

Local Literacy Plan for

School: Villa del Rey

Completion Date: 10/1/2024 but revisions and updates are ongoing.

East Baton Rouge School System's Literacy Vision

East Baton Rouge Schools' commitment to excellent instruction for every student relies on a shared vision for literacy at every level including students, families, teachers, administrators, district leaders, and community stakeholders.

East Baton Rouge School System's Literacy Mission Statement

If we:

- Support the implementation of high-quality curricular resources in the hands of teachers, students, and families.
- Build structures to diffuse professional learning within the district and families in our community.
- Respond to emerging data.
- Center grade-level assignments.
- Internalize writing opportunities in the curricular resource.

Then:

EBR schools are positioned to change student experience and improve outcomes.



Section 1: Literacy Vision and Mission Statement

- Guiding Questions
 - What is your school’s focus and mindset around literacy?
 - What is your primary, overarching goal and expected or intended outcomes for your school around literacy?
 - Be mindful of goals and expectations for leaders, teachers, students, and families to create an inclusive vision and mission statement.

<p>Literacy Vision</p>	<p>At Villa del Rey Creative Sciences and Arts Magnet, we want our students to see themselves as successful readers and writers who persevere at reaching their full potential.</p> <p>We will achieve this in all Pre-K to 5th grade classrooms of Literacy, by providing quality “first” instruction that is accessible to children who are actively engaged in oral language, reading, and writing.</p> <p>Teachers at Villa del Rey will have consistent time for collaborative planning, as well as data reviews conducted in a positive, respectful way by having honest conversations that involve reflecting on our practice and problem-solving around children’s learning.</p>
<p>Literacy Mission Statement</p>	<p>Our mission is to help children become lifelong readers by empowering our teachers to provide quality individualized instruction with measurable results.</p>

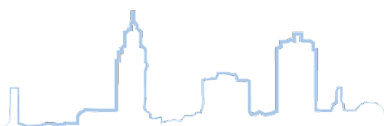


Section 2: Goals

Guiding Questions

- What are your overall literacy goals?
 - Consider specific goals for grade bands, subgroups, diverse learners, and teacher performance.
 - 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)	Student scores on standardized reading assessments will improve by 3%.
Goal 2 (Teacher Focused)	<p>K-2 Yearly PLC Goal: By the end of the school year, teachers will have a successful hour-long skills block; including whole group instruction, small group instruction, workstations, lesson pacing, and student engagement. To achieve the goal, teachers will be supported with coaching, targeted professional development, and data analysis (EL Benchmark data(Benchmark and Cycle assessments), DIBELS (benchmark and progress monitoring)</p>
Goal 2 (Teacher Focused)	<p>3-5 Yearly PLC Goal: By the end of the school year, teachers will have a successful lesson differentiation and intervention implementation plan, including whole group instruction, small group instruction, workstations, lesson pacing, and student engagement. To achieve the goal, teachers will be supported with coaching, targeted professional development, DIBELS scores (grades 3-4) data analysis, Guidebook Benchmark data, prior LEAP Attainment (grades 4-5), and continued monitoring of DRC Insights Assessments as the 24-25 SY closes.</p>





Goal 3 (Program-Focused)	"Increase overall student proficiency in English Language Arts (ELA) by 10% by the end of the academic year, as measured by state assessments, while reducing the number of students performing in the 'below basic' category by 20% through targeted intervention strategies and enhanced teacher support."
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Section 3: Literacy Team

- Guiding Questions
 - Who will serve on the school’s literacy team?
 - What is the role of each member?
 - What is your plan for conducting regular meetings, including location, time, availability, and topics?
 - How are you monitoring the effectiveness of the plan?

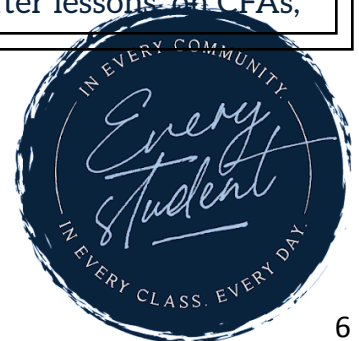
<i>Member</i>	<i>Role</i>
Kathie Johnson	Principal, Instructional Leader
Shanda Brown	School-based Literacy Coach
Gwendolyn Dickson	Assistant Principal
Roya Lede	Magnet Site Coordinator
J. Melissa Gasperecz	STEAM Coordinator / Technology
Gabrielle Duncan	Librarian
Carlye Gongora	Pre K representative
Aimee Stephens	Kindergarten representative
Keana Hodges	1st Grade representative
Ashley Simoneaux	2nd Grade representative
Courtney Myer	3rd Grade representative
Ladetasia Thomas	4th Grade representative
Ashley Briley	5th Grade representative





