Local Literacy Plan
for

G.W. Carver Primary/Ascension Public Schools

Lead Contact: Dr. Martha M. Babin

Superintendent: Dr. Edith Walker

Completion Date: July 8, 2026

| Section 1a: Literacy Vision and Mission Statement |
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| Guiding Questions:<br>1. What is your school/system's focus and mindset around literacy?<br>2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?<br>3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?<br><br>*Literacy Vision:* All students will be skilled readers with improved literacy outcomes.<br>*Literacy Mission Statement:* To provide all students with a high-quality literacy education necessary to succeed |

| Section 1b: Goals |
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| Guiding Questions:<br>1. What are your overall literacy goals?<br>2. Are you creating SMART goals for grade bands, subgroups, diverse learners, and teachers?<br>■ How are you measuring the performance of birth through grade 12?<br>■ What subgroups are most in need of literacy intervention?<br>■ How are you addressing the literacy and language needs of diverse learners?<br>■ How do you plan to measure teacher performance based on your literacy goals? |

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| *Goal 1 (Student-Focused):* By May 2027, 84% of K-5 students will read at benchmark or above as measured by DIBELS 8 and 80% of students with disabilities in grades 3-5 will meet their individual EOY ELA LEAP Goal. |
| *Goal 2 (Teacher-Focused):* By May 2027, all ELA teachers will score an instructional average of 3.0 as measured by the Louisiana Educator Rubric (LER).<br>By May 2027, all K-3rd ELA general education and special education teachers will be SOR trained. |
| *Goal 3 (Program-Focused):* By May 2027, 100% of co-teachers meet weekly to plan for CORE instruction and interventions, including pre teaching skills and opportunities to meet diverse needs of students. |

## 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 |
|---|---|
| Nicole Grimes | Special Education Supervisor |
| Martha M. Babin | Principal |
| Dorothy Thompson | Assistant Principal |
| Raven Jacob | Lead Special Education Teacher |
| Kate Duhe | K-1 Master Teacher |
| Jeanne Brooks | 2-5 ELA Master Teacher |
| Johnna Williams | Site Test Coordinator and Reading Interventionist |
| Jerusha Tyler | Reading Interventionist |
| Tiffinee Loyacano | Librarian |

**Meeting Schedules**

*Date & Type of Meeting (Plan Review, Data Analysis, etc.)*
*July 2026: Admin identifies students eligible for HDT ELA using EOY DIBELS 25-26 and 25-26 LEAP results*
*August 2026: Monthly*

- *Literacy Team Kickoff Roles/Responsibilities/Current Data/Goal for 26-27*
- *Develop expectations for progress monitoring*

*Once a Month typically Tuesdays on early dismissal days (August 2026- May 2027):*

- *Use PM (DIBELS) to identify the need and determine next steps.*

## 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 | July 1-31, 2026 | Setting the Stage for SWL (School Wide Literacy) Review prior year data to establish school system goals. | Literacy Team | DIBELS, LEAP scores | Students and subgroups demonstrate growth in year-to-year data. |
| 1 | August - September 2026 | Set individualized EOY literacy goals for students | K-5 Teachers | DIBELS | 100% of K-5 students will have an individualized EOY Literacy Goal |
| 1 | August 2026--May 2027 | PM, implement interventions | K-5 Teachers, Literacy Team | DIBELS, BURST, ARG | Literacy team will conduct walkthroughs during interventions and CORE instruction, monitor student progress towards EOY goals at each PM interval |
| 2 | July - August 2026 | G.W. Carver Summer Institute and Pre Planning days during this time DIBELS measures will be presented to teachers and they will engage in backwards by design for core ELA curriculum implementation | K-5 Teachers, Leadership Team, Literacy Team | DIBELS, Science of Reading, Core curriculum unpacking unit protocol | Leadership team will conduct walkthroughs during core curriculum implementation and small group reading and monitor students' progress towards meeting EOY goals |

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| 3 | August 2026-May 2027 | K-3 and Sped ELA new teachers will engage in Science of Reading training (LDOE Professional Learning Platform); ELA clusters will focus around the Science of Reading and connect to core implementation, interventions/ small group reading/comprehension | K-3 Teachers asynchronous learning | DIBELS, PM, ELA benchmark results, LDOE Professional Learning Platform training completion report | Leadership team will conduct walkthroughs during core curriculum implementation and small group reading and monitor students' progress towards meeting EOY goals; monitor completion of Science of Reading Training via LDOE Professional Learning Platform. |

