



Local Literacy Plan
for

Madison James Foster Elementary School
Monroe City Schools

Gary Jackson, Principal

Sam Moore, III, Superintendent

August 12, 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>	At Madison James Foster Elementary, we are committed to fostering literacy by empowering students to become proficient readers and writers. Our goal is to build a strong foundation that enables students to understand, evaluate, analyze, and communicate knowledge effectively, equipping them to thrive in society.
<i>Literacy Mission Statement</i>	Our mission at Madison James Foster Elementary is to promote reading and writing development through targeted instruction, frequent progress monitoring, and tailored interventions. By fostering a print-rich environment and enhancing oral language skills, we inspire students to become confident, lifelong learners.

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>	Increase the percentage of students on or above grade level in reading by improving the schools' Lexia progress predictor score from 17% to at least 48% and utilize DIBELS for additional progress monitoring to assess early literacy skills and guide targeted interventions by reducing the number of students reading below grade level from 61% to 31%.
<i>Goal 2 (Teacher-Focused)</i>	Ensure teachers implement their Tier I curriculum, Amplify CKLA or LDOE Guidebooks, with fidelity and provide targeted, data-driven literacy instruction by using progress monitoring tools, Lexia and Renaissance STAR assessments, to adjust their teaching strategies and interventions so 70% of students will meet their individualized goals of literacy benchmarks.
<i>Goal 3 (Program-Focused)</i>	Implement a structured literacy program where 90% or more of teachers and students consistently meet their weekly Lexia usage minutes and unit goals. Aim for at least 85% of students to demonstrate measurable reading growth and improvement in the school's Lexia progress predictor and DIBELS scores by the end of the 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>
Gary Jackson	Principal
Kendra Stanley	Assistant Principal
Xavier Harris	Curriculum Coordinator
Demetria Reynolds-Banks	Literacy Coach

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 2024 Plan Review	Monthly	Science of Reading Review Literacy Plan Development
September 2024 Data Analysis & Action Plans	Monthly	Analyze BOY Literacy Screener Data Data/Grouping Students Act 442 and Act 771 Notification Letters
October 2024 Walk-throughs, Debriefs, Action Plans, & Data Analysis	Monthly	Lexia & Progress Monitoring Data Small Group Implementation
November 2024 Walk-throughs, Debriefs, Action Plans, & Data Analysis	Monthly	Lexia & Progress Monitoring Data Phonological Awareness/Phonics Assessment Feedback
December 2024 Walk-throughs, Debriefs, & Action Plans	Monthly	Lexia Data Vocabulary Strategies
January 2025 Data Analysis & Action Plans	Monthly	Lexia Data Analyze MOY Literacy Screener Data/Grouping Students
February 2025 Walk-throughs, Debriefs, Action Plans, Data Analysis	Monthly	Lexia & Progress Monitoring Data Comprehension Strategies
March 2025	Monthly	Lexia & Progress Monitoring Data



Walk-throughs, Debriefs, Action Plans, Data Analysis		Assessment Feedback
April 2025 Data Analysis & Action Plans	Monthly	Lexia & Progress Monitoring Data Written Expression
May 2025 Data Analysis	Monthly	Lexia Data Analyze EOY Literacy Screener Data

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 are screeners 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	Aug. 1-30, 2024	Review prior year data to establish school system goals	Literacy Team Teachers ILT	STAR Reading DIBELS data	Students and subgroups demonstrate growth in year-to-year data.
2	Sept. 1-30, 2024	Review BOY data, Create intervention groups/Tutoring	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	Students demonstrate growth.
3	Oct. 1-31, 2024	Teacher writes SLT and reviews student BOY data	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	SLTs written and approved.
4	Jan. 6-31, 2025	Review MOY data; Revisit intervention groups/Tutoring	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	Students demonstrate growth.
5	Feb. 3-28, 2025	DIBELS/STAR Progress Monitoring; Revisit intervention groups/Tutoring	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	Students demonstrate growth.



