



Local Literacy Plan
for



NORTH IBERVILLE
ELEMENTARY

Kelli Cavalier-Barbee, Principal

Dr. Louis Voiron, Superintendent

August 5, 2025



DEPARTMENT of
EDUCATION
Louisiana Believes





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?

Literacy Vision Having the ability to read, write, and communicate are critical personal and social skills that demonstrates one's ability to understand a wide range of material and express that understanding clearly and coherently.

At North Iberville Elementary, we believe all stakeholders (school/community leaders, teachers, students, and families) should take an active role in developing students' reading, writing, and communication skills. Moreover, our teachers should be equipped with knowledge and skills to facilitate student learning.

We are committed to ensuring that our students and teachers:

- have access to Tier 1 curriculum and resources;
- have access to necessary interventions and supports;
- have the support of community leaders to enjoy reading both for academic purposes and pleasure;



- value reading and writing as a way to improve communication and their overall socioeconomic status.

Literacy Mission Statement Our mission is to provide high quality instruction and essential literacy practices that will meet our students' educational needs and help them exceed their literacy growth, resulting in our students becoming self-sufficient, confident, independent readers and writers.

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) By the end of May 2024, the number of students meeting benchmark in

- PreK will increase from 91% to 94%
 - Kindergarten will increase from 41% to 80%
 - First Grade will increase from 40% to 80%
 - Second Grade will increase from 45% to 80%
- Third Grade will increase from 43% to 80% as measured by an approved literacy screener, and
 - 3rd through Sixth Grade ELA index will increase from 59% to 61% as measured by the LEAP standardized tests.

Goal 2 (Teacher-Focused) By the end of May 2024,

- Pre-K teachers will increase their effectiveness when identifying students' levels of development and learning as measured by Interrater reliability practice with TS-Gold in PLCs.
- Kindergarten - 3rd grade teachers will improve in delivering high quality instruction and instructional practices in



	<ul style="list-style-type: none"> ○ The Big 5: <ul style="list-style-type: none"> ■ Phonemic awareness ■ Phonics ■ Fluency ■ Vocabulary ■ Reading comprehension <p>as measured by an approved literacy screener and iReady MOY and EOY results.</p> <ul style="list-style-type: none"> ● By May 2024, 3rd-6th grade teachers will provide guided reading instruction to improve students' reading practice through the implementation of Accelerated Reader success measured by students scoring 80% on each quiz.
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Goal 3 (Program-Focused) Beginning in August to the end of May, our school 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 the LEAP standardized test.

Section 1c: Literacy Team

<i>Member</i>	<i>Role</i>
<i>Kelli-Cavalier-Barbee</i>	<i>Principal</i>
<i>Maria Davis</i>	<i>Assistant Principal</i>
<i>Nazzarrie Johnson</i>	<i>Master Teacher</i>
<i>Ashley West</i>	<i>K-3rd Reading Interventionist</i>
<i>Kendra Thomas</i>	<i>4th - 6th Reading Interventionist</i>
<i>Daisy Alford</i>	<i>SpEd Teacher, K-3</i>
<i>Deborah Rutledge</i>	<i>SpEd 4th -6th</i>
<i>Kadra Ausbon</i>	<i>Kindergarten Teacher</i>
<i>Cynthia Jones</i>	<i>Kindergarten Teacher</i>



<i>Chelsee Eubanks</i>	<i>First Grade Teacher</i>
<i>Whitney Crockett</i>	<i>First Grade Teacher</i>
<i>Karen Brooks</i>	<i>Second Grade Teacher</i>
<i>Tireka Jones Young</i>	<i>Third Grade Teacher</i>
<i>Sabrina Christopher</i>	<i>Fourth Grade Teacher</i>
<i>Jill Greene</i>	<i>Fifth Grade Teacher</i>
<i>Jill Greene</i>	<i>Sixth Grade Teacher</i>
<i>Jackie Hartman</i>	<i>Speech Therapist</i>

Meeting Schedules

Date & Type of Meeting (Plan, Review, Data Analysis, etc.)	Frequency of Meetings Weekly, Monthly, etc.)	Topics
Tuesday Clusters	Weekly	Science of Reading; analyze student work, review data
Full PD days	Quarterly,	Data Analysis; Make instructional adjustments



