



Local Literacy Plan for Many Junior High School

Mr. Shane Wright, Superintendent
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Literacy Vision	Our vision is to immerse students in a literate environment where they are provided with opportunities to acquire the knowledge and skills essential to becoming effective communicators, both in writing and speaking, skillful critical thinkers, and conscientious citizens who value literacy in their everyday lives as we prepare them for college or a career.
Literacy Mission Statement	From Birth to 12th grade the Sabine Parish School District, in partnership with the community, is committed to fostering a literacy-rich environment balanced across a broad range of learning levels and content areas. We believe that foundational skills, including phonological awareness, phonics, and word recognition, print concepts, and fluency, are key components of learning to read. In the early grades this a foundational part of the reading curriculum. For students in upper elementary and middle school who are below grade level, developing these skills can be an essential part of intervention depending on students' needs.

Goal 1 (Student-Focused)	<p>*80% of 5th -8th Grade Students will show growth toward meeting or exceeding their accuracy goals on Dibels 8 End of year Benchmark.</p> <p>*80% of 5th -8th Grade Students identified with learning disability will increase literacy foundational skills with Exact Path and the Diverse Learner Supports in Guidebooks by the end of the year evidenced by individual Exact Path scale scores.</p>
Goal 2 (Teacher-Focused)	<p>*Teachers will provide students with instruction based on foundational literacy skills and 80% of their students will meet or exceed individualized growth accuracy goals on Dibels 8 literacy benchmarks.</p> <p>*Special Education Teachers will provide students with instruction based on foundational literacy skills and 50% of their students will meet individualized growth on ExatPath Scale Score.</p>
Goal 3 (Program-Focused)	<p>*Student scores on standardized reading assessments will improve by at least 10% by May 2023.</p> <p>*Students with disabilities' scores on standardized reading assessments will improve by at least 5% by May 2023.</p>

School systems can use this template and guiding questions for each section to plan and build local literacy plans.

Section 1: Literacy Vision and Mission Statement
<ul style="list-style-type: none"> ● Guiding Questions <ul style="list-style-type: none"> ○ What is your school system's focus and mindset around literacy? <ul style="list-style-type: none"> ■ MJHS's mindset is that literacy is the foundation of all learning. The whole school provides targeted and intentional interventions during the first 30 minutes of the school day provided by teachers, paraprofessionals, and the school librarian. 5th -8th-grade students receive additional reading interventions through Really Great Reading by trained paraprofessionals during their 30-minute ELA small group block. ○ What is your primary, overarching goal and expected or intended outcomes for your schools around literacy? <ul style="list-style-type: none"> ■ MJHS's overarching goal is that 80% of 5th - 8th-grade students will meet or exceed their individualized accuracy goals in DIBELS 8 by May 2023.



Section 2: Goals

- Guiding Questions
 - What are your overall [literacy goals](#)?
 - Consider specific goals for grade bands, subgroups, diverse learners, and teacher performance
 - How are you measuring the performance of birth through grade 12?
 - Performance is being measured through DIBELS 8.
 - What subgroups are most in need of literacy intervention?
 - The subgroups that are most in need of literacy interventions are students with disabilities and African American students.
 - How are you addressing the literacy and language needs of diverse learners?
 - We address the literacy and language needs of diverse learners through the Diverse Learner Support that is built into the tier 1 Guidebook curriculum.
 - How do you plan to measure teacher performance based on your literacy goals?
 - We plan to measure teacher performance through teacher observations and student learning targets.



