

# **LITERACY PLAN**

**2023 - 2024**

**Loranger Elementary School**

**JoAnna Sampson, Principal**

**Melissa M. Stilley, Tangipahoa Parish Superintendent of  
Schools**

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## School Literacy Team

| <i>Member</i>           | <i>Role</i>                   |
|-------------------------|-------------------------------|
| <i>Amber Gardner</i>    | Learning Community Supervisor |
| <i>JoAnna Sampson</i>   | Principal                     |
| <i>Nicolas Varnado</i>  | Assistant Principal           |
| <i>Avril Turner</i>     | Assistant Principal           |
| <i>Brandy Tuminello</i> | Curriculum Facilitator        |
| <i>Lori Reid</i>        | Literacy Coach                |
| <i>Rebecca Freche</i>   | Wit and Wisdom Content Leader |
| <i>Jamie Reid</i>       | Kindergarten Teacher          |
| <i>Jennifer Kerne</i>   | First Grade Teacher           |
| <i>Benita Hardy</i>     | Second Grade Teacher          |
| <i>Amy Populis</i>      | Third Grade ELA Teacher       |
| <i>Rebecca Gros</i>     | Special Education Teacher     |

### **Roles of Members**

School Literacy Team members will:

- participate in school-level Instructional Literacy Leadership Team meetings.
- monitor school-level achievement data.
- collaborate to create literacy instructional support and coaching plans in response to student data and student work.
- create, monitor, and update school-wide literacy plans for improvement of implementation of high-quality curriculum.
- provide feedback and support for teachers around literacy instruction which is focused on planning and implementation of Tier-1 Curriculum and expectations of LA Student Standards

Loranger Elementary will follow the ELA Implementation Outline- Non-Negotiables set up by the Tangipahoa Parish School District.

Loranger Elementary's Meeting Schedule Opportunities

| <i>Date &amp; Type of Meeting<br/>(Leadership, Collaboration,<br/>Planning, etc.)</i> | <i>Frequency of Meetings<br/>(Weekly, Monthly, etc.)</i> | <i>Topic(s)</i>  |
|---|--|--|
| Instructional Leadership Team Meeting   | Weekly   | Student Engagement, Sub -Group Data, Best Practices that influence student outcomes, analyze work students produce, Implementation of Tier 1 curriculum  |
| Collaboration Meeting   | Weekly   | Planning for Student Engagement, Implementation of Tier 1 implementation CKLA Reading Foundations and Wit and Wisdom Literature, Standards and Objectives, Data talks to inform instruction connected to Science of Reading.   |
| Grade Level Meeting   | Weekly   | Planning of weekly lessons and interventions based on the needs of their classroom students. Discern data to make adjustments to class and group instruction. Strategies used to encourage ownership and engagement of students in their learning.                           |
| Literacy Team   | 9-weeks  | Tier 1 support for teacher, Family support for literacy, Professional learning opportunities   |
| Academic Team Meeting   | Weekly   | Student Engagement, Implementation of Tier 1 implementation CKLA Reading Foundations and Wit and Wisdom Literature, Standards and Objectives, Data talks to inform instruction, Tier 1 support for teacher, Family support for literacy, Professional learning opportunities |

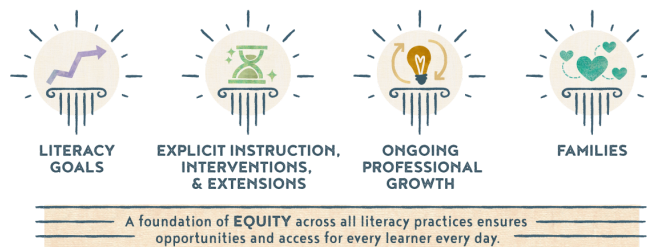
***Loranger Elementary 's Literacy Vision***

The vision of Loranger Elementary School is to produce students that are proficient readers by the time they are in 3rd grade, while empowering teachers with the necessary pedagogy to produce readers.

***Literacy Mission Statement***

Loranger Elementary will collaborate with all stakeholders including, teachers, leaders and families in literacy decision-making by evaluating the tier 1 curricula to create high quality lessons, interventions, and a love of reading while communicating and educating all stakeholders on all facets of Literacy.