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 ELL 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					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
	June 1-30	Review prior year data to establish school system goals.	Data manager and Academic team	Literacy Screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-yeer data
PreK	Ongoing	Implementation of FrogStreet	District Team Leadership Team PreK Teachers PreK Paras	Curriculum materials	<ul style="list-style-type: none"> Stronger correlation to Teacher Strategies Gold with increase in students performance Improvement in students meeting or exceeding benchmark
PreK	BOY, MOY, and EOY	Review and administer the district created benchmark assessment	District Team Leadership Team PreK Teachers PreK Paras	Benchmark Assessment	<ul style="list-style-type: none"> Improvement in students meeting or exceeding benchmark
PreK-3rd Teachers	PK Teachers 2024-25 K-3 Teachers	Improve Instructional Pedagogy by participating in LETRS training, District PD's and weekly PLC's Ongoing implementation of LETRS strategies	District Leadership Team; School Leadership Team; PreK Teachers; and K-3 Teachers	LETRS Manuals Volume 1 & 2; Online platform access; School Level Professional Development	<ul style="list-style-type: none"> Improved teacher capacity and efficacy as measured at least 80% mastery on LETRS unit assessments; session quizzes Cluster meeting records Annotated lesson plans

K-3rd	BOY, MOY, and EOY	Administer the Dibels 8 literacy screener	District Instructional Team; School Leadership; ELA Teachers; Technology Specialist; Reading Interventionist	Dibels 8 Screener; Progress Monitoring System	<ul style="list-style-type: none"> Improvements in the number of students scoring at or above benchmark
K-2nd	Ongoing	Implementation of CKLA Implementation of Heggerty	District Instructional Team; School Leadership; ELA Teachers; Technology Specialist; Reading Interventionist	CKLA Materials and assessments; Wit & Wisdom Materials and assessments	<ul style="list-style-type: none"> Improvement in number of students who are reading on grade-level
3rd-6th	Ongoing	Implementation of Wit & Wisdom (Tier 1) curriculum	District Instructional Team; School Leadership; K-2 ELA Teachers;	Curriculum materials and assessments; LEAP practice assessment question Types	<ul style="list-style-type: none"> Increase reading and comprehension proficiency on the LEAP test



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 Professional Development Planning

Month/Date (When can PD be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)
August 27-May 20	Professional Learning Cluster for Data review; instructional practices; student work	Teachers, Administrators, Master Teacher
	LETRS Cohort	New 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House/Orientation	<ul style="list-style-type: none"> ● JCampus Robo Callouts ● Social Media ● Remind/Dojo ● School Marquee 	<ul style="list-style-type: none"> ● Community Clergy ● Parents & Stakeholders
August	Home Visits with Pre-K Ages and Stages Questionnaire	<ul style="list-style-type: none"> ● Parent Meetings ● JCampus Robo Callouts ● Social Media ● Remind/Dojo ● School Marquee 	<ul style="list-style-type: none"> ● Parents
Sept. - May	Moving Forward Mondays	<ul style="list-style-type: none"> ● JCampus Robo Callouts ● Social Media ● Remind/Dojo ● School Marquee 	<ul style="list-style-type: none"> ● Community Clergy ● Fraternal and Sorority Organizations

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

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Frog Street (PK)	Core Curriculum	Cluster meetings; data reviews; District Benchmark
Raising a Reader (PK)	Parental Support	Report on books checked out by parents/students
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		
Stakeholder Group	Plan for Communicating	Timeline
Teachers	<ul style="list-style-type: none"> ● Emails ● PLC 	Ongoing
Students	<ul style="list-style-type: none"> ● Morning Announcement ● Calendars ● Flyers 	Ongoing
Parents	<ul style="list-style-type: none"> ● Calendars ● Flyers ● Parent Meetings ● JCampus Robo Callouts ● Social Media ● Remind/Dojo ● School Marquee 	Ongoing
Community Members	<ul style="list-style-type: none"> ● Social Media ● School Marquee ● School Programs 	Ongoing