



# Morehouse Parish Schools Local Literacy Plan

PK – 12

Bastrop High School  
Delta Elementary School  
Morehouse Elementary School  
Morehouse Magnet School

Initiated by: David Gray, Superintendent of Schools  
Developed by: Morehouse Literacy Team  
Facilitated by: Dr. Boockoff, Supervisor of Special Education  
and  
Curriculum and Instruction Staff Members

Date Submitted: October 29, 2021





## Section 1: Literacy Vision and Mission Statement

**Literacy Vision:** The vision of the Morehouse Parish School District is to provide high quality instruction with a clear course of action for every student to successfully meet literacy expectations in reading, writing, listening and communication skills.

**Literacy Mission Statement:** The mission of the Morehouse Parish School District is to ensure all students in every grade level become proficient readers and writers in order to enhance learning in all subject areas and provide that every student meet literacy expectations to prepare for post – secondary success.



## Section 2: District Literacy Improvement Goals

**Goal 1**: To implement a clear course of action to increase student literacy achievement to meet the literacy expectations set forth in the Louisiana State Standards to prepare all students for post – secondary success.

**Goal 2**: To provide teachers professional development opportunities with evidence-based strategies to meet the instructional needs of diverse learners.

**Goal 3**: To develop Program-focused community partnerships, outreach programs, and other procedures designed to support, monitor, assess and evaluate student literacy growth and development.





## Section 3: Goal Action Map

### Action Plan

**Goal Statement:** 1. To implement a clear course of action to increase student literacy achievement to meet the literacy expectations set forth in the Louisiana State Standards to prepare all students for post-secondary success.

<b>Action Step:</b>	<b>Step 1:</b> Students will use critical thinking and authentic, real world experiences to set a purpose for reading and writing.	<b>Step 2:</b> Utilize student rubrics and checklists to move students toward independence and help them to use critical thinking and authentic real world experiences to produce products to demonstrate the purpose for reading and writing.	<b>Step 3:</b> District and school campus Literacy Staff will develop specific vocabulary instructional strategies.
<b>Timeline:</b>	August 2021 and ongoing	August 2021 and ongoing	August 2021 and ongoing
<b>Persons Responsible:</b>	Instructional Leadership Teams, Classroom Teachers	Instructional Leadership Teams, Classroom Teachers	Curriculum and Instruction Supervisor, Curriculum and Instruction Facilitator, Campus Literacy Coaches, Campus Instructional Coaches, Classroom Teachers, Principals, Special Education Supervisor
<b>Resources:</b>	PLC planning, Peer Tutoring, Flexible Grouping, In Class Support, Guidebooks, Local and Federal Funds, PD for effective reading and writing strategies	PLC planning, rubric templates, checklists samples, peer tutoring, PD for effective development of student rubrics and checklists	Researched based instructional materials, dictionaries, thesauruses, PD on effective vocabulary strategies, PLC planning, student in class support, Local and Federal Funds



<b>Evidence of Success:</b>	Increased student literacy on district benchmarks and diagnostics, and LEAP 2025 assessment data showing increased student literacy	Increased student literacy on classroom assessments, increased literacy on district benchmarks and diagnostics, and LEAP 2025 assessment data showing increased student literacy.	Increased student achievement data specific to vocabulary on LEAP 2025 subject areas.
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## Action Plan

**Goal Statement:** 2. To provide teachers professional development opportunities with evidence-based strategies to meet the instructional needs of diverse learners.

<b>Action Step:</b>	<b>Step 1:</b> District wide and school level Professional Learning communities focused on literacy Grade-level subject areas, analyze LEAP 2025 assessment, benchmark assessment and diagnostic assessments to establish targeted learning objectives, establish mastery level learning standards for all students aligned with state standards	<b>Step 2:</b> All Morehouse schools will implement consistent systemic interventions based on best practices that explicitly targets the foundations of literacy by obtaining professional development for literacy instruction and coaching to establish continuous teacher support.
<b>Timeline:</b>	August 2021 and ongoing	August 2021 and ongoing
<b>Persons Responsible:</b>	Curriculum and Instruction Supervisor, Curriculum and Instruction Facilitator, Campus Instructional	Supervisor of Curriculum and Instruction, Curriculum and Instructional Coordinators, Campus



