



Local Literacy Plan  
for

Monroe City Schools  
Clara Hall Accelerated School

Shuntaye Wilson, Principal  
Delondria Goins, Literacy Coach

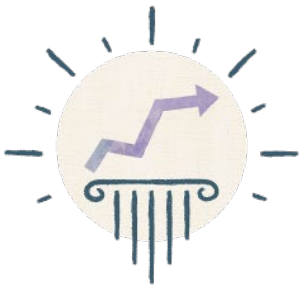
Samuel Moore, Superintendent

October 21, 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>	To be the premier early childhood learning campus by utilizing effective pedagogical practices that transform and accelerate the acquisition of foundational literacy skills.
<i>Literacy Mission Statement</i>	The vision for Clara Hall Accelerated School is to provide high quality and equitable academic experiences for students in a positive learning environment that is engaging and rigorous resulting in the development of skilled readers.

### 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 2025, all K – 2 <sup>nd</sup> grade students who scored Benchmark will remain on Benchmark as determined by DIBELS 8 Assessment. By May 2025, all students scoring Intensive on the fall literacy screening will score strategic or above and those scoring strategic will score Benchmark (core) as determined by DIBELS 8 Assessment.
<i>Goal 2 (Teacher-Focused)</i>	By May 2025, Clara Hall Elementary will increase its DIBELS scores by 19% through teachers effectively planning, delivering, & assessing HQ instruction, and performing targeted and meaningful interventions resulting in 75% of students scoring benchmark or above as measured by the DIBELS assessment.
<i>Goal 3 (Program-Focused)</i>	By May 2025, less than 20% of students will be working below grade level in Lexia.

**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>Shuntaye Wilson</i>	Principal
<i>Ashley Rushing</i>	Curriculum Coordinator



<i>Delondria Goins</i>	Literacy Coach
<i>Trinity Stewart</i>	Pre- Kindergarten Teacher
<i>Shernikwa Fairley</i>	Second Grade Teacher
<i>Bridgett Dora</i>	First Grade Teacher
<i>Danielle Miles</i>	Special Education 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>
PLC's Sept. 9, 10, 16, 17, 23, 24	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Oct. 7, 8, 14, 15, 21, 22	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Nov. 11, 12, 18, 19	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Dec. 2, 3, 9, 10, 16, 17	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Jan. 6, 7, 13, 14, 27, 28	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Feb. 3, 4, 10, 11, 24, 25	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Mar. 3, 4, 10, 11, 17, 18, 24, 25	Weekly	DIBELS, Lexia, TWR, Intervention Strategies
PLC's Apr. 1, 7, 8, 14, 15	Weekly	DIBELS, Lexia, TWR, Intervention Strategies

**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	Sept, Dec., & Apr.	Benchmark DIBELS 8 Testing	Lit. Coach, Lit team members	DIBELS 8	Benchmark assessment reports
3	Aug. Dec., & Apr.	Benchmark STAR Reading Testing	Lit. Coach, Librarian	STAR Reading, STAR Early Literacy	STAR Reading Reports, STAR Early Literacy Reports
4	Sept.- April	Progress Monitoring every 4 weeks for intensive students, flexible grouping	Lit. Coach Teachers	DIBELS 8	Progress monitoring reports
5	Sept.- April	Progress Monitor monthly for all students	Classroom Teachers, C.C.	STAR Reading/Early Literacy/Math	STAR Reports, Lexia, Renaissance
6	30 minutes daily	What I Need Reading Interventions & Lexia Interventions for all students	Teachers, Lit. Coach, Paraprofessionals	Lexia, decoding booklets, fluency passages, CKLA Supplemental materials etc.	Lexia Reports, weekly assessments, AR quizzes, Informal observations to address trends and patterns.



