



Literacy Plan

for

Livingston Parish Public Schools

**South Live Oak Elementary**

Date

June 1, 2023





### Section 1a: Literacy Vision and Mission Statement

<b><i>Literacy Vision</i></b>	In collaboration with families and communities, <b>South Live Oak Elementary</b> will enhance students' literacy outcomes by providing all students with high quality curriculum and instruction.
<b><i>Literacy Mission Statement</i></b>	<b>South Live Oak Elementary</b> is committed to providing students with a high-quality, enriching literacy foundation and skills to prepare them to successfully be college and career ready. Rigorous and relevant instruction in listening, speaking, reading, and writing is the focus of literacy learning in all content areas and classrooms.



## Section 1b: Goals

<b>Goal 1 (Student-Focused)</b>	<ul style="list-style-type: none"><li>• By the end of the school year, K-3<sup>rd</sup> grade students will increase on average by 25% in reading proficiency according to DIBELS 8.</li><li>• By the end of the school year, 4<sup>th</sup> –5<sup>th</sup> grade students will demonstrate on average growth of five percentage points annually on LEAP assessment.</li></ul>
<b>Goal 2 (Teacher-Focused)</b>	<ul style="list-style-type: none"><li>• All teachers will demonstrate effective teaching practices that include meeting the individual needs of students, implementing the Tier I curriculum and using student data to effectively plan intervention instruction for subpopulations. Teacher performance will be as evidenced by DIBELS 8 end of year data and/or LEAP 2025.</li><li>• All teachers will use DIBELS 8 student data to monitor individual students' progress and adjust interventions as needed.</li></ul>
<b>Goal 3 (Program-Focused)</b>	<ul style="list-style-type: none"><li>• <b>South Live Oak Elementary</b> will implement a Literacy Program that includes the following: Tier 1 ELA curriculum, student support through reading interventions and/or extensions based on literacy screeners and diagnostic assessments, teacher effectiveness through AIMS Science of Reading training, and monitoring of literacy data through ongoing collaboration and team meetings.</li></ul>



## Section 1c: Literacy Team

### School Literacy Team Members

<i>Member</i>	<i>Role</i>
<i>Amy Savage</i>	<i>Principal</i>
<i>Marty Henry</i>	<i>Assistant Principal</i>
<i>Ashley Patin</i>	<i>Instructional Coach</i>
<i>Corley McDaniel</i>	<i>Grade Band Representative (K-3)</i>
<i>Michelle Jones</i>	<i>Reg. Education Teacher (minimum of one)</i>
<i>Brittany Kelley</i>	<i>Special Ed. Teacher (minimum of one)</i>
<i>Ashley Ivy</i>	<i>ELL Representative (if necessary)</i>
<i>Trisha Shirley</i>	<i>RTI Academic Interventionist (when necessary)</i>
<i>Samantha Diesl</i>	<i>Other</i>
<i>Angela Elkins</i>	<i>Other</i>

#### School Literacy Team Members will:

- Participate in school level literacy meetings
- Monitor and discuss grade-level literacy progress
- Monitor student data and discuss change or continuation of interventions/acceleration
- Discuss coaching plans and provide support to teachers with literacy instruction

#### School Administrative Team will:

- Conduct Classroom Observations using Kickup Instrument



### Meeting Schedules

<b><i>Date &amp; Type of Meeting (Plan Review, Data Analysis, etc.)</i></b>	<b><i>Frequency of Meetings (Weekly, Monthly, etc.)</i></b>	<b><i>Topic(s)</i></b>
Beginning of the Year DIBELS diagnostic results and data from additional screener (as needed)	August/September	<ul style="list-style-type: none"> <li>• Analysis of DIBELS Data, EOY LEAP Data, Phonics Screener</li> <li>• Caregiver Reports</li> <li>• Creation of intervention groups</li> </ul>
Data Review Meeting	Three times Yearly	<ul style="list-style-type: none"> <li>• Tier II and Tier III Students</li> </ul>
DIBELS Progress Monitoring	Three times Yearly	<ul style="list-style-type: none"> <li>• Analysis of DIBELS Data, Phonics Screener to determine if students are on track to meet grade level goal.</li> <li>• Adjustments to interventions and/or groups as needed.</li> </ul>
Middle of Year DIBELS Benchmark and Screeners	January	<ul style="list-style-type: none"> <li>• Analysis of DIBELS Data, Phonics Screener Provide Care Giver Report, including chart tracking progress towards goal.</li> <li>• Adjustments to interventions and/or groups as needed</li> </ul>
End of Year DIBELS Benchmark and Screeners	April-May	<ul style="list-style-type: none"> <li>• Analysis of DIBELS Data, Phonics Screener</li> <li>• Care Giver Report, including chart tracking progress towards goal</li> </ul>



