



Local Literacy Plan
Village de l'Est Charter School

Local Literacy Plan
for

Einstein Charter Schools Village De L'est

Danielle Woods - Principal

Tara Johnson - Chief Executive Officer

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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>	<p>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 Village de l'Est. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<i>Literacy Mission Statement</i>	<p>VDLE 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 administrators, and engaging parents through quarterly literacy initiatives and literacy support.</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>	<p>By May 2026:</p> <p>70% of K-2 students will score a composite score of benchmark or above as measured by the end of year DIBELS assessments.</p> <p>75% of ELL students performing well below benchmark will grow at least one performance band as measured by the end of year DIBELS assessment.</p> <p>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 exceptionalities and support needed.</p>
<i>Goal 2 (Teacher-Focused)</i>	<p>By May 2026 all teachers and staff will demonstrate Science of Reading teaching practices that includes implementing the curriculum with fidelity and analyzing student data effectively to meet the individual needs of students as measured by teacher observations as well as DIBELS and literacy intervention progress monitoring.</p>
<i>Goal 3 (Program-Focused)</i>	<p>By May 2026, 50% of 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.</p>



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>
Danielle Woods	Principal
Nicole Cooper	Assistant Principal
Kathryn Jackson	K -2 Coach
Sharon Smith	ELL Teacher
Monique Jones	SPED Teacher
Keisha Riley	Kindergarten Teacher
Zandre Williams	5th Grade 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>
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

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

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, 75% of ELL students performing well below benchmark will grow at least one performance band 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.

<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
August 1- August 31st	Students are screened using DIBELS, i-Ready, and additional literacy screeners as necessary for students scoring below level	VDLE 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	VDLE Staff/students	CKLA, i-Ready	100% of teachers teaching intervention at designated time
September 5 - EOY	BOY, Mid-Year, EOY Data Conversations	VDLE Staff	Data Binders & VDLE Data 1 pagers	VDLE students understand their academic standing and potential ways to improve their course grades and data based performance measures.



Monthly	Hold Literacy Team Meeting	VDLE Literacy Team	Literacy Plan, monthly literacy data (i-Ready, DIBELS, Amplify Reading)	Meeting agendas and follow throughs on next steps
After BOY, MOY, and EOY Literacy Screeners	Hold SAT meetings for students who are making little to no progress	VDLE Staff	Literacy data	SAT process completed and specific interventions in place
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.				
Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Beginning 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 VDLE	Admin and coaches	Intervention System and CKLA/i-Ready materials	100% of teachers attend and receive specific training. PD agendas and sign-in sheets.
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. PLC agendas and sign-in sheets.



August 2023- May 2024	All staff meet monthly to review data from interventions	Literacy Committee Members, VDLE Staff	Progress monitoring tracker, curriculum materials for every tier/group	Student progress monitoring, PLC data, group collaboration agendas/sign-in sheets, discussion and action steps based on walkthrough data
Monthly	Observation of intervention system	Coaches/admin/other instructional partners	Intervention Rubric/ Observation Tool	Walkthrough observations, and student progress monitoring, meeting agendas
By May 2026, 50% of Village de l'Est parents will attend and participate in literacy based initiatives as measured by sign-in sheets and surveys.				
Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
July	Host parent orientation to discuss literacy plans, initiatives with families	VDLE Admin & Literacy Team	literacy plan	Increased attendance at events and an increase in student literacy scores
Each Semester	Literacy Night - teachers will set up stations that teach parent at home games and activities they can do to promote literacy	VDLE Admin, Literacy Team, VDLE 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	VDLE 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	VDLE 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

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/August	Science of Reading	All Staff
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

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?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
August	PK Orientation	Translator available	Library
July/August	K-5 Parent Orientation	Translator available	
Monthly	PK-5 Reading Logs	Translate in all 3 languages	Raising Canes
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	



Monthly	Coffee and Conversations	Translator available , virtual and in person options	
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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	School Goals Aligned to 3 year plan	Progress monitoring, Agendas, parent participation sign-in sheets
REAL Tutoring	Literacy tutoring for PK-3	Student attendance, progress monitoring using DIBELS
After School Tutoring	Reading and writing opportunities	Student attendance, student work samples
Pontchartrain Institute for Environmental Sciences	Building background knowledge	Student attendance, culminating writing task

Section 6: Communicating the Plan

Guiding Questions:

- 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>
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

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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