



Planning for Family Literacy Engagement in Local Literacy Plans

Objectives

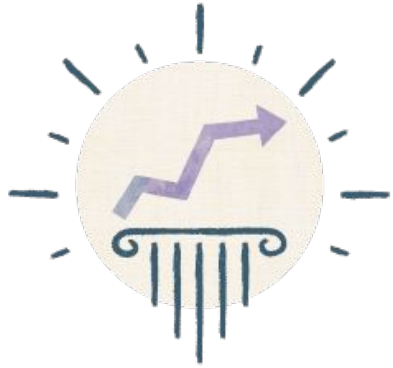
After this session, participants will be able to:

- examine their school and system needs around engaging families in their child's literacy development at all ages and stages;
- incorporate specific action steps into literacy plans; and
- connect action steps and plans to SMART literacy goals.

Agenda

- How Families Fit into Goals
- Family Literacy Engagement 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



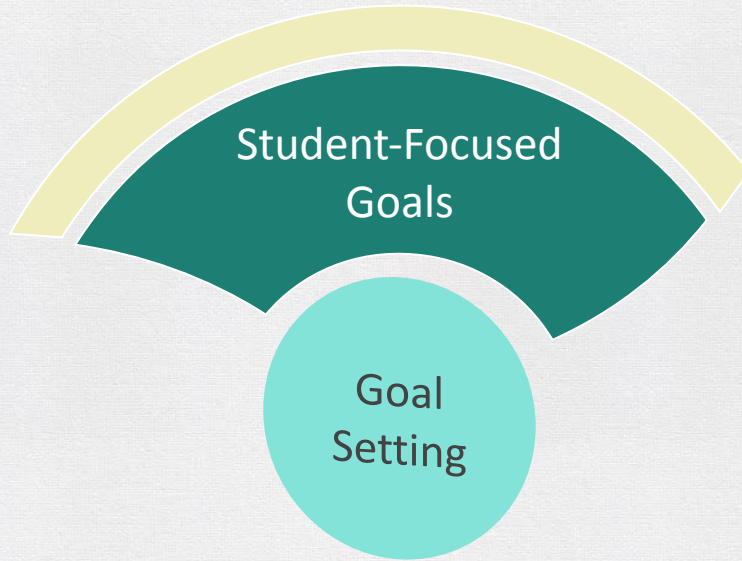
FAMILIES

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



FAMILIES

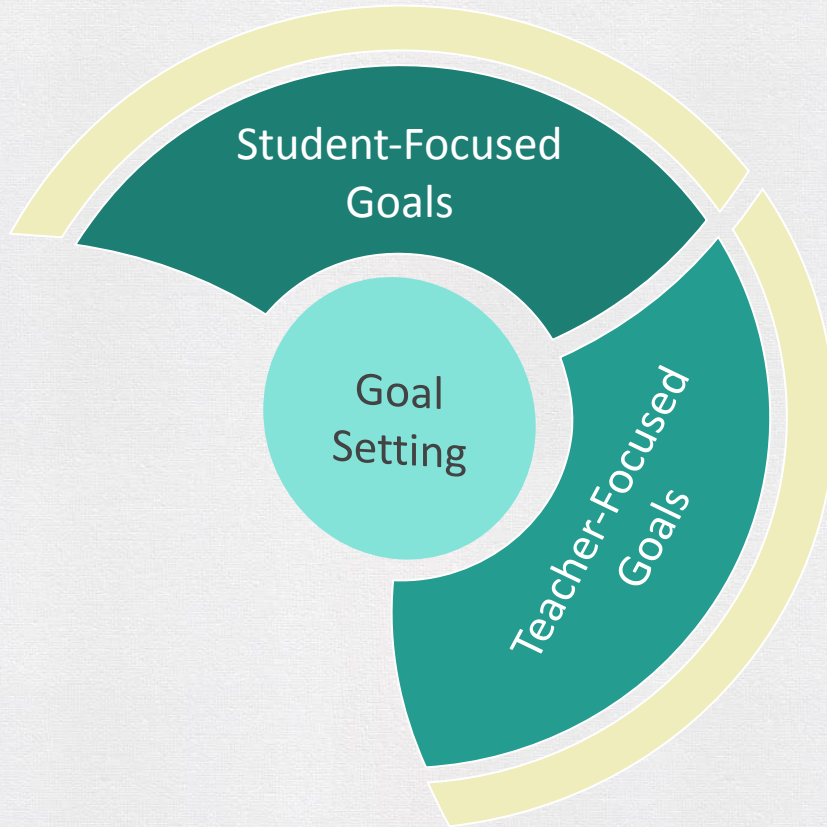
Student-Focused Goals



Disaggregated by subpopulation, including:

