

**Local Literacy Plan for
Belfair Montessori Magnet
Pamela Dunlap, Principal
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August 2026**

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 Belfair Montessori student will become a confident, strategic, and independent reader, writer, speaker, and thinker who can learn from complex text and communicate evidence-based ideas across all content areas.

Literacy Mission Statement

Belfair Montessori Magnet will provide equitable access to coherent, standards-aligned literacy instruction through Savvas Realize, explicit adolescent reading and writing practices, targeted intervention, cross-content literacy routines, continuous professional learning, and authentic two-way family partnerships.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?

Section 1B: Literacy Goals

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)	By spring 2027, Belfair Montessori Magnet p will increase LEAP ELA Mastery+ from 38% to 40% in Grade 6, and 65% to 68% in Grade 8. Students with disabilities and English learners will each increase the percentage meeting individual growth targets by at least 5 percentage points using confidential student-level baselines.
Goal 2 (Teacher-Focused)	By May 2027, 100% of ELA, science, social studies, and mathematics teachers will implement the school's agreed-upon adolescent literacy practices: explicit vocabulary and morphology, text-dependent questioning, structured discussion, evidence-based writing, fluent reading supports, and purposeful small-group instruction. At least 85% of walkthroughs will show these practices at proficient implementation.
Goal 3 (Program-Focused)	By October 2026, Belfair Montessori Magnet will implement a coherent literacy system that protects daily Tier I ELA, provides double-blocked literacy support for all students including the bottom 25%, uses Savvas Realize and approved intervention resources with fidelity, administers LEAP-aligned and diagnostic assessments on schedule, and reviews progress at least every six weeks through the literacy team and MTSS structures.

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

Section 2: Explicit Instruction, Intervention and Extension

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) 7. What data and resources are being used to support <u>extension</u>?
Amount of time spent on daily literacy skills instruction and how it is used	K-2-150 minutes ▪ 60 minutes - Knowledge ▪ 60 minutes - Skills ▪ 30 minutes -Small Groups, Interventions, Acceleration • 3-5-120 minutes ▪ 60 minutes - Reading ▪ 30 minutes - Writing ▪ 30 minutes -Small Groups, Interventions, Acceleration • 6-8- 120 minutes Double block schedules ▪ Block 1 - Tier 1 Reading and Writing ▪ Block 2- Additional Support
English Language Arts textbooks and instructional materials used	CKLA K-2 (Foundational Skills and Knowledge): Two-strand literacy program consisting of the Skills Strand (phonological awareness, phonics, decoding, spelling, and handwriting) and the Knowledge Strand (vocabulary, oral language, listening comprehension, and background knowledge through rich texts). myView 3-5 myView Literacy provides a comprehensive, research-based approach to literacy instruction through daily, explicit, and systematic instruction in foundational skills, vocabulary, comprehension, and writing. A consistent instructional routine, high-quality literature, and differentiated small-group instruction support students in building skills, deepening understanding, and addressing individual learning needs. Grounded in the

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	Science of Reading and Science of Writing, myView Literacy integrates reading and writing to develop confident, proficient readers and writers. 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
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II 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 II intervention? 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?
Tier II plan, including the amount of time	K-2-Core Knowledge Language Arts (CKLA) Intervention Toolkit 3-5 In grades 3-5, components and materials of the Tier I HQIM curriculum can be used in Tier II through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback.

Section 2: Explicit Instruction, Intervention and Extension

	mClass instruction can be used as support and intervention for 3rd grade students (30 minutes daily). Plan: Refer to the Louisiana's Tiered Pathways for Literacy Support Decision Tree
List of available interventions and their descriptions	K-2- Core Knowledge Language Arts (CKLA) Intervention Toolkit 3-5 For grades 3–5, educators have access to the High-Quality Instructional Materials (HQIM), myView and mClass (grade 3); LDOE-provided resources, including FUEL; and the supplemental resource, i-Ready. myView -myView 3-5 myView Literacy provides a comprehensive, research-based approach to literacy instruction through daily, explicit, and systematic instruction in foundational skills, vocabulary, comprehension, and writing mClass-mCLASS® is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, progress monitoring, and instruction. Powered by DIBELS® 8th Edition, mCLASS helps you measure and strengthen the foundational skills that all students need to become confident readers. FUEL -Effective fluency instruction including explicit, systematic targeted skill practice Tier II literacy support includes: • Students identified through achievement data, curriculum-embedded assessments, and classroom evidence receive targeted literacy intervention in flexible small groups led by trained educators with strong literacy content knowledge. • Students requiring additional support participate in 30 minutes of daily intervention during the designated intervention block, ensuring intervention occurs in addition to—not in place of—core Tier I ELA instruction. • Students demonstrating proficiency participate in 30 minutes of purposeful extension and enrichment, providing opportunities to deepen understanding, engage with increasingly complex tasks, and extend grade-level learning. • Intervention is a shared instructional responsibility. ELA teachers, interventionists, ESS teachers, and English Learner teachers collaborate to align strategies, accommodations, instructional priorities, and student goals across learning environments. • Student progress is monitored through a continuous data cycle. Evidence of learning is reviewed approximately every 10 instructional days, with data points collected across a six-to-ten week intervention cycle before determining whether instructional supports should be intensified, continued, or adjusted. • Tier II learning transfers back into the Tier I classroom. Teachers intentionally reinforce targeted skills through feedback, small-group

