



LITERACY PLAN

2023 - 2023

Woodland Park Magnet School

Reginald Elzy, Principal

Melissa M. Stilley, Tangipahoa Parish Superintendent of Schools

May 31, 2023





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

<i>Literacy Vision</i>	Woodland Park Magnet School, in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.
<i>Literacy Mission Statement</i>	Woodland Park Magnet School will provide every student with high-quality instruction and interventions, creating a pathway to success which provides every opportunity to develop their reading, writing, speaking, and listening skills.



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 (use the grade bands in your school)?
 - 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>	<p>Students:</p> <ul style="list-style-type: none"> • will review, with the teacher, progress on the Individual Literacy Plan throughout the school year to evaluate progress towards their EOY goal. • will read on grade level or show adequate progress by the end of the school year. • will enter kindergarten ready according to statewide literacy screeners and assessment measures. • will achieve Mastery level on third-grade statewide assessments. • with disabilities, English Language Learners, and students of color will increase in attaining mastery or above on statewide literacy assessments.
<i>Goal 2 (Teacher-Focused)</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • implement high-quality Reading/ELA curriculums and assessments aligned to Louisiana State Standards. • provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs. • collaboratively plan during their weekly scheduled times to improve the use of evidenced-based practices to meet the literacy needs of all learners. • use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction
<i>Goal 3 (Program-Focused)</i>	<p>Woodland Park Magnet School will:</p> <ul style="list-style-type: none"> • promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.



- ensure the implementation of a comprehensive literacy assessment plan that includes valid and reliable assessment tools to measure student academic growth during the school year.
- provide support and coaching to teachers for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).
- provide teachers access to job-embedded professional learning opportunities with high-quality curriculum and resources for core instruction and interventions.
- expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities.

Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
<i>Reginald Elzy</i>	Principal
<i>Tebbe Jackson</i>	Assistant Principal
<i>Aimee Hampton</i>	Literacy Coach
<i>Delores Menona</i>	Curriculum Facilitator
<i>Amanda Foy</i>	Special Education Lead Teacher
<i>Amanda LeBourgeois</i>	K-2 ELA Content Leader
<i>Chasity Alexie</i>	3-5 ELA Content Leader



Jamie Belvin, Kristin Harvey, Nicole Wells

K-3 Grade Level Teacher Leaders

Meeting Schedules

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Leadership Team Meeting	Weekly	Tier 1 Curriculums; Interventions, Annotations for subgroups; Goal-setting; Data Analysis
Collaboration Meeting	Weekly	Plan for instruction by annotating the high quality Tier 1 curriculum lesson plans to address students' learning needs ; interventions; goal-setting; data analysis; adjusting instruction based on student needs; grade-level core standards; progress monitoring; participate in job-embedded professional learning; promote communication;
Grade Level Meeting	Weekly	Tier 1 curriculums; interventions; annotating core lessons; goal-setting; data analysis; targeting subgroups; differentiating instruction for all learners; progress monitoring
Special Education Team Meeting	Monthly	Tier 1 curriculums; interventions; annotating core lessons; goal-setting; data analysis; targeting subgroups; differentiating instruction for all learners; progress monitoring; ensuring accommodations are met; team/co- teaching
Literacy Team Meeting	(Monthly)	Create and monitor the comprehensive literacy plan; set goals for literacy learning; examine student data; discuss issues relating to teaching and implementation; assess the need; organize in-house professional learning opportunities; promote communication; monitor and adapt the comprehensive literacy plan as needed



[Section 2:](#) Complete the Action Plan for Explicit Instruction, Interventions, and Extensions

Guiding Questions:

