

**Local Literacy Plan for
BASIS Baton Rouge Mid-City
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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

It is BASIS Baton Rouge Mid-City's literacy vision to empower students to achieve at globally competitive levels with a transformative K-5 program beginning with a robust Tier 1 approved ELA (English Language Arts) and Phonics curriculum that prepares students to master the decoding and spelling skills needed to read increasingly difficult texts and compose complex compositions.

Literacy Mission Statement

It is BASIS Baton Rouge Mid-City'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-5 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 instruction 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. Tier I instruction is delivered by classroom teachers using approved HQIM. Consistency of small-group instruction is being strengthened through planning, coaching, and walkthroughs. The goal is at least 80% mastery on classroom assessments. 2. Teachers use curriculum-based assessments, mastery checks, and student work to evaluate Tier I instruction. DIBELS and iReady provide
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Section 2: Explicit Instruction, Intervention and Extension

	additional diagnostic information but do not replace HQIM assessments. 3. ILT members receive ongoing support in HQIM implementation, data analysis, LER indicators, lesson expectations, and instructional feedback. 4. Regular walkthroughs are conducted to identify schoolwide and teacher-specific Tier I support needs. Evidence is used to determine coaching and teacher-collaboration priorities. 5. The ILT reviews student data, walkthrough evidence, and student work to identify instructional gaps, support teachers, and adjust schoolwide instructional priorities. 6. Teachers and leaders engage in collaborative unit and lesson preparation. Planning includes: - o Understanding the standard and lesson outcome - o Reviewing Achievement Level Descriptors - o Identifying likely misconceptions - o Prioritizing high-leverage questions within the 50-minute block - o Planning explicit instruction and student practice - o Selecting an aligned mastery check 7. Extension Data and Resources: - o HQIM curriculum assessments - o DIBELS benchmark and progress-monitoring data - o iReady diagnostic and lesson data - o LEAP data - o Grades 4–5 Mini Comp results - o Student work and mastery checks - o Teacher observations Students demonstrating mastery receive extension through complex texts, deeper questioning, research, writing, academic discussion, vocabulary development, and independent application of grade-level skills. Extension remains connected to the core curriculum and grade-level standards.
Amount of time spent on daily literacy skills instruction and how it is used	Grades K–3 receive a daily 30-minute Power Hour from 7:35–8:05, in addition to their scheduled core ELA and Logic of English instruction. Power Hour is used for explicit, targeted practice in phonemic awareness, phonics, decoding, word recognition, and fluency based on DIBELS data. Grades 4–5 receive daily core ELA instruction with additional targeted literacy support during enrichment.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	BASIS Mid City uses Logic of English for K–3 foundational literacy instruction and Wit & Wisdom for core ELA instruction. Supporting materials include curriculum-embedded assessments, grade-level texts, DIBELS screening and progress-monitoring materials, iReady Reading diagnostic and personalized-learning resources, Grades 4–5 Mini Comps, student work, and HQIM-aligned small-group and intervention materials.
Tier II	1. Tier II intervention will be provided by trained classroom teachers, LETs, interventionists, and Student Hours tutors using approved HQIM and aligned literacy resources. 2. Curriculum-based assessments, student work, and mastery checks are consistently used to evaluate the effectiveness of Tier II intervention. DIBELS and iReady data provide additional evidence of student progress. 3. Students are grouped according to specific literacy needs identified through DIBELS, iReady, curriculum assessments, and classroom performance. The progress-monitoring measure aligns with the literacy skill being addressed. 4. Tier II intervention occurs during enrichment, intervention blocks, or Student Hours. Students are not removed from Tier I core literacy instruction to receive intervention. 5. Tier II students are progress monitored at least biweekly. Weekly monitoring is provided when student needs or assessment data indicate that more frequent monitoring is necessary.
Tier II plan, including the amount of time	Tier II intervention is provided in skill-based small groups for 20–40 minutes, 3–5 times per week. Intervention occurs during enrichment, intervention blocks, or Student Hours so students do not miss Tier I core instruction. Trained teachers, LETs, interventionists, and tutors provide explicit instruction, modeling, guided practice, immediate feedback, and an aligned mastery check. Students are progress monitored at least biweekly and regrouped according to their response to intervention.
List of available interventions and their descriptions	Logic of English Targeted Reteaching: Explicit instruction in phonemic awareness, phonics, decoding, spelling, word recognition, and fluency. iReady Reading: Personalized online instruction based on diagnostic results, paired with targeted adult-led instruction HQIM-Aligned Small Groups: Reteaching and guided practice connected to core texts, vocabulary, comprehension, discussion, and writing. DIBELS-Aligned Literacy Practice: Targeted instruction based on the student’s identified DIBELS skill deficit, with an aligned progress-monitoring measure. Student Hours/High-Dosage Tutoring: Additional adult-led literacy instruction aligned with the student’s identified need and IASP goal.

