



2023-2024 Literacy Plan

Forest High School

Christy Boyte, Superintendent

Lisa Smith, Principal

Sarah Kovac, Director of Curriculum and Instruction

Section 1a: Literacy Vision and Mission Statement

Literacy Vision	West Carroll Parish School System supports a commitment to literacy by ensuring that students at any level will become proficient readers and writers.
Literacy Mission Statement	West Carroll Parish School System promotes reading development by providing targeted instruction, frequent progress monitoring, extra reading support in the classroom, home, and community.

Section 1b: Goals

Goal 1 (Student-Focused)	All students will read and write on grade level or show adequate progress by the end of the school year. PK students will score Level 4 by the end of the year or show adequate progress as measured by TS Gold K-12 students will read and write on grade level or show adequate progress toward individual goals based on data generated from DIBELS, MasteryConnect benchmark assessments and/or LEAP assessments.
Goal 2 (Teacher-Focused)	Ensure implementation with fidelity, the Action Steps of the West Carroll Parish Literacy Plan for 2023-2024. Teachers' performance will be measured by walkthroughs, formal observations, and student growth.

Goal 3 (Program-Focused)	<p>Literacy programs that improve teachers’ practices based on data that allows teachers to provide individualized and targeted literacy instruction from TIER I curricula, embedded assessments and TIER 1 RTI supports (TS Gold, Savvas MyView, SPIRE and MyPerspectives). Students will receive targeted small group instruction to accelerate their needs based on their student work in Literacy from the curriculum supports during RTI</p> <p>Teachers will participate in year-long professional development on lesson and unit internalization.</p>
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Section 1c: Literacy Team

Member	Role
Christy Boyte	Superintendent
Sarah Kovac	Director of Curriculum and Instruction
Sharon Patrick	Instructional Coach
Courtney Bolding	Instructional Coach
Stephanie Johnson	Instructional Coach

Section 1c: Literacy Team Meetings

<i>Date</i>	<i>Topic(s)</i>
September 6, 2023	Overview of the Leadership Team; Early Literacy Screening/ Previous Year Screener Data
November 8, 2023	Progress on Action Plans; Data Review; Use of Science of Reading Best Practices
January 10, 2024	Progress on Action Plans; K-1 Writing Progress; Data Review; Use of Science of Reading Best Practices; Mid-Year Early Literacy Screening
March 6, 2024	Progress on Action Plans; Data Review
May 8, 2024	End of Year Literacy Screening; Reflection; Data Review; Plans for new school year
July 10, 2024	Plans for new school year

Success Criteria		
What are we doing?	Why are we doing it?	How will we know if it worked?
Early Literacy Screeners	To identify students at risk for reading problems	Interventions and Action Plans
Diagnostic Assessments	To identify precise instructional needs students have in order to provide support to reach grade level	Progress Monitoring of Prerequisite skills
Progress Monitoring	To identify that the student is making enough reading progress to reach summative reading goals	Growth toward Literacy Goals
Formative Assessments	To identify whether students are acquiring intended knowledge and skills. To identify if additional instruction is needed.	Data driven Instruction
Summative Assessments	To identify if the student is reading at grade level and meeting other reading goals on grade level	Individual Student's Growth Targets met

Literacy Screeners						
Screener	Key Component/Strategies	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
DRDP–K (Desired Results Developmental Profile	Kindergarten Entry Assessment- Document progress of individual students on key	August 21, 2023 - September 21, 2023	-Train new Kindergarten Teachers by Aug. 30th.	Kindergarten teachers Sarah Kovac	-KEA and K–3 Literacy Screener Guidance for Various Learning	-Completion of observation and documentation -Rating the

