Local Literacy Plan for

Arnaudville Middle/St. Landry Parish

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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	Arnaudville Middle prepares every student in grades 1-8 to become a confident, capable, and resilient reader, writer, speaker, and listener. Through engaging, print-rich classrooms; explicit, evidence-based instruction; high-quality instructional materials; and responsive intervention, students will develop the literacy skills necessary for success across all subjects, future careers, and life experiences. All students will have access to rigorous literacy instruction, appropriate supports, meaningful reading and writing opportunities, and texts that reflect diverse experiences and perspectives
Literacy Mission Statement	Our school will improve literacy outcomes for every student through high-quality Tier I instruction, timely intervention, purposeful extension, collaborative teacher planning, consistent data use, and strong partnerships with families.

Section 1A: Literacy Vision and Mission Statement	
	School leaders, teachers, students, and families will work together to ensure that literacy is practiced and supported every day.

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?

Goal 1 (Student focused)

Goal 1: Grades 1-3 Literacy Screener

By the end of the 2026-2027 school year, the school will increase the percentage of Grades 1-3 students scoring **At Benchmark or Above Benchmark** on the end-of-year literacy screener by at least **5.2 percentage points**, using the district targets below:

Grade	Beginning Target	End-of-Year Target
Grade 1	61%	65%
Grade 2	52%	60%

Section 1B: Literacy Goals	
	Grade 3 54% 60% The school will analyze results for all students and for identified subgroups, including: • Students scoring Well Below Benchmark. • Students with disabilities. • Multilingual learners. • Students receiving intervention services. • Students with persistent reading or writing difficulties. **Goal 2: Grades 3-8 ELA Assessment** By the Spring 2027 LEAP assessment, the school will contribute to the district target of a **5% increase in students scoring Mastery or above**, from **35% to 40% proficiency**. The school will monitor progress through: • Common assessments. • Curriculum-based assessments. • Writing samples and portfolios. • Interim or benchmark assessments. • Daily formative assessments. • LEAP data by grade, standard, subgroup, and proficiency level. **Goal 3: Student Literacy Behaviors** By May 2027:

Section 1B: Literacy Goals	
	• At least **95% of observed students** will engage in reading, speaking, listening, or writing tasks aligned to the lesson objective. • Students will have daily opportunities to read grade-level and appropriately scaffolded texts. • Students will write regularly for narrative, informational, opinion, and evidence-based purposes. • Students will use text evidence in oral and written responses. • Students receiving intervention will show documented progress toward individualized literacy goals.
Goal 2 (Teacher-Focused)	By May 2027: 1. **100% of teachers** will use the adopted HQIM for daily literacy instruction. 2. **100% of teachers** will use literacy data to plan, differentiate, and adjust instruction. 3. At least **80% of observed lessons** will demonstrate alignment among: • Learning objectives. • Priority literacy skills. • Formative assessment tasks or questions. • Student work. 4. At least **80% of teachers** will identify the formative assessment that best measures the lesson objective. 5. At least **85% of teachers** will document differentiated supports in lesson plans, including small groups, visual

Section 1B: Literacy Goals	
	supports, language supports, scaffolded texts, and accommodations. 6. Teachers will participate in weekly or bi-monthly collaboration meetings focused on curriculum preparation, student work, data analysis, and instructional response. 7. Teachers will participate in professional learning focused on the science of reading, explicit instruction, writing, disciplinary literacy, intervention, and use of HQIM.
Goal 3 (Program-Focused)	By May 2027: • All Grades 1-8 classrooms will implement the adopted Tier I curriculum with fidelity. • The school will maintain a protected daily literacy block. • The school will provide Tier II intervention in a scheduled **30-minute block outside Tier I instruction**. • The school will provide Tier III intervention for students needing intensive support for **more than 30 minutes outside Tier I instruction**. • Tier II and Tier III students will receive progress monitoring according to the schedules in this plan. • The school literacy team will meet at least monthly to review implementation and student outcomes. • Grade-level teams will maintain current intervention rosters and Individual Academic Support Plans as needed. • Families will receive clear, timely information about literacy progress and available supports.

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?
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 Preparatio 3-12 Lesson Preparation)
7. What data and resources are being used to support extension?

