

Local Literacy Plan  
for

Riverside Elementary School

Tonenikea D. Wilson

Karen Tutor

April 8, 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?

<p><i>Literacy Vision</i></p>	<p>RES will ensure all students who enter Kindergarten will exit from RES with the skills and knowledge needed to perform at the middle school level such as reading on or above grade level text with fluency focusing on comprehension and developing complex writing skills, as well as being able to critique their own and peers by partnering with families and all stakeholders.</p>
<p><i>Literacy Mission Statement</i></p>	<p>RES Literacy Plan outcomes are to become a data literate school:</p> <ol style="list-style-type: none"> <li>A. Align learning target, success criteria, and instruction to the standards</li> <li>B. Incorporate the use of phonological awareness, phonics, high-frequency words, academic vocabulary, fluency, comprehension (literature and informational text), and writing into ALL classrooms.</li> <li>C. Collaboration and planning for ALL teachers across grade levels and common content areas.</li> </ol>



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?

<p><i>Goal 1 (Student-Focused)</i></p>	<p>By the end of the school year, 75% of the PreK students will meet or exceed their benchmark score on Letter Name Fluency and First Sound Fluency using Dibels Next .</p> <p>By the end of the school year, 75% of the students in grades K-3rd will benchmark on the literacy screener DIBELS Next.</p> <p>By the end of the year, 70% of the students in grades 4th-6th will score Basic or above on the 2024 LEAP assessment.</p>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>By the end of the school year, 100% of teachers in grades PreK-4th including Sped teacher, and paras will be trained in the Science of Reading as measured by receiving a certificate of completion.</p> <p>By the end of the school year, 75% of the students in grades PreK - 4th will meet their individualized growth goals on Dibels.</p> <p>By the end of the school year, 75% of the students in grades 4th - 6th will meet their growth to mastery goal in ELA.</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>By the end of the year, PreK - 6th will improve literacy skills by implementing high-quality Tier I Curriculum and core instruction with explicit Intervention using evidenced-based practices grounded in the Science of Reading to improve student literacy outcome by progress monitoring, and using Heggerty programs such as Bridge the Gap which will be measured by Dibels Next, Amplify Intervention, Boost, and iREADY ELA.</p>



**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>Tonenikea D. Wilson</i>	Principal
<i>Sarah Reech</i>	Assistant Principal
<i>Gabrechinquella Williams</i>	Instructional Coach
<i>Jamie Farnham</i>	Sped Teacher
<i>Victoria Williams</i>	Para
<i>Shawnita Scott</i>	Teacher
<i>Maxine Mury</i>	Teacher

**Meeting Schedules**

<i>Date &amp; Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
June 2024 ILT	two days	Create Literacy Plan
June 30, 2024	one day	Review and Finalize Plan
August 2, 2024	one day Staff Development PD Open House	Discuss Plan with Faculty/Staff Discuss Plan with Parents/Guardians



September 2024-May 2025	Weekly classroom observations, Progress Monitor every 10 days, Monthly Analysis of Data	Debrief/Feedback weekly classroom observation, offer Teacher Support and PD Progress Monitor Data Analysis
October 2024-May 2025	Monthly	Discuss Professional Development needs from classroom observation, data analysis (DIBELS, Weekly Assessments, iREADY, and Mastery Connect)
Aug. 2024 - May 2025	BOY MOY EOY	Evaluate Literacy Plan Analysis of Data - Dibels, iREADY, Mastery Connect Revise as needed
July 2025	2 Days	Evaluation of LEAP Scores

**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>
	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.
1. 80% of PreK - 6th grade students will benchmark by the end of the school year on Dibels end of year assessment based upon the beginning of the year Dibels by using a Tier I curriculum that addresses the components of reading and	Aug 2024-May 2025	<ul style="list-style-type: none"> <li>• Use of CKLA, Amplify Instruction, BOOST, Lift, Fire, Heggerty Programs, and Guidebook</li> <li>• Literacy team will review Progress monitoring data monthly in order to target</li> </ul>	Teachers Paraprofessionals Literacy Team	DIBELS	Student growth in Dibels to benchmark or above.



<p>intervention based upon progress monitoring data.</p>		<p>individual student needs</p> <ul style="list-style-type: none"> <li>• Informal and Formal observations to ensure that teachers are implementing the Tier I curriculum and intervention with fidelity</li> <li>• Share data reports with students and families</li> </ul>			
<p>2. 100% of teachers and paras will complete training on the Science of Reading in order to implement</p>	<p>August 2024-May2025</p>	<ul style="list-style-type: none"> <li>• Attend training by a certified SOR consultant</li> </ul>	<p>Instructional Coach District Personnel Administration</p>	<p>Binder with training resources</p>	<p>Certificate of Completion</p>





science based reading strategies so that all students will gain the skills to reach grade level.					
3. The School wide Literacy team will analyze Progress monitoring data monthly in order to evaluate the success of moving 80% of students to benchmark based upon Dibels EOY assessment.	August 2024-May 2025	<ul style="list-style-type: none"> <li>Review data monthly with teachers in CAP</li> <li>Review progress monitoring data monthly with students and parents</li> </ul>	Teachers Instructional Leadership Team	DIBELS	Students meeting individual growth targets
4. 75% of students in 3rd-6th grade will score Mastery or above in all subjects on the LEAP 2025	August 2024-May 2025	<ul style="list-style-type: none"> <li>Monitor and analyze IReady benchmark data</li> </ul>	Teachers	<ul style="list-style-type: none"> <li>LEAP Scores</li> <li>IReady</li> <li>Mastery Connect</li> <li>Guidebook Rubrics</li> </ul>	Students meeting individual growth targets



