



Literacy Plan

School System -Bogalusa City Schools

Lead Contact -Charmaine Reeves

Superintendent- Lisa Tanner

2021-2022 School Year





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.

<p><i>Literacy Vision</i></p>	<p>The literacy vision of the Bogalusa City Schools System is to ensure a school-wide approach for developing readers that are proficient in reading and comprehending complex text. Our approach includes the enrichment of students’ abilities to read, speak, and write by the consistent exposure to high quality, explicit instruction. We are committed to supporting student growth by providing our teachers with on-going professional development, plans for effective reading instruction through a Tier 1 curriculum, and an extensive range of resources to meet the individual needs of students. Our vision to provide engaging and complex text that includes rich vocabulary to our students will develop readers that have an interest and enjoyment for reading.</p>
<p><i>Literacy Mission Statement</i></p>	<p>To help our students become lifelong readers by empowering them with strong literacy skills.</p>



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?

<i>Goal 1 (Student-Focused)</i>	All students will reach mastery or above in reading by the end of 8 th grade prepared to enter High School on grade level. (LEAP 2025)
<i>Goal 2 (Teacher-Focused)</i>	All teachers will demonstrate effective teaching practices that includes meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction. (COMPASS)
<i>Goal 3 (Program-Focused)</i>	To implement a Literacy Program that includes the implementation of a Tier 1 Reading Curriculum, provides student supports through a K-6 three-tiered reading intervention program, develops teacher effectiveness with on-going support from a Literacy Coach, and is closely monitored through weekly Professional Learning Communities and current data.

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?

<i>Member</i>	<i>Role</i>
Lisa Tanner	Superintendent/District Leader
Charmaine Reeves	Elementary Supervisor/ District Leader
Linda Pittman	Secondary Coordinator/District Leader
Eric Greely	H.S.-Principal/ ILT Leader
Natasha Oatis	H.S.-Assistant Principal/ ILT Leader
Ivy Lewis	H.S.-Literacy Coach/ Data Collection
Kewanda August	Elem. Principal/ ILT Leader
Erin Galloway	Elem. Assistant Principal/ ILT Leader
Elizabeth Pack	Elem. Literacy Coach/ Data Collection
Tonyah Jefferson	Primary Principal/ ILT Leader
Shelia Lawrence	Primary Assistant Principal/ ILT Leader
Kayla Pittman	Primary Literacy Coach/ Data Collection
Melondy Hughes	Primary Instructional Coach/ Data Collection



Meeting Schedules

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Topic(s)</i>
June 1, 2021 June 2, 2021	8:00-4:00	School Board Office	Best Practices-Planning, Using Data to drive instruction, and Developing New Learning
August 4, 2021	2:30	School Board Office	Academic Focus, Data Review, and Plan of Action
August 26, 2021	2:00	School Board Office	Scheduling Support (NIET)
September 4, 2021	1:00	School Board Office (Zoom)	Vision and Goals (Instructure)
August 2021 – May 2022	9:00 Wednesday or Friday	Byrd Avenue School	ELA Instruction, data, intervention, and teaching strategies.
August 2021-May 2022	8:45 Tuesday	Central Elementary School	ELA Instruction, data, intervention, and teaching strategies.
August 2021-May 2022	9:00	Bogalusa High School	ELA Instruction, data, intervention, and teaching strategies.
November 16, 2021	10:00	School Board Office	Benchmark Data and Plan of Action Monitoring- Planning for Afterschool Tutoring- Accelerated Learning
January 31, 2022	10:00	School Board Office	Benchmark Data and Plan of Action Monitoring



February 10, 2022	10:00	School Board Office	Mid-year Acadience Data- Planning Interventions
March 15, 2022	10:00	School Board Office	Planning for Summer School - Accelerated Learning
April 13, 2022	10:00	School Board Office	Scheduling End of Year Testing (CASE Assessments -Post Assessments- Acadience Reading Assessments)
May 3, 2022	10:00	School Board Office	Finalize details for Summer School - Accelerated Learning Review and Evaluation of Literacy Plan

