

**Local Literacy Plan for
BASIS Baton Rouge Materra
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Head of School
September 1, 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

It is BASIS Baton Rouge Mattered's literacy vision to empower students to achieve at globally competitive levels with a transformative K-12 program beginning with a robust ELA (English Language Arts) and Phonics curriculum that prepares students to master decoding and spelling skills needed to read increasingly difficult texts and compose complex compositions.

Literacy Mission Statement

It is BASIS Baton Rouge Mattered's mission to ensure every student achieves grade level mastery through explicit instruction, interventions, and extensions by providing high quality core instruction, ongoing teacher support and professional development integrating evidence-based strategies including those directed towards diverse learners, encouraging and guiding family engagement by providing them with strategies and resources compiled from our local educators as well as additional ongoing support from school leaders.

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)	All students will reach mastery or above in reading on LEAP by the end of 8 th grade, prepared to enter high school on grade level.
Goal 2 (Teacher-Focused)	All teachers will demonstrate effective teaching practices that include the individual needs of students, implementing the curriculum with fidelity and using the student data to effectively plan instruction (Louisiana Educator Advancement and Development System – LEADS).
Goal 3 (Program-Focused)	To implement a Literacy Program that includes the implementation of a Tier 1 Reading Curriculum, provides student support through a K-6 three-tiered reading intervention program, develops teacher effectiveness with ongoing support from a Literacy Coach, and is closely monitored through weekly Professional Communities and current 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? All teachers of literacy in kindergarten through third grade and the leadership team have completed the Science and Art of Teaching Reading required (AIM Pathways or Canopy Science and Art of Teaching Reading).
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Section 2: Explicit Instruction, Intervention and Extension

	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? The Literacy Coach works with teachers in kindergarten through third grade to vertically align HQIM curriculum-based assessments. 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? The Instructional Leadership Team members complete the Science and Art of Teaching Reading training. In addition, the ILT receives training during Non-Teaching Staff Training in July. 4. Is there a regular walkthrough schedule to determine support around Tier I? The Head of School completes walkthroughs daily. The directors walk through classrooms on a regular basis. The Literacy Coach is in the literacy classrooms daily. 5. Is the ILT responding to data to support a healthy Tier I? The Manager of Data and Assessment monitors progress monitoring and intervention data. This data is shared with the ILT. 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)? The Literacy Coach trains and provides resources for teachers for unit and lesson preparation. 7. What data and resources are being used to support extension? Data from LEAP assessments, district benchmark assessments, classroom assessments, formative assessments, student writing samples, literacy screeners, and teacher observations are used to identify students who would benefit from literacy extension opportunities. These data are reviewed by teachers and school leaders to determine student strengths, areas for growth, and readiness for advanced literacy experiences. Resources used to support literacy extension include High-Quality Instructional Materials (HQIM), grade-level and above-grade-level complex texts, The DBQ Project, Advanced Placement® resources where applicable, research and inquiry-based projects, enrichment activities, academic vocabulary development, and writing tasks that require students to analyze, evaluate, and synthesize information from multiple sources. Student progress is monitored through ongoing assessment data, classroom performance, and student work products to ensure that extension opportunities provide appropriate rigor and support continued literacy growth
Amount of time spent on daily literacy skills	In kindergarten, students spend 55 minutes daily on literacy skills instruction. An additional 30 minutes of literacy instruction occurs daily during enrichment.

Section 2: Explicit Instruction, Intervention and Extension

instruction and how it is used	In 1st, 2nd, and 3rd grades, students spend 100 minutes daily on literacy skills instruction. In addition, students have a reading enrichment class for 50 minutes twice a week. In grades 4th-8th, students spend 50 minutes daily on literacy skills instruction.
English Language Arts textbooks and instructional materials used	<i>Logic of English Foundations</i> (kindergarten and 1st grade) <i>Logic of English Essentials</i> (2nd and 3rd grades) <i>Heggerty Phonemic Awareness</i> <i>Lexia Core 5 & Lexia PowerUp</i> <i>Benchmark Education Decodable Readers</i> <i>Fountas & Pinnell Guided Reading Text Sets</i> <i>iReady Teacher Toolbox</i> <i>FastBridge</i> <i>DIBELS</i>
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	Individual Academic Support Plans (IASPs) are implemented. Students receive 90 minutes of Tier II interventions per week. The interventions are delivered by the Reading Specialist, Literacy Coach, Subject Expert Teacher, and/or Learning Expert Teacher. DIBELS is administered by the testing team (Manager of Data and Assessment, Reading Specialist, and Literacy Coach) to ensure the assessment is used consistently with integrity. Based on DIBELS, LEAP, and FastBridge data, Tier II students are progress monitored bi-weekly on specific skills as indicated by the assessments. Students are not pulled from core classes for Tier II interventions.

