



Local Literacy Plan
for

Lexington Elementary/Monroe City Schools)

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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>	Lexington Elementary wants our students to be proficient readers and writers creating a solid foundation for the ability to understand, evaluate, dissect, and disseminate knowledge and function in society effectively.
<i>Literacy Mission Statement</i>	We believe all students can learn to read and write through a positive, safe environment where print-rich materials are accessible and the students are actively engaged in oral language, 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?

<i>Goal 1 (Student-Focused)</i>	By May 2027, all students at Lexington Elementary will meet or exceed their annual literacy growth targets, raising the school's overall literacy benchmark to 91%. This will be achieved by equipping teachers with targeted support to effectively use student data and provide responsive instruction through intervention, acceleration, extension, and additional support strategies.
<i>Goal 2 (Teacher-Focused)</i>	By May 2027, all Lexington Elementary teachers will reach proficiency in the instructional domain, with a focus on questioning strategies that drive stronger planning, assessment, and student literacy growth.
<i>Goal 3 (Program-Focused)</i>	By May 2027, every teacher at Lexington Elementary will strengthen instructional best practices through collaborative PLC sessions focusing on curriculum internalization, standards driven planning, and data informed practice to maximize student success.

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>
<i>Heather Kennedy</i>	Principal
<i>Katherine Flowers</i>	Assistant Principal
<i>Shanette Armstrong</i>	Literacy Coach
<i>April McLaurin</i>	Curriculum Coordinator



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>
9/8/2025-Teacher Collaborative	Weekly	Weekly Assessment data discussion, Assessment planning, discussion of intervention groups, etc.
8/26/2025 ILT/PLC	Monthly	Placement of Intervention/Tutoring Groups-based on EOY 2025 data, BOY data, MOY data, PM data, and academic performance
10/7/2025, 2/9/2026, 3/31/2026	3 times a year	Elevated teacher led PLC sessions concentrating on subgroup data analysis and best practices to improve student outcomes, PM Data, Observational Coaching, etc.

Section 2: Explicit Instruction, Interventions, and Extensions

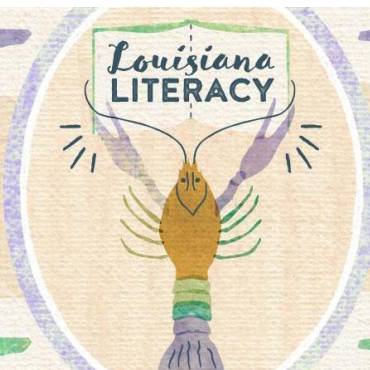
Guiding Questions:

- 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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	Aug. 1-30	Review prior year data to establish school goals.	Literacy Team/ SIP team/Teachers	Literacy screeners; STAR READING/Academics	Students and subgroups demonstrate growth in year-to-year data.
2	Sept.1-30	Teachers write SLTs and review student BOY data	Teachers/Literacy Team	DIBELS data STAR data	SLTs written and approved
3	Oct. 1-31	DIBELS/STAR Progress Monitoring; revisit intervention groups/Tutoring	Teachers/literacy team	DIBELS data STAR data Academic grades	Students demonstrate growth
4	Jan. 4-31	Review MOY data; revisit intervention groups/tutoring	Teachers/literacy team	DIBELS data STAR data Academic grades	Students demonstrate growth
5.	March 1-22	DIBELS/STAR Progress Monitoring; revisit intervention groups/Tutoring	Teachers/literacy team	DIBELS data STAR data Academic grades	Students demonstrate growth
6.	April 29-May 25	EOY testing/Review of EOY data/Results for SLTS	Teachers/literacy team	DIBELS data STAR data Academic grades	Students demonstrate growth/SLT goals met



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>
Aug. 4-8 (BTS PD)	LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
Oct. 10	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
Oct. 24	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
Nov. 12	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin



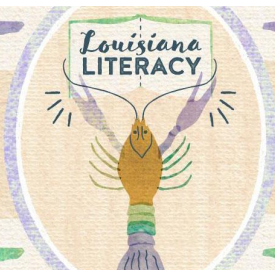
Dec. 12	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
Jan. 16	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
Feb. 17	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin
March 13	HDT Coaching for new teachers or teachers with low performing scores, LEXIA, TWR, CKLA	Teachers, literacy Coach, Admin

Section 4: Family Engagement Around Literacy

Guiding Questions:

- 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?
- 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?
- 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>
Oct./Jan.	Parent/Teacher Conferences		



Aug/Nov/Feb/May	SIP-stakeholder meetings		Selected Family and Community Members
August 19/August 26	BTS parent/teacher meetings		Lexington PTO Partners
Entire year	HDT data to a parent or caregiver		
March	Community Professional Days		Community Readers
Oct/March	Reading Days		High School Readers
End of Year	Parent Survey		

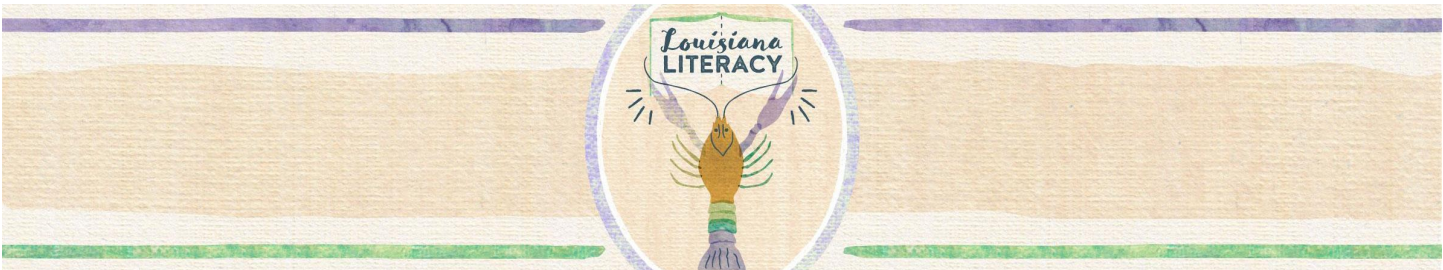
Section 5: Alignment to other Initiatives

Guiding Questions:

- 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>
<i>SIP</i>	<i>ELA goal</i>	<i>Students show improvement in goals set for this year</i>
<i>Spring Fling</i>	<i>Prioritize Early Childhood enrollment</i>	<i>Pk program enrollment/ Parent involvement with curriculum and STEM</i>
<i>Read-a-thons</i>	<i>Incentives to Read</i>	<i>Each student in each class will read at least one book</i>



<i>Eureka Math</i>	<i>Word problems</i>	<i>Students show increase in ability to comprehend and apply mathematical vocabulary</i>
<i>TWR</i>	<i>Ties to writing across all curriculum</i>	<i>Students ability to write about different topics show improvement/lesson plans</i>
<i>LEADS assessment</i>	<i>To monitor effectiveness of lessons being taught</i>	<i>Observations/PGP plans for refinement</i>
<i>Lexia</i>	<i>Use data reports to individualize student lessons during HDT</i>	<i>Lexia weekly data and meeting goals for students by EOY.</i>



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>
<i>Leadership team/Community Stakeholders/Teachers</i>	<i>Meetings/Remind messages</i>	<i>Sept Nov/Feb/May</i>
<i>Parents/stakeholders</i>	<i>Literacy Plan on School Website</i>	<i>Sept 2</i>

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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