Meeting Schedules			
Date	Time	Location	Topic(s)
Mondays	9:00 am - 9:30 am	Room 32, Collab Cafe	Pre-K PLC
Tuesdays	9:00 AM - 9:45 AM (5th) 9:50 AM - 10:35 AM (4th) 10:45 AM - 11:30 AM (3rd) 11:45 AM - 12:30 PM (2nd) 1:15 PM - 2:00 PM (1st) 2:15 PM - 3:00 PM (Kinder)	Room 32, Collab Cafe	ELA/Math Planning PLCs
Wednesdays	9:00 AM - 9:45 AM (5th) 9:50 AM - 10:35 AM (4th) 10:45 AM - 11:30 AM (3rd)	Room 32, Collab Cafe	Social Studies Planning PLCs
Wednesdays	2:15 pm - 3:00 pm	Room 32, Collab Cafe	ILT Meeting
Thursdays	9:00 AM - 9:45 AM (5th) 9:50 AM - 10:35 AM (4th) 10:45 AM - 11:30 AM (3rd) 11:45 AM - 12:30 PM (2nd) 1:15 PM - 2:00 PM (1st) 2:15 PM - 3:00 PM (Kinder)	Room 32, Collab Cafe	Data/Principals PLC Meeting

Success Criteria		
What are we doing?	Why are we doing it?	How will we know it worked?
Planning for quality “first” instruction	Every student deserves ongoing quality in the lessons they receive. This gives them the ability for greater	<ul style="list-style-type: none"> greater student achievement in regards to artifacts collected after lessons on CFAs,





	achievement and lessens the need for substantial intervention.	<p>DIBELS, Illuminate, and DRC Insights (LEAP 360)</p> <ul style="list-style-type: none"> • more satisfactory student experiences in the classroom
Professional Development	Facilitate ongoing professional development for school leaders and teachers aimed at building knowledge and capacity around the science of reading and how to integrate best practices and evidence-based strategies into classrooms, including instruction for diverse learners and engaging families.	<ul style="list-style-type: none"> • Classroom walkthrough data collected from Administrators will show improved teacher practice • IPG from Literacy Coach will track and show improved practice.
Data collection and analysis	Data will indicate areas of success and areas that need intervention. This will be used to drive instruction which helps teachers prepare students for the rigors of the end-of-year assessments and the next grade level.	<ul style="list-style-type: none"> • All students will show at _____ growth in Literacy. • Students will get involved in tracking their data to intrinsically motivate success.



Section 4: Management/Action Plan

- Guiding Questions
 - For each specific plan and activity around literacy, what is/are your:
 - action step?
 - timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goals(s)?
 - evidence of success?
 - 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?
 - When utilizing literacy screeners, what are your plans for:
 - Progress monitoring?
 - screening and supporting students in upper grades effectively?
 - To improve family and engagement around literacy, how are you:
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges regarding communication, technology, transportation, etc.
 - using communication methods that accommodate all families?
 - 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?
 - 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?
 - When planning opportunities for ongoing professional development for 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?

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
100% of ELA classrooms consistently utilize and implement a literacy schedule that supports the implementation of explicit language and literacy instruction.	Summer 2024 Create Schedules August 2024-May 2025 Monitor, implement, and make necessary schedule adjustments.	Develop and implement a literacy schedule that supports the implementation of explicit language and literacy instruction including foundational skills, high-quality interactions, and individualized interventions and support	Principal Assistant Principal Magnet Site Coordinator	EL Education Guidebooks CLASS observation tool LDOE Literacy Library	Classroom walkthrough data Classroom observations Literacy block schedules School-wide intervention schedules
Establish a school site literacy team to develop literacy goals and plans.	August 2024	This team will plan and track the progress of goals throughout the year. This will be done by meeting consistently to evaluate the	Literacy team	EL Education Guidebooks CLASS observation tool DRC Insights	Literacy team meeting schedule Agenda and Notes Cohesiveness of quality of instruction





		current courses of action and making adjustments when needed.		data reports DIBELS data reports EL microphase information	between grade levels
Create a professional development schedule including opportunities for teachers and leaders.	August 2024	Create an ongoing professional development calendar. Begin Professional Development sessions. Provide teachers with information on evidence-based literacy strategies and where they exist in the EL and Wit & Wisdom curriculums. Begin using IPG to get an understanding of the quality of the curriculum in the ELA	Principal Literacy Coach	District and School calendar Master schedule EL curriculum EL Education Guidebooks Materials for Professional Development IPG	Creation of, and adherence to the schedule. Agendas Evaluations of the Quality of Professional Development