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?
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?
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?
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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - July 31	<ul style="list-style-type: none"> Review prior year data to establish school goals 	School Leadership Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
3	August 1-31	<ul style="list-style-type: none"> Hold School System Literacy Team meeting Communicate Local Literacy/School Literacy Plans Use data to identify intervention groups 	School Leadership Team; Literacy Team	Local (District) Literacy Plan School Literacy Plan	<ul style="list-style-type: none"> Agenda and sign-in sheet Post School Literacy Plan on webpage, discuss at Open House, share plan with Faculty and Staff completed intervention groups
2	September 1-29	<ul style="list-style-type: none"> Plan and administer BOY Literacy Screener Develop a plan for K-3 individual reading plans based off of results of the screener Hold School System Literacy Team meeting 	School Leadership Team	BOY Literacy Screener; information from the state department on individual reading plans	<ul style="list-style-type: none"> BOY Literacy Screener Data K-3 individual reading plans Agenda and sign-in sheet



1, 3	October 2-31	<ul style="list-style-type: none"> • Develop Teacher Student Learning Targets • Hold School System Literacy Team meeting • Support teachers in providing them with information on evidence-based literacy strategies and where they exist in their curriculums • Analyze beginning of the year literacy screener and diagnostic data • Plan for how we will use progress monitoring data to adjust intervention groups 	School Leadership Team; Literacy Team	Evidence-based literacy strategies; ELA curriculums; BOY Screener Data; plan for adjusting intervention groups	<ul style="list-style-type: none"> • Teacher SLTs • Agenda and sign-in sheet • Collaboration and Job-embedded PD agendas and sign-in sheets • Plan for adjusting intervention groups based off of the data
2, 3	November 1-30	<ul style="list-style-type: none"> • Hold School System Literacy Team meeting • Use progress monitoring data to 	School Leadership Team; Literacy Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	<ul style="list-style-type: none"> • Agenda and sign-in sheet • Plan for adjusting intervention groups based on Core lessons



		adjust intervention groups <ul style="list-style-type: none"> • Provide coaching support and feedback to teachers based on observations 			<ul style="list-style-type: none"> • Oncourse coaching forms and EEPASS observation data
2, 3	December 1-22	<ul style="list-style-type: none"> • Hold School System Literacy Team meeting • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations 	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	<ul style="list-style-type: none"> • Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • Oncourse coaching forms
2, 3	January 8-31	<ul style="list-style-type: none"> • Plan and administer MOY literacy screening measures and literacy interim assessments • Progress monitor Teacher Student Learning Targets 	School Leadership Team	MOY Literacy Screeners; Progress Monitoring data to adjust intervention groups	<ul style="list-style-type: none"> • MOY Literacy Screener Data • Plan showing how we are continuing to meet the Teacher Student Learning Targets • Agenda and sign in sheet



		<ul style="list-style-type: none"> • Hold School System Literacy Team meeting 			
1, 3	February 1-29	<ul style="list-style-type: none"> • Hold School System Literacy Team meeting • Based on mid-year screening data, assess progress towards initial literacy goals. • Communicate to families the progress students are making toward their individual literacy goals. 	School Leadership Team; Literacy Team	MOY Screener data; BOY screener data; Plan for communicating student progress to parents	<ul style="list-style-type: none"> • Agenda and sign-in sheet • Literacy Goals Progression Report • Family letter
2, 3	March 1-29	<ul style="list-style-type: none"> • Hold School System Literacy Team meeting • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations 	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback; Literacy Foundations training update data	<ul style="list-style-type: none"> • Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • OnCourse coaching forms • Checklist of teachers and leaders who have completed Literacy Foundations training



		<ul style="list-style-type: none"> • Monitor progress of Literacy Foundations training for all K-3 teachers and leaders 			
2, 3	April 1-30	<ul style="list-style-type: none"> • Hold School System Literacy Team meeting • Plan and administer EOY literacy screening measures and literacy interim assessments • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations • Begin planning for summer opportunities for students to accelerate literacy development 		EOY Literacy Screeners; Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback; Plan for summer opportunities	<ul style="list-style-type: none"> • Agenda and sign-in sheet • Readjusted plan for adjusting intervention groups based off of the data • OnCourse coaching forms



