**Local Literacy Plan for**

**Einstein Sherwood Forest**

**Christopher Mayes- Principal**

**Tara Johnson - Interim CEO**

**Completed & Submitted**

**June 30, 2023**

| 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 believe that honoring and leveraging students’ cultural and linguistic assets will support every student in reading proficiently by the end of 2nd grade at Sherwood Forest.  We provide an integrated early literacy experience that will enable students to be excited and confident readers so they can continue on the trajectory of being successful in school and beyond. We will do this by ensuring that all staff are equipped with the skills and resources they need to provide equitable opportunities that support and move students toward reading and writing proficiency and celebrate students over the course of their journey.  We will embody a spirit of collaboration and partner with caregivers and families to reinforce literacy skills in students’ primary languages and English, and we will work together to ensure that every adult and child in our community feels safe, seen, respected, and valued. We accept the responsibility of supporting every student’s literacy growth and development by ensuring that each receives high-quality, aligned instruction that is anchored in the science of reading. |
| --- | --- |
| *Literacy Mission Statement* | SF empowers students to become proficient readers through the implementation of a Tier 1 Reading Curriculum, providing K-5 student support through a three-tiered reading intervention program, developing teacher effectiveness with ongoing support from coaches and admins, and investing parents through quarterly literacy initiatives and literacy support. |

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| Section 1b: Goals |
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| Guiding Questions:1. What are your overall [literacy goals](https://www.louisianabelieves.com/docs/default-source/literacy/local-literacy-plans.pdf?sfvrsn=25a06718_4)?
2. Are you creating [SMART goals](https://www.youtube.com/watch?v=Co1tdHKFwDw) 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)* | By May 2026, 70% of K-2 students will score a composite score of benchmark or above as measured by the end of year DIBELS assessments. All 3rd-5th grade students not scoring at grade level or above on i-Ready will receive targeted Science of Reading interventions to promote reading at grade level or proper identification of student exceptionality and support needed. |
| --- | --- |
| *Goal 2 (Teacher-Focused)* | By May 2026, all teachers and staff will demonstrate Science of Reading teaching practices that includes implementing the curriculum with fidelity and analyzing students data effectively to meet the individual needs of students as measured by teacher observations as well as DIBELS and literacy intervention progress monitoring. |
| *Goal 3 (Parent-Focused)* | By May 2026, 40% of Sherwood Forest parents will annually attend and participate in literacy based initiatives (open house, literacy night, reading logs, etc.) as measured by sign-in sheets, surveys and completion of activities.  |

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| Section 1c: Literacy Team |
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| 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* |
| --- | --- |
| *Christopher Mayes* | Principal |
| *Terri Daigle* | Assistant Principal |
| *Kathryn Jackson* | K -2 Coach |
| *Tarnara Carr* | SPED Teacher |
| *Kia Hill* | ELL Teacher |
| *Jasmine Armstrong*  | 1st Grade Teacher |
| TBD |  |

**Meeting Schedules**

| *Date & Type of Meeting (Plan Review, Data Analysis, etc.)* | *Frequency of Meetings (Weekly, Monthly, etc.)* | *Topic(s)* |
| --- | --- | --- |
| K-5 PLC | Weekly | Curriculum, data analysis, program goal update check-ins, intervention group restructuring  |
| Literacy Committee | Monthly  | Trends, updates, literacy plan review, |
| All Staff  | Monthly  | Curriculum, data analysis, program goal update check-ins, intervention group restructuring  |
| Literacy Event Committee | Quarterly | Plan literacy initiative events |
| Science of Reading (all staff) | Yearly | Receive training for Science of Reading  |

