions and their descriptions	K-2: • Tier 2 Intervention (WIN): UFLI and i-Ready 3-8: • Tier 2 Reading Comprehension: i-Ready • Tier 2 Reading Intervention: Phonics for Reading
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? Yes 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? Yes 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? Yes 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? Yes 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? Yes
Tier III plan, including the amount of time	K-2: • Tier 3 Intervention: 20 minutes, 3x/week 3-8: • Tier 3 Reading Intervention: 50-60 minutes
List of available interventions and their descriptions	K-2: • Tier 3 Intervention: UFLI (at instructional level) 3-8: • Tier 3 Reading Intervention: Phonics for Reading

Intervention Literacy Cycles		
Date	Assessment/PM Form	Notes
8/10-8/21	Intervention Cycle 0 BOY UFLI/PfR Placement Test	Placement tests for new students only
8/18-8/21	BOY DIBELS Testing K-2 sound assessment (as needed)	All K-8 students
Intervention Cycle 1 begins (8/24-9/30) (25 total instructional days, 2 rounds of PM)		
9/10-9/11	NWF/ORF Progress Monitoring Form 1	T2/T3
9/24-9/25	NWF/ORF Progress Monitoring Form 3 <i>*1st-2nd ALL students ORF Form 3</i>	T2/T3
Week of 9/28	Analyzing PM data to adjust groups and plan for students who are not on track	Principals/Coaches Teachers/interventionists
Cycle 2 begins (10/07-12/18) (46 total instructional days [32 days until MOY DIBELS] 2 rounds of PM)		
10/22-10/23	NWF/ORF Progress Monitoring Form 5	T2/T3
11/05-11/06	NWF/ORF Progress Monitoring Form 7	T2/T3
Week of 11/09	Analyzing PM data to plan for students who are not on track and trend line changes	Principals/Coaches Teachers/interventionists
12/01-12/04	MOY DIBELS	All K-8 students
Week of 12/07	Analyzing MOY data to adjust groups (network-wide literacy stepback 12/07)	Principals/Coaches
Week of 12/14	Teachers review MOY data, adjust groups, plan instruction for Cycle 3 groups	Teachers/interventionists

Cycle 3 begins (1/05-2/19) (27 instructional days, 2 rounds of PM)		
1/14-1/15	NWF/ORF Progress Monitoring Form 9	T2/T3
2/02-2/03	NWF/ORF Progress Monitoring Form 11 <i>*1st-2nd ALL students ORF Form 11</i>	T2/T3
Week of 2/15	Analyzing PM data to plan for students who are not on track and trend line changes	Principals/Coaches Teachers/interventionists
Cycle 4 begins (2/22-4/27) (43 total instructional days [32 days until EOY DIBELS] 2 rounds of PM)		
2/25-2/26	NWF/ORF Progress Monitoring Form 13	T2/T3
3/11-3/12	NWF/ORF Progress Monitoring Form 15	T2/T3
Week of 3/15	Analyzing PM data to plan for students who are not on track and trend line changes	Principals/Coaches Teachers/interventionists
4/13-4/16	EOY DIBELS	All K-8 students
4/27-5/01	EOY PfR Placement Test	2nd grade

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

1. Have teachers received initial implementation and launch training on their HQIM? **Yes**
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL? **Yes**
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level? **Yes**
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)? **No**
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)? **N/A**

On-going Professional Development

We believe that staff at all levels benefit from on-going professional development and coaching. We offer development in three main buckets:

