Madisonville Elementary Literacy Plan

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ST. TAMMANY PARISH PUBLIC SCHOOLS

Madisonville Elementary's LITERACY PLAN

2024 - 2027

VISION

St. Tammany Parish Public Schools is committed to ensuring that all students achieve grade-level proficiency in reading. The literacy vision aims for all students to recognize themselves as successful readers and writers who persist in reaching their full potential.

MISSION

We understand that every student is unique and comes with their own literacy abilities. Our goal is to equip students for life by fostering their academic, emotional, and social growth. We consider literacy as fundamental, as it directly affects students' learning, their ability to meet standards, and their overall quality of life.

BELIEFS

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students in grades K-3 is grounded in:

- Lessons that meet the needs of all learners
- Standards-based literacy instruction delivered explicitly
- Ongoing assessment of each student
- District/School Advancement Planning
- Classroom curriculum and materials
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)
- Literacy strategies in all content areas

We believe that families play an important role in their child's education. Therefore, we encourage all families to:

- Teach your child to ask questions and be curious
- Let your child see you read
- Make learning important
- Establish reading habits with your child

The school literacy plan will be reviewed annually and updated as needed.

DIBELS 8TH EDITION DATA

2023 Percent of Students in Each Performance Level

Grade	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	39	13	16	24	13	10	15	26	30	22	48	44
1	17	14	12	19	17	10	40	39	44	24	30	34
2	16	11	13	13	15	21	39	42	44	32	32	22
3												

2024 Percent of Students in Each Performance Level

Grade	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	35	13	14	20	14	11	19	31	19	26	42	36
1	8	10	7	12	17	8	50	44	32	31	29	53
2	10	11	7	17	14	10	40	39	32	33	36	51
3												

2025 Percent of Students in Each Performance Level

Grade	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K												
1												
2												
3												

2026 Percent of Students in Each Performance Level												
Grade	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K												
1												
2												
3												

2027 Percent of Students in Each Performance Level												
Grade	Well Below Benchmark			Below Benchmark			At Benchmark			Above Benchmark		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K												
1												
2												
3												

The percentages above are reported by the composite percentages for all subtests administered at the end of the year for each grade level.

ASSESSING LITERACY PROFICIENCY

Instructional decisions and assessing students' reading proficiency are based on various data points. Standardized and classroom-based assessments are administered in whole-class and individualized settings throughout the year by the classroom teacher (s) and other trained testing administrators. Refer to the Assessment Calendar in the Appendix for more additional information.

GRADE	ASSESSMENT/SCREENER	AREAS ADDRESSED
Pre-Kindergarten	Smart Teach	Phonemic Awareness Letter Recognition Letter Sound Correspondence Print Concepts Emergent Reading Skills Retells and recounts details from the information and fiction texts

Kindergarten	DIBELS 8th DIBELS 8th Progress Monitoring Desired Results Developmental Profile (DRDP)	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency-Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Measure(s) dependent on student need Understanding of Language (Receptive) Responsiveness to Language Communication and Use of Language (Expressive) Reciprocal Communication and Conversation Comprehension of Age-Appropriate Text Concepts about Print Phonological Awareness Letter and Word Knowledge Emergent Writing
Grade 1	DIBELS 8th DIBELS 8th Progress Monitoring	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency-Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Measure(s) dependent on student need
Grade 2	DIBELS 8th DIBELS 8th Progress Monitoring	Nonsense Word Fluency-Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze Measure(s) dependent on student need
Grade 3	DIBELS 8th DIBELS 8th Progress Monitoring	Nonsense Word Fluency-Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze Measure(s) dependent on student need
Grades 3	LEAP 360 Diagnostic LEAP 360 Interims	Proficiency of English Language Arts Louisiana Student Standards
Grades 3	LEAP 2025	Proficiency of English Language Arts Louisiana Student Standards

CORE INSTRUCTION

St. Tammany Parish Public Schools utilize high-quality instructional materials for literacy instruction for all students. A system of tiered support is provided for strong core instruction, progress monitoring of all students, and intervention/tutoring groups that change when students are not making progress. Each tier represents a specific type of instruction that increases in intensity based on student need. Tier I provides quality research-based instruction for all students. Students are identified for targeted tutoring and interventions by the School Building Level Committee (SBLC) based on data analysis. Tiers II and III deliver intensive intervention for students most at risk for reading difficulties. Refer to Table 2 Triad of Instruction in the Appendix for additional information.

