**A. E. Phillips’ Strategic Literacy Plan**

**2023-2024**

| **Vision and Mission** | **Literacy Vision:** A Quality Literacy Education for a Quality Life**Literacy Mission Statement:** To ensure all students receive a high-quality literacy education through rigorous and engaging instruction, individualized supports, and authentic family engagement. This Literacy Plan is aligned to the Lincoln Parish Strategic Plan, which is the plan that guides all district priorities and initiatives.  |
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| **Literacy Goals** | * Students will achieve mastery or make adequate progress of grade level literacy standards as follows:
1. K - 2: By the end of the school year, 85% of students will be on level according to the Developmental Reading Assessment 2 (DRA).
2. K-3: By the end of the school year, increase the percentage of students reading at Benchmark or Above Benchmark to 95% measured by the LDOE literacy screening assessment.
3. 3-8: Maintain 90% or above mastery in ELA on LEAP 2025.
* 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 (DRA2, LEAP 2025) and qualitative teacher data (surveys, interviews, observations) to monitor the effectiveness of literacy programs across the district. (Program)
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| **Literacy Team** |

| **School Leadership Team:** | **School-Based Literacy Team:** |
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| * Jenny Blalock - Director
* Stephanie Whitten - Assistant Director
* Lori Kelly - Assistant Director
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* Stephanie Whitten
* Lori Kelly
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| **High Quality Curriculum** |  3-8: LDOE ELA Guidebooks |
| **Professional Development** | * Teacher Leader Summit: May 31-June 3
* Science of Reading PD for all K-3 Literacy educators and leaders
* Back to School PD Sessions - August, 2022 - choice sessions, content focused - tied to district strategic plan
* PD Days October, November, January - content focused - tied to district strategic plan
* Grade Level/Content Meetings - monthly
* Faculty Book Study
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| **Action Plan** | **Strategic Priority** | **Strategic Initiatives** | **Deliverables** | **Action Steps** |
| **SP1: Rigorous and Engaging Instruction** | 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 primary grade settings.1.2 Promote content and instructional expertise through training, coaching, unit and lesson plan internalization, student work and data analysis, and other systems. | 1.1.03 Administer and analyze curriculum embedded unit assessments to determine supports needed for teachers and students.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.  | 1.1.03.01 Implement the district-wide plan for analyzing literacy/ELA assessments 1.1.03.03 Analyze all administered literacy/ELA formative assessments to determine alignment with current standards, learning goals, and rigor. 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.1.2.01.01 - Attend Lincoln Institute of Summer Learning (LISL) - workshop for school leaders - learn instructional strategies & data analysis protocols1.2.01.02 - Facilitate instructional strategy study with school staff.1.2.02.01 - Support teachers with implementation of the ELA student work analysis protocol with school staff.  |
| **SP2: Individualized Support** | 2.2 Implement an intervention block to frontload access to grade-level content. | 2.2.01 Determine literacy goals and monitoring plan for implementation. 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.2.2.03 Continue to support school content leads to execute training for all ELA and math teachers on implementing intervention time. 2.2.04 Continue to support teachers on the use of intervention time.  | 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.2.2.01.02 Create an intervention/conferencing schedule for students with teacher assignments.2.2.01.03 Administer Literacy Screening Assessments to K-3 students to identify students needing Tier 3 Foundational Skills Support and Interventions.2.2.03.01 Work with teachers during common planning time or during ½ professional development days. 2.2.04.02 Conduct observations and provide timely feedback to teachers using the classroom support tool and data tracker.  |
| **SP3: Family Engagement** | 3.1 Establish and/or strengthen structures to ensure clear, transparent, two-way communication between families and the district/schools regarding literacy.  | 3.1.2 Provide support for Remind and Google Classroom by developing best practices and continuing to address platform issues/concerns as they arise. 3.1.3 Inform parents and caregivers literacy screening results and provide resources to help improve their child’s literacy. | 3.1.3.01 Administer DRA2 literacy screener fall and spring and communicate results to parents and caregivers.3.1.3.03 Encourage and inform parents on daily at-home reading goals.3.1.3.04 Communicate and encourage student at-home reading during breaks and holidays through special initiatives and activities. 3.1.3.05 Communicate and encourage student at-home reading. Recommend books that are on the students independent reading level.  |