

CARROLL JUNIOR HIGH SCHOOL

Monroe City School District

Literacy Plan

“Building Readers. Developing Thinkers. Empowering Leaders.”

Dr. Montrell Marshall, Principal

Sam Moore, Superintendent

August 28, 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?

- Carroll Junior High School believes that literacy is the foundation for learning, leadership, and success. We recognize that every student is a reader, writer, thinker, and communicator and that literacy is a shared responsibility of every educator, student family, parent, and community partner. Our mindset is one of high expectations, equity, growth, and opportunity, ensuring that every student receives support and the challenge needed to become a successful and literate learner.

2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?

- Our overarching goal is to ensure every Carroll Junior High student makes measurable growth in literacy and develops the skills to read critically, comprehend complex texts, communicate effectively, write purposefully, and apply literacy skills across all content areas.
 - **Expected Outcomes**
 - Increased student literacy achievement and growth
 - Improved reading comprehension, vocabulary, fluency, and writing.
 - Increased ability to analyze complex texts and use evidence to support thinking.
 - Reduced literacy achievement gaps.
 - Increased student confidence, engagement, and ownership of learning.

3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

- **Yes**, Our literacy visions and mission intentionally position literacy as a shared responsibility. **Leaders** provide the vision, structures, resources and support. **Teachers** provide high-quality, explicit, and responsive instruction. **Students** take ownership of their growth and use their voices. **Families and Community Partners** extend literacy learning beyond the classroom. **Together, we create equitable access and meaningful opportunities for every learner.**

Section 1A: Literacy Vision and Mission Statement

Literacy Vision	Carroll Jr. High School is a community of learners dedicated to motivating, inspiring, and equipping leaders to be impactful scholars who use literacy to change the world.
Literacy Mission Statement	Carroll Junior High School empowers every student to use literacy as the foundation for academic success, leadership, and lifelong learning.

Section 1B: Literacy Goals

- **What are the overall literacy goals?**
 - Strengthen students' ability to read, comprehend, analyze, discuss, and write about complex texts while closing achievement gaps and accelerating growth for students performing below grade level.
- **What are the student-focused leading and lagging goals, including individual subgroups?**
 - **Leading Goals** (What students will experience and do.)
 - Students will engage in daily grade-level reading, writing, discussion, and vocabulary activities.
 - Students will receive explicit instruction in comprehension, vocabulary, fluency, and foundational literacy skills as needed.
 - Students will use text evidence to explain their thinking.
 - Students will monitor their own reading growth and establish literacy goals.
 - Students receiving intervention will participate in targeted instruction based on identified skill deficits.
 - **Lagging Goals** (What we expect to improve.)
 - Increase the percentage of students demonstrating Mastery in ELA.
 - Increase student growth on district and state assessments.
 - Decrease the percentage of students performing significantly below grade level.
 - Improve reading comprehension, vocabulary, fluency, and written response performance.
 - Reduce achievement gaps among identified subgroups (bottom 25%).
- **What teacher-focused goals lead to students meeting their goals?**
 - Implement consistent explicit literacy instruction across the classroom.
 - Use formative assessments and student work to identify instructional needs.
 - Differentiate instruction based on student data.
 - Provide frequent opportunities for students to read, write, discuss, and cite evidence.
 - Collaborate during PLCs to analyze literacy data/student work and plan interventions.
 - Participate in ongoing professional learning focused on adolescent literacy.
 - Use high-quality, grade level texts while providing appropriate scaffolding.
 - Provide timely and specific feedback that helps students improve.

