



Local Literacy Plan

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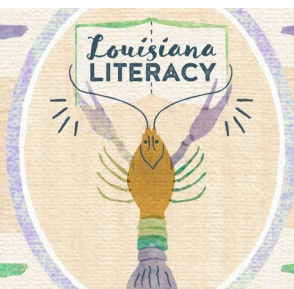
GEO Prep Academy of Baton Rouge

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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	
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 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? 	
<p><i>Literacy Vision</i></p>	<p>Literacy Vision At GEO Prep Academy, teachers will establish a print-rich environment where students engage in grade-level rich text and novel reading events to develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas. Literacy Mission Statement The literacy mission of GEO Prep Academy is to provide all students with high-quality curricula, explicit instruction, and meaningful interactions that promote equity, literacy, and student ownership.</p>
<p><i>Literacy Mission Statement</i></p>	<p>The literacy mission of GEO Prep Academy is to provide all students with high-quality curricula, explicit instruction, and meaningful interactions that promote equity, literacy, and student ownership.</p>



Section 1b: Goals

Guiding Questions:

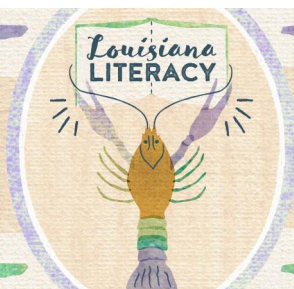
1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the 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>	100% of GEO Prep’s scholars will meet or exceed their individual growth targets on DIBELS in grades K-3, all strategic and intensive scholars will move at least one proficiency level.
<i>Goal 2 (Teacher-Focused)</i>	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. By the end of the 2025 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.
<i>Goal 3 (Program-Focused)</i>	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. 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.

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>Terry Pickett</i>	3 – 8 Principal
<i>Hycinya Hutchinson</i>	K – 2 Principal
<i>Breonna Scott</i>	3 – 8 Associate Principal
<i>Jessica Moore</i>	3-8 Master Teacher
<i>DaQuan Mark</i>	K-2 Master Teacher
<i>Karen Dillon</i>	Kindergarten Executive 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>
Summer Literacy Planning Meeting	Summer	Plan for how teachers will administer the literacy screener and diagnostics. Provide feedback and support for effective curriculum planning and implementation.
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.

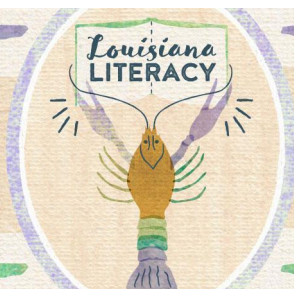


Leadership Team Meeting	Weekly	The leadership team meetings allow leadership members to analyzing school-wide student data to identify trends and to implement strategies & systems to make decisions and build capacity of leaders which support student achievement.
School Literacy Team Meeting	Monthly	Monitor literacy goals to ensure actions and goals are being met.
Literacy Family Engagement Planning Sessions	Quarterly	Planning for Family Literacy Engagement Activities.

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

<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 system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	August - May 2026	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.	Principal AP Master Teacher Classroom teacher	CKLA curriculum LER Rubric	classroom walkthrough data, classroom observations, literacy block schedules, schoolwide intervention schedules
2	August - May 2026	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.	School & District Leaders	CKLA Curriculum LDOE Literacy Library Science of Reading Resources	Classroom walkthrough data; Science of Reading Completion certificate



2	August - May 2026	Implement consistent systematic intervention based on best practices that explicitly targets the foundations of literacy based on formal and informal assessments.	Principal AP Master Teacher Classroom teacher	CKLA curriculum Burst resources	Classroom walkthrough data; literacy block schedules; assessment data (students and subgroups demonstrate growth from BOY to EOY)
2	August - May 2026	Collect and analyze multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments at all grade bands.	Principal AP Master Teacher Classroom teacher	literacy screeners progress monitoring, diagnostic assessment data, summative assessment data	Student data trackers (progress monitoring); assessment data; student work samples
2	September - April	Improve student literacy skills by arranging HDT (small group instruction) by specific skill needs.	School & District Leaders	REAL Time lessons	REAL Time Tutoring Attendance and Lesson record monitoring form
2	August – May 2026	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	Regional Academic Team	school level professional development calendar district-level professional development calendar LDOE Literacy Library Science of Reading Keys to Literacy resources	Professional development agendas and rosters; Cluster Meeting agendas and meeting notes; Classroom walkthrough and observations



