

**Local Literacy Plan for
Southeast Middle School
East Baton Rouge Parish School System**

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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

Every Southeast Middle School student will learn to read and communicate on high levels by engaging with rigorous Tier I curricula, mastering critical writing strategies, and applying evidence-based reasoning across all content areas.

Literacy Mission Statement

Implement the Science of Reading using Scarborough's Rope to fill in gaps instructionally to ensure that students are given an opportunity to receive equitable learning and develop into fluent readers, writers, and speakers.

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)	By the end of the 2026-2027 school year, students will articulate their evidence-based answers to guided questions through using accountable talk and/or conversation stems as measured by the LDOE Accountable Talk Rubric. Additionally, students across all grade levels will regularly participate in structured peer discourse, utilizing sentence frames to cite text evidence during daily classroom discussions.
Goal 2 (Teacher-Focused)	By the end of the 2026-2027 school year, teachers will implement writing strategies to increase student achievement on the LEAP 2025 Spring 2027 assessment and District CFAs and Benchmarks, as measured by the LDOE or RACE Writing Rubric. Core ELA and cross-curricular educators will engage in weekly PLC collaborative planning to model, scaffold, and grade constructed-response writing prompts consistently
Goal 3 (Program-Focused)	By the end of the 2026-2027 school year, 75% of all students will increase by 90 Lexile points using iReady 30-49 minutes a week across ELA content areas. Progress will be monitored through weekly platform completion metrics, bi-weekly lesson checks, and quarterly diagnostic STAR reading assessments to support targeted interventions

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.
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Section 2: Explicit Instruction, Intervention and Extension

	- Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - 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	Students in grades 6th - 8th receive 93 minutes of daily ELA instructions using the Tier I myPerspectives curriculum. Tier I instruction includes: - Daily implementation of myPerspectives HQIM aligned to Louisiana Student Standards, with students consistently engaging in grade-level complex texts and meaningful reading, writing, speaking, and listening tasks. - Intentional unit and lesson preparation that strengthens alignment among standards, learning objectives, instructional tasks, success criteria, and assessment. - Purposeful close reading and text analysis that develops students' ability to comprehend complex texts, think critically, and support responses with relevant textual evidence. - Responsive instruction informed by student data and student work, including flexible small-group instruction, scaffolds, intervention, and extension based on demonstrated student needs. - Evidence-based instructional practices aligned to the Louisiana Educator Rubric, with teachers consistently monitoring student understanding and adjusting instruction to move students toward mastery. - Equitable access to grade-level instruction for all learners, including students with disabilities and English Learners, through appropriate accommodations, scaffolds, and specially designed instruction while maintaining the rigor of the grade-level standard.
English Language Arts textbooks and instructional materials used	Core Instructional Materials - myPerspectives Textbook and Digital - Curriculum-embedded assessments - myPerspectives Grammar Workbooks, SavvyWriter, Language Lab
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?

Section 2: Explicit Instruction, Intervention and Extension

	- 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 identified through multiple sources of data receive 30 minutes of targeted literacy intervention daily, in addition to core Tier I ELA instruction. - Intervention is provided in flexible small groups and focuses on strengthening prerequisite literacy skills and addressing identified learning gaps. - Educators collaborate to ensure intervention strategies, student goals, and supports are aligned with Tier I instruction. - Student progress is monitored regularly, and intervention supports are continued, adjusted, or intensified based on student response to instruction. - Targeted skills are reinforced within the Tier I classroom, giving students opportunities to apply their learning to grade-level texts, tasks, and assessments. - Students who demonstrate proficiency participate in purposeful extension and enrichment during the intervention block to deepen and extend grade-level learning.
List of available interventions and their descriptions	Foundational Literacy Skills – Students receive explicit, targeted instruction using HQIM foundational skills resources and practices to strengthen decoding, fluency, word recognition, and the ability to accurately read multisyllabic words. Instruction is selected based on each student's demonstrated area of need. Vocabulary & Word Knowledge – Students develop stronger word knowledge through intentional instruction in academic vocabulary, word parts, morphology, and strategies for determining the meaning of unfamiliar words encountered in grade-level texts. Reading & Text Analysis – Small-group instruction provides students with additional opportunities to read closely, make meaning from complex text, analyze author's choices, and respond using relevant textual evidence. Scaffolds are intentionally provided and gradually reduced as students demonstrate greater independence. Writing from Text – Targeted instruction strengthens students' ability to construct complete sentences, organize ideas, develop written responses, and select and explain textual evidence to support their thinking.

