



**LOUISIANA
LITERACY PLAN
DEVELOPMENT
GUIDE & RUBRIC**

2022-2023

FEBRUARY 2023

FORWARD

LOUISIANA BELIEVES WE CAN ACHIEVE IMPROVED LITERACY OUTCOMES

Louisiana’s Believe to Achieve plan includes the Department’s belief statements, state data to help track progress toward Louisiana’s six critical goals, and new priorities that will direct the LDOE’s efforts as they work toward achieving the critical goals. Each priority outlines focus areas for the key actions and initiatives.

LOUISIANA BELIEVES

- ✓ Children are our highest priority
- ✓ Families are our partners
- ✓ Educators are valued professionals
- ✓ Graduates must be ready
- ✓ Equity matters
- ✓ Choice expands opportunities
- ✓ Schools are invaluable to communities
- ✓ Our future is bright

CRITICAL GOALS

- › Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content
- › Students will achieve Mastery level on eighth-grade assessments and will enter ninth grade prepared for grade-level content
- › Students will graduate on time
- › Graduates will graduate with a college and/or career credential
- › Graduates will be eligible for a TOPS award

EDUCATIONAL PRIORITIES

- › Ensure every student is on track to a professional career, college degree, or service
- › Remove barriers and create equitable, inclusive learning experiences for all children
- › Provide the highest quality teaching and learning environment
- › Develop and retain a diverse, highly effective educator workforce
- › Cultivate high-impact systems, structures, and partnerships

LOUISIANA STATE POLICY

In accordance with the requirements of Act 438 of the 2021 Louisiana Legislative session, the following revisions to Bulletin 741 outline the requirements of school literacy plans.

Bulletin 741—Louisiana Handbook for School Administrators

Chapter 23. Curriculum and Instruction

Subchapter A. Standards and Curricula

- C. Beginning June 1, 2023, and triennially thereafter, each school shall use data from the literacy assessment in order to develop and submit to LDE the school foundational literacy plan for students in kindergarten through third grade pursuant to R.S. 17:24.9.
 - 1. Each foundational literacy skills plan shall include:
 - a. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
 - b. a list of English language arts textbooks and instructional materials adopted by the school;
 - c. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
 - d. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

OVERVIEW

Creating a Literacy Plan

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.

The 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.

LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT LITERACY INTERVENTIONS & EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

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.

Measuring Success with the Development Guide & Rubric

The Guide provides specific goals for each pillar and indicators for measuring whether those goals are being met. School systems are to use this template and guide questions to plan and build local literacy plans for each section. Each level of practice should build on the last; good practices at the emerging and progressing levels are expected to continue at the next level. The Development Guide for the Literacy Goals pillar follows three levels to show what good practice looks like at different levels of development.

LITERACY PLAN DEVELOPMENT GUIDE & RUBRIC

Instructions: Using the guiding questions in the [Local Literacy Plan Template](#) and the indicators identified below, review your current literacy goals, actions steps, and plans to help determine your success level.

Using the Literacy Plan Development Guide & Rubric

The Literacy Plan Development Guide can be used to help develop and improve programs and practices that impact literacy development and performance.

- › To assess current literacy practices at the local education agency and each school campus.
- › To develop goals to align with expectations and drive performance.
- › To inform the development of a local education agency and school improvement plans.
- › To monitor progress in reaching school improvement goals.
- › To inform instructional decisions and resource planning
- › To design and deliver professional development for staff.
- › To guide the development of school-based parent involvement activities.

