

**Local Literacy Plan for
Ouachita Junior High School
Mr. Darron Underwood, Principal
Mr. Todd Guice, Superintendent
August 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

We believe that literacy is a fundamental need for both student development and the ability to understand, think critically, and respond to information.

Literacy Mission Statement

Ouachita Parish Schools will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies and initiatives, but to also provide teachers and leaders tools and knowledge necessary to grow students in the 21st century.

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	• By the end of each ELA HQIM unit, class mastery will increase to 80% or higher on curriculum-embedded ELA assessments. <i>(Leading Goal)</i> • By the end of the 2026–2027 school year, the percentage of students scoring proficiently (Mastery and Advanced) on the Spring LEAP ELA assessment will increase from an average grade-level proficiency rate of 34% to 37% across grades 6–8. <i>(Lagging Goal)</i> ◦ ELA 6th: Increase Mastery/Advanced from 22% to 25% ◦ ELA 7th: Increase Mastery/Advanced from 33% to 36% ◦ ELA 8th: Increase Mastery/Advanced from 42% to 45% By the end of the 2026–2027 school year, at least 90% of students receiving Tier II and Tier III literacy intervention, including EL and students with disabilities, will meet or exceed their individual literacy growth goals as measured by progress-monitoring data. <i>(Lagging Goal)</i>
Goal 2 (Teacher-Focused)	• By the start of the 2026–2027 academic year, 100% of ELA teachers will complete Unit Preparation training using the LDOE Unit Preparation Protocol for their upcoming instructional unit and begin implementation, as evidenced by completed unit preparation artifacts reviewed during Teacher Collaboration. <i>(Leading Goal)</i> • By the end of Teacher Collaboration Cycle 1, 100% of ELA teachers will internalize and implement the LDOE’s ELA Guidebooks Lesson Preparation Protocol prior to instruction, as evidenced by lesson preparation artifacts reviewed during Teacher Collaboration. <i>(Leading Goal)</i> • By January 2027, at least 90% of ELA teachers will demonstrate proficient implementation of Unit Preparation and Lesson Preparation during classroom instruction, as measured by the HQIM Walkthrough Tool and ELA Lesson Preparation Protocol. <i>(Leading Goal)</i> By May 2027, at least 90% of ELA teachers will demonstrate sustained proficiency in planning and delivering HQIM-aligned instruction, as evidenced by end-of-year walkthrough trends and classroom

Section 1B: Literacy Goals

	observation data in response to the LER refinement area. (<i>Lagging Goal</i>)
Goal 3 (Program-Focused)	- By August 2026, the Instructional Leadership Team will establish and implement a regular weekly meeting that includes best practices such as the SWAP cycle around HQIM, a literacy data review process to analyze student achievement, progress-monitoring, and implementation data to monitor progress toward literacy goals and determine school-wide instructional priorities, as evidenced by 100% completion rate of Cycle 1 in the Long Range Plan (<i>Leading Goal</i>) - By August 2026, all grades 6–8 ELA teams will implement Teacher Collaboration cycles that come from the learning of the ILT, use student data to determine teacher transfer and monitor the effectiveness of instructional practices. (<i>Leading Goal</i>) - By October 2026, the school will implement a comprehensive literacy intervention system that uses curriculum-embedded assessments, diagnostic data, and progress monitoring to identify students requiring Tier II and Tier III literacy intervention and provide timely, responsive support, as evidenced by a 100% participation and implementation rate across campus. (<i>Leading Goal</i>) By May 2027, all school literacy systems (ILT, Teacher Collaboration, Tiered Instruction, and Progress Monitoring) will be implemented with fidelity and integrity, as evidenced by end-of-year implementation rubrics and leadership review. (<i>Lagging Goal</i>)

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.

