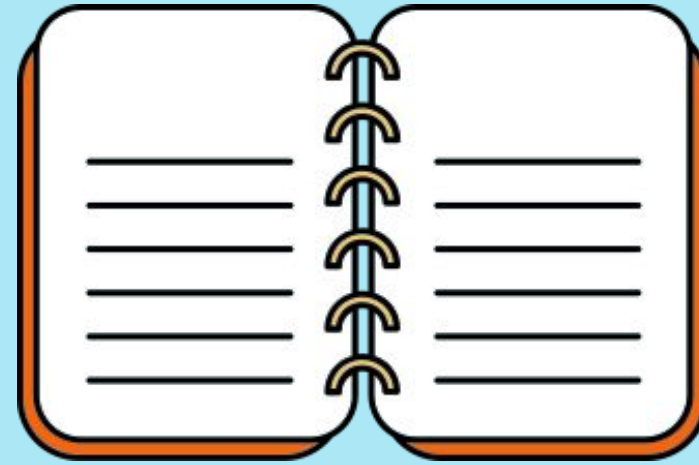


2026-2027

Caroline Dormon Junior High Literacy Plan





RPSB VISION

Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that **ENGAGES** our community, **EMPOWERS** individuals, and **ELEVATES** our people to their maximum potential.

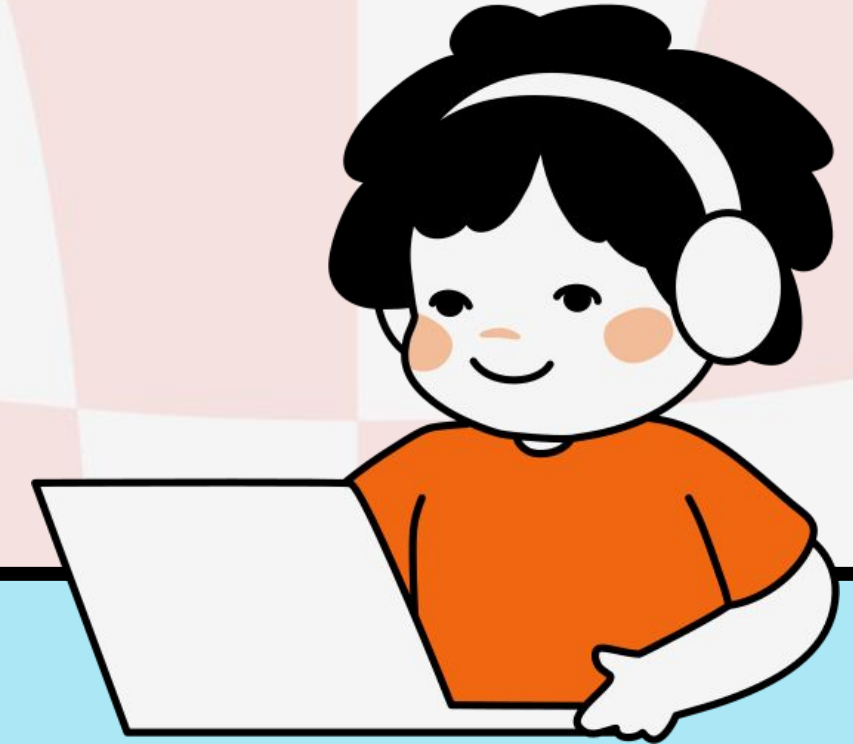
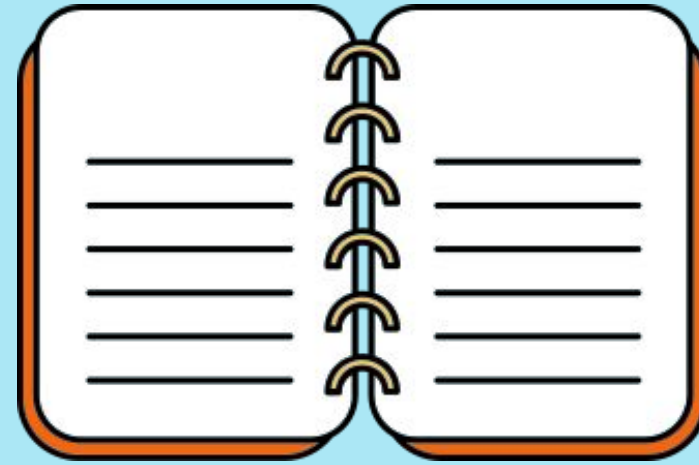
RPSB Beliefs

Rapides believes our students can and will achieve as well or better than any other students across our great state and across our country.



Goals

- All students will perform on grade level in literacy and numeracy by the end of third grade (PK-3rd).
- Students in grades 4-8 will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
- Students in grades 8-12 will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.
 - Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.



CDJH VISION

To create a collaborative, loving and safe educational experience that is not only academically challenging, engaging, and innovative, but also focuses on growing and developing the whole child to their maximum potential.

