



Local Literacy Plan for Hattie A. Watts Elementary

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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

- *Literacy Vision:* Hattie A. Watts Elementary believes that literacy is vital for student success throughout their lives. Therefore, we aspire to instill the life-long love of reading in students by encouraging student curiosity and critical thinking during learning opportunities both inside and outside the classroom.
- *Literacy Mission Statement:* Hattie A. Watts Elementary will provide all students with high quality explicit instruction to foster an understanding and appreciation of literature, through reading and writing to become life-long 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?



Goal 1 (Student-Focused)

- 50 % of students will meet or exceed individual growth goals by May 2024, based on data collected from the BOY and EOY state approved literacy screener.

Goal 2 (Teacher-Focused)

- 100 % of teachers will participate in professional development to build their capacity as an effective teacher in the area of literacy. OR
- Teachers will demonstrate effective teaching practices that include meeting individual needs of students by using student data to effectively drive instruction as evidenced in subgroup literacy growth by 50 % from the BOY to the EOY.

Goal 3 (Program-Focused)

- 55 % of our K-3 students will be reading on grade level or show adequate progress by the end of the school year on literacy screener.

Section 1c: Literacy Team

<i>Member</i>	<i>Role</i>
<i>Brianna Comeaux</i>	Principal
<i>Courtney Folse</i>	Curriculum Facilitator
<i>Becky Guarisco</i>	Curriculum Facilitator
<i>Helen Rentrop</i>	K teacher
<i>Brittany Novak</i>	1 st grade teacher
<i>Dana Martin</i>	2 nd grade teacher
<i>Emily LaCoste Fryou</i>	3 rd grade teacher
<i>Katy Felton</i>	K-2 SPED teacher



Meeting Schedules

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Topic(s)</i>
July 2023	9-11	Conference Room	Review goals of the literacy plan; make needed changes
Aug 2023	BOY	Conference Room	Review BOY Data at all levels: school, grade, teacher. Review student literacy plans & share with current teachers
Oct 2023	GLM/PLC	Conference Room	Review progress monitoring data; make needed changes within small grouping, etc
Jan 2024	MOY	Conference Room	Review MOY Data at all levels: school, grade, teacher. Review student literacy plans, documenting student progress
Feb 2024		Conference Room	Review literacy plan, make needed changes based on data
March 2024	GLM/PLCs	Conference Room	Discuss professional development needs based on data
April 2024	EOY	Conference Room	Review MOY Data at all levels: school, grade, teacher. Review student literacy plans, documenting student progress.
May 2024		Conference Room	Identify 3 rd grade students scoring below “basic” achievement level in ELA and are identified as reading below grade level. Create student literacy plan and conduct in person meeting with parents
May 2024		Conference Room	Discuss strengths and weaknesses of the plan Revisit goals and action plan. Review current individual literacy plans for the 2024-2025 school year



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.



<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	May - 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	May 2023	PD – PK-2 regular ed and special ed teachers will receive Heggerty PD	District staff, CF, teachers		Sign-in sheet and agenda Walk through documentation
3	June ,July & Aug 2023	PD – Engage in literacy professional development	District staff, Admin, CF, classroom teachers	*K-5 Small group instructional guidance *LDOE provided PD videos *CKLA K-5 coaching *District embedded PD mClass/Dibels	Sign-in sheet and agenda Walk through documentation Formal classroom observations
4	Aug 2023	PD - School instructional staff will participate in BOY student goal setting PD, provided by CF	District staff, Admin, CF, teachers	District provided PowerPoints	Sign-in sheet and agenda Documentation of student goal setting
5	August 2023 First 30 days Dec/Jan 23-24 April 2024	Administer DIBELS BOY, K-4 Administer DIBELS MOY, K-4 Administer DIBELS EOY, K-4	CF, teachers	State approved literacy screener	Students demonstrate growth towards benchmark goals



