



Local Literacy Plan  
for

Fannie C. Williams Charter School

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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 literacy vision of Fannie C. Williams Charter School is that all students can and will read proficiently upon entering 3rd grade. In our literacy classrooms, we strive to build readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive citizens of the world.</p>
<p><i>Literacy Mission Statement</i></p>	<ul style="list-style-type: none"> <li>● We will ensure that all stakeholders are equipped with the training and resources they need to provide equitable opportunities to support and move students toward reading and writing proficiency.</li> <li>● We will support every student's literacy growth and development by ensuring that each receives instruction from high-quality Tier 1 materials that are anchored in the science of reading.</li> <li>● We will embrace collaboration as partners with families and caregivers to reinforce literacy skills.</li> </ul>





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?

<p><i>Goal 1 (Student-Focused)</i></p>	<p>By the EOY checkpoint for 2023-2024, students will meet growth targets by the EOY Benchmark assessment checkpoint using the approved literacy screener (DIBELS 8).</p> <ul style="list-style-type: none"> <li>● <u>80%</u> of PK students will meet K-readiness targets by the EOY checkpoint measured by the GOLD assessment.</li> <li>● <u>80%</u> of Kindergarten students will score proficiency or higher in Phonemic Awareness (PSF) or meet their individual growth target as measured by DIBELS 8.</li> <li>● <u>80%</u> of first grade students will score at grade level proficiency or higher in Letter Sounds (NWF-CLS) or meet their individual growth target as measured by DIBELS 8.</li> <li>● <u>80%</u> of second grade students will score at grade level proficiency or higher in Reading Fluency (ORF) or meet their individual growth target as measured by DIBELS 8.</li> <li>● <u>80%</u> of third grade students will score at grade level proficiency or higher in Reading Fluency (ORF) or meet their individual growth target as measured by DIBELS 8.</li> <li>● Students will enter 4th grade and higher prepared for grade level content. <u>80%</u> of grade level students will meet their individual growth to mastery target as measured by LEAP 2025</li> </ul>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>By the end of the 2023-2024 academic year, 90% of teachers will apply structured literacy practices daily by:</p> <ul style="list-style-type: none"> <li>● intentionally building phonological awareness (Heggerty Phonemic Awareness)</li> <li>● teaching foundational skills aligned to the phonics continuum, as well as an emphasis on morphology and grammar in grades 3-8</li> </ul>



	<ul style="list-style-type: none"> <li>● facilitation of high-quality materials as aligned to the rigor of Louisiana Student Standards</li> <li>● using data to inform instruction while providing intentional and explicit instruction in small groups during WIN time and intervention.</li> </ul> <p><u>100%</u> of PK-3rd grade teachers will participate in monthly job-embedded professional development focused on the Science of Reading aimed at improving teacher practice and student outcomes.</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>By the end of the 2023-2024 academic year, teachers will effectively utilize the Foundations and Heggerty programs to support students' acquisition of foundational skills as measured by DIBELS 8 progress monitoring and benchmark assessments.</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>Tiffany Andrews</i>	Instructional Coach PK-2nd
<i>Angelie Wilson</i>	Instructional Coach ELA 3rd-8th
<i>Theresa Sanchez</i>	1st Grade Representative
<i>Gershondalyn Holland</i>	4th/5th Grade Representative
<i>Tiffany Dumas</i>	7th/8th Grade Representative
<i>Carla Lewis</i>	Interventionist



<i>Deidra Barnett</i>	Interventionist
<i>Latori Williams-Blair</i>	SPED Representative
<i>Nereyda Avila</i>	ELL Representative

### 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>
Literacy Team Meetings	Monthly	Review Literacy Plan, Data Analysis
Collaborative Planning Meetings	Weekly	
Data Analysis	Weekly	Classroom assessments/students work
DIBELS Data Review	Every 4-6 weeks	DIBELS Progress Monitoring
Benchmark Data Analysis	BOY, MOY, EOY	DIBELS data/iReady

