

2026-2027
Local Literacy Plan for
J.D. Meisler Middle School
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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

Meisler Middle school envisions a school community in which every student has acquired the literacy skills necessary to access cross curricular grade-level texts and is prepared with the literacy skills needed to be successful in high school.

Literacy Mission Statement

Meisler will provide daily high-quality literacy instruction through the use of high-quality materials, core instruction, and a shared commitment of all community stakeholders.

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?

Section 1B: Literacy 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)

- Grade level mastery will increase by a minimum of 2% as measured by ELA benchmarks 1-3.
- By the end of the 26-27 school year, the percentage of students scoring Mastery + on the LEAP ELA assessment will increase from a cohort baseline of 34.3% to 40.7%.
ELA 6th: Increase Mastery + from 37% to 44%.
ELA 7th: Increase Mastery + from 34% to 39%.
ELA 8th: Increase Mastery + from 31% to 38%.
- By the end of the 26-27 school year, at least 70% of students receiving Tier II and Tier III literacy interventions, including ELL and students with disabilities, will meet their individual goals in ELA as measured by the LEAP ELA assessment.

Goal 2 (Teacher-Focused)

- By the start of the 26-27 school year, 100% of teachers will complete Unit Preparation Protocol for their unit and implement instruction as evidenced by student work reviewed during teacher collaboration.
- By the end of Teacher Collaboration Cycle 1, 100% of teachers will internalize Guidebooks lessons as evidenced by walkthroughs and student work analysis in teacher collaboration.
- By January 2027, 100% of ELA teachers will demonstrate proficient implementation of unit preparation and lesson internalization as measured by walkthroughs and student work analysis in teacher collaboration.
- By May 2027, 100% of ELA teachers will demonstrate ongoing proficiency in planning and delivering core instruction using HQIM as evidenced by walkthrough and observation data.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

- By August 2026, the Instructional Leadership Team will establish and implement weekly cluster meetings that focus on student work analysis, use HQIM to plan for all students, and progress monitor student literacy goals as evidenced by the cycle 1 completion and data.
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- By October 2026, Meisler will implement a comprehensive literacy intervention system using student data to identify and progress monitor students requiring Tier II and Tier II interventions and provide timely support as evidenced by 100% participation rate across campus.
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- By May 2027, all school literacy systems will be implemented with fidelity as evidenced by student work, data, and observations.

Section 2: Explicit Instruction, Intervention and Extension

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

Tier I

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

Section 2: Explicit Instruction, Intervention and Extension

Amount of time spent on daily literacy skills instruction and how it is used	• 70 minutes of daily standards-aligned literacy instruction using Louisiana's ELA Guidebooks • An additional 30 minutes of acceleration or enrichment daily. • High-quality literacy instruction is provided to all students. • Students with disabilities and English Learners receive appropriate accommodations when needed and required by their IEP or ELAP to ensure access to grade-level instruction.
English Language Arts textbooks and instructional materials used	ELA Guidebooks 6-8 materials and assessments (online platform) Curriculum embedded-assessments within Louisiana's ELA Guidebooks Student Unit Readers and Novels: Louisiana Guidebooks Supplemental Instructional Materials Used • Louisiana Dept. of Education Instructional resources.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	• Tier II interventions will be planned in teacher collaboration with ILT members and other ELA teachers. • Student work from common daily formative assessments and curriculum-based assessments will be analyzed in teacher collaboration to identify student needs and plan for next steps. • Tier II Interventions will be delivered through a combination of explicit teacher-led instruction based on student need and Lexia Power Up Data. • Tier II interventions will occur daily as needed outside the core instruction for up to 30 minutes daily. • Tier II interventions will be facilitated independently and in small groups as needed. • Progress monitoring will occur weekly in teacher collaboration and regularly through student-centered walkthroughs.
List of available interventions and their descriptions	• HQIM Guidebooks Differentiated supports. • Louisiana Guidebooks Student facing resources for literacy skills. • Louisiana fluency packets and acceleration resources.

