



---

**Session 5:**  
**Setting Quality Literacy Visions, Goals, and  
Plans: Creating, Supporting, and Monitoring**

*Leader Professional Development Series  
Leading the Charge for Evidence Based  
Literacy Practices*

---

# Literacy Division Mission

All Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

**Department Priority:** Provide the highest quality teaching and learning environment from birth through graduation.

**Focus Area:** Literacy



# Session 4 Recap

In session 4 we focused on the **components** of Literacy **Learning Communities** and their importance in supporting evidence based literacy instruction.

- *structures/protocols*
- *adult core competencies*
- *data management and tracking*
- *assessment awareness*



# Session Focus

This session will focus on establishing literacy plans aligned to a shared literacy vision and goals that are SMART - Specific, Measurable, Achievable, Realistic, and Timely. Participants will learn the importance of establishing a clear literacy vision to support and monitor literacy goals and plans.

[Local Literacy Plan Template](#)



# Literacy Vision and Mission



# Literacy Vision and Mission Statement

## Guiding Questions

- What is your school system's focus and mindset around literacy?
- What is your primary, overarching goal and expected or intended outcomes for your schools around literacy?
  - Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement.



# Making the Connection to Your Overall Vision and Mission

What is the organization's overall mission? Strategic priorities/initiatives? Other driving principles/ core values?

How does this connect to your organizational vision for evidence-based literacy instruction?



# Sample Literacy Vision Statement

## Vision Statement

Literacy is fundamental, not only to our personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge and, consequently, to our ability to function effectively in society. Thus, at FGCS, we believe our students should be given every opportunity possible to develop their reading, writing and speaking and listening skills that they may cultivate the tools necessary for a happy and successful life.

We are committed to ensuring that our children:

- ✓ have the necessary tools to access the curriculum;
- ✓ are able to transfer knowledge, ideas and skills between subject areas;
- ✓ recognise the importance of and enjoy reading for pleasure;
- ✓ recognise the value of writing and communicating effectively;
- ✓ are able to continue their literacy development throughout their secondary school career.



# Sample Literacy Vision Statements

## Plains School Literacy Vision Statement:

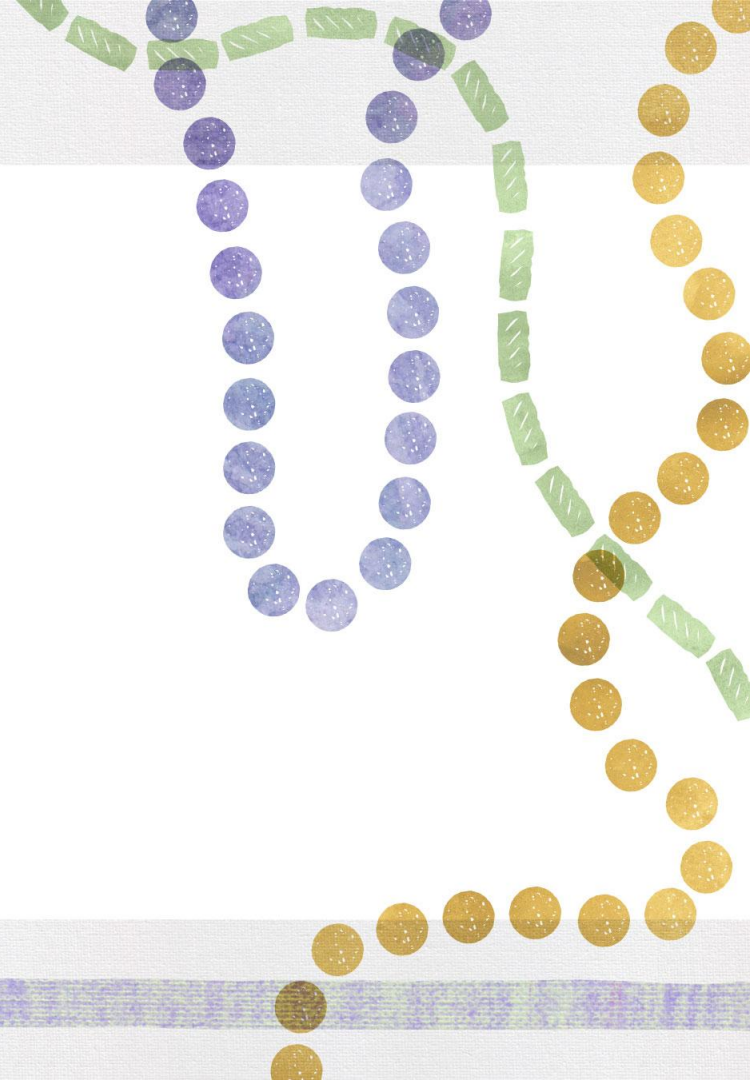
At Plains School we want our students to see themselves as successful readers and writers who persevere at reaching their full potential.