<p>assessment after having received Tier I instruction and interventions to meet their individual needs.</p>		<ul style="list-style-type: none"><li>● Monitor and analyze Mastery Connect benchmark data</li><li>● Use of Guidebook Rubrics to evaluate students' writing</li><li>● LEAP Prep Books to remediate</li><li>● Review data with students after IReady and Mastery Connect benchmarks</li><li>● Reports sent home to parents on IReady and</li></ul>		<ul style="list-style-type: none"><li>● LEAP Prep Books</li></ul>	
--	--	---	--	---	--



		<p>Mastery Connect progress</p> <ul style="list-style-type: none"><li>• Create informational videos to inform parents how to read and understand the data reports. Send video link via JCALL and Facebook post</li></ul>			



### 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

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August 2024	Heggerty Training	Admin, Instructional Coach, Teachers, Paras
August 2024 - May 2025	CKLA PD	ELA Teachers
August 2024 - May 2025	Science of Reading	K - 4th ELA /Math Teachers/Paras
August 2024 - May 2025	Coaching in Literacy	ELA Teachers
August 2024 - May 2025	Mastery Connect PD	ALL Teachers



August 2024 - May 2025	Individualized Coaching	Instructional Coaches, ALL Teachers
August 2024 - May 2025	Specific focus on lesson plans and annotations	ALL Teachers
August 2024 - May 2025	Weekly Collaboration and Planning	ALL Teachers
August 2024 - May 2025	Accelerated Reader PD	All Teachers
August 2024 - May 2025	Monthly ILT	ILT Team Members

**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 2, 2024	Open House	Face to Face meeting and Handouts	Parents/Guardians
Fall 2024	Family Literacy Night	Monthly evening with planned literacy	Parents/Guardians



		activities	
Oct. 2024	Report Card Night	Face to Face Meeting and Handouts	Parents/Guardians
Fall 2024	Book Fair	Nacho Average Reader Face To Face	Students, Parents/Guardians
Spring 2025	Read Across America	Community members in and read to students	Local Business Leaders Town Council
Aug. - May 2024-2025	Accelerated Reader	Point club and give prizes	Teachers, Students
Aug. - May 2024-2025	Steve Carter Literacy Tutoring	Small group (1-3 students) work on phonics, fluency, comprehension, and vocabulary	Teachers, Students
Fall Winter Spring	Dibels Letters	Students data on Dibels	Parents/Guardians
March 2025	K-6 Testing Night	Face to Face meetings/Handouts	Parents/Guardians
On-Going	Parent Involvement Tips	Free pamphlets available to all parents to take home and read in lobby area of school	APSB Title I Program

**Section 5: Alignment to other Initiatives**

Guiding Questions:

- 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>
<i>School Improvement Plan NIET TS Goals Guide Book Writing CER with SS/SCI Type II and Type III Math</i>	<i>Align to district mission/vision plan</i>	<i>Benchmark assessments, literacy screeners, LEAP, observations</i>
<i>Partner with Simmesport Library</i>	<i>Check Books on Reading Level</i>	<i>Every other Month</i>



**Section 6: Communicating the Plan**

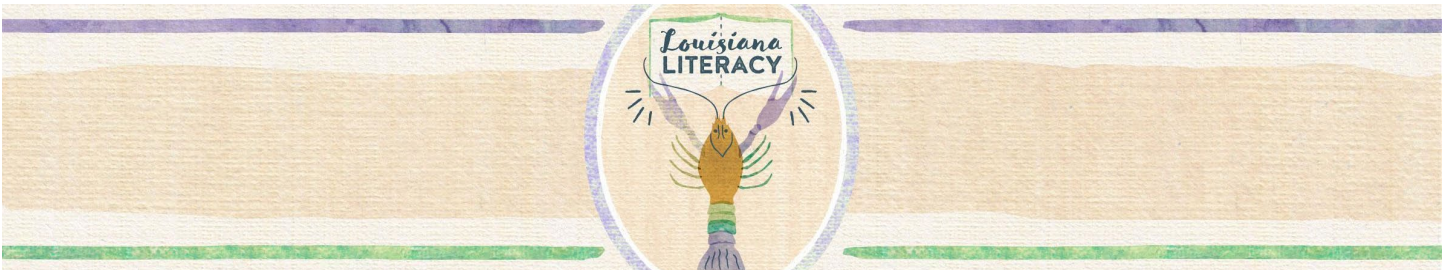
**Guiding Questions:**

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>Faculty and Staff</i>	<i>Collaboration and Planning, PD</i>	<i>August 2024 - May 2025</i>
<i>Parents and Community</i>	<i>Social Media (Facebook and Website) Phone Calls Calendars Flyers Student Progress Center JCampus Calls Open House Literacy Night Report Card Night LEAP Night</i>	<i>August 2024 - May 2025</i>
<i>Literacy Team</i>	<i>Monthly in-person meetings to review and revise literacy plan as needed</i>	<i>August 2024 - May 2025</i>
<i>Students</i>	<i>Data chats</i>	<i>August 2024-May 2025</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](mailto:louisianaliteracy@la.gov).

*Updated A 2022*