Section 2: Explicit Instruction, Intervention and Extension

	The Literacy Coach provides support for teachers and students. She regularly observes and coaches teachers. All administrators conduct walkthroughs.
List of available interventions and their descriptions	Student Hours: All teachers offer one hour before or after school each week for additional intervention or make up work time. Lexia (Core 5 & PowerUp): An adaptive, technology-based literacy program designed for students of all abilities in pre-kindergarten through eighth grade. Reading Interventions: Small group interventions based on DIBELS, FastBridge, and LEAP data.
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	All literacy staff members have completed the Science and Art of Teaching Reading course requirement (Aim Pathways or Canopy Science and Art of Teaching Reading) and the Logic of English training. DIBELS is administered by the testing team (Manager of Data and Assessment, Reading Specialist, and Literacy Coach) to ensure the assessment is used consistently with integrity. Students are not pulled from core classes for Tier III interventions. Based on DIBELS, LEAP, and FastBridge data, Tier III students are progress monitored weekly on specific skills as indicated by the assessments to track student progress and adjust interventions as needed.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

Student Hours: All teachers offer one hour before or after school each week for additional intervention or make up work time.

Lexia (Core 5 & PowerUp): An adaptive, technology-based literacy program designed for students of all abilities in pre-kindergarten through eighth grade.

Reading Interventions: Small group interventions based on DIBELS, FastBridge, and LEAP data.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	June 1, 2026- July 31, 2026	Review prior year data to establish school system goals	Academics Team	Literacy Screeners, LEAP scores, grades	Students and subgroups demonstrate growth in year-to-year data
2	July 1, 2026 – May 28, 2027	Completion of Science and Art of Teaching Reading Canopy course	Lori Augustine	Science and Art of Teaching Reading Canopy course	Teachers and Administrators will submit completion certificates
3	June 19, 2023- June 22, 2023	Attended Logic of English training in Minnesota	Kristin Descant and Brittany Rabalais	Logic of English	Teachers will lead Logic of English training for all kindergarten teachers, 1 st -4 th Humanities/English/LETs teachers, and teaching fellows
4	July 20, 2026- July 24, 2026	Logic of English On-site training	Kindergarten, 1-3 Humanities, 4 th English teachers	Logic of English	Kristin Descant will lead Logic of English training
5	August 3, 2026 – May 28, 2027	Monthly observations and literacy coaching for K-4 teachers	Kristin Descant	Logic of English, DIBELS, Lexia, FastBridge	Teachers will implement the curriculum with fidelity and use student data to effectively plan instruction.

Action Plan

6	August 3, 2026 – May 28, 2027	Teachers will administer DIBELS and FastBridge screeners to students in K-4	Deanna Knoff & Lori Augustine	DIBELS, FastBridge	All students will be assessed three times during the year with DIBELS and FastBridge.
7	August 3, 2026 – May 28, 2027	Literacy classroom assessments will be vertically aligned	Kristin Descant	Logic of English, DIBELS, FastBridge	All literacy assessments will follow the vertical alignment plan.
8	August 3, 2026 – May 28, 2027	LETs and SETs will develop a curriculum map of skills taught in the Literacy block, Enrichment block, and the English Language Arts block	Kristin Descant	Logic of English	All Logic of English and DIBELS skills will be covered in each grade level.
9	August 3, 2026 – May 28, 2027	LETs and the reading specialist will progress monitor students screened below grade level	Deanna Knoff & Lori Augustine	FastBridge, DIBELS	LETs and the reading specialist will use progress monitoring data to effectively plan instruction and interventions.
10	August 3, 2026 – May 28, 2027	The reading specialist will provide specific intervention groups for students with dyslexia and English Learners	Shannon Landry	Lexia, Lexia English, FastBridge, DIBELS	Students with dyslexia in interventions will show growth in reading on the spring DIBELS screener. English Learners will progress at least one proficiency level on the ELPT.