Section 1B: Literacy Goals

- **What are the program-focused goals for creating structures that help students and teachers succeed?**
 - A schoolwide literacy framework used across content areas.
 - A Reading Center for targeted intervention and enrichment.
 - Flexible intervention groups based on current student data.
 - Progress monitoring every 3-4 weeks for students receiving intervention.
 - PLC structures focused on literacy data and instructional practices.
 - Access to literacy technology and intervention resources, such as Lexia PowerUp, when appropriate.
 - Family literacy opportunities and resources.
 - A school wide vocabulary and comprehension framework.
 - Regular collaboration among teachers, interventionist, instructional coaches, and administrators.
- **How is the plan to measure these goals?**
 - **Progress will be measured through multiple sources of evidence.**
 - **Student Data**
 - LEP assessment results
 - District Benchmark Assessments
 - Common Formative Assessments
 - Reading Diagnostic Assessments
 - Student Writing and Constructed Responses
 - Intervention progress monitoring data
 - **Implementation Data**
 - PLC Documentation
 - Classroom Walkthroughs
 - Lesson Plans
 - Student Work Samples
 - Intervention attendance and participation
 - Family engagement data

Goal 1 (Student-Focused)

- By the end of the 2026-2027 academic school year, Carroll Junior High School will increase literacy achievement for all students by providing consistent, evidenced, grade-level literacy instruction across content areas
- Students in grade bands 7-8 will demonstrate three to five percentage point interim growth on ELA benchmark assessments (LEAP 360).

Goal 2 (Teacher-Focused)

- By September 2026, all teachers successfully use curriculum-embedded assessments to drive instruction.

Section 1B: Literacy Goals

	• By October 2026, all new teachers will receive initial training on the adopted high-quality instructional materials. • By October 2026, all ELA teachers will receive training on interventions using the adopted high-quality instructional materials. • Teachers will participate in ongoing professional development/growth opportunities that will equip them in planning and delivering high-quality instruction for literacy development.
Goal 3 (Program-Focused)	• Starting in August 2026, ILT meets weekly to make instructional decisions for the campus. • By September 5th, all teachers will implement Tier 1 curriculum and small group intervention so that every child is getting access. • 100% of grade levels will conduct weekly teacher collaborations where student data is used to determine transfer and effectiveness. • Student Literacy Outcomes will increase when we create and monitor literacy goals and track data from STAR Reading, LEAP 360, Lexia PowerUp Learning, monthly progress monitoring, and weekly test assessments.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I?
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Section 2: Explicit Instruction, Intervention and Extension

	6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?						
Amount of time spent on daily literacy skills instruction and how it is used	Carroll Junior High School spends approximately 94 minutes of intentional literacy instruction daily, embedded within ELA and reinforced across content areas. Across content areas, teachers reinforce literacy skills through grade-level texts, academic vocabulary, text dependent questioning, evidence based discussion, and writing.						
English Language Arts textbooks and instructional materials used	Carroll Junior High uses a combination of standards-aligned core instructional materials, authentic grade-level texts, digital resources, and supplemental intervention materials to provide rigorous and differentiated ELA instruction. - Louisiana Guidebooks - Grade-level Literary and Informational Texts - Teacher created Instructional Materials - LEAP Assessment-aligned resources - Lexia PowerUp Literacy - Common Lit - Graphic Organizers - Small Group Intervention materials - Student Choice reading materials						
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	Tier 2 Instructional Structure <table><tr><th>Time</th><th>Instructional Focus</th><th>What Students Do</th></tr><tr><td>5 Minutes</td><td>Review/Warm-up</td><td>Review previously taught skills and</td></tr></table>	Time	Instructional Focus	What Students Do	5 Minutes	Review/Warm-up	Review previously taught skills and
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Section 2: Explicit Instruction, Intervention and Extension

		vocabulary
10 Minutes	Explicit Instruction	Teacher models the targeted reading skill
10 Minutes	Guided Practice	Students practice with teacher support
5 Minutes	Independent Application/Exit Ticket	Student demonstrates understanding

Tier II Intervention Skills

Targeted Skill	Description
Reading Fluency	The ability to read text accurately, smoothly, at an appropriate rate, and with expression.
Vocabulary and Morphology	Understanding the meaning of words and how words are formed using prefixes, suffixes, roots, and word parts.
Main Idea/Centra Idea	Identifying the most important message or point of a text or section of text and distinguishing it from supporting details.
Determining author's purpose	Identifying why an author wrote a text, such as to inform, explain, persuade, entertain, compare, or communicate a particular perspective.
Text structure	Recognizing how an author organizes information within a text, such as caue/effect, problem/solution, compare/contrast, sequence, description, or chronological order.
Citing Textual Evidence	Selecting relevant and sufficient evidence from a text and using it to support an answer, inference, claim, or analysis.

