



Literacy Plan

for

Sallie Humble Elementary School
Monroe City School District

Shannon Embanato, Principal
Matthias Drewry, Assistant Principal
Deidra Lewis, Curriculum Coordinator

Sam Moore, Superintendent

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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>	Sallie Humble will create interventions and plan instruction that will support all students in reaching their grade level reading goals.
<i>Literacy Mission Statement</i>	Sallie Humble is committed to creating educational programs that will ensure success in reading and writing for all students.

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 the end of the 2024-2025 school year, 65 % of students will be reading on grade level. (The usage for the 2022-2023 school year was 55 %.)
<i>Goal 2 (Teacher-Focused)</i>	80% of students meet individualized goals on literacy benchmarks.
<i>Goal 3 (Program-Focused)</i>	By the end of the 2024-2025 school year, the overall weekly use of LEXIA for 3rd- 6th graders will increase by 10%.(The usage for the 2023-2024 school year was 59%.)



Section 1c: Literacy Team															
Guiding Questions:															
<div>1. Who will serve on the school/system literacy team?</div> <div>2. What is the role of each member?</div> <div>3. What is your plan for conducting regular meetings, including location, time, availability, and topics?</div> <div>4. How are you monitoring the effectiveness of the plan?</div>															
<table border="1"><thead><tr><th><i>Member</i></th><th><i>Role</i></th></tr></thead><tbody><tr><td>Mrs. Shannon Embanato</td><td>Principal</td></tr><tr><td>Mr. Matthias Drewry</td><td>Assistant Principal</td></tr><tr><td>Mrs. Deidra Lewis</td><td>Curriculum Coordinator</td></tr><tr><td>Mrs. Summer Hines</td><td>Librarian</td></tr><tr><td>Mrs. Cassidy Burns</td><td>Instructional Coach</td></tr><tr><td>Mrs. Whitney Cascio</td><td>Teacher</td></tr></tbody></table>	<i>Member</i>	<i>Role</i>	Mrs. Shannon Embanato	Principal	Mr. Matthias Drewry	Assistant Principal	Mrs. Deidra Lewis	Curriculum Coordinator	Mrs. Summer Hines	Librarian	Mrs. Cassidy Burns	Instructional Coach	Mrs. Whitney Cascio	Teacher	
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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>
October- Plan Review	Monthly	Review school-wide Literacy Plan with team
November- Data Analysis	Monthly	Star Reading, Progress Monitoring Data, Lexia Data
December -(Literacy Walks, Debriefs & Plan of Action)	Monthly	Findings from walk-thrus, data, etc.
January-(Literacy Walks, Debriefs & Data Analysis)	Monthly	Findings from walk-thrus, data, etc.
February-(Literacy Walks, Debriefs & Plan of Action)	Monthly	Findings from walk-thrus, data, etc.
March-(Literacy Walks, Debriefs & Data Analysis)	Monthly	Findings from walk-thrus, data, etc.



Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

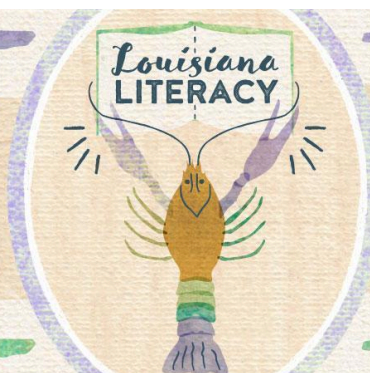
1. For each specific plan and activity around literacy, what is/are your:
 - action steps?
 - timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
 - alignment to current 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.

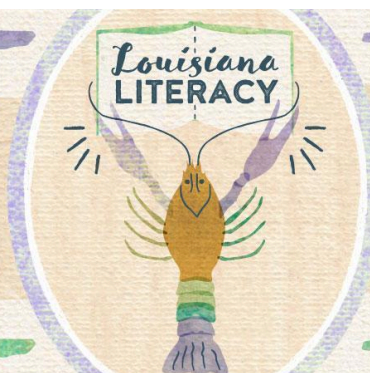


Action Plan

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	Sept - May	Review prior year data to identify students with deficits	SBLC Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	Aug-May	Content Area PLCs & Weekly Teacher Collaborations- Data analysis, curriculum discussions, goal setting...	Administration & Literacy Coach	Agendas, Collaboration Note Catchers,	Various students & subgroups increase ELA skills in targeted areas
3	Sept 1-Oct 11	Teachers write SLTs and review BOY student data	Teachers/ Literacy Team	DIBELS data STAR data Academic grades	SLTs written and approved
4	Sept - Apr	HDT/ DIBELS/ STAR progress monitoring; revisit RTI and HDT groups	Teachers/ Literacy Team	DIBELS data STAR data Academic grades	Students demonstrate growth
5	Sept-May	Reading & Writing with a Twist (Grade 3-6)	Literacy Coach Librarian Art Teacher	Unit Novels & Art Supplies	Students will demonstrate an increased desire to read.



