



**Local Literacy Plan
for**

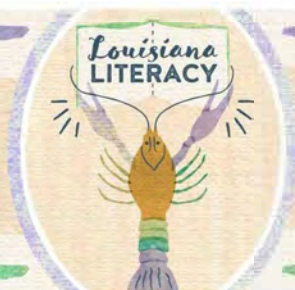
Lincoln Preparatory School

Crystal Washington, Ed.D., Chief Academic Director

Gordan Ford, Executive Director/CEO

June 1, 2023





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?

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|-----------------------------------|---|
| <i>Literacy Vision</i> | Lincoln Preparatory School's vision is to have all K-12 students reading on grade level as a result of implementation of a robust core instructional program and targeted intervention support. As a result, students will be prepared to excel academically, socially, and emotionally, for lifetime self-sufficiency. |
| <i>Literacy Mission Statement</i> | Our mission is to tackle literacy gaps by identifying students who score below benchmark, diagnosing their needs, tailoring group and individualized supports, and providing continuums of support that will help students to reach grade level proficiency. |

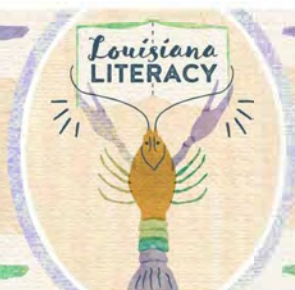


Section 1b: Goals

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?

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| <p><i>Goal 1 (Student-Focused)</i></p> | <p>K-4th: LP will increase overall student proficiency in reading by 45% as measured by DIBELS by 2024-2025.</p> <p>3rd-11th: LP will increase student proficiency in ELA by 35% as measured by LEAP 2025 by 2024-2025.</p> <p>11th-12th: LP will increase student performance on the Reading assessment of the ACT 24% by 2024-2025.</p> |
| <p><i>Goal 2 (Teacher-Focused)</i></p> | <p>100% of leaders and teachers will complete Science of Reading training by the end of school year 2024-2025.</p> <p>100% of teachers will meet their SLTs regarding literacy intervention as the result of implementing best practices during intervention by the end of the school year 2024-2025.</p> |
| <p><i>Goal 3 (Program-Focused)</i></p> | <p>LPS will implement a literacy program that utilizes HQIM core and MTSS resources, provides ongoing support for teacher effectiveness from a literacy team, and is closely monitored by data from both core and intervention.</p> |



Section 1c: Literacy Team

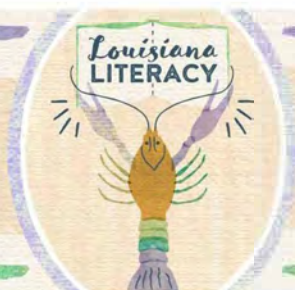
Guiding Questions:

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> |
|---------------------------|--|
| Crystal Washington, Ed.D. | Chief Academic Officer |
| David McLaughlin | Secondary ELA Supervisor, HS Teacher |
| Felisha Lewis | K-2 Supervisor, 1 st Grade Teacher |
| Christe Davison | Instructional Coach |
| Tasha Smith | ELA Team Lead, 3 rd Grade ELA Teacher |
| Vivian Davis | 8 th Grade ELA Teacher |
| Shunda Clinton | 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> |
|--|--|--|
| June 2023 Orientation | Once | Norms and Expectations Orientation/Plan Review |
| July 2023-June 2024 Data Review | Monthly | Initial Training about Screeners and Diagnostics Initial Training about Curriculum and Interventions Analyze BOY, MOY, EOY Screener and/or Diagnostic date Group students Identify Teacher and Student Needs |



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|---------------------|-----------|--|
| July 2023-June 2024 | Bi-Weekly | Professional Learning: Science of Reading Review Phonological Awareness/Phonics Fluency Vocabulary Comprehension Written Expression |
|---------------------|-----------|--|

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

| Goal | Timeline | Action Steps | Person(s) Responsible | Resources | Evidence of Success |
|------|------------------|---|---|--|--|
| 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 | June 1-June 30 | Create an assessment calendar that includes dates for diagnostics, screeners, and progress monitoring. | Executive Director and Chief Academic Officer | LDOE Assessment Calendar | System will have a calendar that will allow LT to identify key actions such as de-conflicting scheduling of school-based assessments and screeners with state timelines. |
| 3 | July 1-July 30 | Meet with the LT to identify responsibilities of each person. | Chief Academic Officer | LDOE Literacy Slide Deck | LT members will be able to articulate objectives and goals of plan and implement responsibilities within school. |
| 4 | July 1-August 31 | Provide professional learning opportunities on Science of Reading and Heggerty. | Literacy Coordinator | APEL Science of Reading Modules Heggerty PD | Teachers will demonstrate growth in implementation of literacy instruction and intervention through observation. |
| 5 | July 1-August 31 | Decide which components of screeners will be used by grade band, identify frequency of progress monitoring, and | Literacy Team | DIBELS resources | Students will demonstrate growth between data collection cycles. |



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|---|--------------------|---|---------------|-------------------------------------|---|--|
| | | implement. (Interventions are already built into school day.) | | | | |
| 6 | September 1-May 14 | Implement HQIM curriculum and interventions with fidelity. | All staff | HQIM resources Hegerty resources | Students and subgroups demonstrate growth in year-to-year data. | |
| 7 | September 1-May 14 | Hold monthly data meetings to reflect, revisit plan, and realign as needed. | Literacy Team | Literacy Plan | Teacher growth in implementation from observation. Student growth as a result of implementation from cycle to cycle. | |



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> |
|--|---|--|
| July 2023 | What is a literacy plan? How does my school benefit from a literacy plan? | Literacy Team |
| August 2023 | What is a literacy plan? How does my school benefit from a literacy plan? | ALL |
| August 2023 | Science of Reading Modules | K-8 ELA Teachers |
| August 2023 | Heggerty PD | K-4 ELA Teachers |



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|-------------------------|---|---------------|
| September 2023-May 2024 | Monthly PD for LT | Literacy Team |
| September 2023-May 2024 | Ongoing Coaching and Support through ILT and TC | ALL |

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 2023 | Back to School | ASL Translator on staff. Spanish speaking personnel on staff. | United Way Lincoln Parish Library |
| August 2023 | Presentation of Literacy Plan to School Board | | |
| September 2023 | Family Literacy Night | ASL Translator on staff. Spanish speaking personnel on staff. | United Way Lincoln Parish Library |



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|-----------------------|--|-----|-----|
| September 2023 | Launch of Literacy Toolkit on School Website | TBD | TBD |
| August 2023- May 2024 | Ongoing access to media regarding literacy such as school newsletter | TBD | TBD |
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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>School Improvement Plan</i> | <i>Achieving literacy outcomes is vital to addressing comprehension issues in all grades.</i> | <i>BOY, MOY, EOY- screening Progress monitoring, bi-weekly Classroom observations- bi-weekly</i> <i>Students and subgroups demonstrate growth in cycle to cycle and year-to-year data. Teachers demonstrate growth through observation cycles.</i> |
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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>Teachers</i> | <i>Bi-weekly in Teacher Collaboration</i> | <i>Bi-weekly</i> |
| <i>Students</i> | <i>Monthly Progress Updates</i> | <i>Monthly</i> |
| <i>Families</i> | <i>Monthly Newsletter or Videos in the Library Toolkit</i> | <i>Monthly</i> |
| <i>Board Members</i> | <i>Board Meetings</i> | <i>Quarterly</i> |
| <i>Community</i> | <i>Family Literacy Nights</i> | <i>Bi-Annual</i> |
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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.