We will achieve this in all classrooms by establishing a print-rich environment where student work is displayed and materials are organized and accessible to children who are actively engaged in oral language, reading and writing.

Teachers at Plains School will have time to collaborate in a positive, respectful way by having honest conversations that involve reflecting on our practice and problem-solving around children's learning.



# Goal Setting



# Goals

## Guiding Questions

- What are your overall literacy goals?
  - Consider specific goals for grade bands, subgroups, diverse learners, and teacher performance
    - 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 Setting Tips

Literacy goals at each level of a school system should be SMART - Specific, Measurable, Achievable, Realistic, and Timely. Some sample goals that can be included in your local literacy plan or school improvement plan are provided below.

Long Term Goals	Short Term Goals
<ul style="list-style-type: none"><li>• Student scores on standardized reading assessments will improve by __%.</li><li>• Improve overall reading proficiency of K-2 students by __% by the end of the school year.</li><li>• __% of students meet individualized growth goals on literacy benchmarks. Read on grade level or show adequate progress by the end of the school year.</li></ul>	<ul style="list-style-type: none"><li>• Provide __ hours of literacy professional development for teachers and leaders each 9 weeks.</li><li>• All __ [grade level] students will improve by __% on __ [specific component].</li><li>• To improve instructional practice, teachers attend 3 hours of literacy PD each 9 weeks.</li><li>• Increase fluent, accurate reading by ___ words per minute.</li></ul>

# So What Happens After You Set Goals?

- Develop **Benchmarks** and measures to progress monitor progress towards your goals.
- **Progress Monitor** by establishing the regular rate of progress that a student must make in order to meet their benchmarks and ultimately achieve their SMART goals. Progress monitoring:
  - allows teachers to identify those students who are not benefiting from the instruction and
  - provides the opportunity to modify instruction accordingly.

[Iowa Reading Research Center](#)





# Establishing a Literacy Team



# Establishing a Literacy Team

## Guiding Questions

- Who will serve on the school system literacy team?
- What is the role of each member?
- What is your plan for conducting regular meetings, including location, time, availability, and topics?
- How are you monitoring the effectiveness of the plan?

## Success Criteria

What are we doing? Why are we doing it? How will we know it worked?



# Steps to Establishing an Effective Literacy Team

1. Select educators who represent various roles in the school.
2. Determine the goals and purposes of the team.
3. Create a data-driven literacy initiative that has both short-term and long-term goals that can be monitored and assessed.
4. Develop a support structure of people and resources that will help initiate and sustain success for the school's and district's literacy initiative.





# Management Action Plan



# Management/Action Plan

## Guiding Questions:

- action steps? timeline? persons responsible? resources? alignment to literacy goals? evidence of success?
  - literacy curriculum and assessments
  - literacy screeners
  - family engagement around literacy
  - literacy interventions for struggling readers
  - ongoing professional development



# Literacy Curriculum and Assessments

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
___% of classrooms consistently utilize and implement a literacy schedule that supports the implementation of explicit language and literacy instruction.	<p>Summer 2021 Create Schedules</p> <p>August 2021- May 2022 Monitor, implement, and make necessary schedule adjustments.</p>	<p>Develop and implement a literacy schedule that supports the implementation of explicit language and literacy instruction including <a href="#">foundational skills</a>, high-quality interactions, and individualized interventions and support.</p>	<p>principal, literacy interventionist, dean of students</p>	<p>reading curriculum</p> <p>CLASS observation tool</p> <p>LDOE Literacy library</p>	<p>classroom walkthrough data, classroom observations , literacy block schedules, school-wide intervention schedules</p>

