



Local Literacy Plan
for

Plaucheville Elementary School

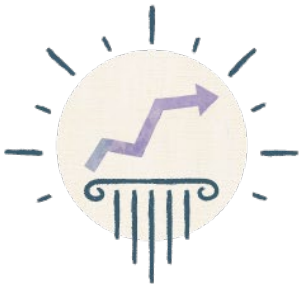
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4/8/24



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 ensure that all students will be reading and writing at or above grade level by the end of third grade with a focus on phonemic awareness, vocabulary, fluency, comprehension and writing by partnering with all stakeholders.
<i>Literacy Mission Statement</i>	To provide high quality, explicit literacy instruction so that every child will develop and demonstrate effective reading, writing, speaking, and listening skills.

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>	<ul style="list-style-type: none"> ● 85% of PreK students will meet or exceed their benchmark score on Letter Naming Fluency, using Dibels, by the end of the 2025 school year. ● Grades K-3 75% of students will score benchmark or above on the composite score on the Dibels EOY assessment. ● Students in grades 4-6 that score below or well below benchmark on the composite score on the BOY Dibels, 50% of those students will obtain benchmark. ● Grades 4-6 50% of students will score mastery or above on the ELA spring 2025 LEAP Assessment. ● 100% of students and families will be made knowledgeable of their baseline data and expectations per grade level.
<p><i>Goal 2 (Teacher-Focused)</i></p>	<ul style="list-style-type: none"> ● 100% of PreK-6th grade teachers, SPED teachers, and paras will be trained in the Science of Reading by the end of the 2025 school year. ● 100% of K-2 teachers will participate in CKLA training monthly. ● 100% of K-6 teachers will create and implement an Individual Reading Improvement Plan throughout the year on all students whose composite score is below proficient on the Dibels BOY assessment. ● 100% of teachers will participate weekly in collaboration and planning time to address planning implementation and delivery of high quality literacy instruction.
<p><i>Goal 3 (Program-Focused)</i></p>	<p>By the end of the 2025 school year, PES will improve literacy skills by providing high-quality Tier I core instruction, systematic, explicit intervention using evidence-based practices grounded in the science of reading to improve student literacy outcomes. Word recognition instruction in K-6 classrooms that includes systematic and explicit phonological awareness, phonics, fluency, and vocabulary strategies will be used to build the reader's ability to read and comprehend texts. Teachers will incorporate these strategies into daily reading foundations instruction. Students will be monitored</p>



	through the use of DIBELS, i-Ready, Boost Intervention, Amplify Intervention, and Heggerty, Bridge the Gap and Learnzillion.
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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>Wendy Adams</i>	Principal
<i>Stephanie Belanger</i>	Assistant Principal
<i>Cicely Jacobs</i>	Instructional Coach
<i>Bailey Lemoine</i>	K-2 Literacy interventionist
<i>Sara Wallace</i>	6th ELA/ILT member/Mentor teacher
<i>Kara Lemoine</i>	SPED/ILT member
<i>Ashley Moreau</i>	Parent

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>
June 2024	one day	Create/Edit and Finalize plan
August	Staff Development Day Open House	Discuss plan with faculty and staff Discuss plan with parents - grade level expectations DIBELS training and Security Meeting
September	weekly walks, PM every 10 days, data analysis-monthly-using data tracker	Teachers will create Individualized Reading Implementation Plans for below proficient students and send baseline data home with Bulletin 1566 regulations. Progress monitoring, walk throughs, and data analysis Data wall in CAP room. Teachers will create SLTs based on data.
October	weekly walks, PM every 10 days, data analysis-monthly 1 day	Progress monitoring,, walk throughs, and data analysis Discuss PD needs based on data - Use LDOE Literacy Library to support needs based on data. Report Card Night
November	weekly walks, PM every 10 days, data analysis-monthly	Progress monitoring, walk throughs, and data analysis
December	1 day 1 day	Mid-year check point-review and analyze data-Are we progressing towards goals Plan after school tutoring to begin in January



	weekly walks, PM every 10 days, data analysis	Progress monitoring, walk throughs, and data analysis
January	staff development day weekly walks, PM every 10 days, data analysis	Send home MOY DIBELS data with the Bulletin 1566 report. Review plan and data analysis with faculty and staff Progress monitoring, walk throughs, and data analysis Discuss PD needs based on data - Use LDOE Literacy Library to support needs based on data.
February	weekly walks, PM every 10 days, data analysis-monthly	Progress monitoring, walk throughs, and data analysis
March	staff development day weekly walks, PM every 10 days, data analysis-monthly	Discuss PD needs based on data and upcoming testing schedule. Progress monitoring, walk throughs, and data analysis. Discuss PD needs based on data - Use LDOE Literacy Library to support needs based on data. Report Card Night
April	weekly walks, PM every 10 days, data analysis-monthly	Progress monitoring, walk throughs, and data analysis Testing Meeting and Testing Night
May	1-2 days	Evaluation of data-Dibels, iReady, Mastery Connect Send home Bulletin 1566 with summer school notices.
June 2025	1-2 days	Begin to plan for 2025-2026 Literacy Plan



