



Local Literacy Plan
for

T.L. Rodes Elementary

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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?

<p><i>Literacy Vision</i></p>	<p>The overall vision of T.L. Rodes Elementary is to ensure <i>all</i> students acquire 21st-century skills to be successful in a global society. T.L. Rodes recognizes literacy as a fundamental right as well as a necessary life and career skill. Therefore, the literacy vision of T.L. Rodes is to nurture a student-focused learning environment where <i>all</i> students become proficient readers, writers, speakers, and listeners in a continuously connected capacity that fosters college and career readiness.</p>
<p><i>Literacy Mission Statement</i></p>	<p>The literacy mission of T.L. Rodes Elementary is to provide <i>all</i> students with high-quality curricula, explicit instruction, and meaningful interactions that promote equity, literacy, and student ownership.</p> <p>We will achieve this in all classrooms by establishing and maintaining environments where we prioritize:</p> <ul style="list-style-type: none"> • Providing every educator and student with access to Tier I curriculum



	<ul style="list-style-type: none"> • Providing every educator with regular literacy-aligned professional development opportunities that lead to transparency and reflection of practice • Incorporating the ongoing systematic, explicit instruction of Structured Literacy • Addressing the need for transferable reading and writing skills between the subject areas • Analyzing data to inform decisions and address trends in instruction • Nurturing data-driven professional learning community that collaborates on a consistent basis • Implementing evidence-based instructional practices, including purposeful planning • Cultivating a growth mindset for all leaders, educators, and students
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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>	<p>PreK:</p> <ul style="list-style-type: none"> • By May 2024, 80% of PreK students will reach benchmark on the TS Gold literacy standards. <p>Kindergarten:</p> <ul style="list-style-type: none"> • By May 2024, 80% of kindergarten students will reach benchmark on the DIBELSNext Assessment (40 PSF). <p>1st Grade:</p> <ul style="list-style-type: none"> • By May 2024, 80% of 1st grade students will reach benchmark on the DIBELSNext Assessment (54 CLS and 13 WWR).
<i>Goal 2 (Teacher-Focused)</i>	Science of Reading Training and K-1 Teachers at T.L. Rodes:



	<ul style="list-style-type: none"> • By the end of the spring 2024 semester, 100% of T.L. Rodes K-1 teachers will complete state mandated Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs (<i>AIM Pathways: Pathways to Proficient Reading</i>). • By the end of the Spring 2025 semester, 100% of newly hired staff will complete Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs (<i>AIM Pathways: Pathways to Proficient Reading</i>).
<p>Goal 3 (Program-Focused)</p>	<p>Goal 3A: Tier 1 Curricula and PreK-5 General District Data</p> <ul style="list-style-type: none"> • DISTRICT ALIGNED GOAL - To demonstrate effective implementation of high-quality Tier 1 curricula in PreK-Grade 5(Creative Curriculum for PreK, CKLA and Heggerty for K-2, Guidebooks for Grades 3-10), student scores will increase by 3% or more on grade-level readiness or standardized literacy assessments by the end of the 2024 Spring semester. <p style="text-align: center;">T.L. Rodes Goal for PreK Teaching Strategies GOLD Spring 2024 (based on Fall 2021-2022 Literacy Report)</p> <p style="text-align: center;">80% of students grow at least 1-2 steps in "Identifies and names letters" and "Identifies letter-sound knowledge correspondence"</p> <p style="text-align: center;">Goal for K-2 DIBELS Spring 2024 (based on 2021-2022 District data)</p> <p style="text-align: center;">Kindergarten: 75 % Proficient or Above 1st Grade: 75% Proficient or Above</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>Stephanie Cockrell</i>	Principal
<i>Beth Thomas</i>	Assistant Principal
<i>Jackie Oswald</i>	Instructional Coach
<i>Shauna Marston</i>	Literacy Interventionist
<i>Jenni Hicks</i>	SPED Teacher
<i>Jennifer SanAngelo</i>	EL Teacher
<i>Riva Zachary</i>	PreK Teacher
<i>Sarah Burdeaux</i>	Kindergarten Teacher
<i>Martha Bockhaus</i>	1 st Grade 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>
Friday, 9/1/23, School Improvement Team Meeting	Once a year	Review of School Improvement Goals and expenditures
Monday, 10/2/23, Literacy Team Meeting	Once a month	Review of tier II interventions and determine students who need more support in tier III interventions (students will begin on 10/16/23)
Tuesday, 11/14/23, Literacy Team Meeting	Once a month	Review of Literacy Plan, review tier III intervention data



Tuesday, 12/19/23, Literacy Team Meeting	Once a month	
Tuesday, 1/9/24, Literacy Team Meeting	Once a month	
Tuesday, 2/6/24, Literacy Team Meeting	Once a month	
Tuesday, 3/19/24, Literacy Team Meeting	Once a month	
Tuesday, 4/16/24, Literacy Team Meeting	Once a month	
Tuesday, 5/21/24, Literacy Team Meeting	Once a month	

