



Local Literacy Plan
for

South Larose Elementary School

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LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Section 1a: Literacy Vision and Mission Statement

Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

<i>Literacy Vision</i>	To develop, implement, monitor, and sustain a literacy initiative utilizing Tier I Curriculum, Classroom and Tier III interventions, and Early Literacy Assessments aligned to the science of reading in order to have students become proficient readers.
<i>Literacy Mission Statement</i>	Every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.

Section 1b: Goals



Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the literacy and language needs of diverse learners?
 - How do you plan to measure teacher performance based on your literacy goals?

<i>Goal 1 (Student-Focused)</i>	Students will read on grade level or show adequate progress by the end of the school year.
<i>Goal 2 (Teacher-Focused)</i>	100% of students meet individualized growth goals on literacy benchmarks.
<i>Goal 3 (Program-Focused)</i>	Improve overall reading proficiency of K-5 students as measured by the DIBELS 8 literacy assessment.

Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
Principal	Program Implementation/Support
Assistant Principal	Program Implementation/Support
Teachers	Program Implementation
Interventionist	Program Implementation
Students	Program Implementation



Curriculum Coach	Program Implementation/Support
School Based Family Engagement Coordinator	Program Support
Family Members	Program Support
Community Members	Program Support

Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
July, Plan Introduction		Introduction of Plan, set meeting dates, Q & A
Benchmark Review	3 times a year	Discuss data and plan of action
Data Analysis	Monthly/Quarterly	Interventions, Progress Monitoring

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

1. For each specific plan and activity around literacy, what is/are your:
 - action steps?
 - timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:



- alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
- deciding which components will be measured in each grade band or subgroup?
 - how often screeners are administered?
 - progress monitoring?
 - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
- students with dyslexia?
 - the EL population?
 - special education students?
 - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



Action Plan

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
Improve overall reading proficiency of K-5 students as measured by the DIBELS 8 literacy assessment.	June 1 - July 31	Review prior year data to establish school system goals.	Principal and Leadership team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
Improve overall reading proficiency of K-5 students as measured by the DIBELS 8 literacy assessment.	Ongoing	Implement Tier I Curriculum	Principals, Coaches, Teachers, Interventionist	CKLA Amplify Reading Heggerty mClass- literacy interventions for struggling readers	CDAs LEAP 2025 DIBELS Progress Monitoring Observation/ Feedback
100% of students meet individualized growth goals on literacy benchmarks.	Ongoing	AIM Institute for Learning and Research	Cohort 1: School- Level Personnel	AIM Pathway to Proficient Reading Course	Completion of Course CDAs LEAP 2025 DIBELS Progress Monitoring Observation/ Feedback



100% of students meet individualized growth goals on literacy benchmarks.	Ongoing	NIET Best Practices	School- Level Personnel	NIET Instructional Leadership Support NIET Teacher Collaboration Support	Completion of Sessions CDAs LEAP 2025 DIBELS Progress Monitoring Observation/Feedback
Students will read on grade level or show adequate progress by the end of the school year.	Ongoing	DIBELS 8 TS Gold	School Leadership Teams Teachers	Benchmark and Progress Monitoring Tools	Increased student performance as evidenced by DIBELS 8 and TS Gold data
Parent and Family Engagement	Ongoing	Implementation of Parent Engagement Framework with Events	School Leadership Teams Teachers Parents/Students	PimsPoints APP LDOE Parents and Family Engagement Framework and Standards	Parent Survey PimsPoints Reports



Section 3: Ongoing Professional Growth

Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date <i>(When can PD 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 PD? Consider also who can redeliver to other teachers/faculty.)</i>
August	AIM Pathways to Structured Literacy	Teachers, Curriculum Coach, Administrators
September	Heggerty	Teachers, Curriculum Coach, Administrators
October	Amplify ELA	Teachers, Curriculum Coach, Administrators
January	NIET	Teachers, Curriculum Coach, Administrators



Section 4: Family Engagement Around Literacy

Guiding Questions:

1. To improve [family engagement around literacy](#), how are you:
 - including families in focus groups and other discussions with teachers, students, and leaders around:
 - specific programs to address the school's mission?
 - families' concerns about literacy achievement?
 - students' attitudes toward reading and writing?
 - teachers' beliefs about student literacy and learning?
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
 - using communication methods that accommodate all families?
2. How are you working directly with community partners to:
 - engage families and the community?
 - invest in the literacy of our youth?
 - improve access to resources?
3. What resources and tools are you sharing with families and community partners to enhance literacy?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
Ongoing	RIF Skybrary	Home & School	AC Marine, Inc.
Ongoing	Story Time	School (Pre-K & K)	Lafourche Parish Library
Ongoing	Daily news	Youtube channel	Southern Home Furnishings
Ongoing	Sharpen your Skills	Family newsletter	
August	Technology Tips	Open House/Parents	
October	Family Book Club Night	Family Engagement 1-5	Family Members
February	Literacy Game Night	Family Engagement	Family/High School Students
March	Story Time	School – Pre-K – 5 th	High School Students
April	Trivia Night	Family Engagement	Family Members



Section 5: Alignment to other Initiatives

Guiding Questions:

1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs
 - Alignment across schools within the system

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
LPSD Curriculum Coach Initiative	Literacy coaching provided to teachers in the science of reading	100% of students meet individualized growth goals on literacy benchmarks
LPSD Mentor Initiative	Mentoring opportunities provided to peer teachers in the area of literacy	100% of students meet individualized growth goals on literacy benchmarks
LPSD Tutoring Initiative	Implementation of tutoring initiative in literacy components	Students will read on grade level or show adequate progress by the end of the school year as measured by literacy benchmarks and CDAs, and/or LEAP 2025.
Parent and Family Engagement Initiative- Be Engaged.	Implementation of Parent Engagement Framework with Literacy Family Events	Students will read on grade level or show adequate progress by the end of the school year as measured by literacy benchmarks, CDAs, and/or LEAP 2025.



Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Staff	In-Person Professional Development	May & August
Parents	Open House	August
Students	First day activities	August
Community	Social Media & In-Person Meetings	Ongoing

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy’s webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov.

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