List of available interventions and their descriptions

Section 2: Explicit Instruction, Intervention and Extension

	<table><tr><td>Summarizing</td><td>Identifying the most important ideas and supporting details and restating them concisely in the student’s own words without including unnecessary information or personal opinions.</td></tr><tr><td>Reading Comprehension</td><td>Understanding, Interpreting, analyzing, and evaluating what is read. It involves making connections, determining meaning, asking questions, monitoring understanding, and using evidence.</td></tr><tr><td>Written responses to text</td><td>The ability to respond to a text through clear, organized, evidence-based writing.</td></tr><tr><td>Phonics/decoding for students who still need foundational support</td><td>The ability to connect letters, sounds, syllables abd spelling patterns to accurately read unfamiliar words.</td></tr></table>	Summarizing	Identifying the most important ideas and supporting details and restating them concisely in the student’s own words without including unnecessary information or personal opinions.	Reading Comprehension	Understanding, Interpreting, analyzing, and evaluating what is read. It involves making connections, determining meaning, asking questions, monitoring understanding, and using evidence.	Written responses to text	The ability to respond to a text through clear, organized, evidence-based writing.	Phonics/decoding for students who still need foundational support	The ability to connect letters, sounds, syllables abd spelling patterns to accurately read unfamiliar words.
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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 3 Instructional Structure <table><tr><td>Time</td><td>Instructional Focus</td><td>What Students Do</td></tr><tr><td>5-10 Minutes</td><td>Review/Warm-up</td><td>Review previously taught skills and vocabulary</td></tr></table>	Time	Instructional Focus	What Students Do	5-10 Minutes	Review/Warm-up	Review previously taught skills and vocabulary		
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Section 2: Explicit Instruction, Intervention and Extension

	<table><tr><td>10-15 Minutes</td><td>Explicit Instruction</td><td>Teacher directly models the targeted reading skill</td></tr><tr><td>10-20 Minutes</td><td>Guided/Intensive Practice</td><td>Students practice with immediate feedback</td></tr><tr><td>10-15 Minutes</td><td>Application</td><td>Student applies the skill using authentic or grade-appropriate text</td></tr><tr><td>5 Minutes</td><td>Progress Check/Exit Ticket</td><td>Student demonstrates mastery or identifies continuous need</td></tr></table>	10-15 Minutes	Explicit Instruction	Teacher directly models the targeted reading skill	10-20 Minutes	Guided/Intensive Practice	Students practice with immediate feedback	10-15 Minutes	Application	Student applies the skill using authentic or grade-appropriate text	5 Minutes	Progress Check/Exit Ticket	Student demonstrates mastery or identifies continuous need
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Intensive Reading	Provides explicit instruction in												

Section 2: Explicit Instruction, Intervention and Extension

	Comprehension	understanding, monitoring, analyzing, and evaluating text, with extensive modeling and guided practice.
	Written Response Intervention	Provides intensive instruction in responding to text-dependent questions using complete answers, relevant evidence, reasoning, organization, and appropriate conventions.