## Section 2: Explicit Instruction, Interventions, and Extensions

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



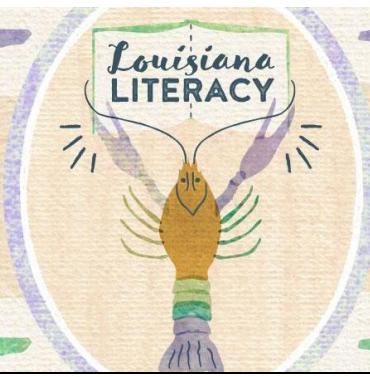
### Action Plan

Month	Literacy Goals	Explicit Instruction with Interventions and Extensions Ongoing	Professional Growth	Family Literacy Engagement
<b>Summer</b>	Establish school-level literacy teams that consist of: <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Instructional Coach</li> <li>• K-3 Grade Level Representative</li> <li>• Special Education Teacher</li> <li>• RTI Academic Interventionist</li> <li>• ELL Representative (if necessary)</li> </ul>	Grades K-2: <ul style="list-style-type: none"> <li>• Incorporate 165 minutes (whole group and small group) of Tier I literacy instruction.</li> <li>• In addition, students will receive thirty minutes of intervention/extension provided by teachers or other staff with teachers playing an integral role.</li> </ul> Grades 3-5: <ul style="list-style-type: none"> <li>• Incorporate 120 minutes (whole group and small group) of Tier 1 literacy instruction.</li> <li>• In addition, students will receive thirty minutes of intervention/extension provided by teachers or other staff with teachers playing an integral role.</li> </ul>	Meet with literacy team to develop a plan to model, practice, and provide feedback on effective literacy practices and instruction.  Resources are available in the <a href="#">Literacy Library</a> .	Evaluate past impact of literacy-focused family engagement opportunities and plan for improvement for the upcoming year.  Develop partnerships with community organizations to promote reading.  Plan with VIPs for quarterly reading celebrations for students who meet reading goals  Plan for family literacy monthly activities to



		<p>Review the Tier I curriculum calendar and grade level standards.</p> <p>Implement Tier 1 Core Curriculum that supports the implementation of explicit language and literacy instruction including foundational skills, high-quality interactions, and individualized interventions and support as evidenced by curriculum embedded assessments.</p> <ul style="list-style-type: none"><li>• Creative Curriculum for Early Childhood</li><li>• CKLA Skill Strand K-2 Grade</li><li>• Wit &amp; Wisdom Grades K-5</li></ul> <p>Plan to administer the literacy screener and diagnostics to get the most valid results.</p> <ul style="list-style-type: none"><li>• A DIBELS 8 School Team will administer the benchmark assessment in the fall, winter and spring of the school year.</li></ul>		<p>encourage regular reading in the home.</p>
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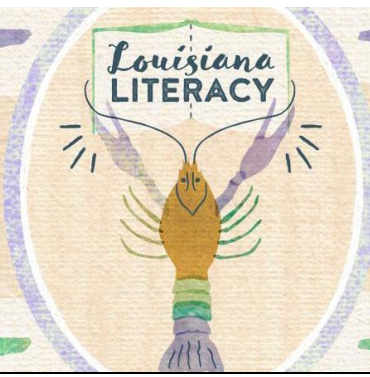




