Local Literacy Plan
for

Lawtell Elementary School
Saint Landry Parish School System

Alcinda James - Principal
Octavia Warren - Assistant Principal K-4
Heather Bob - Assistant Principal 5-8

D. Scott - Interim Superintendent

2023-2024

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	At Lawtell Elementary, we want our students to see themselves as successful readers and writers who persevere at reaching their full potential. We will achieve this in all classrooms by establishing a print-rich environment where Tier I curricular materials are organized and accessible to children who are actively engaged in oral language, reading, and writing.
Literacy Mission Statement	Our primary, overarching goal is for all students to have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by their families.

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)	**Kindergarten - 2nd grade** - On the end of the year Acadience Reading literacy screener, Lawtell Elementary will actualize a 7% increase in students scoring in the On LEVEL range. Full Attainment will be established when there is evidence of a 7-9% increase in students scoring ON LEVEL. **3rd - 8th grade students** - Academic Goal - Students will write in response to both literary and informational text. Academic Target - Full attainment will be established on the 2022 Spring LEAP 2025, when Lawtell Elementary actualizes a 5% decrease in students scoring below basic and a 5% increase in students scoring Mastery or above. **Subgroups most in need of literacy intervention -** Students who are most in need of literacy intervention include the following subgroups: Students with disabilities and Economically disadvantaged. Students in grades K-4 will have access to Learning Center Tier II interventions, and all grade levels will participate and have access to after school programs that focus on literacy. **Addressing the needs of diverse learners** - We are addressing the needs of diverse learners by increasing the availability and use of a rich variety of objects and materials in classrooms, offering ongoing opportunities for reading and writing which are integrated into all subjects, providing an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard copy/computer based, etc.,) establishing environments that support individual, small group, and whole group learning, scaffolding and differentiating instruction and activities within the curriculum to address individual student learning needs; providing targeted instruction for those not progressing or failing to meet benchmark goals, and offering daily opportunities for students to self-select books and other texts and/or to collaboratively engage with peers to discuss their learning.
Goal 2 (Teacher-Focused)	COMPASS/CLASS results will reveal that all teachers will demonstrate effective teaching practices that include meeting the individual needs of students,

	implementing the curriculum with fidelity, and using student data to effectively plan instruction. **Action steps :** ● Facilitate ongoing professional development for teachers aimed at building knowledge relative to the science of reading and writing. ● Focus on integration of best practices and evidence-based strategies in classrooms. ● To improve instructional practice, teachers will receive initial and ongoing professional development based on Tier I curriculum. ● Provide coaching support and feedback to teachers based on observations. ● Use consistent instructional strategies across classrooms. ● Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording. ● Schedule meetings for teachers to analyze assessment results; meetings to share collaboratively with peers and others who serve students. ● Teachers will improve overall reading proficiency through the use of Tier I curricular resources. ● Principal and learning center teacher will establish a master schedule that supports tutoring opportunities using Accelerate lessons curated by LDOE. ● School will promote the creation of classroom libraries to promote recreational reading. ● Schedules shall permit quarterly data review of benchmark assessments. ● Teachers and administrators will monitor the use of Amplify Reading student reports. ● Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness across the curriculum.
Goal 3 (Program-Focused)	100% of all regular education kindergarten - 2nd grade teachers will utilize Tier I curriculum and annotate specific activities that focus on phonics and phonemic awareness. ● Daily, teachers will apply best practices for foundational skills instruction based on the science of reading in elementary classrooms. ● Monitor implementation of curriculum and evidence based practices through formal and informal observations -Bullseye. ●Ensure fidelity to the pacing schedule. ● Adjust curriculum alignment to eliminate gaps.

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
Alcinda James	Principal
Octavia Warren	Assistant Principal K-4
Heather Bob	Assistant Principal 5-8
Jamie Armitage	Learning Center/ Tier II Interventionist
Arscheal Ventress	Lead Special Education Teacher
Pam Semien	Computer Lab Facilitator
Michelle Authement	Lead ELA Teacher K-4
Jessica Ledee	Lead ELA Teacher 5-6
Jamieson Feucht	Lead ELA Teacher 7-8
Brooke Dode	ELA Instructional Specialist

Meeting Schedules

Month	Topics	Monitoring
September	*LEAP 2025 score reports/areas of strengths/weaknesses *Iready diagnostics	*Review assessment results in collaborative teams to identify instructional adjustments as needed.