Section 2: Explicit Instruction, Intervention and Extension

	• Foundational reading - specific interventions to strengthen decoding, fluency and word recognition. • Reading Comprehension - small group instruction focused on literacy strategies, comprehension and analysis of complex grade-level text, and scaffolded support within Louisiana's ELA Guidebooks. • Written Expression- targeted instruction to improve sentence structure and written responses. • Literacy Intervention (State Approved Intervention Program) - A combination of interventions that includes teacher-led instruction along with reinforcement through Lexia Power Up for specific skills, assessment of learning, and additional progress monitoring data.
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 are not making sufficient literacy progress with Tier 1 Tier II interventions will receive Tier III interventions daily. • Interventions will be provided by an effective ELA teacher who demonstrates consistent use of HQIM in Core literacy instruction. • Tier III interventions will occur three times per week outside the core instruction for up to 30 minutes. • Tier III interventions will be facilitated independently with teacher-student interaction. • Specific student needs will be addressed through explicit literacy instruction, independent application, and feedback. • Intervention goals will be reinforced within Tier 1 curriculum and core instruction. • Progress monitoring will occur weekly in teacher collaboration and regularly through student-centered walkthroughs and student data.
List of available interventions and their descriptions	• HQIM Guidebooks Differentiated supports. • Louisiana Guidebooks • Student-facing resources for literacy skills. • Louisiana fluency packets and acceleration resources. • Lexia Power Up for specific skills, assessment of learning, and additional progress monitoring data.

Section 2: Explicit Instruction, Intervention and Extension

- Louisiana LIFT for foundational literacy (Tier III only).
- Decoding and Word Recognition - intensive instruction that targets foundational literacy deficits.
- Reading fluency- Interventions target deficits in oral reading through modeling, repeated reading, and feedback to improve fluency.
- Language Comprehension- Intervention that targets deficits in academic language and vocabulary, syntax, and comprehension through modeling, scaffolding and guided practice.
- Written Expression - interventions target composing sentences, organization, and using evidence through explicit instruction and modeling, guided practice, and feedback.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
2	August – beginning of October (cycle 1)	Develop and Implement High-quality professional learning cycles and collaborative structures in which student work resulting from core instruction is analyzed according to standards in order to progress monitor student learning.	ILT/Master teacher, ELA teachers	Louisiana Guidebooks 6-8 HQIM Assessments	Teacher lesson plans from Guidebooks – identify intended learning, stamp the opportunities to build understanding through reading, writing, listening, and speaking in order to internalize the purpose of each activity; use anticipated responses in hand with Louisiana standards to identify mastery attributes or rubrics, and identify potential supports for struggling students or students needing differentiation. 90% of students are engaged in the core learning of the lesson through reading, writing, speaking, and listening with HQIM as evidenced by lesson plans and walkthroughs. Evidence: formative assessments, section diagnostics, CWT. Progress monitoring
3	October 2026-May 2027	Using student work resulting from core instruction, Meisler will implement a comprehensive literacy intervention system using student data from core instruction to identify and address students who	ILT/Master Teacher, ELA teachers, Librarian	Louisiana Guidebooks 6-8 Lexia Power Up	ILT and teachers will identify students performing below mastery and intentionally plan to support students through Tier II interventions as evidenced by lesson plans and walkthroughs during the 30 minute acceleration periods. Lesson annotations demonstrate that data

Action Plan					
		need Tier II and Tier III interventions.			based instructional decisions were made for non-proficient students. Progress Monitoring of students needing Tier II interventions will happen weekly to ensure that a minimum of 70% of students are making progress in the core curriculum. Evidence – At least 70% of students receiving Tier II or Tier III interventions meet their individual goals on the 2027 LEAP Assessment.
4	September 2026- May 2027	ILT will establish and implement ELA progress monitoring systems to support grade level literacy and use to inform ILT and teacher collaboration.	ILT/MT/ELL teacher/ teachers	Progress monitoring tools Student data	ILT and teachers will progress monitor all high basic to mastery bubble students through walkthroughs, observations, and cluster collaboration. Evidence – 100% of teachers use HQIM as intended. 100% of teachers analyze student work from HQIM according to mastery and standards. ILT members and teachers will progress monitor all students requiring Tier II interventions (weekly) and Tier III interventions (2 x per week). Evidence: Students receiving Tier II and Tier III interventions will achieve their individual ELA goals on the 2027 LEAP Assessment. Walkthrough/observational data.

