



Local Literacy Plan  
for

(Chackbay Elementary/Lafourche Parish)

Lacy McKinney(Lead Contact)

Jarod Martin (Superintendent)

May 31, 2023(Completion Date)





## 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 develop, implement, monitor, and sustain a literacy initiative utilizing Tier I Curriculum, Literacy Professional Development, and Early Literacy Assessments aligned to the science of reading.
<i>Literacy Mission Statement</i>	Every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.





## 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>	Students will read on grade level or show adequate progress by the end of the school year.
<i>Goal 2 (Teacher-Focused)</i>	100% of students meet individualized growth goals on literacy benchmarks.
<i>Goal 3 (Program-Focused)</i>	Improve overall reading proficiency of K-5 students as measured by the DIBELS 8 literacy assessment.

## 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>Lacy McKinney</i>	Program Implementation
<i>Stephanie Molaison</i>	Program Implementation
<i>Allison Passman</i>	Program Support
<i>Tiffany L. Thibodaux</i>	Program Implementation



<i>Amanda Louque</i>	Program Implementation
<i>Lisa Morvant</i>	Program Implementation
<i>Kandy Cortez</i>	Program Implementation
<i>Emily Szush</i>	Program Implementation
<i>Monique Martinez</i>	Program Implementation
<i>Michelle Loupe</i>	Program Implementation
<i>Morghan Chiasson</i>	Program Implementation
<i>Katy Becnel</i>	Program Implementation
<i>Megan Thibodaux</i>	Program Implementation
<i>Michelle Becnel</i>	Program Implementation
<i>Students</i>	Program Implementation/Insight
<i>Parents</i>	Program Support

### 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>
Leadership Meetings	weekly	Curriculum analysis, progress monitoring, NIET Walk-through support, need based support
Sept 2023 Review BOY	triannual	Review the benchmark data
January 2024 Review MOY	triannual	Review the benchmark data
April 2024 Review EOY	triannual	Review the benchmark data



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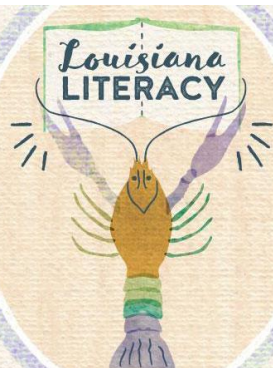
## Section 2: Explicit Instruction, Interventions, and Extensions

### 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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
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.
1	August 2023-May 2024	Participation in CKLA curriculum	Students, teachers, curriculum coach	CKLA program instructional resources	Students demonstration of mastery on parish common district assessments and LEAP 2025
1	August 2023-October 2023	Participation in the Heggerty program	Students, teachers	Heggerty program instructional materials	Students demonstrate growth on embedded check points
1	October 2023-April 2024	Participation in after school tutoring	Students, teachers	FIRE program	Students demonstrate growth on DIBELS assessments
2	August 2023-May 2024	Provide Tier II interventions	Teachers	mClass, Amplify Reading	Student performance on biweekly progress monitoring and parish district assessments.



2	August 2023-May 2024	Provide Tier III Interventions	Interventionists	Sonday/Heggerty	Student performance on biweekly progress monitoring and program imbedded checkpoints.
3	August 2023-May 2024	Progress monitor Tier II and Tier III students biweekly and Tier I students monthly	Teachers, interventionist	DIEBELS program instructional materials	Students demonstrate growth on a biweekly/monthly basis.





### 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>
Weekly	Student performance, district assessment data, DIEBELS data, curriculum alignment, cross curricular connections	Grade level teachers, special education teachers, interventionists, curriculum coach, administration
June 2023	Creative writing and exemplars	K-2 assessment team members
July 2023	Analyzing CKLA writing opportunities and alignment of PCR/standard expectations	3-5 assessment team members





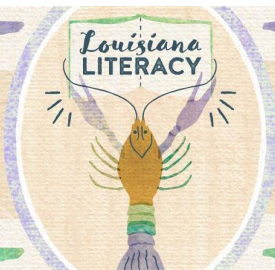
August-December 2023	Formative assessments, writing, connecting and supporting DIBELS measures/skills with CKLA instruction	

#### 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>
October 2023	Culminating Activity grade level specific expectations through writing and extension activities	Provide an in-house activity with resources sent home upon request for those unable to attend	Students, teachers, parents, and grandparents
December 2023	Incorporating a variety of cultures with various literacy	Provide an in-house activity with resources sent home	Students, teachers, parents, and grandparents



	activities and grade level expectations	upon request for those unable to attend	
March 2024	Incorporating test taking strategies and LEAP 2025 information using sample test items, item analysis, PCR models, and at home technology tools with a spring time twist	Provide an in-house activity with resources sent home upon request for those unable to attend	Students, teachers, parents, and grandparents
May 2023	Avoid the summer slide by providing fun educational activities that encourage reading, writing, and math skills.	Provide an in-house activity with resources sent home upon request for those unable to attend	Students, teachers, parents, and grandparents

## Section 5: Alignment to other Initiatives

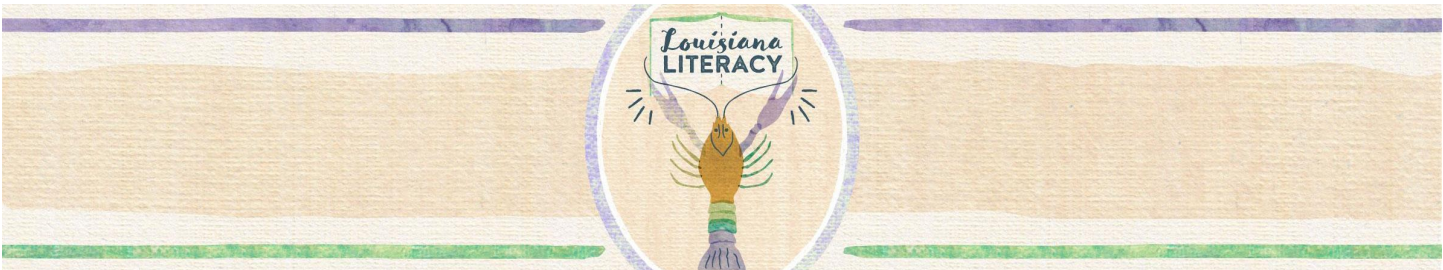
### Guiding Questions:

- 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>Achieve 3000</i>	<i>Level based articles</i>	<i>Provided Achieve data</i>
<i>Social Studies Weekly</i>	<i>Grade level text</i>	<i>Parish common district assessments</i>





Core Learning Centers	Targeting students' specific weaknesses in reading	DIEBELS data
Amplify Reading	Tier II Support	DIEBELS data
Accelerated Reader	Level based text	Provided Star Reading data



## 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>Families and Community Members</i>	<i>Plan posted to the school's website</i>	<i>June 2023</i>
<i>Faculty and Staff</i>	<i>Beginning of the year PD</i>	<i>August 2023</i>
<i>Faculty, Staff, Students, Families and Community Members</i>	<i>Triannual activities and updates provided based on grade levels</i>	<i>October 2023, December 2023, March 2024, May 2024</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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