



Local Literacy Plan
for

Louisiana School for the Visually Impaired

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Dr. David Martin, Superintendent

July 7, 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?

Literacy Vision

At Louisiana School for the Visually Impaired, we believe that it is imperative for all students to be literate. Students use literacy skills on a daily basis in order to access information and communicate. All students have access to a data-driven and individualized literacy program in order to ensure success in school and life. By providing the proper literacy resources through the school leaders and staff, the students will be able to continue their literacy development throughout their secondary school and into careers. As literate learners, our students will be able to read, write, speak, and listen, reason effectively, think critically, access and evaluate information, and transfer that learning to be college and career ready.

We are committed to ensuring that our students:



	<ul style="list-style-type: none"> • have all of the necessary tools to access the curriculum; • are able to transfer knowledge, ideas, and skills between subject areas; recognize the importance of and enjoy reading for pleasure; • recognize the value of writing and communicating effectively; • are able to continue their literacy development throughout their secondary school and career.
<i>Literacy Mission Statement</i>	<p>The literacy mission for the Louisiana School for the Visually Impaired is for all students to have improved literacy outcomes through high-quality teaching and learning environment by an effective teacher supported by leaders and families. Louisiana School for the Visually Impaired offers instruction, support, and resources leading to growth in literacy development for students in kindergarten through third grade through the use of data-driven instruction and individualized literacy plans.</p>

Section 1b: Goals	
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are your overall literacy goals? 2. Are you creating SMART goals for grade bands, subgroups, diverse learners, and teachers? <ul style="list-style-type: none"> ■ 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>	<p>By the end of the 2023-2024 academic school year 50% of students in grades K-3 will be at or above benchmark as measured by IRLA (Independent Reading Level Assessment). Based on the 2022-2023 EOY data, 1st- 33% or 2/6 students; 2nd- 0% Or 0/2 students.) LSVI does not have a kindergarten class, nor a third grade class next year.</p>
<i>Goal 2 (Teacher-Focused)</i>	<p>By the end of 2023-2024 academic school year, there will be evidence that K-3 teachers used DIBELS literacy screeners and reading diagnostic assessments to drive</p>



	instruction to support students' individual literacy plans. Teachers will implement interventions to support literacy growth, analyze data weekly, and update individual literacy plans at 4 ½ progress reports throughout the school year.
<i>Goal 3 (Program-Focused)</i>	<p>Louisiana School for the Visually Impaired will implement sound phonics instruction, acceleration and support through IRLA, develop teacher effectiveness and ongoing support through the use of the principal, assistant principal, master and mentor teachers, and weekly professional learning communities and deep data dives into individual literacy plans.</p> <ul style="list-style-type: none"> • collaborate with staff to provide effective literacy instruction to students within the school year; • provide meaningful professional development opportunities related to data-driven literacy instruction for the staff within the school year.

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>Susan Covington</i>	Principal: provide meaningful professional development for staff, promote positive learning environments, hold staff accountable, analyze data, program support
<i>Michelle Tureau</i>	Assistant Principal: provide meaningful professional development for staff, promote positive learning environments, hold staff accountable, analyze data, program support



<i>Diana Goff</i>	Master teacher: analyze data, conduct weekly classroom support, provide valuable feedback to teachers, conduct weekly PLCs, 4 ½ week deep data dives with teachers and assess progress in individual literacy plans, provide resources for staff and students
<i>Kelson Swancy</i>	Mentor Teacher: work with the master teacher to provide meaningful professional development for staff, promote positive learning environments, hold staff accountable, analyze data, program support, progress monitor individual literacy plans
	Literacy Coach: support the master and mentor teachers to provide meaningful professional development for staff, promote positive learning environments, hold staff accountable, analyze data, program support, progress monitor individual literacy plans
<i>Diana Goff Kelson Swancy Ravyn Mitchell Regan Morain Kristen Brooks Morgan Bernard Jeanette Aviles</i>	K-3 Teachers: implement data-driven interventions to students, input data in to the School Pace operating system after every meeting with students, provide resources for the students, progress monitor individual literacy plans

Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Instructional Leadership Team (ILT) meeting	Bi-Monthly	Literacy Goals, Calendar, IRLA Progress Monitoring



