LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Calhoun Middle School

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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	
• What is the school/system's focus and mindset around literacy? • What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy? • Are the vision and mission statements inclusive of all leaders, teachers, students, and families?	
Literacy Vision	Calhoun Middle School views literacy as an essential cornerstone for academic growth, empowering our students to analyze, interpret, and engage with complex content across all subject areas.
Literacy Mission Statement	Calhoun Middle School will work with all stakeholders to not only provide reading, writing, and speaking/listening skills to all students through a variety of strategies and initiatives, but to also provide teachers and leaders tools and knowledge necessary to grow middle school students in the 21st century.

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)	• Build necessary foundational reading, content knowledge, and analytical writing skills to successfully read and respond to grade-level, complex texts in grades 6–8. • By the end of the 2026–2027 school year, at least 90% of middle school students receiving Tier II and Tier III literacy intervention, including EL and students with disabilities, will meet or exceed their individual literacy growth goals as measured by progress monitoring. • Increase performance on Spring LEAP 2025 ELA assessments across grades 6–8 by at least 7 percentage points in Mastery and Advanced performance levels. • Provide a minimum of ten weeks of targeted High-Dosage Tutoring (HDT) for eligible middle school students.

Goal 2 (Teacher-Focused)	• Provide ongoing support to ensure equal access to grade-level High-Quality Instructional Materials (HQIM)—Louisiana ELA Guidebooks 6–8—for all students.
	• Support 100% of ELA teachers in internalizing and executing the Unit Preparation and Lesson Preparation protocols prior to instruction.
	• Provide job-embedded professional development focused on:
	  ○ Utilizing the Student Work Analysis Protocol (SWAP) during Teacher Collaboration to analyze written tasks and drive instruction.
	  ○ Implementing effective text-dependent questioning strategies that shift students from low-level recall to deep analytical evaluation.
	  ○ Integrating cross-curricular reading strategies for non-fiction texts in Science and Social Studies.

Section 1B: Literacy Goals	
Goal 3 (Program-Focused)	Establish a structured middle school literacy progress monitoring system utilizing ELA Guidebook Curriculum-Embedded Assessments, District Common Assessments, Writeable diagnostics, and LEAP 2025 data.

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 literacy skills instruction and how it is used	**Grades 6–8:** Average of 50 minutes per day devoted to ELA core instruction, complemented by a dedicated 50-minute daily WIN (What I Need) period for targeted intervention or extension.
English Language Arts textbooks and instructional materials used	Core: Louisiana's ELA Guidebooks 6–8 (2024 edition). Supplemental: LDOE instructional resources and planning tools.
Tier II	2. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?

Section 2: Explicit Instruction, Intervention and Extension	
	3. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 4. 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? 5. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 6. 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	Minimum 90 minutes per week of targeted intervention provided during scheduled WIN/elective times to avoid pulling students from Tier I core instruction. Progress monitoring occurs bi-weekly
List of available interventions and their descriptions	**Teacher-Led Small Group:** Writeable, group reading, targeted vocabulary/morphology groups, and ELA Guidebook scaffolded comprehension support.
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	Minimum 90 minutes per week of intensive, small-group instruction delivered by specialized literacy staff or interventionists. Progress monitoring occurs weekly.
List of available interventions and their descriptions	**Dyslexia Specialist:** Phonics First with multi-sensory materials for identified decoding deficits. **High-Dosage Tutoring:** State-approved vendors focusing on foundational gaps, fluency, and complex text navigation.

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
1	Aug–Sept 2026	Establish initial ILT and TC cycles focused on 6–8 ELA Guidebook unit and lesson preparation.	Dr. Richard Hearn, ILT Team, Instructional Coaches	3–12 Unit & Lesson Preparation Protocols	Lesson annotations demonstrate objective alignment; 95% student engagement observed during walkthroughs; 10% increase from diagnostic to culminating tasks.
3	Sept–Oct 2026 & Feb 2027	Facilitate quarterly literacy Data Chats to review middle school benchmark performance and adjust group placement.	Dr. Richard Hearn, District Leadership	LEAP 2025 Data, Guidebook Assessments, District Common Assessments	Leadership artifacts showing data-driven adjustments to block groupings.
2	2026–2027	Train middle school content teachers (Science/Social Studies) on literacy-focused pre-planned questioning protocols.	Dr. Richard Hearn, ILT Team	LER Rubric, Primary Sources	Walkthrough data evaluating high-level questioning and text-dependent writing across content areas.