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
1	August 2026	Review prior year data to establish school system goals,	Data Manager and Literacy Team	Literacy Screeners; LEAP scores	Students and subgroups demonstrates growth in year-to-year data.
1	August 10-14	Administer Literacy Screeners	ELA Teachers	STAR Reading Lexia PowerUp	BOY Results
1	August /Sept 2026	ELA Teachers use data and flexible scheduling to create targeted interventions and extension groups	ELA Teachers Instructional Coach	Literacy Screeners	Scheduling
1	September 2026	Develop Teacher Student Learning Targets	Principal ELA Evaluator Instructional Coach ELA Teachers	Literacy Data LEAP Data	Beginning of the year data
1	September 2026 - May 2027	Establish well organized classrooms that exhibit clear routines and access to high quality literacy materials that support diverse learning activities.	ELA Teachers	ELA Guidebooks RTI Strategies/Activities	Attendance Scheduling Progress Monitoring
1	September 2026-May 2027	Provide feedback and support for effective curriculum planning and implementation.	Principal ELA Evaluator Instructional Coach	Informal/Formal Observations Walkthroughs	Walkthrough Feedback Post Observation Feedback
1	September 2026 - May 2027	Plan for how you will use Progress Monitoring Data to	ELA Teachers	Progress Monitoring Data RTI Strategies	MOY and EOY Benchmark Data

Action Plan					
		adjust intervention and Extension Groups			
1	September 2026 - May 2027	Hold School System Literacy Team Meeting	Literacy Team	Continue providing coaching, support, and feedback to teachers based on observations.	Progress Monitoring Data MOY Benchmark Data Student Work Samples

Action Plan

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
2	August 2026	Review Prior year's data to establish school system goals	Data manager and Literacy Team	Literacy screeners; LEAP Scores	Students and subgroups demonstrate growth in year-to-year data.
2	August 2026	Identify high-quality professional development vendors to provide literacy foundations training.	Literacy Team	District PD Coordinator Instructional Coach	PD attendance Log
2	September 2026	Provide opportunities to build a cadre of site-based literacy expats and coaches	Principal ELA Evaluator District Interventionist Instructional Coach	ELA Evaluator ELA Content Leaders Instructional Coach Librarian	PD Documentation/Presentations

Action Plan					
2	September 2026	Ensure that Teacher Prep Program and Accountability aligns with Louisiana State Standards.	Literacy Team	ELA Guidebooks RTI Strategies/Activities Louisiana State Reading Standards ELA/Reading Achievement Level Descriptors	Teacher Lesson Plans
2	September 2026 - May 2027	Provide equitable options and various pathways for Professional Growth and Specialized Training for areas of need.	Principal District PD Specialist Literacy Team	District Support Personnel District Reading Interventionist	PD Documentations/Presentations
2	September 2026 - May 2027	Implement School Intervention Supports (Lexia PowerUp, RTI Strategies)	ELA Teachers	ELA Guidenbooks RTI Strategies/Activities	Lesson Plans Intervention Logs
2	September 2026 - May 2027	Provide feedback and support for effective curriculum planning and implementation	Principal ELA Evaluator Instructional Coach	Informal/Formal Observations Walkthroughs	Post Observation Feedback Walkthrough Feedback

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success

Action Plan					
3	August 2026	Review prior year data to establish school system goals	Data Manager and Literacy Team	Literacy Screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
3	August 10 - 14	Administer Beginning of the year Literacy Screeners Analyze Student Data	ELA Teachers	STAR Reading LEAP 360 Lexia PowerUp	BOY Data Results
3	August/Sept. 2026	Develop Teacher/Student Learning Targets/Goals	Principal Literacy Team	Data from Literacy Screeners	Beginning of the Year Diagnostic data
3	August 2026 - May 2027	Establish well-organized classrooms that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities, ELA Teachers use Flexible Scheduling to create targeted interventions and extension groups. Provide feedback and support for effective curriculum planning and implementation.	ELA Teachers Principal Instructional Coach ELA Teachers Principal ELA Evaluator Instructional Coach	ELA Guidebooks Lexia PowerUp RTI Strategies/Activities Informal/Formal Observations Walkthroughs	Informal observations/walkthroughs Attendance Scheduling Progress Monitoring Post Observation Feedback
3	December 2026	Administer Mid-year Literacy Screeners/District Progress Monitoring Assessments Progress Monitor Teacher/Student Learning	ELA Teachers	STAR Reading District Progress Monitoring Assessments Student Work Samples	MOY Benchmark Data

