



Literacy Plan for
Champ Cooper Elementary
Anthony Sciortino, Principal
Mrs. Melissa Stilley, Superintendent
May 25, 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>	Champ Cooper Elementary School's literacy vision is to partner with families and the community to provide all K-3 students with high quality curriculum and instruction to meet their individualized goals.
<i>Literacy Mission Statement</i>	Champ Cooper Elementary School's mission is to offer all K-3 students with a high-quality education an individualized learning environment while providing them with every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may obtain the literacy tools necessary for a college or career education.

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>	<ul style="list-style-type: none"> ● will enter kindergarten ready according to state assessment measures. ● will achieve mastery or above at third grade according to state assessment measures. ● with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.
<i>Goal 2 (Teacher-Focused)</i>	<ul style="list-style-type: none"> ● implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards. ● will meet during scheduled times for collaborative planning to enhance the use of evidenced-based practices to meet the literacy needs of all K-3 students. ● utilize literacy screening, formative, and summative assessment data to examine students' progress and inform instructional decisions.
<i>Goal 3 (Program-Focused)</i>	<ul style="list-style-type: none"> ● ensure program is used with fidelity by all K-3 teachers ● review program data reports

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>Anthony Sciortino</i>	Principal
<i>Shantel Womack</i>	Assistant Principal
<i>Dr. Cathy Hoffman</i>	Assistant Principal
<i>Tina Montecino</i>	Curriculum Leader
<i>Patricia Ainsworth</i>	K-3 Teacher Representative
<i>Sarah Joiner</i>	K-3 Teacher Representative
Melissa Ryan	Supervisor
Deanna Arthur	K-3 SPED Representative

Meeting Schedules

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
8/10//23 Leadership/literacy team	Monthly	Review EOY data from previous year (LEAP, DIBELS, iReady, MAZE, and CKLA)
September 2023 Collaboration - literacy team	Monthly	Review BOY diagnostic data (mCLASS DIBELS, K-2 Literacy District Progress Monitoring, iReady Diagnostics and Progress Monitoring, ELA Guidebook Unit Progress Monitoring, LEAP and Humanities Assessments)
October 2023 Collaboration - literacy team	Monthly	Progress monitoring of literacy plan
November 2023 Collaboration - literacy team	Monthly	Progress monitoring of literacy plan



December 2023 Collaboration - literacy team	Monthly	Progress monitoring of literacy plan
January 2024 Leadership/literacy team	Monthly	Review MOY data (CKLA, DIBELS, iReady and MAZE)
February 2024 Collaboration - literacy team	Monthly	Progress monitoring of literacy plan
March 2024 Collaboration - literacy team	Monthly	Progress monitoring of literacy plan
April 2024 Leadership/literacy team	Monthly	Review EOY data (CKLA, DIBELS, iReady and MAZE)

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?
- 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?
- 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.



<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	July 1 - July 31	Review prior year data to establish school goals. Review 2023 LEAP data	ILT and Literacy Team	Literacy screeners; 2023 LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	August 1 - Sept. 30	BOY screeners for K - 3rd graders	ILT, LT; classroom teachers	Literacy screeners	Students show readiness for grade level
3	January 1- - January 30	MOY screeners for K-3rd graders	ILT, LT, and classroom teachers	Literacy screeners	Students demonstrate growth from BOY
4	April 20 - May 9	EOY Screeners for K - 3rd graders	ILT, LT, and classroom teachers	Literacy screeners	Students demonstrate growth from BOY and MOY
5	August 10 - May 9	Progress monitoring	ILT, LT, and classroom teachers	Literacy data	Students demonstrate monthly progress





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/ <i>Date</i>	<i>Topics</i>	<i>Attendees</i>
<i>(When can PD be scheduled throughout the school year?)</i>	<i>(What topics are most needed and should be covered and/or prioritized?)</i>	<i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
July/ 2023	Non-Negotiables Handbook Review/Protocols Classroom Protocols Classroom Management	All Teachers Delivered by Admin, CC, Teacher Leaders

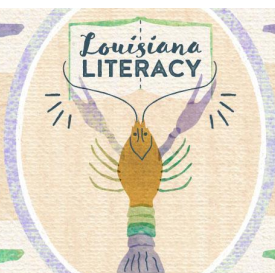


	BOY Testing	
August / 2023	<ul style="list-style-type: none"> • Lesson planning Expectations • Data Based Annotations 	All teachers and delivered by ILT Members
Monthly Sept.- May	School Literacy Team Meetings: Team members meet to create and monitor the school literacy plan and set goals for literacy 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.	School Leadership Team and LT
Monthly Aug.- May	Collaboration: 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 lesson plans to address students' learning needs. Review of student data and IGP's will help drive instruction and remediation	Content Leader Teachers Administration
Ongoing Sept. - May	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

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?
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?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
October	Literacy Night	Inform students and families about different literacy opportunities within the district, teaching phonic strategies to parents,	Families
Ongoing	Overcoming language barriers	<ul style="list-style-type: none"> ● provide EL parents with ways to communicate and connect ● make resources available in the language represented by the student and family 	Families
Ongoing	Student and Community Helper	<ul style="list-style-type: none"> ● Invite community members to come read to our K-3 students ● Jr high students will read to our k-3 students 	students and community members
Ongoing	3rd grade student led book club	<ul style="list-style-type: none"> ● This teacher-sponsored club will focus on promoting literacy skills and allowing students to discover their own reading interests. 	Teachers and students



Section 5: Alignment to other Initiatives

Guiding Questions:

1. 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"> • Incorporate literacy programs and student needs • iReady 	<ul style="list-style-type: none"> • Monitor success of literacy curriculum and interventions at EOY SIP meeting • Review iReady data quarterly for evidence of success
Leadership Team	<ul style="list-style-type: none"> • Literacy goals are reviewed and monitored 	<ul style="list-style-type: none"> • BOY, MOY, and EOY - students show evidence of growth on MAZE, DIBELS, CKLA, and LEAP assessments
Collaboration	<ul style="list-style-type: none"> • Literacy goals are reviewed and monitored with all K-3 ELA teachers 	<ul style="list-style-type: none"> • Each month all k-3 ELA teachers will meet. Teachers will need to provide evidence of student growth. If growth is not being observed, teachers will need to provide intervention plans



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>
Literacy Team	Send email and remind message	Monthly
Leadership team	Send email and remind message	BOY, MOY, EOY
K-3 ELA Teachers	Send email and remind message	Monthly
Family engagement night	Invitation sent home with students, Facebook post and remind message	2 times per year
Community members	Facebook post, direct phone calls, and remind message	2 times per year

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.

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