



Local Literacy Plan
for

Richland Parish

District Literacy Mentors

Superintendent Sheldon Jones

Jan 17, 2025





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>	Our literacy vision is to cultivate a culture of literacy by: • Building teacher and leader capacity through ongoing professional development and collaborative support. • Providing equitable access to high-quality instructional materials and evidence-based practices. • Implementing a robust system of assessment and intervention to meet the diverse needs of all learners. • Engaging families and communities in fostering a love for reading and learning. • Ensuring continuous progress monitoring and reflection to drive instructional improvement and student achievement.
<i>Literacy Mission Statement</i>	Our mission is to ensure every student becomes a proficient and confident reader, writer, and communicator by providing equitable access to evidence-based literacy



instruction, fostering collaboration among educators, engaging families and communities, and utilizing data-driven practices to support and empower all learners.

Section 1b: Goals

Guiding Questions:

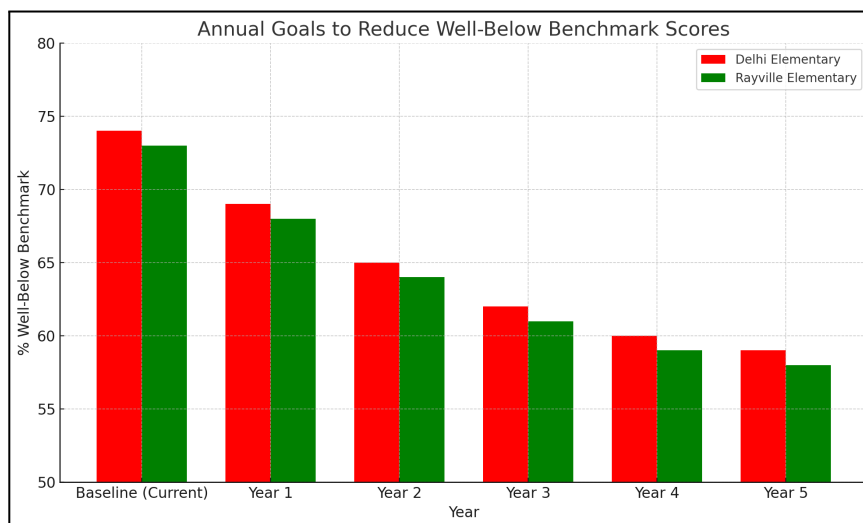
1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the literacy and language needs of diverse learners?
 - How do you plan to measure teacher performance based on your literacy goals?

Goal 1 (Student-Focused)

Kindergarten Readiness (Birth - 5)

By the end of the five year period:

- For Pre-K students, the number of students scoring at the well-below benchmark on the BOY kindergarten DIBELS literacy screener will be reduced by 15%. This will increase the percentage of students prepared to enter kindergarten.
- Delhi Elementary students scoring at the well-below benchmark on the BOY DIBELS literacy screener will be reduced from 74% to no more than 59%.
- Rayville Elementary students scoring at the well-below benchmark on the BOY DIBELS literacy screener will be reduced from 73% to no more than 58%.

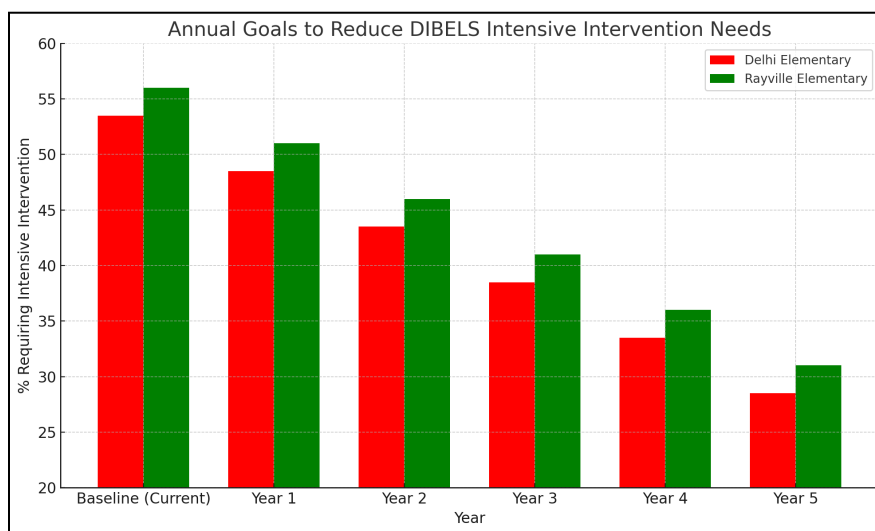




DIBELS Student Performance Goals (Grades K-5)