Efficient and effective use of allocated and engaged time can significantly increase the amount of time that students experience successful academic learning. The appropriate use of instructional time results in more time for students to learn.

GRADE/INSTRUCTIONAL MINUTES	HIGH-QUALITY MATERIALS	DESCRIPTION
Pre-Kindergarten Teacher-directed activities 25% - 35% Student-initiated activities 35% - 45% ● Large group activities ● Learning Centers – one-third of the instructional day ● Small group activities ● Gross Motor ● Outdoor activities Snack and Restroom activities 10% Rest 15% **Gross Motor activities** should be available for at least 45 minutes daily.	PreK On My Way Heggerty (Phonemic Awareness) Learning without Tears (Handwriting)	PreK On My Way is a comprehensive program that invites every child to take the first steps on their learning adventure. Children explore various text genres while building read-aloud comprehension skills, phonological awareness, alphabet knowledge, emergent writing skills, and social-emotional skills. This curriculum also celebrates mathematical thinking as a natural part of their experiences while learning numbers, shapes, patterns, sorting, measurement, and math language.
Grade K Daily Minutes CKLA Knowledge 60 CKLA Skills 60 Heggerty 15 Handwriting 15 Tutoring/Enrichment 25 Intervention 20	Core Knowledge Language Arts (CKLA) Heggerty (Phonemic Awareness) Learning without Tears (Handwriting)	Built on the Science of Reading and aligned to Louisiana Student Standards, Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills. Reading instruction is delivered employing whole group, small group, and individual instruction as needed.
Grades 1-2 Daily Minutes CKLA Knowledge 60 CKLA Skills 60 Heggerty 15 Handwriting 15 Tutoring/Enrichment 25 Intervention 20	Core Knowledge Language Arts (CKLA) Heggerty (Phonemic Awareness) Learning without Tears (Handwriting)	Built on the Science of Reading and aligned to Louisiana Student Standards, Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills. Reading instruction is delivered employing whole group, small group, and individual instruction as needed.

Grade 3 Daily Minutes Guidebook Framework 85 Handwriting 15 Focused Writing Instruction 30 Tutoring/Enrichment 20 Intervention 20	Louisiana Guidebooks Learning without Tears (Handwriting)	ELA Guidebooks is an English language arts curriculum aligned to the Louisiana Student Standards for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts. Targeted support for Diverse Learners is available.

INSTRUCTIONAL SUPPORT FOR DIVERSE LEARNERS

Identification and Support for Students with Dyslexia	All kindergarten students are screened for characteristics of dyslexia. If additional screening is required through the SBLC process, then Bulletin 1903 will be followed. Students are supported through multisensory strategies including a combination of visual, auditory, kinesthetic, and tactile learning to increase language processing proficiency.
Identification and Support for English Learners	English Learners (Els) engage in the same high-quality core instructional materials and instruction as their peers. ELs are identified within thirty (30) days of school enrollment if participation in a specialized language assistance program is needed based on their English proficiency. They are supported by certified English as a Second Language (ESL) teachers and Instructional Aides in core classes as well as in pull-out models. 1:1 technology in school and home use as well as access to programs provide additional support. Parents with limited English are assisted with translated materials or a trained interpreter.
Students with Exceptionalities	Students with Exceptionalities utilize all district high-quality instructional materials and instruction in core classes and pull-out models with accommodations and/or modifications based on individual needs.

TUTORING AND INTERVENTIONS

To plan instruction that targets student learning goals, teachers use diagnostic assessments, classroom assessments, observations, interim data, and progress monitoring data. An additional 45 minutes of in-class support is built into the daily instructional schedule for reading support for all K-6 students.

