



Local Literacy Plan
for

W.S. Lafargue Elementary School

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July 31st, 2024 (Completion Date)





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, Literacy Professional Development, and Early Literacy Assessments aligned to the science of reading.
<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>
Superintendent	Program Support
Federal/Literacy Program Director	Program Development
Director/ Supervisors	Program Development
Curriculum Specialists	Program Implementation
Curriculum Coaches	Program Implementation
Family Members	Program Support



Students	Program Insight
Community Members	Program Support
Early Childhood Coordinator	Program Support
District Parent and Family Engagement Coordinator	Program Support
School Principals	Program Implementation
Teachers	Program Implementation
Students	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>
Tuesday Data Meetings	Weekly	Literacy Initiative Topic—analyzing student data in Mclass and DIBELS

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- For each specific plan and activity around literacy, what is/are your:
 - action steps?



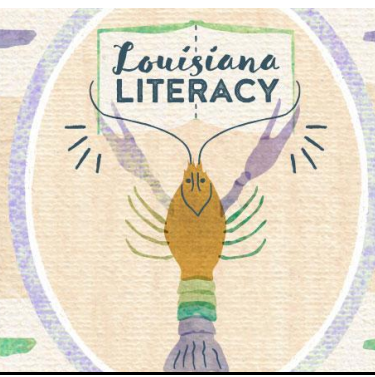
- timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
 - alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - 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>
1	June 1 - June 30	Review prior year data to establish school system goals.		Data manager and Academics 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 and Coaches	CKLA Amplify Reading 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: District-Level, School- Level, PAC, EL, Charter, Early Childhood Personnel	AIM Pathway to Proficient Reading Course	Completion of Course and implementation CDAs LEAP 2025 DIBELS Progress Monitoring	



					Observation/ Feedback
100% of students meet individualized growth goals on literacy benchmarks.	Ongoing	NIET Best Practices	District-Level, School- Level, Charter 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>
Weekly Grade Level PD	Data Analysis with Small Group Trainings/ Guided Lesson Creation and Implementation for Small Groups	Administrators, Coaches, Teachers, Paraprofessionals
Weekly PLC	Backwards Design/Lesson Annotations	Administrators, Coaches, Teachers, Paraprofessionals

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	Campus Tour/Supply Dropoff	Afternoon	
September	Open House	Evening	
September	Grandparent Activity	Morning/Afternoon	
October	Family Engagement	Evening	
February	LEAP Night	Evening	
March	Book Fair	Day/Evening	
May	Awards Day Ceremony		

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

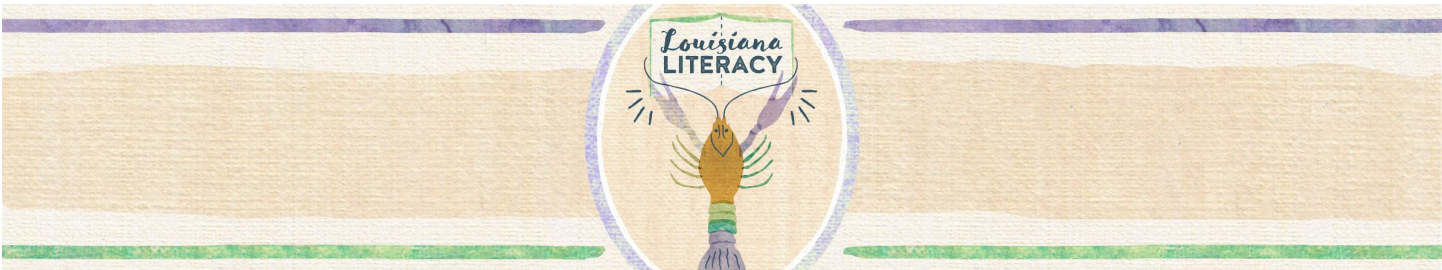
Guiding Questions:

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>
Instructional Support Initiative Meeting	Review support structures and prep for principal cohort meeting	July 2023
WSLES Beginning of Year Professional Development	Presentation to Staff	August 2023
Open House/Community Meeting	Presentation to stakeholders (Parents/Guardians and Community)	September 2023
Instructional Support Initiative Meeting	Weekly PD's/PLC's	Ongoing 2023-2024 School Year
<i>Leadership Meetings/Grade Level Meetings</i>	<i>Weekly, with a designated meeting for Data after Benchmarking</i>	<i>Ongoing 2023-2024 School Year with designated review benchmarks in: September 2023 January 2024 April/May 2024</i>
<i>Transitional Parent Meetings</i>		<i>May 2024</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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