# Literacy Screeners

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
<p>Increase overall reading proficiency of students in kindergarten through 2nd grade by __ % during the 2021-2022 school year.</p>	<p>August 2021 - May 2022</p> <p>August 2021 Create schoolwide assessment calendar</p>	<p>Collect and analyze multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments at all grade bands.</p>	<p>principal, classroom teachers, literacy interventionist, grade-level chairpersons.</p>	<p>literacy screeners progress monitoring, diagnostic assessment data, summative assessment data</p>	<p>literacy data collection and templates, learning community discussion logs</p>

# Family Engagement

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Increase the number family engagement opportunities provided to families around literacy to a minimum of 4 activities per school year.	August 2021- May 2022	Engage families in providing literacy supports for their students by providing them with strategies and resources at least once per nine week grading period.	assistant principal, grade-level teams, school-wide calendar planning committee	school calendar planning committee  LDOE family engagement resources	event flyers and attendance rosters  parent surveys and feedback

# Ongoing Professional Development

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
<p>_____ % of teachers will participate in monthly job-embedded professional development around the science of reading aimed at improving teacher practice and student outcomes.</p>	<p>August 2021-May 2022</p>	<p>Facilitate ongoing <a href="#">professional development</a> for school leaders and teachers aimed at building knowledge and capacity around the science of reading and how to integrate <a href="#">best practices</a> and evidence based strategies into classrooms, including instruction for diverse learners and <a href="#">engaging families</a>.</p>	<p>Principal, Literacy Specialist, Teacher leaders,</p>	<p>school level professional development calendar</p> <p>district-level professional development calendar</p> <p>LDOE Literacy Library</p>	<p>professional development agendas and rosters</p> <p>learning community agendas and meeting notes</p> <p>classroom walkthrough and observations</p>



# Communicating the Plan

# Communicating the Plan

## Guiding Questions:

- What are the implementation expectations for schools?
- How will district-level personnel support schools in meeting those expectations?
- How will you communicate the plan to families and community members?
- How will you communicate the progress being made throughout the school year?
- How will you ensure ongoing monitoring and implementation of this plan at the school-level?

Stakeholder Group	Plan for Communicating	Timeline
Parents	website, newsletters, parent literacy events	August 2021-May 2022 monthly parent literacy engagement



