



**Local Literacy Plan
for
Chesbrough Elementary School**

Dr. Roslyn Varnado, Principal

Mrs. Melissa Stilley, Superintendent

31 May 23





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

<i>Literacy Vision</i>	Chesbrough Elementary 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>	Chesbrough Elementary School will provide every student a high-quality education and pathway to success by giving them every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may cultivate the tools necessary for a happy and successful life.

Section 1b: Goals

Literacy Goals

Goal 1

Students:

- will enter kindergarten ready according to state assessment measures.



- will achieve mastery at third and eighth grades according to state assessment measures.
- will graduate on time with a college or career credential eligible for TOPS Award.
- with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.

Goal 2

Teachers will:

- implement Tier I, high-quality Reading/ELA curriculum 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.
- provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students.
- use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.

Goal 3

Tangipahoa Parish School System will:

- promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
- ensure that every school implements a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.
- ensure that district and school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs.
- provide support and coaching to teachers and school leaders for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).
- provide job-embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources.
- expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities.
- Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana

Section 1c: Literacy Team

School Literacy Team

Learning Community Supervisor-Melissa Ryan, Supervisor of Curriculum

Principal-Roslyn Varnado

Assistant Principal-Kelly Fontenot

Curriculum Facilitator-Rachel Gonzales

Teacher-Ashley Thompson



SPED Teacher-Elizabeth Alford

Content Leader-Mallory Maggio

Grade Level Teacher Leaders-Deborah Simmons, Barbara Ockman, Kristin Latham

Role of Members

School Literacy Team members will:

1. participate in school-level Instructional Literacy Leadership Team meetings.
2. monitor school-level achievement data.
3. collaborate to create literacy instructional support and coaching plans in response to data.
4. create, monitor, and update school-wide literacy plans for improvement of implementation of high-quality curriculum.
5. provide feedback and support for teachers around literacy instruction.

Meeting Schedules

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Planning	Every New Data Acquisition	Analyze newest data Adjust groups and activities based on newest data Make plan adjustments to interventions & extensions
Leadership	Monthly	Upcoming literacy plan action steps Progress monitor school literacy plan Provide updates every 4th and 9th week
Collaboration	Bi-Weekly	Analyze student data in reference to their individual literacy plans Make individual plan adjustments based on students' needs
Student/Parent Meetings	Every New Data Acquisition	Literacy Team members will meet with students and parents about student progress toward literacy goal.



Overview of Literacy Curriculum, Assessment and Intervention Plan

TPSS will:

- use age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessments, and summative assessments to identify needs, inform instruction, and monitor progress.
- promote and support evidence-based literacy instructional practices.
- incorporate the use of high-quality curriculum and instructional materials.
- provide ongoing literacy professional development opportunities and strategic coaching.

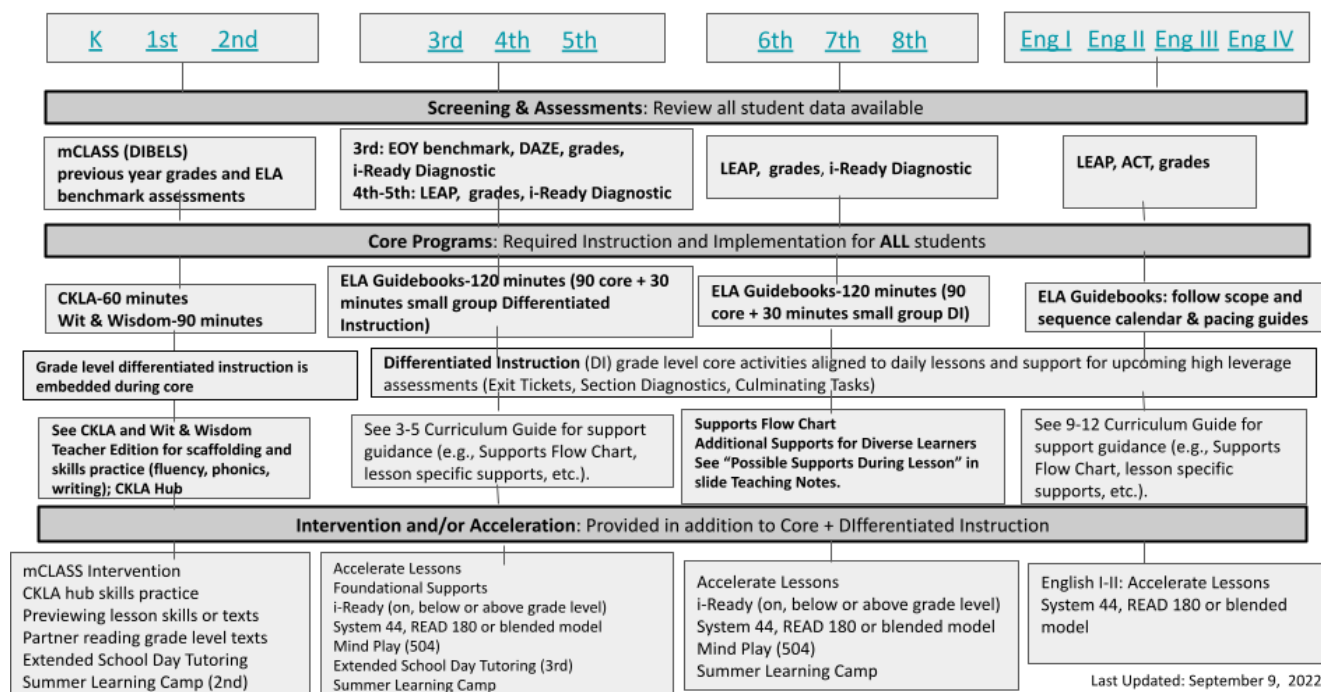
The [TPSS District ELA Instructional Flow chart](#) is designed to provide essential information to all instructional personnel about the non-negotiable elements of literacy instruction for grades K-12 including:

- Screening and diagnostic tools and data for determining achievement levels of students
- High Quality core instructional programs
- Required number of core instructional minutes
- Options for differentiated instruction to occur during core minutes
- Options for below grade level support to address gaps and loss of learning
- Options for accelerating literacy growth through increasing content knowledge
- Summer Learning Camps (2nd-8th) will provide students with additional opportunities for acceleration, maintenance, and extension of literacy skills.

*Click on the following image to view the link in the upper right corner to access the flow chart with hyperlinks.



TPSS District ELA Instructional Flow Chart



Implementation of Tier I Literacy Curriculum

KINDERGARTEN ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer mCLASS DIBELS measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Follow district guidance to submit LDOE required DIBELS measure (First Sound Fluency, FSF) by deadline at beginning of the year
- Data review: PK ELA benchmark assessment, mCLASS DIBELS (Follow mCLASS guidance to determine students' level of support and grouping)
- Determine level of support for instructional planning (Above, Proficient, Below)



Core Programs: Instruction and Implementation required for ALL students

- Core program progress monitoring: Periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the K-2 CKLA and Wit & Wisdom Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- CKLA (60 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides and calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for CKLA
 - Materials: adhere ONLY to publisher and district resources
 - Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
 - Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers (beginning in unit 6) and CKLA Hub practice activities
 - Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - CKLA Teacher Guide sidebar "Support" notes
 - CKLA Teacher Guide "Additional Support" section at end of lesson
 - Fluency Practice with current skills (letter sounds, tricky words, decodable readers, etc.)
 - Practice with current skills on CKLA hub
- Wit & Wisdom (WW) (90 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, and calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom
 - Materials: adhere ONLY to publisher and district resources
 - Assessments: : adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
 - Practice: student handouts, including fluency practice
 - Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - Fluency instruction and practice activities embedded in lessons
 - Teacher Edition "Scaffold" captions embedded in lessons



Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core activities for students to accelerate learning of current skills and knowledge:
 - CKLA Pausing Point activities
 - CKLA Hub activities
 - Amplify Reading
 - Read aloud of texts to build knowledge of Wit & Wisdom module topics
 - Preview vocabulary from Wit & Wisdom lessons
 - Preview Wit & Wisdom texts
- Intervention or Remediation is provided in addition to Core Differentiated Instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - mCLASS Interventions and Progress Monitoring
 - Teacher directed mCLASS intervention is at least 30 minutes daily 5 days weekly.
 - Follow mCLASS lesson plans and grouping (maximum of 6 students per group)
 - ALL activities must be completed in each lesson. Activities cannot be split between lessons.
 - Skipping days (e.g., every other day) or not completing all activities will negatively impact program effectiveness.
 - Follow mCLASS program guidance to begin progress monitoring students after 7 lessons.
 - CKLA Hub activities: It is important that students receiving mCLASS interventions also have access to on grade level support. Students may independently preview and review core student readers, sound spellings, read along with the current decodable reader, etc. via the CKLA Hub.
 - Amplify Reading: online, adaptive skills practice based on students' mCLASS assessments



