



Local Literacy Plan
for

FirstLine Schools

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January 20, 2023





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>	Big purposeful lives start with the ability to fluently read and write. We know that literacy is at the center of academic success across all content areas. This includes "the ability to competently read, write and critically think about text, in print, electronic and visual formats." Empowering scholars with these skills - at a high level through all content areas - will ensure our scholars are prepared for college and career. We have an uphill battle ahead of us. Large gaps remain between how our students achieve in reading and writing and where they need to be in order to be college and career ready. We would be remiss to not acknowledge and plan for the "COVID slide" that is significantly and particularly devastating to our scholars' academic growth. Given this, we will focus on network-wide literacy development. We will do this by providing access to the necessary tools and strategies for student success in order to relentlessly focus on developing fluent and literate learners in our schools.
<i>Literacy Mission Statement</i>	



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 May 2024, at least 50% of students reach their grade level EOY fluency benchmark as measured by ORF.
<i>Goal 2 (Teacher-Focused)</i>	At least 80% of teachers who participate in the Science of Reading course achieve proficiency in coursework and on the end of course exam by May 2024.
<i>Goal 3 (Program-Focused)</i>	At least 80% of students achieve 80% or higher on a standard vocabulary assessment by April 2024.

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>V. Dorsey</i>	ELA Content Lead: 5-8
<i>R. Goudeau</i>	Content Lead: 3-4
<i>L. Diamond</i>	Content lead: K-2



<i>Chenoa Pearson</i>	Literacy Coach, Green
<i>Neeve Terman</i>	Literacy Coach, Ashe
<i>Kolleen Bishop</i>	Literacy Coach, LHA
<i>Greg Tacconi-Moore</i>	Literacy Coach, Wheatley
<i>E. Bunton, M. Eustache, J. Stalzer, G. Baylis</i>	Principals, ELA leads
<i>N. Vatanzandeh, R. Darby, E. Hunyadi, E. Condon</i>	Aps/Principals, ELA leads

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>
Fridays, 9:00-10:45, Data Analysis, PD planning	Weekly	Data meeting preparation PD planning meeting
Friday & Saturday: November; January	Once/Semester	Step back/progress to goals
Data calls	Weekly	Analyze intervention data
SBLC/SST meetings	at least monthly	Review progress of individual students
KPI meetings	Monthly	Progress to goals and next set of goals

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.



ELA Interventions Strengthen Fluency

Network Lead: Lizzie Diamond (K-2), Melissa Natalie (3-8)
 Network Support: Chalon Jones, Veronique Dorsey, Racquel Goudeau, Shane Colman
 School Based Performer: LS Leaders, Literacy Coaches, RTI Cos, Lead Interventionist
 School-Based Lead: School Directors

All ELA intervention plans ensure an increase in students reaching decoding and fluency benchmark levels.

Measure of Success

The indicator below will tell us if we have “won” on the priority

Lead Indicators	Cycle 0 Lead Wks	Cycle 1 Strong Srt	Cycle 2 ACTMO	Cycle 3	Cycle 4 Cresc
AW2-ELA Interventions: 50% of students reach their grade level EOY fluency benchmark. (LS RPR 4-12, 28-32. MS RPR 4-14)	100% of schools have Intervention plan	30% at EOY goal by winter benchmark		+10% at EOY goal benchmark per cycle	

Key Network Actions (Lead or Support with Initials)

- Ensure all teachers are trained in Corrective Reading implementation and tracking (CJ)
- Ensure all teachers are trained in K-8 Fluency Protocols (LD, RG, VD)
- Prepare for August testing and train applicable school staff (KF, CJ)
- Launch Corrective Reading Tracker (CJ working with Content Lead for Interventions).

Critical Milestones (Network Lead)

- By June 9 revisit the 50% goal for investment and alignment
- By July 28th, the CAO, in partnership with Network and school based academic leaders, will create a method for reporting out CR intervention data in This Week at FirstLine that aligns with our commitments.

Key School Based Actions (Performer or Owner)



- Appropriate school staff are trained in K-8 Reading Fluency Protocol by August 1 (Elementary ELA Leader, MS ELA Leader)
- Appropriate school staff are trained in Corrective Reading by August 1 (RTI Co)
- All returning students who qualify and placed are working in Corrective Reading, completing and tracking at least four lessons weekly by August 14 (RTI Co)
- All new students are assessed and working in Corrective Reading, completing and tracking at least four lessons weekly by August 30 (RTI Co)
- During the weeks of August 7, 14 and 21, each Corrective Reading Teacher is observed two times per week to evaluate the effective signaling & group incentive process. This observation can coincide with a FUNdamentals observation..(RTI Cos)
- During the weeks of August 28, September 4 & 11 & 18 , each Corrective Reading Teacher data tracker is reviewed at least two times per week to evaluate the data tracking. (RTI Cos)
- During the weeks of August 28, September 4 & 11 & 18 , each grade level is observed two times per week to evaluate the systems for Fluency routines. This observation can coincide with a FUNdamentals observation..(K-2 ELA Leaders)
- During the weeks of August 7, 14 and 21, each grade level is observed two times per week to evaluate the systems for Fluency routines. This observation can coincide with a FUNdamentals observation..(3-8 ELA Leaders)
- During the weeks of August 28, September 4 & 11 & 18 , each grade level is observed two times per week to evaluate the systems for Fluency routines. This observation can coincide with a FUNdamentals observation..(K-2 ELA Leaders)
- Review of progress on Corrective Reading on LT agenda biweekly (SDs)
- As needed, each school will conduct reading fluency reviews during each KPI meeting to identify bright spots and areas in need of support. (SDs)

