



## Local Literacy Plan

Northshore Charter School

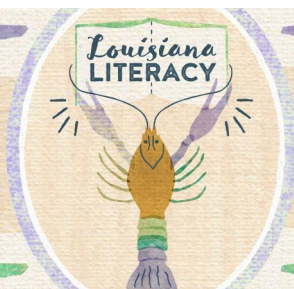
Rebecca Crain, K-2 Literacy Coach

Amy Jenkins, 3-8 Literacy Coach

Dee Dee McCullough, CEO & principal

August 2024





## 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>	All students will graduate with the knowledge and skills necessary to be successful in college and/or career. Students and their families will become productive citizens as a result of the efforts of NCS.
<i>Literacy Mission Statement</i>	All NCS students will receive equal access to ensure they have every opportunity to become proficient readers and continuing learners. They will read, think, speak, and write at increasing levels of complexity throughout their school career at NCS.



**Section 1b: Goals**

<p><i>Goal 1 (Student-Focused)</i></p>	<ul style="list-style-type: none"> <li>● All students will reach mastery or above on the ELA portion of the LEAP 2025 test by the end of the 8<sup>th</sup> grade. This will ensure they enter high school on grade level.</li> <li>● Students will exhibit an increase of benchmark proficiency on the Dibels 8th assessment from beginning to end of the 2024-25 school year. K-6 students who are not performing at benchmark or above on the Dibels assessment will receive intensive interventions designed to meet their specific needs.</li> <li>● Identify specific issues that may interfere with students reading on grade level. (Physiological, medical, or attendance issues)</li> </ul>
<p><i>Goal 2 (Teacher-Focused)</i></p>	<ul style="list-style-type: none"> <li>● All K-8 ELA teachers are educated in the Science of Reading through intensive LETRS training.</li> <li>● School based literacy coaches will actively coach teachers through core and intervention instruction practices.</li> <li>● Teachers will demonstrate effective teaching through the guidelines in the Compass rubric; meeting needs of students, implementing the curriculum with fidelity, and using student data to plan instruction.</li> <li>● Teachers will analyze Dibels and LEAP 2025 data in order to set individual goals for students.</li> </ul>
<p><i>Goal 3 (Program-Focused)</i></p>	<ul style="list-style-type: none"> <li>● NCS will continue to provide access to Tier 1 ELA curriculum for all students.</li> <li>● NCS staff will use student data to plan and adjust instruction in order to help students meet their individualized goals.</li> <li>● CKLA and Heggerty will be used with fidelity in K-2 classrooms. Louisiana Guidebooks will be used in 3-8 grade classrooms.</li> </ul>

**Section 1c: Literacy Team**

Dee Dee McCullough	CEO/Principal
Rebecca Crain	K-2 Literacy Coach
Amy Jenkins	3-8 Literacy Coach
Deanna Brown	Instructional Coach



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

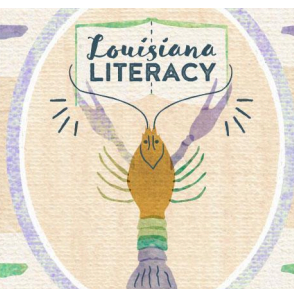
### Grades K-2

- a. Daily instruction
  - 15 minutes grammar
  - 15 minutes handwriting
  - 45 minutes Knowledge
  - 60 minutes foundational skills
  - 60 minutes interventions
- b. Texts/ Instructional Materials
  - Amplify Core Knowledge Language Arts, Zaner-Boser Handwriting, Simple Solutions Grammar
- c. Intervention Materials
  - Amplify BOOST, Heggerty, CKLA Remediation Guide, LIFT to remediate and identify specific areas of need.
- d. Professional Development in Literacy Instruction:
  - LETRS Training
  - Heggerty Intervention Training
  - Simple Solutions Training
  - LIFT Training
  - CKLA Knowledge & Writing

