

Local Literacy Plan for Hattie A. Watts Elementary

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## LOUISIANA'S LITERACY PILLARS



## A foundation of EQUITY across all literacy practices ensures opportunities and access for every learner every day.

## Section 1a: Literacy Vision and Mission Statement

- Literacy Vision: Hattie A. Watts Elementary believes that literacy is vital for student success throughout their lives. Therefore, we aspire to instill the life-long love of reading in students by encouraging student curiosity and critical thinking during learning opportunities both inside and outside the classroom.
- Literacy Mission Statement: Hattie A. Watts Elementary will provide all students with high quality explicit instruction to foster an understanding and appreciation of literature, through reading and writing to become life-long readers.


## Section 1b: Goals

Guiding Questions:

1. What are your overall literacy goals?

We would like to increase our student reading proficiency from $55 \%$ to $65 \%$ or above.
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?
- 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?


## Goal 1 (Student-Focused)

- $50 \%$ of students will meet or exceed individual growth goals by May 2024, based on data collected from the BOY and EOY state approved literacy screener. This goal will be reached because students are participating in Lexia, small group interventions, and DIBELS progress monitoring.
Goal 2 (Teacher-Focused)
- $100 \%$ of teachers will participate in professional development to build their capacity as an effective teacher in the area of literacy. We are currently receiving person guidance and support from an Amplify/CKLA curriculum representative. The teachers also participate in mandatory district CKLA trainings as well that are offered during the year.

OR

- Teachers will demonstrate effective teaching practices that include meeting individual needs of students by using student data to effectively drive instruction as evidenced in subgroup literacy growth by $50 \%$ from the BOY to the EOY. Teachers meet twice a month to discuss data and individual goals. The admin team participates and we discuss each individual student and how teachers will meet their goal.
Goal 3 (Program-Focused)
- $65 \%$ of our K-3 students will be reading on grade level or show adequate progress by the end of the school year on literacy screener.


## Section 1c: Literacy Team

| Member | Role |
| :--- | :--- |
| Brianna Comeaux | Principal |
| Andrea Barrass | Assistant principal |
| Becky Guarisco | Curriculum Facilitator |
| Helen Rentrop | K teacher |
| Brittany Novak | 1 $^{\text {st }}$ grade teacher |
| Dana Martin | 2 $^{\text {nd }}$ grade teacher |
| Emily LaCoste Fryou | $3^{\text {rd }}$ grade teacher |
| Katy Felton | K-2 SPED teacher |

Meeting Schedules

| Date | Time | Location | Topic(s) |
| :--- | :--- | :--- | :--- |
| July 2023 | $9-11$ | Conference Room | Review goals of the literacy plan; make needed <br> changes |
| Aug 2023 | BOY | Conference Room | Review BOY Data at all levels: school, grade, teacher. <br> Review student literacy plans \& share with current <br> teachers |
| Oct 2023 | GLM/PLC | Conference Room | Review progress monitoring data; make needed <br> changes within small grouping, etc |
| Jan 2024 | MOY | Conference Room | Review MOY Data at all levels: school, grade, teacher. <br> Review student literacy plans, documenting student <br> progress |
| Feb 2024 |  | Conference Room | Review literacy plan, make needed changes based on <br> data |
| March 2024 | GLM/PLCs | Conference Room | Discuss professional development needs based on data |
| April 2024 | EOY | Conference Room | Review MOY Data at all levels: school, grade, teacher. <br> Review student literacy plans, documenting student <br> progress. |
| May 2024 |  | Conference Room | Identify 3rd grade students scoring below "basic" <br> achievement level in ELA and are identified as reading <br> below grade level. Create student literacy plan and <br> conduct in person meeting with parents |
| May 2024 |  | Conference Room | Discuss strengths and weaknesses of the plan <br> Revisit goals and action plan. <br> Review current individual literacy plans for the 2024- <br> 2025 school year |

Section 2: Explicit Instruction, Interventions, and Extensions

## Guiding Questions:

1. 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?

2. 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?
3. 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?

4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:

■ students with dyslexia?- SBLC committee determines 504 eligibility and if a student qualifies, they are provided individualized accommodations based on their own needs. Teachers follow the plan and adjust learning based on their needs.
■ the EL population? Our ELL paraprofessional works with ELL students. The students were completing AMIRA and now she will be working with them 1 on 1 and in small groups to prepare for testing.

- special education students? Admin team meets regularly with SPED teachers and Regular Education teachers to monitor progress and determine what changes are needed on IEPS. The teachers use data to drive their instruction.
- 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.

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| Goal | Timeline | Action Steps | Person(s) Responsible | Resources | Evidence of Success |
| 1 | May - June 30 | Review prior year data to establish school system goals. | Data manager and Academics team | Literacy screeners; LEAP scores | Students and subgroups demonstrate growth in year-to-year data. |
| 2 | May 2023 | PD - PK-2 regular ed and special ed teachers will receive Heggerty PD | District staff, CF, teachers |  | Sign-in sheet and agenda Walk through documentation |
| 3 | $\begin{gathered} \text { June ,July \& } \\ \text { Aug } 2023 \end{gathered}$ | PD - Engage in literacy professional development | District staff, Admin, CF, classroom teachers | *K-5 Small group instructional guidance <br> *LDOE provided PD <br> videos <br> *CKLA K-5 coaching <br> *District embedded PD mClass/Dibels | Sign-in sheet and agenda Walk through documentation Formal classroom observations |
| 4 | Aug 2023 | PD - School instructional staff will participate in BOY student goal setting PD, provided by CF | District staff, Admin, CF, teachers | District provided PowerPoints | Sign-in sheet and agenda Documentation of student goal setting |
| 5 | August 2023 <br> First 30 days <br> Dec/Jan 23-24 <br> April 2024 | Administer DIBELS BOY, K-4 Administer DIBELS MOY, K-4 Administer DIBELS EOY, K-4 | CF, teachers | State approved literacy screener | Students demonstrate growth towards benchmark goals |


