



Local Literacy Plan

for

École Saint-Landry Charter

Lindsay Smythe, School Leader

April 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>	At École Saint-Landry, we envision a community of biliterate and globally competent citizens who are empowered to thrive in today's interconnected world. Our students will be cultural ambassadors who value and celebrate diverse perspectives, languages, and traditions. Through our innovative French immersion education, we will equip our students with the literacy skills, knowledge, attitudes, and behaviors necessary to achieve academic excellence and contribute to the betterment of our local and global communities.
<i>Literacy Mission Statement</i>	The mission of École Saint-Landry's literacy program is to provide a rigorous, research-based, and student-centered education that fosters biliteracy, academic proficiency, and global competence. Our literacy program is designed to meet the unique needs of our diverse learners and to support their holistic development as responsible and compassionate citizens.



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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>	<p>On the Acadience Reading literacy screener (and IDAPEL in French), kindergarten - 2nd grade students will grow 7% in those scoring in the range of CORE for the End of the Year screening as compared to data collected for the beginning of the year screening.</p> <p>Subgroups most in need of intervention are our Tier II/III RTI group and our English Learners (EL). These students have daily RTI and have access to summer school programs.</p> <p>We'll address the needs of diverse learners by increasing the availability and use of a rich variety of objects and materials in the classrooms, offering ongoing opportunities for reading and writing which are integrated into all subjects, providing an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (for example, hard copy/computer based, establishing environments that support individual, small group, and whole group learning, scaffolding and differentiating instruction and activities within the curriculum to address individual student learning needs; providing targeted instruction for those not progressing or failing to meet benchmark goals, and and offering daily opportunities for students to self-select books and other texts to collaboratively engage with peers to discuss their learning).</p> <p>*We do not have a 3rd grade in the 2022-2023 SY. We will add our 3rd grade goals once we have students in that grade level.</p>
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<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>COMPASS results will reveal that all teachers utilize effective teaching practices that include meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction.</p> <p>Action steps:</p> <ul style="list-style-type: none"> ● Facilitate ongoing professional development for school leaders and teachers aimed at building knowledge relative to the science of reading and writing ● focus on integration of best practices and evidence based strategies in classrooms ● To improve instructional practice, teachers will receive initial and ongoing professional development based on tier one curriculum ● Provide coaching support and feedback to teachers based on observations ● Use consistent instructional strategies across classrooms plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording ● Schedule time for teachers to analyze assessment results; time to share collaboratively with peers and others who serve students ● Teachers will improve overall reading proficiency through the use of tier one curricular resources ● School leaders will establish a master schedule that supports justin time tutoring opportunities using accelerate lessons curated by the LDOE ● School level stakeholders will promote the creation of site based or classroom libraries to promote recreational reading ● Schedule shall permit regularly scheduled site based data review of benchmark assessment ● Teachers and administrators will monitor the use of student reports ● Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness ● Members of the academic instructional team will provide succinct and focused feedback regarding classroom protocols and procedures ● Members of the academic instructional team will support teachers to encourage understanding of the curriculum and the impact on student learning
<p><i>Goal 3 (Program-Focused)</i></p>	<p>To implement a literacy program that includes the implementation of tier one reading curriculum, provide student support through a kindergarten through third grade reading intervention program, develop teacher effectiveness with ongoing support from instructional team members, and is closely monitored through weekly professional learning communities in current data.</p>



	<ul style="list-style-type: none"> ● 100% of all regular education kindergarten through second grade teachers will utilize tier one curriculum ● daily, teachers will apply best practices for foundational skills instructions based on the science of reading and elementary classrooms ● monitor implementation of curriculum and evidence based practices through formal and informal observations ● develop a curriculum pacing guide and ensure fidelity to the pacing schedule ● adjust curriculum alignment to eliminate gaps
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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?

