Local Literacy Plan
for

Southern University Laboratory School
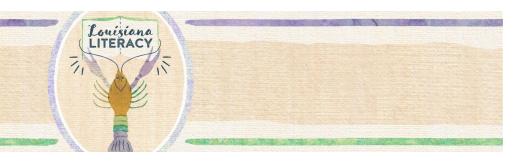
Ursula Wilson Square, Director of Literacy

Herman Brister, Jr. Superintendent

July 6, 2023

READING REVIVAL

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?

Literacy Vision	Southern University Laboratory School, in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.
Literacy Mission Statement	Southern University Laboratory School is committed to improving student outcomes by implementing effective instructional practices to help students develop literacy skills such as reading, writing, listening, and speaking.

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?

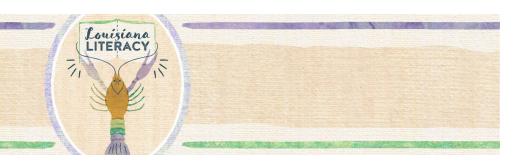|	
Goal 1 (Student-Focused)	80 % of K-3 students will meet or exceed their projected growth on the DIBELS 8 Literacy screener at the end of school year 2024-25. - will enter fourth grade reading on grade level. - will achieve mastery at third and eighth grades according to state assessment measures. - will graduate on time with a college or career credential eligible for TOPS Award. - with disabilities will increase in attaining mastery or above on state literacy assessments.
Goal 2 (Teacher-Focused)	- All teachers will implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State English Language Arts Student Standards. - All teachers will provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using materials and programs based on the Science of Reading. - use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.
Goal 3 (Program-Focused)	- provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students. - promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction. - ensure that district and school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs.

	● provide support and coaching to teachers and school leaders for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Knowledge, ELA Guidebooks). ● provide job-embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources. ● expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities. ● engage families in providing literacy supports for their students by providing them with strategies and resources.

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
Herman Brister, Jr.	Superintendent
Ursula Wilson Square	Director of Literacy
Renita Sherrard	Assistant Principal
Nadia Seals	Director of Virtual School
Angela Carter Robertson	Director of Accountability
Sarah Gleason	3-5 Lead Elementary Teacher
Kenyarie Welsh	K-2 Lead Elementary Teacher
Tony Brown	ELA Content Leader

Meeting Schedules		
Type of Meeting	*Frequency of Meetings*	*Topic(s)*
Literacy Team	Monthly	Team members meet regularly to monitor the school literacy plan and examine student data, discuss issues related to teaching and implementation, organize professional learning opportunities and promote and adapt the plan as needed.
Weekly Collaboration and Planning	Weekly	Content and grade level teachers meet with Director of Literacy and Assistant Principal to examine student work, participate in job-embedded professional development and plan for instruction by annotating and internalizing Tier 1 curriculum to address student needs.
Learning Walks	Quarterly	Instructional Leadership Team (ILT) observe, monitor literacy instruction, and provide feedback to teachers.
Building Capacity Meeting	Bi-monthly	Lead Grade Level Teachers, Lead Content Teachers, Director of Literacy and Assistant Principal meet to participate in job embedded learning related to high-quality instructional programs and coaching strategies.

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.

Screening: assessments and data review: to determine the achievement level of every student
- Administer DIBELS measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Follow LDOE requirements to submit DIBELS measures by required deadlines.
- Data review: ELA benchmark assessment, Star Reading, DIBELS, and LEAP
- Determine level of support for instructional planning (Advance, Mastery, Proficient, Below)

Core Programs: Instruction and Implementation required for ALL students
- Core program progress monitoring: Periodic progress monitoring of curriculum embedded formative assessments.
- K-2 CKLA Foundational Skills (60 minutes)
    o Planning: backward design, annotating lessons for class trends using assessment data, pacing guides and calendar
    o Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for CKLA.
    o Materials: adhere ONLY to publisher and district resources
    o Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
    o Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers and CKLA Hub practice activities.

- o Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
  - ▪ CKLA Teacher Guide sidebar "Support" notes
  - ▪ CKLA Teacher Guide "Additional Support" section at end of lesson
  - ▪ Fluency Practice with current skills (letter sounds, tricky words, decodable readers, etc.)
  - ▪ Practice with current skills on CKLA hub
- K-5 - Wit & Wisdom Knowledge (90 minutes)
  - o Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, and instructional calendar
  - o Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom
  - o Materials: adhere ONLY to publisher and district resources
  - o Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
  - o Practice: student handouts, including fluency practice
  - o Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
  - o Fluency instruction and practice activities embedded in lessons.
  - o Teacher Edition "Scaffold" captions embedded in lessons.