Action Plan

11	August 3, 2026 – May 28, 2027	Special Education teachers will use data from the literacy screeners to adjust small group instruction	Lydie Neumann & Joy Hall	Lexia, FastBridge, DIBELS	Special education students will show growth in literacy.
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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 and Art Teaching 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>
July 1, 2026 – May 28, 2027	Science and Art of Teaching Reading Canopy Course	K-3 teachers, reading specialist, literacy coach, administrators
July 20, 2026 – August 1, 2026	Logic of English On-Site Training	Kindergarten, 1-3 Humanities and LETs, 4 th English teachers
August 3, 2026 – May 28, 2027	Kristin Descant (Literacy Coach) – observations and coaching	Kindergarten, 1-3 Humanities and LETs, 4 th English 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?
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?
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Cycle 1 (August-October) HQIM and Foundational Skills	Teachers consistently implement HQIM lessons and literacy routines with fidelity.	BOY screener results review, literacy coaching feedback, walkthrough data.
Cycle 2 (September-December) Data-Driven Small Group Instruction	Teachers use BOY screener and benchmark data to plan targeted small-group instruction and interventions.	Progress-monitoring reports, observation data, intervention records, and benchmark assessments.
Cycle 3 (January-March) data-Driven Small Group Instruction	Teachers use MOY screener and benchmark data to plan targeted small-group instruction and interventions.	Progress-monitoring reports, observation data, intervention records, and benchmark assessments.
Cycle 4 (April-May) Intervention Effectiveness and Reflection	Evaluate literacy growth, intervention effectiveness, and readiness for the next grade level.	End-of-year screener data, student growth reports, intervention outcomes, and reflection meetings.

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
July 28-30, 2026	Back to School Family Orientations	In-Person, Video on ParentSquare	parents

Section 4: Family Engagement Around Literacy

August 31 – September 2, 2026	Curriculum Nights	In-person, Video on ParentSquare	parents
All year	Weekly Newsletters	ParentSquare	parents
All year	Translation services for parents of English Language learners	ParentSquare, phone call, or in-person meeting with translator	parents
All year	Lexia, Lexia English	Access available at school and at home	parents

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
K-3 Literacy Course	This course incorporates phonemic awareness, phonics, vocabulary, and morphemes	The literacy coach will observe and meet with teachers to ensure the curriculum is implemented with fidelity.
Interventions	Lexia, DIBELS, FastBridge interventions	LETs and the reading specialist will provide interventions and progress monitoring to determine evidence of success

Section 5: Alignment to Other Initiatives

Science and Art of Teaching Reading Canopy course	Teacher training in the Science and Art of Teaching Reading	New teachers and administrators will complete the training during the 2026-27 school year
BASIS Charter School Mentors	Ongoing teacher support with pedagogy and content provided by network Mentors	Experienced BASIS Charter School teachers provide ongoing pedagogical, content level support, and guidance on data analysis throughout the school year via newsletters, email, and synchronous online meetings and trainings.
Student Hours	Small group instruction before and/or after school	LETs and SETs will invite students to student hours who need additional instruction in literacy, reading and/or math

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
Parents	- Grade Level Parent Meetings at the beginning of the year	August 2026 – May 2027

Section 6: Communicating the Plan

	- The Literacy Plan will be posted in ParentSquare - A link will be in the weekly newsletters from teachers - The Literacy Plan will be communicated at the beginning of the year grade-level meetings (in-person and video).	
Parents	Coffee with the Head of School, Mr. Jared Lamb	August 2026 – May 2027
Teachers	On-site training for data analysis, professional development, discussion of pedagogical practices, and team building activities.	July 2026 – August 2026
Teachers	Weekly grade level meetings (horizontal alignment)	August 2026 – May 2027
Teachers	Department level meetings (vertical alignment)	August 2026 – May 2027