



Local Literacy Plan
for

Minnie Ruffin Elementary School
Monroe City Schools

Jennett Hunter, Principal

Mr. Sam Moore, III, Superintendent

September 2, 2025





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>	At Minnie Ruffin Elementary, our shared vision is to develop students into effective communicators who purposefully read, write, and speak across all disciplines. We are committed to providing explicit, systematic instruction through a Tier 1 curriculum, supported by individualized interventions that yield measurable results.
<i>Literacy Mission Statement</i>	The Literacy Mission of Minnie Ruffin Elementary School is to equip all students with the strategies they need to maximize their academic potential, enhance reading skills, and strengthen social development."



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>Minnie Ruffin Student Focused Literacy Goals:</p> <p>K-3 Long Range Goal By May 2027, we will increase the school's K-3 literacy screening benchmark percentage to 80% with a focus on the Louisiana Leadership Rubric (LLR) Domains and a continuum of learning to positively impact student achievement, teaching, and leading.</p> <p>Yearly Goal: By May 2026, all K-3 students will meet or exceed their yearly growth target, improving the school's literacy screening benchmark percentage from 67% to 71%, through a focus on developing our teachers' ability to utilize data in to identify students in need of intervention, acceleration, extension or other additional supports (LER)</p> <p>Louisiana Educator Rubric Indicators:</p> <ul style="list-style-type: none"> • Teacher Content Knowledge • Teacher knowledge of Students • Instruction
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>Minnie Ruffin Teacher Focused Goals:</p> <p>Long Range Goal By 2027, all K-6TH grade ELA teachers will achieve an overall average score of proficient or higher (3) within the Instruction Domain on the LER with a focus on a continuum of learning to positively impact student achievement, teaching, and leading.</p> <p>Yearly Goal By the end of the academic school year, all PreK-6TH grade teachers will improve instructional practice by implementing a high-quality Tier 1 curricula that supports literacy growth in students with fidelity.</p>



Goal 3 (Program-Focused)

Minnie Ruffin Focused Program Goals:

Long Range Goal

By 2027, all ELA teachers will implement the adopted HQIM with integrity promoting responsive decision making and accessibility for all students.

Yearly Goal

All K-6th ELA teachers will participate in specific weekly teacher collaboration meetings with a focus on high-quality activities and materials, grouping, and academic feedback to increase teacher effectiveness by reviewing assessment data and engaging in the process of lesson internalization.

Louisiana Educator Rubric Indicators:

- Activities and Materials
- Grouping
- Academic Feedback

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>
Jennett Hunter	Principal
Lartorre Davis	Instructional Facilitator
Shanette Armstrong	District Literacy Coach
Chrissy Williams	1 st Grade Teacher/ ILT/ Mentor Teacher
Angela Elzy	3 rd Grade Teacher/ILT/ Mentor Teacher
Clarissa McFee	Special Education Teacher



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>
Monday PLCs (5 th , 1 st , 4 th , 6 th Grades)	Weekly	<ul style="list-style-type: none"> • Student data review/ data -driven planning/Analyzing school-wide literacy data from benchmark assessments • Instructional strategies, celebrate growth/ pinpoint areas of concern • Collaborative curriculum planning and preparation (literacy instruction consistent across grade levels and align with standards)
Monday Faculty Meeting	Bi-monthly	<ul style="list-style-type: none"> • District information (updates) • School-wide information • Vision and goals (review progress toward the school's overall literacy vision and goals)
Tuesday PLCs (PreK, 2 ND , 3 RD , Kindergarten)	Weekly	<ul style="list-style-type: none"> • Data review/ Data-driven planning • Instructional strategies • Collaborative curriculum alignment planning and preparation
Wednesday ILT Administrative Meetings	Weekly	<ul style="list-style-type: none"> • Needs Assessment • Develop Action plan • Teacher support-Collaboratively plan and refine upcoming strategies • Walkthroughs/ observation debrief • Review student work/ data • Literacy Celebrations • Next steps
Wednesday PLC Content Meetings	Bi-monthly	<ul style="list-style-type: none"> • Student data review/ data -driven planning/Analyzing school-wide literacy data from benchmark assessments • Instructional strategies, celebrate growth/ pinpoint areas of concern



