

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.





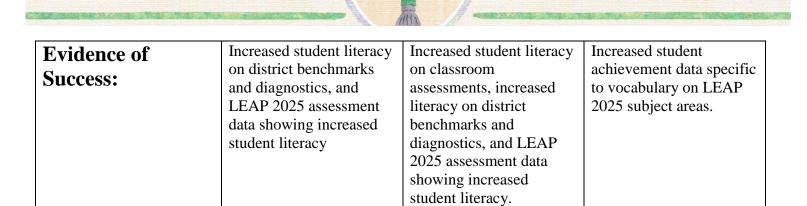
Section 3: Goal Action Map

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.

Action Step:	Step 1: Students will use critical thinking and authentic, real world experiences to set a purpose for reading and writing.	Step 2: 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.	Step 3: District and school campus Literacy Staff will develop specific vocabulary instructional strategies.
Timeline:	August 2021 and ongoing	August 2021 and ongoing	August 2021 and ongoing
Persons Responsible:	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
Resources:	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





Louisiana LITERACY

Action Plan

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

Action Step:	Step 1: 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	Step 2: 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.
Timeline:	standards for all students aligned with state standards August 2021 and ongoing	August 2021 and ongoing
Persons Responsible:	Curriculum and Instruction Supervisor, Curriculum and Instruction Facilitator, Campus Instructional	Supervisor of Curriculum and Instruction, Curriculum and Instructional Coordinators, Campus





	Coaches, Campus	Instructional Coaches and
	Principals, Instructional	Principals, Instructional
	Leadership Teams	Leadership Teams,
	Leadership Teams	Special Education
		Supervisor
Dogouwoog	Locations for meetings,	Lesson plans, classroom
Resources:	shared Google Team	observations and
	drives, Guidebooks, ARC	walkthroughs, diagnostic
	materials, Local and	assessments (beginning,
	Federal Funds, Access to	middle and end of year),
	LEAP 2025 results,	campus intervention
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	written plan with	schedules, progress
	guidelines and	monitoring, instructional
	expectations for PLC's.	needs survey.
Evidence of	Improved alignment of	Improved data on LEAP
Success:	literacy instruction in all	20205 observation data
Buccess.	grade levels, increased	analysis, improved data
	student literacy	on informal
	achievement on state and	walkthroughs, increased
	local assessments,	student literacy on state
	improved data analysis	and local assessments,
	process, improved data on	positive data on
	LEAP 2025 observation	instructional surveys.
	data analysis, improved	
	data as shown on	
	walkthrough and	
	classroom observations.	

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.





	MILL		
Action Step:	Step 1: 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.	Step 2: 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.	Step 3: 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.
Timeline:	August 2021 and ongoing	August 2021 and ongoing	August 2021 and ongoing
Persons Responsible:	Superintendent, Supervisor of Curriculum and Instruction, Transportation Director	Classroom Teachers, Instructional Leadership Teams, Curriculum and Instruction Supervisor	Classroom Teachers, Instructional Leadership Teams, Principals, Campus Counselors, Literacy Coaches, Literacy Interventionist Curriculum and Instruction Supervisor, Special Education Supervisor
Resources:	Staff to implement programs, Literature for programs, materials and activities for programs, snacks for programs, Local and Federal Funding	PCL Planning, Staff to develop and administer summative assessments, time to develop assessment guidelines and district assessment calendar, Local and Federal Funds	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.
Evidence of Success:	Positive data from surveys, increased community and parental involvement	Increased student literacy on local and state assessments, improved district wide vertical and non- horizontal state student standards assessment alignment.	Increased student literacy on state and local assessments, sign in sheets, agendas, student lists, lesson plans.





Section 4: Communicating the Plan

Communication Plan

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





Section 5: Alignment to other Initiatives

Initiative Alignment

Other	Connecting to Literacy	Plan to
Programs/Initiatives		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





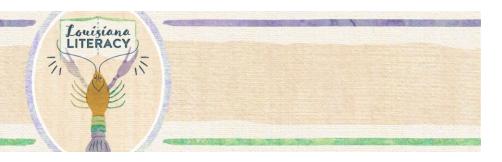
		local assessments
United Way	Implementation of Writing (Drax	students' writing and reading skills,
	Bio-Mass) writing letters to second	student literacy achievement on
	graders and vice versa, pen pals	state and local assessments

Section 6: Literacy Team Members

District Team Members

Member	Title/Role
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

Date	Time	Location	Topic(s)
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

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

