



Simsboro School Strategic Literacy Plan

2023-2024

Vision and Mission	<p>Literacy Vision: A Quality Literacy Education for a Quality Life</p> <p>Literacy Mission Statement: To ensure all students receive a high-quality literacy education through rigorous and engaging instruction, individualized supports, and authentic family engagement.</p> <p>This Literacy Plan is aligned to the Lincoln Parish Strategic Plan, which is the plan that guides all district priorities and initiatives. This plan has been widely communicated with all stakeholders.</p>
Literacy Goals	<ul style="list-style-type: none">Students will achieve mastery or make adequate progress of grade level literacy standards as follows:<ol style="list-style-type: none">Birth - 5 yr. old: 90% of students will meet or exceed the widely held expectations measured by TS Gold by the end of the school year.K - 2: By the end of the school year, decrease the percentage of students at Emergency Reading levels to 10% and increase the percentage of students at Proficient Reading levels to 80% measured by IRLA/SchoolPace.K-3: By the end of the school year, increase the percentage of students reading at Benchmark or Above Benchmark to 80% measured by the LDOE literacy screening assessment.3-10: Increase to 55% mastery in ELA on LEAP 2025 by 2026.Expand and/or significantly strengthen literacy content based training, planning, coaching, and internalization of curriculum for teachers and leaders. (Strategic Plan Priority 1.1) (Teacher)Evaluate quantitative student data (TS Gold, iSTEOP, SchoolPace, LEAP 2025, ACT) and qualitative teacher data (surveys, interviews, observations) to monitor the effectiveness of literacy programs across the district. (Program)

Literacy Team	<div> <div> <u>School Leadership Team:</u> <ul style="list-style-type: none"> • Jordan Blachier • Greta Cole • Jerald Kennedy • Lacey Holcomb • Jonathan Hood • Melane Slocum • LaTisha Vernon • Leigh Ann Williams <p>This team meets weekly.</p> </div> <div> <u>School-Based Literacy Team:</u> <ul style="list-style-type: none"> • Greta Cole • Holly Freeling • Claire Haight • Melane Slocum • Leigh Ann Williams <p>This team meets monthly.</p> </div> </div>
High Quality Curriculum	<p>K-2: American Reading Company - ARC Core 3-5: LDOE ELA Guidebooks</p>
Professional Development	<ul style="list-style-type: none"> • Teacher Leader Summit: May 31-June 3 • Lincoln Institute of Summer Learning (LISL): July 19, July 27, August 5 8:00AM - 3:00PM - Leader workshop - content focused - tied to district strategic plan • Science of Reading - August/October/January: PD for all K-3 Literacy educators and leaders • District Back to School PD Sessions - August, 2022 - choice sessions, content focused - tied to district strategic plan • District PD Days October, November, January - content focused - tied to district strategic plan • Monthly Academic Team Meetings - virtual through ZOOM - content focused - tied to district strategic plan • K-2 Site-based ELA Curriculum Coaching (ARC) - September, November, January, - Content focused on implementation of ARC Core Curriculum • ARC Curriculum Training for new K-2 teachers - August, November & December • Writing Guidance Professional Development (Grades 3-5)--December/January, February • Weekly PLC Meetings - Begin in September - Lead by school site Literacy Coaches - Content focused on implementation of Tier 1 Curriculum • LDOE Literacy Calls - weekly on Wednesdays • LDOE Teaching & Learning Calls - monthly on the last Wednesday