Action Plan					
		Targets/Analyze Student Work Hold Literacy Team Meeting	Literacy Team		
3	May 2027	Administer End-of-year Literacy Screeners/District Progress Monitoring Assessments Progress Monitor Teacher/Student Learning Targets/Analyze Student Work Hold Literacy Team Meeting	ELA Teachers Literacy Team	STAR Reading LEAP Assessment Student Work Samples	LEAP Results

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 2026	Restorative Practices 504/IEP Compliance	All Teachers
September 2026	Classroom Management	ELA Teachers
October 2026	Reading Engagement Strategies	All Teachers
November 2026	Differentiated Groups Differentiated Instruction	All Teachers
December 2026	Writing Strategies	ELA Teachers
January 2027	Vocabulary Strategies	ELA 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?

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Unpacking/Scaffolding Standards (4 Weeks)	Teachers will strengthen their ability to unpack grade-level standards into clear, student-friendly learning targets and scaffold instruction so that all students can access rigorous grade-level content and demonstrate mastery.	- Teachers identify skills, concepts, conditions and knowledge within a standard. - Teachers plan scaffolds that move students from what they currently know to grade level expectations. (Lesson Plans)
Intervention Implementation (5 Weeks)	Teachers will use student performance data to identify specific learning gaps and implement targeted, skill-based interventions through small-group instruction, reteaching, and differentiated practice.	Pre/post intervention data, progress monitoring, Intervention plans, student work and walkthroughs
CER Writing Rubric (All Content Areas) (6 Weeks)	Teachers across content areas will consistently implement the CER framework to improve students' ability to construct evidence based written responses using content -specific evidence and reasoning.	Common CER rubric, student writing samples, PLC calibration scoring and 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 (screener 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?

Section 4: Family Engagement Around Literacy

3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 10, 2026	Literacy Corner	Provide Ongoing Literacy Support and Communication to Families	Ouachita Parish Library-Carver McDonald Branch
October 30, 2026	Literacy Corner	Provide Ongoing Literacy Support and Communication to Families	Ouachita Parish Library-Carver McDonald Branch
November 2026	Grab & Go Literacy Night	Provide Ongoing Literacy Support and Communication to Families for at Home Learning	Ouachita Parish Library-Carver McDonald Branch Literacy Bus Feeder Schools
January 2026	Parent Night	Testing Preparation for Home	Mixon & Hester
February 2026	Literacy Corner	Provide Ongoing Literacy Support and Communication to Families	Ouachita Parish Library-Carver McDonald Branch

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

Section 5: Alignment to Other Initiatives

CJH Stem Lab	- Apply concepts from science, technology, engineering, and mathematics to solve problems - Increase students ability to communicate, think critically, and design with empathy	Students and subgroups demonstrate growth in year-to-year data; Active participation in Stem related projects, Teacher Lesson Plans
Reading Center	Provide students with meaningful practice of literacy skills	STAR Reading Data BOY & MOY District Benchmark Data
Writing Lab	Improving Writing Skills and Grammar Mechanics	CER Rubric Student Writing Samples
Intervention Lab	Provide targeted, small group or one-on-one literacy support to help struggling students build foundational reading skills	STAR Reading Data Literacy Screeners Progress Monitoring Data
Parent Center	Provide families with resources, training, and guidance to help them actively participate in their child's education and development	Parent Attendance Logs

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
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Section 6: Communicating the Plan

Faculty & Staff	Communicate literacy goals, non-negotiables, instructional expectations, and progress through faculty meetings, ILT/PLC meetings, professional learning cycles, weekly staff communication, and data reviews. Teachers will receive ongoing feedback regarding implementation and student outcomes.	Beginning of the year; weekly through PLC/ILT; quarterly progress monitoring updates
Students and Families	Communicate literacy goals, student progress, intervention supports, and strategies families can use at home through parent meetings, progress/report card communication, school messaging, literacy events, and individual student conferences as needed.	Beginning of the year; each grading period; ongoing as needed
District & Community	Share implementation progress, student literacy outcomes, identified needs, and opportunities for partnership through district leadership meetings, school reports, community partnerships and school communication platforms.	Quarterly