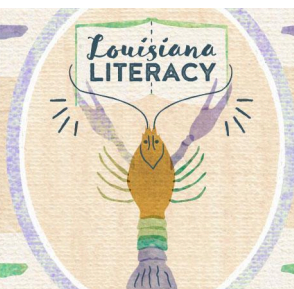




Literacy Plan
for
Crescent City Schools





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>	Crescent City Schools believes that effective literacy instruction requires an instructional approach that is aligned to the instructional shifts demanded by the state's literacy standards. In order to fully embrace these instructional shifts, we develop students' literacy skills in a multi-faceted way. Students are taught: 1) How to read, 2) How to learn from reading, and 3) How to write and speak about their reading and learning. In grades K-2 students receive TIER 1 instruction on both Foundational Skills and Text Based Curriculum. They also receive phonics intervention, when needed. In grades 3-8 students receive Tier 1 instruction in Text Based curriculum. Additionally, in grades 3-8 we have an intervention-for-all model where all students in grades 3-8 receive intervention or enrichment based on their reading intervention or enrichment needs.
<i>Literacy Mission Statement</i>	All students at Crescent City Schools are given the opportunity to grow as



readers by engaging with both rich, challenging texts and receiving intervention at their appropriate instructional level.

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>	All students at Crescent City Schools will read on grade level or achieve 1.5 years of reading growth each year as measured by the state's literacy screener (grades K-3) and the DIBELS assessment (grades 4-8).
<i>Goal 2 (Teacher-Focused)</i>	All ELA teachers at Crescent City Schools will implement Tier 1 ELA curriculum with integrity as measured by the IPG rubric.
<i>Goal 3 (Program-Focused)</i>	Crescent City Schools will implement an intervention-for-all model that provides differentiated ELA intervention instruction based on formative student literacy screener data.

Section 1c: Literacy Team

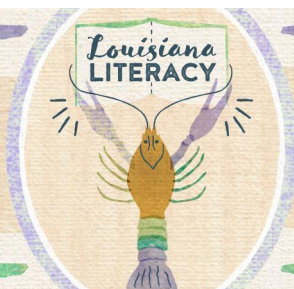
Guiding Questions:

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>
Jazmyne Beverly	Managing Director of Content; CKLA network-wide Coach
Janika Fazande	Assistant Principal and SBLC coordinator, Dorothy Height Charter School. (school-based instructional coach)
Ty'Rion Richards	Director of Curriculum & Instruction K-2, Dorothy Height Charter School. (school-based instructional coach)
Kim Fair	Director of Curriculum & Instruction 3-5, Dorothy Height Charter School. (school-based instructional coach)
Jen Powers	Director of SBLC, Mildred Osborne Charter School (school-based instructional coach)
Nijae Flowers	Director of Curriculum & Instruction K-2 ELA, Harriet Tubman Montessori (school-based instructional coach)
Arion Smith	Director of Curriculum & Instruction K-2 Mildred Osborne Charter School (school-based instructional coach)
Shalacey Scott	Director of Curriculum & Instruction 3-5, Harriet Tubman Charter School (school-based instructional coach)

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>
Week of 9/1 Data Analysis	Monthly	Data Analysis of BOY literacy screening data. Creation of intervention groups.
Week of 10/5 Plan Review Instructional Observations	Monthly	Intervention observations. Tier 1 ELA instruction observations
Week of 11/9 Data Analysis Plan Review	Monthly	Formal School Reviews Data analysis of progress monitoring data. Evaluating effectiveness of intervention groups. How to make SBLC decisions based on data.
Week of 12/9 Data Analysis Plan Review	Monthly	Data analysis of MOY literacy screening data. Instructional response to data. Revision of intervention groups. Review of SBLC decisions
Week of 1/11 Plan Review Instructional Observations	Monthly	Intervention observations. Tier 1 ELA instruction observations
Week of 2/22 Data Analysis Plan Review	Monthly	Data analysis of progress monitoring data. Evaluating effectiveness of intervention groups. How to make SBLC decisions based on data.
Week of 3/15 Plan Review Instructional Observations	Monthly	Intervention observations. Tier 1 ELA instruction observations Review of SBLC decisions
Week of 5/19 Data Analysis Plan Review	Monthly	Data analysis of EOY literacy screening data. Instructional response to data. Planning for the 26-27 SY based on 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