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>
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.
2	Aug-May	Use Tier 1 Curriculum that addresses the components of reading	Teachers	Tier 1 Curriculum-	monitoring- Students meet their personalized targets in iReady, Dibels , and Mastery Connect.
3	Aug-May	Assess students levels of reading proficiency and identify students not reading on grade level in K-3 at the Beginning, Middle, and End of year.	Teachers	Literacy screener-Dibels 8, iReady diagnostics and progress monitoring	Students meet growth target and/or proficiency
4	Aug-May	Teachers will identify and target struggling students and create an Individual Reading Implementation Plan.	Teachers	Literacy screener, observation and monitoring of student Fire/Lift Bulletin 1566	Students meet growth target and/or proficiency



5	Aug-May	Review Dibels data and provide intervention in addition to Core instruction to address gaps and below level skills.	Teachers	Dibels data	Students meet growth target and/or proficiency progress monitoring data
6	Aug-May	Follow mclass and CKLA guidance to determine level of support and groupings	Teachers	Mclass and CKLA supports	Students meet growth target and/or proficiency progress monitoring data
7	Aug-May	Participation and Implementation of Heggerty program	Teachers, Instructional Coach, Admin., and Paras	Heggerty resources	Increase in fluency scores on literacy assessment-students reach proficiency/screener
8	Aug-May	Intervention/RTi will be scheduled daily to address reading and comprehension skills and standards FIRE and Bridge the Gap programs will be used in grades 3-6 for RTI	Teachers, Paras. and Instructional Coach	Dibels screener	Students meet growth target and/or proficiency
9	Sept-May	Progress Monitor every 10 days- Dibels iReady and Mastery Connect Benchmarks BOY, MOY, and	Teachers, Paras, and Instructional Coach	Dibels screener, iReady, Mastery Connect assessments	Students meet growth target and/or proficiency, move up one level from BOY to EOY



		EOY-mini benchmark every 4 weeks			
10	Aug-May	Address grammar usage and mechanics and provide vocabulary instruction	Teachers	Wordly Wise, Sadlier	Increase in assessment scores on vocab section of leap-compare 2023 scores to 2024 scores
11	Aug-May	Accelerated Reading in all grades	Teachers and Paras	AR	Completed and passed AR tests-2 per 9 weeks
12	Aug-May	After school tutoring	Teachers and Paras	Literacy resources, LEAP practice materials, iReady resources etc - Canopy tutoring	Students meet growth target and/or proficiency
13	December	Monitor Teacher SLTS	Teachers/Admin	Data	Percent of students meeting Mastery
14	April	Budgeting and Materials Plan	Instructional Coach	Literacy Resources	Completed Order of all materials
15	May 2025	Parent Literacy Survey	Parents	Survey	Survey Results



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>
June 2024	Re-energizing Retreat	Teachers
July 15-19, 2024	PPP-24 retreat	Teachers, Admin., Instructional Coach, Paras
August 2024	Literacy Library - train teachers on literacy implementation pillars and literacy instructional practices	Teachers, Admin, Instructional Coach
May-June	Science of Reading training	Teachers, Instructional Coach, Admin. (New Hires)



July 22-26, 2024	Essential Standards Deconstruction	Teachers, Instructional Coach, Admin.
Aug-May 2024-2025	Science of Reading Implementation, Learnzillion for grades 3-6	Teachers
August 2024	Assessment Guidance/Resources (difference btw diagnostics, benchmarks, rubrics, assessment guides per grade level content, etc...)	Teachers, Instructional Coach, Admin.
Aug-May 2024-2025	Weekly collaboration and planning meetings, data discussion - adjust student Individual Reading Implementation Plan	Teachers, Instructional Coach, and Admin.
August 2024	Classroom Engagement PD	Teachers, Instructional Coach, Admin.
Aug-May 2024-2025	CKLA onsite coaching	Teachers
Aug-May 2024-2025	iReady onsite coaching	Teachers
Aug-May 2024-2025	NIET Coaching/Walkthroughs	Teachers, Instructional Coach, Admin.
Aug-May 2024- 2025	Mastery Connect PD	Teachers
August 2024	Heggerty PD	Teachers, Instructional Coach, Admin., and Paras
Aug-May 2024-2025	ILT visit classrooms to observe, monitor literacy instruction, and provide feedback to teachers	Instructional Leadership Team
Aug-May 2024-2025	LASARD(Louisiana Autism Spectrum and Related Disabilities) and Bailey Group PD for SPED teachers	Teachers
Aug-May 2024-2025	Individualized coaching for teachers	Teachers, Instructional Coach, Admin
TBA	Kagan PD	Teachers, Instructional Coach
TBA	Accelerated Reading	Teachers, Instructional coach



