



Local Literacy Plan

for

Iberville Math, Science, & Arts Academy - East
Iberville Parish School System

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Dr. Arthur Joffrion, Superintendent

May 31, 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>	MSAE educators believe strong literacy skills are essential pieces in building successful life-long learners. Igniting each knight with reading, writing, speaking & listening tools develops self-motivated learners and supports critical thinking skills.
<i>Literacy Mission Statement</i>	Our mission is to engage students in high quality curriculum and assessments as our educators participate in on-going professional development building a culture for the love of reading and writing.

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>	<p>By the end of May 2024, the number of students scoring benchmark in</p> <ul style="list-style-type: none"> ● PreK will increase from 77% to 80% ● Kindergarten - Second Grade will increase from 73% to 77% ● Third Grade - Eighth Grade ELA assessment index will increase from 84.7 to 87 as measured by LEAP 2025.
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>By the end of May 2024, teachers will</p> <ul style="list-style-type: none"> ● utilize a variety of instructional strategies when delivering whole & small group literacy instruction as observed during best practices walk-throughs, ● monitor & assess individual student literacy progress using an approved literacy screener and iReady data, ● participate in literacy-focused professional development (i.e. LETRS) and collaborations to increase literacy skills, knowledge of standards, and the science of reading; <p>building students' literacy proficiency as they become stronger readers, writers, listeners and achieving their benchmark goals.</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>During the 2023 - 2024 school year, our school will use an approved literacy screener and Tier I curriculum to deliver high quality instruction which will equip students with essential tools ensuring they meet and/or exceed grade level reading standards.</p>

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>
Jillian Dotson	Director
Alayna Dalier	Dean of Students
Anna Haley Blanton	Master Teacher
Victoria Hogan	Master Teacher
Amanda Voorhies	PreK Teacher
Shelly Timmons	1st Grade ELA Teacher
Leafreedy Vicks	3rd ELA Teacher
Laura LaSalle	Reading Interventionist
Elizabeth Brunett	AR Facilitator/Librarian

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>
Review Plan/Data Analysis/Action Plan	Monthly	Each month the team will create an action plan for next steps after reviewing the plan and data. i.e. Guiding Questions: How are the students progressing who are receiving pull-out intervention? Are there barriers we need to address? What's next? Celebrate the wins!
Quarterly Data Analysis	PD Days	Analyze Data, Create Action Plans
Clusters	Bi-Monthly	Science of Reading, Best Practices, Analyze Student Work/Data



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	July 1- 31	Review 2022-2023 data Identify goal attainment & establish new goals	Instructional Leadership Team	iReady, LEAP 2025, literacy screener	Students and subgroups demonstrate growth in year-to-year data.
2,3	On-going	Implementation of Tier I Curriculum	District Team School ILT	Curriculum materials & implementation rubric	Curriculum Implementation Rubrics utilized during classroom walk-throughs
1	On-going	Data Analysis Meetings	School ILT Career Teachers	Student Data	An increase in the percentage of students meeting/exceeding reading benchmarks at all grade levels
2	Prior school year & continuous	Improve instructional pedagogy by participating in LETRS training Ongoing implementation of the LETRS strategies	District Team LT/ILT Career Teachers	LETRS manuals Online platform access LETRS Professional Development	Teachers score at least 80% mastery on LETRS unit assessments; session quizzes Cluster meeting records
3	BOY, MOY, and EOY	Administer an approved literacy screener	District Instructional Team; School Leadership; ELA Teachers;	Approved Literacy Screener Progress Monitoring System	Increase in the number of students scoring at or above benchmark



			Reading Interventionists		



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 - May 2024	Professional Learning Cluster for Data review; instructional practices; student work	Teachers, Administrators, Master & Mentor Teachers
August 2023 - December 2023	LETRS Cohort 6	New Teachers
December 2023 - May 2024	LETRS Cohort 7	New Teachers
Established PD Days	Data Analysis Meetings	School-wide



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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/ September 2023	Open House	FB LIVE JCampus Callout School Marquee Instagram Class Dojo/Remind	*East Iberville Inc. *Envision Youth Ministry *Anchor Chapel *Mayor Johnson & City of St. Gabriel *Nutrien *Kiwanis
Fall 2023	Literacy Night	JCampus Callout School Marquee Social Media Class Dojo/Remind	Iberville Parish Public Library Parents/Guardians



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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>
Frog Street (PK)	Core Curriculum	Cluster meetings; data reviews; District Benchmark
Wit & Wisdom	Core Curriculum	Cluster meetings; data reviews; Core Assessments
iReady	Phonological Awareness; Phonemic awareness; Vocabulary; Comprehension	BOY, MOY, EOY Reports; Progress monitoring growth check data
Accelerated Reader	Comprehension	Diagnostic reports; STAR reports



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>
Teachers	<ul style="list-style-type: none"> ● Emails ● Bi-weekly faculty newsletters ● PLC 	Ongoing
Students	<ul style="list-style-type: none"> ● Morning Announcements ● Monthly Calendar ● Instagram (Yearbook page) 	Ongoing
Parents	<ul style="list-style-type: none"> ● Monthly Calendar ● Parent Meetings ● JCampus Callouts ● Social Media ● Remind/Class Dojo ● School Marquee 	Ongoing
Community Members	<ul style="list-style-type: none"> ● Social Media ● School Marquee ● School Programs 	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.

Updated A 2022