



Local Literacy Plan

for

St. Martin Parish

Dr. Gail Dalcourt, Lead Contact

Frederick Wiltz, Superintendent





Section 1: Literacy Vision and Mission Statement

● Guiding Questions

- What is your school system's focus and mindset around literacy?
- What is your primary, overarching goal and expected or intended outcomes for your schools around literacy?
 - Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement.

Literacy Vision

St. Martin Parish School System will create an educational environment in which all students shall be provided access to grade-level literacy instruction by adhering to principles of the science of reading.

Literacy Mission Statement:

All St. Martin Parish School System students will exit our system able to read, comprehend and write in order to achieve college and/or career readiness goals.



Section 2: Goals

- Guiding Questions

- What are your overall [literacy goals](#)?
 - Consider specific goals for grade bands, subgroups, diverse learners, and teacher performance
 - ✓ 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?

Goal 1 (Student-Focused) *Students will have access to and show growth in Tier 1 curriculum which meet their needs and strengthen their weaknesses regardless of cognitive ability, race, or cultural background.*

<p>Goal 1 (Student Focus)</p>	<p>All students, PreK-12, will meet or exceed individual literacy targets through the implementation of high-quality Tier I curriculum as measured by Dibels, iReady, and LEAP 2025. Teachers will use data from the benchmark assessments (TS Gold, BOY, MOY, and EOY measures listed above) to make instructional decisions. Teachers 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. In addition, teachers will receive training on school-wide reading strategies.</p>
<p>Goal 2 (Teacher Focus)</p>	<p>Teachers will implement the approved Tier 1 curriculum (Guidebooks 2.0 and 3.0 for grades 3-12, Expeditionary Learning for grades K-2, with intentionality based upon the needs of all students, especially English Learners (EL), Students with Disabilities (SWD) and Black students. The district shall provide the necessary professional learning for effective implementation of these curricula, along with best practices for literacy instruction, as well as the Science of Reading. This professional learning shall be provided all teachers to ensure that all populations of the schools will be equipped with teachers that have been taught <i>Best Practices</i> for literacy development.</p>
<p>Goal 3 (Program Focus)</p>	<p>The district will provide ongoing and timely support to school leaders and teachers. Teacher performance will be monitored using district common assessments and qualitative evidence collected through PLCs, walkthroughs, and classroom observations.</p>



Section 3: Literacy Teams

- Guiding Questions

- Who will serve on the school system literacy team?
- What is the role of each member?
- What is your plan for conducting regular meetings, including location, time, availability, and topics?
- How are you monitoring the effectiveness of the plan?

*Dr. Gail Dalcourt, Director of Curriculum.
Role: Administrator of Literacy Plan*

*Pamela Jordan, Federal Programs Director
Role: Administrator of Literacy Plan for SWD (K-8)*

*Sarah Allen, Supervisor of K-5 Curriculum
Role: Administrator of Literacy Plan (K-5)*

*Redell Louis, Supervisor of Technology
Role: Administrator of Literacy Plan (3-5)*

*Charee Theriot, Supervisor of 6-12 Curriculum
Role: Administrator of Literacy Plan (6-12)*

*Cheryl Mitchell, Supervisor of Special Services (Birth to 5th Grade)
Role: Administrator of Literacy Plan for SWD*

*Dr. Shirley Thibodeaux, Supervisor of Special Services (6-8)/504 Coordinator
Role: Administrator of Literacy Plan for SWD*

*Melanie Taylor, Supervisor of Title I & EL Coordinator
Role: Administrator of Literacy Plan for EL students*

Literacy Coaches: Anyia Chretien (SMP), Tricia Hotard (BBE), Adrian O'Donnell (BBP), Kalian Harris (ELC/SMP), Rochel Cormier (CP), Melanie Belle (SE), Dodie Andrus (TE), Keith Scott (PM, BBJH), Airon Duplechien (SMJH, CJH)

*District Instructional Coaches: Melanie Dubois and Ashley Green
Role: Provide instructional support in implementing literacy programs*



Meeting Schedules

Date	Time	Location	Topic(s)
August 1, 2023	1:00	Boardroom	Updates to Literacy Plan
October 6, 2023	9:00	Boardroom	Review of BOY Dibels Data and LIFT Data, IReady data, and LEAP data, Literacy Plans and SLTS K-3
December 1, 2023	9:00	Boardroom	Review MOY Dibels Schedule, iReady schedule, and Assessment data, LETRS progress,
February 2, 2024	1:00	Boardroom	Review MOY Dibels, and iReady data, Assessment data, review Literacy Plans
March 28, 2024	1:00	Boardroom	Review EOY Dibels Schedule, iReady schedule
June/July 2024	9:00	Boardroom	Review EOY Dibels data, iReady data, SLT data and LEAP data

Success Criteria

What are we doing?	Why are we doing it?	How will we know it worked?
Evaluating Student Performance Data	To determine students' needs	Students make progress toward their goal/target
Setting Individual Student Goals	To create individual growth targets	Students make progress toward their goal/target
Develop Individual Student Literacy Plans to address student areas of need	To address specific instructional needs of students	Students make progress toward their goal/target
Tier1/ Classroom support(teachers)	To build capacity of teachers who can then better address the needs of the students	Students make progress toward their goal/target



Section 4: Management and Action Plan

● Guiding Questions

- 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?
- 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?
- 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?
- To improve family engagement around literacy, how are you:
 - 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?
 - 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?
- 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?
- When planning opportunities for [ongoing professional development](#) 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?



Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Continue Act 108: Science of Reading Training	Spring of 2022- Fall of 2024	LETRS and Weekly PLCs	Elem. Curriculum Supervisor	LETRS Book and Professional Development	Student growth in Dibels, TS Gold, Benchmarks Assessments, iReady and LEAP
Initial and Refresher Training on RACE and UNRAAVEL Strategies	Fall 2022	RACE and UNRAAVEL Strategies	Literacy Coaches, Master Teachers, Elementary Curriculum Supervisor	RACE and UNRAAVEL Strategies, Professional Development	Student growth on writing activities within the Tier I curriculum. Observations of instructional strategies
Instructional Practices	SY 23-24	Weekly PLCs, Classroom Observations, and Model Lessons	Literacy Coaches, ELA Instructional Coaches, Principals	Tier I Curriculum and Compass Observation Form	Student growth as measured by activities in lesson plans from Tier I curriculum and classroom observations
Data Analysis and Student Goal Setting	SY 23-24 BOY, MOY, EOY, iReady, LEAP, LIFT Data	Benchmark Assessments, Instructional Leadership Teams, PLCs	Instructional Leadership Teams	Dibels, iReady, District Benchmark Assessments	Number and percentage of students meeting growth targets
Ongoing Support for ELA Teachers	SY 2023-2024	Professional Development (Unit studies)	Literacy Coaches/Master Teachers, Elementary Curriculum Supervisor	EL (grades K-2) and Guidebook 2.0 Units (Grades 3-12)	Growth in student work in Tier I curriculum, classroom observations, planning



- **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?

St. Martin Parish will ensure alignment to current research on foundations of reading, language and literacy through the adopted Tier I curriculum which is grounded in research on the Science of Reading. The district will be culturally responsive by looking at the needs of our students and connecting the Science of Reading into all content areas.

- **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?

The components that will be measured in grades K-5 on Dibels will include all five components reading and iReady (phonemic awareness, phonics, fluency, high frequency words, and vocabulary). Students scoring below Basic in grades 4-8 will be screened using LIFT. In grades 6-8, reading comprehension of informational and literary texts will be measured using iReady. Dibels and iReady screenings will be administered 3 times a year (fall, winter and spring), with progress monitoring conducted twice a month. Students in upper grades that are still at risk will be supported through RTI and the Accelerate tutoring model.

- **To improve family engagement around literacy, how are you:**
 - 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?
 - 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?

St. Martin Parish provides ongoing support and communication to families through School Newsletters, JCalls from the



Student Information System, Remind text messages, family literacy nights, and parent teacher conferences. Families are included in each school's, as well as the district's, school improvement plan which focus on the district's and schools' mission and the achievement of all students in all content areas. Families are encouraged to participate in literacy nights to help parents understand what students are learning and how to help their child(ren).

- **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?**

For struggling Readers and writers, the district has implemented the Souday System for students with Dyslexia, Imagine Learning for our EL population, and Unique Learning for our students with disabilities. All of the above-mentioned programs have been implemented to meet the needs of our students, while keeping in mind their cultures and dialect.



Section 5: Communicating the Plan

- **Guiding Questions**

- What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
- How will district-level personnel support schools in meeting those expectations?
- How will you communicate the plan to families and community members?
- How will you communicate the progress being made throughout the school year?
- 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

Stakeholder Group Plan for Communicating Timeline

Stakeholder Groups	Plan for Communicating	Timeline
District Curriculum Team	Collaborative Discussions, Curriculum meetings and presentations	SY 2023-2024
School Leadership Teams	Monthly collaborative discussions on Literacy	SY 2023-2024
School Instructional Teams	Weekly ILT meetings	SY 2023-2024
Parents/Guardians	Family Literacy Night ,Family Engagement Activities Title I Family nights	SY 2023-2024



Section 6: 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

Other Programs/Initiatives Connecting to Literacy Plan to Monitor/Evidence of Success

The St. Martin Parish Literacy Plan will be connected to each school's School Improvement Plan which crosses all core content areas. The Literacy Plan will align all of our schools' focus toward Literacy. Beginning August 2023 and beyond, each school will have a school wide Literacy plan which will incorporate the components of the district's literacy plan into daily instruction.