CDJH CORE VALUES

We are a hard-working, unique, and dedicated team who loves our students, because we want to make a difference in their lives.

We believe a student's educational experience should be engaging and challenging in a safe and loving environment.

We believe our school has the potential to grow each student, not just in academics, but the whole child.

We believe families and our community are essential parts of our team who play important roles in the overall success of our students.

MISSION

We believe all students will have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by leaders and families.

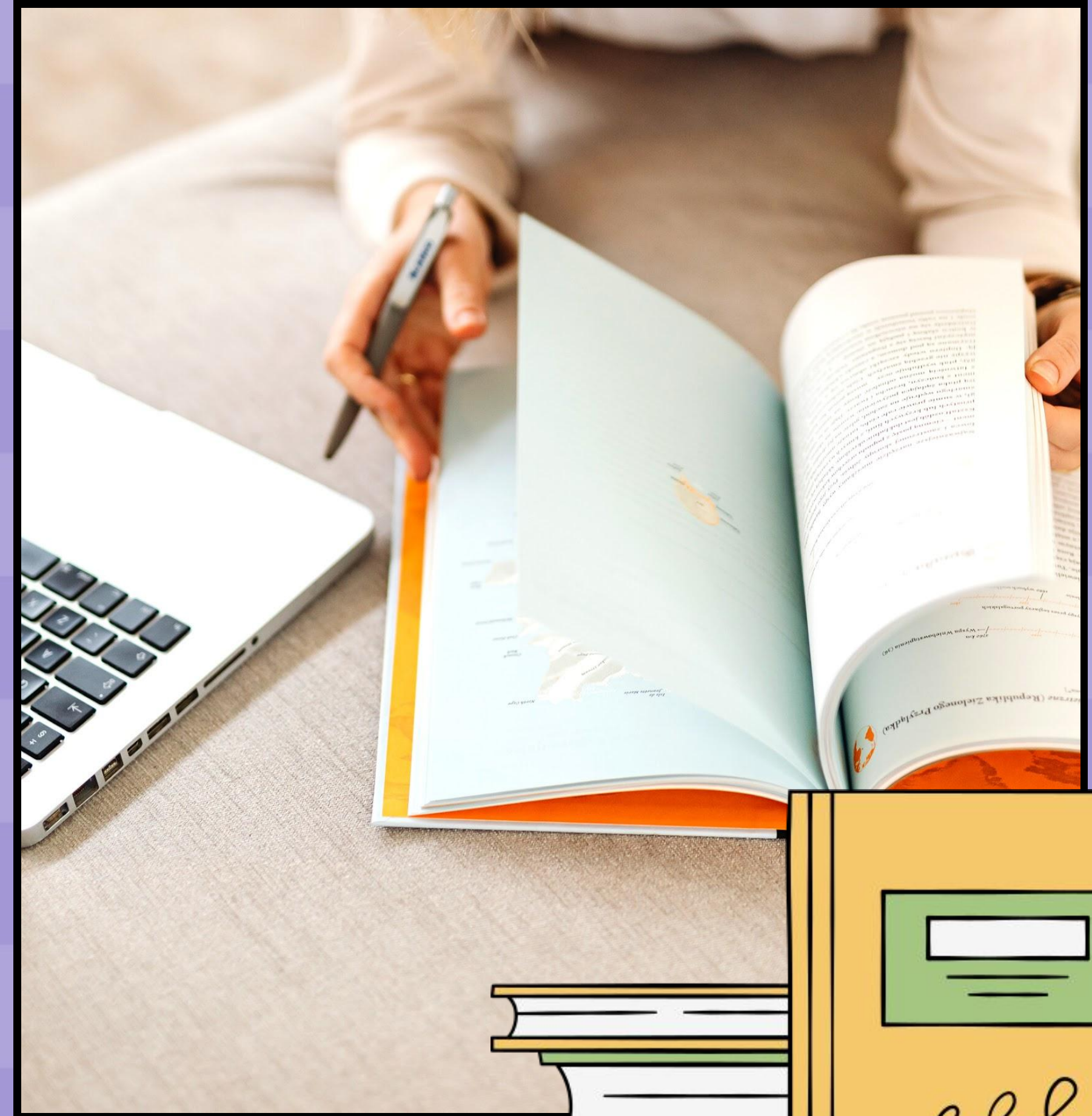
Goal #1

All students are reading on grade level by the end of 3rd grade.

We believe all students will have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by leaders and families.

School initiatives are aligned with district initiatives and will focus on:

- Equipping all PreK-2nd grade classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.
- Ensuring students receive high-quality instruction from effective teachers by supporting teachers through ongoing professional development opportunities.
- Setting and progress monitoring literacy goals at the school and classroom levels.
- Implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners.
- Providing diverse opportunities for family literacy engagement.



ell

Purpose of a K-3 Literacy Screener?

