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# Zachary Community School District Literacy Plan Superintendent Ben Necaie 2023-2024

September 2023

## LOUISIANA'S LITERACY PILLARS



LITERACY  
GOALS



EXPLICIT INSTRUCTION,  
INTERVENTIONS,  
& EXTENSIONS



ONGOING  
PROFESSIONAL  
GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures  
opportunities and access for every learner every day.



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## Section 1a: Literacy Vision and Mission Statement

<b>Literacy Vision</b>	Zachary Community School District is fully committed to ensuring its community that each student is provided research-based explicit instruction combined with integrated literacy experiences while empowering teachers and leaders with the necessary tools and knowledge to grow students most effectively as readers, writers, and thinkers.
<b>Literacy Mission Statement</b>	Zachary Community School District believes that it is imperative for all students to emerge as literate members of our community by providing meaningful tasks and experiences based on individual student needs. Literate learners can listen, speak, read, write, and reason effectively, think critically, access and evaluate information, and transfer learning to new situations to be college or career-ready.

## Section 1b: Goals

<b>Goal 1 (Student-Focused)</b>	Zachary Community Schools will continually analyze student formative and summative assessment data to monitor, assess, and evaluate the effectiveness of the literacy curriculum.
<b>Goal 2 (Teacher-Focused)</b>	Zachary Community Schools will commit that teachers will be provided ongoing embedded professional development in evidence-based strategies to build teachers' knowledge of best practices and research to support the effectiveness of the literacy curriculum.
<b>Goal 3 (Program-Focused)</b>	Zachary Community Schools will monitor, assess, and evaluate the literacy curriculum's effectiveness through curriculum review and student performance data.

## Section 2: Current State of Reading

Twenty-eight percent (28%) of students entering kindergarten scored on or above Benchmark on the Fall 2022 Beginning of Year (BOY) DIBELS 8 literacy screening assessment. In the Spring 2023, kindergarten students more than doubled their proficiency rate to 62% on the End of Year (EOY) screening assessment, a 33% increase within one academic year. Nearly half of students entering first grade scored on or Above Benchmark on the Fall 2022 DIBELS 8



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literacy screening test. By the spring of 2023, nearly 75% of students in first grade reached or exceeded proficiency criteria on the DIBELS 8 Literacy Screening Assessment.

Proficiency Rates (At or Above Benchmark, DIBELS 8)	Fall, 2022	Spring, 2023	Change in proficiency
Kindergarten (PSF)	28%	61%	33%
First Grade (NWF-CLS)	49%	74%	25%
Second Grade (ORF-WC)	95%	86%	-9%
Third Grade (Maze)	62%		n/a

During the 2022-2023 school year, students, families and caregivers, community members, and the school system continued post-pandemic recovery efforts. Year two of a complete return to face-to-face teaching and learning proved to bring back continued normalcy across the district. Kindergarten and first-grade students furthered their post-pandemic performance trend by exceeding the prior year's fall to spring percent of students scoring on and above grade level on grade-specific subtests. From Fall 2022 to Spring 2023, students' proficiency increased by 33%, exceeding the Fall 2021 to Spring 2022 proficiency increase by 7%.

First-grade students demonstrated similar performance on their fall-to-spring literacy screener growth by increasing yearly growth and exceeding the prior year's overall performance. They improved the percentage of students scoring on or above grade level to 74% in the spring of 2023, which exceeded spring 2022 performance by 6%. Nearly 100% of entering 2nd-grade students performed exceptionally well on the fall 2023 DIBELS Literacy Screener. Despite students having to nearly double the EOY performance criteria, 85% of 2nd-grade students maintained or exceeded benchmark performance. This was a slight proficiency decrease of 9%, with one-third of the non-proficient students scoring within 5 points of the proficiency requirement. Sixty-two (62%) percent of entering third grade scored at or above the benchmark in fall 2022, a 6% increase in proficiency from the fall 2021 entering 2nd-grade benchmark performance on the BOY DIBELS 8 literacy screener. ZCSD analyzes and closely monitors K–3 literacy screener assessment data gathered during the Beginning-of-Year (BOY), Middle-of-Year (MOY), End-of-Year (EOY), and progress monitoring data collection cycles during each academic year to make instructional decisions, revise the district literacy plan, and to meet the needs of individual students.

