Local Literacy Plan for

Maplewood 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	Our vision is to ensure that every middle school student becomes a confident, fluent, and critical reader, writer, and communicator who can access grade-level texts, think deeply about ideas, and use literacy as a tool for learning, voice, and opportunity across all content areas
Literacy Mission Statement	Our mission is to provide evidence-based literacy instruction that develops students' reading accuracy, fluency, vocabulary, comprehension, and writing skills through direct, explicit, systematic instruction, meaningful practice, and purposeful family engagement.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

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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) Example: Identified student subgroups: SWD, EL, ED, Homeless, etc.	• By May 2027, 60 % percentage of 6th -8th grade students scoring Basic and below on LEAP 2025 assessment will score at or above Benchmark on the EOY DIBELS Assessment. *Baseline date: 138 out of 323 students who tested scored basic or below on LEAP 2026 or 43% thus 57% scored on grade level.* • By May 2027, 90% students in grades 6-8 will meet or exceed their expected growth target on ELA LEAP Assessment. • We will increase the percentage of SWD reading on or above grade level in grades 6-8 from 17% to 22 % as measured by Dibels benchmark assessment. *Base line data:2 out of 23 (SWD students scored at or above grade level on LEAP 2026. 4 out of 23 are reading on grade level per BOY dibels Aug 2026 (17%).* **Leading Indicators** • Percentage of students meeting benchmark on literacy screener. • 100% of identified students receiving appropriate intervention services • 90% of students demonstrate expected growth on progress monitoring measures **Lagging Indicators** • Increase in DIBELS EOY benchmark attainment • Increase in LEAP Mastery and Above rates • Reduction in the percentage of students significantly below benchmark **Monitoring Plan** • Monthly progress monitoring reviews • Annual evaluation of benchmark and LEAP outcomes

Section 1B: Literacy Goals	
Goal 2 (Teacher-Focused)	• By September 1, 2026, 100% of 6th - 8th grade ELA, intervention, special education, EL, and content-area teachers will have received professional development training in Fluency Protocol and SPIRE explicit literacy instruction and intervention practices that correspond to the services provided to students on their schedule. • By September 1, 2026, all new teachers will receive initial training on the adopted high-quality instructional materials. • By September 30, 2026, all interventionists staff, outside of the classroom teachers, will receive training on conducting interventions using the adopted SPIRE structured literacy program. **Leading Indicators** • 100% teacher participation in professional learning • At least 2 coaching cycles per teacher annually • 95% completion of unit and lesson preparation protocols **Lagging Indicators** • 50% proficiency on literacy walkthrough indicators • Increased student literacy achievement across all subgroups • Reduction in achievement gaps among identified subpopulations **Measurement:** • Professional learning attendance records • Monthly walkthrough data reviews • Coaching cycle documentation • Teacher collaboration products
Goal 3 (Program-Focused)	• By September 1, 2026, the school will implement a comprehensive multitiered literacy support system that ensures (a) 100% of students have access to high-quality Tier I literacy instruction; and (b) all identified at-risk students receive Tier II or Tier III interventions aligned to diagnostic data.

Section 1B: Literacy Goals	
	• Starting September 2026, ILT /TC meets weekly using student data to make instructional decisions for the campus. **Leading Indicators** • Benchmark screening completed on time for 100% of applicable students • Family communication occurs at least quarterly for all intervention students **Lagging Indicators** • Improved literacy outcomes across student groups • Reduced subgroup achievement gaps • Increased Tier II and Tier III effectiveness as measured by growth data • Increased percentage of students reaching benchmark **Measurement:** • ILT/TC Agendas • Intervention fidelity observations • Annual literacy plan evaluation and revision • Intervention progress monitoring data review

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? Yes 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? Yes

