



Local Literacy Plan for
Pine Wood Elementary School
Debbie Dixon, Principal
Larry Hollie, Superintendent

May 5, 2023



updated March 7, 2024



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>	Give all children the literacy education they deserve
<i>Literacy Mission Statement</i>	To provide a growth-centered, literacy-grounded environment that equips all learners to read on or above grade level by empowering them to achieve their full potential in mastering English Language Arts standards, acquiring core knowledge, and developing literacy attitudes that meet the challenges of a global society.



Section 1b: Goals

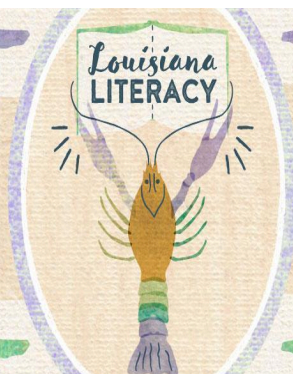
<p><i>Goal 1 (Student-Focused)</i></p>	<p>By May 2024, 75% of students (including Special Education students and English Language Learner subpopulations) will read at proficiency or higher on the end of year state literacy screener and/or meet their expected Reading growth goal on the EOY Exact Path Assessment.</p> <p>According to the baseline data, our students were at 65% proficient in August/September of 2023 according to the LEAP ELA or screener data. Adjustments will be made based on individual student growth or need.</p>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>Teachers will provide structured literacy instruction based on the science of reading with 70% of their students meeting their individualized growth goals on end of year literacy benchmarks.</p> <p>Special Education and the EL teacher will collaborate with regular education teachers to provide differentiated instruction and accommodate, as needed.</p> <p>Goals will be communicated through weekly Professional Learning Communities and progress monitoring.</p> <p>100% of the interventionists will provide tiered small group instruction as documented in lesson plans and observations with a component focused on oral reading fluency.</p> <p>100% of the special education teachers and EL teacher will provide targeted instruction to address reading comprehension.</p> <p>100% of the regular and special education teachers will participate in data driven Professional Learning Communities as documented in weekly agendas and meeting notes.</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>The Guidebook through LDOE Curriculum Hub will be utilized by 100% of 4th and 5th teachers daily. Tier II and III fourth grade interventionists and teachers will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) instructional materials or LIFT resources on the LDOE website for those who were not proficient according to the literacy screener. Tier III fifth grade interventionist and SPED teachers will use SIPPS instructional materials or LIFT resources on the LDOE website.</p>



Section 1c: Literacy Team

<i>Member</i>	<i>Role</i>
<i>Administrators: Debbie Dixon, Stephanie Spikes</i>	Evaluation of literacy programs, Stakeholder communication, Professional Development for teachers
<i>All Teachers</i>	Management/implementation of literacy programs/implementation of response-to-intervention
<i>Interventionists: Tami Brown and Amy Harris</i>	Monitor interventions, instruction, screening and performance measurement for struggling readers and English learners
<i>Special Education Teachers: Kriston Brewer and Kim Cooper</i>	Monitor interventions, instruction, screening and performance measurement for students with disabilities
<i>EL Teacher: Iris Buxton</i>	Monitor interventions and instruction for English learners

<i>Tentative Dates</i>	<i>Frequency of Meetings</i>	<i>Topic(s)</i>
TBD with PLC meetings	Weekly	Review and respond to student learning outcomes, review effectiveness of plan, discuss instructional notices and wonders, plan for professional development needs, and celebrate successes