Section 2: Explicit Instruction, Intervention and Extension

Tier III	Tier III intervention is provided by trained literacy interventionists and reading specialists who possess deep knowledge of foundational reading skills and the adopted Tier III curriculum. Curriculum-based measures, mastery checks, and assessments from HQIM are consistently administered and reviewed to evaluate the effectiveness of Tier III intervention. Tier III instruction targets the student's specific literacy deficit identified through DIBELS, diagnostic assessments, iReady data, curriculum assessments, and classroom performance. The progress-monitoring measure directly aligns with the skill being taught. Tier III intervention occurs during designated intervention, enrichment, or Student Hours. Students are not removed from Tier I core literacy instruction. Tier III students are progress monitored at least weekly. Results are reviewed to determine student responsiveness and whether the intervention skill, group size, frequency, instructional strategy, or level of support needs to be adjusted.
Tier III plan, including the amount of time	Tier III intervention is provided daily for at least 30 minutes in small groups. Trained literacy interventionists and reading specialists provide intensive, explicit instruction targeting each student's identified foundational literacy deficit. Intervention occurs outside the Tier I core literacy block. Students are progress monitored weekly, and the results are used to adjust the skill focus, instructional strategy, frequency, group size, or intensity of support.
List of available interventions and their descriptions	• Intensive Logic of English Support: Explicit, structured literacy lessons with increased modeling, guided practice, repetition, and immediate corrective feedback. • Individualized Skill-Based Intervention: Teacher-led lessons matched to diagnostic and weekly progress-monitoring data. • iReady Reading Support: Diagnostic information and personalized practice used to reinforce but not replace daily adult-led Tier III instruction. • Student Hours/High-Dosage Tutoring: Additional instruction aligned with the student's IASP goal and identified literacy need.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	July 1-September 30, 2026	Review prior year data to establish school system goals	Academics Team	Literacy Screeners, LEAP scores, grades	Campus literacy goals established; intervention groups identified; BOY baseline documented for monitoring student growth throughout the year.
2	July 1, 2026 – May 28, 2027	Completion of Science and Art of Teaching Reading Canopy course	Dana Price	Science and Art of Teaching Reading Canopy course	Teachers and Administrators will submit completion certificates
3	July 17-20, 2026	Complete Logic of English online training to strengthen campus implementation support.	Zacchea Lewis	Logic of English training materials	Training completion documented; key learning incorporated into Mid City LOE professional development, coaching, and instructional expectations.
4	July 21, 2026	Provide Logic of English implementation training and support for K–3 teachers, LETs, and applicable intervention staff.	Zacchea Lewis	Logic of English	K–3 staff demonstrate understanding of LOE routines, pacing, and instructional expectations; walkthroughs show increasing fidelity of implementation.
5	August 3, 2026–May 28, 2027	Conduct ongoing literacy walkthroughs, observations, coaching, and collaborative planning	Dana Price & Zacchea Lewis	Logic of English, Wit & Wisdom/HQIM, DIBELS	Walkthrough/coaching data show improved instructional practice and curriculum fidelity. DIBELS progress monitoring shows student growth and informs regrouping/intervention.

