



Local Literacy Plan
for
GEO Prep Mid-City

Christina Kelly, Principal

Sandra Douglas, CAO

May 23, 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.

Section 1a: Literacy Vision and Mission Statement

<i>Literacy Vision</i>	Our vision at GEO Prep Mid-City is to integrate literacy skills across the curriculum, empower faculty with the confidence to teach literacy in their subject areas, and enable our students to view themselves as competent readers and writers who persevere in reaching their full potential.
<i>Literacy Mission Statement</i>	The mission of GEO Prep Mid-City is to provide all students with high-quality curricula, explicit instruction, and meaningful interactions that promote equity, literacy, and student ownership.

Section 1b: Goals

<i>Goal 1 (Student-Focused)</i>	80% (178 out of 220) of GEO Prep Mid-City's scholars will score benchmark or better on DIBELS in grades K-3, and all remaining 42 scholars will move at least one level. 80% (24 out of 30) of GEO Prep Mid-City's Students with Disabilities will score benchmark or better on DIBELS in grades K-3.
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<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>All teachers will demonstrate effective reading best practices rooted in the scientific evidence of reading, which includes high-quality instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction.</p> <p>By the end of the 2024 Spring semester, 100% of the K-3 teachers will complete Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs.</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>To implement a Literacy Program that includes the implementation of a Tier 1 Reading Curriculum (CKLA), provides student supports through a K-3 three-tiered reading intervention program, develops teacher effectiveness with ongoing support from a Literacy Coach, and is closely monitored through weekly Clusters and current data.</p> <p>To demonstrate effective implementation of high-quality Tier 1 curricula in K-3, students reading at or above grade level in K-3 will demonstrate growth of 3 percentage points from BOY to EOY DIBELS.</p>

Section 1c: Literacy Team

<i>Member</i>	<i>Role</i>
<i>Christina Kelly</i>	Principal
<i>Elisha Pridgen</i>	Associate Principal
<i>Charisma Lewis</i>	Associate Principal
<i>Charon Holmes</i>	Master Teacher
<i>Brittany Faulk</i>	Master Teacher
<i>Tracy Mitchell</i>	Special Education Coordinator
<i>Delacer Wicker</i>	Guidance Counselor
<i>India Tate</i>	Regional ELA Director
<i>Dave Clark</i>	Parent

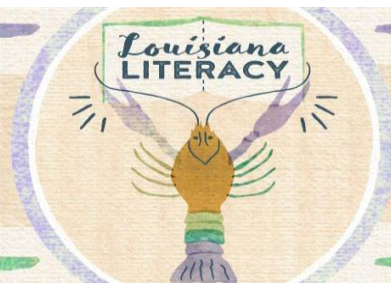


Meeting Schedules

<i>Date & Type of Meeting</i>	<i>Frequency of Meetings</i>	<i>Topic(s)</i>
ELA Data Meeting	Weekly	Within the ELA data meetings, the leaders and teachers discuss ELA data to identify next steps. Various pieces of ELA data are presented in the data meetings.
Teacher Collaboration Meeting	Weekly	The teacher collaboration meetings are held to introduce strategies & systems to address the literacy needs of students and teachers. The teacher collaboration meetings are designed to grow teachers in order to grow students.
Leadership Team Meeting	Weekly	The leadership team meetings allow leadership members to analyzing school-wide student data to identify trends and to implement strategies & systems to make decisions and build capacity of leaders which support student achievement.
School Literacy Team Meeting	Monthly	Monitor literacy goals to ensure actions and goals are being met.
Literacy Night Planning Sessions	Monthly	Planning for Literacy Night.

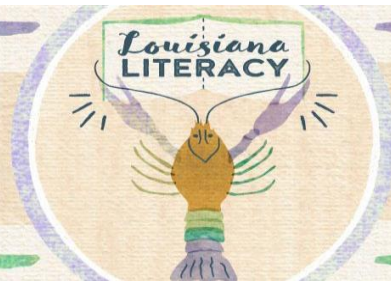
Section 2: Explicit Instruction, Interventions, and Extensions

See action plan below.

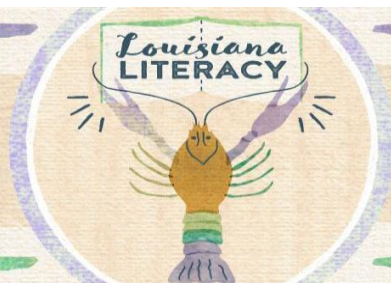


Explicit Instruction, Interventions, and Extensions: Improve student literacy skills by providing high-quality core instruction and systematic, explicit instruction and extension activities based on individual student needs.

