

**Local Literacy Plan for
Riser Middle School/Ouachita Parish
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LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

At Riser Middle School, we believe literacy is the foundation for learning in every classroom. Through purposeful reading, writing, speaking, and listening, all students will build the knowledge and skills to understand complex information, think critically, communicate effectively, and respond with evidence.

Literacy Mission Statement

Riser Middle School will provide every student with consistent opportunities to read, write, speak, listen, and think critically across all content areas. Through high-quality instructional materials, evidence-based literacy practices, purposeful student discourse, and ongoing support for teachers, we will equip students to understand complex information, communicate effectively, and succeed in high school and beyond.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	By May 2027, Riser Middle School students will demonstrate measurable growth in their ability to comprehend grade-level texts, draw conclusions, make inferences, and communicate evidence-based responses across content areas, resulting in an increase in the percentage of students scoring Mastery or above on LEAP ELA from 29.8% to 37.5%.
Goal 2 (Teacher-Focused)	By May 2027, 100% of Riser Middle School teachers will participate in job-embedded professional learning and collaborative planning focused on disciplinary literacy, including purposeful reading, writing, vocabulary instruction, and evidence-based student discourse. By the end of the year, at least 75% of classroom observations and student-work reviews will demonstrate effective implementation of the identified literacy practices.
Goal 3 (Program-Focused)	By May 2027, Riser Middle School will implement a consistent literacy assessment and data-analysis process using ELA Guidebooks curriculum-based assessments, District Common Assessments, and LEAP data to monitor student progress, identify literacy needs, and determine instructional adjustments and supports. After each identified assessment, ELA teachers will analyze student performance through existing collaborative planning structures and use the results to plan and monitor instructional responses.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Riser Middle School students receive 96 minutes of daily Tier I instruction using ELA Guidebooks. Tier I instruction includes: - engagement with grade-level complex texts - explicit instruction in vocabulary, language, comprehension, and writing - evidence-based student discussion - formative assessment Whole-group, collaborative, small-group, and independent learning structures are used within the core ELA block based on the design of the HQIM and evidence of student understanding. Teachers provide scaffolds, reteaching, and extension while maintaining students' access to grade-level content and tasks. To support Tier I instruction, bi-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.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Core Instructional Materials: Louisiana’s ELA Guidebooks (6-8) Curriculum-embedded assessments include lesson and section diagnostics, District Common Assessments delivered in OnCourse. Student Unit Readers and Novels: 6th Grade: Esperanza Rising, Hatchet, and I Am Malala 7th Grade: Restart, The Giver, and Chasing Lincoln’s Killer 8th Grade: Call of the Wild, Freak the Mighty, and Persuasion with Animal Farm
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	Students identified as needing Tier II literacy support receive targeted intervention during the Study Skills period in addition to their daily 96-minute Tier I ELA instruction. Students receive intervention for 20 minutes, 3 days per week, based on identified literacy needs. Intervention is delivered through Lexia PowerUp Literacy and teacher-led small-group instruction targeting specific skill deficits identified through literacy assessment data. Students are not removed from Tier I ELA instruction to receive intervention. Student progress is monitored at least biweekly using measures aligned with the targeted skill and Lexia performance data. ELA teachers, intervention teachers, and the school data team review progress after each six-to-eight-week intervention cycle to determine whether the intervention should be continued, adjusted, intensified, or discontinued.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	Lexia PowerUp Literacy Lexia PowerUp Literacy is an adaptive intervention program for students in grades 6–8 that addresses word study, grammar, and comprehension. Students are placed within the program according to diagnostic performance and receive instruction and practice targeted to their identified literacy needs. Student performance data are used to monitor progress and guide teacher-led instruction. Teacher-led targeted literacy intervention Students receive explicit small-group instruction based on identified literacy needs, including decoding and word analysis, fluency, vocabulary and morphology, language comprehension, or reading comprehension. Instruction includes modeling, guided practice, independent application, immediate feedback, and practice with grade-level or intervention-aligned text.
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	During the 2026–2027 school year, Riser Middle School is establishing a comprehensive Tier III literacy support plan for implementation in 2027–2028. School and district leaders are identifying students’ intensive literacy needs and determining the personnel, professional learning, scheduling, diagnostic assessments, intervention materials, and progress-monitoring procedures necessary for effective implementation. The proposed model will use Lexia PowerUp Literacy and aligned Skill Builders to provide daily, explicit, teacher-led instruction targeted to students’ identified literacy deficits while preserving access to Tier I ELA instruction.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

Lexia PowerUp Literacy is a state-reviewed literacy intervention for students in grades 6–8 that provides adaptive instruction in word study, grammar, and comprehension. The program uses student-performance data to identify areas of need and provide targeted instruction and practice. For Tier III use, Lexia PowerUp must be paired with explicit, teacher-led instruction delivered by a trained literacy educator, implemented daily for at least 30 minutes in groups of one to three students, and supported by weekly skill-aligned progress monitoring.