6	Aug to Dec & Dec to April	Intervention - PM those students who are performing below grade level at least every 10 days, K-4	Admin, CF, teachers	State approved literacy screener (Dibels)	Student progress towards personal goals measured every 10 days
7	August 2023 – May 2024	Intervention - Use 45 minutes of intervention time for small group instruction	Admin, CF, teachers	LDOE - FIRE & LIFT kits CKLA mClass	Lesson planning Walk through documentation Formal classroom observations
8	August 2023 – May 2024	Instruction – Daily implementation of Heggerty phonemic awareness lessons	Teachers (K-2, sped)		Lesson planning Walk through documentation
9	August 2023 – May 2024	PD – Analyze data (benchmarks, PM, assessments, observations) to make needed decisions on small group development and implementation interventions	Admin, CF, Teachers	State approved literacy screener (Dibels), weekly assessments, anecdotal notes	Adjusted instruction will be noted as a success in student growth academically
10	August 2023 – May 2024	Extension – SPED and regular ed teachers will collaborate based on literacy needs of subgroups	Admin, CF, teachers		Sign-in sheet and agenda Walk through documentation Formal classroom observations
11	August 2023 – May 2024	Instruction – K-4 will utilize CKLA curriculum as intended	Admin, CF, teachers	CKLA	Lesson planning Walk through documentation Formal classroom observations
12	September 2023 – May 2024	Instruction – Implement sound walls in grades K-2	Teachers	LDOE Sound Wall	Lesson planning Walk through documentation



				LDOE Video for Sound Walls	Formal classroom observations
13	October 2023 – May 2024	Extension – Provide opportunities for after school tutoring for grades 3-4	Admin, CF, Teachers	LDOE - FIRE & LIFT kits CKLA	AST attendance Lesson plans



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	Topics	Attendees
June, July & August District PD days	Content Area PD delivered to all teachers	All teachers, CFs, & school admin
August	State approved literacy screener – vendor	District staff, K-4 ELA teachers, CFs
September 2023 – May 2024	Small group instruction – How to Engagement Strategies (GLM/PLC) Classroom Management (GLM/PLC) MAST (new teacher program) CKLA (K-4) Coaching days (TBD) Literacy based PD opportunities Heggerty PD	K-4 ELA teachers All content teachers All content teachers Newly hired teachers in all areas K-4 ELA teachers All K-4 teachers PK-2/SPED Teachers



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 2023	Open House		
August – September 2023	Positive parent contact home	EL translator Calling at different times of the day to reach all parents	
September 2023	Inform families in their native language of student proficiency level in literacy development, including a plan to address any deficiencies.	Dibel letters in English and Spanish when applicable	
October 2023	Share Grab and Go Activities with families to support at home learning.	Translated materials Varied levels of activities	



December 2023	Evaluate the impact of your current literacy-focused family engagement opportunities and plan.		
August 2023 to May 2024	Information, materials, and activities are provided in native language	EL para Translated materials iPad with Google translate	
September 2023-May 2024	Title I Family engagement Activities (ELA, math, science, social studies nights	EL translator Translated materials Varied levels of activities	
August 2023, January 2024, & May 2024	Literacy screening results sent home including ways to help at home	Home language	
Ongoing	Parent teacher conference days - Provide info on the support services available and way to help struggling students		
January - February 2024	Positive parent contact home	EL translator Calling at different times of the day to reach all parents	



Section 5: Alignment to other Initiatives

Guiding Questions:

1. 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>
Early Childhood Programs	Frogstreet/Heggerty	TS Gold scores – BOY & EOY
Title I Plans	Literacy goal and activities in plan	Sign-in sheets
Kiwanis Club	Bugs/Terrific Kids (1-4)	List of names submitted
Steve Carter Literacy Tutoring program	Providing literacy support, if available	



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>
District level staff	Plan will be presented at the district team meeting and at site level meetings	November 2023
School faculty	First day faculty meeting will include a review of school literacy plan (add to agenda).	August 2023
Families/Communities	The Literacy Plan will be posted on the school website (link here) for parental feedback and comments. It will also be shared at Open House and Title I family meetings held throughout the year.	August 2023 Ongoing

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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