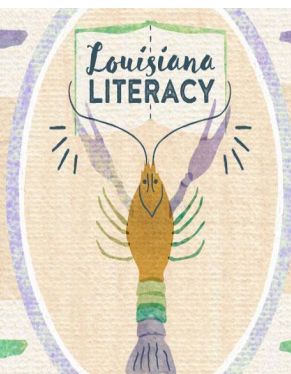


Section 2: Explicit Instruction, Interventions, and Extensions



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS

Literacy Screener Measure by Grade Level	Research Based Action Step	Person Responsible for Implementation	Targeted Group of Students/ Class	Timeline for Implementation	Resources needed for Implementation	Person Responsible for Monitoring
<p>4th Grade ELA LEAP Assessment score</p> <p>Students with an Individual Literacy Plan from third grade</p> <p>Literacy Screener accommodated as allowed by IEPs or EL accommodations</p>	<p>TTW:- implement Guidebook Curriculum through LDOE Curriculum Hub to fidelity (150 min. daily)</p> <p>Tier I-FIRE Intervention Groups</p> <p>Tier II-SIPPS Challenge material, fluency practice. 30 min. 4x/week</p> <p>TIW: Tier III-SIPPS PLUS Material (& LIFT), fluency practice</p> <p>-Progress Monitoring using</p>	<p>Classroom teacher</p> <p>Paraprofessional</p> <p>Interventionist</p> <p>SPED Teachers or paraprofessional</p>	<p>At risk students:</p> <p>Students with an individual literacy plan and those Below Basic on the LEAP test</p>	<p>September to April</p> <p>Progress monitor fluency every 3 weeks</p>	<p>Guidebook Supports, Information from SPOs, SIPPS Challenge and PLUS material, DIBELS fluency passages</p> <p>-DIBELS training for all teachers and paraprofessionals</p>	<p>District Supervisor/ School Principal/Admin</p>



	<p>leveled fluency passages (and MAZE for a composite score)</p> <p>-Analyze Data to create RTI literacy groups</p> <p>30 min. 3x/week</p>					
<p>5th Grade ELA LEAP Assessment score</p> <p>Students with an Individual Literacy Plan from fourth grade</p> <p>Literacy Screener accommodated as allowed by IEPs or EL accommodations</p>	<p>TTW:- implement Guidebook Curriculum through LDOE Curriculum Hub to fidelity (150 min. daily)</p> <p>Tier I-FIRE Intervention Groups</p> <p>Tier II-Review Fourth Grade FIRE material and fluency practice. (30 min. 4x/week)</p> <p>TIW: Tier III-SIPPS Challenge Material, fluency practice</p> <p>-Progress Monitoring using leveled fluency passages (and MAZE for a composite score)</p> <p>-Analyze Data to create RTI literacy groups. 30 min. 3x/week</p>	<p>Classroom teacher</p> <p>Paraprofessional</p> <p>Interventionist</p> <p>SPED Teachers or paraprofessional</p>	<p>At risk students:</p> <p>Students with an individual literacy plan and those Below Basic on the LEAP test</p>	<p>September to April</p> <p>Progress monitor fluency every 3 weeks</p>	<p>Guidebook Supports, Monitor Guidebook writing prompts through Google Classroom, SIPPS Challenge and PLUS material, DIBELS fluency passages</p> <p>-DIBELS training for all teachers and paraprofessionals</p>	<p>District Supervisor/ School Principal/Admin</p>



Section 3: Ongoing Professional Growth



ONGOING PROFESSIONAL GROWTH is an essential component of effective teaching and literacy development.

- Engage in two-way reflective dialogue with leaders and respond to constructive feedback.
- Be an active participant in learning communities and other collaborative opportunities.
- Take a proactive role in professional development opportunities.

