

Local Literacy Plan for
Iberia Middle School / Iberia Parish Schools
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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Learning to read and write is one of life's most important achievements. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future success. Therefore, as educators, we are committed to ensure that every child is literate.

Literacy Mission Statement

All Iberia Middle School students will have improved literacy outcomes through high quality instruction and interactions by an effective teacher supported by leaders and families.

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals? .00

Goal 1 (Student-Focused)	1. 43 % of students in grades 7-8th will meet Mastery or above based on the ELA LEAP exam. 2. 43.5 % of students with disabilities in grades 7th - 8th will meet their target on the ELA LEAP exam which is to grow by half a level.
Goal 2 (Teacher-Focused)	Throughout the 2026- 2027 school year, all ELA teachers will analyze student work, gather and review data, and explore the resources within the HMH curriculum during cluster meetings.
Goal 3 (Program-Focused)	All classrooms consistently utilize and implement with fidelity the district's Tier 1 literacy curriculum. All classrooms consistently utilize and implement with fidelity the district's recommended intervention programs and attend all professional development opportunities.

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?
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Section 2: Explicit Instruction, Intervention and Extension

	- Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	7th and 8th grade students engage in 100 minutes of ELA/ Literacy instruction daily.
English Language Arts textbooks and instructional materials used	HMH Into Literature is used for our 7th and 8th grade students
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	The program that is used is Lexia Power Up for Tier II intervention. Students have 30 minutes of daily intervention time.
List of available interventions and their descriptions	Lexia PowerUP is a computer based reading program that is designed for students in grades 6 through 12 to help them in the areas of word study, grammar, and comprehension.
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?

Section 2: Explicit Instruction, Intervention and Extension

	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	Read 180 is used for Tier III intervention for our 7th and 8th grade students. Students who are engaging in the Read180 curriculum have 50 minutes of instruction, 5 days a week. The program that is used is Lexia Power Up for Tier III intervention. Students have 30 minutes of daily intervention time.
List of available interventions and their descriptions	Read 180 is an intensive reading intervention program that is designed for students in grades 3-12 who read below grade level. It combines teacher led instruction with student led computer software to foster skills in vocabulary, fluence, and comprehension. Lexia PowerUP is a computer based reading program that is designed for students in grades 6 through 12 to help them in the areas of word study, grammar, and comprehension.

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	August - May	• School instructional staff provided ELA curriculum training for new and returning teachers prior to the beginning of school. • Ongoing training by grade bands occurs throughout the year and implementation is supported by lead teachers. • ELA Cluster- creating of school-wide CER writing rubric, implementing comprehension strategies within guidebooks, analyzing student work (high, medium, low) • NIET Training Sessions ongoing throughout the school year; School is responsible for coordinating dates and MT are responsible for redelivery • Conduct Teacher Collaborations - Planning for and Implementing Tier 1	All members of the ILT and ELA teachers	Tier 1 Curriculum Implementation (Grades 7-8) HMH Into Literature	ELA School-created benchmarks (Grades 7 - 8 given 3 times per year) • Attendance at school level professional development sessions • Master Teacher Walkthrough and Support Logs • Creation of Long Range Plans for Teacher Collaboration by school Instructional Leadership Teams • Student Work Student Tracking Charts

Action Plan					
		Instruction throughout the year conducted by School staff and NIET Specialists ● Implement Walkthrough, Feedback and Support Sessions conducted by school and school staff quarterly			
2	August - May	Provide training for teachers for administration and scoring of benchmark. ● Teachers review benchmark data and set individual student growth goals. Teachers are responsible for setting goals. August 2026-May 2027. Teachers redeliver content/procedures and support teachers at their individual schools; after each training three times per year ● Monitor progress, analyze	Members of the ILT and ELA Teachers / All staff help track student data	● School wide focus on using benchmark screening data for goal setting, informing instructional practices, and administering tiered interventions.	Benchmark Data from each Screening Window ● Teacher SLTs entered in to CIS reflect benchmark goals ● Sign-in sheets from PD sessions

