

Local Literacy Plan for
Sunset Middle School, St. Landry Parish School Board
Dr. Sherika Guidry-Simon, Principal
Mr. Milton Batiste, Superintendent
August 24, 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

To nurture a student-focused learning environment where *all* students become proficient readers, writers, speakers, and listeners who are college and career ready.

Literacy Mission Statement

To provide *all* students with high-quality curricular, explicit instruction, and meaningful interactions that promote equity, literacy, and student ownership.

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 Spring 2027, the proficiency rate (Mastery & above) on the LEAP 2025 will increase by at least 3% for all students..
Goal 2 (Teacher-Focused)	By the end of the 2026-2027 school year, 100% of teachers will accurately identify the key knowledge and skills for upcoming units, identify learning objectives for each upcoming lesson, and identify the formative assessment within the lesson that aligns to the lesson objectives, by 10% increase in the percentage of teachers scoring 3+ in TCK, TKS, IP.
Goal 3 (Program-Focused)	Throughout the 2026-2027 school year, 100% of teachers will implement the SAVASS curriculum utilizing standard align unit, preparation and structured learned protocol, while systemically analyzing common assessment, benchmark and state testing to adjust daily instructions and prioritize essential standards.

Member	Role
Dr. Sherika Guidry- Simon	Principal
Angela Alfred	Administrative Assistant
Ja'Corian Coleman	Administrative Assistant
Krystle Prudhome	Literacy Mentor
Melissa Kidder	8th grade Teacher

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.

Section 2: Explicit Instruction, Intervention and Extension

Tier I	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - 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	90 minutes (5x weekly), 45 minutes (3x weekly-Enrichment)
English Language Arts textbooks and instructional materials used	SAVASS, Benchmark Assessments, Performance Task Assessments
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	Tier II intervention consists of 45 minutes of targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state approved intervention program. This time is outside of Tier 1 instructional minutes.

Section 2: Explicit Instruction, Intervention and Extension

	Additionally, Tier II support may also be provided during High Dosage Tutoring blocks.
List of available interventions and their descriptions	• Lexia Core 5 (Grades 4-5 at CLSD schools)---Core 5 is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. • Lexia Power Up (6-12 at CLSD schools)--accelerates literacy gains for students in grades 6-12 who are at risk of not meeting College- and Career-Ready Standards. • Savvas Successmaker (Grades 5-8)--is a personalized learning and adaptive learning program for reading intervention and differentiation.
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	Tier III consists of more than 45 minutes of the targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state approved intervention program. When using most programs from external vendors, the student pathway will adjust and align to his or her individualized needs. This time is outside of Tier 1 instructional minutes.
List of available interventions and their descriptions	• Lexia Core 5 (Grades 4-5 at CLSD schools)---Core 5 is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. • Lexia Power Up (6-12 at CLSD schools)--accelerates literacy gains for students in grades 6-12 who are at risk of not meeting College- and Career-Ready Standards.

Section 2: Explicit Instruction, Intervention and Extension

Meeting Schedules

Sunset Middle School weekly meeting cadence follows four basic principles to foster school improvement: review of student achievement data, implement a systems theory that allows teachers and leaders to identify the relationships between the different literacy components to find solutions, implement the goal-focused process, and ask key questions to isolate barriers. Through a distributed leadership model, Sunset Middle School provides an organized and consistent structure to include teacher voice and ideas which generate collective efficacy and ownership. This plan-do-study-act cycle is repeated quarterly. All teachers and staff are members of the Instructional Leadership Team advancing student success through the higher alignment of goals.