### 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 to Support the Goal</i>	<i>Evidence of Success</i>
1	<ul style="list-style-type: none"> <li>● Progress Monitoring will occur every 2 weeks or weekly depending on the Tier.</li> <li>● Aug,-Master schedules will reflect specific times designated for WIN, small groups, and intervention.</li> <li>● Teachers receive PD on standards and Tier 1 instructional materials.</li> <li>● Sept.-May- Teachers engage in collaborative team</li> </ul>	<ul style="list-style-type: none"> <li>● PK-2nd grade teachers receive ongoing professional development in the Science of Reading and phonological awareness.</li> <li>● Students scoring below grade level on DIBELS will receive explicit and systematic intervention.</li> <li>● Student work will be analyzed to provide academic feedback aligned to learning standards.</li> <li>● Students in grades 3-6 will receive additional foundational lessons in the phonics continuum,</li> </ul>	<ul style="list-style-type: none"> <li>● Heggerty lessons will occur daily in PK-2nd grade classrooms.</li> <li>● Phonological awareness activities will be included during intervention.</li> <li>● Success will be measured by progress monitoring and DIBELS benchmarks.</li> <li>● Proficiency levels in DIBELS will increase.</li> <li>● Reading standards for Foundational Skills will be integrated into lessons throughout the day.</li> </ul>





	meetings, data meetings, and individual coaching meetings.	morphology, and spelling patterns during WIN time.	
2	<ul style="list-style-type: none"> <li>● July 2023</li> <li>● January 2024</li> <li>● Sept.- May Monthly Collaborative Planning Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers receive professional growth opportunities aligned to effective acceleration and intervention practices as aligned with the Science of Reading</li> <li>● Teachers receive professional growth opportunities aligned to unpacking student standards</li> <li>● Teachers receive ongoing job embedded literacy coaching support on standards and lesson internalizations</li> <li>● Teachers engage in vertical Literacy Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>● Success will be measured by progress monitoring and DIBELS benchmarks.</li> <li>● Proficiency levels in DIBELS will increase.</li> </ul>





		<ul style="list-style-type: none"> <li>Teachers engage in student work analysis to inform instruction</li> </ul>	
3	<ul style="list-style-type: none"> <li>Quarterly data checkpoints</li> <li>July, August, January Professional Development</li> <li>Aug.-May Ongoing job embedded coaching</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty, Foundations, and Wit and Wisdom materials will be available for teacher review during the summer of 2023</li> <li>Curriculum professional development will be offered to teachers</li> <li>Curriculum planning session will be offered by instructional coaches</li> <li>Curriculum coaching will be provided to teachers</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough data will indicate that teachers are using the designated programs for literacy instruction</li> <li>Annotated lesson plans will indicate the internalization of the curriculum as aligned to standards</li> <li>Progress monitoring data will indicate an increase in proficiency</li> </ul>



### 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>
July	Science of Reading Training	K-3rd Grade teachers
August	Curriculum Planning	All Teachers
September	Student Work Analysis	All Teachers
December	Data Analysis	Teachers, Interventionists
January	Science of Reading Training	K-3rd 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>
August	Parental Engagement Meeting	In-Person
September	Progress Report Conferences	In-Person
October	Title 1 Meeting	Morning and Afternoon Sessions
November	Progress Report Conferences	In-Person
March	Literacy Night	In-Person
April	Progress Report Conferences	In-Person

**Section 5: Alignment to other Initiatives**



**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**

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>Fannie C. Williams' Strategic Plan</i>	<i>Develop teacher capacity to teach effective lessons and implement high-quality curriculum</i>	<i>Student performance on classroom and benchmark assessments</i>
<i>School Improvement Plan</i>	<i>All students will read proficiently by the 3rd grade.</i>	<i>Student performance on benchmark assessments and progress monitoring assessments</i>
<i>Parent Engagement Policy</i>	<i>The school and parents share responsibilities and develop activities that will enhance student academic achievement.</i>	<i>Progress Report Conferences</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>SLT Team</i>	<i>Report at SLT meetings</i>	<i>Monthly</i>
<i>Parents</i>	<i>DIBELS Benchmark Parent Reports</i>	<i>Fall/Winter/Spring</i>
<i>Teachers</i>	<i>Data Analysis Meetings</i>	<i>Monthly</i>
<i>Parents</i>	<i>Progress Reports</i>	<i>Quarterly</i>
<i>Literacy Team</i>	<i>Literacy Team Meetings</i>	<i>Monthly</i>
<i>Parents</i>	<i>Conferences</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 web page](#), [Literacy Library](#), or email [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

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