- Race
- Gender
- Economically Disadvantaged
- Students with Disabilities
- English Learners
- Migrant
- Homeless
- Military
- Foster Care

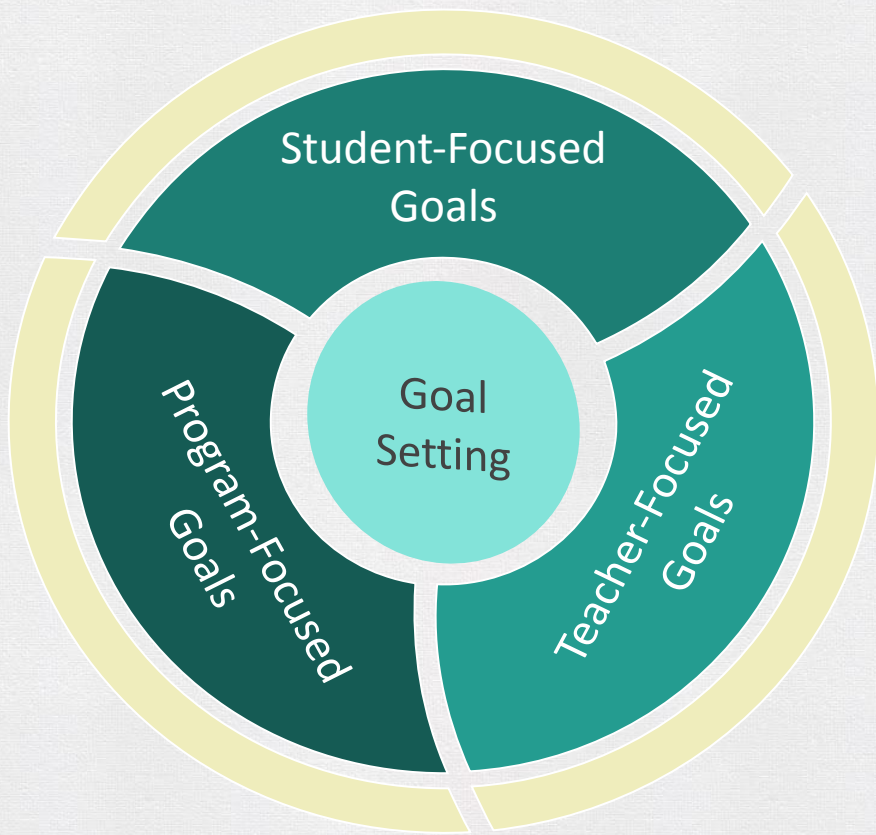
Teacher-Focused Goals



Suggested considerations:

- Training plans and completion data
- Professional growth opportunities
- Performance improvement
- Impact on student outcomes

Program-Focused Goals



Suggested considerations:

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

Family Literacy Engagement in the Local Literacy Plans

Local Literacy Plan [template](#)



Literacy Plan Considerations

Guiding Question:

1. To improve family engagement around literacy, how are you:
 - 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?

Literacy Plan Considerations

Guiding Question:

2. How are you working directly with community partners to:
 - 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?

Action Steps

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>

Alignment to Other Initiatives

- Alignment is important when providing information to families and engaging them in their child's learning.
- Communications should include common, family-friendly language.
 - Depending on grade levels, sharing goals across content areas can improve overall student reading and learning.
 - Intervention and extension programs, plans, and/or activities should align to the skills and strategies being taught and families should be included in conversations about instruction.



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 engaging families around literacy development.

- [Family Literacy Engagement Strategic Plan for Schools and Systems](#)
- [Literacy Activities for Families](#) (also available in other home languages)
- Grab & Go Activities and Building Literacy Skills At Home by age group available in [Literacy Library](#) (scroll down to Family Literacy Engagement section)
- [Student Literacy Screener Results Template](#)

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.

Requirements Specific to Family Reporting

Within **fifteen days** of identifying that a student in kindergarten through third grade is below grade level, based on the results of the annual literacy assessment, the school shall **notify the student's parent or legal guardian in writing** that the student has been identified as being below grade level, and shall provide the student's parent with the following:

- Information regarding the **importance of being able to read proficiently** by the end of the third grade.
- **Activities** that may be used at home to improve literacy proficiency.
- Information regarding the **specific interventions and supports** that the school will provide to improve the literacy proficiency of the student.

Each school shall provide **mid-year and end-of-the-year updates** to the parent or legal guardian of each student identified as having literacy skills below grade level detailing the student's progress in gaining foundational literacy skills and providing the parent with additional tools to use at home to improve the student's literacy proficiency.

Source: Act 438, <https://legis.la.gov/Legis/Law.aspx?d=80353>

Contact Information

For more information or questions, please contact

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