Member	Role
Lindsay Smythe	School Leader
Connie Bowen	Kindergarten ELA Teacher
Wendy Thibodeaux	1st/2nd Grade ELA Teacher
Lainey Pickett	2nd Grade Immersion Teacher

Meeting Schedules



<i>Month</i>	<i>Topics</i>	<i>Monitoring</i> <i>How will you monitor the effectiveness of the plan?</i>
September	<p>LEAP score reports (when available), which include areas of strength and weaknesses</p> <p>iReady diagnostics, Foundations A-Z diagnosis, IXL diagnostics</p> <p>Cross-curricular reading strategies</p>	Review assessment results in collaborative teams to identify program and instructional adjustments as needed
October	Acadience reading results/Vendor-led professional development (Open Up)	<p>Use common and consistent diagnostic and screening assessments across age slash grade levels to identify children who need extra help and connect them with support services and supplemental instruction</p> <p>Use data to understand student strengths and needs and to differentiate instruction</p>
November/December	<p>English Language Arts iReady Assessments/Data Review</p> <p>Interim Reviews and Data Analysis/Winter Acadience</p>	ongoing review of iReady, Foundations A-Z
January	<p>Literacy Library resources</p> <p>Bulletin 1566 - summer support for 3rd/4th graders</p> <p>Act 520 Administration of Literacy Screeners</p> <p>Tutoring initiatives</p>	
February	<p>Core knowledge Language Arts Coaching Sessions</p> <p>Educator Academies based on literim data</p>	
March	Based on school needs	



April	LEAP 2025 assessment	
May	Spring Acadience Reading Spring Professional Development	
June/July/August	Make notes as needed to implement in the academic year	
Academic Year (Aug-May)	Ongoing observations and feedback provided to classroom teachers	

Success Criteria

To determine the success of previously established literacy goals, we will...

- Monitor and promote the use of teacher data log of student growth in the area of foundational reading skills and writing.
- Encourage lesson annotations and highlight writing strategies and align components of phonics and phonological awareness
- conduct classroom walkthroughs, observations, and learning walks with a focus on student attainment of phonics, phonemic awareness, and writing strategies
- promote the improved ability of students to read and comprehend using foundational reading skills and appropriately respond to literary and informational text
- review student assessment data to determine student needs parentheses lesson annotations for class wide support, small group teacher group, flexible groups receiving accelerate tutoring
- monitor teachers use of rubrics and feedback on writing from the beginning of the year into the end of the year In addition, we will ensure teacher implementation of Open Up curriculum
- meet with instructional specialists as needed to co-plan, model, practice, and discuss feedback on effective literacy practices and instruction noted during site based observations

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/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	August/September	Administer Acadience literacy screeners within the first 30 days of school. All K through third grade teachers receive training in the administration of literacy screener. Review data regarding proficiency with stakeholders	All teachers, principal, RTI teachers	LDOE released probes and directives, completion of screeners of summative report
3	December/April	Acadience reading is used for universal screening to find students who may be at risk for reading difficulties identifying skills to target for instructional support	All teachers, principal, RTI teachers	Resources provided by district, progress monitoring documents, Winter/Spring Acadience reports



		<p>progress monitoring at risk students while they receive additional, targeted instruction</p> <p>examining the effectiveness of schoolwide literacy supports</p> <p>parents receive notification after each administration of Acadians reading if students are reading below grade level</p>		
3	Aug-May	Ongoing professional development	All teachers, principal, RTI teachers	Attendance Roster, Improved teacher effectiveness as evidenced in feedback
4	Aug-May	Administrative observations to support ELA/FLA teacher needs	principal/teachers	Observation logs
5	December	Open Up Teacher PDs	All ELA teachers and principal	Feedback results, survey
6	Aug-May	Administrative monitoring of curricular implementation	All teachers and principal	Teacher effectiveness, student growth, student work
7	Aug - May	AIMS Pathways Science of Reading - enrollment and	All ELA teachers, principal	Program completion