A review of student data is consistently performed to help inform literacy instruction and learning. At the district level, reports are analyzed frequently for grade-level performance and shared with schools. The district and schools can then make informed instructional decisions about program and/or classroom small group adjustments. Also, students enter and exit interventions and/or enrichment as proficiency is indicated by the data results. Refer to the Appendix for the Triad of Instruction for additional information.

The following is a summary of the goals encompassed in this plan.

GOAL 1:

By the end of each school year, using various researched literacy strategies, all students will read on grade level or meet individualized growth goals as measured by the literacy assessment.

Actions to Support the Goal	Timeline/Persons Responsible	Evidence of Success
Provide high-quality professional learning opportunities on the administration of screeners and data analysis	July – May District and School Administrators, Curriculum Specialists, Instructional Coaches	Improved student work and engagement Enrichment and/or intervention will be targeted support Professional Learning Community meetings on agendas
Provide periodic, brief refresher training for teachers who conduct reading assessments	Conduct at least two weeks prior to administration School Administrators, Instructional Coaches, School Instructional Leadership Teams	Improved student work and engagement Enrichment and/or intervention will be targeted support
Administer DIBELS 8th according to the testing windows in grades K-3 (Refer to Tables 1-2 in the Appendix)	August December April Testing Teams, Teachers; Interventionists, Instructional Coaches	Enrichment and/or intervention will be targeted support Intentional Progress Monitoring
Administer ELA LEAP 360 for diagnostic and interim assessments according to the testing windows in grades 3-8 (Refer to Table 1 in the Appendix)	August – April Teachers, Testing Teams	Enrichment and/or intervention will be targeted support and/or individualized
Administer the Universal Dyslexia Screener in grade K for reading difficulties (Refer to Table 2 in the Appendix)	April Teachers, Testing Teams	Identified students
Administer the English Language Proficiency Screener (ELPS) within the first thirty days of school enrollment	August ESL Teachers, ESL Instructional Aides, ESL Integration Specialist, ESL Supervisor	Identified students being provided the proper language assistance
Analyze data to make instructional decisions about groups of students and individual students (Use Amplify, LEAP 360, and Screener results)	August - May District and School Administrators, Teachers	Evaluation of goals to determine success or changes needed
Notify and involve parents/guardians of students who are not yet reading at grade level (Send informative report home as well as provide at-home activities.)	August, December, April Teachers, School Administrators	Improved communication and increased family involvement using surveys or sign-in sheets Student growth on assessments

Coordinate opportunities for tutoring services and extended learning opportunities	June – June Summer learning opportunities District and Summer Administrators, Summer Teachers	Improved student work and engagement Reading achievement scores will increase

GOAL 2:

By the end of each school year, 100% of the instructional time allocated will be focused on high-quality core instruction, systematic, explicit intervention and/or enrichment opportunities based on students' individual needs to improve achievement on assessments and support a culture of reading.

Actions to Support the Goal	**Timeline/Persons Responsible**	**Evidence of Success**
Provide guidance on literacy schedules that include time for core instruction, intervention and/or enrichment	July Admin Conference Supervisors, Administrators August Professional Development Days Administrators, Teachers	Walk-through data demonstrates instructional time being maximized in all classrooms Report Card grades High student engagement and fewer discipline referrals Student achievement increasing on assessments
Provide high-quality professional development on the administration of chosen intervention	August Professional Development Days Supervisors, Curriculum Specialists, Administrators, Content Leaders	Intervention blocks across grade levels Improved student work and engagement Student achievement increasing on assessments
Progress Monitoring of intervention by Interventionists and classroom teachers of students scoring well below and below benchmark	Below Benchmark - every 4 weeks Well Below Benchmark - every 2 weeks School Administrators, All Teachers in K-3, Interventionists	Utilize Amplify Instruction Tab and Amplify Reading Intentional progress monitoring Flexible grouping
Monitor implementation of reading strategies during classroom instruction through teacher lesson plans, Walk-throughs, and observations	Weekly District and School Administrators PLC meetings review	Walk-through data demonstrates reading strategies being maximized in all classrooms Individual student improvement will show on assessments
Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening in all grades	Weekly District and School Administrators, Teachers	Report Card grades High student engagement and fewer discipline referrals Student achievement increasing on assessments