Section 2: Explicit Instruction, Intervention and Extension

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? 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	Students in grades 6–8 receive a 90-minute daily ELA block using Louisiana’s ELA Guidebooks. Tier I instruction includes: • Daily standards-aligned literacy instruction using Louisiana’s ELA Guidebooks. • Unit Preparation and Lesson Preparation to ensure coherent, grade-level instruction aligned to the Louisiana Student Standards. • Flexible, data-informed small-group instruction and extension based on curriculum-embedded assessments and ongoing classroom evidence. • Teachers implement evidence-based instructional practices aligned to the literacy-related indicators of the Louisiana Educator Rubric. • High-quality core literacy instruction is provided to all students. Students with disabilities and English Learners receive appropriate accommodations, supports, and specially designed instruction, as applicable, to ensure access to grade-level literacy instruction. To support healthy Tier I instruction, weekly Teacher Collaboration, classroom walkthroughs, and Instructional Leadership Team follow up are used to evaluate the effectiveness of instruction, monitor implementation, and determine instructional next steps.
English Language Arts textbooks and instructional materials used	Core Instructional Materials • Louisiana’s ELA Guidebooks 6-8 (2024) (online Platform) • Curriculum-embedded assessments included within Louisiana’s ELA Guidebooks • Student Unit Readers and Novels: ○ Grade 6: Esperanza Rising, Hatchet, and Communication with Out of My Mind, Application Unit

Section 2: Explicit Instruction, Intervention and Extension

	- Grade 7: Restart, The Giver, and Chasing Lincoln's Killer, Application Unit - Grade 8: Freak the Mighty, Call of the Wild, and Persuasion with Animal Farm, Application Unit Supplemental Instructional Materials Used Louisiana Department of Education instructional resources and planning tools
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - 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 II intervention is delivered by content-strong literacy teachers in flexible small groups during scheduled intervention and is designed to ensure students do not miss Tier I instruction. All educators providing Tier II instruction are trained in the materials. - Intervention intensity is coordinated among classroom teachers, interventionists, special education teachers, and English Learner teachers to ensure aligned instruction. - Progress monitoring of Tier II interventions is conducted every 10 days to track student progress and adjust interventions as needed. At least three data points are collected over 6 weeks and discussed before any change in intervention. Teachers reinforce intervention goals within Tier 1 by providing targeted feedback based on students' performance during practices to address specific needs and reinforce learning. Teachers also provide opportunities for students to practice newly learned skills across classroom tasks.
List of available interventions and their descriptions	Based on data-informed student needs and using materials from core: Foundational Reading- Targeted instruction to strengthen decoding, fluency, and word recognition of multisyllabic words based on identified student needs.

Section 2: Explicit Instruction, Intervention and Extension

	• Vocabulary and Morphology- Explicit instruction in academic vocabulary, morphology, and word-learning strategies to support comprehension of grade-level text. • Reading Comprehension- Small-group instruction focused on comprehension strategies, analysis of complex text, and evidence-based responses using scaffolded support within Louisiana’s ELA Guidebooks. • Written Expression- Targeted instruction to strengthen sentence construction, organization, written responses to text, and the use of textual evidence. • Accelerated Reading – Reading comprehension based on student reading levels.
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	• Students who demonstrate persistent literacy needs but are not making adequate progress in Tier II will receive 15 minutes of daily Tier III intervention. • Tier III intervention is delivered by content-strong teachers individually or in small, flexible groupings of no more than three students at a time. All educators providing Tier III instruction will be trained in the materials. • Tier III intervention is designed to address individual student needs through assessment and progress monitoring data by providing intensive, explicit, evidence-based instruction. • Intervention plans and intensity are coordinated among classroom teachers, special education teachers, and English Learner teachers to ensure aligned instruction and consistent instructional decision-making. • Progress monitoring occurs weekly (e.g., Lexia) to evaluate individual student response and adjust intensive intervention. At least three data points are collected over three weeks before considering changes to the student’s intervention plan unless earlier adjustments are warranted based on student need. • Interventionists provide explicit instruction targeting the specific literacy skill deficits, opportunities for guided practice, corrective feedback, and independent practice.

