



Local Literacy Plan
for

Lafourche Parish School District

Kristine Collins, Principal

Jarod Martin, Superintendent

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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	
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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? 	
<p><i>Literacy Vision</i></p>	<p>To develop, implement, monitor, and sustain a literacy initiative utilizing Tier I Curriculum, Literacy Professional Development, and Early Literacy Assessments aligned to the science of reading.</p>
<p><i>Literacy Mission Statement</i></p>	<p>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.</p>



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>
<i>Kristine Collins</i>	Principal (Program Support)
<i>Amanda Adams</i>	Assistant Principal (Program Support)
<i>Kristy Adams</i>	Curriculum Coach (Program Development)
<i>Betsy Capeheart</i>	Reading Interventionist (Program Implementation)
<i>Teachers</i>	Program Implementation



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>
Professional Learning Communities	Weekly	CKLA Curriculum, Data, CDAs, NIET Best Practices
Leadership Meetings	Weekly	CKLA Curriculum, Data, CDAs, NIET Best Practices
MTSS Data Meetings	Monthly	Student data

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.	Ongoing	Implement Tier I Curriculum	Principals and Coaches	CKLA Amplify Reading mClass-literacy interventions for struggling readers	CDAs LEAP 2025 DIBELS Progress Monitoring Observation/Feedback
100% of students meet individual growth goals on literacy benchmarks	Ongoing	AIM Institute for Learning and Research	Cohort1: District-Level, School-Level, PAC, EL, Charter, Early Childhood Personnel	AIM Pathway to Proficient Reading Course	Complete of Course CDAs LEAP 2025 DIBELS Progress Monitoring Observation/Feedback
100% of students meet individual growth goals on literacy benchmarks	Ongoing	Practices	School Level, Charter Personnel	Instructional Leadership Support NIET Teacher Collaboration Support	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	Sessions CDAs LEAP 2025 DIBELS Progress Monitoring Observation/Feedback
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	<i>Evidence of Success</i>



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>
Weekly PLCs (ongoing)	CKLA Curriculum: lesson internalization, Amplify Reading, NIET Best Practices, Science of Reading recaps, mClass interventions and small group lessons	Attendees: Teachers, Coach, teachers



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>
August 2023	Open House: School Vision, Literacy Goals, Classroom Expectations	All Families Invited	School Board Members
Ongoing	Monthly calendars, School Facebook, School Status (Family Communication)	All Parents/Guardians	
Monthly	Partnership with Library	Pre-K and Kindergarten Students	Public Library
Quarterly	Family Engagement Literacy Activities	All parents invited	



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 and 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 & 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 and CDAs and/or LEAP 2025.
LPSD Curriculum Coach Initiative	Literacy coaching provided to teachers in the science of reading	100% of students meet individualized growth goals on literacy benchmarks



Section 6: Communicating the Plan

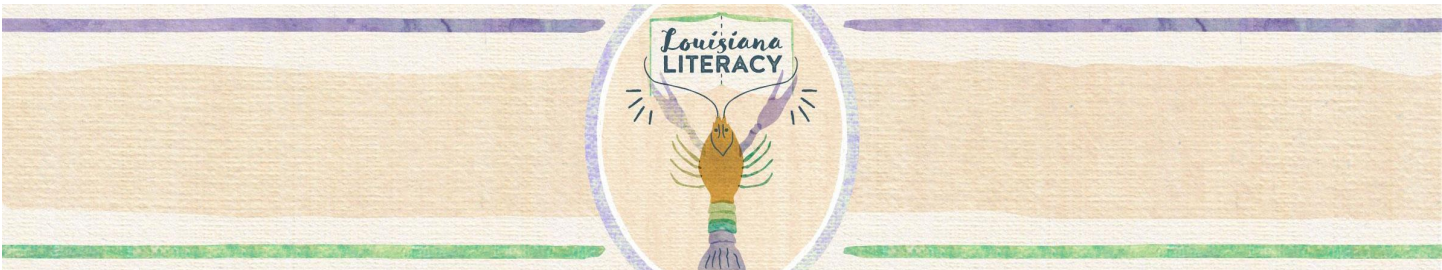
Guiding Questions:

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>
<i>Parents & Families</i>	Benchmark Assessment Reports: scores sent home to parents	<i>Beginning, Middle, and End of Year</i>
<i>Parents & Families</i>	Progress Reports and Report cards	<i>Quarterly</i>
<i>Faculty & Staff</i>	Data meetings to track student progress	<i>Beginning, Middle, and End of Year</i>
<i>Teachers</i>	Administrative Conferences to track individual student progress	<i>Beginning, Middle, and End of Year</i>
<i>Teachers, Parents, Committee</i>	<i>MTSS/SBLC Meetings</i>	<i>Monthly</i>

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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