

**NOTE:** The guidance offered in this document should be used as a companion to the [Louisiana Literacy Plan Development Guide and Rubric](#) as DLI schools are creating their school-wide literacy plans. The goal of this document is to aid in reinforcing the unique perspective and long-term benefits of quality dual language immersion education.

*With equitable access to attain proficiency in World Languages,  
students will achieve academically, communicate with cultural understanding,  
and succeed in a global community.*

## Creating a Literacy Plan with Dual Language Immersion (DLI) in Mind

The Louisiana Department of Education (LDOE) offers a [Literacy Plan Development Guide](#) and [Literacy Plan Framework](#) for Local Education Agencies (LEAs) and individual campuses to support student success. Every LEA and campus is to develop a Literacy Plan. With this in mind, the Department’s World Languages Team has developed the following guidance for schools with DLI programs.

Recommendations to schools with DLI programs for use when completing the [Local Literacy Plan template](#) are denoted in **gold** and are categorized by literacy pillars.

## Louisiana’s Literacy Pillars

The Department’s literacy planning framework is organized by Louisiana’s Literacy Pillars and is used to set goals for improving literacy outcomes for students. The Louisiana Literacy Pillars are designed to facilitate the implementation of local education agencies’ and schools’ programs, practices, and policies.

- **Literacy Goals:** Increase student outcomes by creating and monitoring literacy goals.
- **Explicit Instruction, Interventions, and Extensions:** Improve student literacy skills by providing high-quality core instruction and systematic, explicit intervention and extension activities based on individual student needs.
- **Ongoing Professional Growth:** Provide ongoing professional growth opportunities to support effective teaching and literacy development.
- **Family Literacy Engagement:** Engage families around their child’s literacy development at all ages and stages.

## Literacy Goals

Increase student outcomes by creating and monitoring literacy goals.

### Section 1a: Literacy Vision and Mission Statement

#### Guiding Questions:

1. What is your school/system’s focus and mindset around literacy?
  - **Incorporate language to address DLI program objectives.**
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
  - **Incorporate expected DLI bilingual/biliteracy outcomes.**
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?
  - **Include language that addresses the unique lens of DLI learning as it relates to teachers, students, and families who participate in the DLI program.**

<b>Literacy Vision:</b>	<b>*Include language that is inclusive of the DLI program in relation to the percentage of impact on the school population.</b>
<b>Literacy Mission Statement:</b>	<b>*Include language that is inclusive of DLI program in relation to the percentage of impact on the school population.</b>

### 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?
    - **Include how target language proficiency is monitored/measured for DLI students.**
  - What subgroups are most in need of literacy intervention?
    - **Address DLI student trends as they relate to literacy in English and the target language.**
  - How are you addressing the literacy and language needs of diverse learners?
    - **Address the impact and unique needs of DLI students who are diverse learners.**
  - How do you plan to measure teacher performance based on your literacy goals?
    - **Include how the performance of DLI teachers and ELA teachers who support DLI students will be measured in relation to literacy goals for English and the target language.**

<b>Goal 1 (Student-Focused):</b>	<b>*Include language that is inclusive of DLI program in relation to the percentage of impact on the school population.</b>
<b>Goal 2 (Teacher-Focused):</b>	<b>*Include language that is inclusive of DLI program in relation to the percentage of impact on the school population.</b>
<b>Goal 3 (Program-Focused):</b>	<b>*Include language that is inclusive of DLI program in relation to the percentage of impact on the school population.</b>

## Section 1c: Literacy Team

### Guiding Questions:

1. Who will serve on the school/system literacy team?
  - **The literacy team should have DLI representation proportional to the percentage of the student body enrolled in DLI program.**
2. What is the role of each member?
  - **DLI representative(s) will be a voice for DLI students.**
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?
  - **Plan for active monitoring of DLI student literacy in English and target language. Compare data to non-DLI students in the area of English literacy.**

## Explicit Instruction, Interventions, and Extensions

*Improve student literacy skills by providing high-quality core instruction and systematic, explicit intervention and extension activities based on individual student needs.*

## Section 2: Explicit Instruction, Interventions, and Extensions

### Guiding Questions:

1. For each specific plan and activity around literacy, what is/are your:
  - **Include how each of these is addressing both English and the target language. Additionally, how is your school addressing literacy in your recruitment of potential DLI students?**
    - 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?
    - **What does research say in relation to DLI?**
  - cultural responsiveness?
    - **How is cultural competence being addressed for DLI students?**
  - connections across content areas?
    - **What DLI strategies/scaffolding/supports are being used to make content accessible in the target language?**
    - **What connections are being made between English and the target language?**
3. When utilizing literacy screeners, what are your plans for:
  - **Include how each of these are addressing both English and the target language.**
    - 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:
  - **Include how each of these are addressing both English and the target language.**

- students with dyslexia?
- the EL population?
  - **What considerations must be made for EL students who participate in One-Way or Two-Way immersion programs?**
    - **How does this question uniquely affect Two-Way programs?**
- special education students?
- cultural and dialectical sensitivity?

### Ongoing Professional Growth

*Provide ongoing professional growth opportunities to support effective teaching and literacy development.*

### Section 3: Ongoing Professional Growth

#### Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
  - **Consider research related to DLI education as it relates to literacy in English and the target language.**
    - 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:
  - **Consider and include any/all training specific to DLI education and to ELA teachers who serve DLI programs.**
    - 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?

### Family Literacy Engagement

*Engage families around their child's literacy development at all ages and stages.*

### Section 4: Family Engagement Around Literacy

#### Guiding Questions:

1. To improve family engagement around literacy, how are you:
  - **Include specific examples of engagement and outreach to DLI participants and families, as related to the bullets below.**
    - 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:
    - **How are your DLI partnerships impacting each of the bulleted areas for DLI and non-DLI students on campus?**
      - 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?
    - **How are DLI families and the community involved in literacy?**
    - **What additional resources/tools are made available to parents/families of DLI students?**

### 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:
  - **Include DLI program model and related initiatives that correspond with the school's literacy plan.**
    - School Improvement Plan
    - Early childhood programs
    - Cross-curricular connections
    - Community programs
    - Alignment across schools within the system

### Section 6: Communicating the Plan

#### Guiding Questions:

1. What are the implementation expectations for schools?
  - Will schools have school-based literacy teams?
    - **Address DLI in expectations.**
2. How will district-level personnel support schools in meeting those expectations?
  - **How will system-level World Languages/DLI supervisors support DLI teachers, students, and parents?**
3. How will you communicate the plan to families and community members?
  - **Include language that addresses DLI.**
4. How will you communicate the progress being made throughout the school year?
  - **Include language that addresses progress monitoring related to all facets of DLI literacy.**
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
  - **Consider and include what this looks like for a DLI program.**
    - Will you hold quarterly meetings?
      - **Will DLI staff be included?**
    - Will you report on progress monitoring of the plan components and goals?