Section 2: Explicit Instruction, Intervention and Extension

	Targeted Literacy Intervention – Students requiring additional intervention participate in the school's identified literacy intervention program, which combines individualized digital learning with explicit teacher-led instruction. Student performance data, skill-based measures, and classroom evidence are routinely reviewed to determine progress and make timely instructional adjustments.
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	- Students identified for Tier III receive 30 minutes of intensive literacy intervention daily, in addition to Tier I instruction. - Intervention is provided individually or in small, flexible groups and targets specific literacy skill gaps identified through assessment and student performance data. - Instruction is explicit and responsive, incorporating modeling, guided practice, immediate feedback, and opportunities for independent application. - ELA teachers, interventionists, and other support staff collaborate to maintain consistent strategies, accommodations, and expectations across instructional settings. - Student progress is monitored weekly, and the intensity or focus of intervention is adjusted based on student response. - Skills developed during Tier III intervention are reinforced in Tier I so students can apply them to grade-level reading, writing, discussions, and tasks.
List of available interventions and their descriptions	Intensive literacy support is based on diagnostic data, progress-monitoring results, student work, and individual student needs. Support targets the specific skill gaps that interfere with students' ability to successfully access grade-level myPerspectives instruction.

Section 2: Explicit Instruction, Intervention and Extension

- **Foundational Reading Skills** – Students with identified decoding needs receive explicit support in areas such as word recognition, multisyllabic word reading, and morphology.
- **Reading Fluency** – Students receive targeted practice to improve accuracy, automaticity, pacing, and expression through modeling, supported reading, repeated practice, and feedback.
- **Language & Comprehension** – Instruction addresses needs in vocabulary, background knowledge, syntax, and comprehension of complex text while providing scaffolds toward independence.
- **Writing & Text Evidence** – Students receive targeted support with sentence development, organization, written expression, and using evidence from text to support responses.
- **Connection to Core Instruction** – Targeted skills are reinforced through grade-level **myPerspectives** texts, discussions, writing tasks, and assessments whenever appropriate.
- **Responsive Support** – Student progress is monitored regularly, and instructional supports are adjusted or intensified based on student response and identified needs.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
Double-block ELA	Beginning of 26-27 school year	Ensure that all students are placed in an ELA double-blocked schedule (except for the Magnet cohort that shares ELA with dedicated electives of Creative Writing) to double instructional time for foundational reading skills, explicit writing instruction, and targeted Tier II intervention	Regina M. Bennett (Principal), Assistant Principals, and Guidance Counselor	Master course schedule, Tier I ELA curriculum materials, iReady learning platform, and STAR reading diagnostic software	100% compliant student master schedules, weekly usage logs of 30–49 minutes on iReady, bi-quarterly CFA gains, and LEAP 2027 ELA proficiency growth
Elective Literacy Recovery	2026-2027 School Year	Students enrolled in elective courses will use Beable Literacy Recovery to build foundational reading skills, vocabulary development, and comprehension strategies through structured literacy instruction and adaptive learning pathways.	Elective Teachers, ELA Department Chair, and Instructional Specialist (Janice Brown)	Beable Literacy Recovery platform, student devices, and district literacy support guides	Weekly platform completion metrics, adaptive Lexile growth benchmarks, and improved cross-curricular vocabulary assessment scores
EL Literacy Support	2026-2027 School Year	English Learner (EL) students will receive additional literacy support	EL Teachers, Interventionists,	Amira software platform, speech-enabled	Amira oral reading fluency gains, quarterly EL progress reports, and

