Local Literacy Plan
for

Mansfield Elementary School
DeSoto Parish

(Amanda LaFollette)

Superintendent Clay Corley

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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	Mansfield Elementary School's Literacy Vision is for all students to: *reach the late consolidated microphase (EL Curriculum) by the end of second grade *read at or above grade level by the end of third grade *exit fourth grade having attained their growth to mastery targets in EL.
Literacy Mission Statement	Mansfield Elementary School will ensure the development of all students' literacy skills with regular assessment of skills, systematic progress monitoring, targeted interventions to address deficiencies, and extension plans for students working above grade level.

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?

Goal 1 (Student-Focused)	All students will make at least one year of progress in literacy skills as a result of the implementation of a strategic plan that includes initial screening, interventions or extensions as needed, regular progress monitoring and the use of high quality teaching resources to attain the following results: ● All Pre-Kindergarten students will score 85% within the blue range (PK4)/green range (ECSE) or demonstrate a band growth or higher on TS Gold Literacy objectives by the end of the year. ● All students will reach the late partial microphase (EL Curriculum) by the end of kindergarten, the late full microphase by the end of first grade, and the late consolidated microphase by the end of second grade, or demonstrate growth of at least three microphases each year. ● All students will be reading on grade level, according to iSTEEP ORF and Advanced Literacy screeners, by the end of the third grade. ● All students in 3rd-4th grades will meet their ELA growth to mastery targets each year on LEAP 2025.
Goal 2 (Teacher-Focused)	Teachers in PK-2 will write at least one SLT based on student literacy, as measured by either iSTEEP or microphases. ELA teachers in grades 3-4 will write at least one SLT based on student literacy, as measured by either iSTEEP or LEAP 2025.
Goal 3 (Program-Focused)	Teachers will receive professional development through TAP Cluster meetings designed to improve their understanding of Tier 1 ELA curriculum components and their ability to analyze progress monitoring data and student work to make instructional adjustments needed to provide effective remediation and extension for students.

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?

Member	*Role*	*Member*	*Role*
Amanda LaFollette	Principal	*Bridget Flanders*	District Director of Student Learning
Leah Bush	ELA Master Teacher	Heather Fort	Classroom Teacher
	Literacy Coach	McKenzie Anderson	Classroom Teacher
Vicki Bell	Librarian		Literacy Paraprofessional
Angela Harville	Classroom Teacher		Literacy Paraprofessional
Martha Fontcuberta	Classroom Teacher		

Meeting Schedules

Date & Type of Meeting (Plan Review, Data Analysis, etc.)	*Frequency of Meetings (Weekly, Monthly, etc.)*	*Topic(s)*
Summer Data Analysis (Literacy Team)	Yearly	Prior year data analysis
Summer Planning (Literacy Team)	Yearly	Plan for initial screening
September, January Data Analysis & Planning (Literacy Team)	Twice yearly	Analysis of initial and mid-year benchmark data and adjustments to literacy groups
October, November, February, March, April (Literacy Team)	Monthly	Analysis of progress monitoring data and adjustments to literacy groups

Data Analysis & Planning		
Planning (Instructional Leadership Team)	Monthly	Adjust long-range cluster plans as needed to meet student and teacher needs evidenced by progress monitoring data. Determine individual teacher support needs.

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	July	Review prior year data to establish school system goals. Plan for administration of initial screening of all students.	Literacy Team Principal, Literacy Coach, ELA Master Teacher, LIbrarian	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1	August	Share literacy plan with all faculty, train new faculty on iSTEEP administration and progress monitoring Share literacy plan with families at Open House Administer screeners to all students K-4	Literacy Team Literacy Team Classroom teachers, Literacy Coach, Librarian, ELA Master Teacher	Written literacy plans, iSTEEP resources iSTEEP screeners K-4, Microphase Benchmark Assessment K-2	All students will be benchmarked

1 2 3	September	Analyze beginning of the year literacy screeners and diagnostics Adjust literacy intervention groups based on screening data Inform families of students' benchmark results Set Student Learning Targets Develop cluster long range plans to address teacher and student needs for instruction and progress monitoring	Literacy Team Literacy Coach Classroom Teachers Principal and classroom teachers Instructional Leadership Team	iSTEEP data K-4, Microphase benchmark assessments K-2	
1	October	Review progress monitoring data to adjust literacy intervention groups	Literacy Team	iSTEEP data	
1	November	Review progress monitoring data to adjust literacy intervention groups	Literacy Team	iSTEEP data	

1 2	December	Administer mid-year literacy screeners and benchmark assessments Communicate student progress with families Progress monitor Student Learning Targets	Classroom teachers, Literacy Coach, Librarian, ELA Master Teacher Classroom Teachers Classroom Teachers and Principal	iSTEEP screeners K-4, Microphase Benchmark Assessment K-2	
1 3	January	Analyze mid-year literacy screeners and benchmark assessments to assess progress Adjust literacy intervention groups Adjust cluster long range plans to address teacher and student needs for instruction and progress monitoring	Literacy Team Instructional Leadership Team	iSTEEP screeners K-4, Microphase Benchmark Assessment K-2	

1	Monthly in February, March, April	Review progress monitoring data to adjust literacy intervention groups	Literacy Team	iSTEEP data	
1 2	May	Administer year-end literacy screeners and benchmark assessments Communicate student progress with families Recommend summer learning for students that show continued need for intervention Rate Student Learning Targets according to student growth	Classroom teachers, Literacy Coach, Librarian, ELA Master Teacher Classroom Teachers SBLC Classroom Teachers and Principals	iSTEEP screeners K-4, Microphase Benchmark Assessment K-2	

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 *(When can PD be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)*
August - Back to School PD	Literacy Plan Overview	Classroom Teachers
Weekly Cluster Meetings	ELA Curriculum Support, Design of Interventions and Extensions including Small-Group Instruction, Data and Student Work Analysis	Classroom Teachers
Weekly Literacy Cluster Meetings	Literacy Remediation Instructional Support - How to deliver instruction, how to assess and monitor progress	Literacy Paraprofessionals

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?

Month/Date	*Activity*	*Accessibility Opportunities*	*Community Partners*
August	Back To School Open House	Share literacy plan with families, including tips for reading at home	
August-May	FASTalk (Families and Schools Talk)	Builds partnerships between teachers and parents with weekly auto-mated messages containing engaging and aligned literacy activities that help parents reinforce	

		learning at home.	
September	Family Literacy Night	Model reading with students, provide books to families	
November, February	Family Literacy Nights in the Community	Conduct events at different locations in neighborhoods to improve accessibility to families.	
Monthly	Newsletter	Include tips for reading with children at home.	
Monthly	Collaboration with parish children's librarian to promote library after-school activities	Activities to take place outside of normal school hours	Desoto Parish Library - Mansfield Branch

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*

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

Stakeholder Group	*Plan for Communicating*	*Timeline*
Families and community	*Social Media and Back to school* *Social Media Progress Updates*	*August* *Monthly*
Families	*School Newsletter*	*Monthly*

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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