(Kindergarten)	<p>measures of Kindergarten using an observation based rating tool.</p> <ul style="list-style-type: none"> -Provides teachers with individual student data to guide instruction. -Provide administrators and families information about student's progress. 	<p>(must be administered within the first 30 days of school)</p> <p>Data Submission: Oct 31</p>	<ul style="list-style-type: none"> -Schedule administration dates -Collect data -Enter data in JPAMS -Submit data to LDOE 		<p>Environments</p> <ul style="list-style-type: none"> -KEA Guidance -DRDP-K Overview -LDOE Resources 	<p>Measure</p> <ul style="list-style-type: none"> -Finalizing the Assessment -Submitting results in SIS(JPAMS) by Oct.20th. -Student plan for intervention/growth. -Students show improvement.
K-3 Literacy Screener (TBA from LDOE)	<ul style="list-style-type: none"> -To detect K–3 students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties. -Identify children at risk for reading difficulties and determine the skills to target for instructional support. 	<p>Given 3xs a year (must be administered within the first 30 school days)</p> <p>BOY: Aug 21,2023 - Sept 21, 2023 MOY: Dec (LDOE set date) EOY: April (LDOE set date)</p>	<p>Teachers, SpEd, and other staff review, share and analyze results for individual students for curriculum planning and development.</p>	<p>District Assessment Team</p> <p>Trained staff at school site</p>	<p>KEA and K–3 Literacy Screener Guidance for Various Learning Environments</p> <ul style="list-style-type: none"> -K–3 Literacy Screener Guidance Guidelines for Students with Special Needs Scoring Guidance 	<ul style="list-style-type: none"> -Completion of observation and documentation -Submitting results to Data managers and SIS coordinators by Oct.20th. -mCLASS Data Management System Reports

ELA Textbooks and Instructional Materials Adopted

All schools will implement an on-going language arts assessment plan, including formative and measures. All teachers will use assessments to plan appropriate intervention strategies.

-The district uses multiple data points to make instructional determinations and to assess students' reading proficiency. These measures will be used to monitor success of each school's reading/writing program through formative and summative data. When indicators show students are not making adequate progress, administration will meet with the School Level Literacy Team to insure needed changes.

-School and classroom on-going formative assessments will drive instructional decisions. They will include the following: writing samples, phonemic awareness assessments, running records, reading benchmarks, Tier1 assessments, spelling, inventory and reading intervention tests.

-Intervention will include the teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies using Tier1 curriculum/LDOE Accelerate and Literacy Instruction, Intervention, and Extension Resources.

Grade Level	Curriculum	Intervention Materials
K-3	Savvas MyView	S.P.I.R.E.

Section 2: Explicit Instruction, Interventions, and Extensions

All staff, including interventionists and resource teachers, will use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ensure students are progressing to meet individual literacy goals. These assessments will be used to guide differentiated instruction to target student learning goals. Students have an additional 30 minutes of reading support (RTI/WIN) embedded in their daily instructional schedule. Multi-tiered system of support (MTSS) push-in/pull-out intervention services are used for students who score below benchmark.

-Staff will analyze data on an ongoing basis to monitor student progress to assure intervention or enrichment is meeting the needs of the student.

-School Sites will implement researched based best practices delivery methods to meet student needs.

-Action Plans will include short-term and long-term goals for students.

-Intervention students will be given additional assessments to monitor and plan next steps/instruction.

ACTION PLAN:

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - July 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores; Curriculum embedded assessments; TS Gold	Students and subgroups demonstrate growth in year-to-year data.
1	Year Long	Review benchmark data and LEAP scores to establish school system goals.	Principals, Teachers, Coaches and District staff	Literacy screeners; LEAP scores and MasteryConnect benchmark scores; TS GOLD	Students demonstrate growth in data from beginning of year to end of year and from year-to-year LEAP data.
1,2,3	Year Long	Implement Tier 1 Curriculums to provide explicit instruction to increase comprehension and promote critical thinking.	Principals, Teachers, Coaches, Support and District staff	Curriculum materials.	Teacher Observations, Walk-throughs, and benchmark assessment data.
2	Year Long	Instructional staff will implement small group instruction providing acceleration (frontloading) and interventions for struggling learners	Principals, Teachers, Coaches, Support and District staff	MyFocus Interventions MyFocus Readers Leveled Readers Decodable Readers	Increased student literacy achievement on state and local assessments, Observations, Diagnostic Screenings, progress monitoring, and

		and Special Education and EL student populations.			curriculum-embedded assessments.
2	Year Long	All K-3 educators and administrators will be trained in the Science of Reading	Principals, Teachers, Coaches, Support and District staff	Apel Early Literacy Training Modules	Completion Certificates
3	Year Long	Instructional Walk-throughs, feedback and coaching.	Principals, Teachers, Coaches, Support and District staff	Walk through tool	Observation data
1,2,3	Year Long	Implement Tier 1 Intervention Curriculum to provide explicit instruction to promote reading fluency and comprehension in struggling readers.	Principals, Teachers, Coaches, Support and District staff	SPIRE curriculum, RTI schedule, walk through tool	Students demonstrate growth in data from beginning of year to end of year and from year-to-year LEAP data and literacy screener data.
1,2,3	Year Long	Teachers will participate in job-embedded PD clusters on unit and lesson internalization	Principals, Teachers, Coaches, Support and District staff	Walk through tool	Observation data