ZCSD will continue to monitor assessment data moving forward to make instructional decisions that will accelerate the growth of students and offset the learning loss related to the pandemic. In 2022, for example, a range of 56%-73% of third through eighth graders scored on or above grade level on LEAP assessments in 2023, and a range of 54-77% of third through eighth graders scored on or above grade level on LEAP assessments. These data trends indicate that students in grades 3-8 are continuing to recover from the pandemic learning loss and are accelerating toward increased proficiency in literacy.

2022 and 2023 Spring Assessments LEAP 2025		
Grade Level	2022 % MAS+	2023 % MAS+
3 <sup>rd</sup>	56	58



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4 <sup>th</sup>	69	61
5 <sup>th</sup>	63	59
6 <sup>th</sup>	56	58
7 <sup>th</sup>	66	59
8 <sup>th</sup>	73	77
English I	62	56
English II	64	54
Average ACT Composite Score		
11 (English)	19.6	18.9
11 (Reading)	20.0	19.5

### Section 3a: Assessments and Screeners

- Teaching Strategies Gold (TS-Gold)** is administered to pre-kindergarten students 3 times per year. The TS-Gold is an authentic observational assessment system that provides teachers with the information they need to draw conclusions about children's development and learning, and then leverage those conclusions to plan with intention. This intentional planning is the core of building positive relationships with children and individualizing instruction, as teachers purposefully scaffold each child's next steps in every area of development and learning.
- Desired Results Developmental Profile (DRDP-K)** is administered to kindergarten students within the first 30 school days. This assessment documents the progress of individual students on key measures of kindergarten readiness using an observation-based rating tool and provides teachers with individual student data to guide instruction. Additionally, the DRDP-K provides administrators and families information about student's progress.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark 8** literacy screener is administered to students in grades K-3 as a screener at the beginning, middle and end of the school year. This research-based assessment helps to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

Grade	Areas Addressed
Kindergarten	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency - Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency
Grade 1	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency - Correct Letter Sounds



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		Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy	
	Grade 2	Nonsense Word Fluency - Correct Letter Sounds Nonsense Word Fluency - Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	
	Grade 3	Nonsense Word Fluency - Correct Letter Sounds Nonsense Word Fluency - Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	

### Section 3b: Formal Assessments

- a. **Literacy Assessment (Grades K-2)** - These assessments are teacher-selected and have a suggested administration at the initial, middle, and final phases of the academic year. Its primary role is to discern each student's individual reading level, integrating a review of diverse elements of reading such as engagement with reading, oral reading fluency, decoding abilities, and comprehension.

Acknowledging the invaluable autonomy of our educators, this process enables them to swiftly identify the distinct educational needs of each student, formulating a personalized learning pathway designed to foster growth in reading proficiency. This approach grants teachers the liberty to incorporate various forms of assessments, offering a more diagnostic perspective of students' needs in accordance with grade-level reading, fluency, comprehension, and other pivotal skills.

Once this comprehensive assessment is concluded, educators are empowered to utilize the enriched information obtained to tailor instruction and formulate small groups, allowing a more nuanced approach in addressing the diverse learning requirements of their students. This insight aids in crafting strategies that resonate more deeply with individual learning preferences and needs, fostering a more inclusive and adaptive learning environment.

- b. **iReady Diagnostic (Grades 3-8)** will be administered three times per year. The iReady beginning of the year diagnostic determines students' current academic performance level. Students are assessed in the following domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. The data provides the students with an overall grade-level placement for each subject domain, the current Lexile measure, and a growth goal to attain by the mid-year checkpoint.



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After the diagnostic, the program assigns individualized lessons, activities, and quizzes on the current grade-level placement that student complete to work towards the growth goal. The mid-year and end of the year iReady assessments are administered as checkpoints with the goal of students making significant growth.

### Section 3c: State-Mandated Assessments

- a. **LEAP 2025 (Grades 3-8)** – As students move into upper elementary and middle school, they are tested using the Louisiana Educational Assessment Program (LEAP 2025). This exam measures student proficiency in English Language Arts and reading.
- b. **LEAP Connect (Grades 3-8 and HS) Alternate Assessment-** Students with Significant Cognitive Disabilities will be administered the LEAP Connect Assessment. The LEAP Connect assessments align to the ELA (English Language Arts), mathematics, and science Connectors for students with significant cognitive disabilities. The assessments identify the most salient grade-level academic content found in the Louisiana Student Standards for ELA, mathematics, and science, and the core content knowledge and skills needed at each grade to provide success at the next grade level.
- c. **ACT (Grade 11)** - As students continue through high school, they are offered the opportunity to take the American College Testing (ACT) exam as a college-ready proficiency test. The ACT can be used as an entrance exam and a placement test into English and math courses in college.
- d. **English Language Proficiency Test (ELPT)** - assesses the English-language proficiency of students who meet the participation criteria for English Learners (ELs) as they progress from year to year. In pursuit of this, ELPT draws upon emerging technologies and innovative methods to measure progress, encourage reclassification relative to grade-appropriate performance, and determine which school systems are meeting accountability goals for ELs.