By the end of the five-year grant period, reduce the percentage of students in grades K-5 requiring DIBELS intensive intervention by 25% (5% annually), as measured by benchmark data. Specific annual targets are as follows:

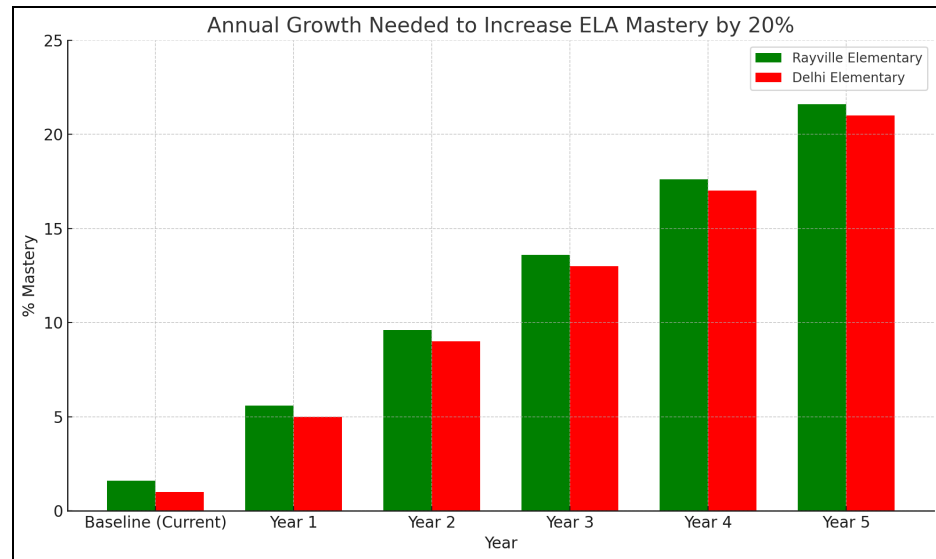
- **Delhi Elementary:** Reduce from 53.5% to 28.5% by Year 5.
- **Rayville Elementary:** Reduce from 56% to 31% by Year 5.



LEAP Student Performance Goals (Grades 3-5)

By the end of the five-year grant period, increase the percentage of students in grades 3-5 achieving mastery in ELA by at least 20% as measured by the state's ELA assessment.

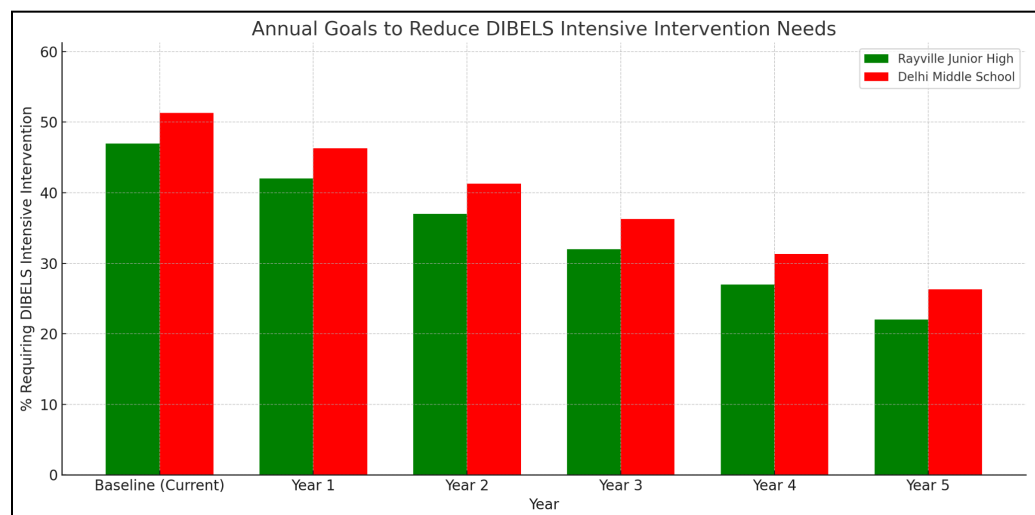
- **Rayville Elementary School:** Increase mastery rates from 1.6% to 21.6%, with annual growth targets of 4 percentage points per year.
- **Delhi Elementary School:** Increase mastery rates from 1.0% to 21.0%, with annual growth targets of 4 percentage points per year.



