Literacy Planning Tools

The following tools and models provide school and system leaders with additional guidance on developing local implementation models and plans.

- **Literacy Initiatives and Potential Funding Sources**
  This table provides information on which funding sources are available to support literacy initiatives.

- **State Logic Model**
  This diagram illustrates the resources used by the Department to fund, initiate, and support literacy programs and activities. It shows the progression of how those activities contribute to the production of tools and resources which leads to improved literacy outcomes for our systems, schools, teachers, leaders, students, and families.

- **Pathways to Success Model for Systems - *Sample***
  This chart outlines a sample implementation timeline for various activities and tasks that should be completed within a school system. The tasks and activities are organized by Louisiana's Literacy Pillars to demonstrate how integral each pillar is to the successful implementation of literacy practices. This implementation model is intended to be referenced as a sample, and system leaders should adjust their own implementation model to reflect the unique needs and timelines of their systems.

- **Bridging the Gap**
  This flowchart demonstrates how to build a bridge to student reading success through systematic, explicit literacy instruction and, as needed, targeted intervention and extension activities. Starting with identifying individual student needs from multiple data points, teachers should provide additional individualized supports, monitor progress, and adjust as needed. All of these practices should be built around a solid foundation of core literacy instruction.
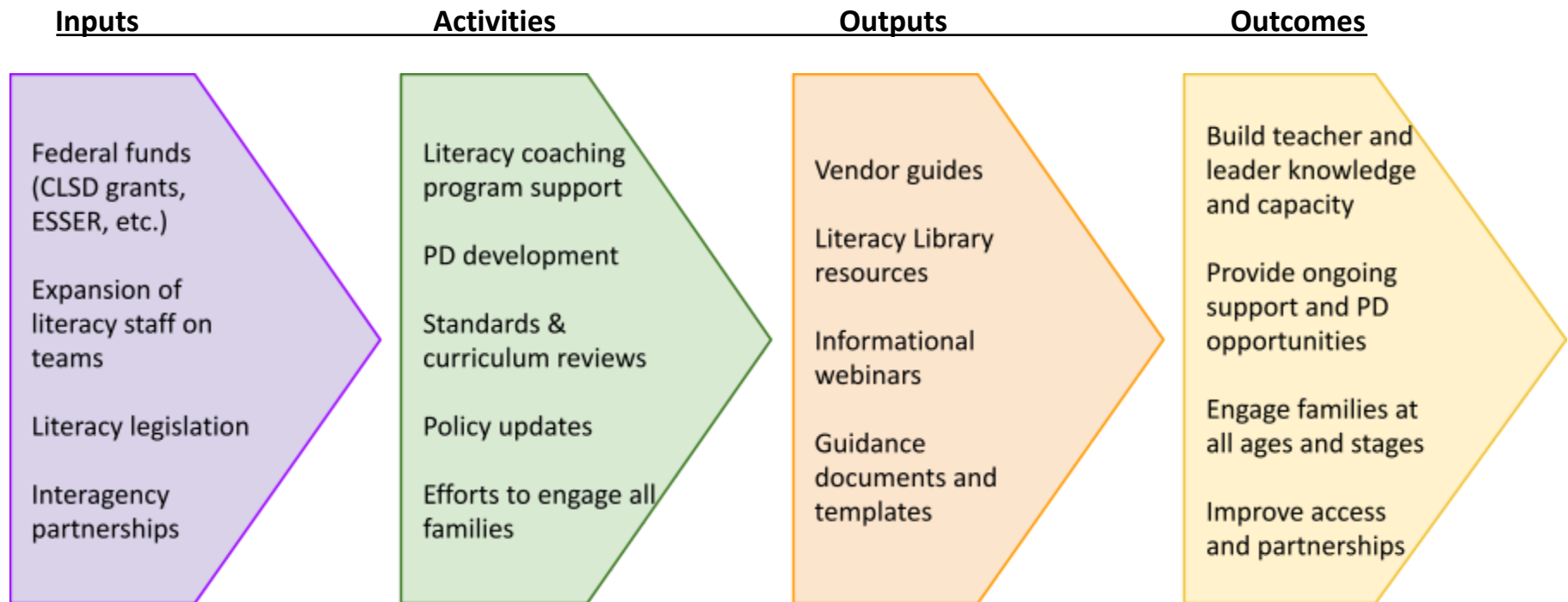
Literacy Initiatives and Potential Funding Sources

Literacy Initiatives	Funding Sources
Literacy Coaches (salaries and benefits)	CLSD 2019 (CIR/UIR-A schools)
Literacy Innovation Coordinator (salary and benefits) Materials and professional development to implement signature innovation	CLSD 2020 (UIN schools)
Literacy Foundations (Act 108) Training	Achieve! (ESSER)
Early Childhood Science of Reading training	CLSD 2019 (CIR/UIR-A) - Any EC program not using CLSD 2020 (UIN)
Literacy Specialist Support	ESSER (August 2022 allocations) CLSD 2019 (CIR/UIR-A) Believe! (Early Childhood)

State Logic Model

Inputs	Activities	Outputs	Outcomes
Federal funds (CLSD grants, ESSER, etc.) Expansion of literacy staff on teams Literacy legislation Interagency partnerships	Literacy coaching program support PD development Standards & curriculum reviews Policy updates Efforts to engage all families	Vendor guides Literacy Library resources Informational webinars Guidance documents and templates	Build teacher and leader knowledge and capacity Provide ongoing support and PD opportunities Engage families at all ages and stages Improve access and partnerships

Pathway to Success Model for Systems - *Sample*

Pillar Goals	Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-2024)
Setting & Monitoring Literacy Goals		Access webinars focused on literacy plan implementation	Plan to participate in training for universal screener
	Develop local literacy plans →		Design individual student literacy plans →
Implementing Explicit, Systematic Instruction, Interventions, and Extensions	Implement high-quality curriculum and intervention programs →		
	Select Act 108 training provider in Achieve! application		Complete Act 108 training requirements
Providing Ongoing Professional Growth Opportunities		Select Literacy Coach Specialist Support provider	
	Access and utilize resources and templates in Literacy Library and supports for policy requirements →		
Engaging Families Around Literacy at All Ages and Stages	Review strategic plan and resources in Literacy Library	Design & implement strategies to engage families →	
		Begin reporting literacy screener results to families	

Bridging the Gap

Provide targeted, explicit interventions and extensions →

Start here!
Use multiple data points to determine individual student needs.
- The universal literacy screener provides baseline data.
- Additional, supplemental screeners target specific skills.

Diagnose & identify

Explicit, systematic core literacy instruction

Provide whole group instruction
Organize flexible small groups as needed
Allow additional practice for struggling readers
Equip on-level and advanced readers with challenging options
Maintain regular communication with families
Keep SBLC and school leaders updated

Monitor progress

Keep going!
Use multiple data points to determine individual student needs.
- Start screening with the target skills to determine if mastery has been achieved.
- Mastered = Screen next skills to determine if additional gaps exist.
- Not mastered = Continue intervention.

← **Adjust groups and activities based on new data**

Achieving Intervention Success
Ensure that intervention activities are targeted to the individual student's needs based on data.
Closely monitor student activities, progress, and engagement, especially if interventions are provided on a computer or tablet.
Repeat the above process as often as needed to structure interventions around student needs.