Action Plan					
		through the use of the Amira program, which will provide structured reading practice, pronunciation support, and fluency development designed to strengthen their acquisition of the English language.	and ESL Support Specialists	headsets, and EL instructional accommodations	growth on annual ELPT assessment scores
Standards Mastery & Progress Monitoring	Ongoing throughout 2026-2027	Teachers will utilize the LEAP 360 diagnostic, interim assessments, Common Formative Assessments (CFAs), and Benchmark assessments to monitor student mastery of grade-level standards in order to guide instructional planning, reteaching opportunities, and targeted interventions	ELA Teachers, Instructional Specialist (Janice Brown), and Assistant Principals	LEAP 360 platform, district benchmark assessments, CFA item banks, and data tracking sheets	Bi-quarterly CFA data analysis, quarterly benchmark performance growth, and aligned reteaching plans
Curriculum & Scope Alignment	2026-2027 School Year	The staff will utilize the year-long scope and sequence as provided by the district. Staff will also use the assessments and planning resources that are provided by LDOE and the district, along with the sample units which illustrate how a teacher can	ELA Teachers, Content Leaders, and Instructional Specialist (Janice Brown)	District ELA Scope & Sequence, LDOE sample units, assessment guides, and Tier I curricular units	Weekly lesson plans aligned to district pacing, administrator walkthrough data, and end-of-unit assessment results

Action Plan					
		move from the yearlong to the unit level.			
PLC & Collaborative Planning	Twice weekly throughout 2026-2027	Teachers will participate in structured PLCs and content planning that will focus on one-on-one/collaborative planning as needed to support student progress towards mastery	Instructional Specialist (Janice Brown), Mentor Teacher (Karnies Adams), and Teacher Leader (Emily Adams)	PLC protocols, student work samples, unit planning guides, and alignment rubrics	Completed PLC agendas/minutes, collaborative unit maps, and student mastery growth on targeted standards

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 - Septembers	Train teachers on HQIM; Deep-Dive Module studies; Unit and lesson preparation using lesson plan thinking tool	All instructional staff
October-November	Content/Disciplinary Literacy: Build teacher capacity to support reading, writing, vocabulary, and comprehension across content areas, including strategies appropriate to each discipline.	All instructional staff
December-January	Using Data to Inform Instruction: Analyze student work, assessment, and progress-monitoring data to identify literacy needs and plan targeted instructional support.	All instructional staff
February-March	Complex Text & Written Response: Strengthen practices for supporting students with complex text, academic vocabulary, text evidence, discussion, and evidence-based writing within HQIM.	All instructional staff
April-May	Reflection & Next Steps: Review student literacy growth, reflect on implementation of HQIM and literacy practices, and identify instructional priorities for the upcoming school year.	All instructional staff

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?
August-September	Establish the Literacy Long-Range Plan: Review school literacy goals and student data; identify instructional priorities; establish ILT/PLC structures, expectations, and a yearlong professional learning and monitoring calendar.	Review ILT/teacher collaboration agendas, minutes, attendance, and long-range plan to confirm cycles are occurring as scheduled
October-November	HQIM Implementation: Use the LDOE Lesson Preparation Protocol and collaborative planning to support internalization of myPerspectives lessons, including chunking units/texts into manageable instructional segments while maintaining the rigor and intent of the HQIM	Use walkthroughs and lesson-plan reviews to monitor implementation of myPerspectives, lesson internalization, appropriate chunking, and alignment to grade-level standards.
December-January	Monitor & Respond: Review walkthrough data, student work, assessment results, and intervention data. Determine progress toward literacy goals and adjust teacher collaboration and instructional support as needed.	Look for evidence that strategies addressed during collaboration are being implemented consistently in classrooms.
February-March	Strengthen Disciplinary Literacy: Use ILT meetings and teacher collaboration to examine how reading, writing, vocabulary, discussion, and evidence-based responses are being supported across ELA, science, social studies, and other content areas.	Review student work during collaboration cycles to determine whether students are demonstrating growth in reading comprehension, vocabulary, discussion, and evidence-based writing
April-May	Evaluate & Plan Forward: Analyze implementation and student outcome data, identify successful practices and continued needs, and establish literacy priorities for the next school year.	Analyze assessment and progress-monitoring data to evaluate student growth and guide ILT decisions for professional learning, coaching, collaborative planning, and instructional adjustments.

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

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 Connection -Introduce families to the school's literacy goals, myPerspectives, grade-level expectations, and ways to support adolescent readers.	Share information through orientation/open house, school website, newsletters, email/text, and translated materials as needed.	School PTO/PTA, public library, district/community organizations
October-November	A family literacy event featuring reading, vocabulary, writing, and comprehension activities families can use at home.	Offer flexible participation options, take-home resources, digital materials, and translated information as needed.	Public library, local colleges/universities, community organizations, local businesses.
December-January	Share student literacy progress and provide families with strategies for supporting reading,	Share during conferences and through digital platforms, newsletters, email/text, and take-home resources.	School support staff, public library, district literacy partners.