		<ul style="list-style-type: none"><li>• Diagnostic assessments and will be given to students who are identified below level on the DIBELS assessment</li><li>• Teachers will progress monitor students who are receiving interventions based on DIBELS 8 data.</li><li>• Teachers or trained staff (with teachers playing an integral role), will provide interventions to students in need based on DIBELS 8 and diagnostic assessments that target the deficit areas in phonological awareness, phonics, vocabulary, fluency, and comprehension.</li><li>• Provide extension lessons to students who are on or above grade level.</li></ul>		
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<p><b>August</b></p>	<p>Administer literacy screener.</p> <p>Conduct School Literacy Team meeting.</p> <p>Communicate School Literacy Plan.</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Literacy campaign/social media post</li> </ul>	<p>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation). Teachers will follow the pacing calendars for Tier 1 ELA curriculum.</p> <p>Establish well-organized classrooms that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities.</p> <p>Provide feedback and support for effective curriculum planning and implementation.</p> <p>Share literacy resources from <a href="#">Literacy Library</a> with teachers.</p> <p>Use data and flexible scheduling to create targeted intervention and extension groups.</p>	<p>School leaders provide teachers with professional development in Literacy Instructional Practices.</p> <p>Access webinars and session recordings in the <a href="#">Literacy Library</a> in back-to-school professional development meetings and teacher collaboration times.</p>	<p>Develop a plan to disseminate information to families including opportunities for them to be involved in promoting their child’s language and literacy development.</p> <p>Share the Resources for Families activities in the Literacy Library.</p>
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<p><b>September</b></p>	<p>Develop Student Learning Targets.</p> <p>Conduct School Literacy Team meeting.</p>	<p>Analyze beginning of the year literacy screener and diagnostic data at the school and teacher level.</p> <p>Conduct additional screeners for students at risk for dyslexia as needed.</p> <p>Plan for how you will use progress monitoring data to adjust intervention and extension groups.</p> <p>Send home Literacy Caregiver Report that includes intervention support and activities for families to support students at home.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.</p>	<p>Support teachers with information on <u>evidence-based literacy strategies</u> and where they exist in their Tier 1 curriculum.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>Hispanic Heritage Month</li> </ul>
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<p><b>October</b></p>	<p>Conduct School Literacy Team meeting.</p>	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.</p>	<p>Continue providing coaching support and feedback to teachers based on Kickup observations.</p> <p>Resources in the Louisiana <a href="#">Literacy Library</a> are available to support professional learning.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• Learning Disabilities and Dyslexia Awareness Month</li> </ul> <p>Share <a href="#">Grab and Go</a> Activities with families to support at home learning.</p>
<p><b>November</b></p>	<p>Conduct School Literacy Team meeting</p>	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.</p>	<p>Continue providing coaching support and feedback to teachers based on Kickup observations.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• American Indian, Alaska Native, and Native Hawaiian Heritage Month</li> </ul>



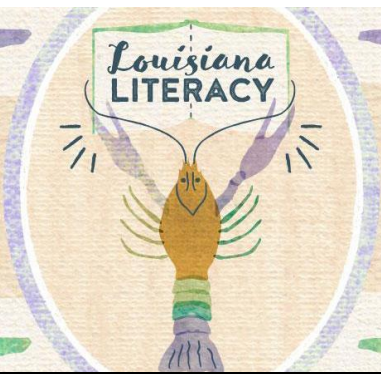
<p><b>December</b></p>	<p>Progress monitor Student Learning Targets.</p> <p>Conduct School Literacy Team meeting</p>	<p>Administer mid-year literacy screener and interim assessments.</p> <p>Analyze DIBELS Data, Phonics Screener, and other data to monitor student progress towards goal.</p>	<p>Continue providing coaching support and feedback to teachers based on Kickup observations.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• Holiday, Traditions Customs</li> </ul>
<p><b>January</b></p>	<p>Conduct School Literacy Team meeting.</p> <p>Based on mid-year screening data, assess and chart progress towards initial literacy goals.</p> <p>Communicate to families the progress students are making toward their individual literacy goals.</p>	<p>Analyze mid-year literacy screener and diagnostic data at the school, and teacher level.</p> <p>Adjust intervention and extension groups based on student needs.</p> <p>Send home Literacy Caregiver Report that includes intervention support, activities for families to support students at home, and chart including tracking progress towards student goal.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade</p>	<p>Based on mid-year screening data and classroom observation, adjust your professional learning calendars.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• National Creativity Month-celebrate the creativity of students</li> </ul> <p>Continue to develop partnerships with community organizations to promote reading.</p>



		levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.		
<b>February</b>	Conduct School Literacy Team meeting	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.</p>	Continue providing coaching support and feedback to teachers based on Kickup observations.	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• Black History Month</li> </ul>
<b>March</b>	Conduct School Literacy Team meeting	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Provide ongoing opportunities for data-driven planning and professional collaboration with faculty and staff providing interventions. Meet with grade levels to analyze end of unit assessments and end of module assessments for Tier 1 ELA curriculums.</p>	Continue providing coaching support and feedback to teachers based on Kickup observations.	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• NEA's Read Across America</li> </ul>