Action Plan	Strategic Priority	Strategic Initiatives	Deliverables	Action Steps
	SP1: Rigorous and Engaging Instruction	<p>1.1 Expand and/or significantly strengthen content-based training, planning, coaching, and internalization for teachers and leaders (e.g. curriculum orientation with curriculum developers, unit/lesson unpacking, common planning time), including a specific focus on reading foundational skills in the birth to 5 and primary grade settings.</p> <p>1.2 Promote content and instructional expertise through training, coaching, unit and lesson plan internalization, student work and data analysis, and other systems.</p>	<p>1.1.03 Administer and analyze curriculum embedded unit assessments to determine supports needed for teachers and students.</p> <p>1.2.01 Train teachers in the implementation of the strategies (1) aggressive monitoring, (2) strong voice, (3) build the momentum, (4) pacing, and (5) individual student correct.</p> <p>1.2.02 Train teachers on data analysis protocol to analyze priority student work during PLC meetings.</p>	<p>1.1.03.01 Implement the district-wide plan for analyzing literacy/ELA assessments</p> <p>1.1.03.03 Analyze all administered literacy/ELA formative assessments to determine alignment with current standards, learning goals, and rigor.</p> <p>1.1.03.05 Plan and facilitate ELA/literacy PD sessions for teachers to train them in analysis, reporting, and developing next steps for instructional processes.</p> <p>1.1.03.06 Set up teacher review teams for each literacy/ELA assessment to get teacher feedback, input and investment/support.</p> <p>1.2.01.01 - Attend Lincoln Institute of Summer Learning (LISL) - workshop for school leaders - learn instructional strategies & data analysis protocols</p> <p>1.2.01.02 - Facilitate instructional strategy study with school staff.</p> <p>1.2.02.01 - Support teachers with implementation of the ELA student work analysis protocol with school staff.</p>

	SP2: Individualized Support	<p>2.2 Implement a universal intervention block to frontload access to grade-level content from the adopted curriculum.</p>	<p>2.2.01 Determine literacy goals and monitoring plan for implementation.</p> <p>2.2.02 Provide guidance for teachers on the use of intervention time, including district pacing guides that indicate which intervention materials to use at each point in the scope and sequence (likely with a focus on use of the IRLA toolkit and fluency passages from ARC core texts in K-2).</p> <p>2.2.03 Continue to support school content leads to execute training for all ELA and math teachers on implementing intervention time.</p> <p>2.2.04 Continue to support teachers on the use of intervention time.</p>	<p>2.2.01.01 Meet with ELA teachers to develop school literacy goals and the level of support teachers need to achieve the identified goals.</p> <p>2.2.01.02 Create an intervention/conferencing schedule for students with teacher assignments.</p> <p>2.2.01.03 Administer Literacy Screening Assessments to K-4 students to identify students needing Tier 3 Foundational Skills Support and Interventions.</p> <p>2.2.02.01 Train and support teachers in using ARC/iSTEOP/intervention materials, such as IRLA, FIRE and LIFT to support Tier 3 reading interventions.</p> <p>2.2.03.01 Work with priority teachers during common planning time or during ½ professional development days.</p> <p>2.2.04.01 Identify priority teachers and develop a schedule for observations of intervention time.</p> <p>2.2.04.02 Conduct observations and provide timely feedback to teachers using the classroom support tool and data tracker.</p>
--	------------------------------------	---	--	---

	SP3: Family Engagement	<p>3.1 Establish and/or strengthen structures to ensure clear, transparent, two-way communication between families and the district/schools regarding literacy.</p>	<p>3.1.2 Provide support for Remind and Google Classroom by developing best practices and continuing to address platform issues/concerns as they arise.</p> <p>3.1.3 Inform parents and caregivers literacy screening results and provide resources to help improve their child's literacy.</p>	<p>3.1.2.01 Give teachers access to district Strong Start Google Classroom for tutorials on using digital platforms effectively.</p> <p>3.1.3.01 Administer iSTEOP literacy screener fall, winter, and spring and communicate results to parents and caregivers using the LDOE Literacy Screener Results letter provided by the district.</p> <p>3.1.3.02 Use social media platforms to inform and educate parents on Family Literacy Engagement activities available on the LDOE website.</p> <p>3.1.3.03 Encourage and inform parents on daily at-home reading goals using the literacy reading log.</p> <p>3.1.3.04 Communicate and encourage student at-home reading during breaks and holidays through special initiatives and activities.</p> <p>3.1.3.05 Communicate and encourage student at-home reading with ARC bookshelf.</p>
--	-------------------------------	---	---	---