Section 3: Literacy Team

- Guiding Questions
 - Who will serve on the school system literacy team?
 - What is the role of each member?
 - What is your plan for conducting regular meetings, including location, time, availability, and topics?
 - How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
Valarie Williams	MJHS Principal
Kyle Penfield	MJHS Assistant Principal
Heather Fisher	Literacy Coach
Stephanie Cunningham	5th Grade ELA Teacher
Wendi Wright	5th Grade ELA Teacher
Tenna Cook	6th Grade ELA Teacher
Aswanya Law	7th Grade ELA Teacher
Edie Gowen	8th Grade ELA Teacher
Arletha Boagni	SPED Teacher



Meeting Schedules

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Topic(s)</i>
8/9/2022	7:00	Literacy Room	Completion of Literacy Plan
8/17/2022	7:00	Literacy Room	District Literacy Plan Shared
8/22/2022	7:00	Literacy Room	Review School Literacy Dibels Plan
9/13/2022	7:00	Literacy Room	Review Fall Benchmark data and progress monitoring
1/25/2023	7:00	Literacy Room	Review Winter Benchmark data
2/7/2023	7:00	Literacy Room	Review Winter progress monitoring data
2/23/2023	7:00	Literacy Room	Review progress monitoring data
3/29/2023	7:00	Literacy Room	Review progress monitoring data
5/10/2023	7:00	Literacy Room	Review EOY Benchmark data and progress toward Literacy goals.

Success Criteria

<i>What are we doing?</i>	<i>Why are we doing it?</i>	<i>How will we know it worked?</i>
Administering Dibels screener 3 times a year.	To find students off grade level and fill in reading foundation skills.	Students will make progress toward being on grade level.
Administering Exact Path diagnostic, three times a year	To obtain current level performance in reading foundational skills	Students are assigned “prescribed” lessons to address grade-specific skills, and progress monitored after mastering four skills.



Section 4: Management/Action Plan

- Guiding Questions

- 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?
- 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?
- 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?
- To improve [family engagement around literacy](#), how are you:
 - 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?
 - 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?
- When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
 - students with dyslexia?
 - the ESL population?
 - special education students?
 - cultural and dialectical sensitivity?



- When planning opportunities for [ongoing professional development](#) 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® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Instruction					
Teachers will have necessary Tier I curriculum.	On-going	*Support and monitor the teaching of the scope and sequence of the Tier I curriculum	G	Guidebook Curriculum	*Observations during walk-throughs *Achievement of growth toward goals on Progress Monitoring
Phonemic Awareness and Phonics instruction will be included as part of the intervention plan.	On-going	Teachers will identify student weaknesses using informal literacy assessments.	*District Staff *Instructional Coaches *Teacher Leaders *Teachers	*Professional Development on Phonemic Awareness and Phonics instruction. Countdown, Blast, Plug In and Boost Activities from	*Assessment results *Student records



				LDOE literacy support.	
Phonic instruction will be taught as articulated in the Guidebook and Really Great Reading Curriculum	On-going	Literacy time will include the teaching of the phonics scope and sequence found in the Guidebook and Really Great Reading Curriculum.	*Teachers	Activities from Guidebook, Really Great Reading	*Lesson Plans *Walk-throughs *Curriculum assessments
Literacy Intervention activities will be incorporated on a regular basis in grades 5-8.	On-going	Teachers will include in their literacy time language comprehension and/or word recognition activities	*Teachers	Activities from Accelerate, Guidebook, Really Great Reading	*Lesson Plans *Walk-throughs *Informal assessments
Word Recognition will be taught as articulated in the Really Great Reading Series	On-going	Literacy time will include the teaching of the scope and sequence found in the Readsters Curriculum	*Teachers	Readsters instruction materials	*Lesson Plans *Walk-throughs *Curriculum assessments
Teachers will incorporate the writing revolution strategies and writing conventions in all content areas.	On-going	*Participate in on-going professional development. *Support students in the different stages of the writing process by conferencing individually and in small groups.	*Teachers	The Writing Revolution strategies	*Lesson Plans *Walk-throughs
Comprehension strategies will be taught in order for students to: self-monitor comprehension, use visualization,	On-going	*Explicitly teach these strategies directly explaining the strategy, modeling it for the child, giving the child guided	*Teachers	Readsters and Guidebook	*Informal tests (i.e. short answer response, retelling, graphic aids) *Mandated district and state tests.