### 3<sup>rd</sup> Grade

- a. Daily Instruction will be provided using tier 1 materials recommended by the LDOE.
  - 20 minutes grammar/vocabulary using FIRE (LDOE)
  - 15 minutes foundational skill practice
  - 65 minutes Louisiana Guidebooks
  - 50 minutes intervention/acceleration(3 times per week)
- b. Texts/instructional materials
  - Louisiana Guidebooks, FIRE, Accelerate, LIFT
- c. Intervention materials: Accelerate documents using commonlit and La.Guidebooks, LIFT to remediate, and identified Amplify Boost and other resources to meet specific needs.

Intensive interventions will be provided for students identified as below grade level. This will focus on phonemic/phonological awareness, fluency, and comprehension. LIFT materials will be used as needed to meet needs assessed, and IXL online supports will help fill in gaps based on biweekly assessment.



d. Professional Development in Literacy instruction:

- LETRS foundational skills training- all literacy teachers have completed a 2 year certification program with online and in-person support.
- Heggerty intervention training
- Training to use FIRE and LIFT instructional materials during the beginning of the year Professional Development and Teacher Collaborations.



### 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	Aug-May	Effective implementation of tier 1 reading curriculum	Teachers Coaches	Tier 1 curriculum	Observation of instruction and evaluation using COMPASS tools
3	summer	Review year end data to establish school system goals	ILT- principal, instructional coaches	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	summer	teachers and school leaders attend the LDOE Teacher Leader Summit	ILT- principal, instructional coaches, teachers	provided by LDOE	teachers will have materials needed to support students and be equipped to effectively teach new materials
1	summer	Summer Learning Program	instructional coaches, teachers	LDOE summer recommendations (Accelerate, Fire, Fluency packets)	Students demonstrate growth in reading proficiency and comprehension skills
2	summer	Use previous data to determine greatest needs for next year	Literacy coaches	Literacy screeners; LEAP scores	BOY small groups/meetings will begin with purpose and based on data.
1	August-September	Literacy screener	Instructional coaches	Literacy screeners	Students assessed and levels determined for next steps



3	August	Communicate local literacy/ school plans	ILT	Plan shared through multiple avenues	Faculty and staff in unity about literacy plan, families receive the plan, social media
1	September-October	Teachers develop Student Learning Targets	Coaches and teachers	Student Achievement Levels	Teachers target needs of students and use as a measure for student interims and practice test
3	September-October	Literacy Team Meeting	Amy Jenkins, Rebecca Crain, teachers to represent grade bands	Student data and tier 1 curriculum	student achievement
1	September	Beginning of year literacy screeners	All students and staff	Dibels 8 materials	All children will be assessed to determine if they are reading on grade level.
3	September-October	Analyze Beginning of the Year screeners	ILT, coaches, and teachers	Dibels 8 assessment results	Data will be used to reform intervention plans
1	October-November	Progress monitor using literacy screeners	coaches teachers	Dibels 8th progress monitoring resources	Data used to examine practices during intervention.



December-January	Mid-Year Literacy screener	All students literacy coaches ILT	Dibels 8 materials	All children will be assessed to determine growth and need.
February	Progress monitor using literacy screeners	literacy coaches and teachers	Dibels 8th progress monitoring resources	Student growth evident
March	Plan for summer learning	ILT	LDOE guide tier 1 learning materials	Student achievement based on pre/post test
April	Begin planning for next school year	ILT	tier 1 curriculum best practices	Evaluate past practices in order to ensure best practices and materials are in place.
April	EOY Literacy Screener	literacy coaches ILT	Dibels 8 materials	All children will be assessed to determine reading levels.
May	Review End of Year Literacy Screener	literacy coaches ILT	Dibels 8 assessment results	Data will be used to determine students for summer school, 3rd graders for retention, and intervention processes that need to be in place.





