



Local Literacy Plan  
for

Dorseyville Elementary School

Kelli Barbee

Lewis Voiron, Ed.D

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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

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>	<i>To help ensure every child can read on grade level and graduate ready to succeed after high school.</i>
<i>Literacy Mission Statement</i>	<i>All students will have improved literacy outcomes through high-quality, systematic and explicit instruction and interactions by an effective teacher supported by administration and families.</i>

### 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?

<p><i>Goal 1 (Student-Focused)</i></p>	<ul style="list-style-type: none"> <li>● Increase the number of PreK students (3's &amp; 4's) from 12% to 75% who are meeting Benchmark as measured by the PreK District Common Assessment for early reading/literacy skills.</li> <li>● Increase the number of Kindergarten students performing at benchmark from 22% to 75%, as measured by the DIBELS Reading Assessment.</li> <li>● Increase the number of First Grade students performing at benchmark from 63% to 75%, as measured by the DIBELS Reading Assessment.</li> <li>● Increase the number of Second Grade students performing at benchmark from 53% to 75%, as measured by the DIBELS Reading Assessment.</li> <li>● Increase the number of Third students performing at benchmark from 57% to 75%, as measured by the DIBELS Reading Assessment.</li> <li>● Increase mastery on LEAP standardized tests in grades 3-6 by at least 2%, increasing from 46% mastery/advanced to 48% mastery/advanced.</li> </ul>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p><i>DES Principal, Assistant Principal, PreK-3rd grade teachers, special education teachers, and reading interventionists will receive professional development in the Science of Reading by participating in LETRS training and score at least 80% mastery on LETRS Assessments for each unit.</i></p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p><i>Continue to utilize Tier 1 Curriculum to enhance student proficiency with literacy skills as measured by embedded assessments in the curriculum and district common assessments.</i></p> <p><i>Tier I Curriculum Programs are as follows:</i></p> <ul style="list-style-type: none"> <li>● Pre-K: Frog Street</li> <li>● K-2: CKLA Skills and Wit &amp; Wisdom</li> <li>● 3-6: Wit &amp; Wisdom</li> </ul>

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>
Kelli Barbee	Principal
Todd Kelly	Assistant Principal
Brittany Martinez	Master Teacher
Keviana Young	Reading Interventionist
Tricia Zeringue	Reading Interventionist
MaryAnn Smiley	Reading Interventionist
Liz Kember	Reading Interventionist
Dari Miller	SPED Teacher, K-2
Tammy Pierce	SPED Teacher, 3-6
Tamika Rogers	Kindergarten Teacher
Juli Theriot	Kindergarten Teacher
Felicia Osborne	Kindergarten Teacher
Faithe Randall	1st Grade Teacher
Railyn Reaux	1st Grade Teacher
Tracy Fernandez	1st Grade Teacher
Whitney Crockett	2nd Grade Teacher
Wendy Read	2nd Grade Teacher
Chelsee Eubanks	3rd Grade ELA



Bridgett Williams	4th Grade ELA
Winnie Jones	5th Grade ELA
Gevonne Ruffins	6th Grade ELA
Natalie Vega	Speech Therapist

### 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>	
<b>Every Tuesday, Cluster</b>	<b>8:00-9:15 am</b>	<b>Dorseyville</b>	<b>Science of Reading</b>
<b>Quarterly, Data Analysis</b>	<b>3:15-4:14 pm</b>	<b>Dorseyville</b>	<b>Intervention Groups</b>

## 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.
Prek Foundations	District Created Benchmark	Fall, Winter, Spring Benchmarks	Early Childhood Leaders, School Leaders, All PK Teachers	District Common Assessments, Formative Assessments used for PM	Yes Increase the number of PreK students who are meeting Benchmark by the end of the school year
Prek Foundations	Implementation of Frog Street	2024-25 School Year	Early Childhood Leaders, School	Curriculum materials	Yes Increase the number of PreK students who are meeting Benchmark by the end of the



			Leaders; Teachers		school year
K-3rd Reading Foundations	Universal Screenings	Fall, Winter, Spring Benchmarks with Progress Monitoring of skills every 2-3 weeks	District C&I team; School Leaders; Teachers; Interventionists	<i>Acadience</i> Screeners and Progress Monitoring Systems	Yes Increase in number of students scoring at or above benchmark on the Acadience reading assessment.
K-2 Reading Foundations	Implementation of CKLA	District-wide Continue to Strengthen Implementation by Spring 2025	All K-2 Teachers	Curriculum embedded materials and assessments	Yes Increase in number of students who are reading on grade-level by the end of the school year
3-6 Literacy	Implementation of Tier I Curriculum (Wit & Wisdom/La	District Scope and Sequence	District C&I team; School Leaders; Teachers	Curriculum embedded materials and assessments, District Common Assessments, DRC Portal Interim	Yes Increase in proficiency as measured by LEAP 2025 data.





	Guidebooks ); Supplemental Reading Programs (IXL, Read180, iReady)			Assessments	
LETRS	All PK-3 Teachers, all sped teachers, and representatives from each high school campus; Admins, Master Teachers, District Curriculum	PK Teachers K-3 Teachers	Principals and Master Teachers for all elementary schools; Leslie Hebert (District Coach) for middle/high school	LETRS manuals and access to the online platform; Vendor PD	Yes Teachers completing each Unit with at least 80% Mastery



	Coaches				
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### 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 Cluster Meetings	Grade level literacy standards, Foundations (CKLA) unit studies, Approved Literacy Screener data analysis	K-3rd Grade Reading Teachers
Weekly Cluster Meetings	FIRE	4th-6th Grade Reading Teachers
BiWeekly	LETRS	K-3rd Grade Reading Teachers
August 2024	SIPPS	Interventionists



## 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 2024	Open House	Streamed online	Family and Stakeholders
September 2024	K-6 Literacy Night	In-person, Virtual, Streamed Live	Family and Stakeholders
September 2024	Parent/Teacher Conferences	In-person, Phone call, Email, Virtual	Family and Stakeholders
October 2024	PK PIE Night	In-person	Family and Stakeholders
December 2024	PK PIE Night	In-person	Family and Stakeholders
January 2025	PK LEAP Night	In-person	Family and Stakeholders
March 2025	Parent/Teacher Conferences	In-person, Phone call, Email, Virtual	Family and Stakeholders



## 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>
PreK Raising a Reader		PreK District Literacy Benchmark
Literacy Night	Educators will discuss the importance of literacy in the home. Teachers will model how to read a story to children and ask follow up questions.	Approved Literacy Screener progress monitoring data
LEAP Night	Teachers will give parents the opportunity to respond to ELA/Math practice questions.	LEAP Scores



## 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>
Literacy Team	Approved Literacy Screener Parent Meetings	Fall/Winter/Spring
Parents	Monthly Newsletter	1st Wednesday of each month
Teachers/Staff	Weekly Memo	Every Friday

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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