Section 4: Family Engagement Around Literacy

	vocabulary, and writing at home.		
February-March	Provide families with simple strategies for supporting reading, vocabulary, writing, and studying in ELA, science, social studies, and other content areas.	Provide digital and print resources, family workshops, recorded information, and translated materials as needed.	Public library, community organizations, colleges/universities, school-based organizations.
April-May	Provide families with summer reading recommendations, library information, digital literacy resources, and strategies for maintaining literacy skills over the summer.	Provide print and digital resources, QR codes/links, translated materials, and information about free community programs.	Public library, summer programs, community organizations, local businesses.

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- 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
ELPT Night	Supports English Learners by demonstrating language acquisition strategies, highlighting Amira usage, and modeling accommodations (such as sentence stems and word-to-word dictionaries) to build literacy skills across content areas.	Monitored annually via parent sign-in logs, ELPT assessment performance gains, and ongoing EL subgroup progress tracking.

Section 5: Alignment to Other Initiatives

Literacy Night	Engages families in school-wide reading and writing strategies, providing parents with actionable tools and resources to foster at-home literacy development and complex text engagement.	Monitored through family attendance rosters, participant feedback surveys, and quarterly student reading growth metrics.
Tutoring	Provides targeted after-school intervention and acceleration using LEAP-aligned activities, focused standard re-teaching, and writing interventions to improve constructed response performance.	Monitored weekly through after-school tutoring attendance logs, data trackers, and bi-quarterly CFA scores.
Use of Accelerated Reading	Encourages structured independent reading practice and text comprehension across genres to build stamina and expand student Lexile levels.	Monitored quarterly based on student passage of quizzes on books read through library services, as well as class grades
Use of iReady	Delivers personalized, adaptive instruction and targeted skill practice in ELA to address foundational gaps and promote Lexile growth.	Monitored weekly based on platform usage (30–49 minutes per week) and quarterly benchmark Lexile growth reports.
School-wide writing initiatives	The use of specified writing strategies (such as R.U.N. and R.A.C.E.) across all content areas to ensure that students understand the criteria needed to be successful writers.	Monitored quarterly based on unit planning, pacing guides, and student work rubric evaluations on CFAs and benchmarks.
School Improvement Plan	literacy goals and actions are attached to the plan in order to give access to parents and other stakeholders.	quarterly review during parent focus groups/PTO/celebrations.
Special Education, 504, and EL Programs	ensures that students have access to HQIM across curricula, ensures that students receive accommodations and specialized interventions based on needs.	IEP, 504 plans, EL plan alignment based on data.

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).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
School Staff	Communication with staff will be done through weekly newsletters, faculty google classroom information, organizational chart, and implementation updates in Teacher collaboration meetings.	Beginning of the school year
Students	Communication with students will occur through school-wide assemblies, daily morning announcements, student orientation sessions, classroom-based goal tracking, and progress updates shared during homeroom and advisory periods.	Beginning of the school year and ongoing monthly updates
Families	Communication with families will be facilitated through monthly parent newsletters, the school website, automated call/text notification systems, family Literacy Night events, and quarterly progress reports.	Monthly and quarterly throughout the school year
EL Families	Communication with EL families will be conducted through translated written notices, bilingual home communications, dedicated ELPT Night events, and direct outreach using school-approved translation tools.	Beginning of the school year and quarterly

Section 6: Communicating the Plan

Students with Disabilities	Communication regarding literacy progress and accommodations will occur during annual IEP/504 review meetings, targeted progress monitoring updates, and specialized home-school communication logs.	Quarterly and during
District Personnel	Communication with district personnel will be maintained through quarterly progress reports, district executive leadership briefings, data dashboard updates, and scheduled school-level implementation reviews.	Quarterly throughout the school year
Community Stakeholders	Communication with community partners and stakeholders will take place via community advisory board updates, school website publications, press releases, and bi-annual community forum meetings	Bi-annually (Fall and Spring)
ILT	Communication within the Instructional Leadership Team will be executed through monthly dedicated literacy data review meetings, bi-weekly walkthrough debriefs, and strategic alignment sessions.	Weekly