be able to answer higher level questions, generate questions, recognize text structure, use reference skills make inferences and summarize (Key ideas).		practice with the strategy, giving repeated opportunities to apply and use these strategies as they work through text.			
Fluency taught explicitly taught by repeated, monitored, oral reading practice.	On-going	<ul style="list-style-type: none"> *Provide students with a fluid model of what the text sounds like. *Give students many opportunities to read the same instructional passage orally. *Demonstrate the need to adjust fluency with the genre and purpose for reading 	*Teachers	Fluency sheets from Florida Center for Reading Research, Readsters	<ul style="list-style-type: none"> *Observations *Informal assessments *Running records
		Intervention			
Flexible skill groups	On-going	<ul style="list-style-type: none"> *Use assessment tools to frequently restructure skill groups. 	<ul style="list-style-type: none"> *Instructional Coaches *Teachers 	Assessment data sheets	<ul style="list-style-type: none"> *Walk-throughs *PLC agendas *Progress monitoring data
Classroom libraries will provide a variety of books for students	On-going	<ul style="list-style-type: none"> *Provide books for students to choose from to improve reading skills, foster reading for 	*Teachers	*Variety of books with various reading levels.	*Observations



		enjoyment, and enhance critical thinking skills.			
All teachers, regular and special education teachers will conference weekly.	On-going	*Meet with teams to discuss diagnostic tools and student progress in planning weekly instruction.	*Instructional Coaches *Teachers	Student Work samples Collaboration of Effort forms.	*Walk-throughs *PLC agendas *Progress monitoring data
Additional instructional time in small groups for those students who are below grade level.	On-going	*Using data, the team will add additional small group time for students below grade level so they have extra instruction as needed. This could be a small group or 1:1	*Admin. Team *Literacy Team *Teachers *Literacy Interventionists	Instructional activities based on student need from Readsters	*Assessment data *Student/Teacher records.
Phonemic Awareness and Phonics instruction will be included as part of the intervention plan.	On-going	Teachers will identify student weaknesses using informal literacy assessments.	*District Staff *Admin. Team *Literacy Team *Teachers *Literacy Interventionists	*Professional Development on Phonemic Awareness and Phonics instruction.	*Assessment results *Student records
After school tutoring.	On-going	*Refer students that could benefit from additional support. *Keep tutors informed of students' needs and progress.	*Admin. Teams *Admin. Team *Literacy Team *Teachers	*Pals Materials	*After school attendance records *Tutor notes *Progress monitoring data
Professional Development					
As needed, provide teachers with guidance on implementation of Tier I curriculum.	On-going	*MJHS will identify teachers who need support with the implementation of	*Instructional Coaches *Teacher Leaders *District Staff	*Tier I curriculum	*PD agendas and sign-ins *Walk-throughs



		the Tier I curriculum. *Meet and give guidance on implementation of curriculum. *Support and guidance throughout the school year.			
As needed provide teachers with the Science of Reading to help them understand the “Why”	On-going	*MJHS will identify teachers *Meet and support teachers as they participate in the Science of reading webinar. *Support and guidance throughout the school year.	*Literacy Coach *Teacher Leaders *District Staff	*Science of reading Webinar	*PD agendas and sign-ins *Walk-throughs
Provide Para interventionist with the training to implement intervention program.	On-going	*Para interventionist will attend training on intervention program. *Support and guidance throughout the year as they implement program.	*Instructional Coaches *District Staff	*Boost and Readsters materials	*PD agendas and sign-ins *Walk-throughs *Student progress monitoring data
To be data driven school administrative teams will receive in-service on D2i data information system.	On-going	*Admin. Teams will participate in professional development. *District staff will visit each school and provide support with the new system throughout the year	*District Staff	*Access to the D2i data system. *Laptop	*PD agendas and sign-ins *Walk-throughs
Parental Involvement					