# Alignment to Other Initiatives

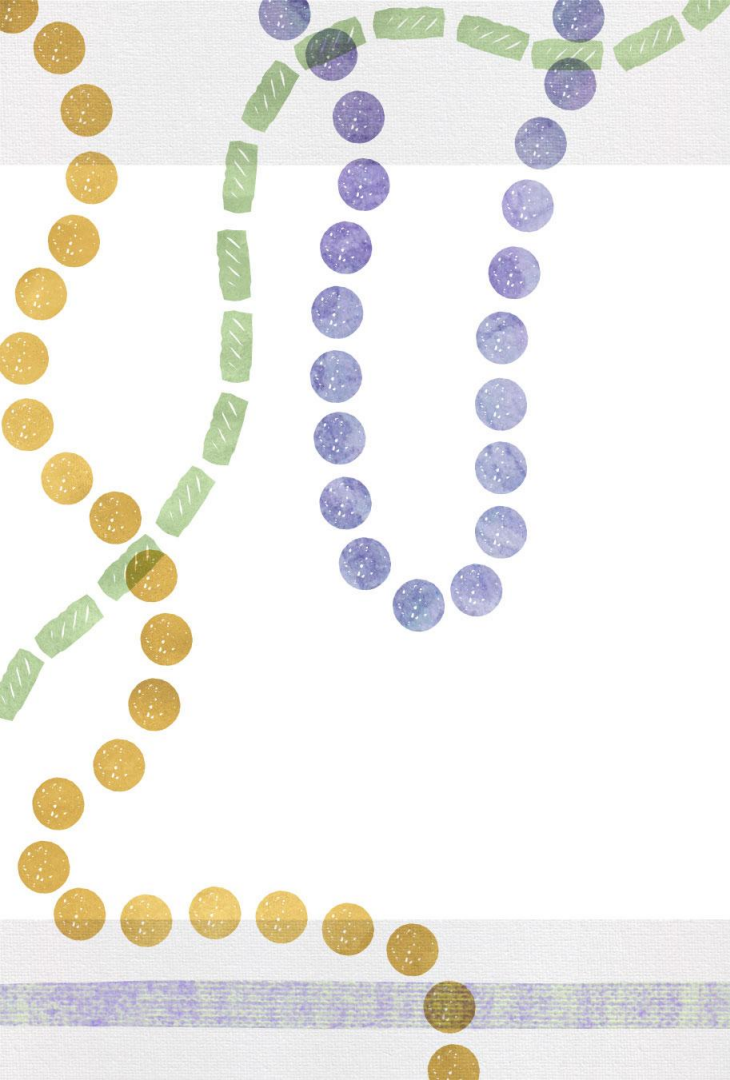


# Alignment to Other Initiatives

## 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

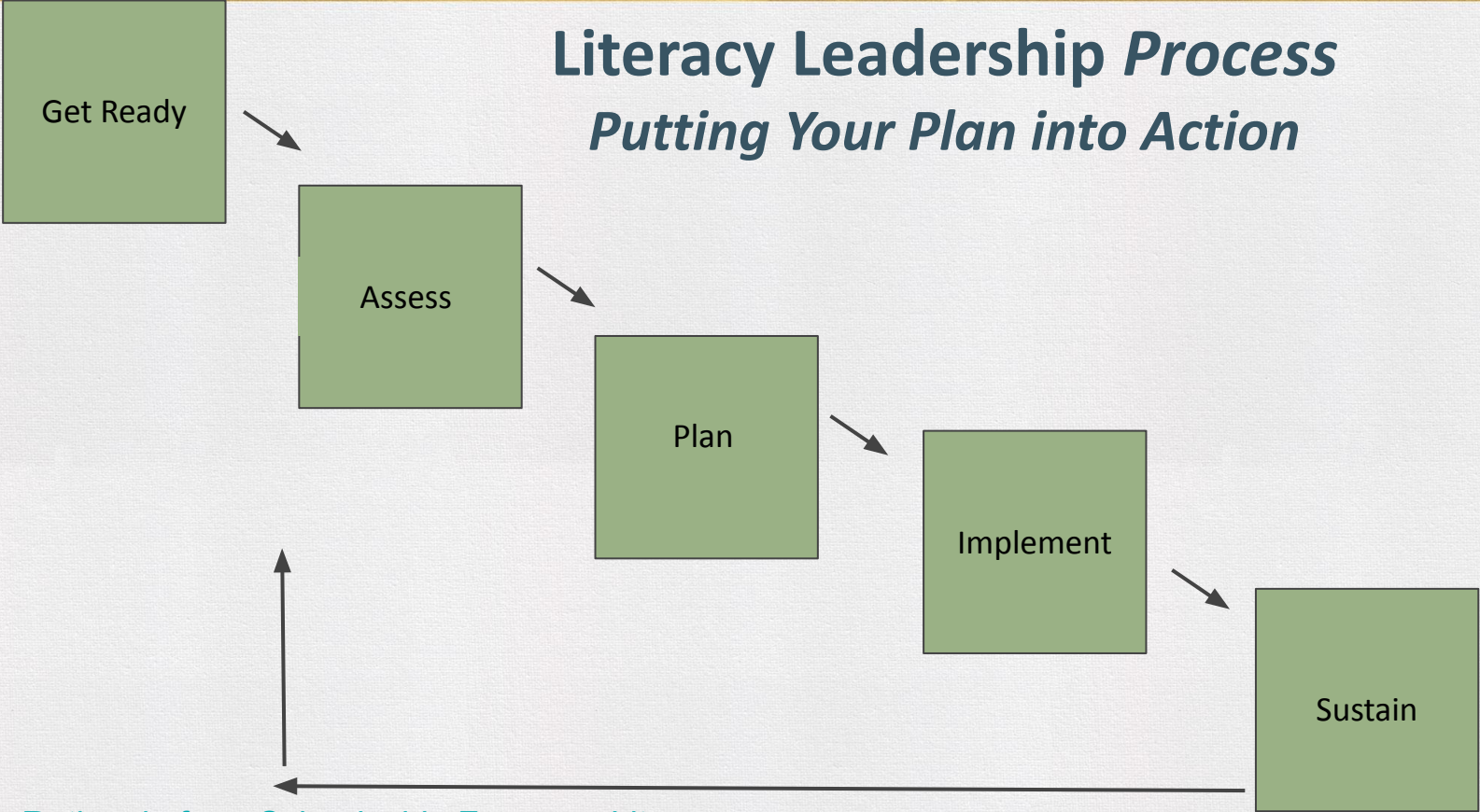




## Local Literacy Plan in Action

# Literacy Leadership *Process*

## *Putting Your Plan into Action*



[Rationale for a School-wide Focus on Literacy](#)