Literacy Screener Student Performance Goals (Grades 6-8)

By the end of the five-year grant period, reduce the percentage of students in grades 6-8 requiring intensive intervention by 5% annually, as measured by the designated Literacy Screener (DIBELS or AMIRA).

- **Rayville Junior High:** Reduce from 47% to 22% over five years.
- **Delhi Middle School:** Reduce from 51.3% to 26.3% over five years.

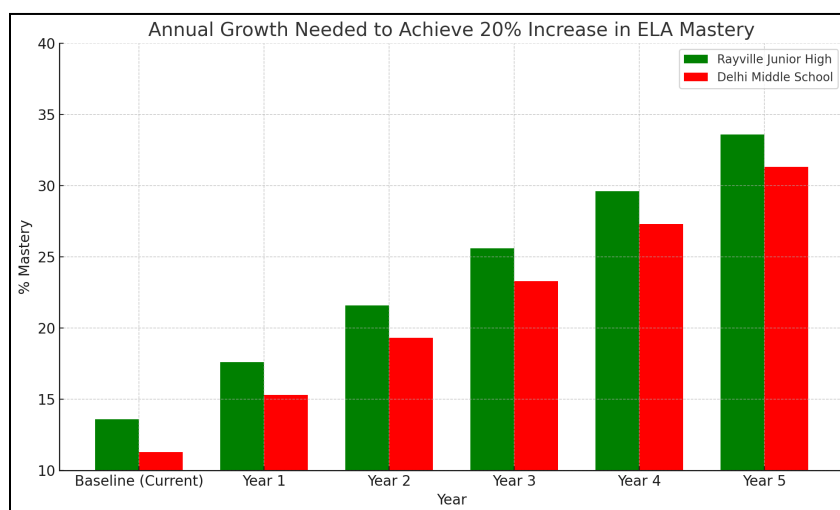




LEAP Student Performance Goals (Grades 6-8)

By the end of the five-year grant period, increase the percentage of students in grades 6-8 achieving Mastery on the state's ELA assessment by at least 20%.

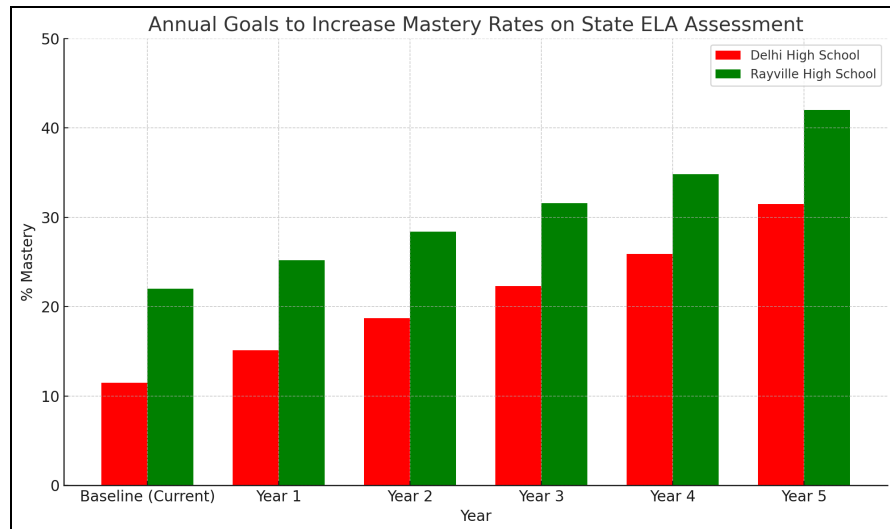
- Rayville Junior High: Increase from 13.6% to 33.6%.
- Delhi Middle School: Increase from 11.3% to 31.3%.