<p><b>April</b></p>	<p>Conduct School Literacy Team meeting</p>	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Begin work on master schedule for following school year to include:</p> <ul style="list-style-type: none"> <li>• Weekly common planning</li> <li>• Literacy block with embedded intervention/ small group time</li> </ul>	<p>Continue providing coaching support and feedback to teachers based on Kickup observations.</p>	<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• National Poetry Month, Drop Everything and Read Day (April 12)</li> </ul>
<p><b>May</b></p>	<p>Conduct School Literacy Team meeting</p> <p>Review early literacy screener end-of-year data to set goals for next year.</p>	<p>Analyze end-year literacy screener and diagnostic data at the <a href="#">school</a>, and <a href="#">teacher</a> level.</p> <p>Use data from monitoring of curriculum implementation to determine if: additional professional development/support is needed.</p> <p>Send home Literacy Caregiver Report that includes intervention support and activities for families to support students at home.</p>		<p>Highlight Literacy Focus of the Month:</p> <ul style="list-style-type: none"> <li>• Asian Pacific American Heritage</li> </ul>



		Determine 3 <sup>rd</sup> & 4 <sup>th</sup> grade students who are below grade level and will be offered Summer Literacy Boost.		
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Section 3: Ongoing Professional Growth

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 deliver to other teachers/faculty.)</i>
<b>August – May</b>	Ongoing professional development and support aimed at building knowledge and capacity around the Science of Reading and how to integrate best practices and evidence-based strategies into classrooms, including instruction for diverse learners. Science of Reading: <ul style="list-style-type: none"> <li>• LETRS for Early Childhood</li> <li>• AIM (K-3)</li> </ul>	School Leaders Teachers
<b>August - May</b>	Attend core curriculum training and support for collaborative planning amongst grade level teachers. <ul style="list-style-type: none"> <li>• Creative Curriculum for Early Childhood</li> <li>• CKLA Skill Strand Grades K-2</li> <li>• Wit &amp; Wisdom Grades K-5</li> </ul>	School Leaders Teachers
<b>August-May</b>	Ongoing professional development and support determined by analysis of Kickup data.	School Leaders Teachers
<b>May</b>	Attend training on building master schedules that include weekly common planning and literacy block with embedded interventions	School Leaders



#### Section 4: Family Engagement Around Literacy

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
<b>September, January, &amp; May</b>	Distribute the Caregiver Report to parents/guardians within fifteen days of identifying that a student in kindergarten through third grade is below grade level. Written notice given in the BOY, MOY, and EOY shall include: <ul style="list-style-type: none"> <li>• importance of reading on grade level by the end of third grade</li> <li>• <a href="#">at home literacy activities</a></li> <li>• Specific interventions and support provided at school</li> </ul>	Caregiver reports will be sent home in the fall, winter, and spring, including chart showing progress toward student goals. Parent/Teacher Conferences	LDOE
<b>August</b>	Open House/ Meet & Greet	ZOOM, Informational brochures & flyers	Smoothie King, LPSO
<b>August - May</b>	Provide families access to various literacy resources and information for at-home use through the district Family Resource Center.	Workshops, Digital Resources	Family Resource Center
<b>August - May</b>	Partner with local library branches to offer each student a digital library card.	Online library access	Local library branches



**Section 5: Alignment to other Initiatives**

**Initiative Alignment**

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
School Improvement Plans will include the literacy plan that highlights the Science of Reading training, literacy interventions, and family literacy communications	LETRS for Early Childhood  AIM Pathways for K-3 teachers and administrators	Teacher intervention logs, copy of Science of Reading Certificates, monthly family literacy communications
Alignment to district Tier 1 literacy curriculum	CKLA / Wit & Wisdom	Unit/ Module Assessment Data, Kickup Observation Data
Provide families access to a variety of literacy resources	Family Resource Center	Attendance at workshops, Checkout of materials at Resource Center



## Section 6: Communicating the Plan

### Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Principal, Asst Principal, Teachers Students, Parents, Community	The school literacy plan will be posted on the school website.	Post on Website August 1 <sup>st</sup> , 2023
School's Literacy Team	The literacy team has published meeting dates throughout the year.	Monthly
District Curriculum Department School Literacy Team	District Personnel will support schools with literacy, interventions, and curriculum.	August - May
Family Members	The school literacy plan will be posted on the school website.	Post on Website August 1 <sup>st</sup> , 2023
Family Members	Parents will receive Caregiver Reports to show student progress, interventions, and what caregivers can do to support their child at home.	BOY, MOY, EOY