

**Local Literacy Plan for
BASIS Baton Rouge Materra**

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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?

<p><i>Literacy Vision</i></p>	<p>It is BASIS Baton Rouge Materra's literacy vision to empower students to achieve globally competitive levels with a transformative K-12 program beginning with a robust ELA (English Language Arts) and Phonics curriculum that prepares students to master the decoding and spelling skills needed to read increasingly difficult texts and compose complex compositions.</p>
<p><i>Literacy Mission Statement</i></p>	<p>It is BASIS Baton Rouge Materra's mission to ensure every student achieves grade level mastery through explicit instruction, interventions, and extensions by providing high quality core instruction, ongoing teacher support and professional development integrating evidence-based strategies including those directed towards diverse learners, encouraging and guiding family engagement by providing them with strategies and resources compiled from our local educators as well as additional ongoing support from school leaders.</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>	All students will reach mastery or above in reading on LEAP by the end of 8 th grade prepared to enter high school on grade level.
<i>Goal 2 (Teacher-Focused)</i>	All teachers will demonstrate effective teaching practices that include the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction (COMPASS).
<i>Goal 3 (Program-Focused)</i>	To implement a Literacy Program that includes the implementation of a Tier 1 Reading Curriculum, provides student supports through a K-6 three-tiered reading intervention program, develops teacher effectiveness with ongoing support from a Literacy Coach, and is closely monitored through weekly Professional Communities and current 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>
Lori Augustine	Director of Curriculum and Instruction



Kristin Descant	Literacy Coach
Deanna Knoff	Reading Specialist
Erica Englade	Kindergarten SET
Julia Cobb	1 st Grade Humanities SET
Amy Constant	2 nd Grade Humanities SET
Paulann Dunkley	3 rd Grade Humanities SET
Rosalind Pitcher	4 th Grade English SET
Natalie Hutto	5 th & 6 th Grade English SET
Trevor Rabalais	7 th & 8 th Grade English SET

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>
Plan Review	July, December, April	All Literacy Team Members – Review plan
Data Analysis	Monthly	All Literacy Team Members – Review and use data to effectively plan instruction
Academic Intervention Team	Weekly	Professional community and data review

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	June 1 – September 30	Review prior year data to establish school system goals.	Academics team	Literacy screeners; LEAP scores; grades	Students and subgroups demonstrate growth in year-to-year data.
2	June 1, 2023- May 24, 2024	Teachers and administrators will complete the AIMS Pathways training		AIMS Pathways	All K-3 teachers complete the AIMS Pathways training and implement strategies learned.
3	June 19- June 23, 2023	Attend Logic of English training in Minnesota	Kristin Descant, Caroline Trelles, and Brittany Rabalais	Logic of English	Teachers will lead Logic of English training for all kindergarten teachers, 1 st -4 th Humanities/English/LETs teachers, and teaching fellows.
4	July 18, 2023	BASISed Logic of English Training in Arizona	Kristin Descant	Logic of English	Kristin Descant will lead Logic of English training for all kindergarten teachers, 1 st -4 th Humanities/English/LETs teachers, and teaching fellows.
5	Week of July 24 th	Logic of English On-site training	Kindergarten, 1-3 Humanities, 4 th English teachers	Logic of English	Kristin Descant, Caroline Trelles, and Brittany Rabalais will lead Logic of English training



6	August 7, 2023- May 24, 2024	Monthly observations and literacy coaching of K-4 teachers	Kristin Descant	Logic of English, DIBELS, Lexia, FastBridge	Teachers will implement the curriculum with fidelity and use student data to effectively plan instruction.
7	August December May	Teachers will administer DIBELS and FastBridge screeners to students in K-4.	Lori Augustine	DIBELS, FastBridge	All students will be assessed three times during the year with DIBELS and FastBridge.
8	August 7, 2023- May 24, 2024	Literacy classroom assessments will be vertically aligned	Kristin Descant	Logic of English, DIBELS, FastBridge	All literacy assessments will follow the vertical alignment plan.
9	August 7, 2023- May 24, 2024	LETs and SETs will develop a curriculum map of skills taught in the Literacy block, READ block, and the Humanities block	Kristin Descant	Logic of English	All Logic of English and DIBELS skills will be covered in each grade level.
10	August 7, 2023- May 24, 2024	LETs and the reading specialist will progress monitor students screened below grade level	Lori Augustine	FastBridge, DIBELS	LETs and the reading specialist will use progress monitoring data to effectively plan instruction and interventions.



