



Local Literacy Plan
For

Westdale Middle School
East Baton Rouge Parish School System
Lead Contact: Ramona Henderson, Principal
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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.

Section 1a: Literacy Vision and Mission Statement

Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

<i>Literacy Vision</i>	To increase competency in writing and comprehension skills through engagement with the text. To create a community of competent readers and writers in 6th -8th grade classes.
<i>Literacy Mission Statement</i>	If we: • Provide a rigorous and comprehensive literacy through the use of Tier 1 Curriculum • Create a literacy-rich environment that encourages students to read, write, speak, and listen to each other. (WICOR) • Partner with families and community groups to support the Arts part of English Language Arts and make literacy something students see in the real world. Then we:



- Students will be proficient readers by the end of 8th grade.
- Students will be able to write effectively for a variety of purposes.
- Students will be able to speak and listen in order to communicate effectively for a variety of purposes.
- Students will be able to use literacy to learn and grow in all areas of their lives.

Section 1b: Goals

Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - 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?

<i>Goal 1 (Student-Focused)</i>	By the end of the school year, 80% will increase the quality of their writing score to moderate or higher on LEAP 2025. By the end of the school year, 60% of 6th grade students will increase their lexile score by 50 points. By the end of the school year, 60% of 7th grade students will increase their lexile score by 50 points. By the end of the school year, 60% of 8th grade students will increase their lexile score by 50 points.
<i>Goal 2 (Teacher-Focused)</i>	By the end of the 2026-2027 school year, • Teachers will implement small groups based on standards based data from LEAP, Benchmarks, and Ottus. • Teachers will further develop their use of MyPerspectives from mechanical to routine. • Teachers will increase overall benchmark data by 5%.



	Teachers will meet at least twice a week for PLC.
<i>Goal 3 (Program-Focused)</i>	Students will see the value of the Arts part of English Language Arts by using language in creative ways through projects and performance such as: - Attending or participating in the Spelling Bee - Participating in BETA

Section 1c: 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?

<i>Member</i>	<i>Role</i>
Principal	Sets non-negotiables, protects time and staffing, monitors plan implementation.
Assistant Principals	Coordinates walkthroughs, teacher collaboration, and follow-up support.
Literacy Coach ELA Department Chair	Facilitates unit and lesson preparation, coaching, data analysis, and professional learning.
Curriculum Specialist	Manages Testing, Data Analysis, Supports teachers with Testing Data and implementation
ESS Lead ESL Lead Gifted and Talented Coordinator	Ensure appropriate scaffolds, accommodations, language supports, and IEP/EL alignment.



Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Instructional Leadership Team Meetings	Biweekly (A days)	Data Analysis, Goal Setting, Teacher Support, Walkthroughs and Feedback
Professional Learning Communities	Biweekly (A days)	Data Analysis, Louisiana unit and lesson preparation, Savvas data, student work, small groups, and writing.

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- 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?
- 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?
- 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?
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?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



Action Plan

<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.
1	August to May	Writing Scores	Teachers , Students, and Parents	Literacy Coach Teacher experience	Walkthrough data, writing data from rubrics and writing assignments
1	August to May	Reading Comprehension (lexile scores)	Teachers, students, and parents	iReady platform	iReady data
2	August to May	Small Groups	Teachers and students	Literacy Coach Teacher Experience Kagan Structures for Learning	Walkthrough data
2	August to May	My Perspectives Curriculum	Literacy Coach Teachers Principal	HQIM; myPerspectives	Teacher made tests, CFAs, Selection Tests



2	August to May	Benchmark Assessment	Literacy Coach Teachers Principal	Ottus Platform	Data
2	August to May	Professional Learning Development	Principal Literacy Coach	Administrators Literacy Coach	PLC and ILT Agendas Sign in sheets for PD
3	August to May	Projects and Performance for value of the arts			



Section 3: Ongoing Professional Growth

Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August - May	Instructional support topics to meet the needs of students based on contemporary data	Core Teachers & Inclusion Teachers



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Section 4: Family Engagement Around Literacy

Guiding Questions:

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?
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?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
Spring 2026	Literacy Night	Evening and virtual options; translated materials; paper and digital response forms.	Community literacy organizations
Spring 2026	LEAP Night	Evening and virtual options; translated materials; childcare; transportation support when available; paper and digital response forms.	Parents and students



Fall 2026	5th grade day	Text, email, portal, phone, paper; plain-language data displays; translated communication.	Parents, students, other schools in district
Spring 2027	Spring Open House	Text, social media, marquee display	Community literacy organizations
August 2026	Back to School Night	Text, social media, marquee display	Teachers, Administrators, Parents and Students

Section 5: 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

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
School Improvement Plan	Literacy goals and actions are embedded in schoolwide achievement, subgroup,	Quarterly joint review; same dashboard, milestones, and evidence used in both plans.



	professional learning, and family-engagement priorities.	
Savvas Realize HQIM Implementation	Provides core texts, tasks, assessments, Savvy Writer, Writing Center, digital resources, and teacher planning tools.	Unit/lesson preparation artifacts, usage data, assessment trends, walkthrough fidelity, student work.
ESS/ESL/Student Support	Uses screening and diagnostic data to identify needs, assign supports, monitor response, and communicate with families.	Six-week review records, progress-monitoring graphs, intervention fidelity, movement between tiers.
Teacher Collaboration and ILT	Provides recurring cycles for need identification, new learning, planning, implementation, evidence collection, evaluation, and next steps.	Cycle plans, meeting artifacts, walkthrough evidence, student work, assessment change.
Cross-Content Literacy	Common vocabulary, complex text, discussion, source analysis, and writing routines support science, social studies, mathematics, and electives.	Cross-content walkthrough data and samples of reading/writing tasks and student products.
Special Education and EL Programs	Ensures access to grade-level HQIM, specially designed instruction, language development, accommodations, and aligned intervention.	IEP/EL plan alignment, subgroup data, service logs, work samples, family communication.
Family and Community Partnerships	Expand access to books, digital tools, tutoring, workshops, mentoring, and family voice.	Participation and response data, resource distribution, family feedback, documented follow-up.



Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
School Staff	<i>Through PLCs & newsletters</i>	August launch; monthly updates
Literacy Team/ILT/MTSS	<i>Through ILT Meetings</i>	ILT weekly; Monthly and every 6 weeks
Students	<i>Through Grade Level Meetings & via Teachers in the Classroom</i>	Beginning of year; after each benchmark; student conferences
Families	<i>Newsletters & Family Engagement Activities</i>	August; quarterly; as required for individual supports
District Leaders	<i>Literacy Plan Submission</i>	August submission; quarterly
Community Partners	<i>Newsletters & Community Engagement Activities</i>	Fall outreach; midyear check; annual report
School Board/Public Community	<i>Literacy Plan Submission</i>	After approval and at year end

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov.

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