LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Parks Middle School

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LOUISIANA'S LITERACY PILLARS



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	St. Martin Parish School System will create an educational environment in which all students shall be provided access to grade-level literacy instruction by adhering to science of reading principles.
Literacy Mission Statement	All St. Martin Parish School System students will exit our system able to read, comprehend and write in order to achieve college and/or career readiness goals.

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)	All students will meet or exceed individual literacy targets through the implementation of high quality Tier I curriculum which is measured by Dibels, Iready, and LEAP 2025. Teachers will use data from the benchmark assessments (TS Gold, BOY, MOY, and EOY measures to make instructional decisions. They will regularly Collaborate with school leaders and peers to monitor student growth and plan Strategies to scaffold instruction to give all students the best opportunity to meet Grade level literacy expectations. Teachers will receive training on school wide Reading strategies. **District:** By May 2027 SMPSB will have 65.7% of K-3 students on or above level as measured by the DIBELS EOY benchmark. This is a 3% growth goal from 62.7 in May 2026. **District:** By May 2027, the percentage of SMPSB students in grades 3–8 performing at or above proficiency in ELA will increase by 3 percentage points, from 40% to 43%. as measured by the LEAP 2025 assessment. **Parks Middle School:** By May 2027, the percentage of students in grades 5-8 performing at or above proficiency in ELA will increase by 3 percentage points, from 38% to 41%, as measured by the LEAP 2025 assessment. increase by 3 percentage points, from 31.9% to 34.9%, as measured by the LEAP 2025 assessment**.**
Goal 2 (Teacher-Focused)	Teachers will implement Tier 1 curriculum (Guidebooks 3-12/ Expeditionary Learning K-2) with intentionality based upon the needs of all students. The district shall provide the necessary professional development in these curriculums along with best practices for literacy instruction as well as the Science of Reading. This

Section 1B: Literacy Goals	
	professional development shall be provided to all teachers to ensure that all populations of the schools will be equipped with teachers that have been taught the best practices for literacy development. 100% of schools will provide professional learning to teachers during weekly teacher collaboration on analyzing literacy data, formative and summative assessment data and internalizing HQIM units and weekly lessons. Through the process teachers will gain understanding of using student literacy data to provide high quality instruction and targeted interventions based on student needs.
Goal 3 (Program-Focused)	The district will provide ongoing and timely support to school leaders and teachers. Teacher Performance will be monitored using student Dibels data, district common assessment data and qualitative evidence collected during PLCs, walkthroughs, and observations.

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)

Section 2: Explicit Instruction, Intervention and Extension	
	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 K–2: 150–180 minutes daily. Structured into explicit Foundational Skills (phonemic awareness, phonics, decoding, spelling - 60 mins) and Knowledge Building/Comprehension (vocabulary, interactive read-alouds, text-dependent writing - 60 mins). Includes at least 40 minutes of daily targeted small-group differentiation. • Grades 3–5: 120–150 minutes daily. Whole-class HQIM unit study (close reading, complex texts, fluency, vocabulary, text-based writing - 90 mins) plus small-group targeted instruction and extension (30–60 mins). • Grades 6–8: 60-90 minutes daily based on the middle school schedule. focused on Guidebooks units, complex literary and informational texts, disciplinary vocabulary, analytical writing, and small-group support. • Grades 9–12: 90 minutes daily (Block schedule). Guidebooks ELA units emphasizing high-level text analysis, research, argumentation, and writing skills.
English Language Arts textbooks and instructional materials used	1. Grades K–2: Expeditionary Learning (EL Education ELA Curriculum - K-2 Skills Block and Knowledge Block) - LDOE Tier 1 HQIM aligned to the Science of Reading. 2. Grades 3–12: LDOE ELA Guidebooks (Grades 3–12, including Guidebooks 2.0 / 3.0 / 4.0 units) - LDOE Tier 1 HQIM. 3. ELA Extension: Lexia for K-8 and the Writable program.
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	Students are identified for Tier II intervention through multiple sources of data, including DIBELS/mCLASS benchmark results, curriculum-based assessments, progress-monitoring data, teacher observations, and student work samples.

Section 2: Explicit Instruction, Intervention and Extension	
	Intervention targets the student's specific area(s) of identified need, including phonological awareness, phonics, fluency, vocabulary, morphology, language comprehension, or reading comprehension. Progress-monitoring measures are aligned to the targeted skill(s) to accurately assess the student's response to intervention and guide instructional decision-making. Provided for 30–45 minutes daily (2-3 times per week) in addition to, and outside of, uninterrupted Tier I core instruction. Delivered in small groups by certified classroom teachers, literacy coaches, or trained interventionists. Progress monitoring occurs using DIBELS 8th Edition probes or i-Ready growth checks, with data reviewed in Teacher Collaboration (TC) to adjust targeted instruction.
List of available interventions and their descriptions	• High Dosage Tutoring connected directly to Tier I ELA units to build prerequisite skills before core lessons. • Lexia literacy program providing evidence-based literacy interventions. • 95% Phonics Lesson Library • LIFT Louisiana
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?
Tier III plan, including the amount of time	Tier III intervention is provided in addition to Tier I instruction for students demonstrating significant or persistent literacy needs based on multiple sources of data. Provided for 30-45 minutes daily (4-5 days per week) in small, intensive groups or 1-on-1 instruction. Delivered by trained interventionists without pulling students from core Tier I instruction. Progress monitoring is ongoing and closely monitored. If minimal progress is observed after 6–8 weeks, the school and/or district level data teams meet to determine what additional literacy based academic supports are needed.

