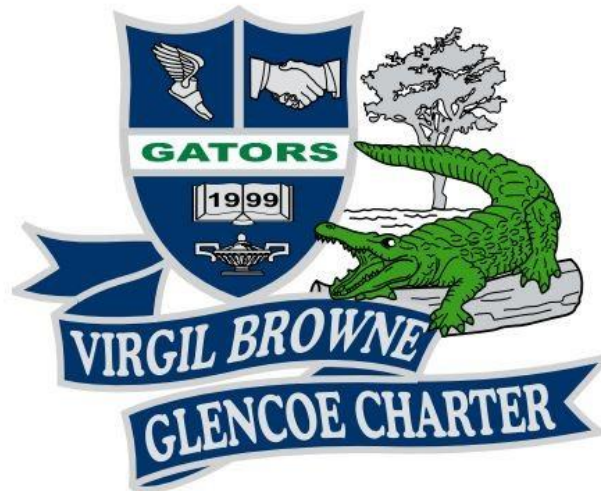# Literacy Plan
2023-2024

Virgil Browne Glencoe Charter School
Director: Loren Decuir
Assistant Principal: Brandan Trahan

Section 1: Literacy Vision and Mission Statement

Literacy Vision	V. B. Glencoe Charter School's vision for literacy is 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. 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. When students have a solid foundation of literacy skills by third grade, they are able to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas through high school and beyond.
Literacy Mission Statement	The mission of V. B. Glencoe Charter School is to prepare all learners to apply literacy skills at or above grade level by the end of third grade and to continue to progress in literacy skills through high school and beyond.

Section 2: Goals

Goal 1 (Student-Focused)	- Birth to 5: At least 80% of pre-kindergarten students will Meet or Exceed Literacy, Language, and Cognition objectives from the Teaching Strategies Gold assessment by the final benchmark assessment by the end of the school year. - Grades K-3: At least 80% of all students will read on grade level or meet individualized growth goals on literacy benchmarks by the end of the school year. - Grades 3-8: 75% of students will 'Meet' or 'Exceed' proficiency on the English Language Arts Spring 2022 LEAP. - Grades 9-12: 75% of students will 'Meet' or 'Exceed' proficiency on the English I & English II Spring 2022 LEAP.
Goal 2 (Teacher-Focused)	- Birth to 5: 80% of the Pre-K students will score mastery or higher for the four-year-old widely held expectations on fourteen of eighteen objectives/indicators in Literacy, Language and Cognitive Development as addressed by TS Gold. - Grades K-3: 80% of students will meet individualized growth goals on literacy benchmarks. Grades 4-12: 80% of students will meet their individualized growth to mastery goal on the English Language Arts, English I, or English II Spring 2022 LEAP. - All grades K - 3 teachers, 4th grade ELA, Sped, and Interventionists teachers will complete 52 hours of mandated Science of Reading training by May 2024.
Goal 3 (District-Focused)	- Birth to 5: To ensure that all children enter kindergarten ready to learn as identified in the Birth to Five Early Learning and Development standards. - Grades K-3: 80% of students at each grade level K-3 will be on or above level on the End of Year state approved Literacy Screener. - Grades K-6: Provide 50-60 minutes of Common Planning Time weekly for K-5 to support teachers in literacy professional development and planning to meet student needs. - Grades 7-8: Provide 50-60 minutes of Common Planning Time to support teachers in literacy professional development and planning to meet student needs. - Grades 9-12: Provide Common Planning Time for English I & English II teachers once per month.

Section 3: Literacy Team

Member	Role
Loren Decuir	Director
Brandan Trahan	Assistant Principal
Carrie Allain	Elementary Interventionist/504 Coordinator
Lindsey Stephens	Middle School Interventionist
Laurie Stovall	K teacher
Annette Milligan	1st grade teacher
Alyce Gianfala	Special Education teacher

Meeting Schedules

Date (dates are tentative)	Time Location	Topic
July 5, 2023	3:30 Library	• Review finalized plan and create timeline to communicate the plan with all stakeholders.
August 30, 2023	3:30 Library	• Analyze BOY literacy screening data. • Plan next steps to support students and families.
Sept. 27, 2023	3:30 Library	• Review progress towards meeting literacy goals. • Begin plans for Literacy Night in conjunction with the Parent and Family Engagement Committee.
January 9, 2024	3:30 Library	• Analyze MOY literacy screening data. • Plan next steps to support students and families. • Begin Summer School Plans.
March 27, 2024	3:30 Library	• Finalize Summer School Plans. • Create a Parent Literacy Survey and timeline.
May 8, 2024	3:30 Library	• Analyze results from parent survey and EOY Literacy Data. • Discuss goals if goals were met. • Begin revisions for the 2024-2025 school year literacy plan. • Finalize Summer School Plans. Summer School registration.

