Cecil Picard Elementary's Literacy Plan

2023-2024
Vermilion Parish School District

Principal: Paulette Gaspard
Superintendent: Tommy Byler
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Section 1: Literacy Vision and Mission Statement

Cecil Picard Elementary's Literacy Vision	Cecil Picard Elementary's vision for literacy is the aligned with that of our district: to prepare all learners for active engagement in professional, social, and civic life in which they think critically and apply the skills of reading, writing, listening, speaking, and language.
Cecil Picard Elementary's Literacy Mission Statement	Reading well by third grade is a crucial developmental milestone in a child's educational experience. Literacy development starts at an early age and is the cornerstone for all academic success. Reading well by Grade 3 ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas.

Section 2: Goals

Goal 1 (Student-Focused)	Grades K-3: All students will read on grade level or meet individualized growth goals on literacy benchmarks by the end of the school year.
Goal 2 (Teacher-Focused)	Grades K-3: 80% of students will meet individualized growth goals on literacy benchmarks by the end of the year.
Goal 3 (School-Focused)	Grades K-3: EOY DIBELS tests in 2024 will show that 80% of students are at or above grade level in Kindergarten through 3rd grades.

Action Plan for School Focused Goal

Goal	Timeline	Action Steps	Resources	Evidence
First sound fluency, phoneme segmentation fluency, correct letter sound, oral reading fluency, accuracy, and MAZE will be targeted.	August 2023- May 2024	- K-3 teachers are enrolled in LETRS training. - CPT will be utilized to collaborate and effectively plan for upcoming lessons. - Student progress on DIBELS progress monitoring and MOY/EOY tests will be monitored. - The data from these assessments will be used to plan for both whole and small group instruction	- LETRS manual and online platform - CKLA with VPSB revisions - DIBELS Data	EOY DIBELS tests in 2024 will show that 80% of students are at or above grade level in Kindergarten through 3rd grades.

Section 3: Assessing Literacy Proficiency

Cecil Picard Elementary uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals.

Grade	Assessment/Screener	Areas Addressed	Timeline
Kindergarten	Dibels 8 Benchmark	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency	August 2023 December 2023 April 2024

	Dibels 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
	DRDP (Desired Results Developmental Profile)	Understanding of Language (Receptive) Responsiveness to Language Communication and Use of Language (Expressive) Reciprocal Communication and Conversation Interest in Literacy Comprehension of Age-Appropriate Text Concepts About Print Phonological Awareness Letter and Word Knowledge Emergent Writing	August- September 2023
Grade 1	Dibels 8 Benchmark	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy	August 2023 December 2023 April 2024
	Dibels 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
Grade 2	Dibels 8 Benchmark	Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	August 2023 December 2023 April 2024
	Dibels 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
Grade 3	Dibels 8 Benchmark	Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	August 2023 December 2023 April 2024
	Dibels 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support

Defining Proficiency

Our definition of "proficiency" is based on Louisiana Student Standards' at each grade level and percentile rank based on national norms. We also use multiple data points to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

Grade	Assessment	High Risk	Some Risk / Approaching Standard	Low Risk / Meeting Standard
K	DRDP-K Desired Results Developmental Profile Kindergarten	Developmental Level of Building Earlier	Developmental Level of Building Middle	Developmental Level of Building Later **Or** Developmental Level of Integrating Earlier
K-3	Dibels 8	<20th percentile	< 40th percentile	> 40th percentile

Section 4: Intervention

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. All K-4 students have an additional 30 minutes of reading support embedded in the daily instructional schedule.

Pull-out intervention services are considered for students who score below the 40th percentile.

Results from assessments outlined above are frequently disaggregated and analyzed at the district, site, program and classroom levels, and are monitored for grade-level performance. This analysis occurs during school and program improvement/curriculum planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and time to reach grade level proficiency in reading as well as those who require extensions. Students enter and exit interventions throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to achieve grade level benchmarks.

Grades K-2	30 minutes of additional in-class support	Teachers use data to create plans for "SMART Group" instruction. Appropriate, differentiated and targeted instruction using research-based activities aligned to the core curriculum are delivered daily to flexible groups in the classroom setting.
	30 minutes of pull-out intervention support	Students scoring below or well-below on literacy screeners receive targeted direct instruction with a research-based reading intervention program with a reading interventionist.
Grade 3	30 minutes of additional in-class support	Teachers use data to create plans for "SMART Group" instruction. Appropriate, differentiated and targeted instruction using research-based activities aligned to the core curriculum are delivered daily to flexible groups in the classroom setting.

Section 5: Core Instruction

Cecil Picard Elementary uses Tier 1 research-based curriculums for literacy instruction which provide a solid base for all students. The framework for literacy development provides a tiered model of instruction and supports for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional support are available to students not reading at or above grade level in grades Kindergarten through Grade 3.

Grades K-2	Core Knowledge Language Arts (CKLA) 120 Minutes Daily	This curriculum is aligned to the Louisiana Student Standards and incorporates scientifically based reading instruction. Teachers receive training on how to consistently implement this program. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of two hours daily on reading instruction employing whole group, small group and individual instruction as needed.
Grades 3	Louisiana Guidebooks 90 Minutes Daily	This curriculum is aligned to the Louisiana Student Standards and ensures all students can read, understand, and express their understanding of complex grade-level text. Students engage with texts and ideas repeatedly throughout the unit to build knowledge. Lessons build towards a series of unit assessments aligned to the end-of-year expectations. ELA Guidebook lessons include supports to ensure students master grade-level standards. Additional targeted supports are available for diverse learners.