### Section 4a: Explicit Instruction Across the Grade Bands

Core Curriculum	Description
<b>Grades K-1</b> Heggerty	Teachers in Kindergarten will implement daily explicit, systematic, and cumulative instruction in Phonological Awareness (identifying and manipulating units of oral language such as words, syllables, onsets, and rimes) and Phonemic Awareness (producing, counting, isolating, segmenting, adding, deleting, blending, and manipulating individual phonemes) following The Phonemic Awareness Curriculum editions developed by Dr. Michael Heggerty.
<b>Grades K-2</b> <i>Foundations</i>	Teachers in grades K-2 will deliver daily synthetic, systematic, explicit <b>Phonics</b> instruction that follows an aligned scope and sequence applying consistent instructional practices and routines including fluency practice to review previous learning, letter identification, consistent path of



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	<p>movement for letter formation (handwriting), phoneme-grapheme mapping for regular and irregular words, explicit teaching of the six syllable types, syllable division rules, explicit teaching of rules for decoding and encoding, and application to decodable texts. Teachers will use established district protocols, Foundations Level K, Foundations Level 1, and Foundations Level 2.</p>
<p><b>Grades K-4</b></p> <p><i>Wit and Wisdom</i></p>	<p>Teachers in grades K-4 will provide students with daily opportunities to increase their <b>Oral Language</b> and <b>Vocabulary</b> through explicit and implicit techniques through read-alouds and other pre-planned lessons. Students will participate in whole group and small group <b>Reading</b> instruction. Teachers will provide a daily whole group shared reading lesson focusing on aligned standards/unit plans to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, concepts about print, or other skills and strategies proficient readers apply. Teachers will use <i>Wit and Wisdom</i> curriculum and other mentor texts to support reading instruction. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding skills to read texts. Students will begin by reading decodable texts until they demonstrate the necessary knowledge and skills to transition into leveled texts.</p> <p>Teachers in grades K-4 will provide explicit daily instruction in <b>Language, Grammar, and Writing</b> following the district power standards/unit plans and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application. Teachers will use <i>Wit and Wisdom</i> curriculum and other mentor texts to support language, grammar, and writing instruction.</p>
<p><b>Grade 5-6</b></p> <p><i>Louisiana Curriculum Guides</i></p>	<p>Teachers in grades 5-6 will provide students with daily opportunities to increase their <b>Oral Language</b> and <b>Vocabulary</b> through explicit and implicit techniques through read-alouds and other pre-planned lessons. Students will participate in whole group and small group <b>Reading</b> instruction. Teachers will provide a daily whole group shared reading lesson focusing on aligned standards/unit plans to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, concepts about print, or other skills and strategies proficient readers apply. Teachers will use the Louisiana Curriculum Guides and other mentor texts to support reading instruction. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding and comprehension skills when reading complex texts.</p> <p>Teachers in grades 5-6 will provide explicit daily instruction in <b>Language, Grammar, and Writing</b> following the district power standards/unit plans and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided</p>