Success Criteria

What are we doing?	Why are we doing it?	How will we know it worked?
Review finalized plan and create timeline to communicate the plan with all stakeholders.	To ensure all stakeholders are aware of district literacy goals and to communicate the Literacy Plan for all stakeholders.	• Documentation will be kept of when and how the Literacy Plan was shared with faculty, staff, community members and families.
Analyze Literacy Data (K-4: Acadience; 3-8: NWEA Map testing, LEAP 2025 scores; SOR Training success rate). Plan next steps to support students, teachers and family members	Determine if students/teachers are on track to meeting the set goals by the end of the school year and to make adjustments and provide support if needed.	• Literacy Data used to assign students for interventions; adjusted as needed. • Students show progress on literacy screeners • Parental input through surveys
Analyze EOY Literacy Data (K-4 EOY Acadience data; 3-8: NWEA MAP data; LEAP 2025 scores). Identify if goals were met. Begin to plan for the 2023-2024 school year literacy plan.	Evaluate the 2022-2023 Literacy Plan and actions taken during implementation to determine success or changes needed for the 2023-2024 school year.	• Evaluation of 2023-2024 Literacy Plan Goals • Determine if changes are needed for the 2023-2024 school year.

Section 4: Assessing Literacy Proficiency

V. B. Glencoe Charter School 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. 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.

Grade	Assessment/Screener	Areas Addressed	Timeline
Pre-Kindergarten	Teaching Strategies Gold (Checkpoints)	- Phonemic Awareness - Letter Recognition - Letter Sound Correspondence - Print Concepts - Emergent Reading Skills - Retells and recounts details from information and fiction texts	October 2023, February 2024 May 2024
Kindergarten	State Approved Reading Screening	- Letter Naming Fluency - Phonemic Segmentation Fluency - Nonsense Word Fluency- Correct Letter Sounds - Nonsense Word Fluency-Whole Words Read	August 2023 December 2023 April 2024
	State Approved Reading Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
	KEA Gold	- Social-Emotional - Physical - Language - Cognitive - Literacy - Mathematics	August- September 2023
Grade 1	State Approved Reading Screening	- Letter Naming Fluency - Phonemic Segmentation Fluency - Nonsense Word Fluency- Correct Letter Sounds - Nonsense Word Fluency-Whole Words Read - Oral Reading Fluency Words Correct - Oral Reading Fluency Accuracy	August 2023 December 2023 April 2024
	State Approved Reading Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
Grade 2	State Approved Reading Screening	- Nonsense Word Fluency- Correct Letter Sounds - Nonsense Word Fluency-Whole Words Read - Word Reading Fluency - Oral Reading Fluency - Oral Reading Fluency Accuracy	August 2023 December 2023 April 2024
	State Approved Reading Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support

Grade 3 - 4	State Approved Reading Screening	• Word Reading Fluency • Oral Reading Fluency • Oral Reading Fluency Accuracy • Maze	August 2023 December 2023 April 2024
	State Approved Reading Progress Monitoring	• Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students that receive additional intervention support
Grade 5 - 6	State Approved Reading Screening	For students receiving intervention services • Oral Reading Fluency • Oral Reading Fluency Accuracy	August 2023 December 2023 April 2024
	State Approved Reading Screening	• Recommended Measures dependent on student need	Monthly for students that receive additional intervention support
Grades 3-8	NWEA MAP Growth Reading Diagnostic and Benchmark Assessments	Identify existing strengths and weaknesses in the areas of Foundation Skills, Literature, and Informational Text based on Louisiana Standards for English Language Arts	August 2023 December 2023 May 2024
	LEAP 2025 Mastery of Louisiana Student Standards for English Language Arts		Spring 2024

Section 5: 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.

Students who score below benchmark are provided targeted pull out intervention with a certified teacher trained in the Science of Reading for 30 minutes per day for Grades K - 5 and 150 minutes per week for grades 7- 8.   Paras provide in class support for K - 3 grade classrooms.

Results from assessments outlined above are frequently disaggregated and analyzed 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.

Pre-K	20 minutes daily (10 minutes in ELA and 10 minutes in Math)	Teachers pull small groups and provide targeted instruction based on data collected from Teaching Strategies Gold. The small group instruction is flexible and based on the needs of the group.
Grades K-4	30 minutes daily of additional in-class support	Teachers use data to create differentiated and targeted instructional plans using research-based activities aligned to the core curriculum are delivered by paras or teachers daily to flexible groups in the classroom setting.
	30 minutes daily 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 certified teacher trained in the Science of Reading. Instructional programming includes Project Read and SPIRE.

Grades 5-8	150 minutes/week of pull out intervention	Students scoring Basic or below on LEAP 2025 or below grade level on literacy screeners receive targeted direct instruction with a certified teacher trained in the Science of Reading the classroom setting. Instructional programming includes LIFT and FIRE lessons from LDOE, along with Rewards.