October	*Acadience Reading Results	*Review results to identify students who need extra help and connect them with support services and supplemental instruction. *Use data to understand each student's strengths and needs and to differentiate instruction.
November	*ELA I Ready Assessment	*Ongoing review of Iready data.
December	*Winter Acadience Reading	*Review results to identify students who need extra help and connect them with support services and supplemental instruction. *Use data to understand student's strengths and needs and to differentiate instruction
January	*Mid Year Data Review	*Review mid year data to determine which students need additional interventions.
February	*REAL Tutoring/ LEAP Academy	*Use mid year screening and IReady data, classroom assessments and teacher observations to determine which students would benefit most from attending REAL tutoring or LEAP Academy.
March	*ELA I Ready Assessments	*Ongoing review of Iready data
April	*Spring Acadience Reading	*Review results to identify students who need extra help and connect them with support services and supplemental instruction. *Use data to understand each student's strengths and needs and to differentiate instruction.
May	*Camp Accelerate	*Review data to determine which students need to attend Camp Accelerate.

Success Criteria : What are we doing? Why are we doing it? How will we know it worked?

To determine the success of previously established literacy goals, we will …

● Monitor and promote the use of teacher data log of student growth in the area of foundational reading skills and writing.

● Encourage lesson annotations and highlight writing strategies and aligned components of phonics and phonological awareness.

● Conduct classroom walkthroughs, observations, and learning walks with a focus on student attainment of phonics, phonemic awareness, and writing strategies.

● Promote the improved ability of students to read and comprehend using foundational reading skills and appropriately respond to literary and informational text.

● Review student assessment data to determine student needs (lesson annotations for class-wide support, small group teacher group, flexible groups receiving Accelerate tutoring.)

● Monitor Teacher's use of rubrics and feedback on writing from the beginning of the year until the end of the year.

● Meet with instructional specialists to discuss feedback on effective literacy practices and instruction noted during site based observations.

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.
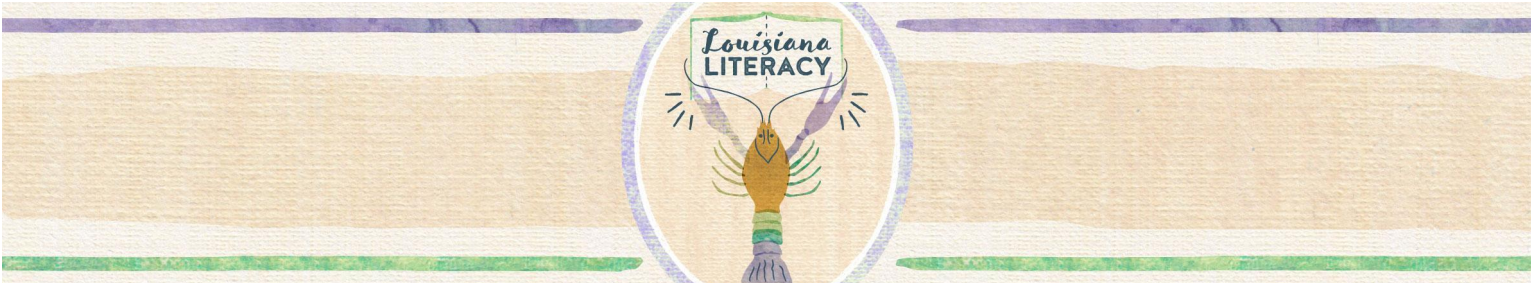
Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidenc
1	June 1 - June 30	Review prior year data to establish school system goals.	Literacy Team	Literacy screeners; LEAP scores	Students and subgr growth in year-to-y
2	Administer Acadience Literacy Screeners Fall August - September	Administer literacy screeners within the first 30 days of school (K-4).	School based learning center teacher	Acadience screeners	LDOE released prob Completion of scre report.
3	Administer Acadience Literacy Screener Winter December Spring Apri	Acadience Reading is used for: • universal screening to find students who may be at risk for reading difficulties; • identifying skills to target for instructional support; • progress monitoring at-risk students while they receive additional, targeted instruction; and • examining the effectiveness of school-wide literacy supports. Parents receive notification after each	School Administration Learning Center teachers ELA teachers	Acadience screeners Progress monitoring probes	Resources provided Program Enrollmen monitoring docume Winter and Spring r

		administration of Acadience Reading, if students are reading" below" grade level.			
4	Ongoing focus on differentiated instruction: Diverse Learners ,Dyslexia ,English Learners ,1508/504 students ,Cultural and Dialectical Sensitivity	Monitor subpopulations in data tracking.	School Administration	Lesson plans Exit tickets Intervention reports Amira Learning System	Classroom walkthro observations /Revie tickets /School wide /Review of instruct /Participation in PL team meetings /An
5	Literacy Intervention and Support	Daily targeted small group intervention ● After school literacy intervention ● Web-based parent guided home literacy activities through IREADY ● LIFT (Literacy Interventions and Foundational Tools) ● FIRE (Foundational Instruction for Reading Excellence) ● Amplify CKLA - Intervention Toolkit and Assessment Remediation Guide	Site based - Learning Beyond the Bell and REAL program tutors and facilitators LEAP Academy facilitators and tutors	● Louisiana Believes ● Tutors ● Facilitators ● Amplify ● IReady	Observation and st
6	Professional Development	Identify curriculum capacity/needs utilizing feedback from administrators and educators; identify teacher understanding of evidence-based practices	Site and/or District based		Sign in sheets Exit tickets