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	May – July	Review prior year data to evaluate program effectiveness.	Data Manager and Academics Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
1	Ongoing August-May	Use literacy screener and assessment to benchmark students and monitor reading progress.	Data Manager and Academics Team	Literacy screener assessment	<ul style="list-style-type: none"> - All schools use literacy screener 3 times a year on the coordinated CCS assessment schedule - All schools use literacy screener progress monitoring tools weekly - All schools use literacy screener benchmark assessments and progress monitoring data during the SBLC process
1	Ongoing: 3 times a year: August, December, and May	Review Benchmark Data to plan intervention groups	Data Manager and Academics Team	Literacy screener	Data Day happens at all three schools as scheduled on the coordinated CCS assessment calendar



1	Ongoing: Every 8 weeks October-May	Review literacy screener progress monitoring data through SBLC meetings	Data Manager and Academics Team	Literacy screener progress monitoring	SBLC happens at all three schools as scheduled on the coordinated CCS assessment calendar. Intervention groups are changed in response to SBLC progress monitoring data.
2	Ongoing August-May	Implement CKLA Skills Strand for Foundational Skills Instruction in Grades K-2	Academics Team, Teachers	CKLA curriculum resources	<ul style="list-style-type: none"> - Teachers annotate and submit lesson plans to their instructional coach weekly. - Instructional walkthroughs consistently show that all teachers use CKLA curriculum as intended.
2	Ongoing August-May	Implement Wit and Wisdom Core ELA Instruction in Grades K-3	Academics Team, Teachers	Wit and Wisdom curriculum resources	<ul style="list-style-type: none"> - Teachers annotate and submit lesson plans to their instructional coach weekly. - Instructional walkthroughs consistently show that all teachers use Wit & Wisdom curriculum as intended.
2	Ongoing August-May	Implement Really Great Reading Intervention Programs (Countdown and Blast) for ELA Intervention Grades K-3.	Academics Team, Teachers	Really Great Reading curriculum resources	<ul style="list-style-type: none"> - Teachers annotate and submit lesson plans to their instructional coach weekly. - Instructional walkthroughs consistently show that all



					teachers use curriculum as intended.
2, 3	Ongoing August -My	<p>Implement a Literacy Schedule at each school that includes the following:</p> <ul style="list-style-type: none"> - 90 mins of Core ELA Instruction using Wit and Wisdom - 60 mins of Foundational Skills Instruction using CKLA Skills Strand (k-2 only) - 30 mins of ELA Intervention using Really Great Reading Programs 	Academics Team, Teachers	Sample school schedules created by Network provided to all schools	<ul style="list-style-type: none"> - All schools create and submit schedules that include these components by August. - Instructional walkthroughs consistently show that all teachers follow these schedules.



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

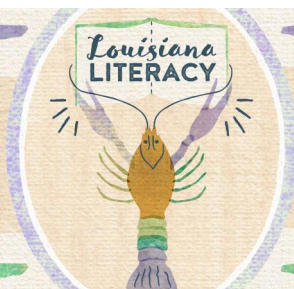
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language 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	ELA Intervention Implementation Training Topics covered: <ul style="list-style-type: none"> - The science of reading - Foundational Skills - HQMI implementation 	All k-8 ELA Interventionists and SBLC leads
July	CKLA Skills Strand Curriculum Implementation Training Topics Covered: <ul style="list-style-type: none"> - The science of reading - Foundational skills 	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)



	- CKLA HQMI curriculum implementation	
July	<p>Wit and Wisdom Curriculum Implementation Training</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> - Standard rigor and instructional shifts - Wit and Wisdom HQMI implementation - Text complexity - Background knowledge 	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
July	Literacy Screener Assessment Training	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
Ongoing Throughout the Year	Science of Reading Training (APEL)	All new to CCS K-3 Teachers & Principals (all returning staff have been trained)
August	ELA Standards and Assessment Analysis	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
August	ELA Text Complexity Analysis	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
August	ELA Curriculum Module and Lesson Planning Internalization	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
September	ELA Data Instructional Analysis	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)
Bi-weekly Ongoing September- May	Individual Observation Feedback Meetings with ELA Instructional Coach	All K-3 ELA Teachers (SPED, Intervention, and Regular Ed)



Bi-weekly Ongoing September- May	Individual Data Analysis Meetings with ELA Instructional Coach	All K-3 ELA Teachers (SPED, Intervention, and Regular Ed)
Monthly Ongoing September - May	PLC with K-3 ELA Team on Curriculum Implementation	All k-3 ELA Teachers and Curriculum Leaders (SPED, Intervention, and Regular Ed)