Act 520 requires that all students in grades K through 8 be screened by a single statewide screener the first 30 days of school, in December and in April. This screener is used to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

- As part of the district's commitment to improving early literacy outcomes, all schools are expected to conduct regular progress monitoring using DIBELS for students in need of additional support. Every student identified for progress monitoring must be assessed within a three-week cycle to ensure timely and responsive instruction. To support this process, the district generates and distributes weekly progress monitoring reports to school administrators. These reports provide critical insights, including which students are currently being monitored, which students are demonstrating progress toward grade-level benchmarks, and which students may require intensified or adjusted interventions. This system-wide approach ensures early identification of reading difficulties and drives data-informed instructional decisions that meet the needs of all learners.

- [Progress Monitoring Data Tracker](#)

25-26 DIBELS PROFICIENCY & GROWTH

	BOY	EOY	GROWTH
RPSB Pre-K	(Jan.) 27.1%	56.8%	29.7%
CDJH Pre-K	50%	74%	24%
RPSB K-3	57.0%	73.6%	16.6%
CDJH K-3	79.5%	89%	10.5%
RPSB Kinder	44.7%	78.9%	34.2%
CDJH Kinder	64%	88%	24%
RPSB 1st Grade	57.6%	76.6%	19.0%
CDJH 1st Grade	96%	100%	4%
RPSB 2nd Grade	63.2%	71.4%	8.2%
CDJH 2nd Grade	72%	79%	7%
RPSB 3rd Grade	61.9%	67.5%	5.6%
CDJH 3rd Grade	86%	89%	3%

Where are we now?



DIBELS ASSESSMENT

DIBELS is a series of short tests that assess K-3 literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-3 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.

**CDJH Spring
2026 Third Grade
ELA LEAP Scores**

Advanced	5%
Mastery	55%
Basic	29%
Approaching Basic	8%
Unsatisfactory	3%

CDJH Total Proficient

60%

Rapides Parish 3rd
Grade ELA LEAP Total
Proficient

45%



Louisiana State 3rd
Grade ELA LEAP Total
Proficient

42%

Goal #2:

**Students will achieve mastery level on
third-grade assessments and enter fourth grade
prepared for grade-level content.**



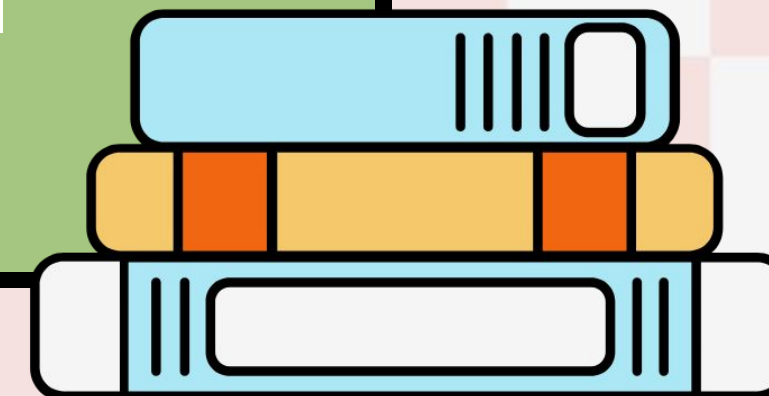
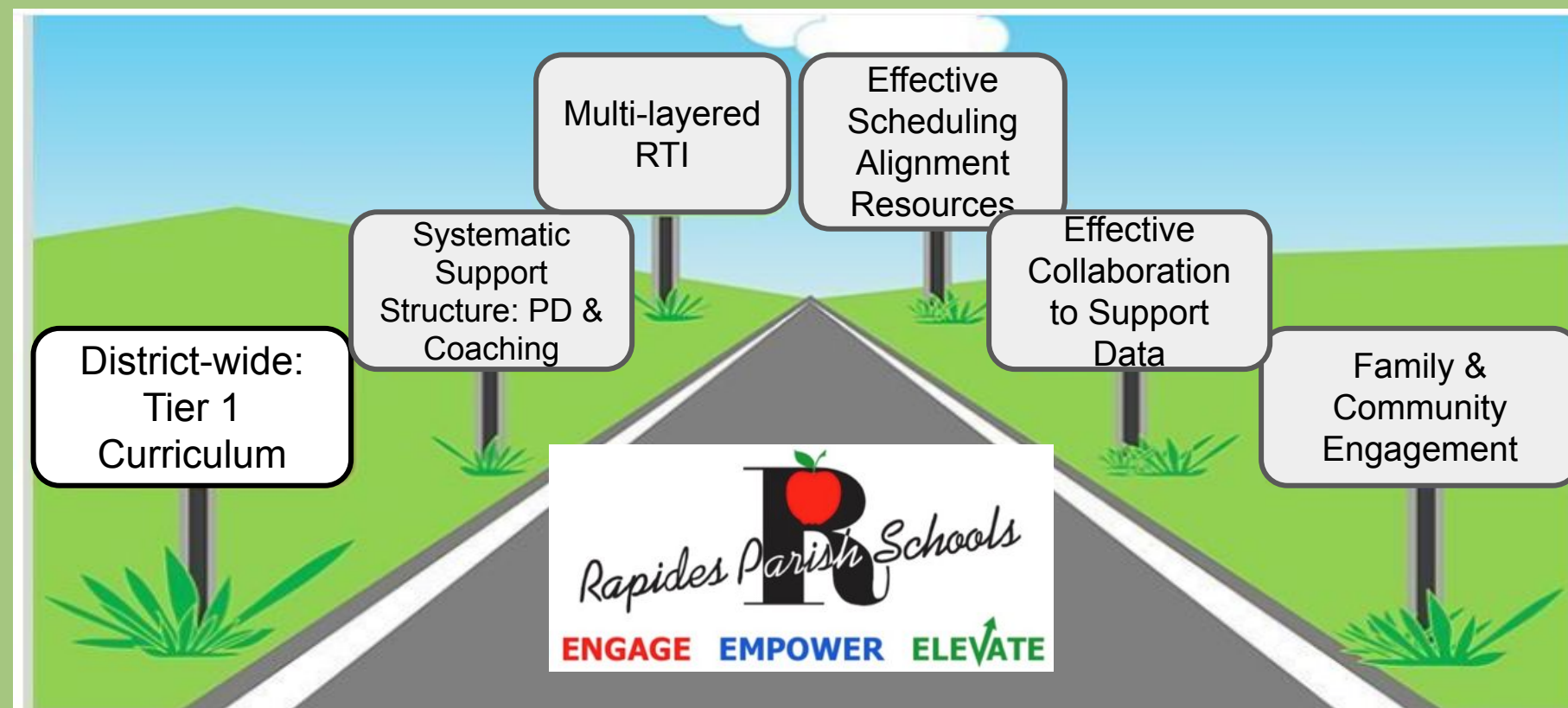
LEAP 2025 is a statewide assessment program for students in grades 3 through high school to measure student knowledge and skills in key courses such as, ELA, Mathematics, Science, and Social Studies

