Local Literacy Plan
for

Morris Jeff Community School

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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 |
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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?

*Literacy Vision*

We are committed to providing educational excellence, equity, and improved literacy outcomes for all children through the use of the science of reading, high-quality instruction and interactions by an effective teacher, and the mindset that all students can be readers by the end of third grade.

Morris Jeff Community School embraces learners of all backgrounds and holds each student to the highest expectations. Students are provided with a systematic and explicit foundational skills program as well as content-rich knowledge building. We prepare students of Morris Jeff Community School to become lifelong learners, listeners, speakers, readers, and writers.

We work with all stakeholders including teachers, educational assistants, school leaders, and caregivers to support all students on their literacy journey and ensure students meet their goals. We support team communication, collaboration, and instructional decision making to achieve our vision.

| Literacy Mission Statement | Morris Jeff Community School is proud to be a fully authorized World School of the international Baccalaureate Organization. As a diverse, open access school, Morris Jeff offers an education that is a source of freedom and possibility for all students through a learning environment that is child-centered and fosters personal, creative and academic excellence.

We work with students, families, and community members as partners for literacy achievement as we foster practices for knowledge building, mastery of essential skills, and critical and creative thinking. We believe in the power of language and developing the ability to communicate in multiple forms and in more than one language to foster cultural competence and global awareness. |

## 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?

| Goal 1 (Student-Focused) | ● Students who score at or above benchmark on the Beginning of Year Reading Composite Score will receive effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed. Some students may benefit from instruction on more advanced skills.
● Students who score below benchmark on the Beginning of Year Reading Composite Score will receive core instruction coupled with strategic support, targeted to their individual needs, to meet progress monitoring goals, middle of year, and end of year benchmarks as well as subsequent early literacy/reading benchmarks.
● Students who score well below benchmark on the Beginning of Year Reading Composite Score will receive intensive support in addition to effective core instruction to achieve typical (or above) progress as measured by Acadience |

Pathways to Progress. Students who achieve at or above typical progress are more likely to be near or reach weekly progress monitoring goals, middle of year, and end of year benchmarks as well as subsequent literacy benchmarks.

● Diverse learners will receive targeted instruction based on Beginning of Year data in the most appropriate setting with accommodations or modifications based on their needs and goals as identified in their individual plans. Progress monitoring and benchmark data will be used to ensure students are on track to meet goals and to make any instructional adjustments.

● 1st Grade English Learners will also participate in a pilot program aimed at increasing achievement in both English and Spanish. First grade has a high number of English Learners in Tier 3 reading intervention and scoring Emerging on ELPT. Data from the pilot program will inform the model for expansion.

*Goal 2 (Teacher-Focused)*

● Teachers who had full or exceptional attainment of the previous year's Student Learning Targets for reading will have routine walkthroughs with regular monitoring of student data to ensure they remain on track for full attainment of target or higher and ensuring that students are likely to meet current and subsequent benchmarks.

● Teachers who had partial attainment of the previous year's Student Learning Targets for reading will receive strategic coaching support from Master Teachers with regular monitoring of student data to ensure teacher is on track for full attainment of target or higher and ensuring that students are likely to meet current and subsequent benchmarks.

● Teachers who had insufficient attainment of the previous year's Student Learning Targets for reading will receive intensive coaching support from Master Teachers with frequent monitoring of student data to ensure teacher is on track for partial attainment of target or higher and ensuring that students are at or above typical progress and likely to meet current and subsequent benchmarks.

● Teachers who scored in the Effective: Proficient Performance Rating Category or higher will have routine walkthroughs. Data from walkthroughs and observations will be used to ensure they remain on track for a Proficient or higher Performance Rating.

● Teachers who scored in the Effective: Emerging Performance Rating Category will receive coaching support from Master Teachers focused on areas of refinement. Data from walkthroughs and observations will be used to ensure teachers are on track for a Proficient or higher Performance Rating.

*Goal 3 (Program-Focused)*

● Each student has explicit goals they are working towards, and those goals are transparent between teachers, students, and families. Families and caregivers are well informed of their child's progress

toward goals and play an active role in supporting their child in their journey towards reading proficiency by the end of third grade.

## 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?

| Member | Role |
| --- | --- |
| Ethelyn Frezel | PreK-2nd Grade Master Teacher |
| Betsy Weis | 3rd-5th Grade Master Teacher |
| Ashley Millet | Coordinator of Diverse Learners |
| TBD | Special Education Coordinator |
| Lisa Sirgo | PreK-2nd Grade Principal |
| Laura Krebs | 3rd-5th Grade Principal |

**Meeting Schedules**

| Date & Type of Meeting (Plan Review, Data Analysis, etc.) | Frequency of Meetings (Weekly, Monthly, etc.) | Topic(s) |
| --- | --- | --- |
| July/August, January, May Data Analysis & Planning | BOY, MOY, EOY | Tiered rosters, schedules, lessons/materials, progress monitoring |
| Thurs. @ noon Data Analysis & Planning | Biweekly | Plan walkthroughs, review data, and plan supports Review Lexia data and plan feedback/support Review WAAG |

| Tues. @ noon | Monthly | Review PM data and plan feedback/support<br>Review Tier 1 assessment data in Grade Level Quarterly Grade Trackers and PS |
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| | | |

