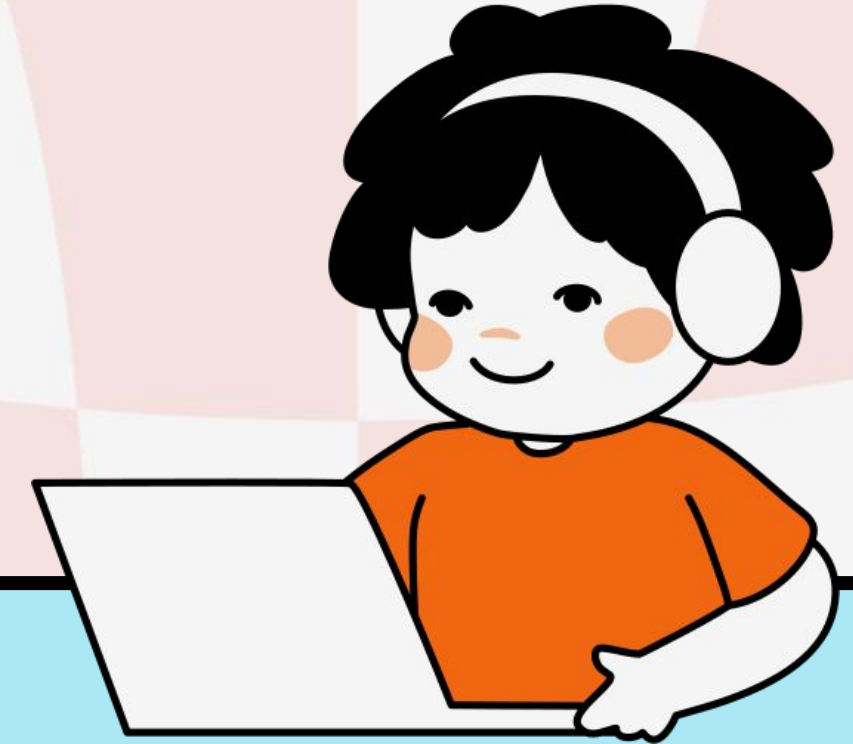
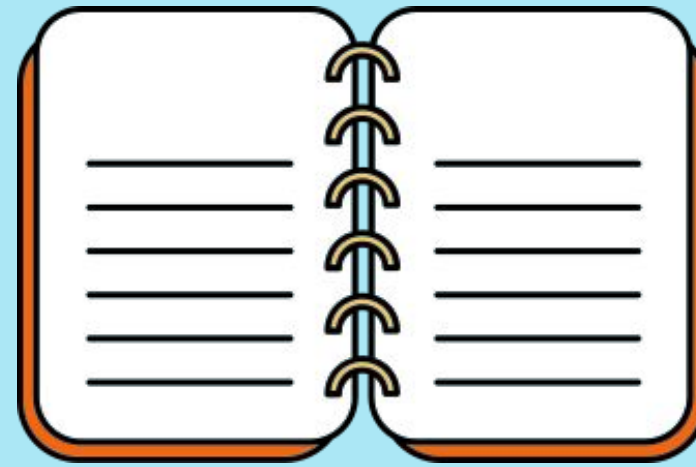


2025-2026

Caroline Dormon Junior High

Literacy Plan





Vision

To create a collaborative, loving and safe educational experience that is not only academically challenging, engaging, and innovative, but also focuses on growing and developing the whole child to their maximum potential.

Beliefs

We are a hard-working, unique, and dedicated team who loves our students, because we want to make a difference in their lives.

We believe a student's educational experience should be engaging and challenging in a safe and loving environment.

We believe our school has the potential to grow each student, not just in academics, but the whole child.

We believe families and our community are essential parts of our team who play important roles in the overall success of our students.

Goals

We believe all students will have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by leaders and families.