LEAP Student Performance Goals (Grades 9-10)

By the end of the five-year grant period, increase the percentage of high school students in grades 9-10 achieving Mastery on the state ELA assessment by at least 20%.

- Delhi High School: Increase from 11.5% to at least 31.5%.
- Rayville High School: Increase from 22% to at least 42%.



Credit Recovery (Grades 9-12)

The objective is to increase the percentage of students who complete their required courses in credit recovery from 37% to 47% by the end of the grant period, representing a 10% improvement in course completion rates.

- **Delhi High School:** Increase of credit recovery completion from 37% to 47%. Of the 43 students participating in credit recovery (CR), 16 (37%) completed all required courses by the end of the 23/24 school year.
- **Rayville High School:** Increase of credit recovery completion from 44% to 54%. Of the 41 students participating in credit recovery (CR), 23 (56%) completed all required courses by the end of the 23/24 school year.

*The above performance goals will be used as the basis to measure the effectiveness of the literacy interventions. Project and student goals will be evaluated at the data literacy meeting three times a year.

Goal 2 (Teacher-Focused)

The percentage of effective ELA and early childhood teachers newly hired within three years increases by 15% as measured by CLASS (Early Childhood) or Louisiana Educator Rubric (K-12) (all subgrantees).

- Rayville Elementary School (Cohort 1)
- Delhi Elementary School (Cohort 1)



	• Rayville Junior High (Cohort 1) • Delhi Middle School (Cohort 2) • Delhi High School (Cohort 1) • Rayville High School (Cohort 2)
Goal 3 <i>(Program-Focused)</i>	Implementation Fidelity: • By the end of the second year, 83% (5 out of 6 sites) will implement evidence-based literacy instruction with fidelity, as measured by program observation tools and adherence checklists, including: ILT and TC agendas, walkthrough form data, and mCLASS tracker. Professional Development: • By the end of Year 1, 95% of new teachers participating in the grant will complete at least 10 hours of targeted professional development on evidence-based literacy practices. • By the end of Year 3, 80% of ELA teachers will demonstrate improved instructional practices in literacy, as measured by LER observations and professional growth plans . Teacher Retention Rate • By the end of the five-year grant period, increase teacher retention rates across all schools by at least 15% as measured by annual retention data. Specifically, achieve the following outcomes: ○ Delhi Elementary: Increase retention rate from 44% to at least 59%. ○ Rayville Elementary: Increase retention rate from 61% to at least 76%. ○ Delhi High School: Maintain the 100% retention rate. ○ Rayville Junior High: Increase retention rate from 63% to at least 78%. ○ Delhi Middle School: Maintain the 100% retention rate ○ Rayville High School: Maintain the 100% retention rate Family Engagement: • By the end of the five-year grant period, participation in literacy-focused events or training sessions by participating families will increase by 10% each year, as measured by attendance logs and surveys. Program Monitoring and Data Usage: • By the end of the second year, 83% (5 out of 6 sites) will use student-level literacy data to drive instructional decisions, as measured by teacher surveys and data



tracking systems.

Sustainability Planning:

- By the end of the grant period, 83% (5 out of 6 sites) will have a sustainability plan in place to continue literacy improvement efforts beyond the grant term.

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>Angela Johnson</i>	K-2 Literacy Master Teacher
<i>Amanda Eaton</i>	K-5 Literacy Master Teacher
<i>Lindsey Wilson</i>	K-5 Literacy Master Teacher
<i>Skye Reynolds</i>	6-8 Literacy Master Teacher
<i>Ada Sparks</i>	6-12 Literacy Master Teacher
<i>Dana Hendrix</i>	Literacy EL Master Teacher
<i>Pull in Supervisors, Principals, Coaches and School-level Teacher Leaders as Needed</i>	

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>
District Literacy ILT	Weekly	Norming, data review, planning
Literacy Data Meeting	Tri-Annually	Benchmark data review, push out new and upcoming literacy information to supervisor's principals and coaches



Data Review Meetings	Monthly	Meet with Teacher Leaders from each school once a month to review data and progress and adjust as needed.
Teacher Collaborations	Regularly	Teacher Professional Development, dependent on LEAD Richland and school/teacher needs
Co-planning/Co-Teaching	Weekly	Literacy Mentors will co-plan and co-teach weekly with assigned teacher