4th-8th Grade:
Where are we
now?

25-26 ELA LEAP ACHIEVE			
Grade	Louisiana	Rapides	Caroline Dormon
4th	44% Proficient	50.0% Proficient	88% Proficient
5th	42% Proficient	45.8% Proficient	74% Proficient
6th	43% Proficient	47.6% Proficient	75% Proficient
7th	46% Proficient	56.6% Proficient	84% Proficient
8th	44% Proficient	51.9% Proficient	66% Proficient

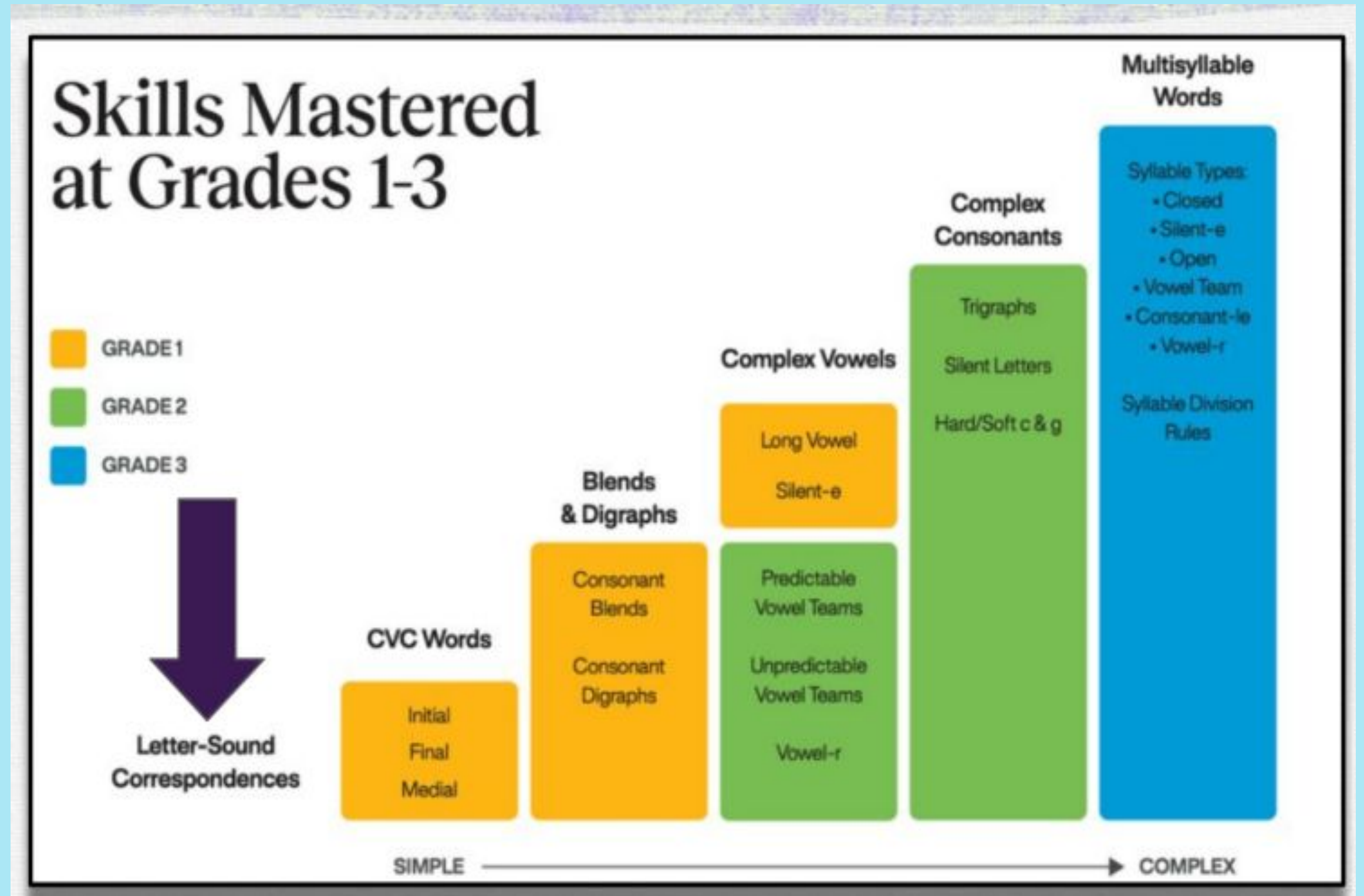
I ♥ BOOKS

"Elevating all Students to Proficiency!"
ROAD MAP to Achieving Goal



Connecting Literacy Screener Data to the Science of Reading

Success of core instruction is dependent upon students mastering these emergent skills.

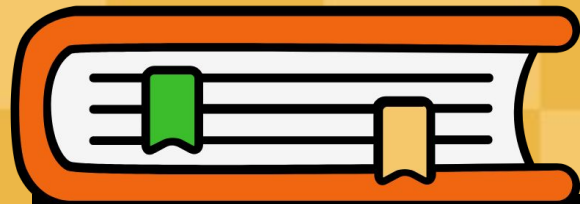


ACT 108

[Act 108](#) was passed during the 2021 Regular Legislative Session. This law requires that: All teachers in grades K-3rd that teach reading, math, science, or social studies are required to complete science of reading training offered by an approved vendor. All teachers that *directly* and *regularly* teach students in at least one of these grades and one of these subject areas are required to complete such training.

- Teachers and school administrators of students in grades K-3 shall complete one approved professional development course in the science of reading and provide documentation of successful completion of the course to the employing school by the 2023-2024 school year.
- Any teachers hired after August 1, 2023, must complete such a course within two years of employment
- Beginning May 1, 2022 and annually thereafter, systems shall report the extent to which teachers and school administrators completed science of reading training to the Louisiana Department of Education.
- The [Science and Art of Teaching Reading](#) professional learning series aims to equip educators with a shared understanding of the knowledge and skills needed to implement scientifically-based literacy instruction. This professional development series (part 1 and part 2) meets the requirements of Act 108.

Supporting Readers



With High-Quality Instructional Materials



Equipping all classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.

- High Quality Instructional Materials (Tier 1) grounded in the Science of Reading
- Curriculum-Aligned Assessments & Performance Monitoring System
- Multi-tiered (RTI) utilizing screeners & diagnostics to determine flexible small group instruction
- High Dosage tutoring to all K-5 students scoring below level in Dibels and basic, approaching basic, or unsatisfactory on LEAP.