District initiatives will focus on:

- Equipping all Head Start-2nd grade classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.
- Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities.
- Setting and progress monitoring literacy goals at the district, school, and classroom levels.
- Implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners.
- Providing diverse opportunities for family literacy engagement.

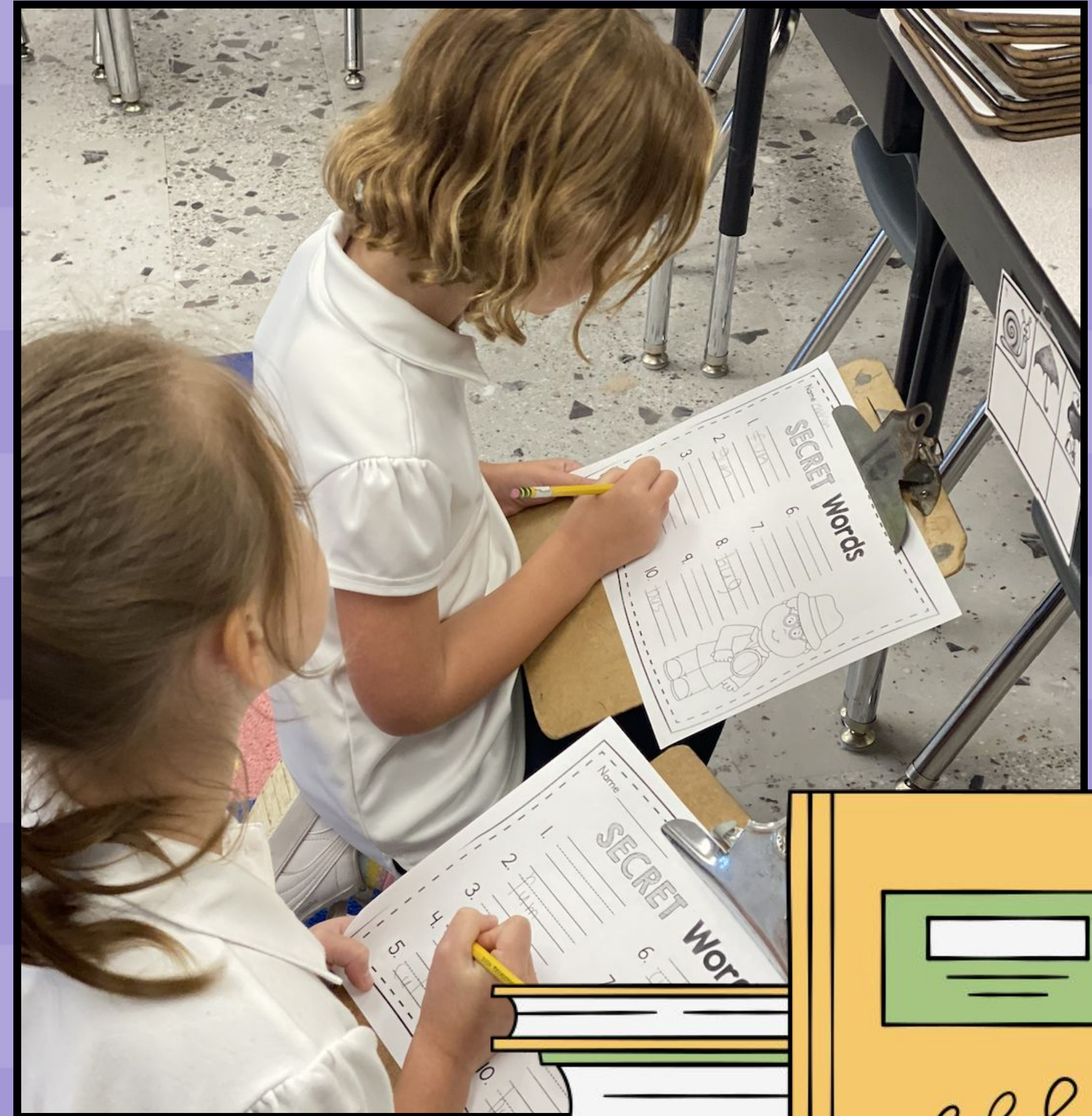
Goal #1

All students are reading on grade level by the end of 3rd grade.

