



**Local Literacy Plan
for
Monroe City Schools
Clara Hall Accelerated School**



**Shuntaye Treadway Wilson, Principal
Samuel 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>	Clara Hall Accelerated School aspires to become the region’s leading early childhood learning campus leveraging evidence-based pedagogies to accelerate students’ mastery of foundational literacy skills.
<i>Literacy Mission Statement</i>	Clara Hall Accelerated School strives to provide high quality and equitable academic experiences in a positive, engaging, and rigorous learning environment that fosters the development of skilled, confident readers.

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, Clara Hall will increase the DIBELS 8th Assessment 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.
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	<p>Yearly Goal: By May 2026, Clara Hall will meet or exceed its yearly growth target, improving Clara Hall’s literacy screening benchmark percentage from 76%-78% through a focus on: developing teacher’s abilities to utilize data to identify students in need of intervention, acceleration, extension or other additional supports (LLR).</p> <p>Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, & Instruction</p>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>By May 2027, Clara Hall’s 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 May 2026, Clara Hall teachers will implement targeted instructional strategies, small group interventions, and differentiated lessons, and use ongoing data (STAR READING and DIBELS PM) to monitor and support student growth, with the aim of increasing overall student achievement.</p> <p>Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, Planning Instructional Content</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>By May 2027, all Clara teachers will implement the adopted HQIM with integrity promoting responsive decision making and accessibility for all students.</p> <p>Yearly Goal: All Clara Hall teachers will participate in content 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.</p> <p>Louisiana Educator Rubric Indicators: Activities and Materials, Grouping, Academic Feedback</p>



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>Shuntaye Treadway Wilson</i>	Principal
<i>Ashley Rushing</i>	Curriculum Coordinator
<i>Michele Stark</i>	Librarian
<i>Lindy White</i>	First Grade Teacher
<i>Althea King</i>	First Grade Teacher
<i>Shernikwa Fairley</i>	Second Grade Teacher
<i>Danielle Miles</i>	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>
August / September	BOY Benchmark Assessment	STAR & DIBELS Benchmark Assessment
Week of Oct 19	Monthly	STAR Progress Monitoring; DIBELS Progress Monitoring; CKLA Assessments; LEXIA



Nov/Dec	MOY Benchmark Assessment	STAR & DIBELS Benchmark Assessment
Week of Jan 18	Monthly	STAR Progress Monitoring; DIBELS Progress Monitoring; CKLA Assessments; LEXIA
Week of Feb. 16	Monthly	STAR Progress Monitoring; DIBELS Progress Monitoring; CKLA Assessments; LEXIA
Week of Mar 23	Monthly	STAR Progress Monitoring; DIBELS Progress Monitoring; CKLA Assessments; LEXIA
April/ May	EOY Benchmark Testing	STAR & DIBELS Benchmark Assessment

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	Sept, Dec., & Apr.	Benchmark DIBELS 8 Testing	Literacy team members	DIBELS 8 Assessment	Benchmark assessment reports
3	Aug, Dec., & Apr.	Benchmark STAR Reading Testing	Librarian	STAR Reading, STAR Early Literacy	STAR Reading Reports, STAR Early Literacy Reports



4	Sept.- April	Progress Monitoring every 4 weeks for intensive students, flexible grouping	Teachers	DIBELS 8	Progress monitoring reports
5	Sept.- April	Progress Monitor monthly for all students	Classroom Teachers, C.C.	STAR Reading/Early Literacy/Math	STAR Reports, Lexia,
6	30 minutes daily	What I Need Reading Interventions & Lexia Interventions for all students	Teachers, admin team, Paraprofessionals	Lexia, decoding booklets, fluency passages, CKLA Supplemental materials etc.	Lexia Reports, weekly assessments, AR quizzes, Informal observations to address trends and patterns.
7.	30 minutes daily	Targeted interventions for SPED students, systematic and explicit core reading instruction	SPED teachers & Paraprofessionals	Small group instruction, CKLA supplemental materials	Lexia reports, weekly assessments, AR quizzes, Informal observations to address trends and patterns
8.	Aug.- May	PLC planning to support student goals	Principal, C.C., teachers	Annotated lesson plans, weekly assessments	PLC agendas, assessment reports



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 - May	Literacy instruction	Teachers & Administration Team
August – May Weekly	PLC’s Planning effectively, differentiating instruction, data analysis, trends and patterns	Teachers & Administration Team
August- May weekly	Informal observations using Observation tracker, Coaching Cycles	Teachers & Administration Team
September/October	Effective literacy intervention groups	Teachers & Administration Team
Oct, Dec, Feb	District PD days	Teachers & Administration Team
September	CLASS training	Teachers & Administration Team

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>
August - May	Parent Command Center DIBELS Homework fluency sheets (weekly)	Monitor students’ progress daily/weekly	Parents and teachers
August	Open House/ Meet the Teacher	Support learning at home; tutoring options	Parents
September	Breakfast with Books	Strengthen literacy skills	Parents
Oct	Drug Prevention Week/ Classroom Read-Aloud	Build foundation and love; support literacy instruction	Monroe Fire Department; Monroe Police Department
September - May	Read, Learn, Succeed	Build foundation and love for reading with struggling learners	United Way Partners (Community volunteers)
September	Breakfast with Books	Host Parent Literacy Workshop <ul style="list-style-type: none"> ● Demonstrate reading aloud techniques ● Teach phonics games ● Demonstrate how to support struggling readers ● Offer free book lists ● Recommend trusted educational tools (Starfall) 	Parents
October	Parent Lunch and Learn (DIBELS)	Educate parents about DIBELS, explain the assessment, its subtests, each grade level requirements, and provide practical strategies to build reading skills at home	Parents



October & January	Parent Teacher Conference Night	Monitor student progress daily; Support learning at home; tutoring options	Parents
March	Math & Literacy Night	Support learning at home	Parents; Community Partners
March	Read the Day Away	Support learning at home; Build foundation and love; support literacy instruction	Teachers, parents, & community members
April	Parent Lunch and Learn (DIBELS)	Review benchmark data; understand the students' DIBELS scores, discuss academic highlights, success stories, areas of growth and recommendations, and summer suggestions for continued student success	Parents and District Leaders

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

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>CLASS</i>	<i>Improve Teaching</i>	<i>Observations by CLASS</i>
<i>Lexia</i>	<i>RTI</i>	<i>Data Analysis Reports</i>
<i>Title 1 (Parental Involvement)</i>	<i>Support Literacy</i>	<i>Reading & Math Night; Parent Teacher Conference, Parent Lunch and Learns (fall and spring) , Breakfast with Books</i>
<i>Early childhood programs</i>	<i>Foundational learning</i>	<i>Student enrollment; attendance rates; promotion rates</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>Math/Reading Nights, Parent Command, Remind, Calendars, & social media platforms, Lunch and Learn Meetings, Principal's Newsletter, HDT monthly progress reports, STAR Reading Home Connect Letter, DIBELS Weekly Homework Help</i>	<i>August – May; monthly parental involvement opportunity</i>
<i>Teachers</i>	<i>Teacher Collaboration Meetings, Faculty Meetings, weekly newsletters from principal, Group Me, & ILT meetings, data displays</i>	<i>Weekly & monthly meetings</i>
<i>Community</i>	<i>Math/Reading Nights, Parent Command, Remind, Calendars, & social media, Signage, Lunch and Learn Meetings, Principal's Newsletter</i>	<i>August – May; monthly parental involvement opportunity</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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