Goal	Timeline for Implementation	Action Step	Resources Needed	Person(s) Responsible	Evidence of Success
<p>Focus: Literacy Curriculum and Assessments</p> <p>100% of classrooms consistently utilize and implement a literacy schedule that supports the implementation of explicit language and literacy instruction.</p>	<p>Summer 2023 Create schedules</p> <p>August-May 2024 Monitor, implement, and make necessary schedule adjustments.</p>	<p>Develop and implement a literacy schedule that supports the implementation of explicit language and literacy instruction including foundational skills, high-quality interactions, and individualized interventions and support.</p>	<p>CKLA curriculum</p> <p>TAP observation rubric</p>	<p>Principal AP Master Teacher</p>	<p>classroom walkthrough data, classroom observations, literacy block schedules, school-wide intervention schedules</p>
<p>Focus: Literacy Curriculum and Assessments</p> <p>By the end of the 2024 Spring semester, 100% of the K-3 teachers will complete implementation training on Tier I curriculum and Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs.</p>	<p>Summer 2023</p> <p>August-May 2024 On-going professional development</p>	<p>K-3 teachers and TAs receive implementation training on Tier I curriculum and on-going professional growth opportunities to support effective teaching and literacy development.</p>	<p>CKLA Curriculum</p> <p>LDOE Literacy Library</p> <p>Science of Reading Resources from Keys to Literacy</p>	<p>Principal AP Master Teacher Regional ELA Director Science of Reading Keys to Literacy trainer</p>	<p>Classroom walkthrough data; Science of Reading Completion certificate</p>

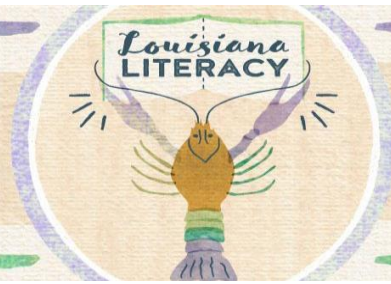


<p>Focus: Literacy Interventions for Struggling Readers</p> <p>80% (178 out of 220) of GEO Prep Mid-City’s scholars will score benchmark or better on DIBELS in grades K-3, and all remaining 42 scholars will move at least one level. 80% (24 out of 30) of GEO Prep Mid-City’s Students with Disabilities will score benchmark or better on DIBELS in grades K-3.</p>	<p>August-May 2024</p>	<p>Implement consistent systematic intervention based on best practices that explicitly targets the foundations of literacy based on formal and informal assessments.</p>	<p>CKLA curriculum Burst resources iReady resources LDOE Literacy Library Resources TAP observation rubric Cluster Planning Science of Reading Training Assessment Data (formative and summative) Student work samples Lesson plans Anecdotal records</p>	<p>Principal AP Master Teacher Classroom teacher Regional ELA Director Science of Reading vendor trainer</p>	<p>Classroom walkthrough data; literacy block schedules; assessment data (students and subgroups demonstrate growth from BOY to EOY)</p>
<p>Focus: Literacy Screeners</p> <p>75% (165 out of 220) of GEO Prep Mid-City’s scholars will move at least one level during the 2023-2024 school year.</p>	<p>August-May 2024</p>	<p>Collect and analyze multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments at all grade bands.</p>	<p>literacy screeners progress monitoring, diagnostic assessment data, summative assessment data</p>	<p>Principal AP Master Teacher Classroom teacher Interventionists</p>	<p>Student data trackers (progress monitoring); assessment data; student work samples</p>
	<p>September-May 2024 REAL Time Interventions</p>	<p>Improve student literacy skills by arranging small group instruction by specific skill needs.</p>	<p>REAL Time lessons</p>	<p>Teachers and Interventionists</p>	<p>REAL Time Tutoring Attendance and Lesson record monitoring form</p>



Ongoing Professional Growth: Provide ongoing professional growth opportunities to support effective teaching and literacy development.

Goal	Timeline for Implementation	Action Step	Resources Needed	Person(s) Responsible	Evidence of Success
100% of teachers will participate in monthly job-embedded professional development around the science of reading aimed at improving teacher practice and student outcomes.	July-May 2024	Facilitate ongoing professional development for school leaders and teachers aimed at building knowledge and capacity around the science of reading and how to integrate best practices and evidence-based strategies into classrooms, including instruction for diverse learners and engaging families.	school level professional development calendar district-level professional development calendar LDOE Literacy Library Science of Reading Keys to Literacy resources	Principal AP Master Teacher Regional ELA Director Science of Reading vendor trainer	Professional development agendas and rosters; Cluster Meeting agendas and meeting notes; Classroom walkthrough and observations
By the end of the 2024 Spring semester, 100% of the K-3 teachers will score an average of 3.0 on the NIET Teaching and Learning Standards Rubric.	September-May 2024	Facilitate cluster meetings in order to raise academic achievement for all students through ongoing applied professional learning driven by the analysis of student work and field-tested instructional practices.	Cluster and planning meeting schedules Student achievement data LDOE Literacy Library	Principal AP Master Teacher	Cluster meeting schedules and agendas; Observation and feedback documentation; students and subgroups demonstrate growth



Family Literacy Engagement: Engage families around their child’s literacy development at all ages and stages.