Success Criteria

<i>What are we doing?</i>	<i>Why are we doing it?</i>	<i>How will we know it worked?</i>
Using student data to plan for instruction.	To plan for interventions and meet the needs of individual students.	Weekly Progress Monitoring for intervention groups and Monthly Acadience Reading Progress Monitoring.
Gaining support from the LDOE and NIET in planning and implementing Instructional Leadership Meetings and Professional Learning Communities	To plan meetings with intention and a focus that is supported by data in order to provide teachers with on-going professional development and resources that are aligned with student needs.	Observations of the effective implementation of the curriculum and the demonstration of effective teaching practices. COMPASS Evaluations and increased student reading abilities.
Monitoring the Action Plan of the Literacy Plan	To ensure that Leadership meetings are being held as planned, PLCs occur weekly, and all activities are being implemented. To discuss the effectiveness of the activities and	The Benchmark Assessments and Progress Monitoring will indicate the growth of students in the area of reading. If students are academically growing, the planning and



	make adjustments or modifications if needed	implementation of the activities are working.
Planning for interventions, afterschool tutoring, and summer school	We have many students that are several grade levels behind in reading. In order to reach the goal of having all students on level in reading by the end of the eighth grade, we will need to provide extra supports during school, after school, and during the summer months.	Increase Reading Ability (Benchmark Assessments, Progress Monitoring, Mid- Year Assessments, Mid-Year Testing, Post Assessments, and State Assessments)



- 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

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
Goal #1 All students will reach mastery or above in reading by the end of 8 th grade prepared to enter High School on grade level. (LEAP 2025)	August 2021- On-going	Effective Implementation of a Tier 1 Reading Curriculum	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches	Tier 1 Curriculum	Observations of Instruction Implementation and COMPASS Evaluation Tools
Goal # 1	August 2021-On-going	Use Reading data to plan instruction based on	Elem. Supervisor, Secondary Coordinator, Principals,	Data Information System, Instructure (Assessments)	Assessment Results (Pre-post Assessments, Benchmark Assessments, LEAP



		individual student needs	Assistant Principals, and Literacy Coaches	and data Reports), Acadience Reading Online Data System, Student Work	360, Acadience Assessments and Progress Monitoring, and State Assessments
Goal # 1	January 2022	Provide After-School Tutoring using Accelerated Learning	Plan and implement an After-School Tutoring Program – 1-2 days weekly	Tier 1 Reading Curriculum and Accelerated Learning State provide resources	Assessment Results (Pre-post Assessments, Benchmark Assessments, LEAP 360, Acadience Assessments and Progress Monitoring, and State Assessments
Goal 1	Sept-2021-May 2022	Provide daily reading interventions in grades K-6 Use beginning of the year Assessments results to group students based on needs. Develop a schedule for daily interventions.	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, Teachers, and Interventionist	Curriculum Materials, Reading Activities, Intervention Program Materials (Corrective Reading)	Assessment Results (Pre-post Assessments, Benchmark Assessments, LEAP 360, Acadience Assessments and Progress Monitoring, and State Assessments



		<p>Use curriculum resources, intervention programs, and research-based strategies to plan interventions. Use progress monitoring and benchmark assessments to track student growth and adjust intervention groups as needed.</p>			
Goal #1	May 2022- June 2022	Plan and Implement Summer School Instruction	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, and Teachers	Tier 1 Reading Curriculum	Beginning of the Year Assessments August 2022
Goal #2 All teachers will demonstrate effective	August 2021- May 2022	Weekly PLCs – The Literacy Coach will provide teachers	Elem. Supervisor, Secondary Coordinator,	Data information programs, Student	Instruction Implementation Observations, Intervention



<p>teaching practices that includes meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction. (COMPASS)</p>		<p>the opportunity to analyze student data, plan effective instruction, and plan for individual student needs through Literacy focused Professional Learning Communities</p>	<p>Principals, Assistant Principals, and Literacy Coaches</p>	<p>Work, Training for the Literacy Coach (NIET-Best Practices)</p>	<p>Lesson and Implementation Observations, COMPASS Evaluations, and Student Achievement</p>
<p>Goal #2</p>	<p>August 2021- May-2022</p>	<p>The Bogalusa City Schools will be provided support from the LDOE in the area of implementing effective Leadership Meetings and Professional Learning Communities. To identify the needs of the teachers, the State Support Specialist will</p>	<p>Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, State Support specialist</p>	<p>Walkthrough Observation Tool, Access to lesson plans</p>	<p>Teacher Feedback, Observations, and student growth</p>



		conduct walkthroughs with the leadership team to assist in planning for teacher support			
Goal #2	August 2021-May 2022	NIET will provide on-going support in the area of planning and implementing Instructional Leadership meetings and Professional Learning Communities. The focus of the Support will be Best Practices.	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, NIET Support specialist	Walkthrough Observation Tool, Access to lesson plans	Teacher Feedback, Observations, and student growth
Goal #2	August 2021-May 2022	The Center for Development and Learning will provide a Regional Literacy Specialist to work with the Literacy Coaches at all schools to provide on-site support for the	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, Regional	Walkthrough Observation Tool, Access to lesson plans, PLC Agendas, Curriculum, and Schedules	Teacher Feedback, Observations, and student growth