At this time, Lexia PowerUp Literacy is available at Riser Middle School; however, the school is awaiting district guidance regarding the adopted Tier III implementation model, required personnel training, scheduling expectations, diagnostic assessments, and progress-monitoring tools.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1 and 3	August - September 2026	Review LEAP ELA, District Common Assessment, and curriculum-based assessment data by grade level, standard, and subgroup. Identify school wide literacy strengths, needs, and students requiring additional support.	Administration, curriculum coordinator, ILT, ELA teachers	LEAP reports, DCA data, Guidebooks assessments, student work	Student: Baseline proficiency, growth, and subgroup data identified. Students requiring additional support identified. Teacher: ELA teams can identify priority standards, student patterns, and instructional implications.
2 and 3	September–October 2026	Provide job-embedded professional learning on effective implementation of ELA Guidebooks, unit and lesson preparation, formative assessment, and analysis of student work.	Curriculum coordinator, instructional coach, teacher leaders, ILT	ELA Guidebooks, 3–12 Unit and Lesson Preparation Protocols, Student Work Analysis Process, Louisiana Educator Rubric	Student: Increased completion and quality of grade-level literacy tasks. Teacher: Annotated plans, professional-learning participation, completed preparation protocols, and evidence of planned literacy supports.
1 and 2	September 2026 - May 2027	Implement grade-level ELA Guidebooks instruction during the daily 96-minute ELA block, including complex text, vocabulary, comprehension, writing, and evidence-based student discourse.	ELA teachers, special education ELA teachers	ELA Guidebooks, embedded texts and tasks, Louisiana Student Standards, approved supplemental resources	Student: Engagement with grade-level text; quality of written and oral evidence-based responses; formative and curriculum-assessment results. Teacher: Walkthrough evidence of HQIM implementation, purposeful questioning, student discourse, feedback, and appropriate scaffolding.

Action Plan

1, 2, and 3	After each identified curriculum or district assessment	Use the Riser Student Work Analysis Process to identify patterns in student performance, determine instructional implications, and plan adjustments. Monitor the effect of adjustments using subsequent student evidence.	ELA teachers, teacher leaders, curriculum coordinator, ILT	Guidebooks assessments, District Common Assessments, student work samples, Riser Student Work Analysis Process	Student: Improvement on targeted standards and subsequent assessments; progress among identified subgroups. Teacher: Completed analysis process, documented instructional adjustments, and evidence that adjustments were implemented and monitored.
2	Monthly throughout 2026–2027	Conduct literacy-focused walkthroughs and provide feedback and coaching based on identified schoolwide and individual teacher needs. Use trends to determine future professional-learning support.	Administration, curriculum coordinator, instructional coach, ILT	Walkthrough tool, Louisiana Educator Rubric, lesson plans, student work	Student: Students regularly read, write, discuss, and support thinking with evidence. Teacher: Increased implementation of identified literacy practices across walkthrough cycles.
1 and 3	Every 6 - 8 weeks	Review the progress of students receiving Tier II literacy support. Adjust the intervention focus, time, grouping, or instructional support based on current data.	Intervention/ Study Skills teachers, ELA teachers, special education teachers, SBLC/data team, administration	Lexia PowerUp data, Skill Builders, curriculum assessments, aligned progress-monitoring measures	Student: At least three progress-monitoring data points collected; progress toward individual literacy goals; movement toward intervention exit criteria. Teacher: Intervention and progress-monitoring tools align with the identified skill; instructional adjustments are documented.

Action Plan

3	September 2026–May 2027	Establish the Tier III literacy implementation plan for 2027–2028, including student identification criteria, approved materials, staffing, professional learning, scheduling, group size, and weekly progress monitoring.	School administration, curriculum coordinator, district literacy leadership, special education leadership	Louisiana TPLS Framework, Lexia PowerUp and Skill Builders, staffing and scheduling information, district guidance	Student: Students who may require intensive support are identified through multiple data sources. Teacher/program: Provider, training requirements, intervention materials, schedule, entry/exit criteria, and progress-monitoring process are identified before implementation.
1, 2, and 3	January 2027	Conduct a midyear review of student performance, teacher implementation, intervention effectiveness, and progress toward all literacy goals. Revise action steps when evidence indicates a need.	Administration, curriculum coordinator, ILT, ELA teacher leaders	Midyear assessment data, walkthrough trends, student work, intervention data, implementation records	Student: BOY-to-MOY growth and subgroup progress. Teacher: Midyear implementation trends and evidence of instructional adjustments.
1, 2, and 3	May - June 2027	Evaluate progress toward the literacy goals and use findings to establish priorities, professional-learning needs, and intervention structures for 2027–2028.	Administration, curriculum coordinator, ILT, district support personnel	LEAP results when available, EOY assessments, student work, walkthrough data, intervention records	Student: EOY growth, proficiency, subgroup results, and intervention outcomes. Teacher/program: End-of-year implementation data, completed action steps, identified successes, and priorities for the following year.