Teacher Collaboration/ Data Analysis (PLC)	Weekly	<p>Progress monitoring of foundational skills and IRLA growth data, goal setting, plan for intervention and differentiation.</p> <ul style="list-style-type: none"> • How can we better support our students based on the data? • Are we seeing growth? Where? Why/Why not?
Literacy Coach Meeting/ Mentor Teacher/ Master Teacher	Weekly	<p>Data, plan intervention, plan/review</p> <ul style="list-style-type: none"> • What is working/not working? • What changes need to be made? • Are the needed materials accessible?
Official Data Analysis and Review Individual Literacy Plans	4 ½ weeks	<ul style="list-style-type: none"> • Are students on track to reach their quarterly goal? Yearly goal? • Is additional screening needed to better pinpoint student needs? • How can we grow the students appropriately?
Screening/Diagnostic Results Review	3 times a year (first 30 days, December, April)	Review finds in the assessment results and create next steps based on the data
Instruction	Daily	Two hours of Tier 1 literacy instruction using ARC Core or Louisiana Guidebooks with 30 minutes of individualized literacy instruction/interventions built in throughout the entirety of the academic year provided by staff teaching K-3.
Utilizing Literacy Screeners and Diagnostics	3 times per year	<p>DIBELS</p> <ul style="list-style-type: none"> • According to 17:24.10, the parents of students identified as being below grade level based on literacy screeners and diagnostic assessment results will be notified within 15 days of the assessment to inform them on the level of the student and the action plan to allow student to have adequate growth in literacy



		<ul style="list-style-type: none"> • Parents will also be notified on the progress of students in the middle and end of year • According to 17:24.10, students identified as being below grade level based on literacy screeners and diagnostic assessment results require an individual reading improvement plan <ul style="list-style-type: none"> ○ Individual reading improvement plans will target the skill(s) that the student is lacking • Student progress will be monitored weekly through the use of the IRLA data tracking system (School Pace) <ul style="list-style-type: none"> ○ Data will be discussed in weekly PLC meetings ○ Using the data, lesson plans will be created and administered in order to meet the students' literacy needs
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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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1	June 1-June 30	Literacy Plan Review prior year data to establish school goals.	ILT team	DIBELS/ IRLA data/ ILPs	Students and subgroups demonstrate growth in year-to-year data.
2	August 2023	Benchmark K-3 students	Master/ Mentor teachers	DIBELS/ IRLA	DIBELS/ IRLA BOY data
3	August 2023	<ul style="list-style-type: none"> • Create AIM Statement • Create groups for below grade-level readers. • Hold meetings with teachers of the students to review ILPs and next steps. • Plan Tier 1 literacy instruction and 	Master/ Mentor/ teachers	DIBELS/ other diagnostics, IRLA intervention/ ARC Core/ Guidebooks	<ul style="list-style-type: none"> • Progress Monitoring data • Scope and sequences for implementation



		intervention based on data and ILPs			
4	Weekly August 2023-May 2024	Progress Monitoring Groups using screener and diagnostic results to target growth on ILPs	Master/Mentor/ Teachers	Diagnostics with literacy plans/ IRLA	Completed data results, specific targets of ILPs to address needs
5	Every 4 ½ weeks September 2023 -May 2024	<ul style="list-style-type: none"> Progress Monitoring ILTs AIM Statement Review 	ILT/ Master/Mentor	Diagnostics with literacy plans/ IRLA	Completed data results, specific targets of ILPs to address needs <ul style="list-style-type: none"> On target why or why not?
6	December 2023	Mid-year DIBELS Benchmark	Master/Mentor	DIBELS	Mid-year DIBELS Benchmark data
7	April 2024	End-of-year DIBELS Benchmark	Master/Mentor	DIBELS	End-of-year DIBELS Benchmark data
8	May 2024	Aim Statement Review	ILT/ Master/Mentor <ul style="list-style-type: none"> Share with community of teachers and parents 	DIBELS/ IRLA	End of year Data Review <ul style="list-style-type: none"> celebrate successes review areas of improvement



			and students		
9	Weekly	Analyze progress monitoring data and regrouping / interventions	Literacy Coach/ Master/Mentor/ K-3 teachers	Literacy plan data	student proficiency will increase as measured by 4 ½ data
10	Weekly	Learn best practices for addressing the needs of diverse learners using the science of reading	Literacy Coach/ Master/Mentor/ K-3 teachers	Science of reading/ Literacy plan data	Measure effectiveness of new learning through teacher observations, student progress monitoring
11	August 2023	ILT will ensure collaboration between all early childhood and Kindergarten programs to review pertinent data on developmental screening and monitoring. <ul style="list-style-type: none"> Communicate Local Literacy Plan on School Website and <ul style="list-style-type: none"> to Faculty, Staff on staff development days 	ILT	DIBELS	NA



		<ul style="list-style-type: none">- Families at Open house- Literacy Campaign / Social Media Posts			
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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 <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August	School wide Pd in content areas	All teachers
5 days of in-person coaching from vendor	IRLA/ ARC/ Guidebooks focusing on best practices, Science of Reading	K-3 teachers
TBD	The Center for Literacy and Learning Literacy Coach would provide PD and review student data to help plan next steps	Master/Mentor/K-3 teachers