With Systematic Support Structure

- Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities

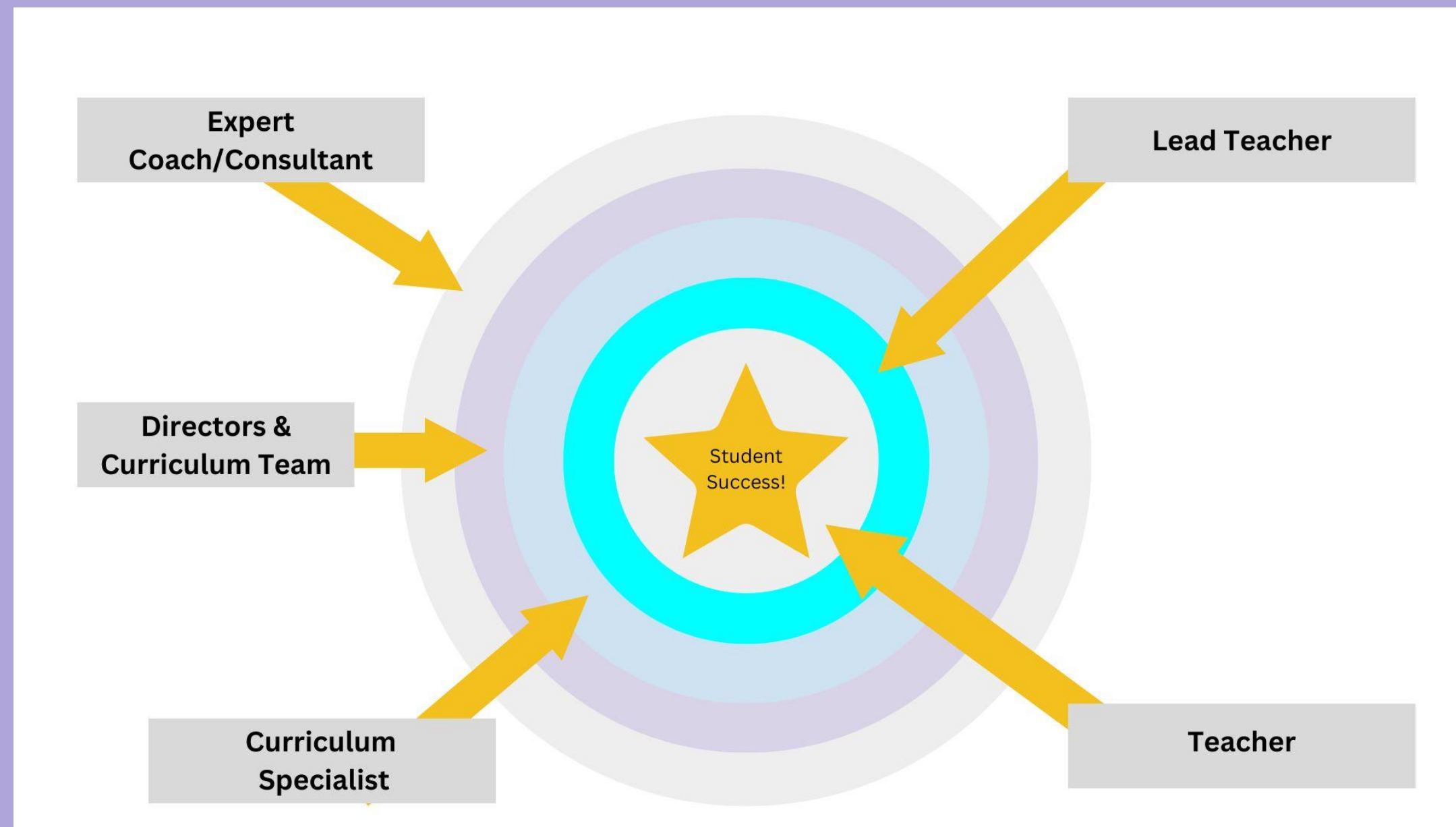
Pre-K Teachers & Admins will be trained on the following:

- CLASS Observation Tool (Classroom Assessment Scoring System): The CLASS provides both an assessment of effective teacher-child interactions and a set of resources for enhancing the quality of these interactions. As a result, it provides a common language and stable thread that can be woven among efforts to assess teacher effectiveness (monitoring and evaluation) and ensure teachers have the knowledge and skills to improve student learning.

4th-8th Grade Lead Teachers, ELA Teachers, and Administrators will participate in ongoing leadership training to ensure the following:

- Deeply understand the components of effective literacy instruction and the foundations of reading
- Deeply understand the essential elements of high quality literacy instruction
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities
- Apply best practices to enhance overall teaching and learning

Systematic Support Structure





Supporting Readers

With Systematic Support Structure

Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through **ongoing professional development opportunities**

What kind of support?	Leadership Learning (Quarterly System Analysis)	Instructional Coaching with Tiered Support	Weekly Data Analysis	Monthly Lead Teacher Meetings
Who does the support target?	School Administrative Teams and District Instructional/ Curriculum Personnel	Ongoing, on-site professional development for leadership teams and teachers. Model lessons and interventions for students.	School Administrative Teams and District Instructional/ Curriculum Supervisors; feedback then delivered to teachers	School Administrative Teams and Lead Teachers



Supporting Readers

With effective scheduling & alignment of resources



Guidance for development of Literacy Schedules:

- Uninterrupted [Literacy Block](#):
 - Strong emphasis on foundational skills: **DAILY** [small group](#) rotations using the [K-2 Literacy Look Fors-Rotations/Small Groups](#)
 - [Literacy Playbook](#)
 - literacy & language instructional time
- Daily intervention time~ **RTI**
 - K-3 Interventions should be provided, for 30 minutes daily, by highly effective literacy teachers or skilled individuals who can provide high quality instruction; utilize the Mclass platform and [Mclass Activities](#)
 - 4-8 Interventions should be provided, for 30 minutes daily, by highly effective teachers or skilled individuals who can provide high quality instruction; utilize iReady Reading, LDOE resources, or other high quality materials; [Measure progress](#) toward literacy goals
- Common planning time: Weekly grade level collaborations to take a deep dive into curriculum/standards, map out lesson plans & analyze student data to determine needs.
- No pull out during core instruction!