Refer to Student Building Level Committees (SBLC) to discuss lack of student literacy growth for all grades	September -Mid year - End of Year School Administrators, SBLC Team Members	Individual student progression will show on assessments Identified interventions for students Individual student's needs being met Parent attendance during meetings

GOAL 3:

By the end of each school year, educators will have received professional learning with in-depth information related to the science of reading, evidence-based instructional strategies, and the skills to make data-based decisions for students.

Actions to Support the Goal	**Timeline/Persons Responsible**	**Evidence of Success**
Monitor and ensure completion of Science of Reading by administrators and teachers (AIMS Institute – Pathways to Proficient Reading course and/or LDOE Science of Reading course)	December 2021-May 2023 Pilot group of Central Office staff, Administrators, Interventionists, Literacy Coaches, all third-grade teachers, K-3 administrators will receive Science of Reading training May 2023-May 2024 All K-2 teachers and not previously trained Central Office staff, K-3 administrators, Interventionists, and Instructional Coaches December 2023-December 2024 Speech Language Pathologists, School Building Level Committee (SBLC) members and any K-3 teachers and/or administrators not previously trained August - May Annually - All K-3 teachers, coaches, interventionists, and administrators (new hires, not trained)	AIM Pathways Dashboard Foundation Supports provided in daily lessons Improved student work and engagement Annotations on lesson plans LDOE Canopy Dashboard

Appropriate interventions will be provided for students in need of additional support (Refer to STPPS Triad of Instruction)	September – May Monitored daily District and School Administrators, Teachers, Interventionists	Individual student improvement on assessments Subgroups' scores increasing Student engagement
Implementation of Science of Reading strategies will be monitored	September - May District and School Administrators, Instructional Coaches, Curriculum Specialists	Walkthroughs by district and school leaders demonstrate improved teacher effectiveness Student engagement
Student growth in reading will be monitored through reading screenings appropriate to grade level	September - May District and School Administrators, Literacy Coaches, District and School Testing Coordinators	Individual student improvement on assessments Subgroups' scores increasing Student engagement
Progress monitoring of students in intervention groups	September - May District and School Administrators, Literacy Coaches, Interventionists	Individual student improvement on assessments Subgroups' scores increasing Student engagement
Embed weekly, biweekly, or monthly professional learning time (common planning time) for teachers to unpack units and analyze student work	September - May School Administrators, School Supervisors, Teachers	Focused Instructional Leadership Team (ILTs) meetings and Professional Learning Community (PLCs) meetings
Plan professional development opportunities for all teachers to engage in participation and reflection around evidenced-based practices in literacy	District Professional Development Days August, October, March District and School Administrators, Curriculum Specialists, Content Leaders	Intentional lesson planning Individual student improvement on assessments Student engagement
Ensure School Support Institute participation for CIR School Leadership Teams	June, September, October, February, March, May (Teacher Leader Summit) District and School Administrators	Focused Instructional Leadership Team (ILTs) meetings and Professional Learning Community (PLCs) meetings
Ensure new teacher orientations include science of reading and literacy initiatives	July District New Teacher Induction July or August School Orientations District and School Administrators, School Instructional Leadership Teams	Planning becomes more intentional Data will demonstrate improved literacy outcomes for all students

GOAL 4:
By the end of each school year, families will have been engaged with their child's literacy education at all ages and stages.