		successful compilation in SOR Course		
8	Aug-May	Ongoing focus on differentiated instruction (Diverse learners, dyslexia, English learners, 1508 slash 504 students, cultural and dialectical sensitivity). provide training and the use of curricular resources that address diverse learners and provide strategies for interventions, identify EL students and ensure assistance from a district level EL Tudor, monitor sub populations and data tracking	Principal, 504/Sped Teacher, EL Tutor, and any district specialists	Classroom walkthrough data, classroom observations, review of accelerate exit tickets, schoolwide intervention reports, review of instructional feedback, participation in plc's and our leadership team meetings, annotated lesson plans
9	Aug-May	literacy intervention and support:daily targeted small group intervention, before and after school literacy intervention, web based parent guided home literacy activities through iReady, LIFT (Literacy Interventions and Foundational	classroom teachers, RTI teachers, after school tutors	observation and student data



		Tools), FIRE (Foundational Instruction for Reading Excellence), Open Up Intervention Toolkit		
10	Aug-May	Professional Development: identify curriculum capacity slash needs utilizing feedback from administrators and educators; identify teachers understanding of evidence based practices	All faculty/admin	Sign in sheets/surveys
11	Aug-May	professional learning communities: engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies	All faculty/admin	agendas, sign in sheet, artifacts



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>
August 2023	Acadience Training Bulletin 1566, Act 108, Act 520 Literacy Skills in Open Up Curriculum	All teachers, admin
September 2023	Literacy Websites/Clever	All teachers, admin
October 2023	Top Literacy Strategies	All teachers, admin
January 2024	Literacy in Subgroups (ELs/IEPs)	All teachers, admin
March 2024	Literacy Across the Curriculums	All teachers, admin



May 2024	Working With Data to Inform Choices	All teachers, admin
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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>
Fall	Family Literacy Night	Multiple modes of communication, entire family is invited (no need to have a babysitter), communication available in Spanish and English	Sunset Community Library
Fall/Spring	Parent/Teacher Conferences	Multiple modes of communication, child care provided, communication available in Spanish and English	



Ongoing	Book It!	Multiple modes of communication	Pizza Hut (Opelousas/Sunset)
Ongoing	Parent Welcome Packet	Both digital and print versions available for parents.	
Fall	les Portes Ouvertes	Multiple modes of communication, entire family is invited (no need to have a babysitter), communication available in Spanish and English	

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>
District Literacy Events/Workshops <ul style="list-style-type: none"> ● Literacy Language ● Student Learning Expectations ● Supporting Literacy at Home 	Direct connection	District-supplied evidence



<ul style="list-style-type: none"> ● Accelerated Reader District - Family Focused Thematic Programs/Displays/Videos ● Family Featured Book of the Month ● Family Recorded Book Reviews ● Family Literacy Bulletin Board 		
<p>District - Family Access to Literacy Resources and Support</p> <ul style="list-style-type: none"> ● Technology tools shared with families ● Family Resource Centers 	Direct connection	District-supplied evidence



Section 6: Communicating the Plan

Guiding Questions	Timeline	Action Plan
What are the implementation expectations for schools?	August	Create literacy block schedules, ensuring time is assigned specifically for core instruction and intervention. Kindergarten - 2nd grade receives 3 hours of literacy a day (90 minutes of English Language Arts and 90 minutes of French Language Arts)
Will schools have school-based literacy teams?	Ongoing	Our English and French teachers will work together to ensure alignment of best literacy practices
How will district-level personnel support schools in meeting those expectations?	Ongoing	When relevant, our school will take place in all district-led professional growth opportunities for both administrators and teaching faculty.
How will you ensure ongoing monitoring and implementation of this plan at the school level?	Ongoing	Meetings will be held as needed, but no fewer than one time per quarter to discuss the monitoring and implementation results
Will you report on progress monitoring of the plan components and goals?	Ongoing	This reporting will happen during our SIP meetings and directly with parents via our typical communication efforts. As usual, our Acadience scores will be shared with parents after each screening.
How will you communicate the plan and the plan's progress to families and community members?	Ongoing	Via our social media accounts (Facebook, Instagram), our parent communication app (Klassly), via physical papers being sent home in our message folder, our monthly newsletter, our weekly teacher



		newsletter, and via jCampus messaging.

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.

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