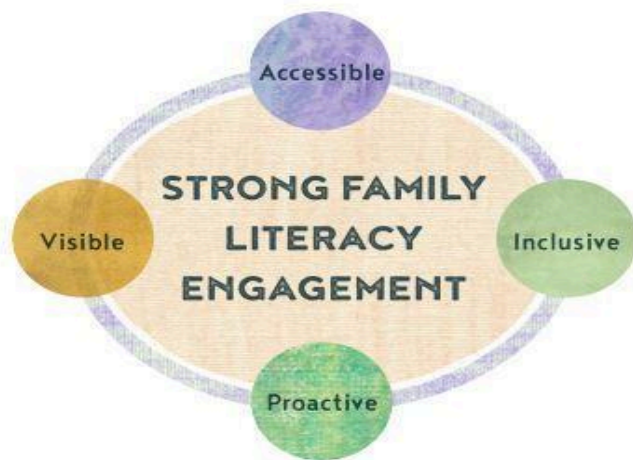
Month/Date	Type	Topics	Attendees
August 2023 January 2024	Staff Development Presentations with active participation	Kagan Structures: which will help students with their listening, communication, and collaboration skills	Grade 4-5 teachers, Sped Teachers, Interventionist Implementation monitored through lesson plans and observations
Ongoing-weekly	PLC Ongoing	Small Group Reading Writing Instruction Data Review Progress Monitoring	4-5 teachers, Sped Teachers, Interventionist Implementation monitored through lesson plans and observations
September 2023	PLC	Response to Intervention (RtI) Procedures Expectations	Interventionists, Teachers Implementation monitored through sign in sheets, lesson plans and observations
As available-required by Act 108	Foundations of Literacy Training	The Science of Reading	New ELA teachers and those who have not attended. Implementation monitored by certification and observation in the classroom
Ongoing February 2024	PLC Ongoing	SIPPS (Systematic Instruction in Phonological Awareness,	4-5 teachers, Interventionist



	on-line coaching support	Phonics, and Sight Words) Training On-line training monitored with sign-in sheets	Implementation monitored through lesson plans and observations
Monthly	PLC Meetings	Foundation of Reading, Other topics varies based on data and grade band	4-5 teachers, Sped Teachers, Interventionist Implementation monitored through sign-in sheets.
February 2024	Writing Revolution Training	Writing Revolution Material Books given to teachers	Some teachers attended the training and they will re-deliver in PLCs. Implementation monitored through sign in sheets, lesson plans and observations
January 31 st -February 2 nd , 2024	Plain Talk About Literacy and Learning Conference	Evidence-based reading research and strategies for all ages and grades	Reading Interventionist and ELA Mentor Teacher
May 2024	LDOE Teacher Leader Summit	Multiple topics for leadership and lead teachers with planning and instruction.	ELA Teacher EL Teacher Literacy Coach



Section 4: Family Engagement Around Literacy



This framework provides the foundation for strong family engagement practices around children's literacy development. The strategies and activities within this guide overcome common barriers to accessible, inclusive, proactive, visible family engagement.

ACCESSIBLE: using multiple modes of communication to ensure all families have access

INCLUSIVE: making all communication available in home languages and respecting cultural differences

PROACTIVE: ensuring timely notifications and avoiding unintentional exclusions

VISIBLE: reaching out during uncertain times and keeping all lines of communication open to families

Month/Date	Activity	Accessibility Opportunities	Community Partners
Bi-monthly	Fluency Passages sent home for extra practice	Communicated through Parent Newsletters(paper), DOJO messages (app-based); the EL teacher may call parents, as needed	
Bi-annually	Literacy Information in Newsletter	School newsletter (paper and translated, as needed) containing literacy information; shared on DOJO (app-based)	
Monthly	PWE Book Club	Parent Newsletters (paper and translated, as needed), School Calendar, DOJO Messages (app-based) Club Activities during the school day with the school providing the books. Evaluated by student and parent surveys.	Beauregard Parish Library



December, 2023	STEAM Night	<p>Parent Newsletters (paper and translated, as needed), School Calendar, DOJO Messages (app-based), JCampus Phone Message, FaceBook (social media)</p> <p>Evaluated by teacher, student and parent surveys.</p> <p>Materials available for teachers to do activities in class with their students.</p>	Beauregard Health System, PCA, Ingevity, High School Clubs
February, 2024	Family Reading Night	<p>Parent Newsletters (paper and translated, as needed), School Calendar, DOJO Messages (app-based), JCampus Phone Message, FaceBook (Social Media)</p> <p>Evaluated by teacher, student and parent surveys.</p> <p>Materials available for teachers to do activities in class with their students.</p> <p>Extra books sent home with activities for Title I ELA Intervention students.</p>	Beauregard Parish Library, Big Brothers and Big Sisters, High School Clubs
May, 2024	Summer Reading Initiative	<p>Tier III Reading Students</p> <p>Activities provided for the parents to complete with their student.</p> <p>Evaluated by the students and parents through surveys.</p>	Beauregard Parish Library