Actions to Support the Goal	Timeline/Persons Responsible	Evidence of Success
Coordinate content and career family nights to share and provide practical guidance to encourage reading in the home	August – May District and School Administrators, CTE Coordinator, Teachers	Increase family and community engagement Reading achievement will increase
Inform families in their native language of student proficiency level in literacy development	August – May District and School Administrators, ESL Department	Increase family and community engagement Increase communication
Disseminate summer reading lists for grades K-12 (Refer to District and School Websites)	April – July District and School Administrators, ELA Curriculum Specialists	Increase family and community engagement
Connect with St. Tammany Parish Library to gather summer reading program information	May – July District and School Administrators	Increase family and community engagement

Acknowledgments

The St. Tammany Parish Public Schools District Literacy Team, a committed group of educators, developed the St. Tammany Parish Public Schools Literacy Plan. Team members include:

NAME	ROLE
Candice HIckman	Principal
Heather Cockfield	Assistant Principal
Jessica Pinegar	Assistant Principal
Jenny Lachney	Technology Resource Teacher (TRT)
Sarah Degruy	Administrative Assistant
Ashley Mahne	Administrative Assistant
Nancy Yeager	Coach
Kimberley Gardner	Assistant Superintendent of Federal Funds and Students with Exceptionalities
Dr. Melissa Langlois	Assistant Superintendent of Curriculum & Instruction
Christi Cefalu	Director of Federal Funds
Jackie Jenkins	Director of Instruction, PK-6
Holly Moore	Assistant Director of Federal Funds
Brian Hirstius	Elementary Supervisor
Misty Hebbler	Elementary Supervisor
Debbie Leckie	Coordinator of Pupil Appraisal
Christie Lovell	Program Service Coordinator
Emily Mull	K-2 ELA Curriculum Specialist
Paula Allen	3-6 ELA Curriculum Specialist
Kendra Thompson	Students with Exceptionalities Curriculum Specialist
Wendy Stein	ELA PD Coordinator
Stephanie Purser	Support Services Coordinator
Nancy Gervais	Gifted Coordinator

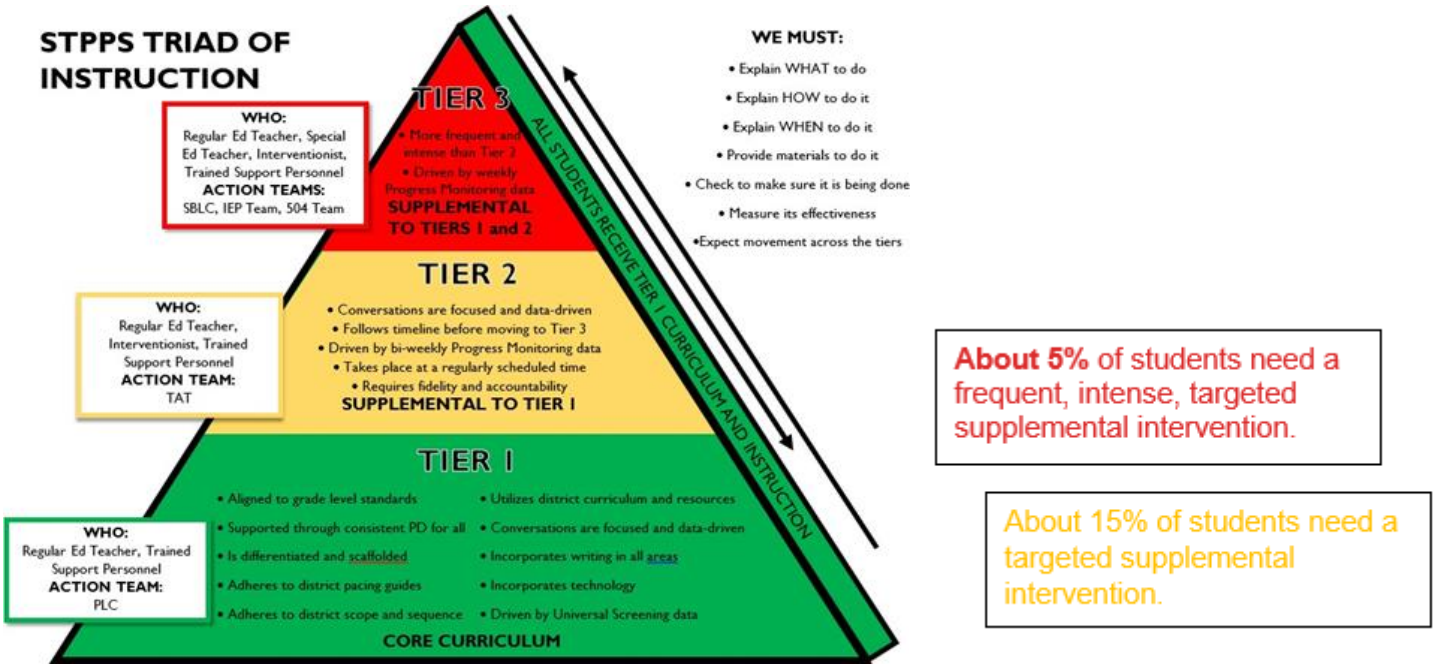
Tiffany Hillegass	Early Childhood Coordinator