**LOUISIANA'S LITERACY PILLARS**



## Literacy Goals

|  |   |
|--|---|
| <p><i>Goal 1 (Student-Focused)</i></p> | <p>AA: Percentage below level: 14/41 34%-K, 23/38 61%-1, 38/52 73%-2, Total K-2 75/131 57%</p> <p>H: Percentage below level: 5/15 33%-K, 4/10 40% - 1, 5/10 50% - 2, Total K-2 14/35 40%</p> <p>IEP: Percentage below level: 7/21 33%-K, 14/16 88%-1, 11/14 79% -2, Total K-2 32/51 63%</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Will enter Kindergarten ready according to state assessment measures.</li> <li>● leave Kindergarten with 75% of their reading skills mastered.</li> <li>● have the foundational skills needed to become a proficient reader by the end of first grade</li> <li>● be ready to read to comprehend by the end of second grade.</li> <li>● achieve mastery at third grade according to state assessment measures.</li> </ul>   |
| <p><i>Goal 2 (Teacher-Focused)</i></p> | <p>By the end of the 23-24 school year teachers will:</p> <ul style="list-style-type: none"> <li>● implement Tier 1, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards</li> <li>● plan for and provide additional time for instruction/intervention for struggling learners in the foundation of reading using research-based materials and programs based on the students needs.</li> <li>● provide school leaders 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 and instruction.</li> <li>● meet with families of students to help educate them on their child's progress and literacy development.</li> </ul>  |
| <p><i>Goal 3 (Program-Focused)</i></p> | <p>By the end of the 23-24 school year Loranger Elementary School will:</p> <ul style="list-style-type: none"> <li>● promote a positive and collaborative school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.</li> <li>● ensure that all ELA teachers 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>● closely monitor student's literacy learning progress and provide timely and ample support based on teachers' identified needs.</li> <li>● provide support and coaching to teachers, based on their needs, for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations and Wit and Wisdom Literature)</li> <li>● provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional resources.</li> <li>● provide 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.</li> </ul> |

**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-September  | Implement classroom management plans to encourage student ownership and learning and to prepare teachers for implementing small group instruction effectively. | Academic Team Administrators, teachers, curriculum coach, and literacy coach | PD's, Research based materials, Classroom Simulation Model    | Data from walkthroughs and observation. Student growth data on EOY assessment.   |
|             | July-May        | Action Plan for small group learning.  | Academic Team Administrators, teachers, curriculum coach, and literacy coach | PD's, PLC, DIBELS 8 Diagnostic and MClass progress monitoring | Agenda/agendas for BOY PD's Students and subgroups demonstrate growth throughout the year on progress monitoring. Students and subgroups demonstrate growth on MOY and EOY diagnostic Data |
|             | August - May.   | Individual Instructional for red students daily during intervention time targeting student needs.  | Teacher/Coach  | DIBELS 8 Diagnostic and MClass progress monitoring            | Students and subgroups demonstrate growth throughout the year on progress monitoring. Students and subgroups demonstrate growth on MOY diagnostic Data                                     |

| <i>Goal</i> | <i>Timeline</i>  | <i>Action Steps</i>  | <i>Person(s) Responsible</i> | <i>Resources</i>    | <i>Evidence of Success</i>                                      |
|-------------|------------------|--|------------------------------|---------------------|---|
| 2           | August - Sept.   | Review BOY Diagnostic data to establish class and individual student goals | PLC, para interventionist    | DIBELS 8 Diagnostic | Students and subgroups demonstrate growth in year-to-year data. |
|             | Oct. 1 - Dec. 20 | Review MOY Diagnostic data to establish class and individual student goals | PLC, para interventionist    | DIBELS 8 Diagnostic | Students and subgroups demonstrate growth in year-to-year data. |
|             | April 1- May 25  | Review EOY Diagnostic data to establish class and individual student goals | PLC, para interventionist    | DIBELS 8 Diagnostic | Students and subgroups demonstrate growth in year-to-year data. |

|  |                               |  |                           |  |   |
|--|-------------------------------|--|---------------------------|--|---|
|  | Aug-May Weekly                | PLC Backwards design cycles for CKLA and Wit and Wisdom  | PLC, para interventionist | Tier 1 Curriculum CKLA and Wit and Wisdom  | Students and subgroups demonstrate growth in year-to-year data.                 |
|  | September, December and April | Meet with student and family to discuss data results, Individual Instruction Plan and Literacy Toolbox | Teacher/ Administration   | DIBELS 8 Diagnostic, MClass progress monitoring, Individual Instruction Plan and Toolbox | Students and subgroups demonstrate growth in year-to-year data. Panorama survey |

| <i>Goal</i> | <i>Timeline</i> | <i>Action Steps</i>  | <i>Person(s) Responsible</i>   | <i>Resources</i>  | <i>Evidence of Success</i>                        |
|-------------|-----------------|--|--|---|---|
| 3           | Aug.-May        | Collaborate to develop ways to eliminate bias within the classroom to improve student ownership of learning within subgroups | ILT  | Research based bias<br><u>Developing Student Ownership</u> by Robert Crowe and Jane Kennedy | Subgroups demonstrate growth in year-to-year data |
|             | Aug -May        | Schedule PD's to support teacher pedagogy.   | Academic Team<br>Administratorst eachers, curriculum coach, and literacy coach | Kagan, DIBELS 8, AR training  |   |