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	<p>practice, checks for understanding, writing conferences, and independent student application. Teachers will use Louisiana Curriculum Guides, The Writing Revolution curriculum, and other mentor texts to support language, grammar, and writing instruction.</p>
<p><b>Grades 7-8</b></p> <p><i>ZCSD Curriculum</i></p>	<p>ELA Teachers grades 7-8 will provide explicit daily instruction of strategies in reading and writing with authentic complex texts to support standards in Reading, Writing, Speaking and Listening, and Language. Teachers will model close reading strategies to provide students with a literacy strategy that aids in students making connection with the texts, developing language skills, and building content knowledge.</p> <p>ELA Teachers grades 7-8 will deliver advanced <b>Morphology</b> instruction that follows an aligned scope and sequence applying consistent instructional practices and routines for vocabulary strategies including Context Clues, Connotation, P.O.E. (<i>Process of Elimination</i>), PK (<i>Prior Knowledge</i>), and Morpheme Breakdown.</p> <p>ELA Teachers grades 7-8 will provide explicit daily instruction in <b>Language, Grammar, and Writing</b> following the district scope and sequence and grammar alignment to the content standards for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.</p>
<p><b>Grades 7-8</b></p> <p><i>Ready Louisiana</i></p>	<p>Teachers in grades 7-8 will deliver <i>Ready Louisiana</i> reading instruction that follows and aligns to the ZCSD scope and sequence to help students develop proficiency with the reading standards (Literature and Informational Text). Each lesson uses scaffolded instruction that begins with the teacher modeling and guided instruction of reading comprehension and language domains (<i>Key Ideas and Details, Author's Craft and Structure, Integration of Knowledge and Ideas, vocabulary Acquisition and Use, and Conventions of Standard English</i>), then gradual release of students into fully independent practice of the reading skills and strategies embedded in the standards.</p>
<p><b>Grades 9-12</b></p> <p><i>Savvas myPerspectives ELA</i></p>	<p>ELA teachers in grades 9-12 will provide daily explicit instruction of strategies in reading and writing using the student-centered curriculum myPerspectives that provides a connected approach to improving student learning and achievement. The instructional materials used offer a selection of appropriately complex text and include questions and tasks that integrate reading, writing, language, speaking and listening standards.</p> <p>ELA teachers in grades 9-12 will provide explicit instruction of the <b>two-stage close-read</b> model to provide students a literacy strategy that helps students make meaning of the texts, develop language skills, and build content knowledge.</p> <p>a. <b>First read</b> is used for applying strategies for active reading, understanding,</p>





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	<p>and thinking by identifying key ideas and details.</p> <p>b. <b>Close read</b> (2nd Read) of the text is used to analyze craft and structure by annotating the text and looking for textual evidence to make meaning of The text.</p> <p>ELA teachers in grades 9-12 will provide writing workshops to provide instruction on the construction and revision process of writing. Students will use Mentor texts and launch texts as models for key techniques to support the writing process of constructing the featured writing modes: Argumentative, Informative/Explanatory, and Narrative.</p> <p>All teachers of math, social studies, and science for grades 9-12 will also provide explicit instruction of close read strategies for nonfiction texts.</p>
<p><b>Grades 9-12</b></p> <p><i>Write Source: Daily Language</i></p>	<p>ELA teachers in grades 9-12 will provide explicit daily instruction in Mechanics, Usage, and Grammar using the <i>Write Source Daily Language Workouts</i> that follow the Louisiana Department of Education English standards and ZCSD scope and sequence alignment for each grade level. The students will participate in daily practice of the revising and editing process of writing based on the six traits of writing (ideas, organization, voice, word choice, sentence fluency, and conventions) and basic rules of grammar, usage, and mechanics.</p>

#### Section 4b: Interventions Across the Grade Bands

ZCSD provides struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored by teachers to assess both the learning rate and level of performance of individual students using 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. Results from assessments 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. Additionally, 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.

Using the Response to Intervention framework, 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. Within the elementary grades, students scoring below or well-below on literacy screeners may receive targeted direct instruction with a research-based reading intervention program provided by a reading interventionist. Within the middle school and high school grades, appropriate, differentiated, and targeted instruction using research-based activities aligned to the core curriculum are delivered daily to flexible groups in the classroom



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setting. Students who perform below grade level may be placed in lab classrooms to provide an additional layer of intervention. The ACT (Assisting Children Together) committee meets weekly to review assessment data, classroom evidence, teacher observation data and other evidence to establish the most appropriate intervention or support plan for each child for which there are academic concerns. Referrals from the ACT meeting may result in classroom interventions, pull-out intervention (Tier II or Tier III), recommendation for in school or after school tutoring, Speech or other screening referrals including Dyslexia, supports for ELL students, behavior supports, or other appropriate school-based supports. Consideration of SBLC to discuss a special education evaluation also occurs at this meeting.

Teachers use literacy screener data and diagnostic assessments to drive decisions around instructional adjustments and intervention practices. Targeted literacy interventions or acceleration are provided to students who demonstrate a weakness in any area of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Literacy intervention includes screening all students at the beginning of the year and progress monitoring and rescreening students at the middle and end of the year to provide data to show growth or additional needs. Teachers provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark assessments or screeners support struggling readers. Specific skills in which students show a deficit are targeted in regular small group instruction by providing explicit instruction and interactions with opportunities for guided and independent practice with feedback, with tier 2 and 3 students being progress monitored at least once a month.

Acceleration is an equal-access tutoring model that is focused on addressing unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. This strategy is based on best practices for tutoring and addressing unfinished learning. The success of this model depends on three equally important components working together. Access is equal; all students have extra time built into the school day for tutoring. Core instruction is sacred, and students must remain with their peers in core instruction as these subjects build academic knowledge and vocabulary and boost comprehension. Extra time is high dosage, meaning that tutoring is frequent and consistent.

