Local Literacy Plan
for
Raceland Upper Elementary School

Lisa Boudreaux, Principal

Jarod Martin, Superintendent

April 26, 2023

READING REVIVAL

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?

Literacy Vision	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.
Literacy Mission Statement	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?

Goal 1 (Student-Focused)	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.
Goal 2 (Teacher-Focused)	100% of students meet individualized growth goals on literacy benchmarks.
Goal 3 (Program-Focused)	Improve overall reading proficiency of 3-5 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?

Member	Role
Lisa Boudreaux	Principal
Tai Holacka	Assistant Principal
Kallie Thibodeaux	Instructional Coach
Laura Eschete	Mentor Teacher/SBLC Chair
Shannon Dumas	Sped Department Head
Claudia Landry	Teacher Leader
Crystal Gannon	Teacher Leader
Ann Plaisance	Teacher Leader
Anna Matherne	Teacher/Family Engagement
Ruth Arsene	Interventionist
Students	Program Interaction
Parents	Program Interaction

Meeting Schedules

Date & Type of Meeting (Plan Review, Data Analysis, etc.)	Frequency of Meetings (Weekly, Monthly, etc.)	Topic(s)
August – May	Monthly	Data Analysis
August – May	Monthly	Planning and Review/Goals
October	Per 9 weeks	Data Analysis/ Interventions /Grades
January	Per 9 weeks	Data Analysis/ Interventions /Grades
March	Per 9 weeks	Data Analysis/ Interventions /Grades
April	Per 9 weeks	Pupil Progression/Grades/Goals

Success Criteria

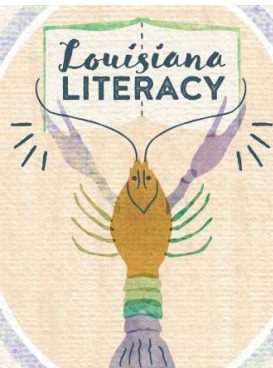| What are we doing?	Why are we doing it?	How will we know it worked?
CKLA	Tier I Curriculum	CDAs
Amplify Reading	Tier II Support	DIBELS Progress Monitoring
mClass/DIBELS 8	Tier III Support	DIBELS Progress Monitoring
TS GOLD/DIBELS 8	Universal Screener	Benchmark Data
AIM - Science of Reading PD	Professional Development	NIET Walk-through Support
Curriculum Coaches NIET	School - Level Literacy Support	Walk-through Support
NIET Best Practices	School Improvement	NIET Walk-through Support

Section 2: Explicit Instruction, Interventions, and Extensions
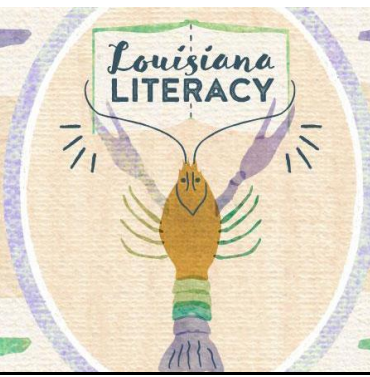
Guiding Questions:

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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1 Set data-driven goals for LEAP and DIBELS.	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.
2.Improve overall reading proficiency of 3-5 students as measured by the DIBELS 8 literacy assessment.	ongoing	Implement Tier I Curriculum	Principals and Mentor/Coach	CKLA Amplify Reading mClass-literacy interventions for struggling readers	CDAs LEAP 2025 DIBELS Progress Monitoring Observation/ Feedback
3.70%-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 CDAs LEAP 2025 DIBELS Progress Monitoring Observation/ Feedback
4.Students will read on grade level or show	ongoing	DIBELS 8	School Leadership Teams Teachers	Benchmark and Progress	

adequate progress by the end of the school year.				Monitoring Tools Increased student	
5.Engage Parents and Families around Education of RUES.		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

AIM Institute for Learning & Research is the framework used in all elementary schools within the Lafourche Parish School District. This is a comprehensive model designed to provide a school-wide approach for improving the reading and writing achievement of all children.

Month/Date (When can PD 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 PD? Consider also who can redeliver to other teachers/faculty.)
Year 1 Cohort 1	AIMS Pathways for Proficient	3rd Grade Teachers, Sped Teachers, Administration, Mentors/Coach
Beginning in May/ongoing	CKLA Internalization PD	3rd, 4th, 5th Grade ELA Teachers
Ongoing	CDA Alignment	All ELA 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2023	Open House to Communicate Literacy Plans with families	Webpage Newsletters Social Media School Status Parental Contact Logs/Folders	Teachers Administration Parents Students Community Coach and Mentor
ongoing	Provide access to resources for families to provide Provide literacy support for parents/students.	Webpage Newsletters Social Media School Status Parental Contact Logs/Folders Coach and Mentor	Teachers Administration Parents Students

ongoing	Provide families with data from statewide literacy screeners and assessments.	Parental Contact Logs/Folders Family Nights Newsletters	SBLC Chair Coach Administration Teachers Parents
ongoing	Communicating student outcomes with parents by monitoring literacy goals.	Data Reports Parental Contact Logs/Folders	Teachers Coach Mentor Parents Students

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

| Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
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

Stakeholder Group	Plan for Communicating	Timeline
District Leaders Principals	Superintendent review of support structures and prep during principal cohort meeting	April 2022
District Leaders Principal	District Principal Cohort Meetings to follow up on plans which included District expectations and supports	April 2022 – March 2022
Teachers Administration	PLC meetings which focus on structures	ongoing
Teachers Coach Administration Parents	Open House – Share Literacy Plan	August 2023
Teachers Coach Administration Parents	Literacy Night for parents, students and staff to monitor and implement the plan	December 2023
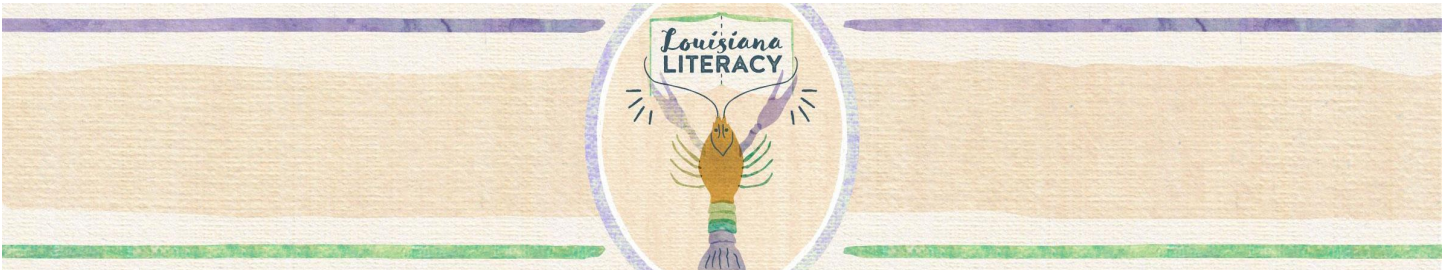
Teachers *Coach* *Administration*	*Leadership Team meets to discuss progress and/or needs*	*ongoing*

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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