



Local Literacy Plan
for

Minnie Ruffin Elementary School
Monroe City Schools

Jennett Hunter, Principal

Sam Moore III, 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?

<i>Literacy Vision</i>	Our vision is to develop students into proficient readers, writers, and speakers by providing explicit, systematic literacy instruction through Tier I curriculum and interventions.
<i>Literacy Mission Statement</i>	The mission of Minnie Ruffin Elementary is to educate each child to his/her ever increasing maximum academic and social level.

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>	According to universal screeners, 80% of students will be reading on or above grade level
<i>Goal 2 (Teacher-Focused)</i>	According to literacy benchmark assessments, 70% of students will meet or exceed their individualized goals.
<i>Goal 3 (Program-Focused)</i>	K-3 students will improve overall proficiency in DIBELS 8 th from (EOY 24) 51% to (EOY 25) 70% by the end of the 2024 – 2025 school year.

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>Jennett Hunter</i>	Principal
<i>Lartorre Davis</i>	Instructional Facilitator
<i>Jalaine Price</i>	Literacy Coach
<i>Chrissy Williams</i>	1 st Grade Teacher/ILT Member



Angela Elzy	3 rd Grade Teacher/ILT Member

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 (1 st , 4 th , 6 th grade)	Weekly	Data review, instructional strategies, planning
Monday Faculty Meeting	Bi-monthly	District information, school-wide information
Tuesday PLCs (PreK, 2 nd , 3 rd , Kindergarten)	Weekly	Data review, instructional strategies, planning
Wednesday	Bi-monthly	Data review, observation debrief, action plan next steps
Wednesday PLCs (5 th grade)	Weekly	Data review, instructional strategies, planning
Wednesday Content Level Meetings	Bi-monthly	Data review, instructional strategies, planning, LEAP discussion/concerns

Section 2: Explicit Instruction, Interventions, and Extensions

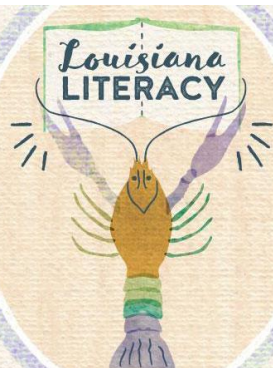
Guiding Questions:

- 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:



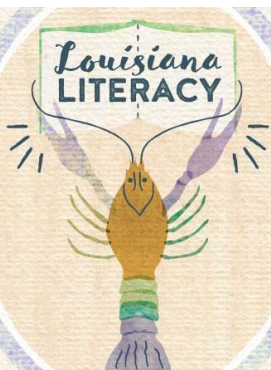
- alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
- deciding which components will be measured in each grade band or subgroup?
 - how often 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.
2	July - August	Review Spring LEAP scores to determine student placement on IAIP list	ILT Members, Test Coordinators	LEAP scores	Parent Notification of identified students.
3	August – September	K-3 Literacy Screeners (DRDP, DIBELS 8 th , STAR Early Literacy, STAR Reading)	Classroom teachers, DIBELS Team	Assessment materials	Scores are put into EdLink. Students are placed into intervention groups based on data.
4	September - May	Read-alouds from community members	Instructional Facilitator	Library books	Increased independent reading
5	January - April	Afterschool tutoring	Program coordinators	Tutors, Classroom materials, chromebooks	Improvement in weekly assessments and benchmark assessments
6	September - April	Monthly Progress Monitoring	Literacy Coach	DIBELS PM materials/STAR Reading	Improvement in weekly phonics instruction



7	November	Academic Night	ILT	Activities selected/created by grade level teachers	Sign-in sheets by parents and guardians
8	December	MOY DIBELS	DIBELS Team	DIBELS material	Data used to continue or adjust interventions.
9	December	Interim ELA assessments in DRC	Test Coordinator, Classroom teachers	Assessment materials	Data used for determining next steps in instruction
10	April	LEAP testing	Test Coordinator, Classroom teachers	Assessment materials	Data used to determine next steps in instruction. Also used to determine if SLTs have been 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>
August	Lexia Introduction and review	K – 6 th grade teachers
August	ELA Standards and Objectives	K – 6 th grade teachers
August	Screeners Results/Next Steps	K – 6 th grade teachers
September	Weekly Assessments Rigor and Alignment	K – 6 th grade teachers
September	Overview of High Dosage Tutoring (HDT)	All teachers and paraprofessionals

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>
September	Open House	Face-to-Face	Parents/Guardians
October	Muffins for Moms/Donuts for Dads	Face-to-Face	Parents/Guardians
October	Read-aloud Day	Face-to-Face	Fire Department
October	Fall Festival	Face-to-Face	Parents/Guardians
November	Read-aloud Day	Face-to-Face	Greek Fraternity
November	Academic Night	Face-to-Face	Parents/Guradians

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

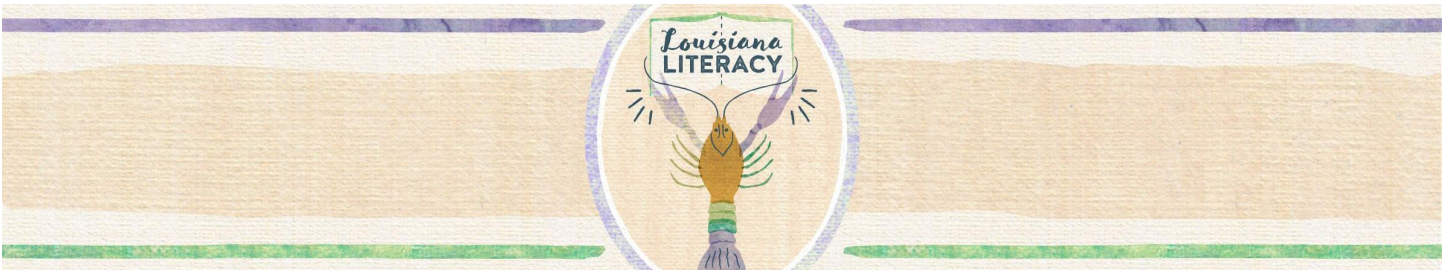
Initiative Alignment

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Lexia	Intervention	Daily/Weekly monitoring of usage and progress; certificates for completing levels
DIBELS 8th	Screeners/Benchmark assessments	Use data to determine intervention groups and adjust interventions as necessary
STAR Early Literacy/STAR Reading	Screeners/Progress Monitoring	Use data to determine intervention groups and adjust interventions as necessary

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>ILT</i>	<i>Weekly meetings</i>	<i>August - May</i>
<i>Grade level teachers</i>	<i>Weekly/Monthly PLCs</i>	<i>August - May</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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