		classrooms.			
Develop a plan to disseminate information to families including opportunities for them to be involved in promoting their child's language and literacy development.	August 2024	<p>Discuss Literacy plan at Open House</p> <p>Send home Parent Letters for each Wit & Wisdom Module for K-5</p> <p>Host Family Literacy Nights to share information</p> <p>Meet regularly with PTO to be on hand to address any questions or concerns</p> <p>Send home test results (diagnostic and interim) with an explanation of interpretation. (EL microphase, DRDP-K, DIBELS, DRC Insights)</p>	<p>Principal</p> <p>Literacy Coach</p> <p>Teachers</p>	<p>EL Education</p> <p>Guidebooks</p> <p>parent letters</p> <p>Literacy Plan</p> <p>PTO meeting schedule</p> <p>Individual student assessment results (EL Microphase, DRDP-K, DIBELS, DRC Insights, Beable Lexile report (if available))</p>	<p>Checklist to ensure parent letters go out at the beginning of each module</p> <p>Family Literacy Nights agendas/sign-ins</p> <p>PTO agendas/sign-ins</p> <p>Checklist for sending home assessment data</p> <p>Parent surveys</p>





<p>Create plan for administering literacy screeners</p>	<p>Beginning in August 2024, continuing at each assessment window</p>	<p>We will ask the following questions to guide this process:</p> <p>How will we administer EL benchmark, DRDP-K, and DIBELS to get the most valid results?</p> <p>What training is needed?</p> <p>Who will administer the screening instruments?</p> <p>How will the data be used to inform decisions around intervention and extension needs?</p>	<p>Literacy Team</p>	<p>District and School Calendar</p> <p>Master Schedule</p> <p>My.amplify access for those administering</p> <p>DIBELS training/ refresher</p> <p>EL benchmark materials</p> <p>EL benchmark professional development</p> <p>DRDP-K</p>	<p>Creation of solid plan of action</p> <p>Successful administration of literacy screeners</p>
<p>Establish a plan for effective instruction for all student</p>	<p>August 2024 - May 2025</p>	<p>Use high-quality materials, Wit & Wisdom and EL Education</p> <p>Backward unit</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy Coach</p>	<p>EL curriculum</p> <p>Wit & Wisdom curriculum</p> <p>CLASS observation</p>	<p>Classroom walkthrough data</p> <p>Classroom observations</p>



		<p>planning with all teachers First-week planning before the first day of school.</p> <p>Plan for assessing and building classroom libraries to include rich, engaging texts, as well as ensuring access to culturally responsive texts</p> <p>Increase availability and use of a rich variety of objects and materials (e.g. books, literacy materials, props, technology, manipulatives, etc.) in classrooms.</p> <p>Establish well-organized classrooms</p>		<p>tool</p>	<p>Assessment data</p> <p>IPGs</p> <p>Coaching Plans conducted with Literacy Coach</p> <p>Data meetings that result in actionable steps</p>
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		<p>that exhibit clear routines and access to high-quality literacy materials that support diverse learning activities.</p> <p>Implement: Weekly common planning</p> <p>Literacy block with embedded intervention/s mall group time</p> <p>Use data and flexible scheduling to create intervention and extension groups.</p>			
<p>Highlight Literacy Focus of the Month: <u>Hispanic Heritage Month</u></p>	<p>September 2024</p>		<p>Literacy Team</p>		





<p>Hold Literacy team meeting with all members</p>	<p>September 2024</p>	<p>Use data from August monitoring of curriculum implementation to determine if</p> <p>Additional professional development/ support is needed</p> <p>More resources are required</p> <p>Whether there are unforeseen barriers to implementation; if so, then develop plans for their provision.</p> <p>Conduct additional screeners for students at risk for dyslexia as needed.</p> <p>Use progress monitoring data to adjust intervention and extension</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy Coach</p>	<p>EL curriculum</p> <p>EL Education</p> <p>Guidebooks</p> <p>Materials for Professional Development</p> <p>IPG</p>	<p>Meeting agenda and notes (Literacy team meeting and professional development sessions)</p> <p>Noted changes/ updates to the original plan of action</p> <p>Updates to school master schedule if needed</p>
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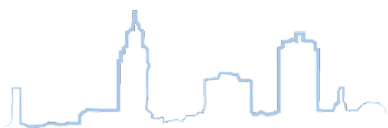


