



Local 3-Year Literacy Plan

for

Carver Elementary School/Monroe City Schools System

Dr. Patricia Williams

Sam L. Moore, III - Superintendent

September 27, 2024





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

Our three-year literacy vision is to significantly improve reading and writing skills for Kindergarten to 6th-grade students by focusing on key areas such as comprehension, foundational literacy skills, vocabulary development, and critical thinking. In Year 1, we will establish a strong foundation by implementing guided reading, phonics, and fluency instruction, while fostering a love for reading through engaging activities like read-alouds and book clubs. Emphasizing vocabulary development, we will use interactive strategies such as word walls and word mapping. Teachers will receive targeted professional development in evidence-based literacy practices, and individualized support plans will be designed for students requiring additional assistance.

In Year 2, we will enhance comprehension through more complex texts and incorporate writing tasks such as text analysis and opinion essays. Critical thinking will be developed through discussions, literature circles, and small-group instruction, while technology will be integrated to further support literacy growth.

By Year 3, our goal is for students to achieve mastery, confidently analyzing texts, writing with purpose, and applying critical thinking skills across subjects. Peer tutoring programs, continuous professional development for teachers, and community partnerships will further enrich students' literacy experiences. Progress will be closely monitored using formative and standardized assessments to ensure all students make measurable strides in their literacy abilities.

Literacy Mission Statement

Our three-year literacy mission is to cultivate a comprehensive and supportive learning environment that promotes advanced literacy development for Kindergarten to 6th-grade students. We will implement research-based strategies to strengthen foundational reading and writing skills, focusing on comprehension, vocabulary, and critical thinking. As a reading coach with a doctorate in literacy development, I will guide educators through targeted professional development, ensuring the delivery of evidence-based instruction. We



	aim to inspire a lifelong love of reading while fostering academic excellence, supported by continuous assessment, individualized interventions, and collaboration with families and the community.
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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>	Our student-focused goal is to achieve at least a 20% measurable growth in reading and writing proficiency for Kindergarten to 6th-grade students over the course of the three-year plan, utilizing STAR and DIBELS assessments along with high-dosage tutoring (HDT). Regular monitoring through DIBELS for foundational literacy skills and STAR for reading comprehension will allow us to tailor instruction and interventions to each student's specific needs. High-dosage tutoring will provide intensive, individualized support, ensuring that students receive additional targeted practice in areas such as phonemic awareness, fluency, and comprehension. By the end of the three years, our goal is for at least 80% of students to show significant improvement in literacy proficiency, reflected through a 20% or higher increase in their STAR and DIBELS assessment scores.
<i>Goal 2 (Teacher-Focused)</i>	Our teacher-focused goal over the next three years is to equip educators with the skills and resources necessary to ensure a minimum of 20% measurable growth in students' reading and writing proficiency, as reflected in STAR and DIBELS assessments. Through ongoing, targeted professional development, teachers will deepen their expertise in evidence-based literacy practices, high-dosage tutoring (HDT), and differentiated instruction. In Year 1, we will focus on building foundational knowledge in guided reading, phonics, fluency instruction, and data-driven decision-making. By Year 2, teachers will enhance their ability to implement more advanced comprehension strategies and integrate writing across the curriculum. In Year 3, we aim for mastery, where teachers will effectively foster critical thinking and vocabulary development while utilizing assessment data to refine individualized instruction. Throughout the process,



	teachers will receive support through peer collaboration, coaching, and continuous professional learning, ensuring they are well-prepared to promote student literacy growth and meet our three-year literacy improvement targets.
<i>Goal 3 (Program-Focused)</i>	Our program-focused goal over the next three years is to implement a comprehensive, evidence-based literacy program that fosters at least 20% measurable growth in reading and writing skills for Kindergarten to 6th-grade students, as assessed through STAR and DIBELS. The program will integrate high-dosage tutoring (HDT), data-driven instruction, and ongoing professional development for teachers to ensure the delivery of high-quality literacy instruction. In Year 1, we will focus on establishing foundational components such as phonics, fluency, and vocabulary programs, while building teacher capacity. Year 2 will emphasize expanding comprehension and writing strategies, integrating technology, and refining assessment practices. By Year 3, the program will aim for sustained success by fully embedding critical thinking, cross-curricular literacy initiatives, and peer tutoring structures into the literacy framework. Regular program evaluation through formative assessments, student progress data, and teacher feedback will ensure that the program remains adaptive, impactful, and aligned with student achievement goals.