Literacy Goals: Increase student outcomes by creating and monitoring literacy goals.				
Indicators	EXCELLING	PROGRESSING	EMERGING	Your Current Level
Literacy goals are developed to improve student outcomes.	Highly functioning level of development and implementation.	Functioning level of development and implementation.	Limited development and implementation.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Goals address reading progress for all grade levels represented in school/system.	All children are assessed to determine if they are reading on grade level. Progress monitoring and targeted intervention plans are in place.	Children are assessed to determine if they are reading on grade level. There is no clear plan to monitor progress and/or provide targeted interventions.	The plan for assessment, progress monitoring, and interventions is not clear and/or is incomplete.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Goals address student subpopulations, teachers, and programs.	Goals explicitly address student subpopulations, teachers, and programs and detail a clear plan to meet needs.	Goals may address student subpopulations, teachers, and programs, but plan to meet needs does not include explicit strategies.	Goals do not clearly address student subpopulations, teachers, and/or programs and a plan is not clearly in place to meet needs.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Goals are being monitored for progress.	A plan has been developed to monitor goals, make adjustments as needed, and communicate progress on the goals.	There is a clear plan to monitor goals, but more information is needed on how adjustments will be made and how goals will be communicated.	A plan to monitor and adjust goals is not clear.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident

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.

Indicators	EXCELLING Highly functioning level of development and implementation.	PROGRESSING Functioning level of development and implementation.	EMERGING Limited development and implementation.	Your Current Level
A comprehensive literacy program is in place.	High-quality core literacy instruction clearly addresses foundational skills and knowledge-building components.	There are clear plans to implement high-quality core instruction, but more details are needed to ensure literacy best practices are followed.	A high-quality program is named or in place, but it is unclear how goals, action steps, or literacy components are addressed.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Systematic, explicit intervention and extension activities are based on individual student needs.	Individual student needs include subgroups such as SWD, EL, dyslexia. Plans for subgroups are based on literacy data and include flexible groups.	Some individual student needs are addressed. Plans for subgroups are somewhat based on flexible groups and literacy data.	Additional details need to be included for individual student needs and flexible groups based on literacy data.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Action steps are clear, concise, and focused on literacy implementation.	Action steps name specific literacy best practices and materials. Stakeholders are engaged to ensure high-quality instruction is implemented with clear evidence of success criteria.	Action steps are specific to literacy best practices, but additional information is needed to ensure all stakeholders are included or evidence of success is achievable.	Action steps are listed, but they may lack specificity, inclusion of all stakeholders, and/or clear evidence of success.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident

Ongoing Professional Growth: Provide ongoing professional growth opportunities to support effective teaching and literacy development.

Indicators	EXCELLING Highly functioning level of development and implementation.	PROGRESSING Functioning level of development and implementation.	EMERGING Limited development and implementation.	Your Current Level
There are identified opportunities for ongoing professional growth.	Plans for effective professional learning are ongoing, grounded in the science of reading, and include coaching support, a variety of offerings, details on how PD will be provided, and measures to monitor implementation and effectiveness.	PD plans are comprehensive and specific, but may be missing a component from Level 3, such as how to sustain PD through coaching support or a clear plan to monitor.	Professional growth opportunities to support effective teaching and literacy development are mentioned but lack specific details on offerings and implementation.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
PD plans are focused on comprehensive data to ensure needs are met.	Plans for professional learning include analysis of teacher performance data, student performance data, observation cycle results, and considerations for teacher knowledge and experience.	PD considers teacher and student data to guide topics and trainings. Differentiations for teachers based on existing levels of knowledge and experience are unclear.	PD plans are generalized and not focused on specific sets of data to indicate needs.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident

Family Literacy Engagement: Engage families around their child’s literacy development at all ages and stages.				
Indicators	EXCELLING Highly functioning level of development and implementation.	PROGRESSING Functioning level of development and implementation.	EMERGING Limited development and implementation.	Your Current Level
Goals include plans for communication to families.	Frequent, regular communication to families, using a variety of methods and modalities, is present in literacy plan goals and action steps.	Communication efforts are included in literacy plan actions, but additional considerations are needed for either frequency or methods of communication.	There are limited plans to communicate with families around literacy.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident
Action steps outline specific opportunities for engagement and implementation monitoring.	There are multiple opportunities for families to engage in the student literacy experience through events, workshops, community partnerships, and other engagements at school or in the community.	There are a few opportunities for families to engage in their child’s literacy learning, or there is not a clear plan to monitor the effectiveness of events.	There are limited opportunities for families to engage in their child’s literacy learning.	<input type="radio"/> Excelling <input type="radio"/> Progressing <input type="radio"/> Emerging <input type="radio"/> Not Evident