Action Plan

		aligned to Mid-City literacy priorities.			
6	August 3, 2026 – May 28, 2027	Monthly observations and literacy coaching for K-4 teachers	Dana Price & Zacchea Lewis	Logic of English, DIBELS	Teachers will implement the curriculum with fidelity and use student data to effectively plan instruction.
7	August 3, 2026 – May 28, 2027	Teachers will administer DIBELS screeners to students in K-4	Dana Price & Zacchea Lewis	DIBELS	All students will be assessed three times during the year with DIBELS.
8	August 3, 2026 – May 28, 2027	Literacy classroom assessments will be vertically aligned	Dana Price & Zacchea Lewis	Logic of English, DIBELS	All literacy assessments will follow the vertical alignment plan.
9	August 3, 2026 – May 28, 2027	Develop and maintain a K–5 literacy progression identifying priority skills and curriculum expectations across grade levels. Include Logic of English in K–3 and appropriate literacy/HQIM expectations in upper grades.	Zacchea Lewis	Logic of English	Teachers consistently teach priority grade-level skills. Vertical planning identifies prerequisite gaps and reduces unnecessary repetition or missed skills between grades.
10	August 3, 2026 – May 28, 2027	Progress monitor students receiving literacy intervention and use results to group students, adjust	Dana Price & Zacchea Lewis	iREADY, DIBELS	LETs and the reading specialist will use progress monitoring data to effectively plan instruction and interventions.

Action Plan

		instruction, or intensify support.			
11	August 3, 2026 – May 28, 2027	The reading specialist will provide specific intervention groups for students with dyslexia and English Learners	Godfrey Sparrow	DIBELS, iReady	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.
12	August 3, 2026 – May 28, 2027	Special Education teachers will use data from the literacy screeners to adjust small group instruction	Marissa Carroll	DIBELS, iReady	Special education students will show growth in literacy.

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>
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	Zacchea Lewis – 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)

What is the long-range plan to support literacy?

Strengthen core literacy instruction, analyze student data, provide skill-based intervention, and monitor student progress through teacher collaboration and coaching.

Is the plan divided into cycles?

Yes. Each cycle focuses on an instructional priority connected to increasing Mastery+ and reducing Unsatisfactory.

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

How is each cycle monitored?

Through DIBELS, iReady reports, student work, mastery checks, HDT records, walkthroughs, and end-of-cycle data reviews.

Is HQIM embedded in the plan?

Yes. Teacher collaboration focuses on implementing adopted curriculum materials effectively and using aligned resources for intervention.

How do LER indicators support HQIM?

LER indicators help monitor curriculum implementation, instructional rigor, student thinking, discussion, and checks for understanding.

Are ILT members trained to support literacy?

ILT members will receive ongoing training in literacy instruction, data analysis, intervention, LER indicators, and instructional coaching.

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1: BOY Data and Intervention Launch August–September	Complete BOY literacy assessments, identify students’ specific skill gaps, establish intervention groups, and launch targeted literacy support.	BOY completion, intervention rosters, DIBELS data, iReady diagnostic results, HDT records, and walkthroughs.
Cycle 2: Strengthening Core Literacy Instruction October–December	Strengthening HQIM implementation with an emphasis on phonics, vocabulary, comprehension, student discussion, and evidence-based responses.	LER-aligned walkthroughs, student work, curriculum assessments, DIBELS progress monitoring, iReady reports, and teacher planning reviews.
Cycle 3: Responding to MOY Data January–March	Use MOY data to adjust intervention groups, address persistent literacy gaps, and accelerate students who remain below benchmark.	BOY-to-MOY growth, DIBELS and iReady data, Mini Comp results, mastery checks, HDT documentation, and student work.
Cycle 4: Demonstrating Literacy Growth March–May	Strengthen students’ independent application of grade-level literacy skills and support progress toward the school’s Mastery+ and Unsatisfactory goals.	EOY assessments, LEAP results, DIBELS growth, iReady growth, student work, curriculum assessments, and year-end intervention reviews.

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
September	Literacy Parent Workshop	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	iREADY English and Math	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

Section 5: Alignment to Other 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	DIBELS interventions	LETs and the reading specialist will provide interventions and progress monitoring to determine evidence of success
Science and Art of Teaching Reading Canopy course	Teacher training in the Science of 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 - 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).	August 2026 – May 2027
Parents	Coffee with the Head of School, Mrs. Marissa Carroll	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