Section 4: Family Engagement Around Literacy

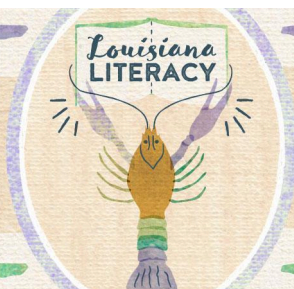
Guiding Questions:

- 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	School Literacy Plan shared with families on website and through family welcome newsletter	- Language translation available	



August	Family Welcome Letter describes ELA curriculum and ways to support student literacy growth at home	- Language translation available	
September	Back to School Night with “Literacy at Home” presentations in all Literacy Classrooms. NOLA Public Library will be present to provide family resources	- Language translators available	- NOLA Public Library
September - October	Literacy screener BOY data and initial progress monitoring shared with parents	- Language translation available	
November	Report Card Conferences: individual meetings with each family to discuss student progress and family literacy strategies to use at home. NOLA Public Library will be present to provide family resources	- Language translators available	- NOLA Public Library
November	Family Survey to assess parent concerns and gather feedback on literacy programing	- Language translation available	
January	Literacy screener MOY data and progress monitoring shared with parents	- Language translation available	
March	Report Card Conferences: individual meetings with each family to discuss student progress and family literacy strategies to use at	- Language translators available	- NOLA Public Library



	home. NOLA Public Library will be present to provide family resources		
March 2023	Family Survey to assess parent concerns and gather feedback on literacy programing	- Language translation available	
May 2023	Literacy screener EOY data and initial progress monitoring shared with parents	- Language translation available	

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>
School Improvement Plan	Student Growth in ELA will increase performance in ELA, Science, and Social Studies performance on LEAP	<ul style="list-style-type: none"> - ACHIEVE (Mastery+) for ELA, Science, and SS - GROW percentage Targets from LEAP assessments in ELA - Lowest 25% Growth in ELA



<p>Cross Curricular Connections</p>	<p>Student Growth in ELA will increase performance in ELA, Science, and SS</p>	<ul style="list-style-type: none"> - Monitor growth in overall performance on ELA, Science, and SS core curriculum imbedded assessments and Interim assessments - Monitor growth writing on ELA, Science, and SS core curriculum imbedded assessments and Interim assessments
<p>Alignment of Schools within the system</p>	<p>One Literacy plan with coordinated components will connect our schools</p>	<ul style="list-style-type: none"> - Monitor implementation of all aspects of the plan in all three schools through the use of <ul style="list-style-type: none"> - Instructional walkthroughs by members of the network academic team - Monthly Literacy Team Meetings at each school with network academic team members - Monthly network-wide Literacy Team Meetings

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
<p><i>School Academic Leadership Teams</i></p>	<p><i>All Leadership teams attend Network leaders training in May. The Network Literacy Plan is communicated then. Communication and training on the literacy plan includes:</i></p> <ul style="list-style-type: none"> - <i>Overview of literacy goals</i> - <i>Overview of plan actions and responsibilities</i> - <i>School Based Literacy Team structure</i> - <i>Network Based Literacy Team structure</i> - <i>Support from Network on implementing the plan</i> 	<p><i>May</i></p>
<p><i>School Academic Leadership Teams</i></p>	<p><i>All Academic Leadership Teams at each school meet weekly with the Network Academic Team for ongoing coaching, mentorship, and leadership development. Once a month, the topics of these meetings focus on the implementation of the school literacy plan.</i></p>	<p><i>Ongoing August- April</i></p>
<p><i>School Academic Leadership Teams across the network</i></p>	<p><i>The network-wide literacy team meets monthly (in addition to the monthly individual schools supports noted above) for cross-network data analysis, instructional observation, and plan implementation review.</i></p>	<p><i>Ongoing September- May</i></p>
<p><i>Teachers</i></p>	<p><i>Teachers learn of the literacy plan during professional development in July. Individual school academic teams are responsible for presenting the plan to the teachers at their school site. All presentations include</i></p> <ul style="list-style-type: none"> - <i>Overview of literacy goals</i> - <i>Overview of plan actions and</i> 	<p><i>July</i></p>



	<i>responsibilities</i> <ul style="list-style-type: none"> - <i>School Based Literacy Team structure</i> - <i>Support from School Academic Team to individual teachers</i> 	
<i>Families</i>	<i>Literacy Plan posted on school websites</i>	<i>August</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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