

Hammond Eastside Magnet School — Lower



Local Literacy Plan

DeShea D. Johnson, Principal

Mrs. Melissa Stilley, Superintendent







LOUISIANA'S LITERACY PILLARS







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?

Literacy Vision	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.
Literacy Mission Statement	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 <u>literacy goals</u>?
- 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?

Goal 1 (Student-Focused)	 Students: 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.
Goal 2 (Teacher-Focused)	 Teachers will: 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.
Goal 3 (Program-Focused)	 School leaders will: 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?

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

Meeting Schedules

Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)	Frequency of Meetings (Weekly, Monthly, etc.)	Topic(s)
Literacy Committee	Monthly	 Analyze Diagnostic data, Adjusting Interventions to Meet student needs, and Monitor the implementation of Tier 1 Curriculum Monitor the following data: 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	 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?

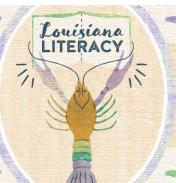
The action plan table on the next page can be used to plan out specific action steps related to literacy goals.





Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - June 30	Review prior year data to establish school goals. • 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, Amplify 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





		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.			with their families during their Student Showcase Night. Students Intervention groups begin and collect progress monitoring data showing growth and achievement.
4	Oct. 1 - Dec. 20	Progress Monitor Intervention groups, subgroups, and all students' achievement with Tier 1 curriculums. ILT will analyze data and disseminate through PLC.	ILT, classroom teachers, classroom interventionists	mClass, iReady, student work, ELA Core Progress Monitoring	Students demonstrate growth and mastery in their performance on tasks. Our goal for Mid-Year is 50% of the total growth goal.





		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, Amplify 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, Amplify K-3 literacy screener, 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

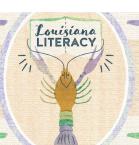
Guiding Questions:

- 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 <u>ongoing professional growth</u> 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

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





	Expectations for teaching and learning set BOY Testing		
August 2022	To altino and leave in a Franchistica	All 4-2-d-2	
August 2023	Teaching and learning Expectations	All teachers	
	Lesson Planning Expectations	Delivered by ILT Members	
	Data Based Annotations		
September 2023	Goal setting (Individual Literacy Plans)	all teachers – CFs and admin	
September 2023	Interventions and best practices	an teachers – crs and admin	
October 2023	Progress Monitoring	all teachers – CFs and admin	
October 2025	Self-Advocating (Student-Led Conference Preparation) - Student Showcase/Literacy Night		
November 2023	Interventions and best practices	all teachers – CFs and admin	
December 2023	Importance of IReady MOY Diagnostics	all teachers – CFs and admin	
	Goal Setting	an teachers - crs and damin	
	Revise Intervention Groups based on MOY Data		
January 2024	Importance of Dibels	all teachers – CFs and admin	
	Goal Setting	un teachers — Crs and admin	
February 2024	Interventions and best practices	all teachers – CFs and admin	
	CKLA Coaching	un teachers — crs and aumin	
March 2024	Progress Monitoring	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	all teachers – CFs and admin
	Goal Setting for next year with students	

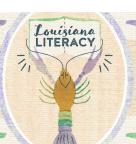
Section 4: Family Engagement Around Literacy

Guiding Questions:

- 1. To improve <u>family engagement around literacy</u>, 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?

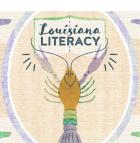
Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2023	Meet and Greet	Literacy Initiative Communicated	HEMS Lower Families
	Parent Notification Letter		HEMS Lower Stakeholders





	with home strategies (sent home) Stakeholder Meeting w/Literacy Committee and SWP Committee	 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	Book Fair	Supporting Literacy (Love of Reading)	Tangipahoa Parish Library & Scholastic Books
	Stakeholders Meet with Literacy Committee and SWP Committee	Stakeholder Committee Meets to review MOY data for SWP and Literacy plan to make recommendations for the second semester	HEMS Lower Stakeholders
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	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	IBO Community Partners (dependent on topics student choose to investigate and their actions they choose) HEMS Lower families
		plans for the 24-25 school year.	

Section 5: Alignment to other Initiatives

Guiding Questions:

- 1. 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





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





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

Stakeholder Group	Plan for Communicating	Timeline
HEMS Lower Families	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.	Meet and Greet; Open House September 2023
Tangipahoa Chamber of Commerce, Education Committee	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.	September 2023 Monthly Education Committee Member meeting
HEMS Lower Parents and Guardians	Students will share their individual literacy plans and their screening data, goals, and progress toward the goals.	Student-Led Conference Night (Student Showcase) October 2023 March 2024

Review the <u>School System Literacy Roadmap</u> for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the <u>Louisiana Literacy's webpage</u>, <u>Literacy Library</u>, or email <u>louisianaliteracy@la.gov</u>.

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