Highly effective **MASTER SCHEDULES** utilize and maximize all resources to support Prek-8th grade literacy goals.

- [Building Elementary Master Schedules](#)
- [Building Middle Master Schedules](#)
- [Staffing & Scheduling Best Practices](#)
 - **6 Best Practices:** Pages 3-13 provide a more detailed overview of the 6 best practices we shared at the beginning of the session.
 - **Scheduling Acceleration:** Pages 31 and 38-39 provide details about scheduling acceleration. Pages 33, 37, 40, and 41 provide examples of schedules with time for acceleration built into the schedule.
 - **Staffing Practices:** Pages 24-26 provide details about potential methods to creatively find staff and use the staff you have to support acceleration.
- [Scheduling , Staffing, & Acceleration](#)

Supporting Readers

With Multi-layered RTI Plan

- **All students receive on grade-level instruction across all standards.**
- **Match Small Groups to Student Needs**
- **Provide Intensive, Systematic Instruction on Foundational Skills**
- **Maximize Impact of Feedback**



Tier 1: All Students Receive High-Quality Instruction

Tier 2: Increase Support for At-Risk Students

Small Group Instruction 3-5 times a week; 20-40 minutes:
Up to 5 students with the Same Needs

Tier 3: Intensive Interventions

Small Group Instruction or 1:1 Instruction Daily;
20-40 Minutes

Model of Literacy Excellence Teachers

To strengthen literacy instruction across the district and support the achievement of district literacy goals, our district established a **Model of Literacy Excellence Teacher Program**. This initiative is designed to recognize highly effective literacy educators and leverage their expertise to build instructional capacity among teachers across all schools.

Purpose :Model of Literacy Excellence Teachers are exemplary classroom educators who consistently demonstrate outstanding literacy instruction, strong student growth, and a commitment to continuous improvement. These teachers remain in their classroom positions while serving as literacy leaders who support district-wide literacy initiatives and help advance the goals outlined in this literacy plan.

Impact on District Literacy Goals :The Model of Literacy Excellence Teacher Program will create opportunities for educators to learn from successful classroom practitioners, strengthen implementation of evidence-based literacy practices, and increase consistency of instruction across schools. By developing teacher leadership and expanding access to exemplary literacy instruction, the district will build collective capacity to improve student outcomes and achieve district literacy goals.

Roles and Responsibilities: Model of Literacy Excellence Teachers will support district literacy goals by:

- Demonstrating high-quality literacy instruction aligned to district expectations
- Opening their classrooms for teacher observations and learning walks
- Sharing effective instructional strategies and resources with colleagues
- Providing follow-up support and collaboration opportunities for teachers after observations
- Participating in district professional development as presenters or co-presenters
- Creating and sharing instructional videos that highlight effective literacy practices
- Supporting literacy initiatives, family engagement events, and community literacy outreach efforts
- Serving as literacy ambassadors who promote a culture of continuous improvement and excellence

Supporting Readers



With Individual Literacy Plans for students working below level

All K-3 student are screened three times a year for reading proficiencies with Dibels Next through Acadience Learning. These screeners are a set of brief tests that measure essential skills like phonological awareness, phonics, decoding, fluency, and comprehension that are needed for students to become proficient readers.

If a student is determined below benchmark from screening results:

- IASP: Individual Academic Support Plan
- A written plan is developed by the student's school, parent/guardian, and teacher with the best evidence-based interventions to support improved literacy. High dosage tutoring will be provided 3 times a week for 10 weeks. Other interventions can include:
 - Daily small group activities
 - Additional support through RTI
 - Before and/or after school tutoring
 - Summer learning programs
- At-home strategies are also included to help families further support students and often parent meetings that teach these strategies are hosted at your student's school
- Access to this literacy plan is linked on the student's school's website and as well district's website.

Supporting Readers



With Individual Literacy Plans for students working below level

All students in grades 4-5 who score Unsatisfactory, Approaching Basic or Basic on LEAP in math and/or ELA are required to have an IASP.

IASP: Individual Academic Support Plan

- A written plan is developed by the student's school, parent/guardian, and teacher with the best evidence-based interventions to support improved literacy. High dosage tutoring will be provided 3 times a week for 10 weeks. Interventions can also include:
 - Daily small group activities
 - Additional support through RTI
 - Before and/or after school tutoring
 - Summer learning programs
- At-home strategies are also included to help families further support students and often parent meetings that teach these strategies are hosted at your student's school
- Access to this literacy plan is linked on the student's school's website and as well as the district's website.