- Network-led PD: ELA directors lead PD throughout the year for both teachers and leaders/coaches. This PD is driven by our network priorities, trends from data or observations, and on-going support of our tier 1 curriculum. Network-led PD is differentiated by grade/content area and often includes breakout sessions based on teacher need or skill. This PD also includes partnerships with external vendors to support curriculum fidelity.
- School-led PD: ELA coaches, Literacy Mentors, and Principals/Assistant Principals lead weekly school-level PD for staff. This PD is a mix of development on school-wide initiatives, turnkey sessions from network-led PD, and content-specific PD based on trends from data or observations. School-led PD is often differentiated by grade/content area and often includes breakout sessions based on teacher need or skill.
- Coaching: all teachers have a coach who observes and debriefs with them on a weekly or bi-weekly basis, depending on need. Coaches support with lesson planning/internalization, model teaching, data analysis, curriculum implementation, and building teacher skills. Coaching often looks like observations and debriefs, but also includes co-teaching or modeling, real-time coaching, and lesson internalization feedback.

Date	Development	Led By
Opening PD	Curriculum training (new staff) Unit internalization and lesson planning Data Cycle: exemplars, sorting, naming the gap, adjusting Science of Reading	Directors of Curriculum and Instruction
August	Preparing for DIBELS and DIBELS training Analyzing DIBELS data to determine intervention groups and starting point Preparing for intervention cycle 1	Directors of Curriculum and Instruction
	Data Cycle: exemplars, sorting, naming the gap, adjusting Coaching and real-time feedback Lesson plan feedback	Literacy coaches

Septemeber	Preparing for progress monitoring Data cycle: analyzing HQMI and progress monitoring data, unit data Coaching and real-time feedback Lesson plan feedback	Literacy coaches
October	Unit internalization and lesson planning Data cycle: responding to medium data sets Preparing for intervention cycle 2	Directors of Curriculum and Instruction
	Data cycle: analyzing HQMI and progress monitoring data Coaching and real-time feedback Lesson plan feedback	Literacy coaches
November	Data cycle: responding to large data sets (benchmark 1) Unit internalization and lesson planning	Directors of Curriculum and Instruction
	Data cycle: analyzing HQMI and progress monitoring data Coaching and real-time feedback Lesson plan feedback	Literacy coaches
December	Preparing for MOY DIBELS Literacy stepback (coaches and leaders)	Directors of Curriculum and Instruction
	Coaching and real-time feedback Lesson plan feedback	Literacy coaches
January	Data cycle: responding to large data sets (MOY DIBELS) Preparing for intervention cycle 3 Unit internalization and lesson planning	Directors of Curriculum and Instruction
	Data cycle: analyzing HQMI and progress monitoring data Coaching and real-time feedback Lesson plan feedback	Literacy coaches
February	Data cycle: analyzing HQMI and progress monitoring data Preparing for intervention cycle 4 Coaching and real-time feedback Lesson plan feedback	Literacy coaches
March	Data cycle: responding to large data sets (Benchmark 2) Unit internalization and lesson planning	Directors of Curriculum and Instruction
	Data cycle: analyzing HQMI and progress monitoring data Coaching and real-time feedback Lesson plan feedback	Literacy coaches
April	Preparing for EOY DIBELS	Directors of Curriculum and Instruction
	Coaching and real-time feedback Lesson plan feedback	Literacy coaches

May	Literacy stepback (coaches and leaders)	Directors of Curriculum and Instruction
	Reflecting on EOY data	Literacy coaches

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

1. What is the ILT/TC long-range plan to support literacy? **Set a clear vision. Analyze HQMI and progress monitoring data. Lead data cycles with teachers. Track and monitor progress to goals.**
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals? **Yes**
3. How/when is the effectiveness of cycles monitored? **Effectiveness is monitored based on the development of teachers and movement of student data toward goals.**
4. Is HQIM embedded in the cycles and long-range plans? **Yes**
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC? **AIM indicators include Essential Content- ensuring all students are working on grade-level content and the curriculum is implemented with fidelity.**
6. Are ILT members trained to support literacy? **Yes**

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Leading Data Cycles	All ILT members and teachers understand the data cycle and practice executing small data cycles.	Observation of ILT members using the ReNEW Data Cycle rubric and review of Data Cycle Meeting Artifacts
Responding to Medium Data Sets	All ILT members and teachers effectively respond to medium data using the data cycle and creating plans to adjust instruction for small groups.	Observation of ILT members effectively leading and supporting teachers to respond to medium data cycles. Teachers effectively leading adjusted small groups.
Responding to Large Data Sets	All ILT members and teachers effectively respond to large data using the data cycle and creating plans to adjust groups and instruction for small groups.	Observation of ILT members effectively leading and supporting teachers to respond to large data cycles. Teachers effectively leading adjusted small groups.

