



**Planning for Explicit Instruction,
Intervention, and Extension in
Local Literacy Plans**

Objectives

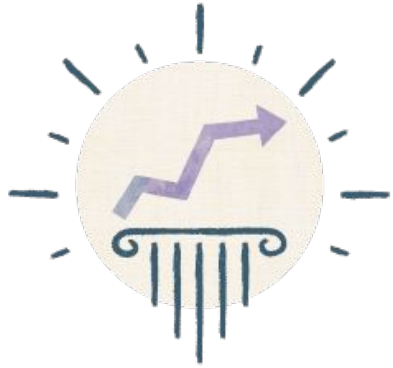
After this session, participants will be able to:

- examine their school and system needs around implementing explicit, systematic instruction, interventions, and extensions;
- incorporate specific action steps into literacy plans; and
- connect action steps and plans to SMART literacy goals.

Agenda

- Program-Focused Goals
- Explicit Instruction, Intervention, and Extension in Local Literacy Plans
- Literacy Plan Considerations: Guiding Questions
- Action Steps
- Communicating the Plan
- Alignment to Other Initiatives
- Literacy Library Resources
- Preview of Support
- Maximizing Impact at the School Level

LOUISIANA'S LITERACY PILLARS



LITERACY
GOALS



EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS



ONGOING
PROFESSIONAL
GROWTH



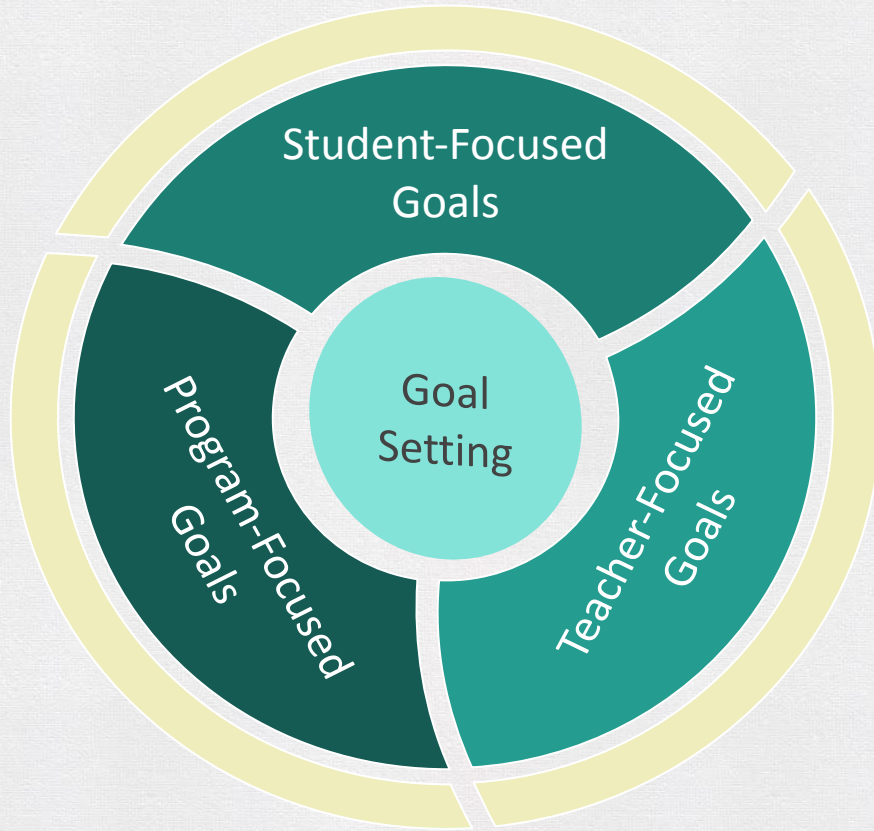
FAMILIES

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



**EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS**

Program-Focused Goals



Suggested considerations:

- Curriculum implementation
- Intervention program implementation and student results
- Training opportunities
- Teacher collaboration/ planning time

Explicit Instruction, Intervention, and Extension in the Local Literacy Plans

Local Literacy Plan [template](#)



Literacy Plan Considerations

Guiding Question:

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?

Literacy Plan Considerations

Guiding Question:

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?

Literacy Plan Considerations

Guiding Question:

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?

Literacy Plan Considerations

Guiding Question:

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?

Action Steps

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	June 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.

Alignment to Other Initiatives

- Alignment is imperative when addressing instruction, intervention, and extension lessons and activities.
- Instruction should be aligned to the science of reading.
 - Depending on grade levels, cross content alignments can support educating the whole child.
 - Intervention and extension programs, plans, and/or activities should align to the skills and strategies being taught.



Communicating the Plan

- Ensure all stakeholders are informed and aware of how schools plan to address and implement explicit instruction, interventions, and extensions:
 - System-level personnel
 - School-based personnel
 - Families
 - Community organizations
- How might they support the implementation?
- How often will updates be provided?



Literacy Library



There are many resources and templates available in the [Literacy Library](#) to support the implementation of explicit instruction, interventions, and extensions.

- [Literacy Classroom Practices](#)
- [Sound Wall Instructions and Template](#)
- [Targeted Literacy Intervention and Extension](#)
- [Instructional Literacy Implementation and Practices](#) ([recording](#))
- [Student Individual Literacy Plan](#) template
- Content Literacy Support and presentation recordings

Preview of 2022-2023 Support

- Look for webinars to continue to support your reflection and updating of your Local Literacy Plans.
- LDOE's Literacy Division will review, provide feedback, and monitor the implementation of Local Literacy Plans in all CLSD grant-funded LEAs.
- Additionally, LDOE's Literacy Division will develop training materials and supports so that LEAs can assist their schools in the development of their literacy plans.
- Resources and support will continue to be posted in the [Literacy Library](#).
- Partnerships with Teacher Leader Advisors will focus on the inclusion of diverse learners, access, cross-content support, and classroom look-fors.

Maximizing Impact at the School Level

Beginning June 1, 2023, and triennially thereafter, each school shall develop, and submit to the department, a foundational literacy skills plan for students in kindergarten through third grade. The foundational literacy skills plan shall include:

- The amount of time to be devoted daily to foundational literacy skills **instruction** and a description of how the instructional time will be utilized.
- A list of English language arts textbooks and instructional materials adopted by the school.
- A description of the **interventions and supports** available to students identified as having literacy skills below grade level.
- A description of the **professional development** in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

Each school shall post its foundational literacy skills plan and the latest **report** on the literacy **assessment** on its website.

Note: The results of the early literacy assessment shall not be used in determining school and district performance scores prior to the 2023-2024 school year.

Contact Information

For more information or questions, please contact

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