We believe all students will have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by leaders and families.

School initiatives are aligned with district initiatives and will focus on:

- Equipping all PreK-2nd grade classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.
- Ensuring students receive high-quality instruction from effective teachers by supporting teachers through ongoing professional development opportunities.
- Setting and progress monitoring literacy goals at the school and classroom levels.
- Implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners.
- Providing diverse opportunities for family literacy engagement.



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Goal #2:

Students will achieve mastery level on third-grade assessments and enter fourth grade prepared for grade-level content.

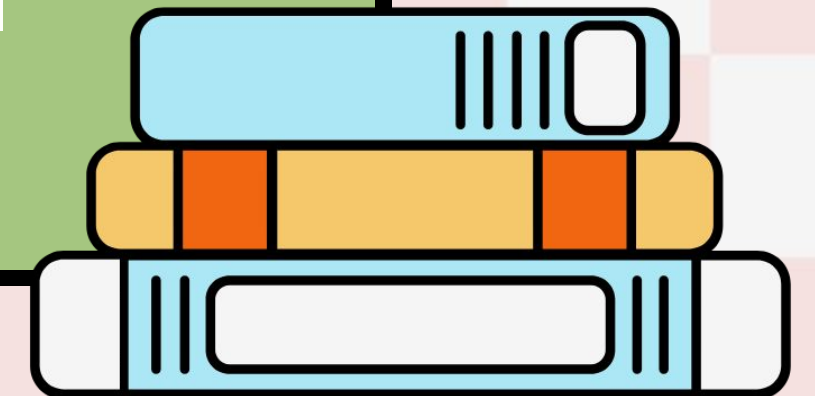
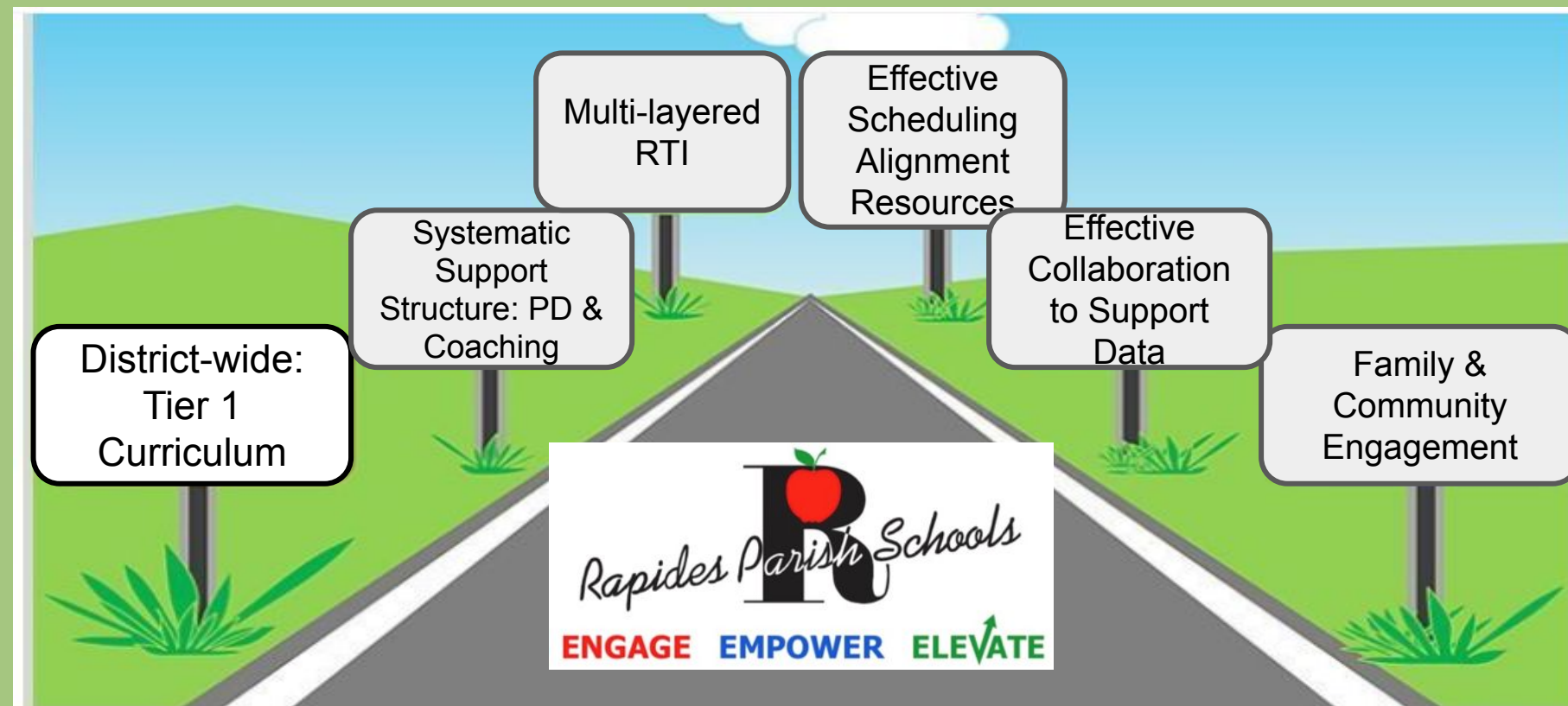


