

Local Literacy Plan for
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Jefferson Parish
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August 20, 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 will create a schoolwide culture where every classroom is a literacy classroom. Teachers will embed reading, writing, speaking, listening, vocabulary, and critical thinking into daily instruction. Students will regularly engage with complex, meaningful texts and be expected to support their thinking with evidence.

Literacy Mission Statement

To create a culture where every classroom is a literacy classroom. We empower every student to become a confident, critical, and independent reader, writer, speaker, and thinker by embedding literacy into daily instruction across all content areas.

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, 75% of students will perform at or above grade level on curriculum-embedded ELA Assessments. • By the end of the 26-27 school year, the percentage of students scoring Mastery+ on Spring ELA Leap will increase: ○ 6th: 86% to 92% ○ 7th: 77% to 87% ○ 8th: 81% to 93%
Goal 2 (Teacher-Focused)	• By the end of the 26-27 school year, teachers will intentionally use HQIM texts, academic vocabulary, purposeful questioning, student discussion, and evidence-based writing to strengthen students' ability to access and communicate about content. • By the end of Fall 2026, teachers will use student work and the use of progress monitoring to identify literacy gaps, adjust instruction, and provide targeted support that accelerates students toward and beyond grade-level expectations.
Goal 3 (Program-Focused)	• By the end of August 2026, the ILT will establish weekly meetings focused on high quality feedback/walkthrough cycles to progress monitor students and teachers. • By the end of September 2026, 6-8 ELA teachers will meet weekly and plan lessons together and collaborate on best practices. • By the end of the 26-27 school year, schoolwide literacy implementation data will show 90% or greater implementation of identified literacy practices, and student achievement data will demonstrate measurable growth toward the goal of every student reading at or above grade level. ○ Data results: increase percentage of Mastery+ in all LEAP Courses ○ Data results: All 10-12 grade students scoring 20+ on ACT Reading subtest

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	Students in grades 6 - 8 receive a 95-minute daily ELA block using Louisiana's ELA Guidebooks. Tier I instruction includes: - Daily standards-aligned literacy instruction using Louisiana's ELA Guidebooks. - Unit 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 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	Core Instructional Materials Guidebooks 3.0 Curriculum and Materials

Section 2: Explicit Instruction, Intervention and Extension

and instructional materials used	- Curriculum-embedded assessments included within Louisiana’s ELA Guidebooks - Student Unit Readers and Novels: (Note: Our students are advanced one year in the ELA curriculum) - Grade 6: Fever 1793, The Giver, and Chasing Lincoln’s Killer, and an Application Unit - Grade 7: The Boy Who Harnessed the Wind, Call of the Wild, Animal Farm, and an Application Unit - Grade 8/English I: A Lesson Before Dying, Romeo & Juliet, A Teenage Brain Unit, and an Application Unit
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	<u>Bell Schedule</u> - The bell schedule maximizes classroom time and allows for Tier I and II interventions. - Tier II intervention is delivered by content-strong classroom teachers in flexible small groups during classroom and intervention time to ensure that students do not miss Tier I instruction. - Intervention/extension is delivered through a combination of explicit teacher-lead instruction based on student need. - Progress monitoring at least every 10 days using appropriate curriculum-based measures and amidst 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: 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.

Section 2: Explicit Instruction, Intervention and Extension

	- Written Expression - Targeted instruction to strengthen sentence construction, organization, written responses to text, and the used of textual evidence. - Vocabulary - Instruction of academic vocabulary, high frequency vocabulary words, and advanced level words; instructing through context of the units and HQIM to teach students how to use suffixes and prefixes and how to define in context
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - 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 90 minutes of weekly Tier III intervention. - Interventions will take place during an elective block and will not pull students from Tier I core instruction. - Tier III intervention is designed to address individual student needs through assessment and progress monitoring data by providing intensive, explicit, evidence-based instruction. - Progress monitoring occurs weekly to evaluate individual student responses and adjust intensive intervention. At least 3 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. - 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	Language Comprehension - Individualized instruction targeting persistent deficits in academic vocabulary, syntax, language, and text comprehension through explicit modeling, scaffolding, and guided practice.

Section 2: Explicit Instruction, Intervention and Extension

- Writing - Individualized instruction targeting sentence construction, organization, written expression, and the use of evidence through explicit modeling, guided practice, and immediate corrective feedback.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Monthly	Goal Setting and Monitoring Monitoring Unit Assessments, Benchmarks through data tracking and review highest priority standards students need to be successful; addressing and planning action steps based on student need; Monitoring goals and progress will also be embedded into cluster	Principal, Master Teacher, Teacher Leaders, ILT	School Goals, LDOE Literacy Plan, Benchmark Assessment, HQIM Unit Assessments	- Consistent tracking of goals and progress towards goal - Incorporating into cluster meetings for transparency and reflection with teachers
2	Weekly	Student Work Analysis Through cluster meetings, teacher and ILT will collaborate to review student work, analyze trends of strengths and weaknesses, and plan actionable next steps; bubble student work will be the focus of analysis to ensure students are on track to grow	Principal, Master Teacher, Teacher Leaders, ILT, and Teachers	Cluster Binder, LDOE Assessment Guidance, HQIM assessment opportunities, LDOE Standards	- Internalization of the intended learning and the standard - Tracking growth and seeing improvement in students mastery of the standards and skills - Seeing evidence of actionable next steps through walkthroughs and student work analysis in cluster meetings
1-3	Monthly / Ongoing	Student Centered Walkthroughs	Principal, Master Teacher,	HQIM, District Scope and Sequence, LDOE	Students articulating what they are learning and why