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| Section 2: Explicit Instruction, Interventions, and Extensions  |
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| 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* |
| --- | --- | --- | --- | --- | --- |
| By May 2026, 70% of K-2 students will score a composite score of benchmark or above as measured by the end of year Dibels assessment.By May 2026, all 3rd-5th grade students not scoring at benchmark or above will receive targeted Science of Reading interventions to promote reading at benchmark or proper identification of student exceptionality and support needed. |
|  | August 1- August 31st | Students are screened using DIBELS, i-Ready and additional literacy screeners as necessary for students scoring below level  | SF Staff | DIBELS, i-Ready, CORE Phonics Survey | Established groups prior to Labor Day  |
|  | Tuesday after Labor Day | Students begin intervention in their intervention groups based off screening results  | SF Staff/students | CKLA, Lexia, i-Ready | 100% of teachers teaching intervention at designated time |
|  | September 5 - EOY  | BOY, Mid-Year, EOY Data Conversations | SF Staff | Data Binders & SF Data 1 pagers |  SF students understand their academic standing and potential ways to improve their course grades and data based performance measures. |
|  | Monthly  | Hold Literacy Team Meeting | SF Literacy Team | Literacy Plan, monthly literacy data (i-Ready, DIBELS, AmplifyReading)  | Meeting agendas and follow throughs on next steps |
| By May 2026, all teachers and staff will demonstrate Science of Reading teaching practices that includes implementing the curriculum with fidelity and analyzing students data effectively to meet the individual needs of students.  |
|  | July 2023 | Teachers will participate in Science of Reading training | APEL Trainer | Science of Reading materials and resource library | 100% of staff receiving completion certificates  |
|  | July 2023 | All staff will receive training on the three-tiered intervention system at SF  | Admin and coaches | Intervention System and CKLA/i-Ready materials  | 100% of teachers attend and receive specific training. |
|  | August 2023- May 2024 | K-2 teachers meet weekly during PLC  | Admin and coaches | Progress monitoring tracker, curriculum materials for every tier/group | 100% of teachers attend PLC and are actively engaged  |
|  | August 2023- May 2024 | All staff meet monthly to review data from interventions  | Literacy Committee Members? | Progress monitoring tracker, curriculum materials for every tier/group | Student progress monitoring, PLC data, group collaboration agendas, discussion and action steps based on walkthrough data |
|  | Monthly  | Observation of intervention system  | coaches/admin/3 party instructional partners | Intervention Rubric/ Observation Tool | Walkthrough observations, and student progress monitoring, meeting agendas |
| By May 2026, 50% of Sherwood Forest parents will attend and participate in literacy based initiatives as measured by sign-in sheets and surveys.  |
|  | July | Host parent orientation to discuss literacy plans, initiatives with families  | SF Admin & Literacy Team | literacy plan | Increased attendance at events and an increase in student literacy scores  |
|  | Quarterly | Literacy Night - teachers will set up stations that teach parent at home games and activities they can do to promote literacy  | SF Admin, Literacy Team, SF Faculty  | games, prizes, foods, activities from LDOE, local library  | Increased attendance at events and an increase in student literacy scores  |
|  | Quarterly | Report Card Conference - Families will receive reading reports for their student  | SF Teachers | DIBELS, progress monitoring trackers | Increased attendance at events and an increase in student literacy scores  |
|  | Monthly | Family Calendar - will have monthly at home literacy tips  | SF Admin/Literacy Team  | Family Calendar, LDOE Resources | Increased attendance at events and an increase in student literacy scores  |

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| 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](https://www.louisianabelieves.com/resources/library/literacy-library) 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***(When can PD be scheduled throughout the school year?)* | **Topics***(What topics are most needed and should be covered and/or prioritized?)* | **Attendees***(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)* |
| --- | --- | --- |
| July/August  | Science of Reading  | All Staff |
| July/August | CLASS  | PK-Teachers |
| July/August | CKLA Refresher | All Staff |
| Ongoing Aug 2023-May 2024 | School Led School-wide Intervention Session | All staff |
| Ongoing Aug 2023-May 2024 | Curriculum Implementation | All Teachers |
| As Needed | Webinars & sessions recording in the LDOE Literacy Library  | All Staff |

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| Section 4: Family Engagement Around Literacy |
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| Guiding Questions:1. To improve [family engagement around literacy](https://www.louisianabelieves.com/docs/default-source/literacy/family-literacy-engagement-strategic-plan-for-schools-and-school-systems.pdf?sfvrsn=f5d26718_4), 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 1, 2023 | PK Orientation | Translator available  | Library |
| July/August | K-5 Parent Orientation | Translator available  |  |
| Monthly | PK-K Reading Logs | Translate in all 3 languages |  |
| Monthly | Literacy Focus of the Month | Placed on Family Calendar, translated in all 3 languages  |  |
| Quarterly  | Literacy Night - learning experiences that include practical guidance to encourage regular reading at home  | Virtual and in person options |  |
| Quarterly | Parent Cafe | Translator available , virtual and in person options |  |

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| Section 5: Alignment to other Initiatives |
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| 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 Improvement Plan* | *School Goals Aligned to 3 year plan*  | *Progress monitoring, Agendas, parent participation sign-in sheets* |
| *Entergy Renewable Resources- Entergy Energy Academy* | *Building background knowledge* | *Student attendance, culminating writing task*  |
| *REAL Tutoring* | *Literacy tutoring for PK-3* | *Student attendance, progress monitoring using DIBELS* |
| *Aftercare* | *Reading and writing opportunities* | *Student attendance, student work samples* |
| *EFNEP- Agricultural Center (LSU)* | *Building background knowledge* | *Student attendance, culminating writing task* |

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| 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* |
| --- | --- | --- |
| *School-Based Literacy Feedback Team* | *Team Meeting* | *August*  |
| *Faculty & Staff* | *Staff Development Days*  | *August*  |
| *Families* | *Open House, Virtual Open House* | *September*  |
| *School-Based Literacy Team* | *Monthly meeting - with data share out to families and staff*  | *September - April*  |

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Review the [School System Literacy Roadmap](https://www.louisianabelieves.com/docs/default-source/literacy/school-system-literacy-roadmap.pdf?sfvrsn=20a06718_4) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy’s webpage](https://www.louisianabelieves.com/academics/louisiana-literacy), [Literacy Library](https://www.louisianabelieves.com/resources/library/literacy-library), or email louisianaliteracy@la.gov. *Updated A 2022*