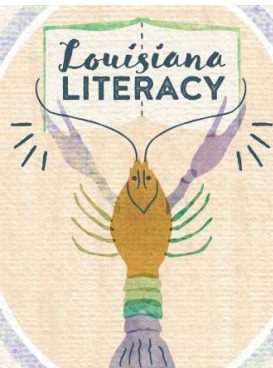
		<ul style="list-style-type: none"> • Collaborative curriculum planning and preparation (literacy instruction consistent across content and align with standards)
Wednesday (District personnel sessions)	As needed	<ul style="list-style-type: none"> • Teacher support- Professional Development/ mini-lessons • ILT support- District and State initiatives

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?
- 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?
- 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?
- 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.
2	July-August	Review Spring LEAP scores to determine student placement	Administrative team, ILT Members, Test Coordinators	LDOE LEAP Data (student scores)	Parent notification of identified students Student placement
3	August-September	Instructional Team analyzes the literacy data to develop student literacy goals for the 2025-2026 school year.	District personnel- K-2 Curriculum and Instructional Supervisor On-site Administration	EOY DIBELS Data and LEAP data	Students demonstrate growth in EOY data. School Improvement Plan (SIP)
4	August-May (BOY) (MOY) (EOY)	Literacy assessments K-3 Literacy Screeners (DIBELS 8 TH , STAR Early Literacy, STAR Reading) are administered. School team reviews student	Grade Level Classroom Teachers, DIBELS Team	Screeners for all (appropriate assessment), diagnostic for some	Data results Scores are placed in EdLink Intervention groups are formed based on data analysis.



		literacy data and submits names of students in need of literacy support (HDT).			
5	September-on-going	Student Literacy Supports begin for identified students and Individual Literacy Plans are developed.	School based ILT, School based literacy team, District Literacy Coach, Instructional Facilitator	Diagnostic Data	Students attending HDT literacy Support show growth as evidenced by progress monitoring.
6	August-September	District personnel and on-administrative team provide a list of new hires that require training and assign teachers to course planning.	District supervisor and on-site administration	District and on-site Professional Development	100% of required teachers and administrators met success as required.
7	September-May	Read-Aloud- on and elementary campus, read-aloud serves as a resourceful tool to build student knowledge, motivate reading, enhance language skills, improve listening comprehension, build vocabulary, and access complex text.	Classroom teachers, school librarian, reading lab teacher, instructional facilitator, speech pathologist, community	Annotated teacher lesson plans, library books, individualized targeted literary skills to support comprehension, vocabulary, and language development	Students participating in read aloud show growth in literacy skills as evident by improvement in on-going progress monitoring.



			resources, parents/ guardians		
8	January-April	Targeted After-School Tutoring	Administration ILT Literacy Coach District Personnel- Title 1 Director Supervisor K-2 Curriculum and Instruction	Budget/ Funding Allocation Teachers/ Paraprofessionals Curriculum resources/ materials	Improvement in student academic growth targets is evident by weekly progress monitoring.
9	September-May (See meeting schedule)	Monthly Progress Monitoring – Teams meet to review individual student data and whole group data to acknowledge successes and to determine immediate and appropriate interventions.	ILT Literacy Coach Teachers	DIBELS Progress Monitoring STAR Reading	Improvement in weekly targeted instruction
10	November	Academic Night	Administrator Instructional Facilitator ILT Teachers District Literacy Coach	Parent and student information handouts Grade level/ Content Teacher created activities	Sign-in sheets by parents/ guardians



			Parent Representatives Support Staff		
11	December	MOY DIBELS	DIBELS Team	DIBELS materials	Data results /analysis used to review and adjust interventions based on data analysis.
12	December	Interim ELA assessments (DRC Portal)	Test Coordinators Classroom teachers	Assessment materials	Data results/ analysis used to develop next steps in instructional planning and facilitating.
13	April	LEAP testing	Test Coordinators Classroom teachers	Assessment materials	Data results/ analysis used to determine next steps in instruction. Data will also be used to determine SLTs outcome.