		<p>growth of coaching skills. The Literacy Specialist will help the school literacy coaches plan and implement support based on teacher needs.</p>	Literacy specialist		
<p>Goal # 3 To implement a Literacy Program that includes the implementation of a Tier 1 Reading Curriculum, provides student supports through a K-6 three- tiered reading intervention program, develops teacher effectiveness with on-going support from a Literacy Coach, and is closely monitored</p>	<p>August 2021-On-going</p>	<p>Provide all teachers with materials and training on the Reading Tier 1 Curriculum</p>	<p>Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches</p>	<p>Curriculum materials and training sessions</p>	<p>Observation of Training, Participation in Training, and Observation of the implementation of the curriculum. Student Growth according to Assessment Results.</p>



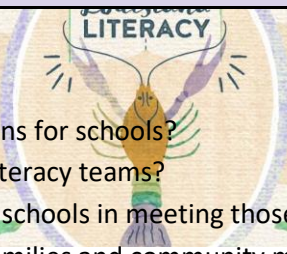
through weekly Professional Learning Communities and current data.					
Goal # 3	September 2021	Plan, Schedule, and implement a reading intervention program.	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches, Interventionist, and Teachers	Daily schedule, Groups based on data, Progress Monitoring Materials, Intervention Lessons, and training	Assessment Results (Pre-post Assessments, Benchmark Assessments, LEAP 360, Acadience Assessments and Progress Monitoring
Goal # 3	September 2021	Implement Best Practices in Instructional Leadership Meetings and in Professional Learning Communities. Leadership teams will participate in weekly meetings to use data to identify the	Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Literacy Coaches	Student data, and Reading Curriculum	Walk-Through Observations, Teacher Evaluations, Teacher feedback Assessment Results (Pre-post Assessments, Benchmark Assessments, LEAP 360, Acadience Assessments and



		<p>needs of the students and plan for student supports. Based on the Instructional Leadership Team Meetings, the Literacy Coach will plan Professional Learning Communities to provide teachers the opportunity to analyze student data, participate in new learning, develop the learning, and apply new learning.</p>			<p>Progress Monitoring</p>
<p>Goal #3</p>	<p>Sept 2021- June 2022</p>	<p>The program includes activities for Parent and Family engagement. The EL coordinator will help to ensure that documents are sent home in</p>	<p>Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, teachers, EL Coordinator, and Literacy Coaches</p>	<p>Student data Copies of documents that are sent home to parents (To translate) SchoolWide Plan/Literacy Plan</p>	<p>Increased parent participation (Parent Surveys/Feedback) Student Achievement in Reading (Assessments)</p>



		<p>the family's native language.</p> <p>Parent and Family Literacy Night will be held to provide parents with Literacy Activities and learn about the curriculum.</p> <p>Parent School-Wide Planning and Data Night will provide parents with information on current student data and Goals/Objectives for the 2021-2022 school Year. Parents will be encouraged to provide input.</p>		<p>Literacy Night Activities</p> <p>PowerPoint for Presentations</p>	
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● 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?

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Teachers	Literacy Plan will be communicated during Professional Learning Communities	August 2021
Parents	Literacy Plan will be communicated during the Parent Data Meeting, Literacy Night, and posted on the School Website	August 2021- November 2021
Community	Literacy Plan will be provided to the community through the District website	November 2021
District Leaders	District Leaders are a part of the process in the developing the Literacy Plan. Completed plan will be communicated during a District-Level meeting.	August 2021-November 2021
School Leaders	School Leaders are a part of the process in the developing the Literacy Plan. Completed plan will be reviewed during the Literacy Leadership Meeting	August 2021-November 2021
School Board Members	Literacy Plan will be made available on the District Website	Information Reviewed during Data Review School Board Meeting- November-December 2021

Communication Plan



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

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
School Improvement Plan	Reading Goals and Objectives	Benchmark Assessments- Pre-Mid-Post Assessments and State Assessments
Read Across America	Community Readers	Reading Assessment Data



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.