## Section 2: Explicit Instruction, Interventions, and Extensions

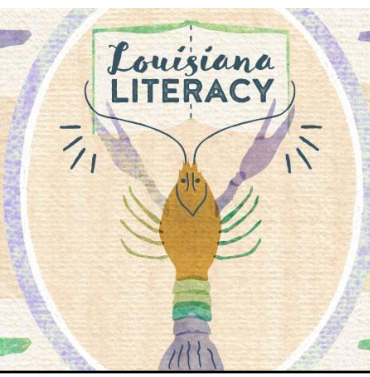Guiding Questions:

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?

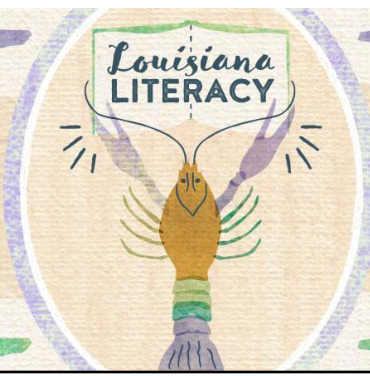The action plan table on the next page can be used to plan out specific action steps related to literacy goals.

**Action Plan**

| Goal | Timeline | Action Steps | Person(s) Responsible | Resources | Evidence of Success |
|---|---|---|---|---|---|
| 1 | June 5-16 | Curriculum Orders | Grade level leaders, Principal, Business office clerk | Tier 1 curricular materials are anchored in the science of reading and include both a systematic and explicit foundational skills program as well as content-rich reading materials that support knowledge building.<br>–Amplify CKLA Skills Strand is a research-based skills program built on experts' latest findings on how children learn to read. In K–2, CKLA ensures students learn to read words automatically and effortlessly.<br><br>–Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities helping | Amplify CKLA<br><br>–Diagnostic (BOY - placement), MOY, EOY<br><br>–Formative assessments (Tens Recording Chart/Anecdotal Reading Record)<br><br>–Unit assessments<br><br>–Pausing Points<br><br>–Assessment & Remediation Guide<br><br><br>Lexia progress<br><br>IB units of inquiry<br>–formative & summative assessments |

| | | | | them make that critical shift from learning to read to reading to learn. –Content-rich reading materials that support knowledge building | |
|---|---|---|---|---|---|
| 2 | June 5-16 | Professional Learning licenses purchase for new staff | Principal, Business office clerk | The *LETRS®* (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. It is a flexible literacy professional learning solution for educators and administrators. *LETRS* teaches the skills needed to master the fundamentals of reading instruction; phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. | LETRS unit documentation, assessments, and course certificates |
| 3 | July 2023 - May 2024 | LETRS PD, Volume 2, Units 5-8, one unit per quarter | Principal, Master Teacher | The *LETRS®* (Language Essentials for Teachers of Reading and Spelling) Suite | LETRS unit documentation, assessments, and course certificates |
| 4 | June 5-16 | Elementary School | Instructional | School and system schedules | Schedule includes: |

| | | Schedule | Leadership Team | provide no less than 120 minutes each day for students to engage in Tier 1 literacy instruction and receive necessary tiered interventions. | —Pels Dive into Reading – 30 minutes<br>—CKLA Skills Strand – 60 minutes<br><br>—Content-rich knowledge building rooted in anchor texts for IB units - 30 minutes |
|---|---|---|---|---|---|
| 5 | July 2023 - May 2024 | Content Cycles | Master Teacher, Grade level leaders | —Lexia 5-minute check-in<br>—CKLA: review upcoming unit/lessons, analyze student work, reteach as necessary, reflect | —Lexia progress<br>—Curriculum based assessments<br>—Benchmark assessments and progress monitoring |

| Section 3: Ongoing Professional Growth |
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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<br>*(When can PD be scheduled throughout the school year?)* | Topics<br>*(What topics are most needed and should be covered and/or prioritized?)* | Attendees<br>*(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)* |
| --- | --- | --- |
| 7/24/23-7/25/23 | New Staff Orientation including school mission & vision, IB education, curriculum, evaluation (CLASS/TAP), and classroom setup | New staff with Elementary administration team |
| 7/26/23-8/4/23: using teacher and student performance data | All staff summer PD including policies & procedures, IB & team collaboration/planning, CLASS, LETRS, differentiated reading block, intervention, special education & 504 plans | All staff with school leaders and department heads |
| August, 2023 - May, 2024 | Coaching based on areas of refinement identified during observation cycles and walkthroughs | Teachers with Master Teachers and CLASS/TAP mentors |

| | | |
|---|---|---|
| August, 2023-May, 2024 | Mini-courses based on staff needs including LETRS, CLASS/TAP, Diverse Learners | All staff with Elementary Administration Team and Teacher Leaders |
| August, 2023-May, 2024 | Content cycles for IB and subject area units | Grade level bands with Master Teachers |
| Full day PD: 9/1/23, 1/8/24, 2/9/24, 3/28/24 | PD sessions from LDOE Literacy Professional Growth Library | Paraprofessionals, support staff, and teachers as needed with literacy team members |