Action Plan					
		Create walkthrough cycles and identify priority classrooms Determine a focus and ensure HQIM implementation Provide actionable feedback that prompts teacher reflection Prioritize the intended learning and individual student progress	Teacher Leaders, ILT	Standards, Progress Monitoring	- Students able to explain the texts on a literal and inferential level - Internalization of the HQIM lessons and its purpose - Evidence: student writing, exit tickets, reflection/walkthrough forms, progress monitoring systems
3	Weekly	ILT Meetings Review classroom observations and teacher & student needs Progress monitor student learning Review cluster work analysis Develop plans to provide additional support to additional teacher and professional development based on teacher	Principal, Master Teacher, Teacher Leaders, ILT	Cluster Binder, LDOE Assessment Guidance, HQIM assessment opportunities, LDOE Standards	- Identifying growth in the classrooms - HQIM implementation and progress monitoring of student work - Evidence: cluster binder with SWA, progress monitoring systems, big picture data of benchmarks and unit assessments

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>
August 5, 2026	Lesson Internalization with Guidebooks	ELA Teachers
August 2026 - May 2027	Adolescent Literacy in Action (Canopy Course to address Act 964)	ELA Teachers
November 2, 2026	Unit Planning & Internalization of Guidebooks	ELA Teachers
January 6, 2027	Unit Planning & Internalization of Guidebooks	ELA Teachers
March 8, 2027	Unit Planning & Internalization of Guidebooks	ELA Teachers
May 2027	Reflection, Celebration, and Goal Setting	All Faculty

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?

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

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Student Work Analysis - HQIM and Intended Learning (Phase 1)	By October 2026, teachers and ILT will model and monitor high-quality HQIM implementation as evidenced through student work brought to cluster and observations from walkthroughs. This will ensure HQIM is being effectively implemented and that student work is demonstrating the level of work expected to perform at a mastery level of the intended learning.	Cluster collaboration, student work artifacts, ILT walkthrough data, HQIM formative data
Student Work Analysis - HQIM and Elevating Student Writing (Phase 2)	By January 2026, teachers and ILT will continue to model and monitor high-quality HQIM implementation as evidenced through student work brought to cluster and observations from walkthroughs. This will ensure HQIM is being effectively implemented and that student work is demonstrating high quality student writing and that students are able to effectively and coherently express their ideas through written expression.	Cluster collaboration, student work artifacts, ILT walkthrough data, benchmark assessments, HQIM assessments
Student Work Analysis - HQIM and Fostering Student Ownership (Phase 3)	By May 2026, teachers and ILT will continue to model and monitor HQIM implementation with a focus on fostering student ownership of their own learning. This will be evidence through walkthrough observations and cluster discussion and student work analysis. Teachers will implement opportunities to lead and make choice within the HQIM, while demonstrating	Cluster collaboration, student work artifacts, ILT walkthrough data, assessments

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 1	Understanding Your Child's Literacy PRogress and IASP	Family-friendly explanation of LEAP and classroom data	
September 15 - 17	Parent conferences to discuss individual student literacy plans and progress towards goals.	In-person and virtual option to discuss student literacy plan with teacher and administrator	
March 16 - 18	Parent conferences to discuss individual student literacy plans and progress towards goals.	In-person and virtual option to discuss student literacy plan with teacher and administrator	

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

Section 5: Alignment to Other Initiatives

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
Pupil Progression Plan	IASP guidance, grades required for 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 I coordinator/Federal Programs to ensure spending is aligned. Ensure family initiatives align between the two plans and action plan are followed.
Act 964: Adolescent Literacy Skills Plan	Supports implementation of a comprehensive schoolwide adolescent literacy plan through evidence-based Tier 1 instruction, targeted intervention, HQIM, and ongoing professional learning to improve literacy outcomes for all students.	Monitor implementation of HQIM through walkthroughs, student work artifacts, and intervention reviews. Evidence of success includes increased curriculum-embedded assessment mastery, improved intervention progress monitoring data, and increased proficiency on the Spring LEAP ELA assessment.

Section 5: Alignment to Other Initiatives

Instructional Leadership Team (ILT) and Teacher Collaboration	Ensures effective implementation of HQIM in Tiers I and II, data analysis through the lens of Tier I and II instruction, and responsive ongoing professional learning around ELA HQIM and literacy evidence-based practices.	Walkthrough data, student work analysis artifacts, and coaching plans demonstrate that 100% of teachers implemented HQIM proficiently. Student work 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 Leadership (APs, Deans, MTs, TLFs - ILT)	Introduce the literacy plan. Review implementation expectations, curriculum-embedded assessments, walkthrough trends, intervention progress during ILT meetings and reviews of meeting/not meeting cycle goals. Provided regular updates on implementation progress and next steps.	ILT Meetings, Progress Monitoring Checks
Families	Share literacy goals, IASPs during individual conferences, and updated student progress. Literacy resources are provided through conferences, email, and other communication platforms.	Ongoing - communication from ela teachers August - communicating goals through BOY meeting/PTO
School Staff (Teachers, ILT, Paras, etc.)	Introduce the literacy plan. Review implementation expectations, curriculum-embedded assessments, intervention progress monitoring during	Ongoing through cluster meetings

Section 6: Communicating the Plan

cluster meetings and reviews of meeting/not meeting cycle goals. Provided regular updates on implementation progress and next steps.



PATRICK F. TAYLOR SCIENCE & TECHNOLOGY ACADEMY

Middle School Schedule

PERIOD	START	STOP
Arrival	7:45	8:10
Homeroom	8:15	8:20
1st/5th	8:20	9:55
2nd/6th	9:59	11:34
LUNCH	11:34	12:17
3rd/7th	12:21	1:56
4th/8th	2:00	3:35