Louisiana LITERACY

Local Literacy Plan
for

(School System)

(Lead Contact)

(Superintendent)

(Completion Date)

READING REVIVAL

School systems can use this template and guiding questions for each section to plan and build local literacy plans.

Section 1: Literacy Vision and Mission Statement

- Guiding Questions
  - What is your school system's focus and mindset around literacy?
  - What is your primary, overarching goal and expected or intended outcomes for your schools around literacy?
    - Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement.

Literacy Vision	
Literacy Mission Statement	

Section 2: Goals

- Guiding Questions
  - What are your overall [literacy goals](#)?
    - Consider specific goals for grade bands, subgroups, diverse learners, and teacher performance
      - 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)	
Goal 2 (Teacher-Focused)	
Goal 3 (Program-Focused)	

Section 3: Literacy Team

- Guiding Questions
  - Who will serve on the school system literacy team?
  - What is the role of each member?
  - What is your plan for conducting regular meetings, including location, time, availability, and topics?
  - How are you monitoring the effectiveness of the plan?

Member	Role

Meeting Schedules

Date	Time	Location	Topic(s)

Success Criteria

What are we doing?	Why are we doing it?	How will we know it worked?

Section 4: Management/Action Plan

- Guiding Questions
  - 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?
  - 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?
  - 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?
  - To improve family engagement around literacy, how are you:
    - 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?
    - 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?
  - 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?

○ When planning opportunities for ongoing professional development 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?

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success

Section 5: Communicating the Plan

- Guiding Questions
    - What are the implementation expectations for schools?
        - Will schools have school-based literacy teams?
    - How will district-level personnel support schools in meeting those expectations?
    - How will you communicate the plan to families and community members?
    - How will you communicate the progress being made throughout the school year?
    - 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

Section 6: 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

Other Programs/Initiatives	*Connecting to Literacy*	*Plan to Monitor/Evidence of Success*

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.