

# **LITERACY PLAN**

**2023 - 2024**

**Spring Creek Elementary School**

**Christopher Fussell , 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>	Spring Creek 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>	Spring Creek 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

#### 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"> <li>● will enter kindergarten ready according to state assessment measures.</li> <li>● will achieve mastery at third grade according to state assessment measures.</li> <li>● with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.</li> </ul>
<i>Goal 2 (Teacher-Focused)</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>● implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards.</li> <li>● 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.</li> <li>● 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.</li> <li>● use literacy screening, formative, and summative assessment data to monitor students' progress, inform instruction, and inform parents of students' progress.</li> </ul>
<i>Goal 3 (Program-Focused)</i>	<p>Spring Creek Elementary School faculty and staff will:</p> <ul style="list-style-type: none"> <li>● promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.</li> <li>● implement a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.</li> <li>● ensure that school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs using mClass and iReady Intervention Programs.</li> <li>● provide support and coaching to teachers and Curriculum Facilitator for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).</li> <li>● provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional resources.</li> <li>● expand opportunities for parents and families to be engaged in their children's literacy development through school-based activities.</li> <li>● Engage families in providing literacy support for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana.</li> </ul>

Section 1c: Literacy Team																				
<p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. Who will serve on the school literacy team?</li> <li>2. What is the role of each member?</li> <li>3. What is your plan for conducting regular meetings, including location, time, availability, and topics?</li> <li>4. How are you monitoring the effectiveness of the plan?</li> </ol>																				
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Collaboration Meeting	Bi-weekly	Planning uses Tier I Curriculum, Interventions, Expectations for planning and annotations to address students' needs, Goal-setting; Data Analysis, Ensuring Accommodations are met, Adjusting Instruction, Breaking apart standards to ensure teachers are aware of what students must know and be able to demonstrate to exhibit mastery.
Grade Level Meeting	Bi-weekly	Tier I Curriculum, Interventions, Expectations for planning and annotations to address students' needs, Goal-setting; Data Analysis, Ensuring Accommodations are met, Adjusting Instruction, Breaking apart standards to ensure teachers are aware of what students must know and be able to demonstrate to exhibit mastery, Reviewing information from the Central Office, etc...
Special Educ. Team Meeting	Monthly	Tier I Curriculum, Interventions, Expectations for planning and annotations to address students' needs, Goal-setting, Data Analysis, Ensuring Accommodations are met, Reviewing IEPs, Adjusting Instruction, Breaking apart standards to ensure teachers are aware of what students must know and be able to demonstrate to exhibit mastery, etc....

## Section 2: Complete the Action Plan for Explicit Instruction, Interventions, and Extensions

### Guiding Questions:

- For each specific plan and activity around literacy, what is/are your:
  - action steps?
  - timeline?
  - person(s) responsible?
  - resources?
  - alignment to literacy goal(s)?
  - evidence of success?
- When implementing literacy curriculum and assessments, how are you ensuring:
  - alignment to current research on foundations of reading and language and literacy?
  - cultural responsiveness?

- connections across content areas?