Section 2: Explicit Instruction, Interventions, and Extensions

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?
- 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	July	Review prior year data to align school system goals.	District Literacy Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	July/August	Curriculum Training/New Teacher Training	Literacy Mentors	Curriculum	Teachers implementing curriculum with integrity, evidence of internalization in plans and teaching.
1	September	BOY Benchmark Screener	Literacy Mentors & School Level Literacy Teams	DIBELS, devices, printed copies for DDS.	Completion on DIBELS.
1-3	October	BOY Literacy Data Meeting	Literacy Mentor	Benchmark data, Literacy Mentor created slides and handouts.	Supervisors, principals and coaches take new learning and implement it in schools.
1	December /January	MOY Benchmark Screener	Literacy Mentors & School Level Literacy Teams	DIBELS, devices, printed copies for DDS.	Completion on DIBELS.
1-3	February	MOY Literacy Data Meeting	Literacy Mentor	Benchmark data, Literacy Mentor created slides and handouts.	Supervisors, principals and coaches take new learning and implement it in schools.



1	April	EOY Benchmark/Screeners	Literacy Mentors & School Level Literacy Teams	DIBELS, devices, printed copies for DDS.	Completion on DIBELS.
1-3	May	EOY Literacy Data Meeting	Literacy Mentor	Benchmark data, Literacy Mentor created slides and handouts.	Supervisors, principals and coaches take new learning and implement it in schools.
2	Ongoing	Teacher Collaborations	Literacy Mentor & School Based Coaches	Data, LER, PGP's	Teachers successfully write SLT's, grow in LER and complete SWA that drives student growth.
3	Ongoing	Data Review Meetings	Literacy Mentors and Teacher Leaders	Student, school and district data (DIBELS, Lexia, Assessment tracker, Amira etc.)	Analyze data to inform and adjust literacy plans, both as a district and by school.
1	Ongoing after BM	Interventions	Classroom Teachers	Intervention materials and programs (mClass, Lexia, On Your Mark)	Student growth/data
1	Ongoing	Progress Monitoring regularly after Benchmark Testing -Tier 1: once per six weeks -Tier 2/3: at minimum every 2 weeks	Classroom Teacher	Progress Monitoring Materials	Evidence of student growth, completion of progress monitoring regularly



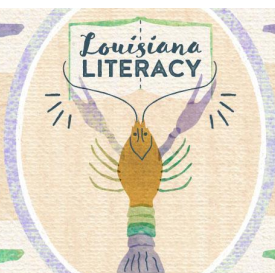
Section 3: Ongoing Professional Growth

Guiding Questions:

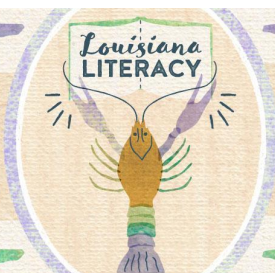
1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, 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-May	● CLASS Observation Training (Children's Coalition/District Led) ● TS Gold Training (Children's Coalition/District Led) ● Frog Street Press Training from the company	Pre-K Teachers
August-May	● Foundational Training: ○ The Science of Reading. ○ The structure and pedagogy of CKLA phonics instruction.	K-3 Teachers



	○ mCLASS progress monitoring and intervention platform	
August-May	● Foundational Training: ○ The structure and pedagogy of CKLA phonics instruction ○ mCLASS progress monitoring and intervention platform ● Differentiated PD: ○ Tailor training for teachers based on supporting data to inform instruction.	3-5 Teachers
Ongoing	● Utilizing Literacy Community of Practice ● Teacher Leader Summit ● District Led Coaches' Camp ● Teacher Leader Newsletter and Call ● Attend Lexia training with intervention teacher ● District led LLR and LER for Literacy Mentors ● Literacy aligned CanopyEd courses ● Literacy coach support through NIET ● Literacy coach support via State (Krista Donald)	K-12 Literacy Leaders
August-May	● Foundational Training: ○ HMH Training ○ Lexia Training ○ DIBELS Administration and Scoring Training ● Differentiated PD: ○ Tailor training for teachers based on supporting data to inform instruction.	6-8 Teachers
August-May	Professional Development for Leaders: Train leaders to use district-implemented observation rubrics to evaluate and support literacy instruction. ○ Leadership Team Coaching: Guide leaders in utilizing	9-12 Leaders