| 6 | Aug to Dec <br>  <br> Dec to April | Intervention - PM those <br> students who are performing <br> below grade level at least every <br> 10 days, K-4 | Admin, CF, <br> teachers | State approved literacy <br> screener (Dibels) | Student progress towards personal <br> goals measured every 10 days |
| :--- | :---: | :--- | :--- | :--- | :--- |
| 7 | August 2023- <br> May 2024 | Intervention - Use 45 minutes <br> of intervention time for small <br> group instruction | Admin, CF, <br> teachers | LDOE -FIRE \& LIFT kits <br> CKLA <br> mClass | Lesson planning <br> Walk through documentation <br> Formal classroom observations |
| 8 | October 2023- <br> May 2024 | Intervention- Use minutes for <br> intervention time for small <br> group instruction. Minutes are <br> determined by the student's <br> literacy level. Each student <br> must meet their minutes <br> weekly. | Admin, Cf, <br> Teachers | Lexia online tool, <br> lessons, rewards | Small group planning, informal walk <br> throughs, Lexia certificates |
| 9 | August 2023- <br> May 2024 | Instruction - Daily <br> implementation of Heggerty <br> phonemic awareness lessons | Teachers (K-2, <br> sped) | Sesson planning <br> Walk through documentation |  |
| 10 | August 2023- <br> May 2024 | PD - Analyze data (benchmarks, <br> PM, assessments, observations) <br> to make needed decisions on <br> small group development and <br> implementation interventions | Admin, CF, <br> Teachers | State approved literacy <br> screener (Dibels), weekly <br> assessments, anecdotal <br> notes | Adjusted instruction will be noted as a <br> success in student growth academically |
| 11 | August 2023- <br> May 2024 | Extension - SPED and regular <br> ed teachers will collaborate | Admin, CF, <br> teachers |  | Sign-in sheet and agenda <br> Walk through documentation |


|  | based on literacy needs of <br> subgroups |  | Formal classroom observations |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 12 | August 2023- <br> May 2024 | Instruction - K-4 will utilize <br> CKLA curriculum as intended | Admin, CF, <br> teachers | Lesson planning <br> Walk through documentation <br> Formal classroom observations |
| 13 | September 2023 <br> - May 2024 | Instruction - Implement sound <br> walls in grades K-2 | Teachers | LDOE Sound Wall <br> Lesson planning <br> Walk through documentation |
| Formal classroom observations |  |  |  |  |



## 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 ${ }^{\circledR}$ for birth-grade 2)?

■ monitoring the implementation and effectiveness of professional development?

- tailoring opportunities to individual needs of teachers?

Potential PD Planning

| Month/Date | Topics | Attendees |
| :---: | :---: | :---: |
| June, July \& August District <br> PD days | Content Area PD delivered to all teachers | All teachers, CFs, \& school <br> admin |
| August | State approved literacy screener - vendor | District staff, K-4 ELA teachers, |
| CFs |  |  |



## Section 4: Family Engagement Around Literacy

Guiding Questions:

1. 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?

| Month/Date | Activity | Accessibility Opportunities | Community Partners |
| :--- | :--- | :--- | :--- |
| August 2023 | Open House |  |  |
| August - <br> September <br> 2023 | Positive parent contact <br> home | EL translator <br> Calling at different times of <br> the day to reach all parents |  |
| September <br> 2023 | Inform families in their <br> native language of student <br> proficiency level in literacy <br> development, including a <br> plan to address any <br> deficiencies. | Dibel letters in English and <br> Spanish when applicable |  |
| October 2023 | Share Grab and Go Activities <br> with families to support at <br> home learning. | Translated materials <br> Varied levels of activities |  |



| December 2023 | Evaluate the impact of your <br> current literacy-focused <br> family engagement <br> opportunities and plan. |  |  |
| :---: | :--- | :--- | :--- |
| August 2023 to <br> May 2024 | Information, materials, and <br> activities are provided in <br> native language | EL para <br> Translated materials <br> iPad with Google translate |  |
| September <br> 2023-May 2024 | Title I Family engagement <br> Activities (ELA, math, <br> science, social studies <br> nights | EL translator <br> Translated materials <br> Varied levels of activities | Home language |



## Section 5: Alignment to other Initiatives

Guiding Questions:

1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or 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

| Other Programs/Initiatives | Connecting to Literacy | Plan to Monitor/Evidence of Success |
| :--- | :--- | :--- |
| Early Childhood Programs | Frogstreet/Heggerty | TS Gold scores - BOY \& EOY |
| Title I Plans | Literacy goal and <br> activities in plan | Sign-in sheets |
| Kiwanis Club | Bugs/Terrific Kids (1-4) | List of names submitted |
| Steve Carter Literacy <br> Tutoring program | Providing literacy <br> support, if available |  |
|  |  |  |
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## 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

| Stakeholder Group | Plan for Communicating | Timeline |
| :--- | :--- | :--- |
| District level staff | Plan will be presented at the district team <br> meeting and at site level meetings | November 2023 |
| School faculty | First day faculty meeting will include a <br> review of school literacy plan (add to <br> agenda). | August 2023 |
| Families/Communities | The Literacy Plan will be posted on the <br> school website (link here) for parental <br> feedback and comments. It will also be <br> shared at Open House and Title I family <br> meetings held throughout the year. | August 2023 |

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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