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.
1 - 3	June 1- June 30	Create a master schedule to include: <ul style="list-style-type: none"> • 120 minutes K-2 ELA block <ul style="list-style-type: none"> - 60 minutes Foundational Skills - 30 minutes Knowledge - 30 minutes small group • Common planning time • 30 minutes RTI block • 30 minute tier III literacy block 	Administrators	Previous Master Schedule	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum within the allotted time. Student literacy skills increase as evidenced by DIBELS data.
2, 3	July 1- August 9	Provide Core ELA resources: <ul style="list-style-type: none"> • Amplify CKLA (K-2) 	Administrators	CKLA Teacher & Student Materials	Walk-through observation data indicates use of highly quality instructional materials



		<ul style="list-style-type: none"> • Heggerty (K-2) Provide ELA RTI resources: <ul style="list-style-type: none"> • Lexia • BOOST 		Heggerty Manuals Clever Lexia BPSB Curriculum Toolbox	and effective implementation of curriculum.
2	May 26 & June 7	Attend CKLA Administrator Training	Administrators	CKLA Leader Handouts	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
2	May 22, 23 July 18, 19 Sept. 1	Attend CKLA Initial Training	K-2 Teachers	CKLA Initial Training Handouts CKLA Demo Accounts	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
2	July 24	Attend DRDP-K Training	New Kindergarten Teachers, Instructional Coaches & Administrators	DRDP-K Training Folders	DRDP-K data shows completion of all measures.
2	August 2	Attend DIBELS Training	Administrators & Instructional Coaches	LDOE Training Video DIBELS Training Manuals DIBELS Scoring Documents	Administration of DIBELS screener to all K-3 students.



2	August 3	Attend New Teacher Orientation – Curriculum Overview	New Teachers	NTO K-2 Slide Deck CKLA Sample Lesson Plan	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
1 -3	August 9	Attend Lexia Training <ul style="list-style-type: none"> • Beginner • Intermediate • Advanced 	Teachers	Clever Lexia Teacher Accounts	Lexia reports indicates completion of 12 units per week and show increase in literacy skills.
1	August 21	Begin DIBELS Screening	Assessment Team	DIBELS Screening & Scoring Materials Clipboards Timers	All K-3 students have a baseline DIBELS score.
2	August 29	Attend Tidbit Tuesday – Classroom Management	K-2 Teachers	Classroom Management Slide Deck & Handouts	Walk-through observation data indicates effective instructional practices.
2, 3	Sept. 8 – April 29	Begin AIM Pathways SOR Training	Administrators & Teachers	Pathways to Proficient Reading Binder	Participant earns the "High Proficiency" (80% or higher) endorsement on AIM Pathways certificate of completion
1 -3	Sept. 11	Begin Accelerate Tutoring	Accelerate Administrators and Tutors	Accelerate Tutoring K-2 Resource Hub	Progress Monitoring data indicates growth in identified subtest
1 - 3	Sept. 14	Attend DIBELS Progress Monitoring Training	Instructional Coaches	DIBELS Progress Monitoring Google Sheets Workbook DIBELS Oregon Site	Progress Monitoring checkpoints and data demonstrate effective implementation of program initiative



1- 3	Sept. 15	Begin RTI / DIBELS Interventions	Teachers	CKLA Heggerty Lexia	Walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
2, 3	Sept. 19	Attend CKLA Leadership Strengthening Day	Principal & Instructional Coach	CKLA Leader Handouts	Feedback forms from principals and instructional coaches. Walk-through observation data indicates highly effective practices.
1	Sept. 19	Review Lexia Data	Principal & Instructional Coach	Lexia District Data	Lexia reports indicates completion of 12 units per week and show increase in literacy skills.
1, 2	Sept. 19, 21	Attend CKLA BOOST Training	Teachers	CKLA Boost Handouts	Boost reports indicates student usage of 30-45 min per week and increase in literacy skills.
2	Sept. 26	Attend Tidbit Tuesday – CKLA Lesson Planning	Teachers	CKLA Lesson Planning Slide Deck CKLA Sample Lesson Plans for K, 1 st & 2 nd	Lesson plans are annotated and walk-through observation data indicates highly effective instructional practices and implementation of curriculum.
1, 3	Sept. 29	Report DIBELS Results to Families	BPSB District Supervisors	DIBELS Data	Increase in family understanding and participation leading to increase in DIBELS subtest scores.
1 -3	Oct. 6	Begin 1 st Cycle DIBELS Progress Monitoring	ELA Teachers	DIBELS Progress Monitoring Assessment & Scoring Documents	Progress Monitoring data show growth in identified subtest.



