



Literacy Plan

for



Kevin Teasley, Superintendent
Sandra Douglas, Chief Academic Officer
Brandon Fontenot, Principal

May 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

Guiding Questions:

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

<i>Literacy Vision</i>	GEO Next Generation High School supports the state of Louisiana goals for all students to reach mastery in reading by the end of grade 12 and be college and career ready in order to reach and fulfill their optimum potential.
<i>Literacy Mission</i>	The mission of GEO Next Generation High School Literacy Program is to provide high quality, student centered, content rich tier I explicit core reading and language instruction tailored to each student's individual needs that will enable all students to perform at or above grade level in all academic courses as well be prepared for high school graduation, college, and beyond.



Section 1b: Goals

Guiding Questions:

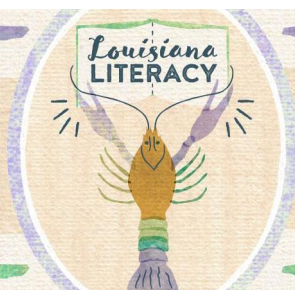
1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the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

<i>Goal 1 (Student-Focused)</i>	By the end of the school year, Intervention II and Intervention III students will be able to read fluently and accurately across core content text and develop claims and counter claims supported by relevant textual evidence that will enable them to score a Basic or above on EOC tests and a minimum of 18 on the ACT and 15 on Workkeys college preparatory exams.
<i>Goal 2 (Teacher-Focused)</i>	By the end of the school year, Career Teachers will build capacity in the use of research based strategies through tier I curriculum in presenting instructional content that focuses on reading comprehension of complex text as well develop strategies for designing reading interventions to maximize learning in core classrooms.
<i>Goal 3 (Program-Focused)</i>	By the end of the school year, GEO Next Generation High School will strengthen the Literacy Program through research-based comprehension strategies and structures to support the development of ideas for accurate analysis of text with full comprehension. Schoolwide interventions will address the overall needs of students who are reading well below grade level (Tier III), below grade level(Tier II) and Tier I (above and well above grade level) in order to meet the literacy needs of each student.

Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school/system 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>Brandon Fontenot</i>	Principal
<i>Arneisha Brisco</i>	Associate Principal
<i>Lorita Eichelberger</i>	Master Teacher
<i>Lonnie Manuel</i>	English I Teacher
<i>Stacey Barton</i>	English II Teacher
<i>Katherine Grimes</i>	Social Studies - Mentor
<i>Katherine Beals</i>	ESS Coordinator/504
<i>Skyler Franklin</i>	Science Teacher

Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Review Data from each core content classroom and provide reteaching plans for students	Bi-Weekly	Data Meetings related to Core Content and weekly assessment results/Benchmark/Interim Assessment
Literacy Screener Data Meetings	August, January, May	Grouping Students for Intervention I, II, and III.
Cluster Meetings	Weekly	Focused on Field Testing, Core Content and cross curricula Strategies
Instructional Leadership Team Meetings	Weekly	Focused on overseeing curriculum and implementation/Examining Evaluation and Walkthrough data
LDOE Meetings	Monthly	State Superintendent Initiatives



Literacy Lesson Planning in Core Content Classrooms	Weekly	Annotating Lesson Plans and Identifying Areas of Student Struggle
Individual Support Meetings	As Needed	Support for Curriculum/Walkthrough data, Teacher refinement data, Teacher Evaluation Data

Section 2: 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.



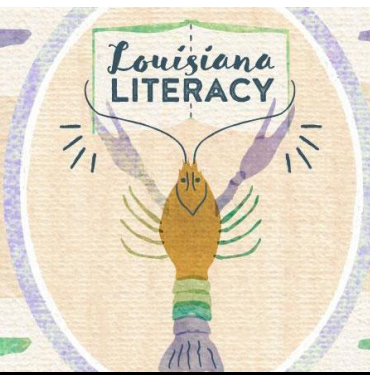
Action Plan
Core Content Performance on End of Course Test
Intervention I – Basic or Above
Intervention II – Approaching Basic
Intervention III – Unsatisfactory

English I - Of 84 students tested 74% were weak in overall performance Written Expression being the lowest subcategory with 80% weak
 English II – Of 49 students tested, 71% showed weakness in Reading Literary Text performance and an overall 67% were weak in overall reading performance.

Geometry: Of 42 tested, 81% demonstrated weakness in Major Content and 93% showed weakness in Expressing Mathematical Reasoning.

Biology: 58 students tested, 60% weak demonstrated weakness in subcategory Investigate and 64% in Reason Scientifically.