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](#)?

Section 4: Family Engagement Around Literacy

- 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?

At ReNEW Schools, we build a culture of partnership among students, families, and the community we serve to create an inclusive and equitable culture among internal and external stakeholders. Creating lasting change in schools is only possible when students, families, and communities are deeply involved. We communicate with families regularly, including through email, newsletters, and apps like Remind, Schoolrunner, and Class Dojo. Communication is shared in the preferred family language, and we use translation tools and vendors to ensure we are able to communicate with all families.

We also offer opportunities such as Muffins with Moms, Donuts with Dads, Coffee with the Principal, family literacy night, parent/teacher conferences, and family surveys to provide parents with multiple means to share feedback and keep up to date on their student's progress.

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Family Orientation	School goals, EOY data, curriculum overview, at-home supports	
Fall	Literacy Night	Make and take activities for literacy support at home. BOY data and individual student plans. Families will engage in guided practice on decodable text reading strategies to use at home leaving with a set of decodable texts for their student.	

Section 4: Family Engagement Around Literacy

End of Quarter 1	Family conferences	Q1 progress to goals and individual student plan adjustments	
Winter	Winter Family Event	Make and take activities for literacy support at home. MOY testing supports	
End of Quarter 2	Family conferences	Q2 progress to goals and individual student plan adjustments	
Spring	Spring Family Event	Make and take activities for literacy support at home. EOY testing supports	
End of Quarter 3	Family conferences	Q3 progress to goals and individual student plan adjustments	

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?

To successfully implement, communicate, and monitor this literacy plan, we have aligned across all ReNEW Schools as well as with our early childhood (PK-4) program and across content areas. Our network-level Instruction Team, which is comprised of 9 Directors of Curriculum and Instruction, meets weekly to discuss data across schools, areas of success, and areas that need improvement. This team collaborates with one another to co-observe, design and implement network-wide initiatives, and build coherence across grades and content areas. In our PK-4 program, we have aligned curricula, where possible, to K-2, and provide teachers with the same or similar literacy development.

Initiative Alignment

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Early Childhood Program	TSG objective alignment with DIBELS. Science of Reading training. Phonemic Awareness curriculum.	TSG data (3 checkpoints). Observation of Heggerty block.
Cross-curricular	Collaboration between Directors of Curriculum and Instruction- weekly meetings and data dives of medium and large data sets. Co-observations and norming. Aligned vocabulary and writing strategies.	DCI weekly meeting agendas, network rigor tracker, data analysis plans, and response to data.
System-wide Priorities	Data-driven instruction priority across grades and content areas.	Rating teacher effectiveness on DDI competency

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).
- 6.

Our plan was built in collaboration with school leaders who are expected to implement the plan, provide feedback, and make adaptations based on their school's data and needs. We look at data as a leadership team every quarter to determine our progress, make adjustments, and share success. Our network leadership team supports schools daily through co-observations, analyzing data, problem-solving, and connecting with external partners as needed. We will share progress on our plan, as measured through data collection, in monthly leadership meetings and quarterly all-staff PD days or newsletters.

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Staff	Literacy vision and goal setting	Opening PD

Section 6: Communicating the Plan		
Staff, students, families	BOY data, individual student planning	After BOY testing
Staff, students, families	MOY data, progress to goals, adjusting individual student plans	Winter
Staff, students, families	EOY data, progress to goals	Spring