	Coaches, Campus Principals, Instructional Leadership Teams	Instructional Coaches and Principals, Instructional Leadership Teams , Special Education Supervisor
<b>Resources:</b>	Locations for meetings, shared Google Team drives, Guidebooks, ARC materials, Local and Federal Funds, Access to LEAP 2025 results, written plan with guidelines and expectations for PLC's.	Lesson plans, classroom observations and walkthroughs, diagnostic assessments (beginning, middle and end of year), campus intervention schedules, progress monitoring, instructional needs survey.
<b>Evidence of Success:</b>	Improved alignment of literacy instruction in all grade levels, increased student literacy achievement on state and local assessments, improved data analysis process, improved data on LEAP 2025 observation data analysis, improved data as shown on walkthrough and classroom observations.	Improved data on LEAP 2025 observation data analysis, improved data on informal walkthroughs, increased student literacy on state and local assessments, positive data on instructional surveys.

## Action Plan

**Goal Statement:** 3. To develop Program-focus community partnerships, outreach programs, and other procedures designed to support, monitor, assess and evaluate student literacy growth and development.





<p><b>Action Step:</b></p>	<p><b>Step 1:</b> Establish and implement Summer Learning Program, little libraries to provide community reading at apartments and community centers, Field trips for high school student reading, pair/share with elementary students, Literacy night hosted by school campuses, and book fairs (2) times a year.</p>	<p><b>Step 2:</b> Educators will evaluate students using a variety of informal assessments, diagnostic benchmarks, released assessments and unit assessments based on district and state guidelines using district assessment calendars.</p>	<p><b>Step 3:</b> Daily intensive individualized literacy instruction provided in addition to core instruction based on data for a vertically aligned the RTI process to identify and respond to meet the instructional needs of diverse learners.</p>
<p><b>Timeline:</b></p>	<p>August 2021 and ongoing</p>	<p>August 2021 and ongoing</p>	<p>August 2021 and ongoing</p>
<p><b>Persons Responsible:</b></p>	<p>Superintendent, Supervisor of Curriculum and Instruction, Transportation Director</p>	<p>Classroom Teachers, Instructional Leadership Teams, Curriculum and Instruction Supervisor</p>	<p>Classroom Teachers, Instructional Leadership Teams, Principals, Campus Counselors, Literacy Coaches, Literacy Interventionist Curriculum and Instruction Supervisor, Special Education Supervisor</p>
<p><b>Resources:</b></p>	<p>Staff to implement programs, Literature for programs, materials and activities for programs, snacks for programs, Local and Federal Funding</p>	<p>PCL Planning, Staff to develop and administer summative assessments, time to develop assessment guidelines and district assessment calendar, Local and Federal Funds</p>	<p>PCL Planning, PD for effective literacy interventions, student literacy data from multiple sources, District wide RTI time, Researched based literacy intervention materials and resources, Local and Federal Funding.</p>
<p><b>Evidence of Success:</b></p>	<p>Positive data from surveys, increased community and parental involvement</p>	<p>Increased student literacy on local and state assessments, improved district wide vertical and non-horizontal state student standards assessment alignment.</p>	<p>Increased student literacy on state and local assessments, sign in sheets, agendas, student lists, lesson plans.</p>



## Section 4: Communicating the Plan

### Communication Plan

<b>Stakeholder Group</b>	<b>Plan for Communicating</b>	<b>Timeline</b>
LDOE	Literacy Plan submission, LEAP 2025 data, evidence of success, artifacts	October 29, 2021 and ongoing
School Board	Preparation of Literacy Plan, LEAP 2025 data, progress and monitoring reports, artifacts, communication	November 2, 2021 and ongoing
Community	Social Media sites, district website, newsletters, evidence of success	November 6, 2021 and ongoing
Families	Media sites, district website, WebPams, Remind App, PBIS, needs survey, evidence of success, newsletters	November 6, 2021 and ongoing
Students	Classroom communication, WebPams, needs survey, evidence of success, newsletters	August 2021 and ongoing
Educators	PLC meetings, district wide meetings, emails, surveys, newsletters, artifacts, evidence of success	August 2021 and ongoing