6	March 1-31, 2025	DIBELS/STAR Progress Monitoring, Revisit Intervention Groups/Tutoring	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	Students demonstrate growth.
7	April 29- May 25, 2025	EOY testing/Review of EOY data/Results for SLTs	Literacy Team Teachers ILT	STAR Reading DIBELS data Weekly assessments	Students demonstrate growth/SLT goals 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>
LETRS	Science of Reading	All Pre-K through Grade 3 Teachers needing certification
School Support Institute		Principal, Assistant Principal, Curriculum Coordinator
PLC Meeting (weekly)	Data Analysis & Topics to Obtain Cycle Goals	Teachers, Literacy Coach, Administration
Aug 5-9, 2024 (District PD Week)	LETRS, LEXIA, TWR, CKLA	Teachers, Literacy Coach, Administration
September 3-5, 2024	HDT Coaching for new teachers or teachers with low performing scores, LETRS, LEXIA, TWR, CKLA	Teachers, Literacy Coach, Administration
October 25, 2024 (District PD)	Daily Interventions, Assessments, Effective Planning, Data Analysis, Teaching Curriculums	Teachers, Literacy Coach, Administration



	with Fidelity, Detecting Students' Weaknesses and Providing Explicit Targeted Interventions to Strengthen Weaknesses	
November 12-14, 2024	HDT Coaching for new teachers or teachers with low performing scores, LETRS, LEXIA, TWR, CKLA	Teachers, Literacy Coach, Administration
December 13, 2024 (District PD)	Daily Interventions, Assessments, Effective Planning, Data Analysis, Teaching Curriculums with Fidelity, Detecting Students' Weaknesses and Providing Explicit Targeted Interventions to Strengthen Weaknesses	Teachers, Literacy Coach, Administration
January 17, 2025 (District PD)	Daily Interventions, Assessments, Effective Planning, Data Analysis, Teaching Curriculums with Fidelity, Detecting Students' Weaknesses and Providing Explicit Targeted Interventions to Strengthen Weaknesses	Teachers, Literacy Coach, Administration
February 18, 2025 (District PD)	Daily Interventions, Assessments, Effective Planning, Data Analysis, Teaching Curriculums with Fidelity, Detecting Students' Weaknesses and Providing Explicit Targeted Interventions to Strengthen Weaknesses	Teachers, Literacy Coach, Administration
March 17-20, 2025	HDT Coaching for new teachers or teachers with low performing scores, LTRS, LEXIA, TWR, CKLA	Teachers, Literacy Coach, Administration
April 14-17, 2025	HDT Coaching for new teachers or teachers with low performing scores, LTRS, LEXIA, TWR, CKLA	Teachers, Literacy Coach, Administration

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?



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. 29, 2024	Open House		Parents/Guardians
Sept. 2024- May 2025	Storytime on Zoom		Ollie Burns Branch Library – Mrs. Janet Davis
Sept. 2024 – April 2025	United Way (Pen Pals)		United Way Employees & Volunteers
October	Volunteer Readers		Monroe City Firefighters
November	Volunteer Readers		Omega Fraternity
Dec. 11, 2024	Family Reading Night		Ollie Burns Branch Library – Mrs. Janet Davis

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>
TS Gold	Screener	Use data to determine intervention groups and adjust interventions as necessary
Lexia	Intervention	Daily/Weekly monitoring of usage and progress;



		certificates for completing levels
DRDP	Screener	Students' performance/Assessment
STAR Early Literacy/STAR Reading	Screener/Progress Monitoring	Use data to determine intervention groups and adjust interventions as necessary
DIBELS 8 th	Screener/Benchmark Assessment	Use data to determine intervention groups and adjust interventions as necessary
TWR	Ties to writing across all curriculums	Use rubrics to demonstrate improvement in students' writing on different topics
LETRS	Helps teachers improve phonological awareness and phonics instruction	Competition of course and certificate attainment

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>
Leadership Team/Community Stakeholders/Teachers	Meetings/Remind messages	Aug./Nov./Feb./May
Parents/Stakeholders	Literacy Plan on School Website	Sept. 30

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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