Amount of time spent on daily literacy skills instruction and how it is used

Grades	Daily Core Literacy Time	Primary Focus
Grades 1-2	120 minutes	Phonemic awareness, phonics, fluency, vocabulary, comprehension, writing
Grades 3-4	90 minutes	Reading comprehension, vocabulary, fluency, writing, text analysis
Grades 5-8	70-90 minutes	Complex text, vocabulary, evidence-based writing, discussion, disciplinary literacy

Section 2: Explicit Instruction, Intervention and Extension	
	Literacy instruction may include whole-group instruction, explicit modeling, guided practice, independent practice, writing, collaborative discussion, and teacher-led small groups.
English Language Arts textbooks and instructional materials used	

Grades	Core Curriculum	School Implementation Expectations
Grades 1-4	Amplify CKLA	Teachers will prepare units and lessons, annotate texts, identify priority skills, use curriculum assessments, and provide explicit instruction in foundational skills and knowledge building.
Grades 5-8	Savvas	Teachers will prepare units, analyze texts and assessments, embed textual analysis and evidence gathering, and use structured learning protocols.

Tier I Non-Negotiables

Teachers will:

- Use HQIM for daily instruction.
- Plan from the adopted curriculum and Louisiana standards.
- Explicitly teach priority skills and knowledge.
- Model reading, writing, speaking, and thinking.
- Provide grade-level text with appropriate scaffolds.
- Use daily formative assessment.
- Review student work and adjust instruction.
- Provide opportunities for independent reading and writing.

Section 2: Explicit Instruction, Intervention and Extension	
	• Integrate literacy into all content areas. School leaders will: • Conduct regular learning walks. • Review lesson plans and annotations. • Monitor curriculum pacing and implementation. • Provide timely feedback and coaching. • Review Tier I assessment results. • Identify grade levels or classrooms needing additional support.
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, dependin on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Tier II intervention will consist of a scheduled **30-minute targeted small-group literacy block outside Tier I instructional minutes**. **Identification** Students may be placed in Tier II based on: • DIBELS 8 screening results. • Curriculum-based assessments. • Common assessments. • Writing data. • Teacher observation.

Section 2: Explicit Instruction, Intervention and Extension	
	• LEAP or benchmark data. • Progress-monitoring results. • Individual Academic Support Plans. **Progress Monitoring** • Students scoring **Well Below Benchmark** on DIBELS 8 will be progress monitored weekly. • Students scoring **Below Benchmark** will be progress monitored every 10 days. • Intervention groups will be reviewed at least every six weeks. • Groups will be regrouped when data show mastery, insufficient growth, or a change in student need.
List of available interventions and their descriptions	

Intervention	Grades	Use
mCLASS Instruction	Grades 1-3	Uses DIBELS 8 results to group students by skill gaps and provide targeted small-group lessons.
Amplify Boost	Grades 1-2	Supplemental reading support grounded in the science of reading.
High Dosage Tutoring	Grades 1-5	Additional support from a highly effective teacher or approved provider.

Section 2: Explicit Instruction, Intervention and Extension	
	Savvas SuccessMaker — Grades 5-8 — Personalized and adaptive reading intervention and differentiation. **Tier II Expectations** Intervention providers will: • Teach the identified skill explicitly. • Use aligned instructional materials. • Maintain intervention attendance and lesson records. • Use progress-monitoring data to adjust instruction. • Communicate progress to classroom teachers and families. • Avoid removing students from Tier I literacy instruction whenever possible.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses dee 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	Tier III intervention will consist of **more than 30 minutes of intensive, targeted literacy instruction outside Tier I instructional minutes**. Tier III services will be provided by a classroom teacher, certified learning center teacher, literacy specialist, or trained interventionist with specialized reading knowledge. **Tier III Expectations**