1, 2, 3	May 1-24	<ul style="list-style-type: none">• Hold School System Literacy Team meeting• Review and analyze early literacy screener EOY data to set goals for next year• Report number of K-3 teachers and leaders who have completed ACT 108 Literacy Foundations training• Determine placement and training needs of literacy coach for next year	School Leadership Team; Literacy Team	EOY Literacy screener data; list of teachers and leaders who completed ACT 108 Literacy Foundations training; Literacy Coach placement and needed trainings for upcoming school year	<ul style="list-style-type: none">• EOY Literacy Screener Data• K-3 individual reading plans• Agenda and sign-in sheet
---------	----------	---	---------------------------------------	--	--



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	Leader PD Session 2-Understanding the Importance of Leadership Around Implementation	School Leadership Team, Literacy Team
August	K-2 Teacher PD Session 10-Setting Up Your Classroom	K-2 Teachers; SPED dept.
September	K-2 Teacher PD Session 12-Diagnostic Assessment	K-2 Teachers, SPED dept.
October	K-2 Teacher PD Session 11 Small Groups	K-2 Teachers; SPED dept.
October	Leader PD Session 5-Setting Quality Visions, Goals, and Plans	School Leadership Team, Literacy Team



January	K-2 Teacher PD Session 7-Reading Fluency	K-2 Teachers, SPED dept.
---------	--	--------------------------

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2023	Family Literacy Engagement Survey	Paper copies to send home to parents; digital link placed on school webpage	parents, teachers, ILT team; para professionals;
December 2023	Family Movie Night centered around literature	Book linked on school webpage; parents send a picture of student watching movie to teacher;	parents, teachers, ILT team; para professionals;
September 2023	Curriculum Night	Open to all parents and guardians; will be held on school campus	STREAMliner; Principals, School Leaders



March 2024	Literacy Night	Open to all parents and guardians; will be held on school campus	STREAMliner, Principals, School Leaders
February 2024	Living Literature with tik-tok or video from chromebook/phone	All students with access to chromebooks	parents, students
October 2023	Favorite Character Dress Up	All students are encouraged to participate during Trunk or Treat	Students, parents, faculty
August 2023-May 2024	At-Home Table Topic discussion	Paper copy of topics will be sent home to all students; digital copy posted on webpage	all students, parents

Section 5: Alignment to other Initiatives

Guiding Questions:

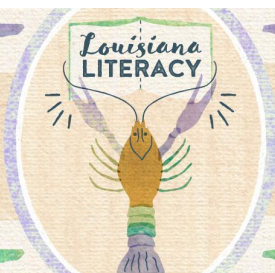
- To successfully implement, communicate, and monitor this literacy plan, what are some other school initiatives and plans to which you should be sure to connect? Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs
 - Alignment across schools within the system

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>SIP</i>	<i>Literacy Goals</i>	<i>Monthly review of District Progress Monitoring Data/ EOY Literacy Assessment and DIBELS Literacy Screener/i-Ready student data/ELA LEAP results</i>



<i>ILT Long Range Plan</i>	<i>Assess students and review student literacy data</i>	<i>Agendas, sign-in sheets</i>
<i>Collaboration Long Range Plan</i>	<i>adjust plans or lessons based on student data</i>	<i>Agendas, sign-in sheets; adjusted plans or lessons</i>



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>
<i>Literacy Team</i>	<i>Quarterly Job-embedded Team meetings</i>	<i>October, December, March, May</i>
<i>Parents of students</i>	<i>School Webpage, letters home of student progress</i>	<i>September, January, May</i>
<i>Community leader(s)-School Board Member, Local Community Pastors</i>	<i>EOY meeting</i>	<i>May</i>
<i>Student(s)</i>	<i>Review results from the BOY, MOY, and EOY literacy screener assessments</i>	<i>September, January, May</i>
<i>Teachers</i>	<i>Job-embedded PDs, collaboration meetings and grade level planning</i>	<i>October, December, March, May</i>
<i>Administration</i>	<i>Review results with Literacy Coach</i>	<i>September, January, May</i>
<i>District Level Personnel</i>	<i>Review results with Literacy Coach and administration</i>	<i>September, January, May</i>

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.

Updated A 2022