Supporting Readers

With data informed decision

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Pre-Kindergarten	Foundational Skills; alphabet knowledge, vocabulary and oral language, phonemic awareness, and listening comprehension	Mclass: Preschool Early Literacy Indicator (PELI) to determine who is at risk and in need of interventions.	3 times a year; progress monitoring of students receiving additional, targeted early literacy instruction
	Progress toward meeting Louisiana state standards (Early Learning and Development Standards) and Head Start standards (Early Learning Outcomes Framework) throughout the year.	Teaching Strategies GOLD (TSG) Online Portfolio System	Teaching Strategies GOLD Report Card; Literacy and Math; three times a year after checkpoints Teaching Strategies GOLD Report Card; Development Domains (Cognitive and Language); three times a year after checkpoints; Early Head Start

Supporting Readers

With data informed decision

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Kindergarten	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is at risk and in need of interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed.
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading ,vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year
	Progress toward meeting content standards (specific skills) throughout the year.	Standard-Based Progress Report to determine grade level mastery of standards.	Quarterly Kindergarten Progress Report

Supporting Readers

With data informed decision

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
1st Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need of interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading, Vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year

Supporting Readers

With data informed decision

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
2nd Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need for interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading, Vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year

Supporting Readers

With data informed decision making

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
3rd Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need for interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	Student's ability to perform across six key reading domains to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly

Supporting Readers

With data informed decision

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
4th - 8th Grade	Student's ability to perform across six key reading domains to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

Supporting Readers

With family & community partnerships

#RapidesReads

District: Community & Parent Connections

- Literacy Website: Parent portal with literacy resources and guidance
- Literacy Buses: Reading Revival Camps, Parades, Community Events
- District-wide Literacy Campaigns: Reading Challenge, Book Clubs
- Parent Workshops at Community Centers, Churches, etc.
 - Provide training & resources
- Tutors: provide tutoring at schools, community centers, churches, etc.
 - Retired teachers, high school students, college students, community groups, etc.
- Literacy Centers: provide library books & resources at community centers.

Supporting Readers

With family & community partnerships

#RapidesReads

Schools: *Cultivate a learning environment that instills and fosters a love of reading!*

A “Literacy Team” is formed that includes all stakeholders and establish goals and updated the literacy plan.

- Daily Reading Logs: Required 30 minutes per night
- Reading Revival Campaign: hashtag, social media, celebrations
 - Bulletin Boards dedicated to reading
 - Reading corners or classroom libraries
 - Enriching literacy activities that are not connected to assessments
- Regular routines & supports for families
 - Monthly literacy meeting per K-12 feeder schools
 - Social media posts
 - Family Literacy Center
 - Family Book Clubs
 - Night Family Literacy Events

Supporting Readers

With family & community partnerships

#RapidesReads

District: Community & Parent Connections

Literacy Task Force:

- Representatives from external stakeholders (LSUA & LC, Head Start, Daycares, Junior League, United Way, COA, Library, etc.)
- Representatives from internal stakeholders (Directors, Administrators & Teachers)
- Projects
- Reading Revival Camps (over 20 scheduled) [Literacy FAQ Document](#)
- District-wide Literacy Events: Reading Challenge, Book Clubs, etc.
- Literacy Website Portal: Resources for parents. Information about upcoming events, how to become a literacy partner, etc.
- Literacy Bags (7,000 books passed out #RapidesREADS distributed throughout community.)
- Parades-The Literacy Bus attends city parades and we have passed out over 7,000 books each year.
- Summer Literacy Tour- Literacy bus travels to the city parks in our communities. We pass out books and summer [resources](#) for the parents.
- School Resources:
 - [Decodable Texts](#)
 - [UFLI Parent Resource Hub](#)
 - [UFLI Foundations Toolbox](#)

CDJH Elementary Teachers



Caroline Dormon
PRE-K TEAM

Mrs. Burleigh
PRE-K TEACHER

Mrs. Michelle
PRE-K PARA

Caroline Dormon
KINDER TEAM

Mrs. Kirl
K TEACHER

Mrs. St. Romain
K TEACHER

Caroline Dormon
1ST GRADE TEAM

Mrs. Morrow
ELA

Mrs. Landry
MATH

Caroline Dormon
2ND GRADE TEAM

Mrs. Butler
ELA

Mrs. Ingo
MATH

Caroline Dormon
3RD/4TH GRADE TEAM

Mrs. Looney
3RD/4TH ELA

Mrs. Gauthreaux
3RD/4TH SOCIAL STUDIES

Caroline Dormon
3RD/4TH GRADE TEAM

Mrs. Litton
3RD/4TH MATH

Mrs. Ryder
3RD/4TH SCIENCE