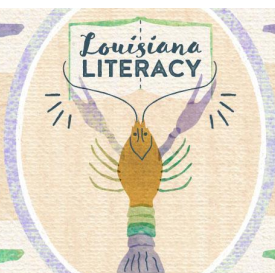


	systems for monitoring student progress, allocating resources for interventions, and supporting teachers in implementing literacy strategies.	
August-May	Literacy Mentors will lead training sessions on delivering intensive, individualized supports aligned with Recommendation 2. Key Strategies: Training on Diagnostic Data Use: Equip teachers with skills to analyze LEAP data and other assessments to identify students' skill gaps and create personalized literacy plans. Instructional Modeling and Feedback: Literacy Mentors will demonstrate evidence-based interventions, such as small-group instruction, reciprocal teaching, and targeted reading comprehension strategies, followed by classroom coaching. Mentorship for New Teachers: With 33% of the teaching staff classified as new (0-3 years of teaching experience), Literacy Mentors will guide novice educators in implementing intervention techniques, improving classroom management, and building confidence in addressing struggling readers' needs.	9-12 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?
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>
Quarterly	K-5 Literacy Parent Meetings (Literacy Laws surrounding promotion, and explain test results and interventions)	meetings held in school learning parent academies on campus. Parents also have the choice to join virtually	Parents
Monthly	Literacy Office Hours	Held at central location	teachers, residents, admin
September	District Literacy Fair	held at a central location, open to all school, students and families in the district	local authors, Sheriff's Office, local banks, library, Concerned Children's Coalition
January	District Spelling Bee	Centrally located for accessibility, allowing for parents and students to attend	Local banks, community members (as judges) and library (who printed programs)
January	Young Author's Awards	Students are able to complete at school using school resources- parents do not have to purchase anything	student's families, local businesses as judges and sponsors
1 per semester	School Based Literacy Nights	Held at each school, broadcast via social media	Students' families, Sheriff's office, local businesses set up booths offering resources to help families



Throughout the year	Family Grab and Go Activities	Sent home with students, posted on school's social media accounts,	families and students
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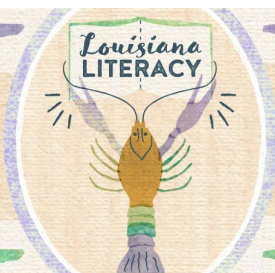
Section 5: Alignment to other Initiatives

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>Richland Parish Libraries</i>	<i>Supporting literacy mentors in Grab and Go, working with schools to help student obtain library cards and love reading</i>	<i>Continued partnerships, students use of library</i>
<i>Spelling Bee</i>	<i>The ability to decode and encode is connected to the ability to spell. The spelling bee serves to bolster literacy as an academic achievement and reward students for excelling.</i>	<i>Student participation in class, school and district bee, movement to regionals.</i>



<i>Young Authors</i>	<i>Contest help annually to promote creative writing in K-12.</i>	<i>Participation in contest, recognition of winners, movement to next level at ULM (when applicable).</i>
<i>Rich Network</i>	<i>Network of Early Childhood Centers to collaborate</i>	<i>Continued improvement and learning in Richland Early Childhood Centers.</i>
<i>Little Libraries</i>	<i>Free libraries outside each elementary schools to promote reading</i>	<i>Continuous use and replenishment of books.</i>
<i>AMIRA incentives</i>	<i>top students are rewarded for their progress thus encouraging them to read</i>	<i>weekly progress monitor checks on AMIRA</i>
<i>Community Advisory Panel</i>	<i>creating community literacy partnership</i>	<i>Successful Partnerships with Community</i>
<i>Long Range Plan</i>	<i>this plan includes goals for schools</i>	<i>Work with ILTs to set literacy goals in each section of the LRP as well as action steps to ensure effective implementation.</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>Supervisor's/Principals/Coaches</i>	<i>LEAD Richland/ District Literacy Meetings</i>	<i>Monthly</i>
<i>Parents</i>	<i>District Literacy Night</i>	<i>September</i>
<i>Students</i>	<i>Goal Setting</i>	<i>After Benchmark testing</i>
<i>Community</i>	<i>Community Advisory Panel</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.

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