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.)*

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|---|---|
| July 2026 | Summer Institute - The why behind School wide Literacy Focus: DIBELS 8 Overview and Backwards by Design process K-5 ELA teachers (gen ed and sped) |
| August 4, 2026 | Pre-Planning - MT will facilitate informational session focused on the SOR (SOR in Action) Literacy Block K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | Clusters - Understanding the DIBELS assessment and connections to CORE Literacy Interventions K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | Clusters - Small Group Reading Implementation of CORE curriculum K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | Clusters - Do What (written expression) & The Writing Revolution K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | Clusters - Stop and Jot (comprehension strategy) & Close Reading Strategies K-5 ELA teachers (gen ed and sped) |

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| August 2026 - May 2027 | Clusters - Finding text evidence (Standard 1) & RACES (Writing of all types) | K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | Clusters - Connecting all to SOR | K-5 ELA teachers (gen ed and sped) |
| August 2026 - May 2027 | PLCs - Analyze student work around power standards: RF, R.I., R.L., Writing, make instructional next steps, track student progress towards goal attainment | K-5 ELA teachers (gen ed and sped) |

## 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* |
|---|---|---|---|
| September 2026 | Open House | Inform parents about Literacy Expectations, Curriculum, Literacy Screener: Overview of DIBELS 8, Title I Parent Compact | Nutrien, Our Lady of the Lake Ascension |
| September | High Stakes Literacy | Engage parents around all things High Stakes literacy | Nutrien, Our Lady of the Lake Ascension |
| October | Literacy Night #1 | Engage parents around various literacy strategies K-5 | Nutrien, Our Lady of the Lake Ascension |
| February | Literacy Night #2 | Engage parents around various literacy strategies K-5 | Nutrien, Our Lady of the Lake Ascension |

## 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**

| ***Other Programs/Initiatives*** | ***Connecting to Literacy*** | ***Plan to Monitor/Evidence of Success*** |
|---|---|---|
| ***SIP*** | ***Instructional Excellence*** | ***DIBELS PM, ELA Benchmark*** |
| *K Clusters* | | |
| *1-2 Clusters* | | |
| *3-5 ELA Clusters* | *Literacy Focus* | |

Language Comprehension Proficiency

- Increasingly strategic

Word Recognition Proficiency

- Increasingly automatic

**Cluster Cycle 1 Priorities:**

Where are we going?

Learning Targets

Daily targets (PPS & curriculum connections)

How will we know if we have arrived?

Assessments

Where are we now?

Use of assessments to inform next instructional steps with students/teaching/planning, etc.

Make connections to SOR to build TCK

How are we closing gaps?

What's happening in Tier 2, Tier 3,

Who is stuck?

Who is able to move on, getting it?

TCK strengthened with SOR training **Cycle 1 Student Goals:**

Kindergarten: By the end of Cluster Cycle 1, 80%-100% of Kindergarten students will increase their composite score

from BOY DIBELS _____ to _____ MOY DIBELS.
Kindergarten Cycle 1 will track FSF (PPS: RF.K.2)
Identify checkpoints for Individual Growth Plan

1st Grade: By the end of Cluster Cycle 1, 80%-100% of 1st grade students will increase their composite score from BOY DIBELS _____ to _____ MOY DIBELS.
1st Grade Cycle 1 will track NWF: CLS (PPS: RF.1.3)
Identify checkpoints for IGP

2nd Grade: By the end of Cluster Cycle 1, 80%-100% of 2nd grade students will increase their composite score from BOY DIBELS _____ to _____ MOY DIBELS.
2nd Grade Cycle 1 will track DORF (PPS: RL.2.1 & RL.2.5)
Identify checkpoints for IGP

3-5 ELA: By the end of Cluster Cycle 1, 80%-100% of students will meet their individual Q1 ELA goals and have an ELA _____ AI.
3rd: Daze, Composite, ORF fluency Q1
4th: Daze, Composite, ORF fluency Q1
5th: ORF
Track PPS: (3rd: RL3.1, RL.3.3, RL3.4; 4th: RL.4.1, RL.4.3, RL.4.4; 5th: RL.5.1, RL.5.2)

## 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*** |
|---|---|---|
| *Students* | *Students EOY Goal setting* | *September 2026* |
| *Staff TSI* | | |
| *Preplanning Dates* | | |
| *Clusters* | *July 2026 - May 2027* | |

| | | |
|---|---|---|
| *Parents* | *Open House, Parent Teacher Conference Days, Report Cards* | *September 2026, October 19, 2026, March 22, 2027* |
| *Community* | *Social Media School Facebook page "Spotlight on Literacy"* | *August 2026-May 2027* |

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 A 2022*