6	Sept-April	Lexia Training	All ELA teachers 3rd-6th, admin & Literacy Coach	Lexia Support Rep., Literacy Coach, District PDs	Students and targeted subgroups demonstrate growth in reading
7	Jan 6 - 31	Review MOY date; revisit intervention groups	Teachers/ Literacy Team	DIBELS data STAR data Academic grades	Students demonstrate growth
8	Feb	Annual Literacy Night	Literacy Coach Librarian & ELA Teachers	ELA activities, public library, local authors, community vendors	Students will demonstrate growth in targeted ELA skills
9	Aug-May	ELA Guidebooks	Literacy Coach, Curriculum Coordinator, & ELA Teachers	Louisiana Curriculum Hub, Student materials, Scope & Sequence for each 9 weeks	Students will demonstrate growth in ELA skills
10	Aug-May	The Writing Revolution	Literacy Coach, & All Teachers	Virtual Trainings, Student Materials	Students will demonstrate growth in writing skills
11	Jan	After-School Tutoring (Writing Academy)	Literacy Coach	TWR Writing Skills	Students will demonstrate growth in writing skills
12	Feb-Mar	After-School Tutoring (LEAP Power Hour)	Literacy Coach	ELA skill resources	Targeted students will demonstrate growth in various ELA skills
13	Sept - May	Daily RTI time (school wide)	All teachers/staff	Lexia and teacher selected materials based on data analysis	Students will demonstrate growth in various ELA skills



14	Aug- May	Scheduled District PD	All teachers/ staff	Various in-person trainings	Students will demonstrate growth in various ELA skills
15	Sept/ Dec/ Apr	DIBELS 8 Benchmarks	Literacy Coach/ DIBELS Team	DIBELS 8 Materials	Students will demonstrate growth in reading skills
16	Aug-May	Accelerated Reader Program	Teachers & Librarian	on-line platform with various trade book quizzes	Students will demonstrate growth in various ELA skills such as fluency & comprehension
17	Sept -May	Lexia Intervention Program	All Teachers	Interactive on-line platform	Students and targeted subgroups demonstrate growth in reading
18	March 1	Read the Day Away	Librarian Literacy Team	Various Trade Books	Students will demonstrate growth in various ELA skills such as fluency & reading/listening comprehension
19	Apr 28 - May 23	EOY Testing/ Review EOY data/ Results for SLTs (if not LEAP aligned)	Teachers/ Literary Team	DIBELS data STAR data Academic grades	Students demonstrate growth



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>
October 25, 2024 (District PD)		Administration, Literacy Coach & All Teachers & various staff members
December 13, 2024 (District PD)		Administration, Literacy Coach & All Teachers & various staff members
January 17, 2025 (District PD)		Administration, Literacy Coach & All Teachers & various staff members



February 18, 2025 (District PD)		Administration, Literacy Coach & All Teachers & various staff members
LETRS		Administration, Literacy Coach & All 3rd grade teachers
Lexia Trainings		Administration, Literacy Coach & All teachers
PLCs	Data Analysis, Assessments, Effective Planning, Identifying students needs to enhance the impact of RTI	Administration, Literacy Coach & All 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?



<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
Aug. 12, 2024	Come and Go Meet and Greet (all grade levels)		
Aug. 15, 2024	Parent Night (Grades 4th & 5th)		Parents /Guardians
Aug. 19, 2024	Parent Night (Grades 3rd & 6th)		Parents /Guardians
February 2025	Family Literacy Night		Parents/ Guardians
March 2025	Read the Day Away		Community Volunteers
April 2025	1st Responders Luncheon		1st Responders of our community

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
The Writing Revolution		Monthly Writing Samples / Students' performance
Zearn		Assessments / Students' performance
Eureka		Assessments / Students' performance
Reflex		Assessments / Students' performance
Grammar Workshop		Assessments / Students' performance
Lexia		Assessments / Students' performance



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>Content Area Teams</i>	<i>Monthly PLCs, Weekly Collaboration</i>	<i>Sept - May</i>
<i>Instructional Leadership Team (ILT)</i>	<i>Monthly Meetings</i>	<i>Sept - May</i>
<i>Literacy Team</i>	<i>Monthly Meetings</i>	<i>Sept- 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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