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>
1	June 1 - June 30	Review prior year data to establish school system goals.	Principal Instructional Leadership Team Career Teachers	Literacy screeners; LEAP scores
	August 8 – September 30	Conduct literacy screeners in that all students are not enrolled in an English or reading class.	<i>Career Teachers</i>	Literacy screeners; LEAP scores



Aug - May	implement the Louisiana State Standards for core content subjects as outlined by the LDOE by looking at textual resources and text complexity; focusing on building students' ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.	<i>Principal Regional Leadership Team School Leadership Team</i>	LDOE Lesson Plans Annotated Core Content text
Aug - May	Conduct training and coaching on rigorous and relevant tier I, II, and III strategies in all core content classrooms	<i>Regional Leadership Team School Leadership Team</i>	LDOE Lesson Plans Annotated (ELA)
Aug - May	Teachers will develop research based strategies for reading and writing in all core classrooms with a focus on reading and responding to nonfiction and literary text.	<i>ELA Career Teachers School Leadership Team</i>	Professional Development and Cluster Schedules
Aug - May	Conduct weekly walkthroughs and provide feedback using "Look For" evidence from the TAP Instructional Rubric and the ELA Louisiana Content Standards	<i>Principal Master Teacher Mentor Teachers</i>	Walkthrough Data Evidence
Aug - May	Create instructional support plans for teachers based on specific needs evidenced from weekly walkthroughs	<i>School Leadership Team Regional Leadership Team</i>	Weekly Support Rosters



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?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
August	Workshop: Why Literacy in High School?	Parents Community Career Teachers Instructional Leadership Team	Truancy Professionals
September	Ways to improve your reading and comprehension skills	Parents Community Career Teachers Instructional Leadership Team	Truancy Professionals
November	Family Literacy Night – Academic Resources at Your Fingertips – Academic and	Parents Community Career Teachers	Local Business Partners and Public Library



	Career Resources, Job Search	Instructional Leadership Team	
December	College Fair	Parents and Students	Local Colleges and Universities
January	FASFA Night – Getting Ready for College – Information on Reading and Understanding the Application Process	College and Careers Counselor	College Registrars or Representatives
March	March Madness – Gearing up for Testing ACT and LEAP	Parents Community Career Teachers Instructional Leadership Team	Local Vendors for Food
May	Class Night – Off to College	College and Careers Counselor	Staff Support and community

Section 5: Alignment to other Initiatives

Guiding Questions:

- To successfully implement, communicate, and monitor this literacy plan, what are some other district or 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>School Improvement Plan</i>	<i>Activities aligned to literacy in all core content subjects</i>	<i>Monitored on a regular basis through frequent compliance visits.</i>
<i>Teacher Advancement</i>	<i>Instructionally Focused</i>	<i>Teachers observed in classrooms multiple times a year</i>



<i>Program (TAP)</i>	<i>Accountability using the Big 12 Rubric</i>	<i>by multiple trained observers including the principal, master and mentor teachers and a Regional Leadership Team of well-trained educators.</i>
<i>Alignment of Planning Across GEO Regional Schools</i>	<i>Cohesive Planning and Correlation across the K-12 grade span in all GEO Regional Schools.</i>	<i>Instructional Leadership Team and GEO Regional Leadership Team</i>
<i>Alignment of Resources</i>	<i>Students have continuous focus on similar software, technology, and Tier I curriculums</i>	<i>Instructional Leadership Team and GEO Regional Leadership Team</i>
<i>Cross Curricula Connections</i>	<i>Enhanced Reading Strategies in all Core and Ancillary Classrooms</i>	<i>Career Teachers, Instructional Leadership Team, and GEO Regional Leadership Team</i>
<i>Partnership Groups and Organization</i>	<i>Strengthen parents' role in literacy through outreach volunteerism and student advocacy.</i>	<i>Associate Principal, School Counselor, PTA President</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>
<i>Students</i>	<i>Parent Square Announcement, Intercom and Flyers</i>	<i>Daily</i>
<i>Parents</i>	<i>Newsletter Announcements, Parent Square. Social Media Platforms</i>	<i>Weekly</i>
<i>Board Members</i>	<i>Board Meeting/Written and Oral</i>	<i>Three to six times per year</i>
<i>Community</i>	<i>PTA Meeting/Mailouts/Newsletters/email</i>	<i>Monthly</i>
<i>Community Partners/Business Community</i>	<i>Email, Phone Conferences, Flyers, Brochures</i>	<i>Monthly</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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