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - 30 minutes
- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core activities for students to accelerate learning of current skills and knowledge:
  - o CKLA Pausing Point activities
  - o CKLA Intervention Tool Box Activities
  - o Literacy Interventions and Foundational Tools (LIFT) activities
  - o Grade 3 - Foundational Instruction for Reading Excellence (FIRE)
- Intervention or Remediation is provided in addition to Core Differentiated Instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
  - o mCLASS Interventions and Progress Monitoring
    - ▪ Teacher directed mCLASS intervention is at least 30 minutes daily 5 days weekly.
    - ▪ Follow mCLASS lesson plans and grouping (maximum of 6 students per group)
    - ▪ ALL activities must be completed in each lesson. Activities cannot be split between lessons.
    - ▪ Skipping days (e.g., every other day) or not completing all activities will negatively impact program effectiveness.
    - ▪ Follow mCLASS program guidance to begin progress monitoring students after 7 lessons.

- o CKLA Hub activities: It is important that students receiving mCLASS interventions also have access to on grade level support. Students may independently preview and review core student readers, sound spellings, read along with the current decodable reader, etc. via the CKLA Hub.

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.)*
October - December 2023	**K-2 CKLA Literacy Coaching** An Amplify facilitator will conduct a site visit with learning community members. Activities will include, but are not limited to: lesson observation and debriefing, grade-level planning, and leadership consultation for creating an annual coaching plan to support effective program implementation.	K-2 Teachers

June - August 2023	APEL Foundations of Literacy Training – Science of Reading Foundations of Literacy is online professional development introducing the Science of Reading to educators incorporating the Science of Reading into classroom practice, and implementing strategies for language and literacy instruction in response to LA ACT 108.	K-5 Teachers, Superintendent, Director of Literacy, Assistant Principal and paraprofessionals
October - December 2023	Frog Street and Frog Street Three's Curriculum Course features age-appropriate modeled, shared, and independent writing strategies focused on functional and compositional writing. Participants will engage in activities and strategies to nurture children's writing and expand skills	PreK Teacher and Paraprofessional
August 2023	Writing in Wit and Wisdom Examine why and how deep content knowledge supports student writing, and analyze Wit & Wisdom's explicit, sequenced writing instruction and use of writing models as scaffolds. Delves into Wit and Wisdom's text-based approach to teaching informative, opinion/argument, and narrative writing.	K-8 Teachers
August 2023	Wit and Wisdom Focus on Fluency Deepens educators' understanding of fluency, its impact on student literacy, and how to best support students.	K-8 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
October 2023	Family Literacy Night	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed, free books are provided and Family Grab and Go literacy activities are demonstrated.	Families and Community
November 2023	Scholastic Book Fair	Students and their families will be able to read and purchase favorite books	Families and Community
1st Friday of every Month	Bookmobile	Students will have the opportunity to sign up for library card, share in storytimes, check out books and other library materials.	East Baton Rouge Parish Library Bookmobile and Outreach Services Division
September 2023	Parent University – Literacy at the Lab –	Provide families with information and upcoming Literacy Based events	Families

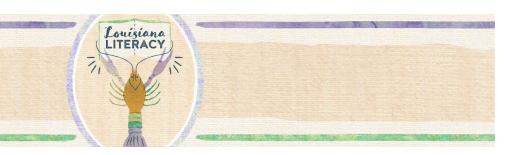| March 2024	Read Across America	Events and activities promoting literacy will be held	100 Black Men of Metropolitan Baton Rouge and Southern University Lab School Alumni

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
Accelerated Reader	Personalized goals and individual reading recommendations use students' interests to suggest titles or students can self select. Reading quizzes monitor comprehension, while literacy skill and vocabulary quizzes extend student learning and build skills mastery.	Teachers/Director of Literacy will monitor student progress via reports.
Renaissance Star Reading	Provides insight to guide literacy growth for emergent readers,	BOY, MOY and EOY track student's mastery of focus skills aligned to state-specific learning standards.

	struggling readers and high achievers.	
LEAP Parent Night	Provide timely and critical information regarding LEAP 2025	Agenda and Sign in sheets

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	School Webpage, letters home of student progress	September, January and May
Community	School Webpage and School App	Ongoing
Faculty and Staff	Job-embedded PDs, collaboration meetings and grade level planning	Ongoing
Southern University Lab School Alumni	School Webpage and School App	Ongoing

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. *Updated July 2023*