Local Literacy Plan for

Bell City Middle School

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LOUISIANA'S LITERACY PILLARS



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	Bell City Middle School will develop confident, fluent, and critical readers, writers, and communicators who can successfully access grade-level text, think deeply, communicate clearly, and use literacy to learn across every content area.
Literacy Mission Statement	Bell City Middle School will provide evidence-based, data-driven literacy instruction through high-quality Tier I ELA instruction, explicit fluency and comprehension support, targeted Tier II and Tier III intervention, ongoing progress monitoring, teacher collaboration, and family communication so that every student has access to the literacy support needed to grow.

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) Priority groups include students scoring Basic or below on prior ELA LEAP, students below/well below benchmark on DIBELS, SWD, EL, and other students identified through school data.	By May 2027, Bell City Middle School will improve literacy outcomes for students in grades 6-8, with particular attention to students who scored Basic or below on the prior LEAP ELA assessment and students identified below benchmark through DIBELS screening. • Increase the percentage of students meeting or exceeding expected growth on the ELA LEAP assessment. • Increase the percentage of screened students reaching DIBELS benchmark from BOY to EOY. • Reduce the percentage of students performing well below benchmark and increase the percentage reaching Mastery and Above on ELA LEAP. Leading Indicators • 100% of students identified for screening are assessed within the designated benchmark window. • 100% of identified Tier II/Tier III students receive intervention matched to identified need. • Tier II progress monitoring occurs at least every other week; Tier III progress monitoring occurs weekly. Lagging Indicators • DIBELS BOY-to-EOY benchmark growth. • ELA LEAP growth and proficiency, including subgroup performance. • Reduction in students requiring intensive literacy intervention. Monitoring Plan • Literacy/RTI data reviews after benchmark windows and throughout each grading period. • Intervention groups adjusted based on progress-monitoring and classroom data. • Annual review of DIBELS, curriculum-based assessment, and LEAP outcomes.
Goal 2 (Teacher-Focused)	During the 2026-2027 school year, teachers responsible for literacy instruction and intervention will strengthen implementation of HQIM, explicit fluency instruction, data analysis, and targeted intervention practices. • New and/or new-to-content teachers receive support with Louisiana Guidebooks, unit/lesson preparation, and literacy expectations. • Teachers implementing Tier II support receive guidance on Fuel Fluency/fluency protocols and progress monitoring. • Staff responsible for Tier III intervention receive support in S.P.I.R.E. placement, lesson delivery, and progress monitoring. Leading Indicators • Participation in literacy-focused teacher collaboration and professional learning. • Consistent use of unit/lesson preparation and student-work analysis protocols.

Section 1B: Literacy Goals	
	• Coaching/support cycles provided based on teacher and student need. Lagging Indicators • Improved walkthrough evidence of grade-level text, explicit literacy instruction, student discourse, and writing from evidence. • Improved student performance on curriculum-based assessments, DIBELS, and LEAP. Measurement • TC/PLC agendas and products; walkthrough/feedback data; intervention fidelity checks; student work and assessment data.
Goal 3 (Program-Focused)	Bell City Middle School will maintain a comprehensive multi-tiered literacy support system in grades 6-8. • Tier I: All students receive grade-level HQIM instruction through Springboard and content-area literacy practices. • Screening: Students scoring Basic or below on prior LEAP ELA are screened with DIBELS; additional students may be screened based on current performance data. • Tier II: Students below benchmark receive targeted fluency/comprehension support using Fuel Fluency packets and small-group HQIM-aligned instruction during the second ELA/literacy block. • Tier III: Students well below benchmark receive additional diagnostic assessment, including S.P.I.R.E. placement as appropriate, followed by explicit structured literacy intervention. • Intervention is supplemental and does not replace Tier I ELA instruction. Leading Indicators • Screening and placement completed on schedule. • Intervention rosters, schedules, and progress-monitoring plans maintained. • Families of students receiving intervention are informed of supports and progress. Lagging Indicators • Increased movement toward benchmark and grade-level performance. • Improved intervention response and reduced need for intensive support. Measurement • DIBELS benchmark/progress-monitoring data, LEAP and HQIM assessments, intervention rosters, TC/ILT documentation, and fidelity 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.