TABLE 1 2024 – 2025 St. Tammany Parish Public Schools Assessment Calendar

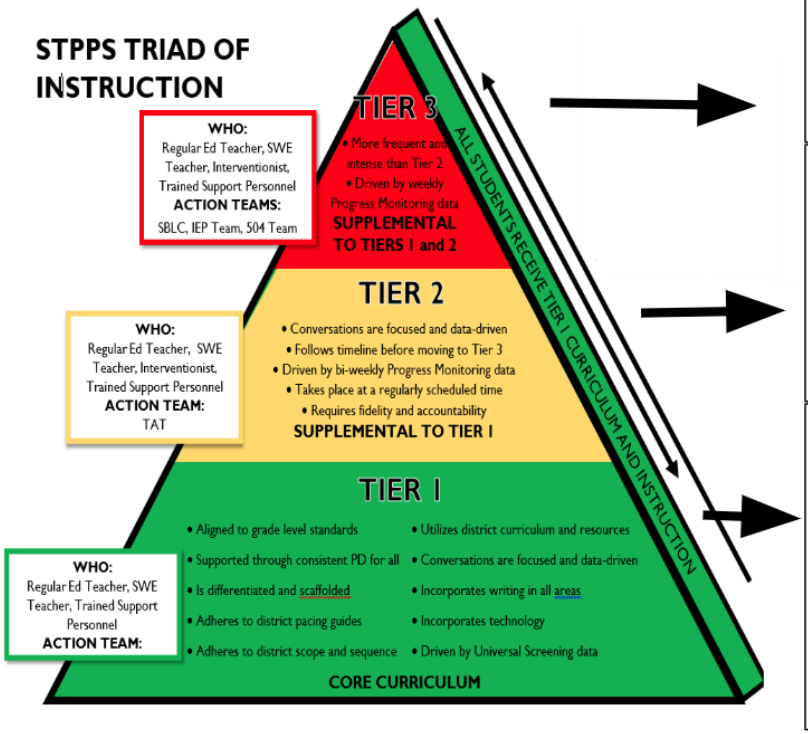
STATE ASSESSMENTS			
Time Frame	**Grade**	**Assessment**	**Areas Assessed**
Fall: Aug. 12 - Oct. 18 Winter: Jan. 6 - Jan. 24 Spring: April 23 - May 9	PreK	Smart Teach	Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, and The Arts
Fall: Aug. 8 - Sept. 20	K	DRDP–K	Mathematical Concepts, Logical Operations, Language, Memory, and Gross Motor
Fall: Aug. 8 - Sept. 20 Winter: Dec. 2 – Dec. 20 Spring: April 1 – April 30 Second Screening: May & Summer	K–3	DIBELS 8th	Reading
Feb. 10 – Mar. 19	K–12	ELPT/ ELPT Connect	*Computer Based Test* Reading, Speaking, Listening, and Writing
Feb. 10 – Mar. 19	3–11	LEAP Connect	*Computer Based Test* ELA, Math and Science (Science 4, 8, 11)
April 2 - 4 April 7 - 8	3	LEAP 2025	*Paper Based Test* ELA and Math Science and Social Studies
Open Window	K–12	ELPS	*Computer Based Test* (within first 30 days enrolled)
DISTRICT ASSESSMENTS			
Time Frame	**Grade**	**Assessment**	**Areas Assessed**
Aug. 12 – Sept. 6 (Scoring Due 9/11)	3-6	LEAP 360	Diagnostic – ELA
Oct. 16 - 20	K-3	NNAT	Naglieri Nonverbal Ability Test
Jan. 27 – Feb. 21 (Scoring Due 2/26)	3-6	LEAP 360	ELA Interim
Apr. 22-26	K	Dyslexia Screener	Shaywitz Dyslexia Screen

