Local Literacy Plan for

School: LaSalle Elementary

Completion Date: May 2027

East Baton Rouge School System's Literacy Vision

East Baton Rouge Schools' commitment to excellent instruction for every student relies on a shared vision for literacy at every level including students, families, teachers, administrators, district leaders, and community stakeholders.

East Baton Rouge School System's Literacy Mission Statement

If we:

- Support the implementation of high-quality curricular resources in the hands of teachers, students, and families.
- Build structures to diffuse professional learning within the district and families in our community.
- Respond to emerging data.
- Center grade level assignments.
- Internalize writing opportunities in the curricular resource.

Then:

EBR schools are positioned to change student experience and improve outcomes.

Section 1: Literacy Vision and Mission Statement

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

Literacy Vision	*LaSalle Elementary* ensures that every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.
Literacy Mission Statement	To ignite a passion for reading, writing, and communication in our students. We are committed to creating a nurturing and engaging learning environment where every child can develop strong foundational literacy skills. Through collaboration with families and the community, we strive to empower students to attain a lifelong love for learning and succeed academically.

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)	EBR Strategic Plan 1.2:Increase the number of K-3rd grade students reading at or above grade level (DIBELS) by 3-5 percentage points annually. END OF YEAR 2026 K-95% EOY 1-70% EOY 2-76% EOY 3-75%EOY EBR Strategic Plan 1.3: By the end of the year students in grade bands K-5 will demonstrate 80% or above growth on ELA benchmark assessments. Last year was 79% By the EOY LEAP 2025 students in ELA will have the below data results. Overall ELA 50%

Goal 2 (Teacher Focused)	**EBR Strategic Plan 4.3:** Increase the number of Professional Development opportunities provided by the school and district to LES teachers from 5 sessions to 8 sessions **EBR Literacy Blueprint Keystone 4: Professional Growth** Teachers set professional growth goals around literacy (DIBELS performance, EL Benchmark Assessments, Intervention Programs, and any other district provided benchmarks/programs)
Goal 3 (Program-Focused)	**EBR Literacy Blueprint Keystone 2: Instruction and Intervention** ● 100% of LES teachers will Implement a common district core curriculum (SAVVAS/CKLA) and intervention program (Amira, IREADY) in grades Pre K-5 so that every child is getting access to high-quality, rigorous literacy instruction. ● Incorporate 120 minutes of literacy instruction (whole group and small group) for every child in grades PK-2 and 90 minutes of literacy instruction for every child in grades 3-5 into every school's master schedule. **EBR Literacy Blueprint Keystone 3: Equity in Literacy** ● Review school-level data and audit instructional practices performed by classroom teachers. Provide and action plan for next steps.

Section 3: Literacy Team

- Guiding Questions
  - Who will serve on the school's 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***
Lontarris A Williams	Principal (Support & Implementation)
Amechie Trahan	Assistant Principal (Support & Implementation)
Cora Knighton	Literacy Coach (Facilitator)
Latoya Finley	School Counselor (Member)
Ancillary (Art,Music, PE, Library,)	Ancillary Team/Buddy Teachers (Members/Implementation)
Daniels(K), Stevenson(1), Davis (2), Hilliard(3)	K-3 Paraeducator/Sitebased Substitute (Implementation/Pull Outs)

Meeting Schedules			
Date	***Time***	***Location***	***Topic(s)***
July 23	9:00 a.m.-10 a.m.	School Library	Initial routines to discuss the plan and next steps.
August 28	9:00 a.m.-10 a.m.	School Library	Implementation/Assess (Administer BOY assessments and screeners) IREADY
October 23	9:00 a.m.-10 a.m.	School Library	Progress Monitoring Update/Action Steps
January 22	9:00 a.m.-10 a.m.	School Library	Assessment Monitoring Updates (MOY)/ Action Steps
February 24	9:00 a.m.-10 a.m.	School Library	Progress Monitoring Update/Action Steps • IREADY • Winter Gold Checkpoint • CKLA Assessment
April 23	9:00 a.m.-10 a.m.	School Library	Assessment Monitoring Updates/ Action Steps (EOY DIBELS, OTUS/CFA Interim 3; TS Gold)

