

**Local Literacy Plan for
Morehouse Magnet School
Dr. Stacy Pullen, Principal
Dr. Jesse Winston, Jr., Superintendent
September 1, 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 believe that strong literacy skills — reading, writing, speaking, and listening---are essential in developing responsible, self-motivated learners.

Literacy Mission Statement

All Morehouse Magnet students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

Section 1B: Literacy Goals

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

Goal 1 (Student-Focused)	The students will have an increased awareness of how reading and writing are useful, improve listening comprehension skills, develop oral language skills and explore the process of communicating through written language.
Goal 2 (Teacher-Focused)	All teachers will demonstrate effective teaching practices that include meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction.
Goal 3 (Program-Focused)	Through the LETRS program, we will analysis student's results, target student's needs, collaborate across grade levels, and continue professional development throughout the year.

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?
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Section 2: Explicit Instruction, Intervention and Extension

	- 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	Grades K-5 will spend 90-120 minutes daily on literacy skills instruction. The time is used for explicit reading instruction, phonics and word study, writing activities, grammar and language, speaking and listening skills, guided and independent practice, differentiated supports and assessments. Grades 6-12 will spend 45-60 minutes daily on literacy skills instruction. The time is used to build units around literature and informational texts, develop close reading and text-analysis skills, teach vocabulary and academic language, writing activities such as analytical and argumentative writing, develop speaking and listening through discussions, presentations, debates and other collaborative activities, connect texts to themes, essential questions, and real-world issues, assess students' reading, writing, language, and communication skills.
English Language Arts textbooks and instructional materials used	Grades K-5 use MY View Literacy and its resource materials. Grades 6-8 use My Perspectives and its resource materials. Teachers use the literacy program while identifying which standards are not being met using the curriculum. After identifying gaps, we use LDOE planning tools, language tasks, writing resources, assessment guidance and other resources that we use to build instruction around those standards.
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Tier II intervention will be provided by the classroom teacher, interventionist, or other extensively trained literacy educator who has demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of 30 minutes daily. Curriculum-based measures and assessments embedded within the approved HQIM will be administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. The specific literacy skill targeted through Tier II intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier II intervention will not routinely be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the student's access to grade-level core instruction. Student progress will be monitored weekly or biweekly, based on the student's level of need and assessment data, to determine whether the Tier II intervention is producing adequate growth.
List of available interventions and their descriptions	Available Tier II literacy interventions include explicit phonics instruction, phonemic awareness intervention, decoding intervention, encoding and spelling intervention, reading fluency intervention, vocabulary intervention, morphology intervention, reading comprehension intervention, text structure intervention, oral reading practice, small-group guided literacy support, word study intervention, high-frequency word intervention, comprehension strategy instruction, writing-to-read intervention, intensive vocabulary and language intervention, and integrated literacy intervention. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in interventions during intervention time (5 days per week for 30 minutes), after school tutoring (3 days per week for 90 minutes, and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day for 10 weeks).
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?

Section 2: Explicit Instruction, Intervention and Extension

	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	Tier III intervention will be provided by the reading interventionist/specialist and teachers who are trained to work with diverse learners – who have demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of three times weekly at 30 minutes each session. This support will occur within the computer lab. Curriculum-based measures and assessments embedded within the approved HQIM will be administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. Students receive MTSS/highly individualized, one-on-one or small group help for deep or persistent learning. The specific literacy skill targeted through Tier III intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier III intervention will not be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the student's access to grade-level core instruction. Student progress will be monitored weekly as determined by the student's level of need and assessment data.
List of available interventions and their descriptions	Available Tier III literacy interventions include Tier II interventions plus IXL and Savvas learning support. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in Tier III interventions during intervention time for at least 30 minutes once a week in addition to and/or around after school tutoring (3 days per week for 90 minutes), tutoring (5 days per week 30 minutes daily) and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day). Furthermore, students who have been identified as low functioning will receive additional intervention support from the literacy specialist using the Sonday System.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	July	Review the LETRS screener and set dates for administering the assessment	Literacy team	LETRS pre and post screener, LEAP scores	Established test and schedule administration of assessment.
2	August	LETRS training	All K-3 grade teachers	LETRS Training Material	Team will meet and review data and make necessary adjustments.
3	August	LETRS Screener Administered	All K-3 grade teachers	LETRS Phonics and Word-Reading Survey	Establish baseline data of the survey
4	August	Review and analysis the data from the survey	All teachers	LETRS Survey	Results of the survey
5	September	LETRS Training	All K thru 3 grade teachers	LETRS Training Material	Team will meet and review data and make necessary adjustments.

Action Plan					
6	September - May	Provide quality feedback to teachers	All K thru 8 th grade teachers	Walkthroughs	Feedback on observation forms, analysis of student work, lesson plans, and 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	LETRS Training	All K thru 8 grades
September	LETRS Training	All K thru 8 grades
December	LETRS Training	All K thru 8 grades
February	LETRS Training	All K thru 8 grades

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

Analyze Literacy Data	To identify students' individual strengths and weaknesses, effectively plan progress monitoring, and identify appropriate personnel for tiered interventions.	Data reports, sign-in sheets, agendas, and evaluations from ILT/TC meetings
Professional Development on HQIM and LER	Build teacher capacity to effectively implement HQIM and LER to ensure adequate literacy instruction and improve student literacy achievement	Lesson plans, coaching logs, student work samples, walkthroughs, and formative and summative assessments

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House	Meet and greet with teachers/ familiar with curriculum	Parents/Teachers
September	Parent/Teacher Conference	Grades and information provided for students	Parent/Teachers

Section 4: Family Engagement Around Literacy

November	End of 2nd 6 weeks	Information of students' progress	Parents/teachers
February	Literacy night	Community Outreach	Guest readers
March	Assessment information	Parental information	Websites

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
IXL	Use assignments in IXL that target individual troubled area(s)	Use student individual score from assignment to evaluate and monitor.
CKLA-Amplified	Everyday curriculum	Through small group and student work
iReady	Use assignments in IXL that target individual troubled area(s)	Use student individual score from assignments.

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
Literacy Team	Email, text, meetings	August 2026 thru May 2027
K thru 3 grades teachers	Email, text, meetings	August 2026 thru May 2027
Parental involvement	Back to school, literacy night, Weekly/Monthly newsletters	September 2026 thru May 2027