

Local Literacy Plan

for

Bunkie Elementary Learning Academy/Avoyelles Parish

Literacy Team: Sharice Sullivan, Ashley Ducote, Summer Jackson, Bianca Word

Superintendent: 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?

<i>Literacy Vision</i>	BELA will ensure that all students in grades K-2 ( before entry into grade 3) will be reading on grade level.
<i>Literacy Mission Statement</i>	<p>BELA Literacy Plan outcomes are to become a data driven school:</p> <ol style="list-style-type: none"> <li>1. Provide high quality Tier 1 Instruction.</li> <li>2. Identifying students who are struggling within Tier 1 instruction, and prescribing Tier 2 effective interventions by educators.</li> <li>3. Develop reading stamina for on grade level and above grade level texts.</li> <li>4. To promote a rich culture of reading within the school and across all grade levels.</li> <li>5. Ensure families and other stakeholders understand the literacy data that each student has produced towards meeting the overarching literacy goal.</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?

<i>Goal 1 (Student-Focused)</i>	By the end of the 2025 school year, 75% of students in K- 3 will benchmark on the Dibels Next literacy screener. By the end of the 2025 school year 50% of students 4-6 will score mastery or above on the LEAP English Language Arts Assessment. By the end of the 2025 school year 80% of the students in Pre K will meet or exceed their benchmark score on letter naming fluency and first sound fluency using Dibels Next.
<i>Goal 2 (Teacher-Focused)</i>	All teachers who teach core literacy will write SLT’s based on the student-focused goals of the literacy plan. Teachers will work towards SLT’s by monitoring progress through the Dibels screening instrument of testing at the beginning, middle, and end of the 2024-2025 school-year.
<i>Goal 3 (Program-Focused)</i>	By the end of the 2024-2025 school year, BELA will improve literacy skills using targeted RTI intervention for 30-45 minutes daily based on current data; measured through the channels of Dibels 8th (BOY, MOY, EOY), progress monitoring, IReady ELA diagnostic (BOY, MOY, EOY), and other standards based grade level measures.

**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>
Sharice Sullivan	Principal
Ashley Ducote	Asst. Principal
Dannon Dauzat	Instructional Coach
Summer Jackson	Teacher
Bianca Word	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>
April 8, 2024	1 day	Create Literacy Plan
July 19-22 2024	one week	Attend PPP sessions which will develop teacher needs on informing literacy instruction
July 2024	1 day Staff Development PD Open House	Discuss Plan with Faculty/Staff Discuss Plan with Parents
August 2024-May 2025	Progress Monitor every 10 days, Monthly Analysis of Data	weekly classroom observation Progress Monitor Data Analysis
August 2024-May 2025	Weekly Classroom Observation	Debrief/Feedback, Teacher Support, Staff Development
September 2024 - May 2025	Monthly	Discuss Professional Development needs from classroom observation, data analysis (DIBELS, Weekly Assessments, iREADY, and Mastery Connect)



August 2024 - May 2025	BOY, MOY, EOY	Evaluate Literacy Plan , Analysis of Data (DIBElS, IReady and 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>
1. Understand Literacy Goals/Data	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. PreK-6th grade students will use a Tier I curriculum which addresses the effective components of reading	Aug 2024-May 2025	Use of CKLA and State Approved Guidebook	K-6 Literacy Teachers	Teacher manuals Student workbooks Anchored Texts La State Standards Lesson Plans	Formal and informal assessment (Mastery Connect assessments, exit tickets, walk-through data, etc.)
3. Staff directly involved with literacy	July 2024-May 2025	Attend and utilize necessary professional development in order to improve	ILT Team Literacy Teachers Intervention paras	Science of Reading Other approved instructional materials from CKLA, Guidebook	Lesson plan annotations ILT walk-through Feedback from observations



instruction will participate in professional development for bettering literacy practices.		instructional practices to better student outcomes for reading.			
4. Data Analysis and student goal setting	BOY, MOY, EOY and once per 9 weeks for goal setting	Ensure all kids are tested in a timely fashion. Have all teacher graded components scored in time. Update data tracker.	Teachers Instructional Leadership Team	Mastery Connect iREADY Teacher DIBELS LEAP Scores 9 weeks grades Data tracker in Google Drive for teachers	Students meeting individual growth targets and data tracking
5. Students reading on or above grade level in 4-6 grade	August 2024-May 2025	Accelerated Reader MyOn library Guidebook extension tasks	Teachers/paras Accelerated Reader Coordinator	Student Chromebook AR class setup on Renaissance Tracking and Goal setting for reading	Student growth and or maintaining mastery/advanced for students who need enrichment Passing AR through Renaissance place