TBA	Writing Workshop	Teachers, Instructional coach
Aug	How to write student learning targets	Teachers, Instructional coach

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>
June 2024	Early Childhood Literacy - Dolly Parton Imagination Library	A free book monthly for children ages 0-5	Parents/Guardians APLUS Grant
May-Aug 2024	Scholastic Summer Reading packets	Free books given to students to take home, read, and complete literacy activities this summer.	Scholastic Reading Company
Aug- May 2024-	Book Vending Machine	Free books given to students	APLUS Grant



2025			
August 2024	Send home grade level expectations per subject and grade	Pamphlet	Parents/Guardians/Teachers
August 2024	Send home ACT 422 to 3rd Grade students	Letter	Parents
Ongoing	Community Reading Libraries (Bordelons and Couyons)	Free library books in the community library that is accessible at both grocery stores-Bordelon's, Couyons, Moreauville Town Hall	Plaucheville and Dupont Communities, Bordelon Superette, Couyon's Grocery
October 2024	Report Card Night	Face-to-face meeting and pamphlets	Parents/Guardians
Ongoing	Literacy Activities for families on LDOE website	Literacy Library	Parents/Guardians
Ongoing	Parental Involvement Tips	On shelf in lobby	APSB-Title 1 Program
Aug, Dec., May 2025	mClass Dibels Letter	Student data on Dibels	Parents/Guardians
Oct-May 2025	Parent and Family Engagement information on Literacy, Study skills, Comprehension, etc.	Flyer sent home every 9 weeks with students.	APSB-Title 1 Program
December 2024	Highlighting Literacy Holiday	Pajamas and books (6th graders)	Students
February 2025	Black History Activities	Reading books, projects etc...	Parents/Students/Teachers
May 2025	United States of Readers	free books and activities to take home and engage with parents	United States of Readers Company
March 2025	Read Across America	Community Leaders come to PES and read to our students	Community Leaders from Avoyelles Parish



March 2025	K-6 Testing Night	Face-to-face meeting and pamphlets	Parents/Guardians
March 2025	Report Card Night	Face-to-Facemeeting , pamphlets	Students, Parents/Guardians
April 2024	Book Fair	Books to purchase	Students, Parents/Guardians
TBA	Community Literacy Engagement Night	Community meetings Plaquemine, Moreauville, and Mansura to discuss and engage in literacy activities	Surveys from the community
Summer	Steve Carter Literacy Tutoring	Online tutoring	LDOE
TBA	Reading Center-Dyslexia	Letter home to parents	Parent/Guardians
Aug 2024-May 2025	Weekly Progress Sheets (Jcampus Portal)	Test papers/Grade Sheet	Parents/Guardians

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>
Accelerated Reading	Implementation to reading, listening, and comprehension skills	Students tests, reading levels, and reports
iReady ELA	Implementation of reading, writing, listening, and comprehension skills	data usage and lesson completed, students meet target goals
School Improvement Plan	Literacy goal in plan	Assessment data
After School Tutoring	Remediation on Literacy skills	End of year Assessment data–LEAP
Avoyelles Parish Libraries	Students would check out books to read.	Plan a field trip-account for students who attend and check out books to read
School Supports Institute and Aspiring Leaders	observation and feedback to give better assistance	teachers show progress in scores on walkthroughs
Rotary Club	Dictionaries given to 3rd grade students/Supplies to Kindergarten students	teach students dictionary skills
Leslie Carmouche/	Work with Native American students on Literacy skills	Student Survey

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>
LDOE	Literacy Plan submission	July
Faculty and Staff	Staff development /CAPS meetings/staff meetings	Aug-May
Parents/Guardians	Facebook, PES website, Class Dojo, Jcampus emails, Open House, Report card nights, Testing nights	Aug-May
Community	PES website, Town hall meeting, social media	Aug-May
ILT	Monthly meetings	Aug-May

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