Success Criteria		
What are we doing?	***Why are we doing it?***	***How will we know it worked?***
Implementing high quality	So that every child is getting	Student data/work samples

Tier 1 curricular resources and monitoring usage through standard walkthrough tools (Keystone 2).	access to high-quality, rigorous literacy instruction (Keystone 2).	will indicate improvement over time based on progress monitoring, benchmark assessments, and screeners
Writing Across LaSalle K-5 Content 3-5 Writing Test Type	Improve students writing skills and to have a systematic way to write	Improved writing scores on LEAP, OTUS, IREADY
Dedicated Small Group Instruction Teacher Led Groups to address Phonemic Awareness, CKLA Assessment), DIBELS areas of weakness, 1. Language/Word Study: including interactive read alouds, phonics/word study 2. Reading Workshop: mini-lessons, guided reading, independent literacy work 3. Writing Workshop: mini-lessons, independent writing, guided writing	To provide foundational skill to increase student reading speed and accuracy. To support letter naming, sound, Phonics, and phonemic awareness.	Center Charts Exemplar student work (Met Rubric Goals) (Increased student performance during progress monitoring)
Amira Implementation	To support foundational reading skills.	Increased student reading ability and Dibels scores

Section 4: Management/Action Plan

Action Steps

- Provide professional development focusing on effective literacy instruction using Tier 1 curricular resources at all grade levels that will focus on research-based pedagogical practices grounded in the science of reading

Pre-K Frog Street

- Provide professional development focusing on the components of the literacy block(whole group/skills practice)
- Provide support with the implementation of Heggerty
- Provide training and support for the effective implementation of Teaching Strategies Gold

K-2 CKLA

- Provide Support with the Administration of Dibels Screener
- Provide training and support for the administering of Dibels
- Support with using screening and assessment data to inform small group instruction MClass Intervention Groups)
- Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading
- Provide support with the implementation of Heggerty (If used or for supplement)

Savvass 3-5

- Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections
- Provide support and training on appropriate scaffolds and supports t and Student Look Fors within each lesson) for all students to meet the grade-level standards
- Provide training and support on unit and lesson internalization
- Support the use of a variety of instructional strategies, many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing
- Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

Timeline

- Throughout the school year BOY-EOY

Person(s) responsible

- Classroom teachers
- School-based literacy team
- School-based instructional leadership team
- District literacy coaches

Resources

- DIBELS Screener
- Tier 1 CKLA/SAVASS
- CFA/Benchmark Assessment
- OTUS
- LEAP

Alignment to literacy goal(s)

- Evidence of success? Success will be evidenced by the following
    - Data collected by the outlined screeners and assessment seen in the "Resources" area above.
    - Through data collected during school support visits.
    - An increase the number of second grade students reading at or above grade level by 3-5 percentage points annually.
    - Students in grade bands Pre-K and 1-5 will demonstrate three to five percentage point annual growth on ELA benchmark assessments

When implementing literacy curriculum and assessments, how are you ensuring:

- Alignment to current research on foundations of reading and language and literacy?
- Louisiana Department of Education Elementary Literacy Science of Reading PD Series
- Cultural responsiveness?
    - Guiding school staff through Guidebook and EL Education unit and lesson internalization and texts in advance each year
    - Supporting school staff to consider current students, their background and experiences, and current social issues and current events
- Connections across content areas?
    - Social Studies & Science: non-fiction text integration
    - EBR Division of Academics Department Webpages
- When utilizing literacy screeners, what are you plans for:
    - Progress monitoring?
        - Foundational skills (phonics, word recognition, oral reading fluency): DIBELS progress monitoring materials can be access at DIBELS 8th Edition Materials
        - Comprehension: DIBELS MAZE progress monitoring materials can be accessed at DIBELS 8th Edition Materials