Section 6: Core Instruction

V. B. Glencoe Charter School 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 8.

Pre -K	Three Cheers for Pre K	This Tier 1 curriculum is integrated throughout the day with a mix of teacher-led and student-initiated instruction. The intentional teaching cards and student data collected through TS Gold are used to provide necessary interventions for both struggling and advanced learners.
Grades K-2	Core Knowledge Language Arts (CKLA) ● Skills Strand ● Knowledge Strand	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 3-5	Louisiana Guidebooks	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 support to ensure students master grade-level standards. Additional targeted supports are available for diverse learners.
	95% Core Phonics Program	This curriculum will provide additional support for advanced foundation skills for all learners during core instruction.
6th - High School	myPerspectives: Pearson Education, Inc.	Tier I curriculum aligned to the Louisiana Student Standards, focus ensures all students can read, understand, and express understanding of complex texts independently. To accomplish this goal, the program builds students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.

Section 7: 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 school 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 II Interventions may be provided by the teacher, Interventionist, or para.
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. Tier III Interventions may be provided by the Interventionist or para.

Section 8: 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 students during second grade. In addition, when SBLC receives an individual 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 in 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 language RTI with Speech Pathologist, inclusion and pullout tutoring, 1:1 technology with school to home use, and access to programs like Mango, Dino-Lingo, iTranslate, and/or Google Translate.

Section 9: Professional Development Support

Type	Description	Timeline	Person(s) Responsible
Common Planning Time	Who: K- 8 ELA teachers and support staff PLC time for all grade-levels embedded in the daily schedule of all 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	Embedded weekly K-6/ 55-60 minutes planning time; monthly 6-8/ 55 minutes	School Level Administrators; Teachers

Science of Reading Training	Who: New K- 4th grade teachers, SPED, Reading Lab teachers who have not previously completed required training Provider: APEL Science of Reading training gives teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. Teachers also learn: ● How to implement instructional routines and activities ● Approaches to differentiate instruction to meet the literacy needs of all students	Completion date May 2024	School Level Administrators K-4 ELA teachers; SPED teachers; Reading Lab teachers
CKLA Skills and Knowledge Training	Who: K - 2nd grade teachers Provider: Amplify In-person training on curriculum implementation	Fall 2023	School Level Administrators Pre-K - 2 teachers

Section 9: Family Engagement Around Literacy

Activity	Timeline	Materials Needed	Person(s) Responsible
K - 4th grade Reading Screening Score Report Parent Letter	Three times per year within 15 days of screening: August 2023 January 2024 May 2024	Individual student letters in native language printed from school template	School Level Administration K-3 teachers
Family Literacy Event	Fall 2023 (date TBD)	Planning meetings; agendas; session materials	Family Engagement Committee; Pre-K - 6th grade ELA teachers
Literacy Activities for FamiliesPosted on VBGC Website/	September 2023	Literacy Activities for Families from LDOE Literacy Library; other sources	School Level Administration Family Engagement Committee Literacy Committee
Family Literacy Engagement Survey	April 2024	Google Form Survey	School Level Administration Family Engagement Committee

Section 10: Communication of Plan

Stakeholder Group	Plan for Communicating	Timeline
Instructional Leadership Team	● Review District Literacy Plan with ILT	August 2023
School Level Faculty and Staff	● School level administrators review District Literacy Plan with faculty and staff during Common Planning Time	August 2023
Families/Communities	● Post District Literacy Plan on school website	July 2023
	● Share link to the District Literacy Plan in School Level Newsletter or text; allow for comments	August 2023
	● Presentation of Literacy Plan to parents at Family Literacy Night	Fall 2023

Section 11: Initiative Alignment

Other Programs/Initiatives	Connecting to Literacy	Evidence of Success
Family Engagement	● Family Engagement activities connected to literacy	● EOY data to determine if goal was met ● Family Survey
Literacy Screening/Progress Monitoring	● LDOE Approved Screener administered 3 times per year for all K - 4th grade students; 5th - 6th grade for at-risk students; ● Progress Monitoring of at risk students at least once per month ● Intervention through Reading Labs 30 minutes of daily/ 150 minutes per week provided by certified teacher ● PK-12: Tier I ELA Curriculum	● Student growth on Benchmark and EOY assessments
New Teacher Experience	● New teachers participate in the New Teacher Experience Pilot, working with mentors and participating in professional learning modules. ● Focus on curriculum implementation and improvement in literacy instruction	● Facilitate Common Planning Time ● Provide feedback and professional development on curriculum implementation ● Improved literacy instruction ● Improved student achievement
School Level Leadership Team PLC's	● School leaders meet monthly to analyze student data, identify look-fors during Learning Walks 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 in literacy.	● Improved literacy instruction through observation and feedback cycle ● Assist teachers in analyzing student data and planning for supports
ACT 108 Foundations of Reading training	● All K-3 teachers and administrators will be trained in the Foundations of Reading through Keys to Beginning ReadingTraining.	● Improved student achievement ● Certificate of Mastery on file
Steve Carter Literacy Tutoring	● All K - 5th grade students who qualify for Steve Carter Literacy Tutoring will receive information for registering in the portal. ● VBGC is a designated Steve Carter Literacy Tutoring provider.	● Equitable access to supports for all families ● Improved student achievement ● Attendance records
Literacy Support Standard for Grades 3 and 4; §705 of BESE Bulletin 1566.	● Any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer	● Equitable access to supports for all families ● Improved student achievement ● Attendance records