# Literacy Leadership

## *Process Putting Your Plan into Action*

<b>Get Ready</b>	Create, reestablish, or affirm the literacy leadership team and build a data-driven vision for a culture of literacy
<b>Assess</b>	Identify the strengths, examine your data, assess your capacity to support systemic literacy development, and create measurable literacy action goals.
<b>Plan</b>	Develop implementation plans for each of the literacy action goals.
<b>Implement</b>	Implement your literacy action plan.
<b>Sustain</b>	Based on the data, decide whether to keep a specific goal and revise the action steps as needed, discard the goal, select a new goal, or perhaps to move to another goal area.

[Rationale for a School-wide Focus on Literacy](#)



# Science of Reading Spotlight

# Science of Reading Spotlight

## Deconstructing Scarborough's Reading Rope

When Your Student is Identified as a Struggling Reader, Where Do You Begin?  
What Questions Should You Ask?

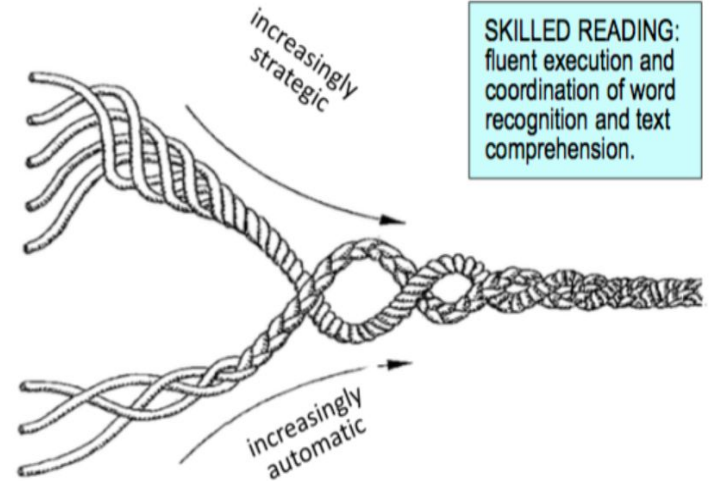
### Scarborough's Reading Rope (2001)

#### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

#### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

# Why is my Student Struggling with Comprehension?

They may lack one or more of the following:

- Effective strategies to help them understand, organize, and remember information.
- Adequate knowledge of word meaning.
- The ability to read fluently enough to understand and remember what they are reading.
- The ability to acutely decode the words.
- Interest or motivation to read.

[AIM Institute Quick Guide for Reading Assessment](#)







**Reflection:  
Share Your Vision/Mission**

# Share Your Literacy Vision/Mission

We are excited about the **#ReadingRevival** here at the Department and want to share the AMAZING **#LouisianaLiteracy** vision/mission statements with your colleagues across the state.

Email your school or district literacy vision/ mission statements to [catasha.edwards@la.gov](mailto:catasha.edwards@la.gov) or post them on social media using the **#ReadingRevival** or **#LouisianaLiteracy** also include at least one way you plan to communicate your literacy vision and mission to stakeholders this school year.



# References

AIM Institute (2019) Quick Guide for Reading Assessment Infographic

Center for Development and Learning and The Louisiana Department of Education (2021) PLC Guide

Irvin, J., Meltzer, J., Dean, N. & Mickler, M. (2010) *Taking the Lead on Adolescent Literacy: Action Steps for School-wide Success*.

Louisiana Department of Education (2021) Literacy Library

<https://www.louisianabelieves.com/resources/library/literacy-library>

Schmitz, S., Reed, D., & Knight, J. (2017) *Goal Setting and Progress Monitoring to Address a Literacy Issue*. Iowa Center for Reading Research Blog.

<https://iowareadingresearch.org/blog/goal-setting-and-progress-monitoring-address-literacy-issue>