FIRST GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer mCLASS DIBELS measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Follow district guidance to submit LDOE required DIBELS measure (First Sound Fluency, FSF) by deadline at beginning of the year
- Data review: Kn ELA benchmark assessment, mCLASS DIBELS (Follow mCLASS guidance to determine students' level of support and grouping)
- Determine level of support for instructional planning (Above, Proficient, Below)

Core Programs: Instruction and Implementation required for ALL students

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the K-2 CKLA and Wit & Wisdom Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- CKLA (60 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for CKLA
 - Materials: adhere ONLY to publisher and district resources



- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
- Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers (beginning in unit 6) and CKLA Hub practice activities
- Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - CKLA Teacher Guide sidebar "Support" notes
 - CKLA Teacher Guide "Additional Support" section at end of lesson
 - Fluency Practice with current skills (letter sounds, tricky words, decodable readers, etc.)
 - Practice with current skills on CKLA hub
- Wit & Wisdom (WW) (90 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom
 - Materials: adhere ONLY to publisher and district resources
 - Assessments: : adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
 - Practice: student handouts, including fluency practice
 - Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - Fluency instruction and practice activities embedded in lessons
 - Teacher Edition "Scaffold" captions embedded in lessons

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core activities for students to accelerate learning of current skills and knowledge:
 - CKLA Pausing Point activities
 - CKLA Hub activities
 - Amplify Reading
 - Read aloud of texts to build knowledge of Wit & Wisdom module topics



- Preview vocabulary from Wit & Wisdom lessons
- Preview Wit & Wisdom texts
- Intervention or Remediation is provided in addition to Core Differentiated Instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - mCLASS Interventions and Progress Monitoring
 - Teacher directed mCLASS intervention is at least 30 minutes daily 5 days weekly.
 - Follow mCLASS lesson plans and grouping (maximum of 6 students per group)
 - ALL activities must be completed in each lesson. Activities cannot be split between lessons.
 - Skipping days (e.g., every other day) or not completing all activities will negatively impact program effectiveness.
 - Follow mCLASS program guidance to begin progress monitoring students after 7 lessons.
 - CKLA Hub activities: It is important that students receiving mCLASS interventions also have access to on grade level support. Students may independently preview and review decodable readers, sound spellings, etc. via the CKLA Hub.
 - Amplify Reading: online, adaptive skills practice based on students' mCLASS assessments



SECOND GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer mCLASS Acadience (formally DIBELS) measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Follow district guidance to submit LDOE required DIBELS measure (Oral Reading Fluency, ORF) by deadline at beginning of the year
- Data review: 1st ELA benchmark assessment, mCLASS DIBELS (Follow mCLASS guidance to determine students' level of support and grouping)
- Determine level of support for instructional planning (Above, Proficient, Below)

Core Programs: Instruction and Implementation required for ALL students

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the K-2 CKLA and Wit & Wisdom Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- CKLA (60 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for CKLA
 - Materials: adhere ONLY to publisher and district resources
 - Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
 - Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers and CKLA Hub practice activities
 - Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - CKLA Teacher Guide sidebar "Support" notes
 - CKLA Teacher Guide "Additional Support" section at end of lesson
 - Fluency Practice with current skills (letter sounds, tricky words, decodable readers, etc.)



- Practice with current skills on CKLA hub
- Wit & Wisdom (WW) (90 minutes)
 - Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, calendar
 - Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom
 - Materials: adhere ONLY to publisher and district resources
 - Assessments: : adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades.
 - Practice: student handouts, including fluency practice
 - Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - Fluency instruction and practice activities embedded in lessons
 - Teacher Edition "Scaffold" captions embedded in lessons

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core activities for students to accelerate learning of current skills and knowledge:
 - CKLA Pausing Point activities
 - CKLA Hub activities (including decodable read aloud with students following along)
 - Amplify Reading
 - Read aloud of texts to build knowledge of Wit & Wisdom module topics
 - Preview vocabulary from Wit & Wisdom lessons
 - Preview Wit & Wisdom texts
- Intervention or Remediation is provided in addition to Core Differentiated Instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - mCLASS Interventions and Progress Monitoring
 - Teacher directed mCLASS intervention is at least 30 minutes daily 5 days weekly.
 - Follow mCLASS lesson plans and grouping (maximum of 6 students per group)
 - ALL activities must be completed in each lesson. Activities cannot be split between lessons.