## 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 |
|---|---|---|---|
| Aug'23 | Meet the Teacher | translations | |
| Aug'23 | Family Meet and Greet | translations | |
| Aug'23-May'24 | Pelican Press weekly school | Published in English and | |

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|---|---|---|---|
| | newsletter and grade level communications | Spanish | |
| Aug'23-May'24 | FASTalk messages with standards/curriculum aligned family literacy activities 3x week | Text messages and surveys in family's home language | Family Engagement Lab |
| Aug'23-May'24 | Access to Lexia for adults in Spanish speaking families | Access to devices at school or through New Orleans Public Library | New Orleans Public Library |
| Aug'23-May'24 | Weekly library classes with checkout and access to Little Free Library | Culturally inclusive books and books available in English and Spanish | |
| Aug'23-May'24 | At home curriculum resources | –CKLA Take Home Materials<br>–Lexia Resources:<br>● Core 5 Overview Letters<br>● Core 5 Home Use Letters<br>● At-Home Resources | |
| Fall '23 | Two concurrent Prime Time Family Reading Time programs | A bilingual program and a program in English | Louisiana Endowment for the Humanities and New Schools for New Orleans |
| Fall '23 and Spring '24 | Focus group meetings | Families, students, and educators discuss literacy programs, family concerns, student attitudes, and educator beliefs regarding literacy. | Louisiana Endowment for the Humanities, New Schools for New Orleans, and STAIR |
| Fall '23 and Spring '24 | Start the Adventure in Reading (STAIR) | Weekly one-to-one tutoring based on student needs | STAIR |
| 9/15/23 | Goal Setting Conferences | translations | |
| 10/25/23 | Report Card Conferences | translations | |
| 1/17/24 | Report Card Conferences | translations | |

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|---|---|---|
| 3/27/24 | Report Card Conferences | translations |
| 5/17/24 | Student Led Conferences | translations |

## 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**

| Other Programs/Initiatives | Connecting to Literacy | Plan to Monitor/Evidence of Success |
|---|---|---|
| School Strategic Plan | mastery of literacy standards, benchmarks, growth targets | LEAP, ELPT, Acadience, Tier 1 assessments |
| PreK-4 | meeting/exceeding expectations for language & literacy | TS GOLD checkpoints |
| Transdisciplinary IB Programme of Inquiry | content-rich knowledge building, research, and conceptual understanding | IB Summative Assessments |
| Prime Time Family Reading Time | reading & discussing texts, take-home books | Family surveys |
| FASTalk | at home family literacy | Family surveys |

activities

| Section 6: Communicating the Plan |
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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 |
|---|---|---|
| Literacy Team | email/google meet | June, 2023 |
| District-level personnel | email/google meet | June, 2023 |
| Staff members | Summer PD | July, 2023 |
| Families and community members | Beginning of year meetings, website, and Pelican Press | August, 2023 |
| District-level personnel | Literacy Team will maintain and share notes to communicate monitoring, implementation, and progress being made | monthly |
| All | Pelican Press/PYP News | MOY and EOY |
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Review the School System Literacy Roadmap for recommended timelines for action steps to promote literacy.
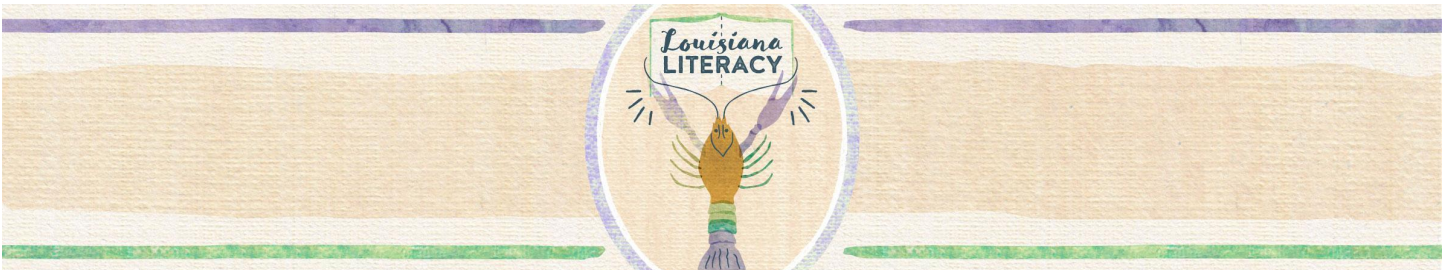
For additional guidance and resources, visit the Louisiana Literacy's webpage, Literacy Library, or email louisianaliteracy@la.gov.                                                       *Updated A 2022*