Section 2: Explicit Instruction, Intervention and Extension

	Teachers reinforce intervention goals within Tier 1 by providing targeted feedback based on students' performance during practices to address specific needs and reinforce learning. Teachers also provide opportunities for students to practice newly learned skills across classroom tasks.
List of available interventions and their descriptions	Intensive interventions based on data and student need: • Decoding and Word Reading - Individualized instruction targeting identified deficits in decoding, multisyllabic word reading, morphology, and automatic word recognition based on diagnostic and progress-monitoring data. • Reading Fluency - Individualized intervention targeting deficits in oral reading fluency through explicit modeling, repeated reading, guided oral reading, and corrective feedback to improve reading accuracy, automaticity, and prosody • Language Comprehension - Individualized instruction targeting persistent deficits in academic vocabulary, syntax, language, and text comprehension through explicit modeling, scaffolding, and guided practice. • Writing - Individualized instruction targeting sentence construction, organization, written expression, and the use of evidence through explicit modeling, guided practice, and immediate corrective feedback. • Lexia Data - Used, when appropriate, to identify foundational reading skill deficits, monitor student response to intervention, and inform individualized Tier III instructional decisions <u>Evidence-Based and State-Approved Program</u> (if needed) - Intensive, individualized intervention using an evidence-based program selected to address the student's identified literacy needs and monitored through frequent progress monitoring.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Monthly	Goal Setting and Monitoring Develop a Literacy Plan and set literacy goals. Create a plan to monitor progress of actions, as well as toward mastery of the literacy goals, including review of screener and curriculum-embedded data.	Principal, Instructional Leadership Team	LDOE TPLS, School Literacy Goals, School Improvement Plan, LDOE Literacy Plan Development Guide, Existing Literacy data	The Instructional Leadership Team consistently tracks the effectiveness of cycles through ILT to evaluate implementation, monitor progress toward literacy goals, and make data-informed instructional decisions. Evidence: ILT Long Range Plan with evidence listed as appropriate under the cycles, updated action plans, updated Literacy Plan posted to school website
1-3	Monthly	Improving Core Instruction Create the first cycle of ILT and TC around unit and lesson preparation. Conduct HQIM Walkthroughs and provide targeted Teacher Support Additional ILT and TC cycles will be built based on teacher and student need	ILT Team/ Instructional coach through TC	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

Action Plan

					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 tasks, with at least a 10% increase in students meeting or exceeding proficiency. • HQIM walkthroughs are through the lens of follow-up between ILT and TC to determine transfer of TC learning. • At least 90% of teachers observed demonstrate proficient implementation of HQIM, with coaching notes being reflected in adjusted instruction Evidence: Section diagnostic data, culminating student work, teacher evaluations, and walkthroughs of improvements in TCK
1, 3	Monthly	Improving Tier II and Tier III Instruction	ILT Team, Instructional Coaches,	TPLS guidance; intervention training, resources,	• Intervention plans demonstrate alignment between identified student skill needs and targeted intervention and supports.

Action Plan

		Create a plan to monitor progress toward improving Tier II and Tier III instruction. Establish an initial cycle of ILT/TC support focused on intervention planning, implementation, and progress monitoring.	Literacy Interventionists	protocols, etc.; progress monitoring tools	- Look for evidence during walkthroughs/observations to ensure intervention is explicit, systematic, cumulative, multisensory as needed, appropriately intensive, and aligned to identified student need(s). - Ensure progress monitoring data are collected consistently and reviewed at appropriate designated intervals. - Ensure teams use multiple data points to determine whether students are responding to intervention and make timely adjustments to intensity, frequency, duration, group size, and/or instructional focus. Evidence: Intervention plans, Individualized Academic Support Plans, walkthrough data, progress monitoring data, student work samples, ILT/TC follow-up over the course of the cycle
1, 3	Monthly	Improving Literacy Extensions Create a plan to monitor progress toward improving Literacy Extensions. Create an	ILT Team, Instructional Coaches	HQIM extension resources, unit and lesson preparation protocols	- Review unit and lesson preparation for evidence of intentional planning for students who are ready to extend their learning. - Extensions deepen or broaden grade-level learning.