**Section 3: Ongoing Professional Growth**

**Potential PD Planning**

<b>Month/Date</b> <i>(When can PD be scheduled throughout the school year?)</i>	<b>Topics</b> <i>(What topics are most needed and should be covered and/or prioritized?)</i>	<b>Attendees</b> <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August 2024	Department meetings and outline of materials used and flow of classroom learning.	Instructional coaches K-8 teachers
August 2024	Letrs Training/ Review as needed	Instructional coaches K-8 literacy teachers
August 2024	Teacher Collaboration meetings (weekly during planning) Discussion and interpretation of Leap data	Instructional coaches K-8 literacy teachers
September 2024	Teacher collaboration meetings Review of Leap 360 diagnostic reports & goal setting for students.	Literacy Team K-8 literacy teachers
October 2024	Teacher collaboration meetings Lesson preparation / student work analysis	Instructional coaches K-8 literacy teachers
November 2024	Teacher collaboration meetings Lesson preparation / student work analysis	Instructional coaches K-8 literacy teachers
December 2024	Teacher collaboration meetings Leap 360 interim review	Literacy Team K-8 teachers
January 2025	Teacher collaboration meetings Student work analysis and data dig	K-8 literacy teachers instructional coaches
January 2025	PlainTalk Literacy Conference	Literacy coaches/ teachers



February 2025	Teacher collaboration meetings lesson planning time / work analysis	Instructional coaches K-8 literacy teachers
March 2025	Teacher collaboration meetings Review Leap Practice test data	K-8 literacy teachers Literacy Team
April 2025	Teacher collaboration meetings	K-8 literacy teachers/ paraprofessionals
May - June 2025	Teacher Leader Summit	Instructional coaches/ teachers

**Section 4: Family Engagement Around Literacy**

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
August- ongoing	Resources & activities available through our pages/facebook	Student computers are sent home and parents can view through the website.	
August- ongoing	Partnership with Washington Parish Library for storytime, summer reading, library cards	Materials are sent home through the school to help make library cards more accessible	Washington Parish Library -Bogalusa Branch
August 2024	Literacy Plan Meeting/ parent survey	This meeting is held in the afternoon to assist parents who work during the day. It is also published online for accessibility.	
September 2024	BOY Literacy screener data sent home to parents	Materials are explained on the take home paper. Materials are provided in multiple languages based on need.	



September 2024	Parent Open House	The open house is advertised and is held in the evening for accessibility.	
December 2024	Family Literacy Night		Washington Parish Library -Bogalusa Branch
December 2025	Book Fair – special times for families	Special times are available morning, afternoon, and evenings to enable families to participate.	
January 2025	MOY Literacy screener data sent home to parents	Materials are explained on the take home paper. Materials are provided in multiple languages based on need.	
February 2025	Share Literacy Library Grab & Go materials for families		
May 2025	EOY Literacy screener data sent home to parents	Materials are explained on the take home paper. Materials are provided in multiple languages based on need.	

**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>2023-24 Reading Goals &amp; Objectives</i>	<i>Benchmark and state assessments</i>
<i>Read Across America</i>	<i>Community is invited to conduct read-alouds</i>	<i>Reading assessment data</i>

### Section 6: Communicating the Plan

#### Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Teachers</i>	<i>Literacy plan will be communicated during Professional Learning Community meetings.</i>	<i>August- September 2024</i>
<i>Parents</i>	<i>Literacy plan will be communicated during the Parent Data Meeting, Literacy night, and posted on the school website.</i>	<i>September – December 2024</i>
<i>Community</i>	<i>Literacy plan will be communicated to the community through the school website.</i>	<i>October 2024</i>
<i>Instructional Coaches</i>	<i>Instructional coaches help review and develop the literacy plan during the ILT meetings.</i>	<i>June 2024-August 2024</i>
<i>School Board Members</i>	<i>Literacy plan will be made available at the August school board meeting and be available on the school website.</i>	<i>August 2024</i>