- Skipping days (e.g., every other day) or not completing all activities will negatively impact program effectiveness.
- Follow mCLASS program guidance to begin progress monitoring students after 7 lessons.
- CKLA Hub activities: It is important that students receiving mCLASS interventions also have access to on grade level support. Students may independently preview and review student readers, sound spellings, etc. via the CKLA Hub.
- Amplify Reading: online, adaptive skills practice based on students' mCLASS assessments

THIRD GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer i-Ready diagnostic three times a year (BOY, MOY, EOY)



- Administer Acadience Reading (formally DIBELS) state required measures three and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Data review: 2nd grade Data (Benchmark, mCLASS DIBELS, final grades), DAZE, i-Ready diagnostic
- Determine level of support for instructional planning (Above, Proficient, Below)

ELA Guidebooks Core Program: Instruction and Implementation required for ALL students

120 minutes: 90 core + 30 minutes small group differentiated instruction

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the 3-8 ELA Guidebook Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- Planning: backward design (Exit Ticket Tracker, Section Diagnostics, Culminating Task), annotating lessons for class trends using assessment data, pacing guides, and curriculum supports
- Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Guidebooks
- Materials: adhere ONLY to Guidebooks and district resources
- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades (high leverage assessments identified on Exit Ticket Tracker, Section Diagnostics, Culminating Writing Tasks).
- Practice: adhere to curriculum embedded instructional routines and support strategies (reading log, handouts/graphic organizers, learning tools, instructional strategies)
- Differentiated Instruction (DI) grade level activities to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - See 3-5 Curriculum Guide for support guidance (e.g., Supports Flow Chart, lesson specific supports, etc.)

Intervention and/or Acceleration: Provided outside of the core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.
 - Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts)
 - Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc.



- Reading texts to build background knowledge about unit topics before and/or during the unit
 - Preview and build background knowledge about unit vocabulary before the daily lesson
- Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - ELA Guidebooks Foundational Supports (set for each Guidebook unit)
 - ELA Diverse Learner Supports (Units 1 & 2 only)
 - i-Ready, see [TPSS i-READY IMPLEMENTATION PLAN 2022-2023](#)
 - System 44, Read 180 or blended model
 - Mind Play (504)

FOURTH GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer i-Ready diagnostic three times a year (BOY, MOY, EOY)
- Data review: 3rd grade Data (LEAP, final grades), DAZE, i-Ready diagnostic
- Determine level of support for instructional planning (Above, Proficient, Below)

ELA Guidebooks Core Program: Instruction and Implementation required for ALL students

120 minutes: 90 core + 30 minutes small group differentiated instruction

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the 3-8 ELA Guidebook Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- Planning: backward design (Exit Ticket Tracker, Section Diagnostics, Culminating Task), annotating lessons for class trends using assessment data, pacing guides, and curriculum supports
- Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Guidebooks
- Materials: adhere ONLY to Guidebooks and district resources
- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades (high leverage assessments identified on Exit Ticket Tracker, Section Diagnostics, Culminating Writing Tasks).
- Practice: adhere to curriculum embedded instructional routines and support strategies (reading log, handouts/graphic organizers, learning tools, instructional strategies)
- Differentiated Instruction grade level activities to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.



- See 3-5 Curriculum Guide for support guidance (e.g., Supports Flow Chart, lesson specific supports, etc.)

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.
 - Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts)
 - Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc.
 - Reading texts to build background knowledge about unit topics before and/or during the unit
 - Preview and build background knowledge about unit vocabulary before the daily lesson
- Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - ELA Guidebooks Foundational Supports (set for each Guidebook unit)
 - ELA Diverse Learner Supports (Units 1 & 2 only)
 - i-Ready, see [TPSS i-READY IMPLEMENTATION PLAN 2022-2023](#)
 - System 44, Read 180 or blended model
 - Mind Play (504)

FIFTH GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer i-Ready diagnostic three times a year (BOY, MOY, EOY)
- Data review: 4th grade Data (LEAP, final grades), i-Ready diagnostic
- Determine level of support for instructional planning (Above, Proficient, Below)

ELA Guidebooks Core Program: Instruction and Implementation required for ALL students

120 minutes: 90 core + 30 minutes small group differentiated instruction



- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the 3-8 ELA Guidebook Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- Planning: backward design (Exit Ticket Tracker, Section Diagnostics, Culminating Task), annotating lessons for class trends using assessment data, pacing guides, and curriculum supports
- Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Guidebooks
- Materials: adhere ONLY to Guidebooks and district resources
- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades (high leverage assessments identified on Exit Ticket Tracker, Section Diagnostics, Culminating Writing Tasks).
- Practice: adhere to curriculum embedded instructional routines and support strategies (reading log, handouts/graphic organizers, learning tools, instructional strategies)
- Differentiated Instruction grade level activities to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - See 3-5 Curriculum Guide for support guidance (e.g., Supports Flow Chart, lesson specific supports, etc.)