TABLE 2 TRIAD OF INSTRUCTION TIERS I, II, AND III

Each tier represents a specific type of instruction that increases in intensity based on student need. Tier I provides quality research-based instruction for all students, and Tiers II and III deliver intensive intervention for students most at risk for reading difficulties.



Responsiveness by Subject (ELA – K-2)



Small Group 3 or fewer:
- mCLASS Instruction
- Project Read (Characteristics of Dyslexia)
- S.P.I.R.E. (Characteristics of Dyslexia)
- PCI (MAP & RNC)
- Amira Learning (EL)

Small groups 6 or fewer:
- Additional Core Instruction (Utilize in addition to Core Instruction/Supplement to Core listed below)
- mCLASS Instruction
- Project Read Phonics (Characteristics of Dyslexia)
- S.P.I.R.E. (Characteristics of Dyslexia)
- PCI (MAP & RNC)
- Amira Learning (EL)
- Fast ForWord

Core Instruction
- Core Knowledge Language Arts (CKLA)
- Heggerty (PreK-2)
- Handwriting Without Tears (PreK-2)
- Unique Learning (MAP & RNC)

Supplement to Core
- Amplify Boost
- Amira Learning
- The Writing Revolution (Pilots)
- Fairview Learning (Deaf & Hard of Hearing)
- News 2 You (MAP & RNC)
- SALSA (PreK/K only) – SLPs Implement