### 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>
July 2024	Scarborough's Reading Rope Kindergarten Dyslexia Screener	K-6 core teachers, Sped teachers, kindergarten teachers
August 2024-May 2025	R.A.C.E writing across curriculum	K-6 core teachers
August 2024-May 2025	CKLA PD	K-2 ELA Teachers
August 2024-May 2025	iready PD	K-6 core teachers
August 2024	Accelerated Reader Library and Classroom Implementation	K-6 ELA teachers





August 2024-May 2025	Best Practices for Intervention-Planning, monitoring, and doing data checks and chats. Motivating students to set goals.	K-6 paras K-6 ELA teachers
August 2024-May 2025	Classroom informal assessments-how do you know as a teacher when a kid needs an intervention in the moment? What do you do about it?	K-6 core teachers
August 2024-May 2025	Academic Feedback-Are you giving productive feedback to specifically better the students practice?	K-6 core teachers
August 2024-May 2025	Direct Teaching fluency	K-6 core teachers

**Section 4: Family Engagement Around Literacy**

Guiding Questions:

- 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?
- 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?
- What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
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Fall	Literacy Night	Face to Face meetings and hand-outs with Dibels and IReady Reading Data	Parents, students, teachers
Fall	Reading Night	Face to Face meetings and hand-outs	Parents, students, teachers
August -May	Accelerated Reading Point Club	assign points and give prizes	teachers, students
Spring	Book Fair	face to face	Parents, students
Spring	Read Across America	Community members come in and read to students	parents, teachers, students,community leaders
Aug	Scholastic Books	sent home summer and winter	teachers, students
Aug- May	Fluency Folders	One reading passage per week, included student BOY data, and MOY goal for each student.	students,teachers, parents
Fall/Spring	Report Card Night	face to face	teachers, students, and parents
Spring	Testing Night	face to face/ handout	teachers, student and parents
Aug - May	Grab and go literacy activities	sent home every 9 weeks	teachers, parents, students

**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>Partner with Bunkie Library</i>	<i>Check out books on reading level</i>	<i>Every other month trips to library</i>
<i>Build Classroom libraries at BELA</i>	<i>Align to district mission/vision plan</i>	<i>Accelerated Reader usage and reports check each 9 weeks</i>
<i>Black History Month &amp; Literacy Incentive</i>	<i>Involving families in literacy initiatives</i>	<i>parent surveys and feedback</i>
<i>Read Across America</i>	<i>Building a community of student readers</i>	<i>participation and parent surveys</i>
<i>Move Bunkie Forward After-School Tutoring</i>	<i>Activities tiered through student literacy needs</i>	<i>communication with Michelle Reynolds-Liasion for program</i>
<i>CanopyEd real tutoring</i>	<i>Tailored intervention for the most at risk students</i>	<i>Pretest and Post test tracking of student progress</i>
<i>LEAP after school tutoring</i>	<i>Tailored intervention for the most at risk students</i>	<i>Test results from standardized testing</i>



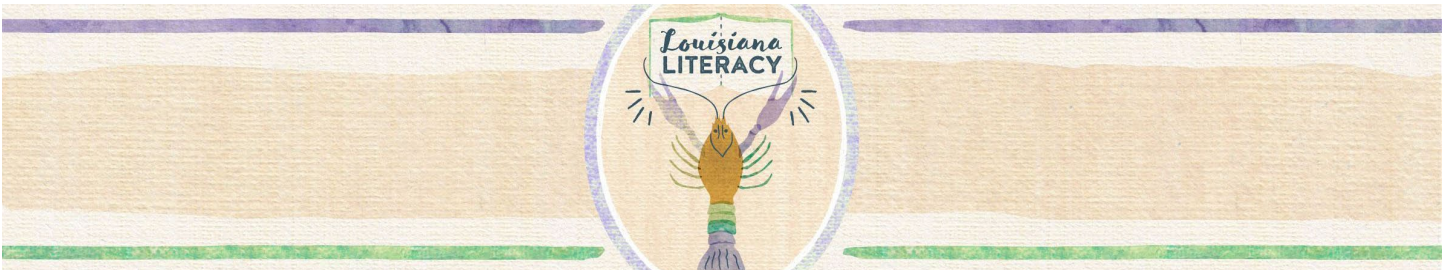
**Section 6: Communicating the Plan**

**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 Communicate Goals and steps to get there</i>	<i>August 2024 - May 2025</i>
<i>Parents and Community</i>	<i>Student Planners Social Media (Facebook and Website) Phone Calls to parents Calendars with testing dates Flyers Student Progress Center JCampus Calls Open House Literacy Night Report Card Night LEAP Night 3rd and 4th grade progress letters for promotion/retention iready BOY, MOY, EOY Diagnostic reports Dibels BOY, MOY, EOY benchmark reports Weekly test papers with student progress</i>	<i>August 2024 - May 2025</i>
<i>Literacy Team</i>	<i>Quarterly in-person meetings to review and</i>	<i>August 2024 - May 2025</i>



	<i>revise literacy plan as needed</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).

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