Section 2: Explicit Instruction, Intervention and Extension	
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	Tier I literacy instruction is delivered through approved HQIM and grade-level standards. ELA teachers use Louisiana Guidebooks, unit/lesson preparation, curriculum-based assessments, text-dependent discussion, and evidence-based writing. Content-area teachers reinforce disciplinary literacy through grade-level reading, vocabulary, discussion, and writing. The literacy team and administration review student work, assessment results, and walkthrough evidence to identify needed supports and extensions.
Amount of time spent on daily literacy skills instruction and how it is used	Students receive daily ELA instruction with protected Tier I HQIM time. Bell City also uses an additional ELA/literacy block to provide acceleration, fluency/comprehension support, and RTI/intervention based on student need. Intervention does not replace Tier I core instruction.
English Language Arts textbooks and instructional materials used	Springboard (grades 6-8); district/LDOE-aligned literacy resources; curriculum-based assessments; grade-level complex texts and writing tasks.
Tier II	Tier I literacy instruction is delivered through approved HQIM and grade-level standards. ELA teachers use Louisiana Guidebooks, unit/lesson preparation, curriculum-based assessments, text-dependent discussion, and evidence-based writing. Content-area teachers reinforce disciplinary literacy through grade-level reading, vocabulary, discussion, and writing. The literacy team and administration review student work, assessment results, and walkthrough evidence to identify needed supports and extensions.
Tier II plan, including the amount of time	Tier I literacy instruction is delivered through approved HQIM and grade-level standards. ELA teachers use Louisiana Guidebooks, unit/lesson preparation, curriculum-based assessments, text-dependent discussion, and evidence-based writing. Content-area teachers reinforce disciplinary literacy through grade-level reading, vocabulary, discussion, and writing. The literacy team and administration review student work, assessment results, and walkthrough evidence to identify needed supports and extensions.
List of available interventions and their descriptions	Fuel Fluency packets / district fluency protocols aligned to grade-level text and student need. Small-group HQIM-aligned literacy support using Louisiana Guidebooks resources. DIBELS Oral Reading Fluency (ORF) and related measures for progress monitoring.
Tier III	Tier I literacy instruction is delivered through approved HQIM and grade-level standards. ELA teachers use Louisiana Guidebooks, unit/lesson preparation, curriculum-based assessments, text-dependent discussion, and evidence-based writing. Content-area teachers reinforce disciplinary literacy through grade-level reading, vocabulary, discussion, and writing. The literacy team and administration review student work, assessment results, and walkthrough evidence to identify needed supports and extensions.

Section 2: Explicit Instruction, Intervention and Extension	
Tier III plan, including the amount of time	Tier I literacy instruction is delivered through approved HQIM and grade-level standards. ELA teachers use Louisiana Guidebooks, unit/lesson preparation, curriculum-based assessments, text-dependent discussion, and evidence-based writing. Content-area teachers reinforce disciplinary literacy through grade-level reading, vocabulary, discussion, and writing. The literacy team and administration review student work, assessment results, and walkthrough evidence to identify needed supports and extensions.
List of available interventions and their descriptions	S.P.I.R.E. structured literacy intervention (placement based on diagnostic results). DIBELS ORF and skill-aligned measures for weekly progress monitoring. Additional explicit practice aligned to diagnosed decoding, fluency, vocabulary, and comprehension needs.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August-September	Administer DIBELS benchmark screening to students identified through prior LEAP/classroom data; finalize Tier II/Tier III groups.	Principal; Curriculum Coordinator; Middle School Literacy Team; ELA teachers	DIBELS; LEAP data; HQIM assessments	Completed screeners, intervention rosters, schedules, parent communication
1	September-May	Provide Tier II Fuel Fluency/HQIM-aligned support and Tier III S.P.I.R.E. intervention; progress monitor and regroup based on response.	ELA/intervention staff; Curriculum Coordinator	Fuel Fluency; S.P.I.R.E.; DIBELS	Progress-monitoring graphs, intervention logs, movement toward benchmark
1	Each grading period	Review DIBELS, HQIM assessment, student work, and LEAP-related data to identify students needing acceleration or intensified support.	Literacy Team; ELA teachers; Administration	Assessment dashboards; student work	Data-review notes, revised groups, improved assessment outcomes
2	August-May	Conduct literacy-focused Teacher Collaboration cycles on HQIM preparation, fluency, comprehension, writing, and student work.	Curriculum Coordinator; ELA teachers; Administration	Louisiana Guidebooks; unit/lesson protocols; student work	TC agendas/products, walkthrough evidence, student work
2	August-May	Provide coaching and feedback to new/new-to-content teachers and teachers needing targeted literacy support.	Curriculum Coordinator; Administration	Walkthrough tools; coaching notes	Improved implementation evidence and student engagement
3	Monthly / Quarterly	Middle School Literacy Team reviews implementation, intervention fidelity, and student progress; intervention staff communicate status and progress with families of identified students.	Middle School Literacy Team; ELA/intervention staff; Administration	Literacy plan; DIBELS; intervention data; progress reports	Meeting notes, fidelity checks, documented adjustments, family communication records