		<p>groups.</p> <p>Provide feedback on school master schedules and support leaders in need of assistance.</p> <p>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation).</p>			
Communicate Local Literacy School Literacy Plan	September 2024	<p>Make the school Literacy plan known by:</p> <p>Presenting to faculty and Staff during development days.</p>	Literacy team	VDR Literacy Plan 2024-2025	<p>Agendas / Sign-sheets for the various meetings</p> <p>Powerpoint presentations and notes</p>





		<p>Presenting to Families - Open House</p> <p>Launching a Literacy campaign/ social media post</p>			
Develop Teacher's Student Learning Targets	September 2024 - October 2024	Review the beginning of the year data and have teachers create their student learning targets.	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy Coach</p>	<p>Diagnostic assessment results</p> <p>Current guidance on creating SLTs</p>	Successful creation of Student Learning targets in all Literacy Classrooms
Review quality of instruction for ESL and ESS students	September 2024	<p>Evaluate the current instruction being provided to our ESL and ESS students. The following questions will be used to guide this process.</p> <p>Who are our ESL and ESS students?</p> <p>What does their beginning</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Magnet Site Coordinator</p> <p>Literacy Coach</p> <p>School Counselor</p> <p>Teachers</p>	<p>BOY Diagnostic assessment results</p> <p>Current CFA and other assessment data</p> <p>IEPs or other specialized plans of service</p>	<p>Meeting agenda and notes</p> <p>Noted adjustments/ updates to plans of service for ESL and ESS students</p> <p>Inform families in their native language of student proficiency level in literacy</p>





		<p>of the year data show to where they are now?</p> <p>What structures do we have in place to ensure their success? (Intervention / Extension)</p>			<p>development, including a plan to address any deficiencies or provide an extension.</p>
<p>Highlight Literacy Focus of the Month: <u>Learning Disabilities and Dyslexia Awareness Month</u></p>	<p>October 2024</p>		<p>Literacy Team</p>		
<p>Hold Literacy team meeting with all members</p>	<p>October 2024 - May 2025</p>	<p>Use progress monitoring data to adjust intervention and extension groups.</p> <p>Continuing providing coaching support and feedback to teachers based on observation.</p>	<p>Literacy Team</p> <p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Literacy Coach</p>	<p>BOY assessment data</p> <p>Progress Monitoring Data</p> <p>Classroom small group lists</p>	<p>Meeting agenda, sign in sheets, notes</p> <p>Adjusted groups based on findings</p> <p>Continued coaching cycles</p>





<p>Evaluate impact of literacy-focused family engagement opportunities and plan for improvement if needed.</p>	<p>October 2024</p>	<p>Evaluate current family engagement efforts.</p>	<p>Literacy team</p>	<p>List of all family engagement opportunities provided by VDR</p>	<p>Compiled list of which efforts were successful vs not successful. Plan of action to engage parents for the remainder of the school year.</p>
		<p>The following questions will be used to guide this process:</p>			
		<p>What are our current efforts involving literacy-focused family engagement?</p>			<p>Efforts to develop partnerships with community organizations to promote reading</p>
		<p>Are they effective?</p>			
		<p>Is there a visible link between student success and the home-school connection?</p>			
		<p>Can developing partnerships with community organizations to promote reading be helpful to our families?</p>			





Implement a structured calendar for Writing practice outside of curriculum instruction	October 2024	Create a plan of action for students to get ongoing systematic practice with various types of writing (Narrative, Literary Analysis, Opinion, Letter)	Principal Literacy Coach	Writing Professional Development -writing to a prompt -exemplar writing -grading writings with LDOE rubric	
PLC Meeting	October 25th and 27th	Held PLC meetings for K-5 teachers. Modeled whole group EL lesson on the 25th, and small group on the 27th. This model was done with Students.	Literacy Coach	-EL Skills Block curriculum -Wit and Wisdom Curriculum	Classroom walkthrough data Classroom observations Assessment data Meeting agenda
Hold Literacy team meeting with all members	November 2024				
Hold Literacy team meeting with all members	December 2024	TBD	TBD	TBD	TBD
Create plan for	December:	We will ask	Literacy Team	District and	Creation of