				Clipboards Timers	
1 -3	Oct 24	Tidbit Tuesday – DIBELS If/Then Activities for the Teacher Table	K-2 Teachers		Walk-through observation data indicates highly effective instructional practices, differentiation and Response to Intervention.
1-3	Nov 30	K-3 Literacy Administration Training for Leaders	Principal, AP, Instructional Coach	Leader Handouts	All K-3 students have a middle of year DIBELS score.



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>
November 28	Tidbit Tuesday – Family Engagement	K-2 Teachers
January 5	Writing Studio Training	K-2 Teachers
January 9	Tidbit Tuesday – Best Practices for PreK-2 Classrooms	K-2 Teachers
January 30 – February 2	Plain Talk Conference	Administrators & Teachers
February 27	Tidbit Tuesday – Plain Talk Redelivery	K-2 Teachers



March 26	Tidbit Tuesday – Small Group Rotations	K-2 Teachers
April 30	Tidbit Tuesday – Orthographic Mapping	K-2 Teachers
May 28 – 30	Teacher Leader Summit	Administrators & Teachers

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>
June 1 – August 1	BPSB Buzzing About Books	Access to Books Facebook Read Alouds	Bossier Parish Library Families
August 1	BPSB Military Family Night	Literacy Table Access to Books and Literacy Information	Military Families
August 9 – Ongoing	BPSB Books for Babies	Access to Book Information about Early	Families with New Babies



		Literacy	
August 9 – Ongoing	Louisiana Dept of Education Family Literacy Engagement	Access to Literacy Activities	Families
August 9 – Ongoing	Clever – Lexia	Access to Literacy Activities	Students & Families
August 9 – Ongoing	CKLA Family Letter – Each Skills and Knowledge Unit	Access to Literacy Activities	Students & Families
November 10-16	Book Fair and Family Literacy Night	Access to books and Literacy Activities	Students & Families
March 1-7	Book Fair and STEAM Night	Access to books and STEAM Activities	Students & Families

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>
School Improvement Plan	Reading Goals	End of Year data
BPSB PreK Programs	Phonemic Awareness – Heggerty	Increased phonological awareness



Reading Specialist Certification – BPSB & LA Tech	Science of Reading	Highly effective instructional practices
CLSD CIR/UIR-A Grant	5 Literacy Facilitators Serving CIR/UIR Schools	Walkthrough Data and Observations, LEAP 2025 Student Performance, DIBELS growth, and Lexia Benchmarks
CLSD UIN Grant	Literacy Innovation Coordinator Serving B-12; two Literacy Facilitators serving Grade 9-12 UIN Schools (Title I and Non-Title)	Walkthrough Data and Observations, LEAP 2025 Student Performance, DIBELS, Lexia, and Language! Live Benchmarks
Accelerate Summer Learning Program	Accelerate ELA Summer 2021, Summer 2022, TS Gold, ARC Core +IRLA, and Guidebooks	TS Gold, Phonological Awareness Pre & Post test, and Language! Live data
ELA Content Leader	Provide ELA professional development	Walk-through data, student growth



Section 6: Communicating the Plan

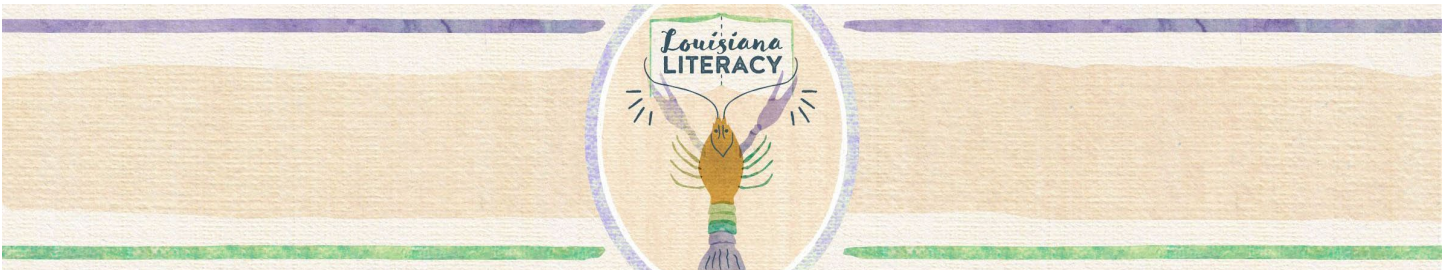
Guiding Questions:

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>
Meet the Teacher	School Newsletter, School Website, and Facebook Page	August 8
School Improvement Meeting	Email to parents on the committee	September 1
DIBELS Family Reporting	BPSB Email	September 29
Literacy Night/Book Fair	School Newsletter, School Website, and Facebook Page	November 9

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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