- By August 1st the DSSS, in partnership with Network and school based academic leaders, will ensure the appropriate school staff are trained in AimsWeb and Corrective Reading.
- By August 1st, Content Leads for ELA in partnership with school based academic leaders will ensure the appropriate school staff are trained in Reading Fluency Protocols.
- By August 14, School based ELA leaders ensure K-8 reading fluency protocol is happening daily.
- By August 14 RTI Cos ensure all returning students who qualify are receiving Corrective Reading daily.
- By August 31st RTI Cos ensure all new students who qualify are receiving Corrective Reading daily.
- By September 30th review of progress to at least 4 lessons passed a week on Corrective Reading progress on LT agenda biweekly.
- Each school will conduct reading fluency reviews during each KPI meeting to identify bright spots and areas in need of support.



DDI Practices on Priority Assessments in ELA

Network Lead: Tom Shepley
 Network Support: Kirsten Feil, Lizzie Diamond, Veronique Dorsey, Racquel Goudeau
 School Based Performer: LS School Leaders for ELA, MS Leaders for ELA
 School-Based Owner: School Directors

Time is allotted to review priority ELA assessment data, create and execute a reteach plan and reassess to show improvement in grades in PowerSchool gradebook.

Measure of Success

The indicator below will tell us if we have “won” on the priority

Lead Indicators	Cycle 0 Lead Wks	Cycle 1 Strong Srt	Cycle 2 ACTMO	Cycle 3	Cycle 4 Cresc
AW1 DDI Practices in ELA -80% of priority assessments result in reteaches that increase achievement on a re-assessment to an average of 75% or higher and result in grades adjusted in Powerschool <i>(LS RPR 21-26, 65. MS RPR 4-14, 45-46, 72)</i>	100% of schools have DDI plan	Green = 80%+ Yellow = 60-79% Red = Below 60%			

Key Network Actions (Lead or Support with Initials)

- Create ELA and priority assessment scope & sequences (VD)
- Create network reteach tracker (TVS)
- Network Progress to DDI Practice Lead Indicator highlighted at School Directors meetings and reviewed biweekly at SD/CAO O3s (TVS)
- Strong data meeting practices highlighted at School Directors meetings (TVS)

Critical Milestones (Network Lead)

- By May 19th, the Content Leads for ELA will create S&S for 23-24 School Year including an assessment calendar.
- By July 14, all leaders have access to a network reteach tracker.
- By July 30 the Content Lead for ELA 3/4 & 5-8 will create vocabulary charts for each

Key School Based Actions (Performer or Owner)



- Set out assessment expectations (on time assessment, grading, submission, etc) and data meeting schedules with teachers based on assessment calendar. (3-8 ELA Leaders)
- Prepare data meeting planning documents and aligned Know/Show charts. (3-8 ELA Leaders and SPED Cos)
- During the weeks of August 7, 14 and 21, each grade level is observed two times per week to evaluate the systems for Reading Mastery/Diff Block. This observation can coincide with a FUNdamentals observation. (K-2 ELA Leaders)
- During the weeks of August 7, 14 and 21, each grade level is observed two times per week to evaluate the systems for homework routines. This observation can coincide with a FUNdamentals observation..(3-8 ELA Leaders)
- During the weeks of August 28, September 4 & 11 & 18 each grade level is observed two times per week to evaluate the systems for vocabulary instruction and writing instruction initiation. This observation can coincide with a FUNdamentals observation.(3-8 ELA Leaders)
- 100% of students have completed at least two benchmark assessments in ELA by the last day of August. (SPED Cos)
- 100% of students have completed the Pre and Post Checkpoint in ELA by the last day of September (SPED Cos)
- Ensure reteach assessments are graded in Powerschool and placed in the network tracker within two weeks of the assessment given.. (ELA Leaders)
- Monitor K-2 and 3-8 ELA trackers as well as updates to reteach data in network tracker. (School Directors)
- As needed, each school will conduct ELA DDI reviews during each KPI meeting to identify bright spots and areas in need of support.

unit and grade and train teachers to use them.

- By September 30, review of Progress to DDI Practice Lead Indicator will take place bi-weekly in CAO/SD Check In.
- By September 30, priority data and/or reteach data will be regularly reported out in both the School Leader Newsletter and in This Week at FirstLine in a way that aligns with our commitments.