To accelerate Pre-K-2 students in ELA, interventionists and tutors use high-quality curricula to focus on reading, understanding, and expressing understanding of text. Foundational skills are critical components of developing proficient readers with the ability to comprehend a wide range of texts. Students are supported in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. In Pre-K-grade 2, teachers use formative assessments from their high-quality curriculum or literacy screener results to Individualize instruction and



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provide necessary explicit, structured phonics and phonemic awareness instruction to make explicit connections to the on-grade level content with which students are currently engaging.

To accelerate grades 3-high school in ELA, teachers must focus on supporting students in focusing on the features of complex, current grade-level texts by building knowledge, vocabulary, or foundational skills. In addition to the supports provided within the existing high-quality curriculum, interventionists and tutors provide explicit, individualized decoding and foundational skills support in grades 3-5 and provide knowledge building support in grades 3-high school.

Currently available through the Louisiana Department of Education is also the Steve Carter Literacy Tutoring Program, which provides vouchers to students to receive tutoring from qualified tutors.

#### Section 4c: Dyslexia Intervention

- a. **Sonday System 1** - Reading interventionists in grades K-2 use the Sonday System to meet the instructional needs of students who have been identified as demonstrating characteristics of dyslexia. Sonday System lesson plans offer structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each 35-minute lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.
- b. **Sonday System 2** - Reading interventionists in grades 3-6 use the Sonday System 2 to meet the instructional needs of students who have been identified as demonstrating characteristics of dyslexia. Sonday System lesson plans offer structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through sixth grade. Each 35-minute lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

#### Section 4d: Extensions

The Zachary School system provides a variety of supplemental extensions including Saturday School, in-school tutoring out-of-school tutoring, summer school, and lab classrooms.



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<b>Grades K-2</b>	RAZ Kids is provided for grades K-2. Raz-Kids' self-paced assignments deliver appropriately leveled books and quizzes for kids to read. Students automatically progress to the next level upon successful completion of an assigned level. The Raz Kids A-Z eLearning environment provided a personal library for every student and included built-in incentives and awards that kept them motivated and engaged day-to-day. This purchase helped to keep books in the hands of students during remote and hybrid instruction and when students are quarantined. Because of the success of this implementation, RAZ will continue to be offered and used with K-2 students during the 2022-2023 school year.
<b>Grades 3-4</b>	<i>Tutoring</i> – Zachary Elementary school provides in-school and after-school tutoring sessions. After-school tutoring was provided in elementary schools with an emphasis on core subjects.
<b>Grades 5-6</b>	<p><i>ELA Lab Classes</i> - Students who scored below Mastery on the LEAP 2025 and/or are underperforming academically in the classroom are recommended to be placed in the ELA Lab Class. Teachers provide daily explicit and intense instruction in reading and writing to help students become grade-level proficient in those areas. The Lab Class will take the place of one of the student's electives. Students may enter and exit the lab class throughout the academic year based on classroom assessment and benchmark data.</p> <p><i>Tutoring</i> – Copper Mill Elementary school provides in-school and Saturday School tutoring sessions. After-school tutoring was provided in elementary schools with an emphasis on core subjects.</p>
<b>Grades 7-8</b>	<p><i>ELA Lab Classes</i> - Students who scored below Mastery on the LEAP 2025 and/or are underperforming academically in the classroom are recommended to be placed in the ELA Lab Class. Teachers provide daily explicit and intense instruction in reading and writing to help students become grade-level proficient in those areas. The Lab Class will take the place of one of the student's electives. Students may enter and exit the lab class throughout the academic year based on classroom assessment and benchmark data.</p> <p><i>Tutoring</i> – Northwestern Middle school offers after-school tutoring to all students .</p>
<b>Grades 9-12</b>	<i>Tutoring</i> - After-school school-wide tutoring is provided Monday-Thursday for 1 hour in all core academic classes.