Section 3: Ongoing Professional Growth

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
A-PEL self-paced training	The Science of Reading	K-3 teachers, paras and principals
Monthly Clusters	Lesson and Unit Internalization	Teachers, paras and principals
Provide professional development in S.P.I.R.E a comprehensive, intensive, multisensory reading intervention program.	Learning to use the intervention program	Teachers, paras, principals, instructional coaches, district administrators

Section 4: Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
10/23-10/27	Book Fair	Flyers sent in multiple languages	PTO
10/24/23	Family Literacy Night	Flyers sent in multiple languages	PTO
Year Long	Guest Readers		PTO
Month of Nov	National Family Literacy Month	Flyers sent in multiple languages	PTO/Law Enforcement Agencies/Mayors/SROs/Library
Month of Jan	National Creativity Month		PTO/local artists

March 2-6, 2024	NEA Read Across America Week		PTO/Law Enforcement Agencies/Mayors/SROs/Library
April 12th	Drop Everything and Read Day		

Section 5: Alignment to other Initiatives		
Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Strategic Plan: Excellent instruction: Build teacher and school leader capacity and enthusiasm to effectively and consistently implement high-quality curricula at grade-level standards through intentional and sustainable systems of support.	Family Nights Parent committee meetings-literacy topics Parent/Teacher Conferences	Topics based on Parent surveys Monitor Parent Attendance
School Improvement Plan	Schools include Literacy Goal Family Engagement activities connected to Literacy. (Family Nights)	Classroom Walkthroughs/visits Lesson Plans Monitoring of student progress Student progress/growth on literacy benchmark assessments
School-Based Instructional Coaches	Schools will have a school based literacy coach that supports teachers in implementing evidence based literacy instruction, analyzing student data and planning to target student weaknesses.	Provide instructional support through the coaching cycles and during common planning time at each site. Improved literacy instruction using best practices improved student achievement in literacy assessments.

<p>ELA Content Leaders</p>	<p>Content leaders are teachers at each school site who have the knowledge, skills, and resources to provide high-quality, content-rich, and curriculum specific professional development in ELA to new and current teachers in district/site.</p>	<p>Facilitate during common planning time provide feedback and professional development on tier 1 curriculum implementation. Improved literacy instruction using best practices. Improved student achievement on literacy assessments</p>
<p>Interdisciplinary Leadership Team Meeting(ILT)</p>	<p>School leaders meet monthly to analyze student data, identify look-fors during Walk-throughs and formal observations, and to discuss ways to engage families in supporting student learning. Administrators collaborate to identify next steps in supporting teachers and students' literacy.</p>	<p>Improved literacy instruction through observation and feedback cycle. Assist teachers in analyzing student data and planning for supports. Equitable access to supports for all families. Improved student achievement on literacy assessments.</p>
<p>ACT 108 Foundations of Reading training</p>	<p>All K-3 teacher and administrators will be trained in the Foundations of Reading through A+PEL training.</p>	<p>Improved student achievement through using the knowledge gained through the Science of Reading training. Certificate of Mastery on file</p>
<p>LDOE -Literacy Revival -Literacy Library -Accelerate -K-3 Writing -Sound Walls</p>	<p>Library of high-quality literacy and professional development resources to improve teacher's knowledge and best practices in literacy.</p>	<p>Classroom Walkthroughs/visits Lesson Plans Monitoring of student progress</p>

Section 6: Communicating the Plan

Stakeholder Group	Plan for Communicating	Timeline
District Literacy Team	Review District Literacy Plan with District Literacy Team during a monthly meeting.	August
Schools	School level administrators review School Literacy Plan with faculty and staff during Common PlanningTime	August
Families/Community members	Social Media, Meet the Teacher Nights, online posting of plan	Fall (October-November)