- Screening and supporting students in upper grades effectively?
    - LEAP scores at BOY: Students scoring Basic, Approaching Basic, and Unsatisfactory are at risk and should be administered additional testing
    - Additional screening: DIBELS Oral Reading fluency and DIBELS MAZE EL Benchmark Assessments to determine level of risk (DIBELS 8th Edition Materials)
    - If additional screening shows student is at risk, then a diagnostic assessment should be administered: LDOE LIFT assessment (Literacy Interventions and Foundational Tools)
    - The results from the diagnostic assessment will determine student needs and gropings and will guide the initial formation of intervention groups
- Progress monitoring:
    - DIBELS can be used to progress monitor student progress and regroup students as needed
    - Intervention groups should be fluid and change as student group needs change

To improve family and engagement around literacy, how are you:

- Providing ongoing support and communication to families?
    - **Literacy & Family Engagement Night**
    - **Family Engagement Resources:**
        - **LDOE Birth - 12 Framework for Engaging Parents, Families, and Communities**
        - **LDOE Family Literacy Engagement Strategic Plan for Schools and School Systems**
        - **LDOE Families Literacy Library**
    - Utilize family feedback surveys to determine best ways to communicate
    - Follow up with families to evaluate whether or not services are helpful and effective
    - Inform families about policies and procedures via Class Dojo and Newsletters.

- Considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc?
    - Make resources available in the languages represented by students and family
    - Provide bi-lingual staff and translation services
    - Meet with diverse families to learn about unique needs (Literacy Teacher)

- Using communication methods that accommodate all families
    - Utilize multiple modalities of communication (e.g., paper, websites, social media, text updates, and emails)
    - Review all correspondence and replace the word parent with family
- Including families on focus groups and other discussions with teacher, students, and leaders around:
  specific programs to address the district's mission?
    - Support implementation of high-quality curricular resources in the hands of families

- families' concerns about literacy achievement?
    - Utilize family feedback surveys
    - Dispense family friendly data with families (DIBELS Performance Letters)
- students' attitudes toward reading and writing?
    - Ongoing teacher support and encouragement during instruction
    - Personal goal forms with immediate incentives.
- teachers' beliefs about student literacy and learning?
    - LETRS Training
    - DIBELS Training
- When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
    - students with dyslexia?
        - How can we bring in multisensory aspects to DIBELS and LIFT?
        - Explicit and systematic instruction
    - the ELL population?
        - What diverse learners supports are included in Guidebooks/ Wit & Wisdom (Whole-Class Instruction, small-group instruction, and intensive instruction)?
        - What training do teachers need to support ELLs with accessing grade level Tier 1 instruction?
        - Strategies: EBR ESL Department Instructional Resources and Flow Support
    - special education students?
        - EBR ESS Department Instructional Resources Webpage
        - What diverse learners supports are included in Guidebooks/ Wit & Wisdom (Whole-Class Instruction, small-group instruction, and intensive instruction)?
- When planning opportunities for ongoing professional development for teachers, are you including plans for :
    - ongoing training and support?
        - Literacy Coach Monthly Meetings to build capacity of school-based coaches to provide daily support to assigned school site(s)
        - Ongoing discussions during the Instructional Leadership Team Meeting.
        - Ongoing school site support visit by district literacy coach and coordinator

Coaching?

    - Individual teacher coaching 1:1
    - PLC/Vertical Meetings (ELA)

    - various types of PD offerings?
        - Determined based on walkthrough data, student performance data, and teacher survey data
        - Provided through LCMMs (Literacy Coach Monthly Meetings), PLCs, Principal's Meetings, Executive Director's Meetings, District Leader Meetings, etc.
    - by whom, when, and how PD will be provided?
        - Members of the LT will provided ongoing support during the weekly PLC's

- PD specific to foundations of reading and language and literacy?
    - Funding and materials may be an issue
- PD on high-quality interactions (such as CLASS for birth-grade 2)?
    - Teacher-led small group instruction vs collaborated small groups
    - Intervention groups
    - Progress monitoring
- monitoring the implementation and effectiveness of professional development?
    - NIET clusters: identify the need, obtain new learning, develop new learning, apply new learning, analyze the impact on student performance

