

## Calcasieu Schools Literacy Plan Vinton Elementary School

### Literacy Goals:

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| DIBELS:          | Students' scoring at grade level will improve by 5%.   |
| ELA LEAP:        | Students' scores on the ELA LEAP Assessment in grades 3-5 will improve by 5%.  |
| Population Goal: | At least 60% of students scoring below grade level on the fall LEFT diagnostic assessment in 4 <sup>th</sup> grade will increase their fluency level to benchmark by the end of the school year. |

| Pillar   | School System Actions  | School Actions  |
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| Literacy Goals:<br>Increase student outcomes by creating and monitoring literacy goals | Provide literacy screeners and assessments to schools, <i>including developmental screeners for early childhood sites.</i>   | Students will be placed in RTI for ELA based on deficits shown in literacy screeners and assessments. All students will increase their ELA progress throughout the school year.   |
|  | Annually collect and analyze multiple data points of student data from developmental and literacy screeners, progress monitoring, diagnostic assessments, and formative and summative assessments at all grade levels. | LEAP 360, DIBELS, and End of Unit Assessments (Culminating Writing and CKLA Unit Assessments) are analyzed as progress monitoring throughout the school year. In addition, teachers review daily formative assessments within their curriculum to inform instruction. |

| Pillar  | School System Actions  | School Actions  |
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| Explicit Instruction, Interventions, and Extensions | Provide teachers and students access to high-quality curriculum and resources for core instruction and interventions.  | All teachers and students in grades K-2 are provided CKLA Skills Strand for foundational skills instruction. In addition, ELA Guidebook is provided for all teachers in grades K-5.   |
|   | Develop a literacy schedule that supports the implementation of explicit and literacy instruction, including foundational skills, high-quality interactions, and individualized interventions and support. | All schedules provide adequate time for high-quality instructional curriculum implementation. Also, all schedules provide sixty minutes of instruction time for individualized interventions and support. Individualized interventions include CKLA Remediation Guide, LIFT |

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|  |  | Resources, Diverse Learner Supports, and Accelerate Resources. |
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| Pillar                           | School System Actions  | School Actions  |
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| Ongoing Professional Development | Facilitate ongoing professional development for leaders and teachers aimed at building knowledge and capacity around the science of reading at all grade levels, how to integrate best practices and evidence-based strategies into all classrooms, including instruction for diverse learners and engaging families, and facilitating positive learning environments, including developmentally appropriate materials in early learning settings. | Leaders and teachers who serve Kindergarten through 3 <sup>rd</sup> grade students have completed or are enrolled in either AIM or LETRS professional development. Teachers in grades 4-5 have been offered the opportunity for the LDOE professional development modules. Teacher collaboration meetings focus new learning on ensuring best practices from the science of reading body of research. |
|                                  | Offer training and resources for teachers and leaders to effectively implement observation tools, facilitate communities of practice, and provide reflective feedback to improve instructional practices.  | School leaders worked with vendors or the Elementary Department to support effective implementation of observation tools, facilitate teacher collaboration meetings, and provide reflective feedback to teachers.   |
|                                  | Implement the School Support Institute (SSI) for CIR/UIR-A/UIIN leaders.   | Not Applicable  |

| Pillar                     | School System Actions  | School Actions   |
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| Family Literacy Engagement | Provide access to resources for families to provide literacy support for their children. | Families were sent a letter to explain their child's assessment results, along with ideas of how to support their children.  |
|                            | Increase engagement and communication with families.                                     | <ul style="list-style-type: none"> <li>• Yahoo/Boohoo welcome for kindergarten parents</li> <li>• Meet and Greet</li> <li>• Open House/AR Reading Night</li> <li>• Grandparents' Day</li> <li>• Veterans' Day</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Choir at Vinton Holiday Market</li><li>• Christmas Choir/Gingerbread House Showcase</li><li>• Book Fair</li><li>• Family Math Game Night</li><li>• Easter picnic</li><li>• Awards Day</li><li>• Class Dojo</li><li>• Pawprint Newsletter</li><li>• Marquee</li><li>• School Website</li><li>• School Facebook Page</li></ul> |
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