August- May	Weekly PLC meetings where student work is examined and high-quality instruction is planned to meet the needs of the students	Principal/ Assistant Principal/ Master/Mentor/Teachers
August	LIFT/ Literacy Best Practices/ Sound Walls	Principal/ Assistant Principal/ Master/Mentor/Teachers

Section 4: Family Engagement Around Literacy

Guiding Questions:

- 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?
- 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?
- What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2023	Letter to parents about DIBELS and IRLA assessment	written in English and Spanish (or translate for parents verbally if needed)	Faculty, staff. Stakeholders



August	<p>Family Engagement at LSVI-Open House</p> <ul style="list-style-type: none"> Communicate Local Literacy Plan and Family and School Compact 	<p>written in English and Spanish (or translate for parents verbally if needed)</p> <ul style="list-style-type: none"> Flyers mailed to parents calling parents to remind them of events zoom links for parents who live in other parts of LA For parents who cannot make it to the event, send home outline of most important information 	Faculty, staff. Stakeholders
August 2023, January 2024, May 2024	Benchmark data Communication with Families	Written letter sent home about student progress on benchmark testing translated as needed both verbally and in writing	Faculty, staff. Stakeholders
Quarterly	LSVI Family engagement	<p>Spoken or written in English and Spanish (or translate for parents verbally if needed)</p> <ul style="list-style-type: none"> Flyers mailed to parents calling parents to remind them of events zoom links for parents who live in other parts of LA For parents who cannot make it to the event, send home outline of most important 	Faculty, staff. Stakeholders



		information	
Daily	At-home reading	-sending home a copy of the text to parents/guardians, providing families an outline of the skills being targeted in the level the student is working	Teachers
Each 4 1/2 Weeks	Parent-Teacher updates	Via phone	Teachers
October	Literacy Night- Family Engagement	In person or zoom	Faculty, staff. Stakeholders
September 2023- April 2024	Tutoring (opportunity)	Written in English and Spanish (or translate for parents verbally if needed)	Faculty, staff. Stakeholders

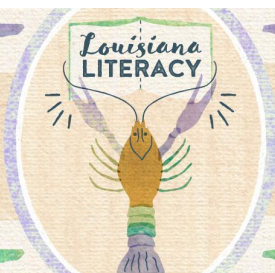
Section 5: Alignment to other Initiatives

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>
School Improvement Plan/	Family engagements to	Students will Students will demonstrate growth in



Family Compact	Improve literacy across content areas	DIBELS/ IRLA demonstrate growth in DIBELS/ IRLA
Tutoring	Teachers/ Parents	Students will demonstrate growth in DIBELS/ IRLA
Science of Reading/IRLA	Teachers will implement daily instruction	Students will demonstrate growth in DIBELS/ IRLA
Progress Monitoring	Teachers will input data into system after daily work with students	Students will demonstrate growth in DIBELS/ IRLA
Interventions	Students will receive 30 minutes per day	Students will demonstrate growth in DIBELS/ IRLA
Tier 1 course materials	Daily instruction	Unit assessments and daily exit tickets



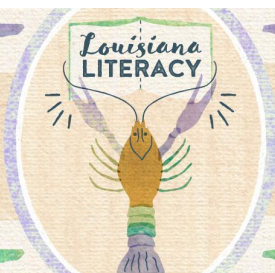
Section 6: Communicating the Plan

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>
Students	<ul style="list-style-type: none"> Discuss progress with each students weekly Setting individualized goals with students 	Weekly August 2023-May 2024
Teachers	Teacher will communicate with parents through phone calls or texts or notes home <ul style="list-style-type: none"> progress reports, report cards, parent-teacher conferences Teachers will engage in Weekly PLCs to address student data, intervention practices, and planning	August 2023-May 2024 <ul style="list-style-type: none"> Parent communication Teacher will engage in weekly PLCs, 5 days of PD with coach vendor, and support with Literacy coach, Master/Mentor teachers; <ul style="list-style-type: none"> Weekly PLCs 5 days with vendor coaches Weekly support
Parents	Conferences, notes, phone calls or texts <ul style="list-style-type: none"> communicate literacy plan BOY data EOY data 	August 2023-May 2024



	<ul style="list-style-type: none"> • family engagement • family and School Compact • Literacy Night • Progress reports and report cards • School website and social media 	
Administration	School Newsletter, conferences, family engagement, progress reports, report cards	August 2023-May 2024
Instructional Literacy Team	Will meet bi-monthly to discuss literacy data (progress monitoring and benchmark data). ILT will monitor for Literacy Plan compliance	August 2023-May 2024

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.

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