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	support, and opportunities for students to apply intervention learning within grade-level myPerspectives texts, tasks, and assessments.
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	K-2- Core Knowledge Language Arts (CKLA) Intervention Toolkit 3-5 In grades 3-5, components and materials of the Tier I HQIM curriculum can be used in Tier III through more intensive, direct, and explicit instruction with increased modeling, guided practice, and immediate academic feedback. mClass instruction can be used as support and intervention for 3rd grade students (30 minutes daily). Plan: Refer to the Louisiana's Tiered Pathways for Literacy Support Decision Tree
List of available interventions and their descriptions	Core Knowledge Language Arts (CKLA) Intervention Toolkit is a digital teacher resource designed to address foundational skills gaps. It provides downloadable planning tools, teaching activities, and progress-monitoring materials to support students who need targeted small-group intervention. • Amplify mClass is a technology-based reading program that will help students gain a better understanding of five big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, 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
	August 2026 - May 2027	Support with the 3rd grade administration of DIBELS Screener. Support 3rd - 8th iReady diagnostic testing. Use screeners and assessment data to inform weekly	DIBELS team Classroom teachers Literacy Coach Literacy Teacher	DIBELS Screener iReady Diagnostic Otus Assessment	Teacher success is evident when students show growth. Student growth is evidence of success.
	August -October	Unit planning using the backward design. Review end of unit assessment Review mid unit assessment (if applicable) Review sections, task, weekly, and daily assessments before lesson delivery.	Classroom Teachers Mentor Teachers Literacy Coach	Curriculum assessments Daily (ex: exit tickets) Unit BOY MOY	Teachers indicate on lesson plans the type and date of assessments. Teachers will use data from Assessments to make decisions to provide additional support in small groups.
	September -December	Register for Professional Development offered by the district and vendors. Be attentive and participate	District ELA and Academic Dept Professional Development Dept	CKLA curriculum & online access Savvas curriculum &	Teachers utilize skills, strategies, and information presented during professional development is evidence of success. An Improvement of

Action Plan					
		in training sessions. Redelivery of training	Literacy Team ILT	online access Amplify/ mClass	students' performance (progress monitoring and assessments) is evidence of success.
	September 2026 – May 2027	Place ILT meeting dates on calendar Create ILT cycles	Principal ILT	Agendas	Agendas, Sign-IN sheets, and reflections will be evidence of meetings.

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	Savvas Realize launch; HQIM mindset; Louisiana Unit and Lesson Preparation Protocols; using assessments and culminating writing to plan backward.	ELA teachers, special educators, EL staff, ILT
September	Adolescent Science of Reading: word recognition, language comprehension, morphology, fluency, and implications for Grades 6-8.	All instructional staff
October	Diagnosing reading needs with LEAP,, Savvas, and the Louisiana LIFT Kit; matching intervention to need.	MTSS, ELA, intervention, special education, EL staff
November	Explicit Tier II/Tier III structured literacy instruction; progress monitoring and response decisions.	Interventionists, ELA, special education

Section 3A: Professional Learning: Partners (if applicable)		
January	Writer and Writing Center: modeling, sentence-level instruction, evidence use, feedback, and revision.	ELA and cross-content teachers
February	Disciplinary literacy across science, social studies, and mathematics; complex text, vocabulary, discussion, and writing.	All content teachers
March-April	Purposeful small groups, student-work analysis, subgroup response, and coaching cycles.	All instructional staff and ILT

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?
Unit Preparation & Lesson Preparation – Phase 1	By September 2026, the Instructional Leadership Team (ILT) will strengthen its capacity to lead, model, and monitor effective implementation of the myPerspectives HQIM through intentional Unit Preparation and Lesson Preparation. ILT learning will transfer into Cluster Meetings, where teachers will unpack standards, analyze upcoming learning, and prepare for rigorous grade-level instruction. This will result in stronger teacher preparation and instructional	Cluster Meeting artifacts, unit and lesson preparation artifacts, lesson annotations, walkthrough data, and student formative assessment data.