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 – September	Analyzing Data/ Strategic Planning	All teachers
August- September	Screeners Results / Next Steps New Hires training for required district literacy resources	New Hires
August	LEXIA introduction and review	All teachers
August	ELA Standards / Scope and Sequence	K-6 teachers



September	Overview of High Dose Tutoring (HDT)	All teachers and paraprofessionals
September	Weekly Assessments / Rigor and Alignment to Standards	All teachers

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 regard 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Open House/ Orientation School leaders and teachers share the vision of excellence for instruction, district and state initiatives (literacy goals), and the shared expectations for parents and students.	Face to Face / 5:30-7:30 to accommodate families Whole group / Auditorium Classroom visits with Grade level teachers	Parents/ Guardians/ Students



October	"Donuts with Grownups"	Face to Face The event presents the opportunity to build stronger relationships between families, students, and educators.	Parents/ Grandparents/ Guardians
October	Read Aloud Day	Face to Face The event promotes global literacy, connects people, improves language and cognitive skills.	Parents/ Grandparents/ Guardians
October	Fall Festival	Face to Face Community building	Parents/ Grandparents/ Guardians
November	Read Aloud Day	Face to Face The event promotes global literacy, connects people, and improves language and cognitive skills	Community Stakeholders Greek Organizations
November	Academic Night	Face to Face The event fosters a partnership between families and school.	Parent/ Grandparents/ Guardians
November January April	Principal / Parent Chat	Face to Face The event fosters a stronger home-school partnership by establishing an informal and collaborative opportunity.	Parents/ Guardians
On-Going	Parental Survey	Survey To gather feedback for informed decision making, foster home-school communication, increase parent engagement, and	Parents/ Guardians



		improve student outcomes.	
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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

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Lexia	Provides evidence-based <i>science of reading based solutions for students and teachers</i> <i>Provides diagnostic data to support individualized instruction / differentiated instruction</i> <i>Supports foundational skills, comprehension, and writing</i> Intervention	Daily / Weekly Monitoring / Data Analysis is used to monitor and provide evidence of success through: Identifying student usage Mastery of skills Progress towards benchmarks Identification of common missed items Certificates of Completion Levels
DIBELS 8 TH	Measures key literacy skills Predicts reading proficiency Supports early literacy instruction	Evidence of success is supported through data analysis which provides evidence of success through: Progress monitoring – tracks growth, Targeted intervention- effectiveness



	Data helps to target interventions Supports Science of Reading Screeners/ Benchmark assessments	
STAR Early Literacy	Assesses pre-reading skills Provides data for instruction Screeners/ Benchmark assessments	Evidence of success is supported through data analysis that support targeted intervention groups and support in adjusting interventions as needed.
STAR Reading	Assesses reading comprehension Provides data to identify areas for additional support for students Screeners/ Benchmark assessments	Evidence of success is supported through data analysis that support targeted intervention groups and support in adjusting interventions as needed.



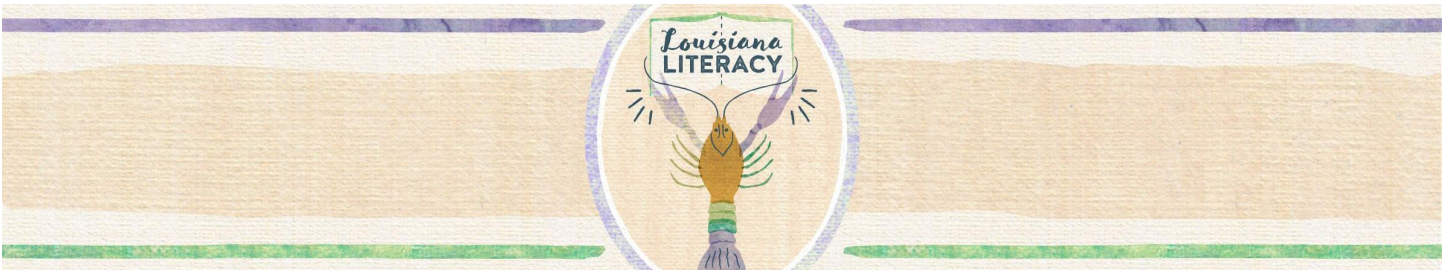
Section 6: Communicating the Plan

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>
Leading for Success Team <ul style="list-style-type: none"> • Superintendent • Chief Academic Officer • District Personnel • Principals • Assistant Principals/ Curriculum Coordinators 	Back To School Retreat	7/26/25- 7/28/25
Teachers and Staff	Back to School Orientation	8/4/25 & 8/8/25
Families	Meet and Greet / Parent Orientation Night	8/21/25
News and Notes	News and Notes- Internal communication and external communication of literacy goals and results	On-Going
Instructional Leadership Team (ILT)	Weekly Meetings	August -May
Grade Level Teachers PLCs/ Content PLCs	Weekly/ Monthly PLCs	August-May



Parents/ Guardians Students Administrators Teachers District Personnel	HDT Monthly Progress Notification Letter	September-May
Parents Teachers Community Stakeholders	Literacy Plan available on school website	September -May

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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