<p>administering MOY literacy screeners</p>	<p>2024 MOY assessment window</p>	<p>the following questions to guide this process:</p> <p>How will we administer EL benchmark and DIBELS to get the most valid results?</p> <p>What training is needed?</p> <p>Who will administer the screening instruments?</p> <p>How will the data be used to inform decisions around intervention and extension needs?</p>		<p>School calendar</p> <p>Master schedule</p> <p>My.amplify access for those administering</p> <p>DIBELS training/ refresher</p> <p>EL benchmark materials</p> <p>EL benchmark professional development</p> <p>BOY assessment data</p>	<p>solid plan of action</p> <p>Successful administration of literacy screeners</p>
<p>Hold Literacy team meeting with all members</p>	<p>January 2024</p>	<p>Use MOY data to adjust intervention and extension groups.</p> <p>Continuing to provide coaching</p>	<p>Literacy Team</p> <p>Teachers</p> <p>Principal</p>	<p>BOY assessment data</p> <p>BOY Data</p> <p>Classroom small group lists</p>	<p>Meeting agenda, sign in sheets, notes</p> <p>Adjusted groups based on findings</p> <p>Continued</p>





		support and feedback to teachers based on observation.	Assistant Principal Literacy Coach		coaching cycles
Highlight Literacy Focus of the Month: <u>Black History Month</u>	February 2025		Literacy Team		
Hold Literacy team meeting with all members	February 2025 (ongoing since October 2024)	Use progress monitoring data to adjust intervention and extension groups. Continuing providing coaching support and feedback to teachers based on observation.	Literacy Team Teachers Principal Assistant Principal Literacy Coach	BOY /MOY assessment data Progress Monitoring Data Classroom small group lists	Meeting agenda, sign in sheets, notes Adjusted groups based on findings Continued coaching cycles
Daily RACE practice for grades 2 - 5	February 1st - February 28	Provide grades 2-5 students with the opportunity to practice the RACE strategy daily through a month of targeted bellringers	Literacy team -All team members will provide daily feedback to every student	List of team members and the specific classroom they will support Exemplars of daily RACE writings	Completion of RACE booklets by students. Daily feedback provided by teachers and other members of the Literacy team





		Students will receive feedback after each entry			
Hold Literacy team meeting with all members	March 2025	TBD	TBD	TBD	TBD
Launch the "Weekend Write" initiative for 2nd - 5th grade students	March 2025 - April 2025	Students will take home "item sets" that contain passages, questions, and essays for homework over the weekends. They will receive feedback on their work as well as prizes for completing the tasks.	Principal Literacy Coach Teachers	LDOE Practice tests	Implementation of "Weekend Write" for 2nd - 5th grade students 75% completion rate from students in each grade level
Cold Write	March 2025	Conduct 2 cycles of "Cold Writing", where students write to a prompt under LEAP-like conditions	Literacy Team Teachers School Counselor	Master Schedule Student accommodation information to schedule small group testing	Completed cycles of "Cold Writes" Graded essays with actionable feedback





		Writings are graded with the LDOE rubric and students process feedback		LDOE writing materials and writing rubric	
Highlight Literacy Focus of the Month: National Poetry Month, Drop Everything and Read Day (April 12). El dia de los ninos/El dia de los libros Children's Day/ Book Day (April 30)	April 2025		Literacy Team		
Hold Literacy team meeting with all members	April 2025	TBD	TBD	TBD	TBD
Highlight Literacy Focus of the Month: <u>Asian Pacific American Heritage</u>	May 2025		Literacy Team		



Section 5: Communicating the Plan

- **Guiding Questions**
 - What are the implementation expectations for your school?
 - How will you communicate the plan to families and community members?
 - How will you communicate the progress being made throughout the school year?
 - How will you ensure ongoing monitoring and implementation of this plan at the school level?
 - Will you hold monthly meetings?
 - How will you report on progress monitoring of the plan components and goals?

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Parents	website, newsletters, parent literacy events, school callouts	August 2024-May 2025 monthly parent literacy engagement
Teachers	Presenting to faculty and Staff during development days.	September 2024 with updates on progress throughout the school year
Community Members	Literacy campaign/ social media post	September 2024 with updates on progress throughout the school year



Section 6: Alignment to other Initiatives

- Guiding Questions
 - To successfully implement, communicate, and monitor this literacy plan, what are some other school initiatives and plans to which you should be sure to connect?
Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs

Initiative Alignment		
Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
School improvement plan		
Early Childhood programs	TS Gold	Literacy Coach will work with Pre-K teachers in areas of planning and lesson implementation to provide tools for quality “first” instruction.
Cross-curricular connections	Social Studies: Reading is vital to success in Social Studies.	Literacy Coach will provide support with Social Studies as requested by the Principal or teachers themselves.
	Math: Literacy is needed for success with Mathematics.	The Literacy Coach will work alongside the Math Coach searching for ways to merge the two disciplines. These initiatives will be added to the





		Literacy plan when they are created and engaged.
Community programs	PTO, Parent Literacy engagements, Book fair, Back to School Bash	Create a network of community partners that help promote Literacy on our campus