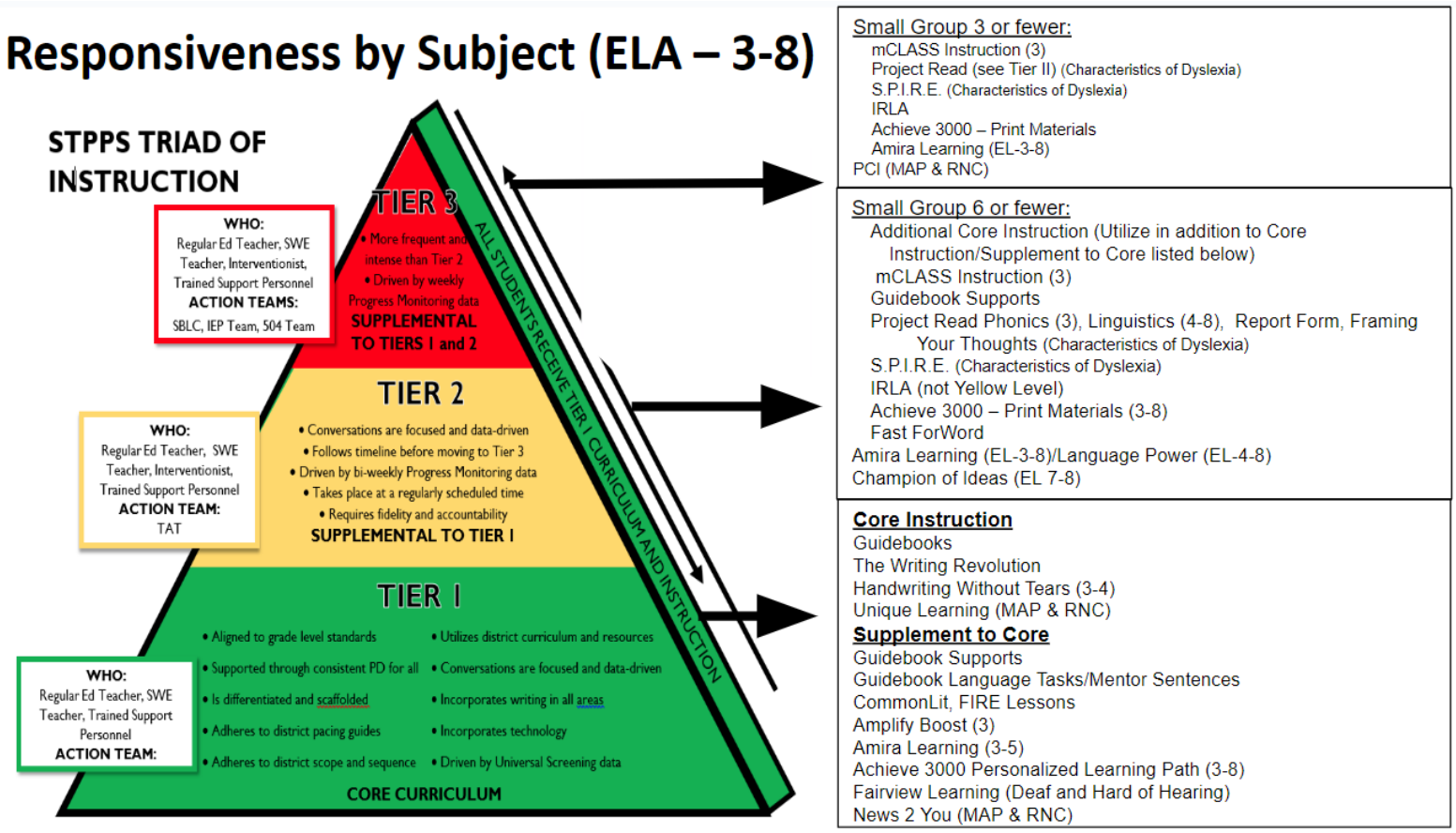


TABLE 3 – DIBELS 8th Edition for Kindergarten - Third Grade

Required for ALL K-3 students as per Literacy Guidance (LDOE) and Bulletin 1903

Measure	Grade K	Grade 1	Grade 2	Grade 3
Letter Naming Fluency	√	√		
Phonemic Segmentation Fluency	√	√		
Nonsense Word Fluency	√	√	√	√
Word Reading Fluency	√	√	√	√
Oral Reading Fluency		√	√	√
Maze (Basic Comprehension)			√	√

TABLE 4 PROGRESS MONITORING GUIDANCE

BOY, MOY and EOY Benchmark Assessment – It is recommended that schools utilize testing teams to assess students. An example of testing team members is below. Teachers do not assess their own students or their partner teacher's students. Teachers may progress monitor their own students.

Tester		Tester	
TRT	As needed	ELA Instructional Coach	1 day/school
SWEDL	As needed	Speech Therapist	1 day/school
Classroom Teacher	Rotating Schedule	Librarian	As needed
Interventionist	Required		

Benchmark & Progress Monitoring	Which Students Required to Progress Monitor	Notes
Week of September 9		All notification letters and Home Connect sent to parents. Letters may be sent earlier.
Week of September 23	Well Below & Below Benchmark	Admin: Review PM report to verify completion
Week of October 7	Well Below Benchmark	Admin: Review PM report to verify completion
Week of October 21	Well Below & Below Benchmark	Admin: Review PM report to verify completion
Week of November 4	Well Below Benchmark	Admin: Review PM report to verify completion
November 18	Well Below & Below Benchmark	Admin: Review PM report to verify completion
Week of January 6	Well Below & Below Benchmark	All notification letters and Home Connect sent to parents. Letters may be sent earlier.
Week of January 21	Well Below Benchmark	Admin: Review PM report to verify completion
Week of February 3	Well Below & Below Benchmark	Admin: Review PM report to verify completion
Week of February 17	Well Below Benchmark	Admin: Review PM report to verify completion
Week of March 10	Well Below & Below Benchmark	Admin: Review PM report to verify completion
Week of March 24	Well Below Benchmark	Admin: Review PM report to verify completion
Week of May 5		All notification letters and Home Connect sent to parents. Letters may be sent earlier.