## Literacy Professional Development Plan

| <b>Month/Date</b><br><i>(When can PD be scheduled throughout the school year?)</i> | <b>Topics</b><br><i>(What topics are most needed and should be covered and/or prioritized?)</i> | <b>Attendees</b><br><i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>  |
|--|---|---|
| August   | Kagan Training  | All Classroom teachers will benefit. This will be delivered by a certified Kagan Trainer.   |
| August- September  | BOY DIBELS 8 Training   | Teachers who will be administering the Diagnostic and progress monitoring K-2, to be redelivered by the Curriculum Coach and Literacy Coach.  |
| November - December  | MOY DIBELS 8 Training   | Teachers who will be administering the Diagnostic and progress monitoring K-2, to be redelivered by the Curriculum Coach and Literacy Coach.  |
| April - May  | EOY DIBELS 8 Training   | Teachers who will be administering the Diagnostic and progress monitoring K-2, to be redelivered by the Curriculum Coach and Literacy Coach.  |
| August - May   | Coaching cycles<br>(3 week cycles)  | All Teachers K-2, to be held by the Curriculum Coach, Literacy Coach and Administration Team  |
| August   | Accelerated Reader  | All Teachers, to be delivered by AR team. Supports ownership and engagement while encouraging emotional development and including others cultural experiences. There is a schoolwide incentive plan to be put in place in August. |



## Family Engagement Around Literacy

| <i>Month/Date</i>            | <i>Activity</i>                    | <i>Accessibility Opportunities</i>   | <i>Community Partners</i>   |
|------------------------------|------------------------------------|--|---|
| August 28, 2023              | Lit for Literacy (Open House)      | explain diagnostic test, ways to help your child become a reader, ally learning, Wit and Wisdom and CKLA   | Library, Title 1  |
| September - October (PD Day) | Diggin' DATA                       | Providing families with opportunity to talk to teacher and student about their Literacy progress based on each child's beginning of the Year benchmark scores and providing them with a hard copy of the student's results | teachers, administration, family, student                         |
| January 8, 2024              | Diggin' DATA                       | Providing families with opportunity to talk to teacher and student about Literacy progress based on each child's middle of the Year benchmark scores providing them with a hard copy of the student's results              | teachers, administration, family, student                         |
| January 25, 2024             | Literacy Night (LEAP Night)        | ways to continue supporting your child in their reading journey, Wit and Wisdom and CKLA, Book exchange  | Teachers, administrators, family, student                         |
| February 26-March 1          | Read with me (Read Across America) | Providing a half day with families, community members to read with students.   | community members, teachers, administration, family and students. |
| April - May (PD Day)         | Diggin' DATA                       | Providing families with opportunity to talk to teacher and student about Literacy progress based on each child's End of the Year benchmark scores providing them with a hard copy of the student's results                 | teachers, administration, family, student                         |

### Alignment to other Initiatives

| <i>Other Programs/Initiatives</i>                     | <i>Connecting to Literacy</i>  | <i>Plan to Monitor/Evidence of Success</i>   |
|---|--|--|
| <i>School Wide Plan</i>                               | <i>ELA Goal</i>  | <i>Students demonstrate growth in CKLA and Wit &amp; Wisdom</i>  |
| <i>iReady</i>   | <i>LEAP correlated practice in all areas of literacy based on students needs</i> | <i>Weekly monitoring by classroom teachers. Evidence of success is students reaching their data goals.</i>                                       |
| <i>Amplify MClass/Acadience Reading Interventions</i> | <i>CKLA Reading Curriculum</i>   | <i>Cycles every 3 weeks. The 4th week is collaboration and regrouping. Evidence of success is Benchmark Assessments and Progress Monitoring.</i> |
| <i>After School Program</i>                           | <i>ELA Goal</i>  | <i>Students demonstrate growth in CKLA and Wit &amp; Wisdom.</i>   |
| <i>Accelerated Reader</i>                             | <i>Promoting fluency and comprehension skills</i>                                | <i>Students will be rewarded for their points. Evidence of success is the books read on the students level which equates to a point value.</i>   |

### Communicating the Plan

| <i>Stakeholder Group</i>  | <i>Plan for Communicating</i>   | <i>Timeline</i>                         |
|---------------------------|---|---|
| <i>Families</i>           | <i>Class Dojo; Social Media; E-mails and automated call; Open House; Data Diggin' Nights;LEAP Night; Math and Literacy Night;Toolkits for parents</i> | <i>Ongoing<br/>August 2023-May 2024</i> |
| <i>Teachers and Staff</i> | <i>Weekly PLC (Collaboration Meetings);ILT (Weekly Meetings); Walkthrough Feedback</i>  | <i>Ongoing<br/>August 2023-May 2024</i> |
| <i>Community Members</i>  | <i>LES School Website; Social Media; PTO meetings held quarterly; (1) meeting with Stakeholders for SWP.</i>  | <i>Ongoing<br/>August 2023-May 2024</i> |