



Local Literacy Plan  
for

Bayou Blue Upper Elementary

Becky Plaisance, Principal

Jarod Martin, Superintendent

May 25, 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?

<i>Literacy Vision</i>	To develop, implement, monitor, and sustain a literacy initiative utilizing Tier 1 Curriculum, Literacy Professional Development, and Early Literacy Assessments aligned to the science of reading.
<i>Literacy Mission Statement</i>	Every student will develop and demonstrate effective reading, writing, speaking and listening skills by participating in highly quality, explicit literacy instruction across all content areas.

### 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>	Students will read on grade level or show adequate progress by the end of the school year.
<i>Goal 2 (Teacher-Focused)</i>	100% of students will meet their individualized growth goals on literacy benchmarks.
<i>Goal 3 (Program-Focused)</i>	Improve the overall reading proficiency of K-12 students as measured by the DIBELS literacy assessment and student progress on common district assessments.

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>Becky Plaisance</i>	Principal (Program Support)
<i>Peggy Scott</i>	Assistant Principal (Program Support)
<i>Jodi Lirette</i>	Instructional Coach (Program Development)
<i>Charlotte Brunet</i>	Interventionist ( Program Implementation)



<i>Teachers</i>	Program Implementation
<i>Paraprofessionals</i>	Program Implementation
<i>Students</i>	Program Insight

### Meeting Schedules

<i>Date &amp; Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Leadership Team Meetings	Weekly	CKLA Curriculum, Data, CDA's, NIET Best Practices
PLC's	Weekly	CKLA Curriculum, Data, CDA's, NIET Best Practices
Data Meetings	Monthly	Data

## 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>
Improve overall reading proficiency of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students as measured by DIBELS Literacy Assessment	ongoing	Implement Tier 1 curriculum with fidelity	Principal Coach Teachers	CKLA Amplify Reading mClass-Literacy interventions for struggling readers	CDA's LEAP 2025 DIBELS Progress Monitoring Observation/Feedback
100% of students meet individualized growth goals on literacy benchmarks	ongoing	PLC's with reading curriculum focus aligned to the science of reading	Principal Coach Teachers	Annotated Lesson Plans AIM resources, Progress Monitoring Program Reports	CDA's DIBELS Progress Monitoring Observation/Feedback LEAP 2025
Students will read on grade level or show adequate progress by the end of the school year.	ongoing	Dibels CDA's	Teachers	Benchmark Progress Monitoring Tools	Increased student performance as evidenced by DIBELS 8 and CDA's.



Parent and Family Engagement	Ongoing	Implementation of Parent Engagement Framework with Events	Leadership Team Counselor Teachers Parents Students	PimsPoint App LDOE Parents and Family Engagement Framework	Parent Survey PimsPoints Report



### 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

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
Weekly PLC's	CKLA Curriculum; lesson Internalization, Amplify Reading, skill scans, NIET Best Practices, Science of Reading recaps, mClass Interventions and small group lessons.	Teachers, Paraprofessionals Redelivery; Principals, Coach Assistant Principal






**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	Meet & Greet	All Families invited to attend	School Board Representative
September 2023	Open House	All Families invited to attend	Bayou Blue Public Library
October 2023	Quarterly Parent Literacy Activities	All Families invited to attend	
Ongoing	Monthly Calendars, School Facebook Post, School Status	All Parents	



ongoing	Resources and tools shared: Pimspoint and counselor resources	All 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>
<i>LPSD Curriculum Coach initiative</i>	<i>Literacy coaching provided to teachers in the science of reading</i>	<i>100% of students meet individualized growth goals on literacy benchmarks</i>
<i>LPAD Tutoring initiative</i>	<i>Implementation of tutoring initiative in literacy</i>	<i>Students will read on grade level or show adequate progress by the end of the school year as measured by literacy benchmarks and CDA's</i>
<i>Family Engagement Initiative-Be Engaged</i>	<i>Implementation of Parent Engagement framework with Literacy Family Events.</i>	<i>Students will read on grade level or show adequate progress by the end of the school year as measured by literacy benchmarks and CDA's</i>






**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>Parent &amp; Families</i>	<i>Benchmark Assessment Reports; scores sent home to parents.</i>	<i>August (BOY) January (MOY) May (EOY)</i>
<i>Parent &amp; Families</i>	<i>Progress Reports and Report cards</i>	<i>Quarterly</i>
<i>Faculty &amp; Staff</i>	<i>Data boards, staff meetings to track student progress</i>	<i>August (BOY) January (MOY) May (EOY)</i>
<i>Teachers</i>	<i>Administrative Conferences to track individual student progress</i>	<i>Quarterly</i>

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](mailto:louisianaliteracy@la.gov).

*Updated A 2022*

# Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure		
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: Lafourche Parish Schools (LA) School: Bayou Blue Upper Elementary School	School Year: 2022-2023 Period: 22-23 EOY	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels		
School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Lafourche Parish Schools (LA) <span style="float: right;">Current as of 07/05/2023</span>					
Grade 3	<b>Reference Data</b> Reference Point: <b>District</b>				
	22-23 EOY				994
Bayou Blue Upper Elementary School	22-23 EOY				152
Grade 4	<b>Reference Data</b> Reference Point: <b>District</b>				
	22-23 EOY				840
Bayou Blue Upper Elementary School	22-23 EOY				130
Grade 5	<b>Reference Data</b> Reference Point: <b>District</b>				
	22-23 EOY				883
Bayou Blue Upper Elementary School	22-23 EOY				123