Section 3A: Professional Learning: Partners (NOT 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-May	School-based support: Louisiana Guidebooks unit/lesson preparation; DIBELS administration and data use; Fuel Fluency/fluency protocols; S.P.I.R.E. implementation; disciplinary literacy and writing from evidence.	6-8 ELA teachers, intervention staff, special education teachers, content-area teachers, and new/new-to-content teachers as appropriate.

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?**
Guidebooks Unit & Lesson Preparation	Strengthen consistent implementation of grade-level HQIM and purposeful lesson preparation.	Student work, curriculum-based assessments, walkthroughs
DIBELS & Data Study	Use benchmark/progress-monitoring data to match students to appropriate support and adjust groups.	Benchmark growth, PM trends, intervention rosters
Fluency / Fuel Fluency	Build teacher capacity to deliver explicit fluency support tied to student need and grade-level text.	DIBELS ORF progress monitoring; fluency work samples

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Comprehension & Evidence-Based Writing	Strengthen students' ability to comprehend complex text and support claims with relevant evidence and reasoning.	Section diagnostics, culminating tasks, student writing
Intervention Fidelity / S.P.I.R.E.	Ensure Tier III placement and instruction are explicit, systematic, and responsive to progress data.	Fidelity checks, weekly progress monitoring, student growth

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August/September	Literacy & Intervention Information	Family-friendly explanation of DIBELS screening, Tier II/Tier III supports, and how progress is monitored; individual communication for identified students.	Bell City Middle School; CPSB resources
October	Building Literacy Skills at Home	Share practical middle-school reading, vocabulary, and comprehension strategies through digital/print communication; provide accessible formats as needed.	Bell City Middle School; LDOE/CPSB resources
January	Midyear Literacy Progress Update	Families receive benchmark/intervention progress information and opportunities to conference with staff.	Bell City Middle School staff
May	Summer Reading & Literacy Resources	Share summer reading recommendations and free/low-cost literacy resources; provide print or digital access.	School/community library resources

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	Literacy goals, Tier I quality, intervention, and data cycles support campus academic priorities.	Goal reviews; LEAP/HQIM/DIBELS data
Middle School RTI / LEAP Prep	Targeted support uses assessment data to address unfinished learning while maintaining grade-level instruction.	RTI rosters, progress monitoring, LEAP practice data
Teacher Collaboration (TC)	Collaborative planning, student-work analysis, and data review strengthen HQIM implementation and teacher capacity.	TC agendas/products, walkthroughs, student work
PBIS / Student Engagement	Positive schoolwide systems support attendance, engagement, persistence, and readiness to learn.	Attendance, behavior, engagement data
Library / Reading Access	Access to varied texts and reading opportunities supports reading volume, interest, and background knowledge.	Circulation/participation data and student engagement

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.

Section 6: Communicating the Plan

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
Teachers	Faculty communication, middle school TC meetings, literacy team updates, data reviews, and targeted coaching/support.	Monthly and as needed
Families	Parent letters, conferences, progress reports, school website/social media, and direct intervention updates.	At benchmark windows; grading periods; quarterly/as needed
Students	Goal-setting, DIBELS/progress-monitoring feedback, and conferences about intervention progress and next steps.	Benchmark windows and grading periods
Community / School Stakeholders	School reports and public updates regarding literacy priorities and opportunities to support reading.	At least annually / as opportunities arise
Middle School Literacy Team	Implementation reviews focused on screening, intervention fidelity, student progress, and needed adjustments. Team: Katy Shields, Rachel Touchstone, Sage Hoback, Laura Foreman, Britny Soileau, Josh Nelands, and Cheryl Albers.	Monthly