Teachers of English Language Learners need to have the best practices and strategies to differentiate instruction and craft appropriate lessons for their students. Beginning with objectives, ZCSD uses content-based lessons for its ELL students, providing appropriate strategies as indicated. Teachers determine any background knowledge, both content and cultural, that students will need to be successful in the lesson. Knowing these help teachers effectively plan their lessons. Support strategies may include:

- Audio Support
- Bilingual Support
- Building Vocabulary Knowledge
- Cooperative Learning



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- Lesson Delivery (Structures)
- Literacy Support (Annotation, Story Walks, Chunking Text, etc.)
- Multi-Language Domain Practices (Concept Mapping, Inquiry-based Instruction)
- Theater/Arts-Based Support
- Visual Support
- Writing Support

## Section 5: Ongoing Professional Growth

Type	Description	Timeline	Person(s) Responsible
<i>Instructional Leadership Teams (ILT)</i>	<p>Educators (K-12) throughout ZCSD have been and are continuing to be provided professional learning opportunities through the Instructional Leadership Team model as follows:</p> <ul style="list-style-type: none"> <li>• Across the district, 23 educators have completed NIET (National Institute for Excellence in Teaching) (National Institute for Excellence in Teaching) training. An additional two have begun the training process for Instructional Leadership Teams.</li> </ul>	<b>Ongoing</b> (Full Academic Term)	<p>School Level Administrators</p> <p>District Supervisors</p>
<i>NIET -Teacher Collaboration</i>	<ul style="list-style-type: none"> <li>• ZCSD schools have all implemented Teacher Collaboration cycles, for which training began in 2021-2022, in partnership with NIET.</li> <li>• Schools, in consultation with their ILTs (Instructional Leadership Teams), are using data and learning walk observations to determine priority instructional needs and develop long range goals for areas of improvement.</li> <li>• Instructional strategies will be implemented by teachers on the ILT initially and evaluated for effectiveness through analysis of student performance products and/or data prior to being brought to teacher collaboration meetings and implemented by the teachers of that grade and/or content area.</li> <li>• Each cycle of instructional strategy will occur separately to allow its effectiveness to be evaluated as a single factor.</li> </ul>	<b>Ongoing</b> (Full Academic Term)	School Level Administrators




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<p><i>Science of Reading Literacy Foundation Training</i></p>	<ul style="list-style-type: none"> <li>All K-3 teachers and administrators were offered professional learning opportunities during the 2022-2023 academic year. The Zachary Community School District, in a partnership with APEL, provided literacy foundation training based on the Science of Reading and approved by LDOE to provide support in literacy development in our students.</li> <li>This 55-hour course trains teachers in decoding, phonics, language comprehension, fluency, interventions, assessments, and instructional shifts. Fifty-two (52) K-3 teachers and administrators during the 2021-2022 school year received the ACT 108 certificate.</li> <li>DIBELS 8 scores showed improvement across the year in the number of students at or above the benchmark level K-1, indicating that the instruction and support in foundational skills instructional practices and research provided to teachers promoted student growth.</li> <li>Teachers new to ZCSD and the Foundations and Heggerty curriculum will be offered professional development opportunities to best understand the most effective implementation and best practices of the curriculum.</li> </ul>	<p><b>Ongoing</b></p>	<p>District Supervisors</p> <p>School Level Administrators</p>
<p><i>K-12 District Instructional Coach Support</i></p>	<ul style="list-style-type: none"> <li>The coach's role is to build teacher capacity and their understanding of instructional practices related to Louisiana Student Standards and Data Driven Instruction.</li> <li>Instructional coaches will promote reflection, provide guidance and structure where needed and focus on strengths, collaboration, and common issues of concern.</li> <li>They are responsible for ensuring high-quality instruction in classrooms through observing, modeling, co-planning, co-teaching, and providing feedback to teachers</li> </ul>	<p><b>Ongoing</b> <i>(Full Academic Term)</i></p>	<p>District Supervisors</p> <p>School Level Administrators </p> <p>Instructional Support Specialists</p>
<p>Grades K-6 PLC (Common Planning Time)</p>	<ul style="list-style-type: none"> <li>Teachers utilize the time to plan for an upcoming unit incorporating data analysis.</li> <li>Develop and implement strategies and ideas to build on strengths and/or address areas of need as identified in data collected. Planning time is utilized for assessment alignment or development</li> </ul>	<p><b>Minimum of 45 minutes of common planning time each week</b></p>	<p>Grade Level Team Leader</p>



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	<ul style="list-style-type: none"> <li>Teachers utilize the time to review, analyze and respond to student work/assessments for small group instruction.</li> <li>When needed, instructional action plans may be designed to meet the needs identified during analysis.</li> </ul>		
Grades 7-12 PLC ( <i>Common Planning Time</i> )	<ul style="list-style-type: none"> <li>Teachers utilize the time to plan for an upcoming unit incorporating data analysis.</li> <li>Develop and implement strategies and ideas to build on strengths and/or address areas of need as identified in data collected. Planning time is utilized for assessment alignment or development</li> <li>Teachers utilize the time to review, analyze and respond to student work/assessments for small group instruction.</li> <li>When needed, instructional action plans may be designed to meet the needs identified during analysis.</li> </ul>	<b>53 minutes of common planning time 2-3 times a week</b> ( <i>Full Academic Term</i> )	School Level Administrators  Grade Level Team Leader

## Section 6: Family Engagement Around Literacy

Families in the Zachary Community School System are engaged and included in the improvement of literacy in our district and community in several ways.