Schools will disseminate information in regards to literacy to all parents.	On-going	*MJHS will obtain literacy information and have available to teachers and parents.	*Admin. Teams *Instructional Coaches *District staff *Literacy Team	*Literacy flyers, articles, etc.	*Examples of information
Schools will communicate student progress to parents on a regular basis.	On-going	*Actively communicate with parents at open house, parent/teacher conferences, etc.	*Admin. Teams *Instructional Coaches *Teachers	Student Learning reports/Report cards	*Event sign-ins
Schools will initiate support to parents who have children reading below grade-level. Support could include: materials, information, extra instructional time, special programs, etc.	On-going	*Identify students below grade-level. *Support teacher contact with parents. *Provide necessary remediation ideas and support materials as possible.	*Admin. Teams *Instructional Coaches *Teachers *Literacy Team	*Support materials	*Examples of support
Schools will provide parent information sessions (Literacy Night).	On-going	*Schedule parent meetings. *Provide speakers and resources for parent meetings. *Support and encourage parents to attend parent meetings.	*Admin. Teams *Instructional Coaches *Teachers *Literacy Team	*Literacy grab & go activities from Literacy Library https://www.louisianabelieves.com/resources/library/literacy-library	*Agendas and sign-ins



Schools will actively recruit parents to participate in all school/home activities.	On-going	*Actively communicate and recruit parents to participate in school/home activities. *Support and encourage parents to participate in school/home activities.	*Admin. Teams *Instructional Coaches *Teachers	JCampus communication/messaging system	*List of Parents participating in school/home activities.
Tier I curriculum is implemented with Diverse Learner Supports with fidelity	Special Education				Observations Lesson Plans
	Ongoing	any implemented changes to the Diverse Learner Supports			
Phonemic Awareness activities will be incorporated on a regular basis in grades 5-8.	Ongoing	Special education teachers will include in their literacy time rhyming, alliteration, phoneme blending, phoneme segmentation and phoneme manipulation	Special Education Teachers	Florida Center for Reading Research	Lesson Plans Walk-throughs Informal assessments
Instruction in reading strategies to include background knowledge, meaning, structure and comprehension.	On-going	Explicitly teaching strategies. Assess and use small group intervention as needed.	Special Education Teachers	Guidebooks, Exact Path prescription lessons	Lesson Plans Progress checks



Communicate with parents with IEP progress reports/meetings	As needed	Collaborate with general education teachers and parents to discuss incomplete learning issues	Special Education and Lead Teachers	Student learning reports and report cards	IEP sign in, meeting minutes
Families will engage in continuous communication with families regarding students' progress in literacy	Ongoing	Provide parents with literacy expectations during home/visits, Develop Individual Learning Plans with families to set literacy goals, Actively communicate with families at parent/teacher conferences and in take-home folders regarding student growth and progress in literacy	Preschool education staff, preschool family engagement staff, Teachers	Individual learning plan template, sign-in templates, student folders	Home visit documentation, Individual Learning Plans, Sign-in from parent/teacher conferences



Section 5: Communicating the Plan

● Guiding Questions

What are the implementation expectations for schools?

Will schools have school-based literacy teams?

- How will district-level personnel support schools in meeting those expectations?
- How will you communicate the plan to families and community members?
- How will you communicate the progress being made throughout the school year?
- 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
School Level Teacher Teams	PLC's	August 2022
Parents	Open House, Parent-Teacher Conferences, and Parent Nights	Ongoing throughout the 2022-2023 school year



Section 6: Alignment to other Initiatives

- Guiding Questions
 - 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

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
School Improvement Plans, Family Literacy Night	Improving Literacy Components	DIBELS Benchmark, Progress Monitoring, and LEAP 2025
Accelerated Reader (Renaissance), STAR Testing (Renaissance)		
Really Great Reading (Interventions), ExactPath, Study Island		

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.