Action Plan

		initial cycle of ILT/TC support focused on strengthening literacy extensions for students who have demonstrated proficiency with grade-level content.			- Look for evidence during classroom walkthroughs/observations showing students are engaged in increasingly complex reading, writing, speaking, and listening, and knowledge-building opportunities aligned to the HQIM. - Ensure teachers use formative assessments and observable data to determine when and how students need access to literacy extensions. Evidence: unit/lesson plans and annotations, WIN time planning docs, student work samples, formative assessment data, walkthrough observations.
2		Continuous Improvement of Leader and Teacher Capacity Use current teacher/student data to refine professional learning cycle focus.	Instructional Leadership Team, Instructional Coaches	ILT/TC Long-Range Plans, HQIM Walkthrough Tool, Student Data	- Review evidence of expected Teacher and Student outcomes to determine if cycle goals from ILT and TC were met. - Use identified instructional need(s) to determine the focus for next cycle within ILT and TC long-range plans. Ensure new cycle goal(s), professional learning cycle chunks, weekly coaching/feedback, and expected Teacher/Student

Action Plan					
					outcomes all align to create a coherent cycle of support.
3	Quarterly	Engaging Families Facilitate evidence-informed family engagement activities that strengthen student outcomes and the partnership between school and home	Instructional Leadership Team, Literacy Mentors and Teachers	LEAP and DIBELS results, HQIM activities, building literacy at home resources, community partnership resources	• Conduct family literacy engagement demonstrations that assist families in understanding LEAP and DIBELS results. • Demonstrate for families how to do HQIM-aligned activities at home based on their child's needs • Demonstrate general building literacy at home activities to build a love of reading and help with fluency building. • Bring in community partners to build partnerships between home, school, and community to support literacy development. • Share overall school goals with families and a high-level action plan to achieve those goals, while providing updates throughout the year. Provide ongoing support and communication to families regarding the progress of their child's IASP.

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 2026	ELA Guidebooks 6-8 (2024) New Teacher Training	All New ELA Teachers (New to subject, grade level, school, or school system)
August 2026 - May 2027	Guidebook Unit Unpacking	Grade 6-8 teachers
February 24-26, 2027	Plain Talk Conference	ELA Teachers, Curriculum Coordinator
August 2026 – Ongoing	Provide ongoing support for classroom teachers via teacher collaborations/cluster meetings, PLCs, one-to-one, etc. Supports such as modeling, observations, coaching sessions, etc. will be used.	ILT ELA Lead, Curriculum Coordinator

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

1. What is the ILT/TC long-range plan to support literacy?

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

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?
Unit Preparation and Lesson Preparation Phase 1	By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery.	Teacher Collaboration artifacts, lesson annotations, ILT walkthrough data, student formative assessment data.
Phase 2 of Lesson Preparation	By December 2026, the ILT will build its instructional leadership capacity to refine instructional decision-making through analysis of student work and curriculum-embedded assessments to provide support to all students in meeting daily mastery expectations of the HQIM and Louisiana Student Standards. This will result in improved teacher planning of individual student needs, leading to increased student mastery.	Tracking of student work through curriculum-embedded assessments, coaching plans, and walkthrough trends.
**Cycle 3 and beyond will be updated based on teacher and student needs		

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:

Section 4: Family Engagement Around Literacy

- 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
August 2026	BTS Orientation	Family friendly presentation of LEAP data	PAWS Committee
October 2026	Literacy Night / Report Card Pickup	Unit 1-2 Common Assessment Data	PAWS Committee
March 2026	Literacy Night / Report Card Pickup	Unit 3-4 Common Assessment Data	PAWS Committee

