



MAX

CHARTER SCHOOL

Local Literacy Plan
for

Max Charter

Angelic Rodrigue

Principal/System Leader

May 26, 2023



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?

<i>Literacy Vision</i>	<i>All children can learn when their learning disorders are properly diagnosed, when their teachers are properly trained, and when their educational environment emphasizes support, dignity, and individual responsibility</i>
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<i>Literacy Mission Statement</i>	The MAX Charter School is committed to meeting the educational needs of students with dyslexia and other language-related learning differences. Its mission is to empower the lives of these students who learn differently.
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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>All students, regardless of their disability, will improve reading To improve overall Grades 1-3 students' reading proficiency (at benchmark or above) by the End of the School Year of those that test based on the Literacy Assessment as follows:</p> <ul style="list-style-type: none"> ● Increase the percentage of first grade students reading at benchmark (on/above level) from 20% (EOY 2023) to 60% (EOY 2026) ● Increase the percentage of second grade students reading at benchmark (on/above level) from 5% (EOY 2023) to 50% (EOY 2026) ● Increase the percentage of third grade students reading at benchmark (on/above level) from 0% (EOY 2023) to 40% (EOY 2026)
<i>Goal 2 (Teacher-Focused)</i>	<p>Teachers will identify each student's reading deficits and implement reading intervention.</p> <p>All teachers and school leaders of students in grades K-3 shall complete one approved professional development course in the science of reading (A+PEL Foundations in Literacy) and provide documentation of successful completion of the course to the employing school system by the completion of the 2023-2024 school year. The following educators will be given the opportunity to receive the Science of Reading PD:</p> <ul style="list-style-type: none"> ● Grades 1-3 reading, math, science, or social studies teachers are required to



	complete science of reading training <ul style="list-style-type: none"> • Grades 4-8 special education or ELA teachers • Reading intervention facilitators that work directly with students
<i>Goal 3 (Program-Focused)</i>	The school will execute a Tier 1 (vetted by LDOE), researched-based school-wide intervention for all students to be engaged in reading instruction targeting each student's reading needs

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>
<i>Angelic Rodrigue</i>	Lead and Curriculum contact
<i>Madelyn Clement</i>	Data Hub
<i>Maddie Benoit</i>	Instruction Support
Dr. J. Weber	Instruction Support

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>
April-May 2023	Monthly	Review Literacy Plan. Identify met and unmet goals. Develop revised Literacy Plan.



September 2023	Monthly	Analyze initial Literacy Data (Acadience, iReady, S.P.I.R.E.) and plan actions to support students, teachers, and families.
October 2023	Monthly	Review progress towards meeting literacy goals. Analyze Progress monitoring Data (Acadience, iReady, S.P.I.R.E.) and plan actions to support students, teachers, and families.
November 2023	Monthly	Review progress towards meeting literacy goals. Analyze Progress monitoring Data (Acadience, iReady, S.P.I.R.E.) and plan actions to support students, teachers, and families.
January 2024	Monthly	Review progress towards meeting literacy goals. Analyze Progress monitoring Data (Acadience, iReady, S.P.I.R.E.) and plan actions to support students, teachers, and families.
February 2024	Monthly	Review progress towards meeting literacy goals. Analyze Progress monitoring Data (Acadience, iReady, S.P.I.R.E.) and plan actions to support students, teachers, and families.
March-May 2024	Monthly	Review Literacy Plan. Identify met goals. Celebrate. Identify unmet goals. Develop revised Literacy Plan.

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- 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?
- 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	May 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
3	June 15-30	Acquire curriculum materials	Rodrigue	School Specialty	Materials delivered
2	August 1	Schedule and execute Training of instructional staff in S.P.I.R.E.	Rodrigue	EPS trainer	All instructional staff trained
3	August 3	Acadience screening	Clement coordinates	Copies of screeners Data collection Excel	Completion of screening through the school
2	August 8	SPIRE level Placement assessment	Intervention Facilitators	SPIRE placement test	Students placed in a targeted intervention group
1	August 15, 2023	Roll out SPIRE	Rodrigue/	Curricular materials	All classes set up with what they need to start intervention instruction
1	October 12, 2023	Review of data from 1 st 9 weeks	ILT	iReady, DRC, SPIRE reporting	Completed data report for following PLC





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>
May 31, 2023	Teacher Leader Summit (ILT and TC)	ILT
June and July 2023	Identify and enroll teachers needing A+PEL Foundations of Literacy	Principal
2023-2024 School Year	LDOE literacy Initiative Webinars and Follow-up school dissemination	ILT
2023-2024 School Year	Monthly Literacy Communities of Practice (LDOE) + Follow-Up Sessions at PLC	



August 2, 2023	S.P.I.R.E. level placement and implementation training	All instructional staff
August 11, 2023	Review of level placement and schedule of assessments	Literacy Intervention Facilitators
September 13, 2023	Materials and program rollout	All instructional staff
October 6, 2023	Review of goals and Adjustments of instructional groups	All instructional staff
January 4.	Review of goals and Adjustments of instructional groups	

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?



Month/Date	Activity	Accessibility Opportunities	Community Partners
Summer 2023	Family Summer Support Toolkit and student readers	Family-Summer-Support-Toolkit	LDOE Website
8/8/23	Grades 1-3 Family reading time nightly activity		Parents
8/23/23	Open House		Parents
9/20/22	CABAS Parent Meeting	Recorded and posted on School Facebook	Nichols Support Faculty
10/ 17/22	“Book it”-like incentive program		Community businesses
September 2023-May 2024	Monthly Literacy Activities for Families	Family Literacy Engagement	Monthly activities that focus on supporting adults working with students at home.
2023-2024	Literacy Across Content	Cross-Curricular Themes	Many reading curricula incorporate other subjects such as science and social studies into thematic units. Add or extend tasks that promote cross-curricular discussions and activities.

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>NIET School improvement</i>	<i>ILT planning</i>	<i>Improved instructional outcomes in reading and writing (CER)</i>
<i>Drop Everything And Read (DEAR)</i>	<i>Incentivizing reading</i>	<i>Teachers reports on reading engagement in non-instructional time</i>
Content Leader Training	Content Leaders deeply understand the components of effective literacy instruction and the foundations of reading	Quizzes and Pre, Post-assessments as well as certificate and follow-up
ELA Summer Tutoring	CKLA and supported intervention	Pre- and Post- Summer Tutoring assessments. Tying STEM enrichment to literacy skills.



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>
Parents and Community	School Website : Post Grade 1-3 Literacy Plan on MAX Website. Share link via Facebook and <i>Welcome back</i> email.	July 1, 2023
Parents	Open House: Presentation of intervention materials, scheduling. Recorded and Posted on School Website and Max Facebook	Aug. 24, 2022
CABAS Parent meetings	Sharing progress Data. Recorded and Posted on School Website and Max Facebook	Monthly
NIET ILT	Review literacy Plan	September 2023

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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