- Parents are included as members of focus groups, School Improvement Teams and as members of the Superintendent's Parent Advisory Committee, where current literacy issues are a topic of discussion. Parents have also been informed of teacher professional development efforts related to the Science of Reading.
- Laptops are available to students whose families need them for instructional activities, intervention, and extension activities.
- All the ZCSD schools offer site-based programs and activities with the intent of engaging families and improving students' lives. Additionally, each school partners with community stakeholders to support a wide range of literacy initiatives. These activities and programs include but are not limited to:

Grade Level	Program/Activity	Community Partners (Key Stakeholders)
PreK-4th	Literacy Nights	<ul style="list-style-type: none"> <li>School-Based</li> </ul>
PreK- 6 <sup>th</sup>	Title I Parental Involvement Activities	<ul style="list-style-type: none"> <li>School-based</li> </ul>
K-2 <sup>nd</sup>	Arts and Literacy Fairs	<ul style="list-style-type: none"> <li>School-Based</li> </ul>
K-2 <sup>nd</sup>	Reading Challenges	<ul style="list-style-type: none"> <li>School-Based</li> </ul>
1 <sup>st</sup> -2 <sup>nd</sup>	Library Field Trips (1 <sup>st</sup> Library Card)	<ul style="list-style-type: none"> <li>East Baton Rouge Parish Library</li> </ul>
1 <sup>st</sup> - 2 <sup>nd</sup>	Roll Into Reading	<ul style="list-style-type: none"> <li>Ozark Insurance Agency</li> <li>The Red Door Group Realtors</li> <li>Cypress Title</li> </ul>





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		<ul style="list-style-type: none"> <li>• Zachary Spine &amp; Sports Rehabilitation</li> </ul>
1 <sup>st</sup> – 2 <sup>nd</sup>	Summer Enrichment Program	<ul style="list-style-type: none"> <li>• School-Based</li> </ul>
K-6 <sup>th</sup>	Summer Take Home Activities	<ul style="list-style-type: none"> <li>• School-Based</li> </ul>
K-6 <sup>th</sup>	Summer Reading Challenges	<ul style="list-style-type: none"> <li>• School-Based</li> </ul>
3 <sup>rd</sup> -6 <sup>th</sup>	LEAP Night	<ul style="list-style-type: none"> <li>• School-Based</li> </ul>
11 <sup>th</sup> – 12 <sup>th</sup>	ACT Bootcamp	<ul style="list-style-type: none"> <li>• Mastery Prep</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup>	College and Career Fairs	<ul style="list-style-type: none"> <li>• School-Based</li> <li>• US Coast Guard</li> <li>• Army National Guard</li> <li>• Louisiana Air National Guard</li> <li>• Aveda Arts &amp; Sciences Institute Baton Rouge</li> <li>• Turner Industries</li> <li>• Lane Regional Medical Center</li> <li>• Academy of Interactive Entertainment (AIE)</li> </ul>
11 <sup>th</sup> -12 <sup>th</sup>	College Planning Nights	<ul style="list-style-type: none"> <li>• School-Based</li> <li>• Centenary College of Louisiana</li> <li>• Louisiana Tech University</li> <li>• Louisiana State University at Alexandria</li> <li>• Franciscan Missionaries of Our Lady University (FranU)</li> <li>• Nicholls State University</li> <li>• Northwestern State University</li> <li>• University of Arkansas</li> <li>• Nicholls State University</li> <li>• Dillard University</li> <li>• University of Louisiana at Lafayette</li> <li>• Louisiana Air National Guard</li> <li>• University of Louisiana Monroe</li> <li>• Southeastern Louisiana University</li> <li>• McNeese State University</li> <li>• Southern University and A&amp;M College</li> <li>• Louisiana State University</li> <li>• Baton Rouge Community College</li> </ul>

## Section 7: Alignment to other Initiatives

### School Improvement Plan

#### Goal



By 2025, all students will reach high standards by attaining proficiency or better in all content areas.