<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	August 1-31 December 1-22 April 15-19	Screen all students for oral reading fluency rates; provide further screeners if needed Place students in necessary intervention groups	Literacy coaches, teachers, principals and assistant principals	DIBELS	Students meeting goals by EOY
1,2	July 31st	Train teachers in intervention programs	NIFDI, Literacy coaches, network lead	Reading Mastery Corrective Reading	Teachers pass program implementation checklist
1	Every 6 weeks	Progress monitoring ORF Review data and make adjustments	Literacy coaches, teachers, principals and assistant principals	DIBELS	Students progressing on ORF rate
3	July; PD days throughout the year	Train teachers on vocabulary instruction	Content leads Ensemble	Ensemble	Scores on vocabulary assessments



2	July, September, October, November, January, February, March, April	Teachers take the pre-assessment for the Science of Reading course and then follow up with coursework and community of practice sessions	Principals, K-2 content lead	Aim Pathways	80% of teachers pass the end of course assessment
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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>
July 6 & 7th	Coaching Academy for intervention programs	Those who are new to coaching the intervention program
July 2023	Unit unpacking (to understand the curriculum)	All gen ed & sped teachers
July 2023	Intervention programming training	All staff who uses the intervention program & those who coach those who teach it
July 2023	Vocabulary instruction practices	All ELA & ELL teachers



August 1-3rd	ELA practices for special educators	ELA special educators
Weekly data calls	Analyzing student data from the program	Literacy coaches
Weekly	Sessions designed to be responsive to data calls	Teachers
Every other week	Addressing data needs and facilitating PD	Literacy coaches (K-2)
Fridays, 9-10:45	Preparing to respond to data and facilitate department meetings	ELA coaches (3-8)
September 5th October 16th November 27th January 8th February 9th March 18th April 2nd	Aim Pathways Community of Practice	Teachers who need Science of Reading
September 5th October 16th November 27th February 9th March 18th April 2nd	Lesson internalization, unit unpacking, vocabulary instruction development, fluency routines Response to classroom observations	ELA teachers for grades 3-8 (gen & special)
September 5th October 16th November 27th February 9th March 18th April 2nd	Intervention program training Response to classroom observations	K-2 teachers, 3-8 interventionists

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>
July 2023	Hire Family Engagement Coordinators		
July 2023	Parent orientations	Review literacy plan with families Communicate via ParentSquare	
August 2023	Letters home to families regarding students' reading levels	Suggestions for supporting literacy at home Communicate via ParentSquare	
September 2023	Progress reports sent home	Email and print Communicate via ParentSquare	
November 15 2023	Trimester 1 report card conferences	In person conferences Communicate via ParentSquare	
January 2024	Letters how to families regarding students' reading levels	Suggestions for supporting literacy at home Communicate via	



	Progress reports sent home	ParentSquare	
March 2024	Trimester 2 report card conferences	In person conferences Communicate via ParentSquare	
Various	Literacy night	Opportunities for parents to support reading instruction at home Communicate via ParentSquare	
Ongoing	Parent tips for supporting your child at home	Available on website Communicate via ParentSquare	

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>
The Writing Revolution in	Writing	Students writing samples throughout the school year



our social studies classrooms		



Section 6: Communicating the Plan

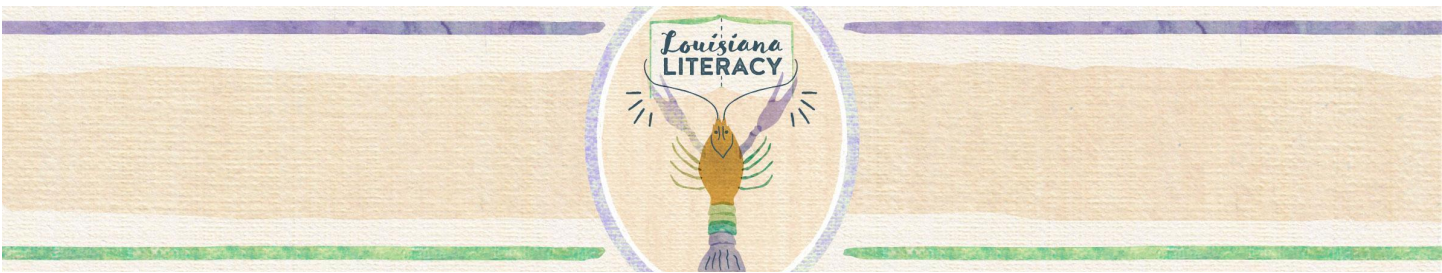
Guiding Questions:

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>
School leaders	@ leadership weeks	June/July 2023
School staff	@ teacher orientation	July 2023
Parents/families/guardians	@ parent orientations	July 2023
Parents/families/guardians	@ open houses	September 2023
Parents/families/guardians	@ report card conferences	November 2023 & March 2024
School staff	After KPI meetings	October, January, March

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