LEAP 2025 is a statewide assessment program for students in grades 3 through high school to measure student knowledge and skills in key courses such as, ELA, Mathematics, Science, and Social Studies

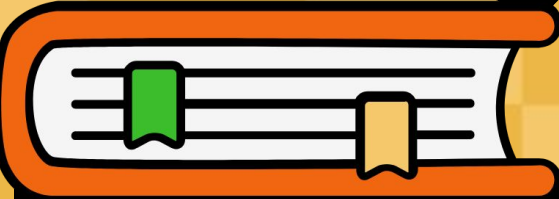


I ♥ BOOKS

"Elevating all Students to Proficiency!"
ROAD MAP to Achieving Goal



Supporting our Youngest Readers



With High-Quality Instructional Materials



High Quality Instructional Materials (Tier 1)

- Grounded in the Science of Reading Curriculum-Aligned Assessments & Performance Monitoring System Multi-tiered (RTI)
- Utilizing screeners & diagnostics to determine flexible small group instruction

With Systematic Support Structure



Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities

- CLASS and TAP observation tools
- Training in the Science of Reading
- Apply best practices to enhance overall teaching and learning

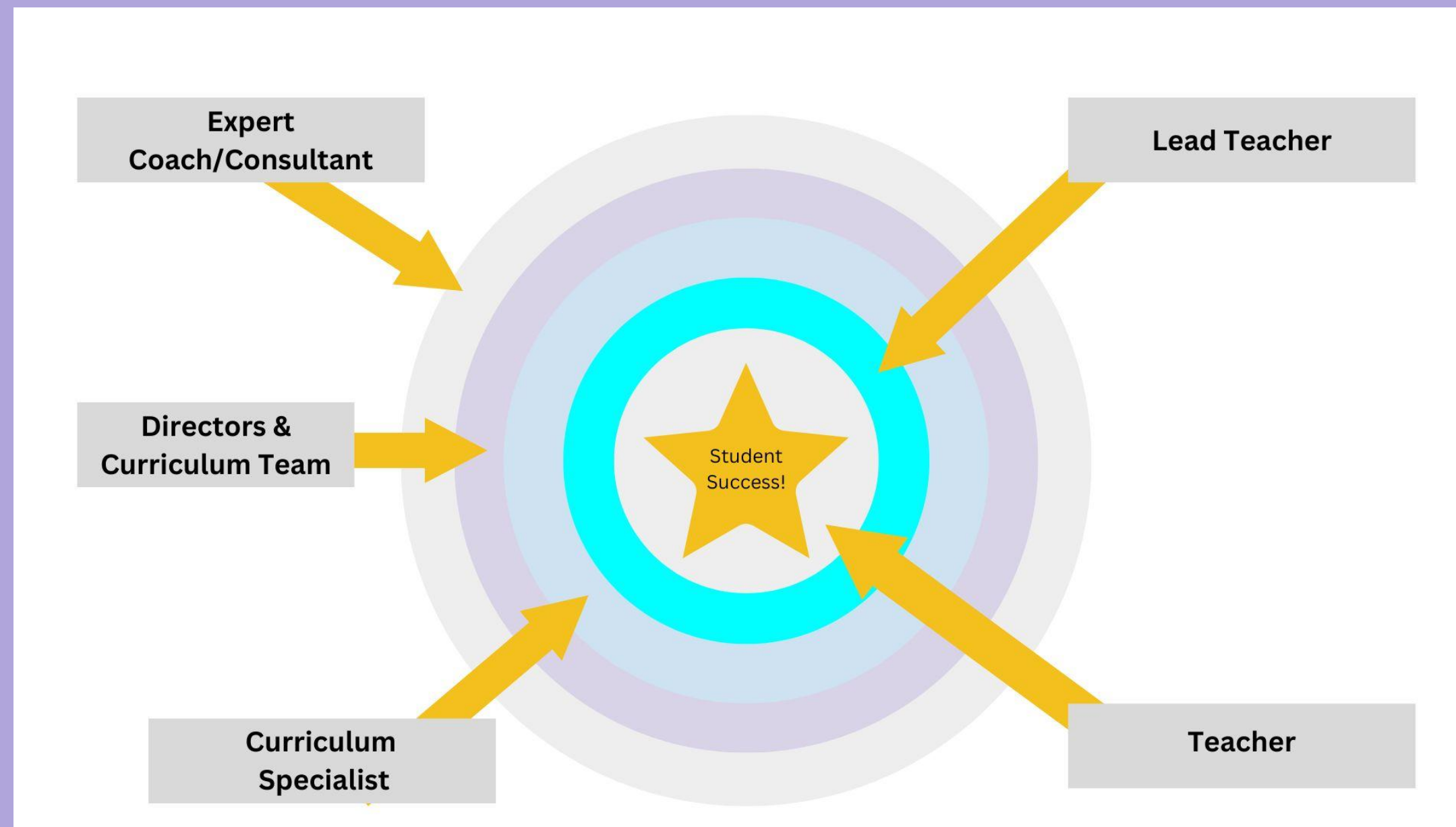
With Systematic Support Structure

continued



- Deeply understand the components of effective literacy instruction and the foundations of reading
- Deeply understand the essential elements of high quality literacy instruction
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities

Systematic Support Structure





Supporting our Youngest Readers

With Systematic Support Structure

Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through **ongoing professional development opportunities**

What kind of support?	Weekly PLCs Data Analysis	Instructional Coaching	Literacy Celebrations
Who does the support target?	Classroom Teachers Students Data Spreadsheets updated weekly Disaggregate and Analyze Student Work and Common Assessments. Plan for RTI.	Ongoing, individualized, in the moment professional development for teachers. Model lessons and interventions for students.	Classroom Teachers Students Literacy Wall; Move-Up Mondays; Student and teacher recognitions; celebrations and rewards for growth on iReady Reading and STAR; AR celebrations



Supporting our Youngest Readers

With effective scheduling & alignment of resources



Guidance for development of Literacy Schedules:

