



Local Literacy Plan  
for

Avoyelles Parish

Wendy Marchand

Karen L Tutor

2024-2025





## 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>	We believe that strong literacy skills are essential for self-motivated learners. We envision ALL students having the necessary literacy skills and motivation to reach their full potential
<i>Literacy Mission Statement</i>	Our mission is for students to be literate, life-long learners. To that end, teachers will deliver high-quality core instruction using high-quality curricula. When necessary, teachers will deliver interventions that are aligned to and support the high-quality instruction occurring in core classrooms.

### 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>	All PK-12 students will meet or exceed individual literacy targets through the implementation of high-quality core instruction as measured by Dibels, iReady, and LEAP testing. Teachers will use data from the benchmarks, TS Gold, BOY, MOY, & EOY measures to make instructional decisions. They will regularly collaborate with school leaders and peers to monitor student growth and plan strategies to scaffold instruction to give all students the best opportunity to meet grade-level literacy expectations.
<i>Goal 2 (Teacher-Focused)</i>	The district will provide the necessary professional development in strong best practices for literacy instruction as well as the science of reading to facilitate high-quality instruction. This PD will provide teachers with the necessary information to scaffold learning for diverse learners as well as ELL students, and students of color
<i>Goal 3 (Program-Focused)</i>	The district will also provide timely and ongoing support to school leaders and teachers. Teacher performance will be monitored using district common assessments and qualitative evidence from PLCs, walkthroughs, and observations.

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 Marchand</i>	Curriculum Supervisor



<i>Dexter Compton</i>	Curriculum Supervisor
<i>Karen Tutor</i>	Superintendent
<i>Dawn Pitre</i>	Special Education Supervisor
<i>Kim Gagnard</i>	Principal
<i>Dannon Dauzat</i>	Instructional Coach
<i>Gabre Williams</i>	Instructional Coach
<i>Cicely Jacob</i>	Instructional Coach
<i>School based teams (ILT)jm</i>	Principal, Asst. Principal, instructional leaders

### 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>
Data Dive	Monthly	Look at Dibels Data and iready data
Plan Review	Quarterly	Review Plan and adjust
Teacher Support	Weekly	Data, PD, Teacher Support (PLC's)

### 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>
Initial training for teachers in foundational & prereading skills	Spring 2023-ongoing	Science of Reading training	Curriculum Supervisors and building level Administrators	Science of Reading through The Center for Literacy and Learning.	student growth in Dibels measures; TS Gold, Language & Literacy Benchmarks
Increase the number of students scoring proficient	July 1 - July 30	Review prior year data to establish school system goals.	District ILT teams and School ILT teams	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
Side-by-side planning	SY 24-25	Weekly Coaching Sessions and Classroom Observations	Content Coaches, Admin and ILT teams	Tier 1 Curriculum, Compass Teacher Rubric	Student growth in work within tier 1 curriculum, lesson planning, observations of instruction.
Data analysis & Student goal setting	BOY, MOY, EOY	Benchmark Window, ILT, PLCs, District ILT	Instructional Leadership Team	Dibels, iReady, Mastery View Predictive Assessments	Students meeting individual growth targets.



Instructional best practices	SY 24-25	Weekly PLC, Classroom Observations, and model lessons	Content Coaches, Admin and ILT teams	Tier 1 Curriculum, Compass Teacher Rubric	Student growth in work within tier 1 curriculum, observations of instruction



### 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	Science of Reading Training	All untrained K-3 teachers
August - June	K-2 Literacy Coach	6 teachers (1 at each elem)
Spring 2023- ongoing	Initial training for teachers in foundational & prereading skills	All Prek-4 <sup>th</sup> grade teachers
Sy 24-25	Side-by-side planning	ILT Teams and PLC
SY 24-25	Data analysis & Student goal setting	ILT Teams and PLC
SY 24-25	Instructional best practices	ILT Teams and PLC





## 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>
SY 24-25	School based Literacy Events	Social Media, Flyers, Parent Calls	Classroom teachers Community leaders Family members
SY 24-25	Family Engagement Nights	Social Media, Flyers, Parent Calls	Classroom teachers Community leaders Family members
January 2025	Parental Engagement Fair	Social Media, Flyers, Parent Calls	Classroom teachers Community leaders Family members



**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**

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
Response to Intervention using HQ, aligned materials	<i>Address gaps in Foundational Skills</i>	Dibels & iReady Benchmark
Phonics instruction for MS	Address gaps in foundational skills in older students	<i>iReady - On or above GL</i>
Volume of Reading	Address gaps in fluency and comprehension	iReady, and benchmark assessments
Offer Remedial English DE	Address gaps in literacy and comprehension	Seniors w/out qualifying ACT scores
Ages & Stages Questionnaires (ASQ)	Address gaps in foundational skills upon entrance	TS Gold Benchmark
<i>Guidebooks</i>	facilitate comprehension	iReady on or above GL, Mastery View Predictive Assessments - Basic or above
CKLA	<i>Foundational Skills</i>	Dibels, Mastery View Predictive Assessments, & iReady Benchmark
<i>Center for Literacy and Learning</i>	<i>Professional Development on literacy</i>	Dibels, Mastery View Predictive Assessments, & iReady Benchmark



**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>Principals</i>	<i>Administrative Summer Meeting – presentation and monthly meetings</i>	<i>July, monthly meetings</i>
<i>Assistant Principals</i>	<i>Assistant Principal Meeting - presentation</i>	<i>July, Monthly meetings</i>
<i>Faculty and Staff</i>	<i>Presentation at Faculty meetings and Weekly PLC’s</i>	<i>Ongoing SY 24-25</i>
<i>School Board</i>	<i>Presentation at Board Meeting</i>	<i>September</i>
<i>Parents/Guardians</i>	<i>Literacy Family Nights</i>	<i>Ongoing SY 24-25</i>
<i>Parents/Guardians</i>	<i>Family Engagement Activities</i>	<i>Ongoing SY 24-25</i>
<i>District Leadership Teams</i>	<i>Presentation &amp; Collaborative Discussion</i>	<i>Ongoing SY 24-25</i>
<i>School Instructional Leadership Teams</i>	<i>Presentation &amp; Collaborative Discussion,</i>	<i>Ongoing SY 24-25</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*