

**Local Literacy Plan for  
Ray D. Molo Middle School  
Nicholas Johnson, Principal  
Dr. Jason VanMetre, Superintendent  
August 26, 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            | Our vision is to ensure that every middle school student becomes a confident, fluent, and critical reader, writer, and communicator who can access grade-level texts, think deeply about ideas, and use literacy as a tool for learning, voice, and opportunity across all content areas |
| Literacy Mission Statement | Our mission is to provide evidence-based literacy instruction that develops students' reading accuracy, fluency, vocabulary, comprehension, and writing skills through direct, explicit, systematic instruction, meaningful practice, and purposeful family engagement.                  |

## Section 1B: Literacy Goals

1. What are the overall literacy goals?

## Section 1B: 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?

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| <p>Goal 1 (Student-Focused)</p> <p>Example:<br/>Identified student subgroups: SWD, EL, ED, Homeless, etc.</p> | <ul style="list-style-type: none"><li>• By May 2027, <b>30%</b> percentage of 6<sup>th</sup> -8<sup>th</sup> grade students scoring Basic and below on LEAP 2025 assessment will score at or above Benchmark on the EOY DIBELS Assessment.</li><li>• By May 2027, <b>45%</b> students in grades 6-8 will meet or exceed their expected growth target on ELA LEAP Assessment.</li><li>• We will increase the percentage of SWD reading on or above grade level in grades 6-8 from <b>7.8%</b> to <b>10.2%</b> as measured by ELA curriculum-based assessments and ELA LEAP assessments</li></ul> <p><b>Leading Indicators</b></p> <ul style="list-style-type: none"><li>• Percentage of students meeting benchmark on literacy screener.</li><li>• 100% of identified students receiving appropriate intervention services</li><li>• 75% of students demonstrate expected growth on progress monitoring measures</li></ul> <p><b>Lagging Indicators</b></p> <ul style="list-style-type: none"><li>• Increase in DIBELS EOY benchmark attainment</li><li>• Increase in LEAP Mastery and Above rates</li><li>• Reduction in the percentage of students significantly below benchmark</li></ul> <p><b>Monitoring Plan</b></p> <ul style="list-style-type: none"><li>• Monthly progress monitoring reviews</li><li>• Annual evaluation of benchmark and LEAP outcomes</li></ul> |
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## Section 1B: Literacy Goals

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| Goal 2 (Teacher-Focused) | <ul style="list-style-type: none"><li>• By September 1, 2026, 100% of 6<sup>th</sup> - 8<sup>th</sup> grade ELA, intervention, special education, EL, and content-area teachers will have received professional development training in Fluency Protocol and SPIRE explicit literacy instruction and intervention practices.</li><li>• By September 1, 2026, all new teachers will receive initial training on the adopted high-quality instructional materials.</li><li>• By September 30, 2026, all interventionists staff, outside of the classroom teachers, will receive training on conducting interventions using the adopted SPIRE structured literacy program.</li></ul> <p><b>Leading Indicators</b></p> <ul style="list-style-type: none"><li>• 100% teacher participation in professional learning</li><li>• At least 2 coaching cycles per teacher annually</li><li>• 85% completion of unit and lesson preparation protocols</li></ul> <p><b>Lagging Indicators</b></p> <ul style="list-style-type: none"><li>• 50% proficiency on literacy walkthrough indicators</li><li>• Increased student literacy achievement across all subgroups</li><li>• Reduction in achievement gaps among identified subpopulations</li></ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"><li>• Professional learning attendance records</li><li>• Monthly walkthrough data reviews</li><li>• Coaching cycle documentation</li><li>• Teacher collaboration products</li></ul> |
| Goal 3 (Program-Focused) | <ul style="list-style-type: none"><li>• By September 1, 2026, the school will implement a comprehensive multitiered literacy support system that ensures (a) 100% of students have access to high-quality Tier I literacy instruction; and (b) all identified at-risk students receive Tier II or Tier III interventions aligned to diagnostic data.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Section 1B: Literacy Goals

- Starting September 2026, ILT /TC meets weekly using student data to make instructional decisions for the campus.

### Leading Indicators

- Benchmark screening completed on time for 100% of applicable students
- Family communication occurs at least quarterly for all intervention students

### Lagging Indicators

- Improved literacy outcomes across student groups
- Reduced subgroup achievement gaps
- Increased Tier II and Tier III effectiveness as measured by growth data
- Increased percentage of students reaching benchmark

### Measurement:

- ILT/TC Agendas
- Intervention fidelity observations
- Annual literacy plan evaluation and revision
- Intervention progress monitoring data review

## 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?

## Section 2: Explicit Instruction, Intervention and Extension

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                     | <ol style="list-style-type: none"> <li>Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?</li> <li>Is there a regular walkthrough schedule to determine support around Tier I?</li> <li>Is the ILT responding to data to support a healthy Tier I?</li> <li>Are teachers and leaders effectively trained in unit and lesson preparation (<a href="#">K-2 Skills Unit</a>, <a href="#">K-2 Skill Lesson</a>, <a href="#">K-2 Knowledge Unit</a>, <a href="#">K-2 Knowledge Lesson</a>, <a href="#">3-12 Unit Preparation</a>, <a href="#">3-12 Lesson Preparation</a>)</li> <li>What data and resources are being used to support <a href="#">extension</a>?</li> </ol>                                                                                              |
| <b>Amount of time spent on daily literacy skills instruction and how it is used</b> | <p>90 minute ELA Block where:</p> <ul style="list-style-type: none"> <li>45-50 Min HQIM (Louisiana Guidebook units)</li> <li>45 min Literacy or RTI</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>English Language Arts textbooks and instructional materials used</b>             | Louisiana Guidebook Units for 6 <sup>th</sup> – 8 <sup>th</sup> grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Tier II</b>                                                                      | <ol style="list-style-type: none"> <li>Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?</li> <li>Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?</li> <li>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?</li> <li>Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?</li> <li>Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?</li> </ol> |
| <b>Tier II plan, including the amount of time</b>                                   | <p>Students identified through screening process receive:</p> <ul style="list-style-type: none"> <li>Minimum 20 min per day</li> <li>5 days per week</li> <li>Small group intervention</li> <li>Not to take the place of Tier 1 HQIM time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>List of available interventions and their descriptions</b>                       | <p>District-created Fluency Protocol plans aligned to HQIM.<br/>Progress monitoring with DIBELS ORF every other week.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Section 2: Explicit Instruction, Intervention and Extension