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### Objectives

- To increase percent of students scoring proficient in ELA, Mathematics, Science, and Social Studies on LEAP 2025
- To increase percent of students achieving growth targets in ELA and Mathematics on LEAP 2025

### **Early Childhood Programs**

The district initiative as the Lead Agency for the Zachary Early Childhood Network is to support the eleven centers in the network in the use of Tier 1 curriculum, Frog Street, and in training teachers in early childhood literacy. The Frog Street curriculum supports infants through Pre-K children in the network by helping them develop rich oral language and vocabulary. In Pre-K the goal is to build strong foundations in literacy skills through small-group lessons and interactive hands-on explorations in addition to offering a language-rich environment that helps children develop pre-reading skills and listening comprehension. This approach to literacy is designed to facilitate kindergarten readiness.

## **Section 6: Communicating the Plan**

### **School-Based Literacy Teams**

<b>School</b>	<b>Literacy Team Members</b>
<b>Zachary Early Learning Center</b> Pre-Kindergarten	Jessica Brister, Supervisor of Early Childhood and Elementary Programs (PreK-2) Charissa Osberry, Principal Kristen Payne, Pre-K Teacher Michele Hebert, Pre-K Teacher
<b>Northwestern Elementary School</b> Kindergarten	Jessica Brister, Supervisor of Early Childhood and Elementary Programs (grades PreK-2) Rodney Coats, Principal Lorrie Wax, Instructional Support Wendy Brooks, ELA Instructional Specialist Beth Dauthier, Kindergarten Teacher Sashi Wiltz, Kindergarten Teacher
<b>Rollins Place Elementary School</b> Grades 1-2	Jessica Brister, Supervisor of Early Childhood and Elementary Programs (grades PreK-2) Kelli Day, Principal Kristy Gilpin, Assistant Principal Wendy Brooks, ELA Instructional Specialist Jessica Spangler, 1 <sup>st</sup> Grade ELA Allison Manalac, 1 <sup>st</sup> Grade ELA Brandie McNabb, 2 <sup>nd</sup> Grade ELA Naomi Doll, 2 <sup>nd</sup> Grade ELA
<b>Zachary Elementary School</b> Grades 3-4	Jennifer Marangos, Supervisor of Elementary Programs (grades 3-6) Megan Noel, Principal Beverly Hill, Assistant Principal Wendy Brooks, ELA Instructional Specialist



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	Jennifer Sledge, 3 <sup>rd</sup> Grade ELA Cathy Travis, 4 <sup>th</sup> Grade ELA Megan Clements, 4 <sup>th</sup> Grade ELA
<b>Copper Mill Elementary School</b> Grades 5-6	Jennifer Marangos, Supervisor of Elementary Programs (grades 3-6) Lia White-Allen, Principal Wendy Brooks, ELA Instructional Specialist Erin Webster, 5 <sup>th</sup> Grade ELA Jessica Viator, 5 <sup>th</sup> Grade ELA Julie Peveto, 6 <sup>th</sup> Grade ELA Amanda Hughes, 6 <sup>th</sup> Grade ELA
<b>Northwestern Middle School</b> Grades 7-8	Jeffery Hand, Supervisor of Secondary Programs and Technology Rebecca Brian, Principal Brittini Matthews, ELA Instructional Specialist Michele Maddie, 8 <sup>th</sup> Grade ELA Haley Odom, 8 <sup>th</sup> Grade Reading Amanda Bassett, 7 <sup>th</sup> Grade Reading Melissa Hodge, 7 <sup>th</sup> Grade ELA
<b>Zachary High School</b> Grades 9-12	Jeffery Hand, Supervisor of Secondary Programs and Technology Lindsey Spence, Principal Erica Henry, Assistant Principal of Curriculum and Instruction Brittini Matthews, ELA Instructional Specialist Melanie Anderson, English Department Chair Amanda Hebert, 9 <sup>th</sup> Grade ELA Kaitlin Ducote, Gifted ELA Charlotte Blanchard, 11 <sup>th</sup> Grade ELA Yvonne Barrier, 12 <sup>th</sup> Grade ELA

#### Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>ZCSD Personnel</i>	Distribute ZCSD Literacy Plan	Annually (Start of each school year)
<i>ZCSD Personnel</i>	Create a ZCSD State of Reading infographic	Quarterly
<i>Families and Caregivers</i>	Publish ZCSD Literacy Plan on school website	Upon Completion Ongoing
<i>Community Members</i>	Publish ZCSD Literacy Plan on school website	Upon Completion Ongoing