Action Plan					
1	June 2027	Provide summer readiness and enrichment opportunities for middle school students needing academic support.	Dr. Richard Hearn, District Instructional Team	Credit Recovery	Pre/Post assessment growth metrics.
1	Aug 2026–Ongoing	Maintain Individual Academic Support Plans (IASP) for middle school students scoring below proficient on screeners.	ELA Teachers, Interventionists	LDOE Intervention Tools, IASP Templates	Quarterly IASP progress monitoring reviews and parent updates.

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.)*
Aug 2026 – May 2027	ELA Guidebooks 6–8 Unit Unpacking & Internalization	6th–8th Grade ELA Teachers
Aug 2026 – May 2027	Adolescent Literacy in Action (Act 964 Alignment)	Grades 6–8 ELA Teachers, ILT
Feb 24–26, 2027	Plain Talk Literacy Conference	**ILT**
Aug 2026 – Ongoing	Student Work Analysis Protocol (SWAP) Training	All Middle School Content Teachers
Bi-Monthly (2026–2027)	Literacy Coach Collaborations (NIET)	**ILT**

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?
Unit & Lesson Preparation Protocols	Build ILT and teacher capacity to analyze ELA Guidebook unit expectations, plan explicit model lessons, and scaffold daily tasks.	TC planning artifacts, lesson annotations, and classroom walkthrough trends.
Student Work Analysis Process (SWAP)	Utilize weekly TC meetings to analyze student writing artifacts against rubric criteria and implement instructional course corrections	Copies of student work samples across mastery levels, completed SWAP forms, and re-teaching plans.
Questioning & Thinking (LER Indicators)	Shift ELA and cross-curricular instruction toward high-level text-dependent questioning, metacognition, and structured peer grouping.	Classroom observation feedback using the LER rubric, peer observation logs, and mid-year benchmark progress

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**
Sept 2026	Middle School Open House & Literacy Overview	Translated materials, digital presentation access	Calhoun Community Organizations, Public Library
Sept & Oct 2026	Family Literacy Night & Academic Progress Workshops	Evening schedule, translated resources	Ouachita Parish Public Library
Nov 2026 & Feb 2027	Struggling Reader & IASP Parent Progress Notifications	English, Spanish, and translated options upon request	Parents/Guardians
Jan 2027	Mid-Year Benchmark & LEAP Prep Family Workshop	Digital options, translated score guides	Local Business Sponsors, Community Volunteers

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**
Accelerate Tutoring	Provides targeted "just in time" support embedded within middle school intervention blocks.	**Monitoring:** Walkthroughs, exit tickets. **Evidence:** Increased score

Section 5: Alignment to Other Initiatives		
		performance on Guidebook section diagnostics.
School Improvement Best Practices (ILT & TC)	Drives job-embedded professional development centered around middle school literacy standards and HQIM execution.	**Monitoring:** ILT minutes, peer observations. **Evidence:** Improved teacher practice scores on LER indicators.
Adolescent Literacy Plan (Act 964)	Strengthens middle school reading comprehension, screening, and targeted interventions using HQIM.	**Monitoring:** Walkthroughs, DIBELS/i-Ready progress metrics. **Evidence:** LEAP 2025 ELA score growth across 6th–8th grades.
Cross-Curricular Literacy (Science/Social Studies)	Requires students to analyze primary sources, read science trade texts, and construct evidence-based written arguments.	**Monitoring:** Social Studies and Science unit writing prompts. **Evidence:** Improved performance on non-fiction writing rubrics.

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	Tribe goal-setting, student data tracking, and learning objective updates.	Ongoing
Parents	School website, mass notifications, Open House, IASP conferences, and quarterly newsletters.	August, October, January, April
School Staff	Faculty meetings, weekly TC cluster meetings, and ILT collaboration sessions.	August; ongoing weekly
District Leadership	Progress reports submitted to Curtis Pate (CAO) and district supervisors; quarterly leadership reviews.	July, August, October, December, February