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Tier III</b>                                               | <ol style="list-style-type: none"> <li>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?</li> <li>2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?</li> <li>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?</li> <li>4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?</li> <li>5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?</li> </ol> |
| <b>Tier III plan, including the amount of time</b>            | <p>Students identified through screening process receive:</p> <ul style="list-style-type: none"> <li>• Minimum 30 min per day</li> <li>• 5 days per week</li> <li>• Small group instruction</li> <li>• Weekly progress monitoring</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>List of available interventions and their descriptions</b> | <p>S.P.I.R.E. Levels 1-6<br/>Progress monitoring weekly with DIBELS ORF</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Action Plan |                    |                                                                       |                                    |                                   |                                                        |
|-------------|--------------------|-----------------------------------------------------------------------|------------------------------------|-----------------------------------|--------------------------------------------------------|
| Goal        | Timeline           | Action Steps                                                          | Person(s) Responsible              | Resources                         | Monitoring Evidence of Teacher and Student Success     |
|             |                    |                                                                       |                                    |                                   |                                                        |
| 1           | August – September | Administer beginning of year screeners and create intervention groups | Principal, Literacy Team           | Benchmark assessment tools        | Screener results and intervention rosters              |
| 1           | August – May       | Monitor progress and adjust intervention groups                       | Literacy team, teachers            | Progress Monitoring Tools         | Growth reports and progress monitoring data            |
| 2           | August – May       | Conduct weekly literacy-focused teacher collaboration cycles          | Principal, Instructional coach     | HQIM & Unit Preparation Protocols | Walkthrough data, annotated lesson plans, student work |
| 2           | August – May       | Implement coaching and feedback cycles                                | Principal and Instructional Coach  | Observation tools                 | Bullseye coaching logs, observation data               |
| 3           | August – May       | Conduct weekly ILT meetings focused on student data                   | Principal, Literacy Team, ILT team | Literacy plan                     | Progress monitoring data, Benchmark data               |
|             |                    |                                                                       |                                    |                                   |                                                        |

### Section 3A: Professional Learning: Partners (NOT 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<br><i>(When can PL be scheduled throughout the school year?)</i> | Topics<br><i>(What topics are most needed and should be covered and/or prioritized?)</i> | Attendees<br><i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i> |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|                                                                             |                                                                                          |                                                                                                                       |

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

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

| Potential Cycle Topic        | Goal for Cycle                                                                                  | How is the success of the cycle monitored? |
|------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------|
| Unit Study Protocol          | Develop capacity around HQIM and best practices                                                 | Student work analysis;<br>Culminating task |
| Lesson Study and Preparation | Define, model, and monitor high quality ELA implementation through lesson preparation protocols | Student work analysis;<br>Culminating task |

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

|                              |                                                                                    |                                        |
|------------------------------|------------------------------------------------------------------------------------|----------------------------------------|
| Fluency Protocol plan study  | Develop teacher capacity around Fluency Protocol Plans and literacy best practices | Progress monitoring ORF                |
| Writing Instruction with CER | Strengthening student's ability to support claims with evidence and reasoning.     | Section diagnostics, Culminating tasks |

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

| Month/Date | Activity                         | Accessibility Opportunities                                            | Community Partners    |
|------------|----------------------------------|------------------------------------------------------------------------|-----------------------|
| October    | Building Literacy Skills at Home | LDOE Middle and High school edition – accessible in multiple languages | LDOE, World Languages |
| January    | Family Literacy Night            | Multiple languages                                                     | Literacy volunteers   |
| May        | Summer Reading Kickoff           | Summer resource packets                                                | Public Library        |

## Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
  - a. School improvement plan
  - b. Early childhood programs
  - c. Cross-curricular initiatives
  - d. Community programs
  - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

| Initiative Alignment       |                                                                             |                                         |
|----------------------------|-----------------------------------------------------------------------------|-----------------------------------------|
| Other Programs/Initiatives | Connection to Literacy                                                      | Monitoring Plan/<br>Evidence of Success |
| School Improvement Plan    | Literacy goals embedded in academic priorities                              | Goal reviews                            |
| PBIS                       | Improved engagement and attendance                                          | Attendance and behavior data            |
| Attendance                 | Supports academic achievement                                               | Attendance data                         |
| Scholastic Book Fair       | Supports students' access to and interest in a variety of reading materials | Attendance                              |
| Tutoring Program           | Provides targeted intervention support                                      | Progress monitoring                     |
|                            |                                                                             |                                         |

## 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.

## Section 6: Communicating the Plan

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                 |
| Teachers                | Faculty meetings, PLC, email updates, TC cycles                     | Monthly                  |
| Families                | Open house, conferences, newsletters, website updates, social media | Monthly / Quarterly      |
| Students                | Goal-setting conferences and progress monitoring discussions        | Grading periods          |
| Community/ School Board | School reports, presentations, public updates                       | Posted on school website |
| School Literacy Team    | Literacy meeting and implementation reviews                         | Monthly                  |