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

	alignment, leading to increased student mastery.	
Lesson Preparation – Phase 2: Responding to Student Learning	By December 2026, the ILT will strengthen its capacity to use student work, curriculum-embedded assessments, and achievement data to identify instructional needs and guide next steps. This learning will transfer through Cluster Meetings into classroom instruction, where teachers will plan targeted scaffolds, small-group supports, and instructional adjustments to move individual students toward daily mastery expectations. Cluster-to-Classroom Impact will be monitored through student work and walkthrough evidence to determine the effectiveness of teacher actions on student learning.	Student work and curriculum-embedded assessment data, Cluster Meeting artifacts, coaching plans, walkthrough trends, small-group plans, and evidence of student progress toward mastery.

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
August	Family Literacy and Data Launch: explain LEAP, grade-level expectations, Savvas access, and school goals; collect family questions and preferred communication methods.	Evening and virtual options; translated materials; childcare; transportation support when available; paper and digital response forms.	Public library; district family engagement office
September/October	Student Literacy Profile Conferences for students receiving intervention or double-block support. Families help set goals and identify strengths, interests, and barriers.	Interpreter access; flexible scheduling; phone/virtual/in-person conferences; take-home profile.	Community literacy organizations
Quarterly	Two-way progress updates with LEAP-aligned, Savvas, DIBELS, writing, and intervention information. Families respond, ask questions, and request support.	Text, email, portal, phone, paper; plain-language data displays; translated communication.	District support staff
January	Adolescent Reading and Writing Workshop: how to support vocabulary, fluent reading, comprehension, writing, and use of Savvy Writer at home.	Recorded session; family-friendly examples; device support; materials in home languages.	Library; local university/teacher education partners
March	Family Focus Group and Student Literacy Showcase: review progress, gather feedback, display writing and cross-content literacy products.	Anonymous survey; facilitated small groups; virtual feedback option.	Community mentors and business partners

Section 4: Family Engagement Around Literacy

Ongoing	Family literacy resource hub and referral system for books, digital access, tutoring, dyslexia/EL/SPED resources, and community supports.	Mobile-friendly hub plus printed packets; designated contact person; response within two school days.	Library, tutoring partners, social-service agencies
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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
School Improvement Plan	Literacy goals and actions are embedded in schoolwide achievement, subgroup, professional learning, and family-engagement priorities.	Quarterly joint review; same dashboard, milestones, and evidence used in both plans.
Savvas Realize HQIM Implementation	Provides core texts, tasks, assessments, Savvy Writer, Writing Center, digital resources, and teacher planning tools.	Unit/lesson preparation artifacts, usage data, assessment trends, walkthrough fidelity, student work.
MTSS/IASP/Student Support	Uses screening and diagnostic data to identify needs, assign supports, monitor response, and communicate with families.	Six-week review records, progress-monitoring graphs, intervention fidelity, movement between tiers.

Section 5: Alignment to Other Initiatives

Teacher Collaboration and ILT	Provides recurring cycles for need identification, new learning, planning, implementation, evidence collection, evaluation, and next steps.	Cycle plans, meeting artifacts, walkthrough evidence, student work, assessment change.
Cross-Content Literacy	Common vocabulary, complex text, discussion, source analysis, and writing routines support science, social studies, mathematics, and electives.	Cross-content walkthrough data and samples of reading/writing tasks and student products.
Special Education and EL Programs	Ensures access to grade-level HQIM, specially designed instruction, language development, accommodations, and aligned intervention.	IEP/EL plan alignment, subgroup data, service logs, work samples, family communication.
Family and Community Partnerships	Expand access to books, digital tools, tutoring, workshops, mentoring, and family voice.	Participation and response data, resource distribution, family feedback, documented follow-up.

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

Section 6: Communicating the Plan

Stakeholder Group	Plan for Communicating	Timeline
School Staff	Launch plan during opening professional learning; provide one-page non-negotiables, goal dashboard, role chart, and monthly implementation updates.	August launch; monthly updates
Literacy Team/ILT/MTSS	Use standing agendas and dashboards to review actions, subgroup outcomes, fidelity, barriers, and next steps.	Monthly and every 6 weeks
Students	Share grade-level literacy goals, individual growth information, intervention purpose, writing expectations, and opportunities to provide feedback.	Beginning of year; after each benchmark; student conferences
Families	Provide plain-language plan summary, LEAP and screening explanations, two-way progress updates, intervention/IASP communication, workshops, and feedback opportunities.	August; quarterly; as required for individual supports
District Leaders	Submit plan and quarterly implementation/achievement updates; request coaching, professional learning, and problem-solving support.	August submission; quarterly
Community Partners	Share priority needs, partnership opportunities, resource requests, and annual impact summary.	Fall outreach; midyear check; annual report
School Board/Public Community	Share approved public-facing goals and annual progress while protecting student confidentiality.	After approval and at year end