Goal	Timeline for Implementation	Action Step	Resources Needed	Person(s) Responsible	Evidence of Success
<p>Increase the number family engagement opportunities provided to families around literacy to a minimum of 4 activities per school year.</p>	<p>August-May 2024</p>	<p>Engage families in providing literacy supports for their students by providing them with strategies and resources at least once per nine week grading period.</p>	<p>Literacy team planning committee schedule LDOE family literacy engagement resources</p>	<p>Principal AP Master Teacher Classroom Teacher Literacy Team planning committee</p>	<p>event flyers, Parent Square notifications, and sign in sheets parent surveys and feedback</p>
<p>Increase the number of professional development opportunities for families/caregivers around literacy to a minimum of 4 activities per school year.</p>	<p>August-May 2024</p>	<p>Provide professional development for families/caregivers to ensure they are prepared to reinforce literacy in the home.</p>	<p>Schoolwide schedule for events LDOE family literacy engagement resources</p>	<p>Principal AP Master Teacher</p>	<p>event flyers, Parent Square notifications, and sign in sheets parent surveys and feedback student achievement data</p>



Section 3: Ongoing Professional Growth

PD Planning

Month/Date	Topics	Attendees
Summer July	Summer PD: Intro to Literacy Curriculum, CKLA, Wit and Wisdom	Leaders New and Returning ELA Teachers
August/September	Focus is on the use of diagnostic and formative assessment to drive your instruction. Ideas about how to measure students' reading progress will be shared along with tips for using this data to make impactful instructional decisions.	K-3 Teachers, Teacher Assistants, and Interventionist
September	Focus is on small group instruction, including how to identify gaps in learning, targeted interventions, and extensions, and what the students who are not a part of your small group can be doing to support their reading growth.	K-3 Teachers, Teacher Assistants, and Interventionist
October	Communicate Literacy Plan, Introduction to Literacy Strategies and Understanding Benchmark Data	Leaders ELA Teachers Families and Community Stakeholders
November	Continue providing coaching support and feedback to teachers based on observations.	School Leaders Teachers
December	Mid-Year Benchmark Data Review	District Staff Leaders
January	Science of Reading Training	District Staff School Leaders Teachers
February	DIBELS Parent Workshop	Parents Community Stakeholders



Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
Monthly	Book Mobile	EBRPSS Public Library	EBRPSS Public Library
Monthly	Family Game Night/Bedtime Reading- Promote at-home family literacy engagement by sharing ideas monthly with parents/students	Virtual on website Phone through Parent Square Newsletters	EBRPSS Public Library Parents/Students
October/March	Literacy Parent/Teacher Conferences- Provide on-demand assistance on standards and strategies	Face to Face Virtual Phone	Louisiana Reads
October	Literacy Night-Allow parents and students to engage with texts and tasks across content	Face to Face	EBRPSS Public Library
October/January/ March	Content Family Night- Training parents to help students with literacy strategies	Face to Face	EBRPSS Public Library
March	Read Across America Day	Face to Face	Local fire department
Ongoing	LDOE Family Literacy Engagement Activities	Virtual/Parent Square Face to Face	Parents/Students
Annually	Annual Survey	Virtual/Parent Square	Parents



Section 5: Alignment to other Initiatives

Initiative Alignment		
<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
REAL Time Tutoring	Targeted, explicit interventions and extensions	Regional and School Leadership/Student Achievement Data
Science of Reading (Act 108)	Effective Educator Workforce	Regional and School Leadership/NIET Observation Data
Louisiana Steve Carter Literacy Program	Targeted, explicit interventions, and extensions	Regional and School Leadership/Student Achievement Data
Accelerate Summer Learning Program	Instruction, Intervention, and Extensions	Regional and School Leadership/Student Achievement Data
Academic Acceleration and Recovery Plan	Evidence-based Literacy Activities	Regional and School Leadership/Student Achievement Data/Federal Reporting
Super App/Redesign 1003A	Master Teacher to support job embedded literacy coaching	Regional and School Leadership/Student Achievement Data/Federal Reporting



Section 6: Communicating the Plan

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Parents	Parent Square App Face to Face Meetings Virtual Meeting Newsletter	Ongoing
Community Stakeholders	Face to Face Meetings Virtual Meeting Newsletter	Ongoing
Students	Face to Face Meetings Morning Announcements Newsletter	Ongoing
Teachers	Face to Face Meetings Morning Announcements Monday Memos	Ongoing
GEO Board Members	Board Meeting Agenda	Ongoing