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

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	June 1 - July 31	<ul style="list-style-type: none"> <li>Review prior year data to establish school goals.</li> </ul>	School Leadership Team	Literacy screeners: EOY ELA Benchmark Data	Students and subgroups demonstrate growth in year-to-year data.
3	August 1 - August 31	<ul style="list-style-type: none"> <li>School Literacy Team Meeting</li> <li>Communicate School Literacy Plan</li> <li>Use data to identify intervention groups</li> <li>learning walks to provide feedback</li> </ul>	Admin., ILT, Literacy Team	School Literacy Plan	<ul style="list-style-type: none"> <li>Students and subgroups demonstrate growth in year-to-year data.</li> <li>Post literacy plan on webpage and share with faculty and staff</li> <li>Completed intervention groups</li> <li>Feedback from learning walks</li> </ul>
2	Sept. 1 - 29	<ul style="list-style-type: none"> <li>Plan and administer BOY Literacy Screener</li> <li>Letters sent home with all students performing below grade level; One on one conferences as needed with parents to provide update on current reading levels</li> </ul>	Admin., ILT, & classroom teachers	BOY Literacy Screener	<ul style="list-style-type: none"> <li>BOY Literacy Screener Data</li> <li>Letters sent home for any student performing below grade level on BOY screeners</li> <li>Sign-In Sheet for Parent Conference</li> </ul>
1,3	Oct. 2 - 31	<ul style="list-style-type: none"> <li>Develop Student Learning Targets</li> </ul>	Admin., ILT, & classroom teachers	BOY Screener Data, plan for adjusting intervention groups	<ul style="list-style-type: none"> <li>Teacher SLT's are aligned to the literacy plan and school goals.</li> <li>Agenda and sign-in sheet</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze beginning of the year literacy screener and diagnostic data</li> <li>Plan for how we will use progress monitoring data to adjust intervention groups</li> </ul>			<ul style="list-style-type: none"> <li>Plan for adjusting intervention groups based off data</li> </ul>
2,3	Nov.1- Dec. 22	<ul style="list-style-type: none"> <li>Use progress monitoring data to adjust intervention groups</li> <li>Provide coaching support and feedback to teachers based on observations</li> </ul>	Literacy Team, classroom teachers, Admin.	Progress Monitoring data to adjust intervention groups, Teacher Observation Feedback	<ul style="list-style-type: none"> <li>Agenda and sign-in sheet</li> <li>EEPASS observation data focusing on TS Rubric</li> </ul>
2,3	Jan. 8-31	<ul style="list-style-type: none"> <li>Plan and administer MOY literacy screening measures and literacy interim assessments</li> <li>Progress monitor Teacher Student Learning Targets</li> <li>Student conferences that involve students discussing their goals, grades and connecting them to lesson expectations</li> </ul>	Admin., ILT, & classroom teachers	MOY Literacy Screeners, Progress Monitoring data to adjust intervention groups	<ul style="list-style-type: none"> <li>MOY Literacy Screener Data</li> <li>Agenda and sign in sheet</li> </ul>
1,3	Feb.1-29	<ul style="list-style-type: none"> <li>Assess progress towards initial literacy goals based on mid-year screening data.</li> <li>Communicate to families the progress students are</li> </ul>	Admin., ILT, & classroom teachers	MOY Screener Data, BOY screener data, plan for communicating student progress to parents	<ul style="list-style-type: none"> <li>Family Letter</li> </ul>



		making toward their individual literacy goals.			
2, 3	March 1-29	<ul style="list-style-type: none"> <li>• Use progress monitoring data to adjust intervention groups</li> <li>• Continue to provide coaching support and feedback to teachers based on observations</li> </ul>	Admin., ILT, & classroom teachers	Progress Monitoring data to adjust intervention groups, Teacher Observation Feedback	<ul style="list-style-type: none"> <li>• Plan for adjusting intervention groups based off the data</li> <li>• Oncourse coaching forms</li> </ul>
6	April - May	<ul style="list-style-type: none"> <li>• Plan and administer EOY Literacy Screening</li> </ul>	Admin., ILT, & classroom teachers	EOY Screeners AIMS Training Update data	<ul style="list-style-type: none"> <li>• Data demonstrating growth from MOY screener</li> <li>• Checklist of teachers and leaders who have completed AIMS Training</li> </ul>

### 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

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August	Non-negotiables Classroom Management Schoolwide Discipline Protocols Building Relationships with Students & Families	SCE Faculty and Staff  Admin. & Curriculum Facilitator
August	Updated DIBELS Training	K - 2 grade Teachers Admin. & Curriculum Facilitator
August	Wit and Wisdom	K - 2 Wit and Wisdom Teachers Admin. & Curriculum Facilitator
September	Updated ELA Guidebook	K - 2 mClass Teachers and Paras Admin. & Curriculum Facilitator