- Observation/feedback cycles
- Coaching cycles

Pre-K Action Plan					
Goal	***Timeline***	***Action Steps***	***Person(s) Responsible***	***Resources***	***Evidence of Success***
EBR Strategic Plan 1.3: Students in grade bands Pre-K-2 and 3-5 will demonstrate three to five percentage point annual growth on ELA benchmark assessments	August 2026 - May 2027	Provide teachers support with the implementation of TS Gold Provide support with using Gold data to inform small group instruction (literacy skills practice)	Literacy Innovation Coordinator, PreK Team, PreK Teachers	TS Gold online platform Observational documentation(work samples, anecdotal notes, pictures, etc.) Frog Street	EOY growth of 3-5% on assessment
Keystone 3: Equity in Literacy: Review school-level data and audit instructional practices; and identify schools that could	August 2026 - May 2027	Provide ongoing training and support with the CLASS observation tool (Focus on indicators and behavioral markers)	Literacy Innovation Coordinator, PreK Team	CLASS Dimensions Guide Walkthrough Forms Curricular and supplemental resources (Frog Street)	Growth on the Fall and Spring CLASS Observation Data

benefit from additional resources or support		Classroom walkthroughs with feedback Support with planning for instructional time(literacy block, centers, small groups, etc.)			
Grades K-2 Action Plan					
<u>EBR Strategic Plan 1.2</u>: Increase the number of second grade students reading at or above grade level by 3-5 percentage points annually.	August 2026 - May 2027	• Provide Support with the Administration of Dibels Screener • Provide training and support for the administering of CKLA Assessment • Support with using screening and assessment data to inform small group instruction (MClass Intervention Groups) • Mandatory Amira 30 minutes	• Classroom teachers • School-based literacy team, • District literacy coaches • Regional literacy coordinator, Chief of Literacy	• DIBELS Screener • CKLA Screeners • Benchmark Assessment • Tier 1 Curricular resources CKLA	EOY growth of 3-5% on benchmark assessments (DIBELS & CKLA Skills Block Assessments)

		each day and in the Library			
Grades 3-5 Action Plan					
<u>EBR Strategic Plan 1.3</u>: Students in grade bands 3-5 will demonstrate three to five percentage point annual growth on ELA benchmark assessments.	August 2026 - May 2027	• Provide Support with the Administration of Dibels Screener • Support with using screening and assessment data to inform small group instruction (MClass Intervention Groups) • Data-driven classroom walkthrough with timely feedback • Support with creating data driven coaching cycles • Support with PLC planning and execution • Mandatory Amira 30 minutes each day and in the Library	Individual teachers, School-based literacy team, district literacy coach, regional literacy coordinator, Chief of Literacy	• DIBELS Screener OTUS Assessment • Tier 1 Curricular resources (Savvas • LEAP • IREADY	EOY growth of 3-5% on benchmark assessments

All Grade Bands Action Plan					
<u>EBR Strategic Plan 4.3:</u> Increase the number of Professional Development opportunities provided by the school and district to LES teachers from 5 sessions to 8 sessions	August 2026 - May 2027	• Use various methods to determine professional development needed such as teacher surveys, curricular use walkthrough data, student data, and instructional practices audit data • Choose lead on each campus to build capacity to sustain daily support in absence of district • Train the lead and build capacity to support the ongoing literacy needs on the campus • Support professional development delivery as needed during PLCs	• School-based literacy team • district literacy coach • regional literacy coordinator	• Ongoing, current literacy data • Curricular resources • Student work samples	We will see an increase in the number of professional development sessions provided as measured by end of session feedback surveys.
<u>EBR Literacy Blueprint</u> **Keystone 4: Professional Growth** Teachers set professional growth goals around literacy (DIBELS	August 2026 - May 2027	• Communicate the literacy goals of the district to all EBR staff (district level/EDs, school leaders, literacy	• District Literacy Coaches and Coordinators • Chief of Literacy • All EBR Divisions Impacting Academics	• Copy of District Literacy Plan • Copy of School Literacy Plan • Copy of	We will know we are successful when our coaching conversations continue to point back to