		classrooms, including instruction for diverse learners and engaging families.			
2	August – May 2026	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.	Principal AP Master Teacher	Cluster and planning meeting schedules Student achievement data LDOE Literacy Library	Cluster meeting schedules and agendas; Observation and feedback documentation; students and subgroups demonstrate growth
3	August – May 2026	Engage families in providing literacy supports for their students by providing them with strategies and resources at least once per nine week grading period.	Principal AP Master Teacher Classroom teacher	Literacy team planning committee schedule LDOE family literacy engagement resources	event flyers, Parent Square notifications, and sign in sheets parent surveys and feedback
3	September – May 2026	Provide professional development for families/caregivers to ensure they are prepared to reinforce literacy in the home.	Principal AP Master Teacher Classroom teacher	Schoolwide schedule for events LDOE family literacy engagement resources	event flyers, Parent Square notifications, and sign in sheets parent surveys and feedback, student achievement data





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

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
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	Communicate Literacy Plan, Introduction to Literacy Strategies and Understanding Benchmark Data	Leaders ELA Teachers Families and Community Stakeholders
October	Continue providing coaching support and feedback to teachers based on observations	School Leaders Teachers
November	Continue providing coaching support and feedback to teachers based on observations.	School Leaders Teachers
December	Mid-Year Benchmark Data Review	District Staff School Leaders
Ongoing	Science of Reading Training	Leaders and Teachers
February	DIBELS Parent Workshop	Parent and Community Stakeholders

Section 4: Family Engagement Around Literacy

Guiding Questions:

- 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?
- 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?
- 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>
Monthly	Library Bookmobile	EBRPSS Library	EBRPSS Public Library
Monthly	Family Game Night/Bedtime Reading- Promote at-home family literacy engagement by sharing ideas monthly with parents/students	School Website Parent Square Newsletters	EBRPSS Public Library Parents/Students
October/November	Literacy Parent/Teacher Conferences- Provide on demand assistance on standards and strategies	Face to Face	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/BRPD/Parents
Ongoing	LDOE Family Literacy Engagement Activities-At home weekly fluency folders	Parent Square Face to Face	Parents/Students
Annually	Annual Surveys	Parent Square Face to Face	Parents

Section 5: Alignment to other Initiatives

Guiding Questions:



1. 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>REAL Time Tutoring Targeted,</i>	<i>explicit interventions and extensions</i>	<i>Regional and School Leadership/Student Achievement Data</i>
<i>Science of Reading</i>	<i>Effective Educator Workforce</i>	<i>Regional and School Leadership/LER Observation Data</i>
<i>Louisiana Steve Carter Program Targeted</i>	<i>explicit interventions, and extensions</i>	<i>Regional and School Leadership/Student Achievement Data</i>
<i>Accelerate Summer Learning Program Instruction</i>	<i>Intervention, and Extensions</i>	<i>Regional and School Leadership/Student Achievement Data</i>
<i>Academic Acceleration and Recovery Plan</i>	<i>Evidence-based Literacy Activities</i>	<i>Regional and School Leadership/Student Achievement Data/Federal Reporting</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>Parents</i>	<i>ParentSquare/Newsletters/School Banners/Parent & Student Handbook/Face to Face/School website</i>	<i>Ongoing</i>
<i>Community Stakeholders School website posting/school banners/flyers</i>	<i>Stakeholders School website posting/school banners/flyers</i>	<i>Ongoing</i>
<i>Students Face to Face</i>	<i>Morning Announcements/Newsletter/Student handbook</i>	<i>Ongoing</i>
<i>Teachers Face to Face Meetings</i>	<i>school website/ Morning Announcements/Monday Memos</i>	<i>Ongoing</i>
<i>GEO Board Members</i>	<i>Board Meeting Agenda</i>	<i>Ongoing</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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