



Hammond Eastside Magnet School — Lower



Local Literacy Plan

DeShea D. Johnson, Principal

Mrs. Melissa Stilley, Superintendent





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.

Section 1a: Literacy Vision and Mission Statement

Guiding Questions:

1. What is your school's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

<i>Literacy Vision</i>	The Hammond Eastside Lower community will provide every student with high quality curriculums and instructional practices to acquire the literacy skills and abilities to reach their full potential as an IB Learner and world citizen.
<i>Literacy Mission Statement</i>	The Hammond Eastside Lower community empowers students to become lifelong learners and internationally minded citizens by teaching literacy (reading, writing, speaking, and listening) skills needed in a diverse and multicultural world.

Section 1b: Goals



Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12 (use the grade bands in your school)?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the literacy and language needs of diverse learners?
 - How do you plan to measure teacher performance based on your literacy goals?

<p><i>Goal 1 (Student-Focused)</i></p>	<p>Students:</p> <ul style="list-style-type: none"> ● will enter kindergarten ready according to state assessment measures. ● achieve mastery level on third grade assessments and enter fourth grade prepared for grade-level content. ● with disabilities and students of color (subgroups) will increase in attaining mastery or above on state literacy assessments.
<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ● implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards. ● collaboratively plan using literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.
<p><i>Goal 3 (Program-Focused)</i></p>	<p>School leaders will:</p> <ul style="list-style-type: none"> ● promote a positive school culture in which all faculty members are responsible for and support in the delivery of effective literacy instruction. ● provide job-embedded professional learning opportunities for faculty members focused on high-quality literacy instructional resources and practices.

Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school literacy team?
2. What is the role of each member?



3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
<i>DeShea D. Johnson</i>	Principal
<i>Amber Gardner</i>	Elementary Supervisor
<i>Jenna Vial</i>	Assistant Principal
<i>Cynthia Butler</i>	Assistant Principal
<i>Katherine Johnson</i>	PYP Coordinator/Magnet Specialist
<i>Elizabeth McDonough</i>	Curriculum Facilitator (Grades 3-5) Louisiana Guidebook Content Leader
<i>Michael Anna Catalanotto</i>	Librarian Dibels/MAZE Testing Coordinator

Meeting Schedules

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Literacy Committee	Monthly	<ul style="list-style-type: none"> ● Analyze Diagnostic data, Adjusting Interventions to Meet student needs, and Monitor the implementation of Tier 1 Curriculum ● Monitor the following data: <ul style="list-style-type: none"> ○ iReady BOY, MOY, EOY diagnostic and Progress Monitoring ○ K-5 ELA Core Progress Monitoring ○ MClass Bi-Weekly Progress Monitoring ○ PreK TS Gold BOY and EOY ELA assessments ○ DIBELS BOY, MOY, EOY K-3



Instructional Leadership Team	Weekly	Data Analysis, Goal Setting, Tier 1 Curriculum Implementation and Delivery, follow up, and monitoring, interventions, etc.
Professional Learning Communities (PLC)	Weekly	Data Analysis, Goal Setting, Tier 1 Curriculum Implementation and Delivery, follow up, and monitoring, interventions, etc.
Leadership Committees	Bimonthly	Social Studies and Science Content Area Literacy Instructional Practices and Monitoring, Curriculum Implementation, Lead School Assistance Team (Individual Student Assistance), PBIS Committee, Family Engagement Committee
Primary Years Programme Collaborations	Bimonthly	<ul style="list-style-type: none"> ● PYP Planner development, revisions, and reflections; PYP Practice PD, implementation and delivery ● Planners are developed around a central goal aligned to the Tier 1 curriculum ● Tier 1 Curriculum Connections are made the key concepts.

Section 2: Complete the Action Plan for Explicit Instruction, Interventions, and Extensions

Guiding Questions:

1. For each specific plan and activity around literacy, what is/are your:
 - action steps?
 - timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
 - alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:



- deciding which components will be measured in each grade band or subgroup?
 - how often screeners are administered?
 - progress monitoring?
 - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
- students with dyslexia?
 - the EL population?
 - special education students?
 - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	June 1 - June 30	Review prior year data to establish school goals. <ul style="list-style-type: none"> Analyze Prek-2 EOY data and Grades 3-4 ELA LEAP 2025 data to create class assignments for heterogeneous ability grouping. 	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	July 1 - July 31	Review 2023 LEAP data	ILT	2023 LEAP scores	Students and subgroups demonstrate growth in LEAP data.
3	August 1 - Sept. 30	BOY screeners for PreK - 5th graders and organize intervention groups, Begin implementation of Tier 1 curriculum, *Tentative start date for interventions:	ILT; classroom teachers, classroom interventions	DRDP-K or GOLD KEA, Dibels, <u>Amplify</u> K-3 literacy screener, iReady Diagnostics, CKLA, Wit & Wisdom, Louisiana Guidebooks	Students set personal literacy goals with their teachers using BOY diagnostic data (K-5) and LEAP Scores (4-5) which they will share