Section 2: Explicit Instruction, Intervention and Extension	
	3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? Yes 4. Is there a regular walkthrough schedule to determine support around Tier I? Yes, based on teacher priority skills 5. Is the ILT responding to data to support a healthy Tier I? Yes 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) Ongoing training 7. What data and resources are being used to support extension? Tiered processes during instruction or selective grouping in advisory.
Amount of time spent on daily literacy skills instruction and how it is used	90 minute ELA Block where: • 45-50 Min HQIM (Louisiana Guidebook units) • 30 -50 min of literacy or RtI instruction based on student needs
English Language Arts textbooks and instructional materials used	Louisiana Guidebook Units for 6th – 8th grade
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? yes 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? Working on it with new teachers 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? Yes 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? Yes 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? Yes
Tier II plan, including the amount of time	Students identified through screening process receive: • Minimum 20 min per day • 5 days per week • Small group intervention • Not to take the place of Tier 1 HQIM time
List of available interventions and their descriptions	District-created Fluency Protocol plans aligned to HQIM. Progress monitoring with DIBELS ORF every other week.

Section 2: Explicit Instruction, Intervention and Extension	
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? Yes 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? Yes. 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? Yes 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? Yes 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? Yes
Tier III plan, including the amount of time	Students identified through screening process receive: • Minimum 30 min per day • 5 days per week • Small group instruction • Weekly progress monitoring
List of available interventions and their descriptions	S.P.I.R.E. Levels 1-6 Progress monitoring weekly with DIBELS ORF

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August – September	Administer beginning of year screeners and create intervention groups	Principal, Literacy Team	Benchmark assessment tools	Screener results and intervention rosters
1	August – May	Monitor progress and adjust intervention groups	Literacy team, teachers	Progress Monitoring Tools	Growth reports and progress monitoring data
2	August – May	Conduct weekly literacy-focused teacher collaboration cycles	Principal, Instructional coach	HQIM & Unit Preparation Protocols	Walkthrough data, annotated lesson plans, student work
2	August – May	Implement coaching and feedback cycles	Principal and Instructional Coach	Observation tools	Bullseye coaching logs, observation data
3	August – May	Conduct weekly ILT meetings focused on student data	Principal, Literacy Team, ILT team	Literacy plan	Progress monitoring data, Benchmark data

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? 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.)*

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

1. What is the ILT/TC long-range plan to support literacy? Continue to build supports for new literacy teachers, provide scheduling to support growth in literacy, build teacher efficacy.
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals? yes
3. How/when is the effectiveness of cycles monitored? Ongoing via ILT
4. Is HQIM embedded in the cycles and long-range plans? yes
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC? LER indicators supported at both the school level via school plan and at teacher level via coaching cycles.
6. Are ILT members trained to support literacy? Yes

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Unit Study Protocol	Develop capacity around HQIM and best practices	Student work analysis; Culminating task

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Lesson Study and Preparation	Define, model, and monitor high quality ELA implementation through lesson preparation protocols	Student work analysis; Culminating task
Fluency Protocol plan study	Develop teacher capacity around Fluency Protocol Plans and literacy best practices	Progress monitoring ORF
Writing Instruction with CER	Strengthening student's ability to support claims with evidence and reasoning.	Section diagnostics, Culminating tasks

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
October	Building Literacy Skills at Home	LDOE Middle and High school edition – accessible in multiple languages	LDOE, World Languages
Oct-Nov	Bring your parent to ELA	Open to every parent	Parent volunteers
May	Summer Reading Kickoff	Summer resource packets	Public Library

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? Yes

Initiative Alignment		
Other Programs/Initiatives	**Connection to Literacy**	**Monitoring Plan/ Evidence of Success**
School Improvement Plan	Literacy goals embedded in academic priorities	Goal reviews
PBIS	Improved engagement and attendance	Attendance and behavior data
Attendance	Supports academic achievement	Attendance data
Scholastic Book Fair	Supports students' access to and interest in a variety of reading materials	Attendance
Tutoring Program	Provides targeted intervention support	Progress monitoring

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**
Teachers	Faculty meetings, PLC, email updates, TC cycles, assigned advisor to select students	Monthly
Families	Comet Launch, conferences, newsletters, website updates, social media,	Monthly / Quarterly
Students	Goal-setting conferences and progress monitoring discussions	Grading periods
Community/ School Board	School reports, presentations, public updates	Posted on school website
School Literacy Team	Literacy meeting and implementation reviews	Monthly