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>
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Not applicable: Riser Middle School has not utilized a Louisiana approved Professional Learning Partner during the 2026 - 2027 school year.

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?
Purposeful Student Discourse and Evidence-Based Responses	By the end of the cycle, teachers will consistently plan and facilitate structured opportunities for students to discuss grade-level content, explain their reasoning, and support responses with evidence. Students will demonstrate increased participation and produce stronger evidence-based oral and written responses.	Annotated lesson plans; walkthrough evidence; student discussion artifacts; samples of oral and written responses; curriculum-based assessment items requiring evidence

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

Activities and Materials: Access to Grade-Level Literacy Tasks	By the end of the cycle, teachers will implement HQIM tasks with integrity and provide intentional scaffolds that help all students read, understand, discuss, and respond to grade-level texts without reducing the rigor of the task.	HQIM lesson and task review; annotated plans; walkthroughs; student engagement and task completion; student-work samples; curriculum-based assessment results
Student Work Analysis and Instructional Response	By the end of the cycle, teacher teams will use the Riser Student Work Analysis Process to identify patterns in literacy performance, determine instructional implications, and implement an adjustment based on student evidence. Students will demonstrate improvement on the targeted skill in subsequent work.	Completed Student Work Analysis protocols; student-work samples before and after the adjustment; documented instructional responses; common and curriculum-based assessment results; subgroup data
Formative Assessment and Academic Feedback	By the end of the cycle, teachers will use planned checks for understanding to gather evidence from all students and provide timely, specific feedback or instructional adjustments. Students will use feedback to revise, clarify, or strengthen their responses.	Annotated plans; walkthrough evidence; checks-for-understanding artifacts; examples of teacher feedback; original and revised student work; short-cycle assessment results
Targeted Literacy Support and Progress Monitoring	By the end of the cycle, teachers and intervention staff will use current assessment data to match identified students with targeted literacy support and monitor whether the support is producing adequate progress.	Student intervention rosters; identified skill deficits; intervention schedules; Lexia and Skill Builder records; weekly or biweekly progress-monitoring data; intervention-team review notes

Riser Middle School's potential literacy cycles are intentionally sequenced so teachers first strengthen student engagement with literacy tasks, then examine student evidence and use it to adjust instruction. Cycle effectiveness will be monitored through both teacher implementation evidence and resulting changes in student work and assessment performance.

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
 - a. include families in focus groups and other discussions with teachers, students, and leaders around:
 - i. school literacy priorities and programs aligned to the [school's mission](#)?
 - ii. family access to interpret literacy data (screener and LEAP) and resources available?
 - b. using communication and methods that accommodate all families?
 - c. providing ongoing support and communication to families regarding the progress of their child's IASP?
 - d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
 - a. engage families and strengthen the connections between school and community?
 - b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - c. expand access to literacy resources?
3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	School Improvement Plan Communication: Share Riser's literacy priorities, goals, and planned supports as part of the school improvement plan. Provide families with an opportunity to offer feedback.	Share digitally and in print; provide a brief family-friendly summary; offer electronic and paper feedback options; provide translated materials as needed.	School-led; district support as needed
Each grading period	Student Literacy Progress Updates: Communicate literacy progress to families through report cards, progress reports, conferences, and IASP or intervention updates when applicable.	Offer communication by phone, email, printed report, or conference; provide family-friendly explanations and translated materials as needed.	School-led; families and student-support personnel
Winter Open House - January/February 2027	Understanding Grade-Level Literacy Expectations: Use existing Open House activities to share examples of grade-level reading and writing tasks, explain how ELA Guidebooks supports literacy, and provide simple strategies families can use at home.	Provide examples digitally and in print; make materials available to families unable to attend; offer individual assistance and translated resources as needed.	Riser teachers; district ELA staff as available

Section 4: Family Engagement Around Literacy

Testing Night	Understanding LEAP ELA and Supporting Student Readiness: Explain LEAP ELA expectations, performance levels, and how students are asked to read complex texts, write, and support responses with evidence. Share available practice and testing resources.	Provide printed and digital resources; post information for families unable to attend; use family-friendly language; provide translated resources as needed.	Riser teachers and leaders; district assessment or ELA staff as available
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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/ Evidence of Success
Riser School Improvement Plan and Schoolwide Collaboration Goal	The literacy plan supports the school's focus on students drawing conclusions, making inferences, citing evidence, and communicating their thinking across ELA, science, social studies, and mathematics.	Curriculum-based and district assessment results; student-work samples; performance on targeted standards; subgroup data; walkthrough evidence of students explaining and supporting their thinking