		<p>September 11 (if BOY Dibels screeners have been completed by this date); Parent Notification of the BOY Literacy Screening Results (Letters); Teachers will set SLTs and monitor SLTs through their lesson mastery; The PLC members will set success criteria/exemplars for mastery for the learning outcomes of lessons.</p>			<p>with their families during their Student Showcase Night. Students Intervention groups begin and collect progress monitoring data showing growth and achievement.</p>
4	Oct. 1 - Dec. 20	<p>Progress Monitor Intervention groups, subgroups, and all students' achievement with Tier 1 curriculums. ILT will analyze data and disseminate through PLC.</p>	<p>ILT, classroom teachers, classroom interventionists</p>	<p>mClass, iReady, student work, ELA Core Progress Monitoring</p>	<p>Students demonstrate growth and mastery in their performance on tasks. Our goal for Mid-Year is 50% of the total growth goal.</p>



		Intervention groups will be revised based on data.			
5	Dec. 1 - Jan 30	MOY screeners for PreK - 5th graders and reorganize intervention groups; Continue implementation of Tier 1 curriculum.	ILT, classroom teachers, classroom interventionists	DRDP-K or GOLD KEA, Dibels, <u>Amplify</u> K-3 literacy screener, iReady Diagnostics, CKLA, Wit & Wisdom, Louisiana Guidebooks	Students evaluate their progress toward personal literacy goals with their teachers (Goal for mid-Year is 50% of Total Growth Goal). Intervention groups continue and continue collecting progress monitoring data showing growth and achievement.
6	Feb. 1 - May 20	Progress Monitor Intervention groups, subgroups, and all students' achievement with Tier 1 curriculums.	ILT, classroom teachers, classroom interventionists	mClass, iReady, student work, ELA Core Progress Monitoring	Students demonstrate growth and mastery in their performance on tasks.



7	Apr. 29 - May 23	LEAP testing; EOY screeners for PreK - 5th graders and continue intervention groups; Continue implementation of Tier 1 curriculum. Analyze screening data for student assignment for the 2024-25 school year.	ILT, classroom teachers, classroom interventionists	LEAP tests, DRDP-K or GOLD KEA, Dibels, <u>Amplify K-3 literacy screener</u> , iReady Diagnostics, CKLA, Wit & Wisdom, Louisiana Guidebooks	Students evaluate their progress toward personal literacy goals with their teachers. Intervention groups continue and continue collecting progress monitoring data showing growth and achievement.
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Section 3: Ongoing Professional Growth

Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

<p>Month/Date</p> <p><i>(When can PD be scheduled throughout the school year?)</i></p>	<p>Topics</p> <p><i>(What topics are most needed and should be covered and/or prioritized?)</i></p>	<p>Attendees</p> <p><i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i></p>
<p>July and August 2023</p>	<p>Essential Agreements (Non-Negotables)</p> <p>Handbook Review/Protocols</p> <p>Classroom Protocols</p> <p>Classroom Management</p>	<p>All Teachers</p> <p>Delivered by Admin, Curriculum Facilitators, and Teacher Leaders</p>



	<p>Expectations for teaching and learning set</p> <p>BOY Testing</p>	
August 2023	<p>Teaching and learning Expectations</p> <p>Lesson Planning Expectations</p> <p>Data Based Annotations</p>	<p>All teachers</p> <p>Delivered by ILT Members</p>
September 2023	<p>Goal setting (Individual Literacy Plans)</p> <p>Interventions and best practices</p>	all teachers – CFs and admin
October 2023	<p>Progress Monitoring</p> <p>Self-Advocating (Student-Led Conference Preparation) - Student Showcase/Literacy Night</p>	all teachers – CFs and admin
November 2023	<p>Interventions and best practices</p>	all teachers – CFs and admin
December 2023	<p>Importance of IReady MOY Diagnostics</p> <p>Goal Setting</p> <p>Revise Intervention Groups based on MOY Data</p>	all teachers – CFs and admin
January 2024	<p>Importance of Dibels</p> <p>Goal Setting</p>	all teachers – CFs and admin
February 2024	<p>Interventions and best practices</p> <p>CKLA Coaching</p>	all teachers – CFs and admin
March 2024	<p>Progress Monitoring</p>	all teachers – CFs and admin



	Self-Advocating (Student-Led Conference Preparation) - Student Showcase/Literacy Night	
April 2024	Interventions and best practices	all teachers – CFs and admin
May 2024	Importance of EOY Dibels/MAZE/IReady Assessments Goal Setting for next year with students	all teachers – CFs and admin

Section 4: Family Engagement Around Literacy

Guiding Questions:

1. To improve [family engagement around literacy](#), how are you:
 - including families in focus groups and other discussions with teachers, students, and leaders around:
 - specific programs to address the school’s mission?
 - families’ concerns about literacy achievement?
 - students’ attitudes toward reading and writing?
 - teachers’ beliefs about student literacy and learning?
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
 - using communication methods that accommodate all families?
2. How are you working directly with community partners to:
 - engage families and the community?
 - invest in the literacy of our youth?
 - improve access to resources?
3. What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2023	Meet and Greet Parent Notification Letter	<ul style="list-style-type: none"> ● Literacy Initiative Communicated 	HEMS Lower Families HEMS Lower Stakeholders



	<p>with home strategies (sent home)</p> <p>Stakeholder Meeting w/Literacy Committee and SWP Committee</p>	<ul style="list-style-type: none"> ● Parent Notification of BOY Literacy Screening Results (K-5); Literacy strategies – support at home ● Stakeholder Committee Meets to review SWP and Literacy plan to make recommendations prior to presentation at plans @Open House 	
September 2023	Open House	Literacy Initiative Communicated; Literacy strategies – support at home	HEMS Lower Families
September 2023	Grandparents Day Breakfast	Literacy strategies – support/resources at home	HEMS Lower Families
September or October 2023	Student-Led Conferences during Student Showcase Literacy Night	Literacy Goals and progress communicated by students	HEMS Lower Families
November 2023	Books and Breakfast	Literacy strategies – support/resources at home	Hammond Rotary Club and HEMS Lower Families
December 2023	<p>Book Fair</p> <p>Stakeholders Meet with Literacy Committee and SWP Committee</p>	<p>Supporting Literacy (Love of Reading)</p> <p>Stakeholder Committee Meets to review MOY data for SWP and Literacy plan to make recommendations for the second semester</p>	<p>Tangipahoa Parish Library & Scholastic Books</p> <p>HEMS Lower Stakeholders</p>
February 2024	Math in the Morning	Importance of Content Literacy-rich environments	Hammond Rotary Club
March 2024	Student-Led Conferences during Student Showcase	Literacy progress communicated by students	HEMS Lower Families



	Literacy Night Read Across America	Supporting the Love and Importance of Reading	
April 2024	Art Gala	Content Rich-Literacy Importance Literacy Initiative Information available	Tangipahoa Parish Library (Hammond Branch) SADD Crime Stoppers TPSS PK Department Chappapeela Sports Park
May 2024	Exhibition Stakeholder Meeting w/Literacy Committee and SWP Committee	Content Rich-Literacy Importance Literacy Initiative Information available Stakeholder Committee Meets to review EOY data for SWP and Literacy plan to make recommendations for new plans for the 24-25 school year.	IBO Community Partners (dependent on topics student choose to investigate and their actions they choose) HEMS Lower families

Section 5: Alignment to other Initiatives

Guiding Questions:

- To successfully implement, communicate, and monitor this literacy plan, what are some other school initiatives and plans to which you should be sure to connect? Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs
 - Alignment across schools within the system

Initiative Alignment



<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>Schoolwide Plan</i>	<i>Encompasses our plan to grow in ELA (literacy) and mathematics, family involvement, etc.</i>	<i>Progressing monitoring data (specified in the plan) and uploading artifacting into CRATE</i>
<i>Early Childhood and Development (PreK)</i>	<i>Phonemic Awareness, Phonics, fluency, and vocabulary development</i>	<i>GOLD KEA; CLASS observations, NIET formal observations, walk-throughs, assessment data (student work)</i>
<i>Primary Years Programme (IB)</i>	<i>Thematic Instructional practices; research-based best practices; rich vocabulary; integrated character development (rich vocabulary)</i>	<i>Assessment data (following assessment policy); IBO re-authorization evaluation and site visit (Oct 2023); Planner reflections; student work; student agency presented; exhibition</i>
<i>Performing Arts Program</i>	<i>Reading and performing scripts (plays and musicals); literacy-rich program; content literacy; etc</i>	<i>Yearly musical success at the Columbia Theater; Student performance assessments (formal and informal) in performing arts class; student work.</i>



Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
HEMS Lower Families	<i>Handout to include literacy data review and Presentation regarding Literacy Plan, SWP, and action steps for school and home for meeting individual and school goals.</i>	Meet and Greet; Open House <i>September 2023</i>
Tangipahoa Chamber of Commerce, Education Committee	<i>Handout to include literacy data review and SWP and Presentation regarding Literacy Plan and action steps the Education Committee can take to support the Literacy Initiative.</i>	<i>September 2023</i> Monthly Education Committee Member meeting
HEMS Lower Parents and Guardians	<i>Students will share their individual literacy plans and their screening data, goals, and progress toward the goals.</i>	Student-Led Conference Night (Student Showcase) <i>October 2023</i> <i>March 2024</i>

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy’s webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov.

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