7	Professional Learning Communities	Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies.	Site and/or District level personnel	Classroom and schoolwide data	Sign in sheets Agendas Artifacts

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

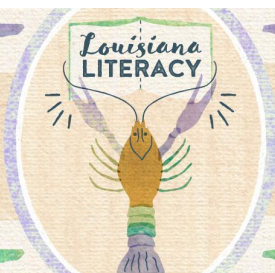| Month/Date *(When can PD be scheduled throughout the school year?)*	Topics *(What topics are most needed and should be covered and/or prioritized?)*	Attendees *(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)*
August 2023	CKLA (K-2) and Guidebooks (3-8) training at the district level on how to effectively teach the curriculum	ELA teachers
September 2023	Flocabulary training for vocabulary development	All teachers
October 2023	Nearpod training for formative assessment opportunities to understand student needs	All teachers
November 2023	Readwork training to help build comprehension by using grade-level text on a variety of topics	All teachers in ELA, Science, Arts and Social Studies

August 2023 - May 2024	Common Planning meetings to review and discuss assessments, students' writing samples, and strategies to improve comprehension and vocabulary. Common Planning meetings will also focus on planning lessons/units together.	All teachers
August 2023 - May 2024	AIMS PATHWAYS Science of Reading enrollment and successful completion in the Science of Reading course	All new teachers grades K-3
August 2023 - May 2024	Provide support and feedback to teachers based on classroom observations.	All 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 - May 2024	*Accelerated Reader - Parents are asked to read books with their child at home. - Students can check out books from the classroom or school library.	- Students can check out books from the classroom or school library to bring home to read with parents - Reports go home every nine weeks on the students progress on obtaining their Accelerated reader points	N/A
August 2023 - May 2024	*Nightly reading fluency - Grades 1-4 Parents are asked to listen to their child read a passage each night for one minute.	- Students are provided with the nightly reading fluency every Monday. - This will help to increase fluency by allowing readers to be able to recognize and read words on sight aer practicing the processes of decoding and blending	N/A
August 2023 - May 2024	*District Parent Newsletter "Helping Children Learn" will be uploaded to our parental communication media outlets (website, thrillshare, etc.)	- Parents can read the Parent Newsletters for ps for helping their children learn. - The newsletter will be translated into Spanish for the benefit of our EL parents and guardians.	N/A
August 2023 - May 2024	*Literacy resources and support updated on school website	- Parents can find tools and resources on the school website for Literacy support.	N/A
August 2023 - May 2024	*High school students, family volunteers, and/or community leaders to come read with students	- Local high school students, family volunteers and/or community leaders will come to read to the lower elementary (Pre-2) students - One or more readers will read at least one story in Spanish/ French and English	*Local High School students, family volunteers, and/or community leaders

		for the benefit of our EL students and to foster better cross cultural relationships within the community.	
August 2023-May 2024	*Reading incentives will be given to students to increase literacy skills/ motivation.	-Pizza Hut Book it Program -Book Vending Machine	-Pizza Hut

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
School Improvement Plan	Literacy goals are included in the plan.	Plan to monitor thorough classroom observations, lesson planning, and progress monitoring. Evidence of success is student growth as shown by the data.
Pre-Kindergarten Age 4	PreK students engage in foundational skills through Creative Curriculum	Plan to monitor through progress monitoring. Evidence of success is student growth as shown on TS Gold.

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
School administration, teachers, paraprofessionals, families	*Create literacy block schedules, ensuring me is assigned specifically for core instruction and intervention grounded in the foundations of reading. Kindergarten-2nd grade-2 hours of instruction 3rd-8th grade- 90 minutes of instruction.*	*August 2023*
School administration, teachers, paraprofessionals, families	*School will establish an Instructional Leadership Team and lead ELA teachers to ensure implementation of core curriculum and use of remediation guides. All K-4 schools should include the learning center teacher.*	*August 2023*
School administration, teachers, paraprofessionals, families	*School administration will receive academic feedback from classroom observations, via SLPSD newsletter, instructional specialist observation emails, BULLSEYE observational tool, and during the monthly administrative meetings.*	*Ongoing*

School administration, teachers, paraprofessionals, families	*School Facebook account* *School text message - Thrill share* *School website*	*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. *Updated A 2022*