Local Literacy Plan for
Sterlington Middle School
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2026–2027 School Year

LOUISIANA'S LITERACY PILLARS



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 literacy is a fundamental student need and the shared responsibility of every educator.
Literacy Mission Statement	Sterlington Middle School will partner with all stakeholders to provide equitable access to high-quality literacy instruction, targeted intervention, and meaningful opportunities to communicate understanding so every student is prepared for high school and beyond.

Section 1B: Literacy Goals

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

Section 1B: Literacy Goals	
Goal 1 (Student-Focused)	Build necessary foundational skills, content knowledge, and writing skills to successfully read and respond to grade-level, complex texts.
Goal 2 (Teacher-Focused)	Provide ongoing support to allow equal access to grade-level, HQIM for all students. Professional development for: a. Implementing evidence based strategies for small group instruction and progress monitoring. b. Support teachers in the Student Work Analysis Protocol to drive instruction. c. Standards based instruction and assessment.
Goal 3 (Program-Focused)	A. Curriculum-based Assessments B. District Common Assessments C. LEAP 2025

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?
Amount of time spent on daily	Students receive approximately 90 minutes of core ELA instruction each school day. Teachers use ELA Guidebooks for whole-group,

Section 2: Explicit Instruction, Intervention and Extension	
literacy skills instruction and how it is used	small-group, and written-response instruction. Academic Success and scheduled intervention time provide an opportunity for targeted practice.
English Language Arts textbooks and instructional materials used	Louisiana ELA Guidebooks, Grades 6–8
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	A minimum of 90 minutes per week, delivered during Academic Success, scheduled small-group intervention, or tutoring.
List of available interventions and their descriptions	Lexia Power Up
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?

Section 2: Explicit Instruction, Intervention and Extension	
Tier III plan, including the amount of time	A minimum of 90 minutes per week in addition to Tier I instruction. Support is individualized through SBLC/IEP processes and progress monitored weekly.
List of available interventions and their descriptions	Intensive, skill-specific instruction delivered by qualified special education, intervention, or student support personnel.

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
Literacy Focused Growth Chats	Sept. 2026-Oct. 2026	SMS Instructional Leadership Team	School Leadership	LEAP Data	Leaders will successfully use data to drive instruction and create student success.
Provide tutoring opportunities in grades 6-8 to connect unfinished learning in the context of new learning.	2026-2027	Implement “Saturday School” tutoring opportunity for .	SPED teachers	ELA Guidebooks	Students’ growth to mastery score will be analyzed to ensure that progress is being made toward their individual goals.
Implement Lexia in select classrooms	2026-2027	Select classrooms will participate in the Lexia Core 5 and Power-Up literacy programs	Admin Select teachers	Lexia Core 5 and Power-Up software	Lexia student reports and LEAP data
Review Common Assessment data	2026-2027	Review Common Assessment results during ILT meetings and teacher collaborations	Admin ELA teachers SPED teachers	ELA Guidebooks	District Common Assessment results
Provide summer	June 2027	Highly effective teachers chosen by district leaders	Curtis Pate		Students are provided instruction to make-up learning gaps that have

Action Plan					
readiness and enrichment opportunities (SAIL) to students in grades K-8 in math, ELA, STEM, art, music, and PE.			OP Instructional Team		occurred during the school year as well as introduce students to some skills that will be addressed in the next grade.

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 *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
Beginning of year and before each new unit	Guidebooks unit and lesson preparation; standards, assessments, rubrics, exemplars, and explicit-instruction planning	Grades 6–8 ELA teachers, special education inclusion teachers, ILT
Monthly Teacher Collaboration	Student Work Analysis Protocol; use of common assessment and formative data to plan reteaching, differentiation, and intervention	ELA teachers, special education teachers, administrators
Quarterly and as district opportunities are offered	Disciplinary literacy, supports for struggling readers and writers, progress monitoring, accommodations, and effective inclusion practices	ELA teachers, special education teachers, administrators, instructional leaders

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?

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

6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1: HQIM unit and lesson preparation	Ensure consistent use of ELA Guidebooks, grade-level complex text, explicit modeling, and clear mastery expectations. Teachers analyze diagnostics, culminating tasks, exemplars, and rubrics before instruction.	Review unit/lesson preparation documents, walkthrough evidence, exit tickets, and diagnostic-to-culminating-task growth at each cycle checkpoint.
Cycles 2–4: Student work, intervention, and disciplinary literacy	Use student work and assessment evidence to plan reteaching and targeted intervention; strengthen evidence-based reading and writing in ELA, science, social studies, and mathematics; monitor priority subgroups.	ILT consistently reviews student work, common assessments, intervention records, subgroup progress, learning walks, and teacher feedback, then adjusts the next cycle.

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	Title I Parent Advisory Council		Homeless Programs Title IV Ouachita Public Library
November 2026	Title I Parent Advisory Council		Ouachita Parish Sheriff's Office Children's Advocacy Center Macaroni Kid WellSpring
Winter 2027	Literacy Night		Ouachita Parish Public Library
February 2027	Title I Parent Advisory Council		Centric Federal Credit Union (Financial Literacy) 2 Penny Mission Children's Coalition
April 2027	Title I Parent Advisory Council		TBD

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**

Section 5: Alignment to Other Initiatives		
School Improvement Plan; ILT and Teacher Collaboration; inclusion and Academic Success structures	Literacy goals are embedded in school improvement priorities, collaborative planning, walkthrough look-fors, and targeted support for students with disabilities and economically disadvantaged students.	Monthly ILT artifacts Teacher Collaboration plans Walkthrough Data Intervention Records Increased student achievement in Literacy
Family Literacy Engagement	Provide supports to family stakeholders to aid in the promotion of reading, writing, and listening skills to students	Parent Stakeholder participation results of Parent Stakeholder Surveys
Community Literacy Engagement	Involve community civic organizations, area universities, adopt-a-school businesses, and nonprofits in promoting literacy	Communication with all community stakeholders to plan literacy activities and initiatives, contests, rewards, etc.
Supporting Science/Social Studies Curriculum	Reading/responding to historical documents and the use of science content trade books. Writing critically to support claims in both science and social studies	Increased proficiency in reading/writing/responding to nonfiction text on both formal and informal assessments across the curriculum
SAIL Summer Program	Provide extra support for students scoring below level on literacy screeners 30 additional hours of literacy focused learning	Monitoring provided by each site coordinator Pre/Post Tests Increased student achievement in Literacy

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).

Section 6: Communicating the Plan		
Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
Students and families	ELA teachers explain goals and student progress; school leaders communicate through Open House, conferences, newsletters, the school website, literacy events, and direct outreach for students receiving intervention.	Beginning of year, quarterly, and as individual progress requires
School, district, and community stakeholders	School leaders review expectations and progress through faculty meetings, ILT, Teacher Collaboration, benchmark meetings, district reporting, partner meetings, and public updates.	Monthly implementation reviews; quarterly outcome updates; annual plan review