7.	30 minutes daily	Targeted interventions for <b>SPED</b> students, systematic and explicit core reading instruction	SPED teachers & Paraprofessionals	Small group instruction, CKLA supplemental materials	Lexia reports, weekly assessments, AR quizzes, Informal observations to address trends and patterns
8.	Aug.- May	PLC planning to support student goals	Principal, C.C., Lit. Coach, teachers	Annotated lesson plans, weekly assessments	PLC agendas, assessment reports





### 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 - May	literacy instruction	Teachers & Administration Team
August – May Weekly	PLC's Planning effectively, differentiating instruction, data analysis, trends and patterns	Teachers & Administration Team
August- May weekly	Informal observations using Observation tracker, Coaching Cycles	Teachers & Administration Team
September/October	Effective literacy intervention groups	Teachers & Administration Team
Oct, Dec, Feb	District PD days	Teachers & Administration Team





September	CLASS training	Teachers & Administration Team

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 - May	Parent Command Center	Monitor student progress daily	Parents
August	Open House	Support learning at home; tutoring options	parents
Oct	Drug Prevention Week/ Classroom Read-Aloud	Build foundation and love; support literacy instruction	Monroe Fire Department; Monroe Police Department
September - May	Read, Learn, Succeed	Build foundation and love for reading with struggling learners	United Way Partners (Community volunteers)



October & January	Parent Teacher Conference Night	Monitor student progress daily; Support learning at home; tutoring options	parents
October & April	Math & Literacy Night	Support learning at home	Parents; community partners
March	Read the Day Away	Support learning at home; Build foundation and love; support literacy instruction	Teachers, parents, & community members

**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>CLASS</i>	<i>Improve Teaching</i>	<i>Observations by CLASS</i>
<i>LETRS</i>	<i>Improve Teaching</i>	<i>District/Certification</i>
<i>Lexia</i>	<i>RTI</i>	<i>Data Analysis Reports</i>
<i>Title 1 (Parental Involvement)</i>	<i>Support Literacy</i>	<i>Reading &amp; Math Night; Parent Teacher Conference</i>





Early childhood programs	<i>Foundational learning</i>	<i>Student enrollment; attendance rates; promotion rates</i>



**Section 6: Communicating the Plan**

**Guiding Questions:**

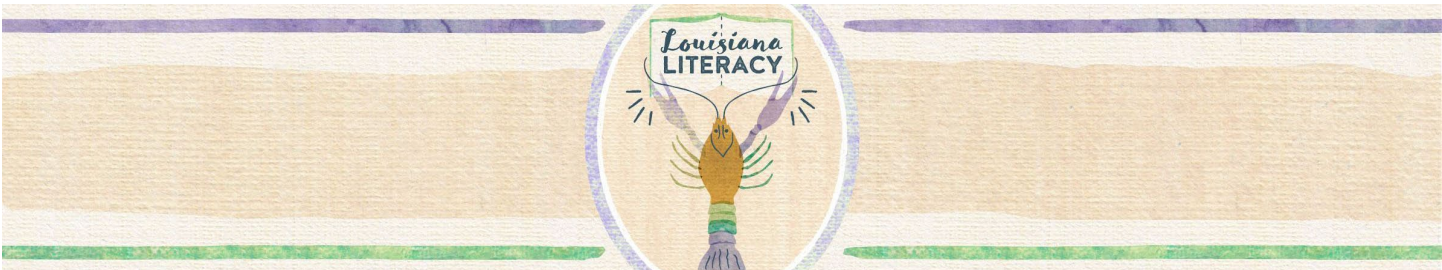
1. What are the implementation expectations for schools?
  - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress 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>Parents</i>	<i>Math/Reading Nights, Parent Command, Remind, Calendars, PTO, &amp; Social Media</i>	<i>August – May; monthly parental involvement opportunity</i>
<i>Teachers</i>	<i>PLC’s, Faculty Meetings, &amp; ILT’s</i>	<i>Weekly &amp; monthly meetings</i>
<i>Community</i>	<i>Math/Reading Nights, Parent Command, Remind, Calendars, PTO, &amp; Social Media, Signage</i>	<i>August – May; monthly parental involvement opportunity</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*