Section 2: Explicit Instruction, Intervention and Extension	
List of available interventions and their descriptions	1. High Dosage Tutoring connected directly to Tier I ELA units to build prerequisite skills before core lessons. 2. Lexia literacy program providing evidence-based literacy interventions. 3. 95% Phonics Lesson Library 4. Louisiana LIFT

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
2	Fall 2026 – Spring 2027	Provide Act 108 Science of Reading training (LETRS / State courses), weekly PLCs, and coaching on HQIM implementation for EL, SWD, and subgroup differentiation.	Elementary & Secondary Curriculum Supervisors, Master Teachers, Literacy Coaches	LETRS materials, LDOE Professional Learning Modules, HQIM Unit Studies	100% teacher certification in Science of Reading. Classroom observation data demonstrating effective scaffolded instruction. Student growth on DIBELS, i-Ready, and LEAP 2025.
3	SY 26–27 (BOY, MOY, EOY)	Systematically administer screeners (DIBELS 8th, i-Ready, LIFT), conduct monthly ILT data review meetings, and monitor bi-weekly progress monitoring data.	District Curriculum Team, Principals, ILT Teams, Literacy Coaches	DIBELS 8th, i-Ready Diagnostic, LIFT framework, SIS/JCalls data system	Data meeting minutes, completed IASPs for struggling readers, and percentage of students meeting individual growth targets on MOY/EOY 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 *(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.)*
August 2026	HQIM Launch & Unit Preparation Protocols (K-2 Skills/Knowledge & 3-12 ELA Guidebooks); Teacher Collaboration Unit Studies.	All K-12 ELA Teachers, School Administrators, Instructional Coaches, District staff
October 2026	Analyzing BOY Screener Data (DIBELS / i-Ready), Data-Driven Differentiation, and Tier II/III Intervention Placement	All K-12 ELA Teachers, School Administrators, Instructional Coaches, District staff
January 2027	Analyzing MOY Screener Data (DIBELS / i-Ready), Data-Driven Differentiation, and Tier II/III Intervention Placement	All K-12 ELA Teachers, School Administrators, Instructional Coaches, District staff
May 2027	Analyzing EOY Screener Data (DIBELS / i-Ready), Data-Driven Differentiation, and Tier II/III Intervention Placement	All K-12 ELA Teachers, School Administrators, Instructional Coaches, District staff

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

5. What is the ILT/TC long-range plan to support literacy?
6. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
7. How/when is the effectiveness of cycles monitored?
8. Is HQIM embedded in the cycles and long-range plans?
9. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
10. 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 & Lesson Preparation (cycle is ongoing)	Teachers unpack HQIM assessments, rubrics, and exemplars to plan explicit text-dependent modeling and small-group scaffolding.	Walkthrough data, lesson plan annotations, and student performance on daily exit tickets and section diagnostics.
Cycle 2: Data-Driven Targeted Intervention & Progress Monitoring (cycle is ongoing)	Utilize DIBELS 8th and i-Ready data to group students for Tier II/III interventions and monitor progress bi-weekly.	Progress monitoring charts/data sets, ILT & TC meetings.

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	Provide ongoing literacy communication through monthly School Newsletters, JCalls (SIS call system), Remind text messaging, parent-teacher conferences, and Title I Family Nights. Written notifications sent within 15 days for students scoring below grade level on screeners.	Ensure translation of all home communications into native languages (e.g., Spanish, Vietnamese). Accommodate families with technology, schedule, or transportation challenges through flexible meeting options and community partner support.	Establish strategic partnerships with libraries and civic organizations to enhance community literacy outcomes.
January 2027	Provide parents/guardians with mid-year (MOY) and end-of-year (EOY) written progress reports regarding their child's Individual Academic Support Plan (IASP) and intervention growth.	Ensure translation of all home communications into native languages (e.g., Spanish, Vietnamese). Accommodate families with technology, schedule, or transportation challenges through flexible meeting options and community partner support.	Establish strategic partnerships with libraries and civic organizations to enhance community literacy outcomes.
SY 2026–2027	Host biannual Family Literacy Nights and workshops that provide family-friendly training on Science of Reading strategies, foundational literacy activities for home, and grade-level student expectations.	Ensure translation of all home communications into native languages (e.g., Spanish, Vietnamese). Accommodate families with technology, schedule, or transportation challenges through flexible meeting options and community partner support.	Establish strategic partnerships with libraries and civic organizations to enhance community literacy outcomes.

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
School Improvement Plan (SIP)	The Local Literacy Plan is directly integrated into each school's SIP across all core content areas, aligning school-wide goals around Science of Reading instruction and subgroup growth.	SY 2026–2027
Early Childhood Programs	Aligns birth-to-5 language and literacy development with TS Gold assessment benchmarks and PreK foundational literacy readiness goals.	SY 2026–2027
Cross-Curricular Connections	Extends literacy strategies across Social Studies, Science, and Mathematics to reinforce reading comprehension and written argumentation in all disciplines.	SY 2026–2027

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.

Section 6: Communicating 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
District Curriculum Team	Consistent monthly and bi-monthly collaborative principal collaboration meetings, monthly master teacher, assistant principal and teacher collaboration facilitator meetings and leadership presentations.	SY 2026–2027
School Leadership Teams (ILT)	Weekly ILT\ meetings on literacy data, walkthrough feedback, and intervention efficacy.	SY 2026–2027
School Instructional Teams (TC)	Weekly Teacher Collaboration (TC) meetings, unit study sessions, and lesson preparation protocols.	SY 2026–2027
Parents / Guardians & Community	Family Literacy Nights, Title I meetings, IASP updates, district website, and messages sent home via the SIS system.	SY 2026–2027