Section 5: Alignment to Other Initiatives

HQIM Implementation and District Assessment System	ELA Guidebooks provides coherent grade-level reading, writing, speaking, listening, and language instruction. Curriculum-based assessments, District Common Assessments, and LEAP data identify student literacy needs and measure progress.	HQIM implementation evidence; annotated lesson plans; curriculum-based assessment results; District Common Assessment results; LEAP ELA proficiency and growth; student-work analysis
Louisiana Educator Rubric, ILT, and Teacher Collaboration	ILT and Teacher Collaboration cycles build teacher capacity to implement HQIM and effective literacy practices. LER indicators such as Activities and Materials, Questioning, Academic Feedback, Thinking and Problem Solving, and Student Engagement provide a shared lens for monitoring instruction.	Walkthrough trends; teacher-planning artifacts; coaching evidence; TC cycle outcomes; classroom implementation of identified practices; resulting changes in student work.
Student Discourse and Student Work Analysis	Purposeful discourse requires students to explain their reasoning and use evidence. The Riser Student Work Analysis Process helps teachers identify literacy patterns, determine instructional implications, and monitor the effect of instructional adjustments.	Student oral and written responses; participation in discourse; completed SWA protocols; documented instructional adjustments; comparison of student work before and after adjustments
Tiered Literacy Support through Study Skills and Lexia PowerUp	Lexia PowerUp and teacher-led Skill Builders provide targeted support in word study, grammar, and comprehension based on identified student needs. Study Skills provides time for additional support without replacing Tier I ELA instruction.	Lexia usage and performance data; Skill Builder completion; skill-aligned progress-monitoring data; student intervention goals; curriculum-assessment performance; intervention entry and exit data
Family and Community Literacy Engagement	Existing family events will be used to communicate literacy priorities, explain student data, and share grade-level expectations. The Ouachita Parish Public Library will be invited to connect families with print, digital, and teen literacy resources during Winter Open House.	Family participation and feedback; resources distributed; library-partner participation; IASP communication records; family access to literacy and testing information

Riser Middle School will prioritize initiatives that directly strengthen Tier I instruction, HQIM implementation, teacher capacity, and student literacy outcomes. Rather than creating separate literacy activities, the school will integrate literacy goals into the School Improvement Plan, ILT and Teacher Collaboration cycles,

walkthrough look-fors, Student Work Analysis, intervention structures, and existing family-engagement events. Initiatives will be streamlined when they duplicate existing instructional or monitoring processes.

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
District Leaders	Submit and share Riser’s literacy plan, including goals, Tier I–III structures, professional-learning priorities, family engagement, and identified implementation needs. Provide updates through existing district reporting and support structures.	Initial communication by September 2026; updates at midyear and end of year or as requested
School Administration, ILT, Instructional Coach, and Teacher Leaders	Review the complete literacy plan and clarify responsibilities for leading TC cycles, supporting HQIM implementation, conducting walkthroughs, analyzing student and teacher evidence, and monitoring progress toward literacy goals. The ILT will review implementation and outcome data during existing meetings.	Initial review in September 2026; implementation evidence reviewed every two to three weeks; formal progress review quarterly
ELA Teachers and Intervention Staff	Communicate expectations through Cluster, collaborative planning, coaching, and data meetings. Expectations include implementing ELA Guidebooks during the 96-minute core block, administering curriculum-based assessments, analyzing student work, providing identified supports, and monitoring students receiving intervention.	Initial communication in August–September 2026; reinforced weekly through TC and after each identified assessment

Section 6: Communicating the Plan

All Teachers	Communicate the schoolwide literacy priorities through faculty communication and content-area TC cycles. Teachers will support students in reading, writing, discussing, and using evidence within their disciplines through implementation of their adopted HQIM.	Beginning of the year and at the launch of each relevant ILT/TC cycle; reinforced through walkthrough feedback
Students	Teachers will communicate grade-level literacy expectations, learning targets, success criteria, and expectations for reading, writing, discussion, and evidence-based responses. Students receiving intervention will receive information about their individual goals and progress.	Daily during instruction; intervention progress reviewed during established monitoring cycles
Families	Share a family-friendly summary of the literacy mission, goals, programs, and available supports through the School Improvement Plan, school communication platforms, Winter Open House, Testing Night, conferences, and individual IASP or intervention communication. Progress updates will explain both student outcomes and the support being provided.	Initial communication in September 2026; updates each grading period; Winter Open House; Testing Night; IASP updates as required
Community Partners	Share relevant literacy priorities and opportunities for partnership. The Ouachita Parish Public Library will be invited to participate in Winter Open House and provide information about print, digital, and teen literacy resources.	Outreach before Winter Open House; additional communication as partnership opportunities arise