September	Eureka Squared	K - 5 Math Teachers Admin. & Curriculum Facilitator
October	mClass	3 - 5 ELA Teachers Admin. & Curriculum Facilitator
November - December	PhD Science	K - Science Teachers Admin. & Curriculum Facilitator
January 2024 - May 2024	As needed based on student data	K - 5 Teachers Admin. & Curriculum Facilitator

#### Section 4: Family Engagement Around Literacy

##### Guiding Questions:

- 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?
- 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?
- What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September	Open House	Students and families will learn about different literacy opportunities within the district and what strategies are being implemented at the	SCE Families, PTO, Community Stakeholders

		school level, including resources available for students with disabilities and EL Families (in Spanish when available).	
October	Family PJ Literacy Night	Students and families will learn about different literacy opportunities within the district and what strategies are being implemented at the school level, including resources available for students with disabilities and EL Families (in Spanish when available).	SCE Families, PTO, Community Stakeholders
November	Family Book Fair	Students and families are provided opportunities to visit the book fair which supports literacy and the love of reading including resources available for students with disabilities and EL Families (in Spanish when available).	SCE Families, PTO, Community Stakeholders
January	Family Math/PhD Science Night	Students and families will learn about the Eureka Squared Curriculum and PhD Science Curriculum and the importance of content literacy-rich environments with resources available for students with disabilities and EL Families (in Spanish when available).	SCE Families, PTO, Community Stakeholders
March	Family LEAP Night	Students and families will learn about the LEAP 2025, literacy strategies used in testing and how the students are being prepared for testing on their chromebooks, including resources available for	SCE Families, PTO, Community Stakeholders

		students with disabilities and EL Families (in Spanish when available)	
Ongoing	Overcoming Language/Perception Barriers with EL Families and Families of students with Disabilities	Provide Families of Disabled students and EL Families with resources to communicate and connect with teachers and school administrators when needed (in Spanish when available).	SCE Families, PTO, Community Stakeholders

## 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>
School Improvement Plan	<ul style="list-style-type: none"> <li>Incorporate literacy programs and how we will meet the needs of students with disabilities, EL students, and our subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Monitor success of planning for and daily implementation of literacy curriculum and interventions.</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>Literacy goals are reviewed and</li> </ul>	<ul style="list-style-type: none"> <li>Analyze BOY, MOY, and EOY - students show evidence of growth on MAZE, DIBELS, CKLA, and</li> </ul>

	monitored monthly	<p>LEAP assessments and provide coaching and assistance to teachers.</p> <ul style="list-style-type: none"> <li>Review implementation/effective use and evidence of growth of literacy intervention programs</li> </ul>
Collaboration Meetings	<ul style="list-style-type: none"> <li>Literacy goals are reviewed and monitored with all K-5 ELA teachers</li> </ul>	<ul style="list-style-type: none"> <li>Each month all K - 5 ELA teachers will meet to discuss evidence of student growth. If growth is not being observed, teachers will need to provide detailed intervention plans every 5th and 9th weeks.</li> <li>Analyze actual student work</li> </ul>

## Section 6: Communicating the Plan

### Guiding Questions:

- What are the implementation expectations for schools?
  - Will schools have school-based literacy teams?
- How will district-level personnel support schools in meeting those expectations?
- How will you communicate the plan to families and community members?
- How will you communicate the progress being made throughout the school year?
- 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>
Parents, Grandparents, Guardians, Community Stakeholders	Call-outs, School's Website, Monthly Parent Newsletters, Teacher Websites, Teacher Newsletters, Monthly PTO Meetings, Schoolwide Wednesday Folders, Communicate every 9 weeks about students' reading progress on a written form.	August 2023 - December 2023

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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](mailto:louisianaliteracy@la.gov).

*Updated A 2022*