Section 5: Alignment to other Initiatives



Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>School Improvement Plan</i>	<i>Focus on Science of Reading and Literacy</i>	<i>Review, Monitor, and Evaluate End of Year Goals of the School Improvement Plan</i>
<i>Professional Learning Communities (PLCs) during a common plan time</i>	<i>Unit/lesson unpacking of Guidebooks (LDOE Curriculum Hub) Data Driven Instruction Progress monitoring of fluency</i>	<i>PLC meeting notes Observations</i>
<i>Community Programs: Family Reading Night</i>	<i>Ensure Activities are tied to Literacy and Science of Reading</i>	<i>Review, Monitor and Evaluate ATP One Year Action Plan</i>
<i>Cross-Curricular Connections</i>	<i>Teachers trained in Science of Reading</i>	<i>Trainings, PLCs, utilization in the classroom with observations</i>
<i>Exact Path (computer-based Intervention -Individualized Rtl)</i>	<i>Individualized Rtl in Reading and Language Skills at the skill level of the student</i>	<i>Review and monitor data during weekly PLCs and ILT meetings</i>

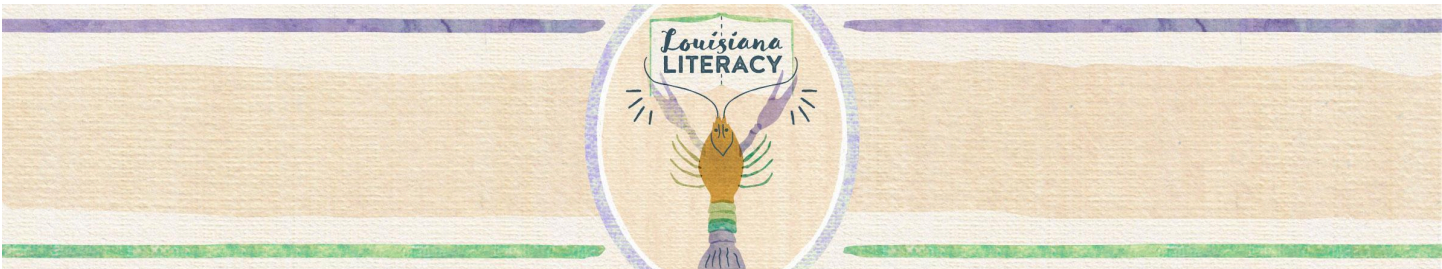


Section 6: Communicating the Plan



Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Parents</i>	<i>Discuss literacy plan, goals, and progress at ATP (Action Team Partnership) Meetings, Parental Involvement, and Open House</i>	<i>Regularly Scheduled Meetings</i>
<i>Parent, Teachers, Students</i>	<i>Share Literacy components and goals in PWE Newsletter</i>	<i>Bi-annually Newsletter</i>
<i>Teachers (collaboration with Special Education and EL teachers)</i>	<i>Discuss literacy plan, goals, and progress</i>	<i>Weekly PLC Meetings</i>
<i>Parents, Teachers, Community</i>	<i>Discuss literacy plan, goals, and progress at SIP and ATP Meetings</i>	<i>Each Semester</i>
<i>Parents, Teachers, Students</i>	<i>Communicate Beginning of the Year, Middle of the Year, and End of the Year Literacy Screener Results</i>	<i>Fall, Winter, Spring</i>
<i>Parents</i>	<i>Screener Results and progress</i>	<i>Parent Conferences</i>



<i>School Improvement Committee with Interventionists</i>	<i>Review events that promote family engagement within the school, promote literacy at home, review literacy data, plan for professional developments and utilize other resources to meet the needs of our students.</i>	<i>Quarterly</i>
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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.
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