

Jesse Owens Elementary Literacy Plan

2025-2026

Vermilion Parish School District

Principal:

Superintendent: Tommy Byler

Revision Date: May 2025



Section 1: Literacy Vision and Mission Statement

Jesse Owens Elementary Literacy Vision	In partnership with parents and the community, and with the belief that all children are capable of success, we, the teachers and staff at Jesse Owens Elementary School, commit to: foster each child's full academic potential and empower each child to become a contributing citizen that can think critically and apply the skills of reading, writing, listening, speaking, and language.
Literacy Mission Statement	Our mission is to help students become lifelong readers by providing individual instruction with measurable results.

Section 2: Goals

Goal 1 (Student-Focused)	Grades K-3: All students will read on grade level or meet individualized growth goals on literacy benchmarks by the end of the school year.
Goal 2 (Teacher-Focused)	Grades K-3: 80% of students will meet individualized growth goals on literacy benchmarks by the end of the year.
Goal 3 (School-Focused)	Grades K-3: VPSB Goal of 80% Benchmark on/above DIBELS Composite by EOY. Jesse Owens Elementary EOY DIBELS scores for 2024-2025: K 75%; 1st 91%; 2nd 71%; 3rd 52%. Goal to reach 80% in all grade levels.

Action Plan for School-Focused Goal

Goal	Timeline	Action Steps	Resources	Evidence
Grades K-3: Increase the number of students on or above level composite score to 90% in grades K-2	2023-2024	Use of Tier 1 CKLA curriculum Utilize CPT to analyze the student work, plan instruction of CKLA program, use PM data to drive reading intervention instruction	CKLA Curriculum	Dibels Data

Section 3: Assessing Literacy Proficiency

Jesse Owens Elementary 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.

Grade	Assessment/Screener	Areas Addressed	Timeline
Kindergarten	DIBELS 8 Benchmark	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency	August December April

	DIBELS 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students who receive additional intervention support
Grade 1	DIBELS 8 Benchmark	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy	August December April
	DIBELS 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students who receive additional intervention support
Grade 2	DIBELS 8 Benchmark	Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	August December April
	DIBELS 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students who receive additional intervention support
Grade 3	DIBELS 8 Benchmark	Nonsense Word Fluency- Correct Letter Sounds Nonsense Word Fluency-Words Recorded Correctly Word Reading Fluency Oral Reading Fluency Oral Reading Fluency Accuracy Maze	August December April
	DIBELS 8 Progress Monitoring	Recommended Measures dependent on student need	Monthly for all students Bi-weekly for students who receive additional intervention support

Defining Proficiency

Our definition of “proficiency” is based on the Louisiana Student Standards at each grade level and percentile rank based on national norms. We also use multiple data points to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

Grade	Assessment	High Risk	Some Risk / Approaching Standard	Low Risk / Meeting Standard
K-3	Dibels 8	<20th percentile	< 40th percentile	> 40th percentile

Section 4: 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. All K-4 students have an additional 30 minutes of reading support embedded in the daily instructional schedule.

Pull-out intervention services are considered for students who score below the 40th percentile.

Results from assessments outlined above 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. 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.

Grades K-2	30 minutes of additional in-class support	Teachers use data to create plans for “SMART Group” instruction. Appropriate, differentiated, and targeted instruction using research-based activities aligned to the core curriculum is delivered daily to flexible groups in the classroom setting.
	30 minutes 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 reading interventionist.

Grade 3	30 minutes of additional in-class support	Teachers use data to create plans for “SMART Group” instruction. Appropriate, differentiated, and targeted instruction using research-based activities aligned to the core curriculum is delivered daily to flexible groups in the classroom setting.
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Section 5: Core Instruction

Jesse Owens Elementary uses Tier 1 research-based curricula 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 3.

Grades K-2	Core Knowledge Language Arts (CKLA) 120 Minutes Daily	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	Louisiana Guidebooks 90 Minutes Daily	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 supports to ensure students master grade-level standards. Additional targeted supports are available for diverse learners.

Section 6: 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-practice instruction and the district-adopted materials. All students receive high-quality evidence-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 high-quality evidence-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 research-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 III: Intensive Individualized Interventions and Supports	In Tier III, the SBLC convenes to review past and present data for students who 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 evidence-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.

Section 7: Instructional Support for Students with Special Services

Identification and Support for Students with Dyslexia	<p>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 VPSB students during second grade. When SBLC receives a request for assessment and the guardian gives written consent, then Bulletin 1903 assessment procedures are followed.</p> <p>Students with Dyslexia are supported through multisensory strategies in the inclusion and pullout models for 150</p>
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	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 are 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 high quality, evidence-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 bilingual Paraeducators in core classes, inclusion and pullout bilingual Paraeducator tutoring, 1:1 technology with school-to-home use, and access to programs like Mango, Dino-Lingo, iTranslate, and/or Google Translate.

Section 8: Professional Development Support

Type	Description	Timeline	Person(s) Responsible
K- 8 Common Planning Time	Each elementary school site embeds weekly K-3 professional learning time for all grade-level teams to collaborate. During this time, teachers will participate in one of the following tasks: <ul style="list-style-type: none"> Unit Unpacking Topic/Lesson Unpacking Analyzing Student Work and Planning for Small-Group Instruction 	50-60 minutes of planning time embedded in the daily schedule of all teachers	School Level Administrators
District Professional Development Days	In addition to a variety of literacy-focused professional development activities designed and facilitated by each elementary school, the district is engaged in the study of literacy practices as part of a continuous improvement process for instructional review. This support is led by members of the district's curriculum team with collaboration from site administrators and teacher leaders. This team plans district-level professional development activities, assists in aligning standards with instruction, assessments, and materials, and engages all teachers in reflection and participation around evidence-based and effective practices in literacy.	The district-wide calendar sets a minimum of 4 days of professional learning each year.	District Curriculum Staff School Level Administrators
K-3 Literacy Training	Provider: LDOE Science and Art of Teaching Reading 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: <ul style="list-style-type: none"> How to implement instructional routines and activities Approaches to differentiate instruction to meet the literacy needs of all students 	Literacy course for K-3 teachers and administrators -ongoing support throughout the school year with strategies specific to instruction.	District Curriculum Supervisor
K-8 District Instructional Coach Support	The Instructional Coach is a critical lever in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to the Louisiana Student Standards and Data-Driven Instruction. Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration, and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers.	Throughout the school year, as needed	District Curriculum Supervisor School Level Administrators

Section 9: Family Engagement Around Literacy

Activity	Timeline	Materials Needed	Person(s) Responsible
Literacy Focus of the Month	Monthly	District Facebook Page Monthly Literacy Activity	District Supervisors
mCLASS Dibels 8 Parent Letter	Three times per year August December April 2	Individual student letters in the native language printed from the mCLASS platform	School Level Administration

DIBELS 8 Progress Monitoring Student Graph for all students who receive pull-out intervention services	2 times per year Between BOY and MOY Assessments Between MOY and EOY Assessments	Individual Student Progress Monitoring Graphs printed from the mCLASS platform	School Level Administration
Grade 3 Parent Guide to Guidebooks	Prior to each Guidebook Unit	Parent Guide to Guidebooks	School Level Administration Classroom Teacher
Family Literacy Event	Once per school year	Dependent on the School Choice of Activity	School Level Administration
Family Literacy Engagement Survey	April	Google Form Survey	School Level Administration
Literacy Activities for Families	Posted on the VPSB Website in November	Literacy Activities for Families	District Supervisors