11	August 7, 2023- May 24, 2024	The reading specialist will provide specific intervention groups for students with dyslexia and English Learners.	Deanna Knoff	Lexia, Lexia English, FastBridge, DIBELS	Students with dyslexia in interventions will show growth in reading on the spring DIBELS screener. English Learners will progress at least one proficiency level on the ELPT.
11	August 7, 2023- May 24, 2024	Special education teachers will use data from the literacy screeners to adjust small group instruction.	Lydie Neumann	Lexia, FastBridge, DIBELS	Special education students will show growth in literacy.



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>
June 1, 2023 – May 24, 2024	AIMS Pathways	K-3 teachers, reading specialist, literacy coach
June 19-23, 2023	Logic of English Training in Minnesota	Kristin Descant, Brittany Rabalais, and Caroline Trelles
Week of July	Logic of English On-site Training	Kindergarten, 1-3 Humanities and LETs, 4 th English teachers
August 1, 2023 – May 24, 2024	Kristin Descant (Literacy Coach) – observations and coaching	Kindergarten, 1-3 Humanities and LETs, 4 th English teachers



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?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
August 2023	Grade Level Parent Nights	In-person, Video on ParentSquare	parents
All year	Weekly Newsletters	ParentSquare	parents
All year	Translation services for parents of English Learners	ParentSquare, phone call, or in-person meeting with translator	parents
All year	Lexia, Lexia English	Access available at school and at home	parents



September	Literacy Parent Workshop	In-person Video on ParentSquare	parents

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>
Grades 1-3 Connections class	This course incorporates all subject areas.	The literacy coach will meet with teachers to incorporate texts related to subjects taught in Humanities and Math.
K-3 Literacy Course	This course incorporates phonemic awareness, phonics, vocabulary, and morphemes.	The literacy coach will observe and meet with teachers to ensure the curriculum is implemented with fidelity.
Interventions	Lexia, DIBELS, FastBridge interventions	LETs and the reading specialist will provide interventions and progress monitoring to determine evidence of success.
AIMS Pathways Training	Teacher training in the	Teachers will complete this training during the 2023-



	Science of Reading	2024 school year.
Student Hours	Small group instruction before and/or after school	LETs and SETs will invite students to student hours who need additional instruction in literacy, reading and/or math.
BASIS Charter Schools Mentors	Ongoing teacher support with pedagogy and content provided by network Mentors	Experienced BASIS Charter Schools teachers provide ongoing pedagogical, content level support, and guidance on data analysis throughout the school year via newsletters, email, and synchronous online meetings and trainings.



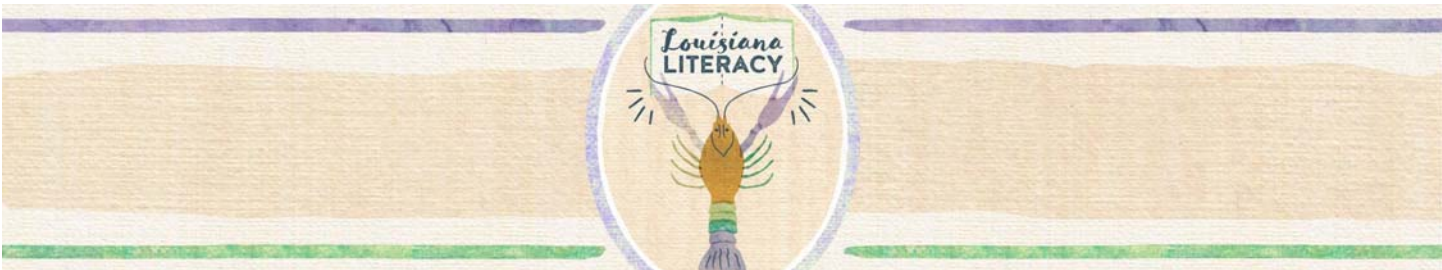
Section 6: Communicating the Plan

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

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Parents</i>	<ul style="list-style-type: none"> • Grade Level Parent Meetings at the beginning of the year • The Literacy Plan will be posted in ParentSquare. • A link will be on the weekly newsletters from teachers. • The Literacy Plan will be communicated at the beginning of the year grade level meetings (in-person and video). 	August 2023 – May 2024
<i>Parents</i>	<i>Coffee with the Head of School, Mr. Jared Lamb</i>	August 2023 – May 2024
<i>Teachers</i>	<i>On-site training for data analysis, professional development, discussion of pedagogical practices, and team building activities.</i>	July 2023 – August 2023
<i>Teachers</i>	<i>Weekly grade level meetings (horizontal alignment)</i>	August 2023 – May 2024
<i>Teachers</i>	<i>Department level meetings (vertical</i>	August 2023 – May 2024



	<i>alignment)</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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