Section 2: Explicit Instruction, Intervention and Extension	
	• Instruction will address specific, documented skill deficits. • Student schedules will protect Tier I instruction. • Progress will be monitored at least weekly. • Intervention plans will be documented through an Individual Academic Support Plan. • Student response to intervention will be reviewed at least every four to six weeks. • Families will receive regular updates. • The school will coordinate intervention with special education, multilingual learner, dyslexia, and other student-support services as appropriate.
List of available interventions and their descriptions	Additional Supports and Interventions ○ mCLASS Intervention Kit (K-3)–an explicit, small-group intervention program by Amplify which pairs assessment data from mCLASS with core instruction from Amplify CKLA to target foundational literacy deficits.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
Goal 1 (Student focused) Improve Grades 1-3 Screening Outcomes	BOY: Aug-Sept. 2026 MOY: Dec.2026, Jan. 2027. EOY: April-May 2027	Administer DIBELS 8 to all students in grades 1-3. Verify testing schedules, provide make-up sessions, review results by skill and subgroup, notify families, and create intervention groups	Principal, AP, Grade 1-3 teachers, Learning Center teacher.	DIBELS 8, mClass, district testing guidance, family letters	Completion reports, mClass data, grade-level data meetings, intervention rosters, family notification records.
Goal 1 (Student focused) Meet 1-3 Grades targets	Following BOY, MOY, and EOY windows	Analyze results against targets: Grade 1 from 61% to 65%, Grade 2 from 52% to 60%, and Grade 3 from 54% to 60%. Develop response plans for students scoring Below or Well Below Benchmark.	Grade-Level team leads, Teachers, ILT	DIBELS 8 reports, mClass instruction, student work, progress-monitoring forms.	Data dashboards, six-week intervention reviews, student growth reports.
Goal 1 (Student focused) Increase Grades 3-8 LEAP performance	August 2026-May 2027	Identify priority standards, analyze common assessment results, provide standards-aligned re-teaching, practice evidence-based responses,	Principal, Assistant Principal, Grades 3-8 Teachers	Savvas, Amplify CKLA, common assessments, LEAP resources, writing rubrics	Common assessment data, student work, writing portfolios, benchmark results, Spring 2027 LEAP data

Action Plan					
		and monitor writing and reading growth.			
Goal 2 (teacher focused) Implement Tier I curriculum with fidelity	August 2026-May 2027	Use Amplify CKLA in Grades 1-4 and Savvas in Grades 5-8 for daily instruction. Teachers will complete unit and lesson preparation, annotate texts, identify priority skills, and use curriculum assessments.	Teachers, Grade-Level Team Leads, Literacy Coach, School Administrators Instructional Specialists	Amplify, CKLA, Savvas, Louisiana State standards	Lesson plans, annotations, pacing checks, walkthroughs, student work, curriculum assessment results
Goal 2 (teacher focused) Provide daily explicit literacy instruction	Daily, August 2026-May 2027	Deliver protected literacy blocks: 120 minutes in Grades 1-2, 90 minutes in Grades 3-4, and 70-90 minutes in Grades 5-8. Include modeling, guided practice, independent practice, writing, and formative assessment.	All Teachers	HQIM, lesson preparation protocols, formative assessment tools	Master schedules, lesson plans, walkthrough data, student exit tickets
Goal 2 (Teacher focused)	Daily, August 2026-May 2027	Schedule a 30-minute intervention block outside Tier I. Group students by skill need, provide explicit	Learning Center Teacher, Classroom	mCLASS, Amplify Boost, HDT, Lexia, Savvas	Intervention schedules, group rosters, lesson logs,

Action Plan					
Provide Tier II intervention		instruction, record attendance and lessons, and regroup at least every six weeks.	Teachers, Interventionists	SuccessMaker, IASP forms	progress-monitoring data, student growth
Goal 2(Teacher Focused) Provide Tier III interventio n	Daily August 2026-May 2027	Provide more than 30 minutes of intensive intervention outside Tier I for students with significant needs.	Learning Center Teacher, ESS teacher, Classroom teachers	IASP, aligned intervention materials, progress probes.	Weekly progress data, intervention plans, team meeting notes, family updates.
Goal 2(Teacher focused) Conduct progress monitoring	Weekly or every 10 days, August 2026-May 2027	Progress monitor Well Below Benchmark students weekly and Below Benchmark students every 10 days. Use results to continue, intensify fade or change intervention	Teachers, Learning Center teacher	mCLASS progress monitoring tool	Data logs, graphing of student progress.
Goal 2 & 3 (teacher and program focused) Ongoing professiona l	August 2026-May 2027	Teachers not trained in Science of Reading will do course on Canopy. Other PD will be available in explicit instruction, foundational skills, writing, text evidence, differentiated instruction, assessment and HQIM implementation	Principal, AP, Instructional Specialists, Curriculum Representatives	CKLA resources, Savvas resources, LDOE Literacy Library, professional learning materials	Sign-in sheets, agendas, exit tickets, coaching logs, teacher implementation evidence