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.
 - Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts)
 - Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc.
 - Reading texts to build background knowledge about unit topics before and/or during the unit
 - Preview and build background knowledge about unit vocabulary before the daily lesson
- Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - ELA Guidebooks Foundational Supports (set for each Guidebook unit)
 - ELA Diverse Learner Supports (Units 1 & 2 only)



- i-Ready, see [TPSS i-READY IMPLEMENTATION PLAN 2022-2023](#)
- System 44, Read 180 or blended model
- Mind Play (504)



Chesbrough Elementary School Professional Development & Action Plan

Event/Action	Description	Person(s) Responsible	Participants	Date(s)
School Literacy Team Meetings	Team members meet to create and monitor the school literacy plan and set goals for literacy in the school. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the needs, organize professional learning opportunities, promote communication, monitor and adapt the school literacy plan as needed based on students' needs.	School Leadership Team	Principal	Weekly Sept.- May
Weekly Collaboration and Planning	Literacy and content teachers meet with Literacy Coaches to examine student work, participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum	Literacy Coach/Content Leader	Teachers	Weekly Aug.- May



	lesson plans to address students' learning needs.			
Learning Community Walkthroughs	District Instructional Leadership Teams (ILT) visit schools to observe, monitor literacy instruction, and provide feedback to school leaders and teachers.	ILT Supervisors	ILT	Ongoing Sept. - May
K-2 CKLA Individual School On-Site Literacy Coaching	An Amplify facilitator will conduct a site visit with learning community members. Activities will include, but are not limited to: lesson observation and debriefing, grade-level planning, and leadership consultation for creating an annual coaching plan to support effective program implementation.	District Literacy Coordinator	Content Leaders, Literacy Coaches and Assistant Principals, Lead Teachers	Individual School Dates scheduled between December and March
Grades 3-10 EDU2020 On-Site Literacy Coaching	LDOE certified, TPSS literacy content leaders will facilitate debriefs around the observation and feedback cycle that supports	District Literacy Coordinator	District and School ILT	Ongoing



	<p>teacher development. These observation and feedback cycles will build teachers' instructional knowledge to improve Louisiana ELA Guidebooks implementation. Team members will conduct observations with Tangipahoa Parish instructional leaders, analyze instruction to identify emerging themes, support teachers with cultivating school-wide goals and next steps, including focused and actionable feedback that is aligned to the goals and the broader instructional vision.</p>			
<p>AIM Pathways to Proficient Reading- Science of Reading</p>	<p>Pathways to Proficient Reading is online professional development introducing the Science of Reading to educators, special educators and reading specialists looking to incorporate the</p>	<p>District Literacy Coordinator; Contract with AIM Pathways</p>	<p>TPSS School Leaders, Literacy Coaches and Cont Leaders</p>	<p>2019 - current</p>



	Science of Reading into classroom practice, and learn the best strategies for language and literacy instruction in response to LA ACT 108.			
School Literacy Night	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed and plays and choral performances are presented. Free books and learning materials are provided.	Principal and School Leaders	TPSS Families	Dates Scheduled by Schools. (First 9 weeks to address literacy plan with parents of 3rd and 4th graders.
Literacy Coaches and Content Facilitators Collaboration	Instructional content leaders and coaches meet for job embedded professional learning and collaboration across learning communities with embedded Science of Reading in	District Professional Development Coordinator	Literacy Coaches	TBD



	collaboration and LA Student Standards for ELA			
Early Childhood	LETRS Science of Reading training for Pre-K and 15 Early Learning Teachers in the child care setting.	Carmen Brabham Certified LETRS Trainers	Pre K Teachers and Early Learning Teachers in Child Care Centers	1/6/23-1/9/23
Early Childhood	"Once Upon a Time in the Park" Early Childhood Literacy Fair and Book Giveaway. Michael Kenney Recreation Center in Hammond	Early Childhood Department	Open to the Public	3/25 9:00 - 1:00
Early Childhood	Early Childhood teachers, paras, coaches, and coordinators will participate in weekly Zoom meetings to analyze data, discuss	Carmen Brabham	Classroom teachers & paras, Early Childhood Coaches, Ready Start Specialist, and Early Childhood Coordinator	Currently