## Section 5: Alignment to other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Solution Tree	Provide ELA professional development, create a student centered culture	Monitor students' ELA achievement, data analysis, PLC's, increase student literacy achievement on state and local assessments
ARC	Implementation of ELA professional development, ELA coaching, ELA diagnostic tests, leveling of students	Data analysis, PLC's, increase student literacy achievement on state and local assessments, monitor and analyze student levels on Schoolpace
Moby Max	Implementation of reading and writing skills; rigorous interactive ELA program	Data analysis, PLC's, progress monitoring, benchmark test results, placement tests; increase student literacy, literacy achievement on state and local assessments
Children's Coalition	Provide schools and communities with little libraries; provide pre-k and kindergarten classes with books and other literacy resources and materials	Reading and returning books, class discussions, increase student literacy achievement on state and local assessments
Accelerated Reading	Implementation of reading, writing, listening and communication skills	Student test, reading levels, sign-in sheets, increase student literacy achievement on state and local assessments
Project Read	Implementation of reading, writing, listening and communication skills	Progress monitoring, student work, increase student literacy achievement on state and local assessments
iReady ELA	Implementation of reading, writing, listening and communication skills, professional development	Data usage, lessons completed, data analysis, PLC's, increase student literacy achievement on state and local assessments
After school tutoring	Implementation of reading, writing, listening, and communication skills	Sign in sheets, increase student literacy achievement on state and



		local assessments
United Way	Implementation of Writing (Drax Bio-Mass) writing letters to second graders and vice versa, pen pals	students' writing and reading skills, student literacy achievement on state and local assessments

**Section 6: Literacy Team Members**

**District Team Members**

<b>Member</b>	<b>Title/Role</b>
David Gray	Superintendent of Schools
Dr. Dana Boockoff	Director, Special Services
Katie Henderson	Supervisor, Curriculum Department
Jesse Winston Jr.	Director, Federal Programs
Maria Theresa Yabut	Testing & Accountability Coordinator
Maria Teresa Merritt	Personnel Director
Dr. Stacey Pullen	Principal, Morehouse Magnet School
Marilyn Taylor	Principal, Morehouse Elementary School
Carla Martin	Principal, Delta Elementary School
Christopher Broussard	Principal, Bastrop High School
Helen Smith	Assistant Principal, Bastrop High School
Karmen Murry	Curriculum Coordinator
Jodi Tucker	ELA teacher, Morehouse Magnet School
Arthurnese Nimmer	ELA teacher, Morehouse Elementary School
Jana Wilmore	ELA Teacher, Delta Elementary School
Ladonna Senter	ELA Teacher, Bastrop High School



## Section 7: Meeting Schedules and Success Criteria

### Meeting Schedules

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Topic(s)</b>
10/07/2021	9:00 am	MSSC	Introduction to the plan
10/25/2021	11:00 am	MPSB Central Office	Vision – Mission Planning
11/04/2021	9:00 am	MSSC – Admin Mtg.	Review action plan goals & monitor progress
12/07/2021	9:00 am	MSSC – Admin Mtg.	Review and analyze student goals
02/03/2022	9:00 am	MSSC – Admin Mtg.	Review and analyze teacher goals
04/12/2022	9:00 am	MSSC – Admin Mtg.	Review and analyze program goals
05/05/2022	9:00 am	MSSC – Admin Mtg.	Evaluate progress and make necessary adjustments to the plan





## Success Criteria

<b>What are we doing?</b>	<b>Why are we doing it?</b>	<b>How will we know if it worked?</b>
PLC's	To provide a systematic and consistent plan for monitoring and supporting students' progress	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Grade Level Meetings	To provide a systematic and consistent plan for monitoring and supporting students' progress	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Instructional Leadership Teams	To provide a systematic and consistent plan for monitoring and supporting students' progress	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Tier 1/Highly Qualified ELA Curriculum	To ensure our students are receiving curriculum based on the Louisiana Standards	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Professional Development	To provide teachers, paraprofessionals, and administrators with the recent trends in ELA	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Establish Yearly Goals	High expectations for students to improve performance on school based, benchmark, and state assessments	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)
Progress Monitoring	Identify strategies that target the areas of student needs and track student progress	Student literacy of state and local assessments (LEAP 2025, benchmarks, program diagnostic assessments)