Type of Meeting	Date	Plan Review, Data Analysis, etc.
Instructional Leadership Team Meeting (ILTM)	8/19/26	Teams meet by component to review student literacy data using the LDOE analysis template and create quarterly targets and action steps that align with school-wide literacy goals.
	9/2/26	
	9/23/26	
	10/7/26	Reporting and Planning Guides (RPGs) are completed and monitored for successful implementation.
	10/28/26	
	11/11/26	
	11/18/26	During subsequent meetings, Instructional Teams update/revise Literacy instructional goals, identify instructional strategies to implement, discuss Member Center data (Classroom Assessment Summary reports)
	12/2/26	
	12/16/26	
	1/13/27	Component teams meet to monitor action steps and progress of RPG, Identify areas of strength and areas of concern. Revise or edit action steps if necessary.
	1/27/27	
	2/3/27	
	2/24/27	Teams use progress monitoring data to adjust or modify support and intervention groups.
	3/3/27	
	3/24/27	
	4/7/27	Review current quarter targets, determine successes, and opportunities, identify roadblocks, and set the Quarter Literacy targets for the upcoming quarter.
	4/28/27	
	5/5/27	
		Teacher leaders and administrators analyze results, determine future actions, and celebrate success. Key driver data are used to provide feedback on new quarterly targets and action steps. All members are aligned on the literacy program and quality implementation. The Snapshot is used to inform ITM meetings and coaching plans.

--	--	--

Professional Learning Community	Weekly	Teachers plan ELA Tier 1 small group support and review Diagnostic assessments/prep for Learning about Literacy. Teachers update student literacy progress monitoring packets. Teachers monitor pacing, student literacy achievement, and plan ELA Tier 1 small group support.

Data Driven and Long Term Goal Planning Impact Day	9/16/26 10/28/26 12/16/26 1/27/27 2/24/27 3/24/27	All teachers and staff engage in a deep data dive, complete Student Academic Goal Plan, Reviews, and monitor/update Individual Literacy Plans. Data analysis protocol is "DAP".
School-Whole Group	9/16/26 10/28/26 12/16/26 1/27/27 2/24/27 3/24/27	The school Leadership team presents student achievement data for the grading period and progress toward SuccessMaker, LEXIA. Each instructional team and solutions team share data, targets, actions, and results from their data results. Successes are celebrated. Student achievement goals for the next quarter are reviewed and school concerns are highlighted that affect achievement goals Present Snapshot data and other key driver data.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	July 24-August	Review prior year data to establish school system goals.	Data manager and Academic team	LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1 - 3	July 24-August	Create a master schedule to include: • 90 minutes ELA block • 45 minutes Enrichment time • Common planning time	Admin Team	Previous Master Schedule	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum within the allotted time. Student literacy skills increase as evidenced by Success Maker data.
1-3	August -October	Create first cycle of ILT's and PLC's around unit and lesson preparation	ILT Team/Instructional mentor	SAVASS Curriculum, Lesson Plan Protocol	-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

Action Plan					
					modeled, and student differentiation -Walk-through observation data indicates highly effective instructional practices, differentiation and Response to Intervention.
2	August-May	Teacher Talk-Planning	5th-8th grade Teachers	Curriculum Toolbox	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
1	August-May	Review Lexia Data and Success Maker Data	Administrative team and Literacy Mentor	Lexia and Success Maker District Data	Lexia and Success Maker reports indicate completion of 12 units per week and show increase in literacy skills.
1-3	November- January	Create second cycle of ILT's and PLC's around unit and lesson preparation	ILT Team/Instructional mentor	SAVASS Curriculum, Lesson Plan Protocol	-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

Action Plan					
					explicitly modeled, and student differentiation -Walk-through observation data indicates highly effective instructional practices, differentiation and Response to Intervention.
2	Weekly August- May	Teacher Collaboration Meetings Engage in professional learning communities that address effective instruction and the linkages among curricular goals and standards, content, assessments, and teaching strategies	Instructional Team Members	5-8 Lesson Preparation Assessment Remediation Guide	All teachers will engage in unit preparation which will guide teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts Evidence: Agendas, Sign in sheets, artifacts, Lesson Annotations
1-3	February- May	Create third cycle of ILT's and PLC's around unit and lesson preparation	ILT Team/Instructional mentor	SAVASS Curriculum, Lesson Plan Protocol	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts

Action Plan					
					-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 -Walk-through observation data indicates highly effective instructional practices, differentiation and Response to Intervention.
2	August-May	Ongoing focus on differentiated instruction Diverse Learners English Learners 1508/504 students Implement curricular resources that address diverse learners and provide strategies for interventions Identify EL students and ensure assistance from a district level EL tutor Monitor subpopulations in data tracking	ILT Team and District Literacy Mentors	Classroom walkthrough data Classroom observations /Review of Accelerate exit tickets/Annotated lesson plans	85% of teachers will document evidence of differentiated supports in lesson plans. (i.e. small group instruction, visual supports) Review of instructional feedback Participation in PLC's and /or leadership team meetings (PLC Agendas/sign in sheets)

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- Weekly	Step 1- Lesson Plan Protocol- Review Unit Study Tool	5th-8th grade Teachers
September- Weekly	Step 1- Lesson Plan Protocol- Review Unit Study Tool Student Work Analysis Review	5th-8th grade Teachers
October- Weekly	Step 2- Prepare to Support All Students Phase 1: Initial Analysis	5th-8th grade Teachers
November- Weekly	Step 2- Prepare to Support All Students Phase 2: Advance Analysis School-wide Writing Strategy CER	5th-8th grade Teachers
December- Weekly	Step 3: Material Matter	5th-8th grade Teachers
January-Weekly	Teacher Talk- Plan Talk Redelivery	5th-8th grade Teachers
February- Weekly	Teacher Talk – Working with Struggling Readers	5th-8th grade Teachers
March- Weekly	Teacher Talk- Plan Talk Redelivery	5th-8th grade Teachers
April- Weekly	Teacher Talk- Plan Talk Redelivery	5th-8th grade Teachers
May	Teacher Leader Summit	Administrators and 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?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Planning & Preparation	By the end of the 9-week cycle, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality 5-8 HQIM implementation through the Unit Study Protocol and 5-8 HQIM Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery,	5-8 Unit Protocol, Lesson plans, and teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. Observe lessons to determine if there is alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. Walkthrough data and lesson plans/annotations will be reviewed.
Data-Driven Explicit Literacy Instruction	By the end of the 9-week cycle, 80% of teachers will systematically use literacy data to drive small-group instruction.	Review biweekly Success Maker scores

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:

Section 4: Family Engagement Around Literacy

- 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 2026- May 2027	EL students Family Night	Access to current curricula resources	Kiwanis Club Sunset BrewHouse
October 2026 -February 2027	Family Literacy/Reading Night (school-based)	Communicate this information via letter, Thrillshare, and Rooms. Parents unable to attend will receive literature and one of the grab and go activities.	Harp's
January/February	LEAP Night	Parents are informed about LEAP assessments, student growth goals, testing dates/times, etc.	Kiwanis Club Brick House Pharmacy

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

Section 5: Alignment to Other Initiatives

- 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 Plan	Connections to school wide goals and activities. Establish clear, data-driven reading and writing goals, implementing research-backed curricula aligned with the science of reading, scheduling dedicated intervention blocks. Also, aligned to parental involvement initiatives which helps to insure stakeholder awareness and support.	Track progress through continuous assessments, observations of classroom teachers, and review reading growth data throughout the year.
CLSD CIR	ILT Team	Walkthrough Data and Observations, LEAP 2025 Student Performance, Lexia, PEAR Assessments
ILT Team Members	Provide ELA professional development Student Work Analysis Review	Walk-through data, student growth

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).

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Meet the Teacher / Back to School Night	School website, Facebook, JCAMPUS call	August 2026
Students	Leadership Binders and School Data Trackers	Ongoing
Community	The school plan will be posted on the school website.	Ongoing (posted at the end of August)
Parents/Families	Standardize how individual student growth and district trends are shared after benchmark windows (BOY, MOY, EOY). Ensure progress reports include clear guidance on what schools are doing to support students and specific actions families can take.	September, January, and April