Action Plan					
development					
Goal 3 (Program focused) Provide after-school literacy programs	October 2026-May 2027	Offer literacy support through High Dosage Tutoring, school-based tutoring, Learning Beyond the Bell, or other approved programs. Prioritize students scoring Below or Well Below Benchmark and students needing LEAP support.	Principal, Assistant Principal, Program Tutors, Teachers	Tutoring materials, mCLASS, CKLA, Savvas, SuccessMaker	Attendance, tutor logs, pre- and post-assessments, student work, family communication
Goal 3 (Programed focus) Engage families in literacy	September 2026-May 2027	Host DIBELS Family Nights, Family Reading Nights, and LEAP Nights. Provide demonstrations, grade-level expectations, progress information, and take-home activities.	Principal, Assistant Principal, Teachers	Family letters, translated materials, Grab & Go activities, assessment guides	Sign-in sheets, surveys, family participation, distributed materials

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 *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 2026	Amplify CKLA curriculum implementation, lesson preparation, foundational skills, and assessment use	Grades 1-4 teachers, Administrators
August 2026	Savvas curriculum implementation, unit preparation, text analysis, writing, and assessment alignment	Grades 1-4 teachers,, Administrators
August-September 2026	mCLASS and DIBELS 8 administration, data analysis, grouping, and progress monitoring	Grades 1-3 teachers, Learning Center Teacher,, Administrators
September 2026	Amplify Boost implementation and small-group instruction	Grades 1-2 teachers and intervention staff
October 2026	Savvas SuccessMaker implementation and data use	Grades 5-8 teachers and intervention staff

Section 3A: Professional Learning: Partners (if applicable)		
Throughout 2026-2027	Savvas SuccessMaker implementation and data use	Teachers grade 5-8, administration

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?
Planning and Preparation	Teachers will strengthen unit and lesson preparation so that learning objectives, texts, priority skills formative assessments and student tasks are aligned.	Lesson annotations, tam agendas, student tasks, formative assessments, walkthrough data
Data-Driven Explicit literacy instruction	At least 80% of teachers will use literacy data to plan targeted small-group instruction and adjust whole-group instruction	Meeting notes, Progress-monitoring records, work samples, Walkthroughs and observation data
Student work and instructional response	Teachers will use student work to determine whether students have mastered priority skills and whether instruction should be continued, adjusted, or extended.	Writing portfolios, common assessment results, LEAP preparation artifacts.

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?

Section 4: Family Engagement Around Literacy

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
September-October 2026	DIBELS Family Night Explain the DIBELS 8 screener, benchmark categories, progress monitoring, and ways families can support foundational reading skills.	.Translated letters, sample activities, Grab & Go bags, family-friendly data guides	**District Instructional Team**
October 2026-February 2027	Family Reading Night Promote reading for pleasure, discussion, vocabulary, and home reading routines.	Books, reading logs, conversation prompts, take-home activities	**Arnaudville PD, Elected community officials**

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

Section 5: Alignment to Other 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
Alignment to SIP	**Increase percentage of student meeting ore exceeding literacy benchmarks Improve student performance on Grades 3-8 ELA assessments Strengthen TIER I instruction through consistent HQIM implementation**	**SIP plan measures. DIBELS 8 and mCLASS data.**
Cross-Curricular Literacy Initiatives	**All teachers will support literacy development through: Daily reading of subject-specific texts; Explicit teaching of academic vocabulary, use of text evidence, short constructed responses and extended writing, Reading and writing routines in science, social studies, mathematics and other electives.**	**Student writing and work samples. Walkthrough and observation data PLC participation**

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
Staff	Review the school literacy plan	August 2026
Families	Share the literacy plan on the school website	August 2026
Families and community	Host DIBELS family night, distribute Grab & Go activities	September-October 2026
Families and staff	Text messages, Social Media post, Website-celebrate literacy successes	Throughout the 26-27 school year.