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>Valeria Benson</i>	Principal
<i>Cheryl Rogers</i>	Curriculum Coordinator
<i>Patricia Hudson-Williams</i>	Literacy Coach
<i>Erica Felton Robinson</i>	Teacher
<i>n/a</i>	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>
Carver Data Analysis Meeting September 11-12, 2024	Monthly	Data-Driven - View data/Intervention and Instructional Practices/Set goals for data presented for growth
Intervention Planning & Grouping September 15, 2024	Monthly	All Things Literacy: Review, Present, Observe, Interpret, Implement, and Determine the next steps needed to correct identified literacy concerns using data
Intervention Centers September 18, 2024	Monthly	What Does Intervention Look Like? (Modeling centers - Instructional, Practice, Targeted Skills - Word Building/Decoding/Segmenting, Lexia, etc.)
Intervention Review & Update December 14, 2024	Monthly	Overhaul... Is It Working? (accomplishments/setbacks/needs)
Carver Data Analysis Meeting	Monthly	Upper/lower - Two hours per grade level - data review/overhaul



December 10, 2024		
Intervention Overview January 16, 2025	Monthly	Intervention Plans - Struggling students' intervention plans will be reviewed to verify if intervention strategies are successful. Revisions of strategies and action plans will be applied as needed.
Literacy Plan Review February 14, 2025	Monthly	Change is Good! Identifying rigor and fidelity during intervention practices - Implementation of skills
Informational Literacy March 14, 2025	Monthly	The Clock is Ticking! Success in Literacy Interventions
Literacy Data Analysis April 26, 2025	Monthly	Building Foundations That Last! (Looking back at the beginning of the intervention process until now)
The Procedure of Interventions May 16, 2025	Monthly	End Results! How did we do?

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	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	August 24 - May 2	PLC Meetings	K-3	Content and Assessment Data	K-3 student assessment and data
3	September 11 - May 10	Data Collection - Schedule Discussion of data during PLC Time	K-3	Sign In Sheet for PLCs, PLC schedules, and Data Schedule	Sign In Sheet for PLCs, PLC schedules, and Data Schedule
4	October 17 - March 20	Reading and Math Night	K-6th	Grab and Go activities, Reading Books, Literacy Handouts	Sign In Sheets from Literacy Nights



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>
Every Tuesday & Thursday of each Month PLC Meeting	Lexia, Weekly Testing, PBIS, Student Data, Scope and Sequence, Tier I Curriculum	Faculty & Staff would benefit from each PD and the Principal, Curriculum Coordinator, Literacy Coach, and/or outside entities can redeliver lectures to the Faculty & Staff
After School Faculty Meeting Mondays	Lexia, Weekly Testing, PBIS, Student Data, Principal Updates from the District	Faculty & Staff would benefit from each PD and the Principal, Curriculum Coordinator, Literacy Coach, and/or outside



½ and Whole Day Professional Development (Scheduled by the District)	Lexia, Weekly Testing, PBIS, Student Data, SLT (November 2024)	Faculty & Staff would benefit from each PD and the Principal, Curriculum Coordinator, Literacy Coach, and/or outside entities can redeliver lectures to the Faculty & Staff
August 2024 - May 2025 (3rd Thursday of each month)	LDOE Community of Practice	Literacy Coach Regional Literacy Specialist Principal Curriculum Coordinator
August 2024 - May 2025 (Monthly)	Literacy PD - Intervention Practices and Strategies	Regional Literacy Specialist Literacy Coach

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2024 - May	OnCourse	Parent Command, Remind	Parents



2025			
August 2024 - May 2025	Carver Facebook	Social Media Platform	Parents, school community, and Social Media Network
September 2024 - April 2025 (1st Thursday of each month)	United Way: Read Learn Succeed	Partners volunteer to help students become successful readers and writers.	Students and Parents
November 2024 and March 2025	Reading and Math Night	Reading and Math Take Aways - Learning Resources at each grade level.	Students and Parents
August 2024 - May 2025	PBIS Rewards	Students, teachers, and staff receive points for positive behavior daily and receive weekly and/or monthly incentives.	Monroe City School appointees/Parents

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>21st Century</i>	<i>Tutoring and Enrichment</i>	<i>Monitor through SIP Plan</i>
<i>Early Childhood</i>	<i>Best Practices in Literacy</i>	<i>M-CLASS Consultants</i>
<i>Literacy Coaching Program</i>	<i>Establish LCP Program</i>	<i>Partnership with the Center of Literacy and Learning</i>
<i>Read Learn Succeed - United Way</i>	<i>Build home libraries and partner reading</i>	<i>Sign-In Sheets, Pictures</i>
<i>High Dosage Tutoring (HDT)</i>	<i>Best Practices in Literacy</i>	<i>Interventions/Data (DIBELS/STAR)</i>
<i>On Your Mark</i>	<i>Best Practices in Literacy</i>	<i>DIBELS</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>Parents</i>	<i>Flyers, Carver Facebook Webpage, Remind, Monthly School Calendar</i>	<i>Monthly</i>
<i>Teachers</i>	<i>Parent Conferences, Telephone calls, Remind</i>	<i>Monthly</i>
<i>Faculty and Staff Meetings</i>	<i>Principal Update from the District - Any necessary training for faculty</i>	<i>Monthly</i>
<i>Teachers and Staff</i>	<i>PLC</i>	<i>Weekly</i>
<i>Teacher and Staff</i>	<i>ILT</i>	<i>Monthly</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.

Updated A 2022