Action Plan					
5	September 2026- January 2027	ILT and ELA teachers will partner with Bailey ELL group to support ELL students in literacy	Bailey Group, ILT/MT, ELL teacher/ teachers	Progress monitoring tools; walkthrough tools; student work/data	Lesson planning and observations will demonstrate transfer of learning from collaboration and coaching. 90% of ELL students are engaged in reading, writing, speaking, and listening according during core to the rigor of the standards. Evidence of best practices identified for ELL students needing Tier II supports are present during walkthroughs and visible through student work analysis.

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>
Weekly Beginning August 2026-May 2027	Unit and lesson internalization; student work analysis; progress monitoring; supporting below master students within Core; Using student data to plan acceleration (extension, in the moment support, Tier II and Tier III interventions)	ELA teachers/ELL teachers/SPED ELA teachers/ ILT Members
September 2026-January 2027	Best practices for ELL students in Guidebooks curriculums; Acceleration and Tier II interventions	ELA Teachers/ELL teachers/ SPED ELA teachers/ ILT members/ Stephanie Schepens – Bailey ELL Group
District PD Days	Unit and lesson internalization; student work analysis; progress monitoring; supporting below master students within Core; Using student data to plan acceleration (extension, in the moment support, Tier II and Tier III interventions)	ELA teachers/ELL teachers/SPED ELA teachers/ ILT Members

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?

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

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?
HQIM Lesson Planning and preparation	By the end of Cycle 1, 100% of ELA teachers will be able to internalize units and daily lessons and transfer their knowledge into the daily instructional practice.	Monitored through teacher collaboration and work, annotations on lesson plans, observed transfer to instructional practices, and assessments/student work from curriculum.
Planning for students below proficiency	By the end of Cycle 1, 100% of ELA teachers will be able to accurately analyze grade level HQIM aligned student work and use curriculum and Louisiana resources to plan for acceleration and Tier II interventions.	Monitored through teacher collaboration and work, annotations on lesson plans, observed transfer to instructional practices, and assessments/student work from curriculum.

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?

Section 4: Family Engagement Around Literacy			
Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	Parent Meeting – School-wide plan and goals; Presentation of Resources – Amira for ELL, Louisiana Reads Resources, After School Tutoring for ELA	Spanish translation	
November 2026	School Literacy Night – Books, resources, data review; games	Spanish Translation	

Section 5: Alignment to Other Initiatives		
To successfully implement, communicate, and monitor this literacy plan, what is the plan to: - Identify which district or school initiatives most directly support literacy goals, including: - School improvement plan - Early childhood programs - Cross-curricular initiatives - Community programs - System-wide priorities across schools - Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals. - Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?		
Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Mastery + Plan	Progress monitors daily core instruction and common formative and summative assessments to ensure rigor, ensure students have multiple opportunities to read, write, speak, and listen around grade-level content.	100% of teachers implement HQIM as intended and maintain proper pacing. 100% of teachers utilize student data resulting from curriculum and benchmark assessments to identify supports within the HQIM. Students are engaged in all language domains in grade level activities using HQIM.

Section 5: Alignment to Other Initiatives

		Student work demonstrates 70% mastery as evidenced through progress monitoring.
Attendance Plan	Students who are chronically tardy or absent consistently score below a proficient level.	Attendance team has developed roles and responsibilities to progress monitor student attendance and correlate trends to students' academic experience as foundational to the student's plan.

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
All stakeholders	School-wide plan, 26-27 goals, family nights, Mastery + plan, posters, and incentive-based initiatives. Post on website	August 2026-May 2027
Teachers	ILT will communicate with teachers in weekly collaboration and at the end of cycles in data meetings.	October 2026, January 2027, March 2027, May 2027