performance, EL Benchmark Assessments, Intervention Programs, and any other district provided benchmarks/programs)		coaches, teachers) • Train EBR staff from district to school level to support literacy goals/work as it relates to their area of expertise (school support (EDs), ESS, ESL, MTSS, admin, coaching) • Continue ongoing coaching cycles with literacy coaches and teachers in schools without coaches	• School-Based Literacy Coaches • School Admin & Leadership Teams	most recent literacy data & progress monitoring • Walkthrough data	one or more of our literacy goals as outlined in this literacy plan (which is modeled after our district strategic plan and literacy blueprint) and as we see success in those goals.
<u>EBR Literacy Blueprint</u> **Keystone 2: Instruction and Intervention** Implement a common district core curriculum and intervention program in every school so that every child is getting access to high-quality, rigorous literacy instruction.	August 2026 - May 2027	• Collect base-line data regarding tier 1 curricular use in schools across the district & use this data to determine levels of support to provide to each school • Provide curricular resource vendor training across the district to ensure all	• District Literacy Coaches and Coordinators • School-Based Literacy Coaches	• Division of Literacy Google Form Walkthrough form Additional materials needed for training for interventions: DIBELS LDOE LIFT	We will know we are successful when we see a 3-5% increase in the levels of curricular use per school as measured by the district walkthrough tool.

		levels of staff have an appropriate understanding of the curricular resources & how to support implementation according to their role • Tier schools and develop coaching plan to provide follow up training and site visits to support schools in improving implementation of common district core curriculum • Collect progress monitoring curricular use data to make ongoing support decisions			
<u>EBR Literacy Blueprint</u> **Keystone 2: Instruction and Intervention** Incorporate 120 minutes of literacy instruction (whole group and small group) for every child in grades PK-2 and 90 minutes of literacy instruction for	Literacy Minutes August 2026 - May 2027 Small Group Instruction September 2026 - May 2027	• Collect base-line data regarding how the instructional minutes are spent in the ELA block in schools across the district & use this data to determine levels of support to	• District Literacy Coaches and Coordinators • School-Based Literacy Coaches	• Division of Literacy Google Form Walkthrough form	We will know we are successful when we see a 3-5% increase in time spent appropriately in the ELA block according to

every child in grades 3-12 into every school's master schedule.		provide to each school • Provide support during PLCs to look at BOY data for small group instruction & ongoing progress monitoring • Tier schools and develop coaching plan to provide follow up training and site visits to support schools in improving implementation of small group instruction • Collect progress monitoring data of small group instruction to make ongoing support decisions			the expectation of Keystone #2, as well as the levels of curricular use in small group instruction per school as measured by the district walkthrough tool.

Section 5: Communicating the Plan

- Guiding Questions
  - What are the implementation expectations for your school?
  - 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 monthly meetings?
    - How will you report on progress monitoring of the plan components and goals?

Communication Plan		
Stakeholder Group	***Plan for Communicating***	***Timeline***
Parents	Class Dojo, Jcampus, Instagram, School Website, Parent Meetings	July 2026-May 2027
Community Partners	Monthly Zoom/Phone Meetings	July 2026-May 2027
Volunteers in Public Schools Readers	Weekly Meetings	September 2026-2027

Section 6: Alignment to other Initiatives

- Guiding Questions
    - To successfully implement, communicate, and monitor this literacy plan, what are some other school initiatives and plans to which you should be sure to connect? Consider:
        - School Improvement Plan
        - Early childhood programs
        - Cross-curricular connections
        - Community programs

Initiative Alignment		
Other Programs/Initiatives	***Connecting to Literacy***	***Plan to Monitor/Evidence of Success***
Cross-curricular connections	Create opportunities in Science & Social Studies	August 2024-May 2025
Community Programs	DIBELS Presentation to Parents (Virtual)	September 2024
Community programs	Literacy Night	February 2025