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

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Pupil Progression Plan	IASP guidance, grades required from ELA, retention requirements by grade	Review IASPs to ensure they have the required elements from pupil progression, are communicated to families, and progress is tracked appropriately. Review grades quarterly to ensure requirements are met, and students are tracking towards passing.
School Improvement Plan	Provides overarching school goals to construct disaggregated goals by content and grade level. Ensures spending is aligned to the priorities in this plan and family initiatives are aligned	Monitoring of goals at designated checkpoints in the action plan. Share plan with Title 1 coordinator/Federal Programs to ensure spending is aligned. Ensure family initiatives align between the 2 plans and action plan is followed for family literacy engagement.
House Bill 316 (Act 964): Adolescent Literacy Skills Plan	Supports implementation of a comprehensive schoolwide adolescent literacy plan through evidence-based Tier I instruction, screening, diagnosing, targeted intervention, HQIM, and ongoing professional learning to improve literacy outcomes for all students	Monitor implementation through HQIM walkthroughs, Teacher Collaboration artifacts, intervention reviews, and literacy data meetings. Evidence of success includes increased curriculum-embedded assessment mastery, improved intervention progress-monitoring data, and increased proficiency on the Spring LEAP ELA assessment.
Instructional Leadership Team (ILT) and Teacher Collaboration (TC)	Ensures effective implementation of HQIM in Tiers I and II, data analysis through the lens of Tier I and II instruction, and responsive and ongoing professional learning around ELA HQIM and literacy evidence-based practices	Walkthrough data, Teacher Collaboration artifacts, and coaching plans demonstrate that 100% of teachers implement HQIM proficiently; student work from Tier I and

Section 5: Alignment to Other Initiatives

		Tier II shows increased mastery.
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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
School System and School Leadership (School System supervisors, principals, assistant principals, school-based literacy team, ILT)	Introduce literacy plan at BOY. Review implementation expectations, curriculum-embedded assessments, walkthrough trends, intervention progress, and family engagement during ILT meetings and reviews of meeting/not meeting cycle goals. Provide regular updates on implementation progress and next steps.	BOY and EOY Program Evaluation, During ILT Meetings and at the conclusion of cycles of ILT and TC
School Staff (Teachers, Instructional Leadership Team, Literacy Intervention Teachers, Literacy Mentors)	Communicate literacy goals, implementation expectations, and progress through faculty meetings, Teacher Collaboration, ILT meetings, and instructional coaching.	August; Ongoing through weekly ILT and Teacher Collaboration meetings
Families and Community Partners	Share literacy goals, IASPs during individual conferences, and updated student progress. Family opportunities and literacy resources are provided	Quarterly school-wide family engagement events; Weekly communication from literacy teachers to families via

Section 6: Communicating the Plan

	through school events, conferences, newsletters, email, the school website, and other communication platforms. Seek quarterly feedback from families via digital and paper surveys in home language to improve family engagement effectiveness.	chosen platform; Quarterly surveys to families
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OJHS 26-27 BELL SCHEDULE

REGULAR DAY AND ACTIVITY SCHEDULES



REGULAR SCHEDULE

Period	Start	End	Minutes
Early Bell	7:25	7:51	—
1	7:54	8:43	49
2	8:46	9:35	49
3	9:38	10:27	49
4	10:30	11:19	49
1 st Lunch	11:19	11:47	28
5 th PD A	11:22	12:11	49
2 nd Lunch	12:11	12:39	28
5 th PD B	11:50	12:39	49
6	12:42	1:31	49
7	1:34	2:23	49
8	2:26	3:15	49



392 INSTRUCTIONAL MINUTES



ACTIVITY SCHEDULE A

Period	Start	End	Minutes
Early Bell	7:25	7:51	—
1	7:54	8:37	43
2	8:40	9:22	42
3	9:25	10:07	42
4	10:10	10:52	42
1 st Lunch	10:52	11:17	25
5 th PD A	10:55	11:37	42
2 nd Lunch	11:37	12:02	25
5 th PD B	11:20	12:02	42
6	12:05	12:47	42
7	12:50	1:32	42
8	1:35	2:17	42
Activity Period	2:20	3:15	55



ACTIVITY SCHEDULE B

Period	Start	End	Minutes
Early Bell	7:25	7:51	—
Activity Period	7:54	8:49	55
1	8:52	9:34	42
2	9:37	10:19	42
3	10:22	11:04	42
4	11:07	11:49	42
1 st Lunch	11:49	12:14	25
5 th PD A	11:52	12:34	42
2 nd Lunch	12:34	12:59	25
5 th PD B	12:17	12:59	42
6	1:02	1:44	42
7	1:47	2:29	42
8	2:32	3:15	43



= Lunch



= 5th Period (Split Block)



= Activity Period

Lunch and 5th Period are split blocks.

Students will have either Lunch or 5th Period during this time.