Action Plan					
		data and adjust instruction based on scores (can be done through bi-weekly collaboration meetings) • Use BM results to develop a plan to readdress student deficits on priority standards prior to standardized testing; after each benchmark three times per year			
3	August - May	Principal training sessions on scheduling; principals are responsible for implementation of skills learned on scheduling • Principal, master teacher, and classroom teacher training on using interventions and acceleration resources Grade band- and subject-specific Accelerate trainings were held at the beginning of the school	Members of ILT, ALL teachers on Staff help with implementation of intervention resources	Ensure time is built into daily schedules to provide systematic literacy interventions using the following resources: Accelerate Lessons • Used for individualized small group during 30	Progress Monitoring Data from specific Intervention Program Resources • Frequency of Use Reports through Lexia Power Up and Read 180 • Classroom performance and academic grades • ELA District-created benchmarks (Grades 7-8) given 3 times per year

Action Plan					
		year. Training was conducted by school staff		minute intervention time added to supplement core instruction • Grades 7-12 • RISE - 30 minute intervention period provided schoolwide on all 7-8 campuses using Accelerate resources designed to address literacy skills for students with the highest academic needs.	

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 <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August 2026	District ELA and Literacy Curriculum Updates	All ELA teachers, Master Teacher and Administration
August 2026	Read 180 Professional Development	Read 180 teacher
August 2026	Beginning of the year Lexia Planning meeting	Principal, Master Teacher, ELA teachers
2026 - 2027 School Year	Ongoing Bi-weekly cluster meetings with ELA teachers - Content planning, data collection, observation feedback, evaluation of student work	Administrators, Master Teacher, and 7th and 8th ELA teachers

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?
Release to Students	By the end of this cycle, teachers will increase student engagement and ownership of learning by intentionally incorporating “release to students’ strategies into weekly lesson planning and instruction, with a focus on the Presenting Instructional Content and Engaging Students and Managing Behaviors indicators of the Louisiana Educator Rubric. Progress will be measured through classroom walkthrough data, student work samples, lesson plans, and engagement indicators that demonstrate active student participation, increased student ownership, and evidence of students leading the thinking and learning process.	Learning Walks, Observations, Student Work, Student Tracking Charts

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?

Section 4: Family Engagement Around Literacy

- 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
Ongoing throughout the 2026-2027 School year	District Website shares LDOE literacy resources with all stakeholders	District Website	District Website Coordinator All Stakeholders
Fall 2026 Spring 2027	Parent Advisory Council Meetings share literacy documents with parents as appropriate	Handouts	School Parent and Family Engagement Coordinator Parent Council Members
Fall 2026	Title 1 Parent Handbook shares up to date websites with parents on literacy	Handouts District Website	School Parent and Family Engagement Coordinator Parents
Fall 2026 Spring 2027	Title I Parent Newsletter	Handouts District Website	District Parent and Family Engagement Coordinator Parents
October 2026 - April 2027	Tutoring	HQIM for all subject areas	Offered to all students, Teachers serve as tutors
Winter 2027	Literacy Night	Activities and Handouts	All parents and students, teachers

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 Plans	Use of screener data to diagnosis, set, and progress monitor to determine school's top priorities.	Use of LEAP data / Common assessments to monitor student progress in order to determine the need for adjustment in instruction. Use of evaluation rubric to determine if individual school goals were met EOY.
School-based Instructional Leadership Team	Teams meet weekly/bi-weekly in order to analyze data from multiple sources, including literacy screeners and benchmarks.	As part of the school's improvement and long range plans, teams monitor student data throughout the year in order to meet their school goals which include 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.

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
ILT Team	During the 26-27 school year, schools will form school-based literacy teams	Duration of the 2026-2027
Parents/Families/ Students/ Teachers	Lexia Progress reports to show progress on literacy skills	October 2026 - May 2027
Families/Community	IMS will discuss the School Literacy Plan at a Parental Involvement meeting / Open house / Meet the Marlins.	October 2026 / May 2027
Administrators and Teachers	During cluster meetings, the school literacy plan will be discussed and what progress is being made on school initiatives and where the school needs to make additional progress.	Bi-Weekly for the duration of the school year.