- **Uninterrupted Literacy Block:**
 - Strong emphasis on foundational skills: **DAILY small group rotations**
 - literacy & language instructional time
- **Daily intervention time~Elementary RTI**
 - Interventions should be provided by highly effective literacy teachers or skilled individuals who can provide high quality instruction
- **Common planning time:** Weekly grade level collaborations to take a deep dive into curriculum/standards, map out lesson plans & analyze student data to determine needs.
- **No pull out during core instruction!**

Supporting our Youngest Readers

With Multi-layered RTI Plan

- **All students receive on grade-level instruction across all standards.**
- **Match Small Groups to Student Needs**
- **Provide Intensive, Systematic Instruction on Foundational Skills**
- **Maximize Impact of Feedback**



Tier 1: All Students Receive High-Quality Instruction

Tier 2: Increase Support for At-Risk Students

Small Group Instruction 3-5 times a week; 20-40 minutes:
Up to 5 students with the Same Needs

Tier 3: Intensive Interventions

Small Group Instruction or 1:1 Instruction Daily;
20-40 Minutes

Supporting our Youngest Readers



With Individual Literacy Plans for students working below level

All K-3 student are screened three times a year for reading proficiencies with Dibels Next through Acadience Learning. These screeners are a set of brief tests that measure essential skills like phonological awareness, phonics, decoding, fluency, and comprehension that are needed for students to become proficient readers.

If a student is determined below benchmark from screening results:

- IRIP: Individual Reading Intervention Plan
- A written plan is developed by the student's school, parent/guardian, and teacher with the best evidence-based interventions to support improved literacy. These interventions can include:
 - Daily small group activities
 - Additional support through RTI
 - Before and/or after school tutoring
 - Summer learning programs
- At-home strategies are also included to help families further support students and often parent meetings that teach these strategies are hosted at your student's school
- Access to this literacy plan is linked on the student's school's website and as well district's website.

Supporting our Youngest Readers

With data informed decision making

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Kindergarten	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	DIBELS Screener to determine who is at risk and in need of interventions.	3 times a year; progress monitoring every 2 weeks
	Progress toward meeting content standards (specific skills) throughout the year.	Standard-Based Progress Report to determine grade level mastery of standards.	Quarterly Kindergarten Progress Report
First Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	DIBELS Screener to determine who is below benchmark and in need of interventions.	3 times a year; progress monitoring every 2 weeks
	Student independent reading level and growth	STAR	2 times a year (winter and spring)

Supporting our Youngest Readers

With data informed decision making

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Second Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	DIBELS screener to determine who is at risk and in need of interventions.	3 times a year; progress monitoring every 2 weeks
	Student independent reading level and growth	STAR	3 times a year (fall, winter and spring)
Third Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	DIBELS screener to determine who is below benchmark and in need of interventions.	3 times a year; progress monitoring every 2 weeks
	Student independent reading level and growth	STAR	3 times a year (fall, winter and spring)

Supporting our Youngest Readers

With family & community partnerships

#RapidesReads

Schools: *Cultivate a learning environment that instills and fosters a love of reading!*

Form a “Literacy Team” that includes all stakeholders. Establish a goals & create literacy plan.

- Daily Reading Logs: Required 30 minutes per night
- Focus on AR - goals, challenges, rewards
- Reading Campaign: hashtag, social media, celebrations
 - Bulletin Boards dedicated to reading
 - Reading corners or classroom libraries
 - Enriching literacy activities that are not connected to assessments
- Regular routines & supports for families
 - Summer Reading Lists/Projects
 - Weekly video/social media posts
 - Book Clubs
 - Resources
 - [Decodable Texts](#)
 - [UFLI Parent Resource Hub](#)
 - [UFLI Foundations Toolbox](#)

CDJH Early Elementary Reading Teachers



Harlee Mitchell

Kindergarten



Laura Kirl

Kindergarten



Abi Morrow

First Grade



Angele Butler

Second Grade



Destiny Ryder

Third Grade