	best practices, and plan for improving instruction.			
Early Childhood	Pre-K Leadership teams meeting to analyze student and teacher data, determine best practices, and plan for hands-on, engaging lessons to improve student achievement and evaluate program effectiveness.	Carmen Brabham	Pre-K Leadership Team Members	Quarterly
Early Childhood	CLASS training will be provided to review domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, & Dawn Covington	Teachers	Ongoing
Early Childhood	Conscious Discipline training will be offered to present discipline strategies and executive function research in order to improve	Carmen Brabham	Classroom teachers & paras, Early Childhood Coaches, Ready Start Specialist, and Early Childhood Coordinator	3 Trainings: Public School: August Early Learning: October & February



	classroom management techniques.			
Early Childhood	CLASS training will be provided to paraprofessionals to introduce domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki Feast, & Dawn Covington	Paraprofessionals	August & Weekly Office Hours
Early Childhood	TS GOLD training will be provided around the online system, how to collect and analyze data, then rate student performance and complete the checkpoint.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki Feast, & Dawn Covington	New Pre-K Teachers	September, January, & weekly Office Hours
Early Childhood	CLASS training will be provided to introduce domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Kate Perrilloux, & Dawn Covington	New Pre-K Teachers	Public School: August



Early Childhood	Hatch implementation training will be provided for an online instructional program for student use aligned with TS GOLD so that teachers can collect and analyze student mastery of skills to individualize instruction to increase student achievement.	Carmen Brabham	Pre-K Teachers and Paras	October
Early Childhood	Frog Street Infant, Toddler, and Three's follow-up curriculum training will be provided to child care teachers.	Carmen Brabham & Nikki Feast	Child Care teachers	September
Early Childhood	CLASS training will be provided to introduce domains, dimensions, and scenarios in order to improve teacher/child interactions.	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki Feast, & Dawn Covington	New Child Care Teachers	Early Learning: September & January
Early Childhood	TS GOLD training will be provided around the online	Carmen Brabham, Melanie Sledge, Kate Perrilloux, Nikki	New Child Care Teachers	Early Learning: September & January



	system, how to collect and analyze data, then rate student performance and complete the checkpoint.	Feast, & Dawn Covington		
Early Childhood	Family literacy event, “Once Upon a Time in the Park,” will be held.	Carmen Brabham	Ready Start Tangipahoa Coalition & Early Childhood families	March 25, 2023
Early Childhood	Social media posts via Facebook, Twitter, and Instagram to inform parents of upcoming events, ways to apply for programs, as well as best practices to improve children’s development.	Carmen Brabham & Dawn Covington	Early Childhood families	Monthly posts
Ready Start Read	New parents will be provided with literacy packages for babies born at North Oaks Medical Center.	Carmen Brabham	Parents and families	PRN



Communicating the Plan

All schools in TPSS are members of one of four Learning Communities. Each Learning Community is led by a supervisor and includes members whose roles are specific to literacy, math, and the content areas as well as student services, special education services, and educational technology. The TPSS Literacy Plan is provided to all members of the Learning Communities, as well as all of the members of the District and School Leadership teams.

Learning Community Supervisors provide support for school leaders and monitor and support teachers at each of their community schools. Learning Community Teams observe and monitor instruction during frequent learning walks with the goal of measuring implementation and providing feedback for improvement.

The annual TPSS Literacy Plan will be posted on the TPSS Literacy site for public view upon TPSS School Board approval.

CES Literacy Plan will be posted on our school webpage. It will also be included in our school wide plan, parent/guardian handbooks, and referenced in parent/stakeholder meetings.

Initiative Alignment

- School Wide Plan
- Early Childhood Programs
- Cross-Curricular Connections
- Community Programs



CES ELA Data

2022 LEAP Data % Mastery

3rd Grade	4th Grade	5th Grade
35%	24%	45%

Proficiency PK-2

Grade	% Proficient
PK	77%
Kindergarten	Comprehension-35%
1st Grade	Comprehension-34%
2nd Grade	Comprehension-46%