



MSA West Elementary

School Literacy Plan



Mrs. Stacy Blanchard, Director

Dr. Louis Voiron, Superintendent

August 1, 2024



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?

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| <i>Literacy Vision</i> | MSA West Elementary will provide daily experiences that educate, engage, and empower all learners to maximize their potential. We are committed to ensuring every child can read on grade level and graduate ready to succeed after high school. |
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| <i>Literacy Mission Statement</i> | MSA West Elementary will create a learning environment where all students become proficient readers and are empowered to meet the demands of college and career by actively engaging as a reader, writers, thinkers, and communicators. We will engage all students in high-quality, explicit literacy instruction across all content areas. |
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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?

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| <i>Goal 1 (Student-Focused)</i> | <p>By the end of the 2024-25 academic year, the number of students meeting benchmark in</p> <ul style="list-style-type: none"> ● Kindergarten will increase from 34% to 46% ● First Grade will increase from 66% to 88% ● Second Grade will increase from 78% to 90% ● Third Grade will increase from 84% to 90% |
| <i>Goal 2 (Teacher-Focused)</i> | <p>By the end of the 2024-25 academic year, 90% of Prek-3rd grade teachers of reading will apply structured literacy practices daily by</p> <ul style="list-style-type: none"> ● Intentionally building phonological awareness ● Teaching foundational skills aligned to the phonics continuum, as well as an emphasis on morphology, spelling patterns, and grammar in grades 3-5 ● Facilitation of high-quality materials as aligned to the rigor of Louisiana Student Standards ● Using data to inform instruction while providing intentional and explicit instruction in small groups during, and Tier II interventions. <p>By the end of the 2024-25 academic year, 2nd-5th grade teachers will provide guided reading instruction to improve students' reading practice through the implementation of Accelerated Reader (AR) success measured by students meeting their individual AR goals and obtaining a minimum of 4 AR points each 9 weeks.</p> |



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| <p><i>Goal 3 (Program-Focused)</i></p> | <p>Beginning in August to the end of May, teachers of reading will utilize an approved literacy screener and a Tier I curriculum to improve students' literacy skills, ensuring they reach reading levels that meet or exceed their grade level standards/expectations as measured by progress monitoring, benchmark assessments, and LEAP 2025.</p> <p>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.</p> <p>Tier I Curriculum Programs are as follows:</p> <ul style="list-style-type: none"> ● Pre-K: Frog Street ● K-2: CKLA Skills and Wit & Wisdom ● 3-6: Wit & Wisdom |

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> |
|-------------------|-------------------------------------------------------------------------|
| Stacy Blanchard | Director Participant/Approved Literacy Screener Tester |
| Nikisha Joseph | Dean of Students, PK-2 Participant/Approved Literacy Screener Tester |
| Erika Bennett | Dean of Students, 3-5 Participant/Approved Literacy Screener Tester |
| Britni Landry | Test Coordinator Participant |
| Brittany Martinez | Master Teacher Participant/Approved Literacy Screener Tester |



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| Christie Edwards | Master Teacher Participant/Approved Literacy Screener Tester |
| Annette Jarreau | Reading Interventionist Participant/Approved Literacy Screener Tester |
| Katherine Randazzo | SPED Teacher, K-5 Participant/Approved Literacy Screener Tester |
| Sera Daigle | Speech Therapist Participant/Approved Literacy Screener Tester |
| Precious Loyal | K Teacher Participant/Progress Monitor |
| Nicole Landry | K Teacher Participant/Progress Monitor |
| Maggie Lemoine | K Teacher Participant/Progress Monitor |
| Nicanor Anzaldua | K Teacher Participant/Progress Monitor |
| Haley Patrick | 1st Grade Teacher Participant/Progress Monitor |
| Emily Miller | 1st Grade Teacher Participant/Progress Monitor |
| Kaitlin Broussard | 1st Grade Teacher Participant/Progress Monitor |
| Catherine Stout | 1st Grade Teacher Participant/Progress Monitor |
| Jessica Sanchez | 2nd Grade ELA Teacher Participant/Progress Monitor |
| Jennifer Endress | 2nd Grade ELA Teacher Participant/Progress Monitor |
| Trame Godfrey | 3rd Grade ELA Teacher Participant/Progress Monitor |



Alexis Smith

3rd Grade ELA Teacher
Participant/Progress Monitor

Meeting Schedules

| <i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i> | <i>Frequency of Meetings (Weekly, Monthly, etc.)</i> | <i>Topic(s)</i> |
|----------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Plan Review/Data Analysis | 3x/year (full team) | The team will meet after each benchmark period to reassign student groups for pull-out and teacher interventions. |
| Individual Student Data Analysis | Bi-weekly | The team members will analyze data with teachers in clusters after each progress monitoring. |

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); Supplemen tal Reading Programs (IXL, Read180, iReady) | | | Assessments | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|
| LETRS | All PK-3 Teachers, all sped teachers, representat ives from each high school campus; Admins, Master Teachers, District Coaches | 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 |





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> |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 2024-2025 Academic Year | Data Driven and content-specific Weekly Cluster Meetings | Teachers, Administrators, Master Teacher |
| 2024-2025 Academic Year | Professional Learning Cluster for Data review; instructional practices; student work | Teachers, Administrators, Master Teacher |
| August 2023 - May 2025 | LETRS Cohort 7 | New Teachers |
| August 2024- May 2026 | LETRS Cohort 8 | New Teachers |
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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> |
|-------------------|----------------------------|---------------------------------------|---------------------------|
| August 2024 | Open House | In-person | Family and Stakeholders |
| September 2024 | K-5 Vocabulary Parade | In-person | 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 | Parents will learn literacy strategies to use with their children at home while exploring literature. | 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 |
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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 | Monthly |
| Teachers/Staff | Weekly Memo | Every Friday |
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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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