Section 6: TIERS of Instructional Support

Tier I: Core Classroom Instruction	Tier I instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and the district adopted materials. All students receive high quality evidenced-based instruction that is aligned with state standards delivered through differentiated instructional methods. Teachers teach students in flexible groups and with on-grade text that allows students to practice and build reading skills and strategies. Teachers create flexible groups using assessment data to support student growth.

Tier II: Targeted Supplemental Interventions and Supports	Tier II of instruction includes maintaining high quality evidenced-based core curriculum while targeting interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. Students are identified for more targeted instructional interventions by the SBLC based on the analysis of data which may include but is not limited to current Tier I instructional progress, historical transcript review, standardized &/or universal testing measures, screening results, and teacher/parent/committee observations. Utilizing a data-driven decision making process, a specific, formalized, measurable, and researched based plan is developed to provide targeted supplemental interventions and supports. The goal of reading is making meaning from text; therefore, all interventions are designed to support achieving the goal of comprehension. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.
Tier III: Intensive Individualized Interventions and Supports	In Tier III, the SBLC convenes to review past and present data for students that have been unresponsive or have made insufficient progress with Tier II targeted supplemental interventions and supports. A student whose data has identified a need for Tier III will receive a more intensive individualized intervention and support plan in addition to receiving high quality evidenced-based instruction that is aligned with state standards delivered through differentiated instructional methods. Interventions and supports must change and intensify when transitioning from Tier II to Tier III. The SBLC analyzes the data to determine the plan's intensive change in the areas of focus, frequency, duration, method, &/or intervention/support.

Section 7: Instructional Support for students with Special Services

Identification and Support for Students with Dyslexia	Given guardian consent, all kindergarten through third grade students are screened, at least once, for the existence of impediments to a successful school experience. This usually occurs for most VPSB students during second grade. When SBLC receives a request for assessment and the guardian gives written consent, then Bulletin 1903 assessment procedures are followed. Students with Dyslexia are supported through multisensory strategies in the inclusion and pullout models for 150 minutes per week. Multisensory strategies use a combination of visual, auditory, kinesthetic, and tactile learning pathways to increase language processing proficiency.
Special Education	Effective teaching strategies in ELA for students with disabilities is accomplished through both the inclusion and pullout models. These supports are provided by using all district adopted Tier 1 curriculum with accommodations and/or modifications based on individual student needs.
English Learners	English Learners engage high quality evidenced-based Tier I core instruction and are fully immersed in the English language. They are supported as needed based on their level of English proficiency within the environment through a variety of methods including bilingual Paraeducators in core classes, inclusion and pullout bilingual Paraeducator tutoring, 1:1 technology with school to home use, and access to programs like Mango, Dino-Lingo, iTranslate, and/or Google Translate.

Section 8: Professional Development Support

Type	Description	Timeline	Person(s) Responsible
K- 8 Common Planning Time	Each elementary school site embeds weekly K-3 professional learning time for all grade-level teams to collaborate. During this time teachers will participate in one of the following tasks: ● Unit Unpacking ● Topic/Lesson Unpacking ● Analyzing Student Work and planning for small group instruction	50-60 minutes of planning time embedded in the daily schedule of all teachers	School Level Administrators
District Professional Development Days	In addition to a variety of literacy-focused professional development activities designed and facilitated by each elementary school, the district is engaged in the study of literacy practices as part of a continuous improvement process for instructional review. This support is led by members of the district's curriculum team with collaboration from site administrators and teacher leaders. This team plans district-level professional development activities, assists in aligning standards with instruction, assessments, and materials, and engages all teachers in reflection and participation around evidence-based and effective practices in literacy.	The district-wide calendar sets a minimum of 4 days of professional learning each year.	District Curriculum Staff School Level Administrators
K-3 LETRS Training	Provider: Voyager Sopris Learning LETRS gives teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral	2 year course for K-3 teachers and administrators Includes both online sessions	District Curriculum Supervisor

Language Essentials for Teachers of Reading and Spelling	language. Teachers also learn: ● How to implement instructional routines and activities ● Approaches to differentiate instruction to meet the literacy needs of all students ● Bridge to Practice activities that ensure they can transfer what they learn in LETRS to the classroom	and 4 face-to-face workshops per year LETRS provides practical support to teachers with tools that are available 24/7—online, print, and in-person consulting services—and ongoing support throughout the school year with strategies specific to instruction.	
K-8 District Instructional Coach Support	The Instructional Coach is a critical lever in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to Louisiana Student Standards and Data Driven Instruction. Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.	Throughout school year as needed	District Curriculum Supervisor School Level Administrators

Section 9: Family Engagement Around Literacy

Activity	Timeline	Materials Needed	Person(s) Responsible
Literacy Focus of the Month	Monthly	District Facebook Page Monthly Literacy Activity	District Supervisors
mCLASS Dibels 8 Parent Letter	Three times per year August 2022 December 2022 April 2023	Individual student letters in native language printed from mCLASS platform	School Level Administration
Dibels 8 Progress Monitoring Student Graph for all students that receive pull-out intervention services	2 times per year Between BOY and MOY Assessments Between MOY and EOY Assessments	Individual Student Progress Monitoring Graphs printed from mCLASS platform	School Level Administration
Grade 3 Parent Guide to Guidebooks	Prior to each Guidebook Unit	Parent Guide to Guidebooks	School Level Administration Classroom Teacher
Family Literacy Event	Once per school year	Dependent on School Choice of Activity	School Level Administration
Family Literacy Engagement Survey	April	Google Form Survey	School Level Administration
Literacy Activities for Families	Posted on VPSB Website in November	Literacy Activities for Families	District Supervisors