



Public-Facing Local Literacy Plan

for

HERNDON MAGNET SCHOOL -CADDO PARISH SCHOOLS

Tom R. Thomas
Principal

June 1, 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

Literacy Vision

Herndon Magnet students will improve literacy through high-quality instruction delivered by an effective teacher who is supported by school leaders, fellow staff and the community.

Section 1b: Goals

Goal 1

All students will receive high quality literacy instruction that results in improving grade level literacy skills.



Goal 2	All teachers possess the skills and knowledge needed to deliver strong literacy instruction that addresses the individual needs of students.
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Section 1c: Literacy Team

<i>Member, Instructional Leadership Team</i>	<i>Role</i>
<i>Tom R. Thomas</i>	Principal
<i>Jennifer DePriest</i>	Assistant Principal of Instruction
<i>Kasie Henderson</i>	Instructional Coordinator
<i>Alice Wright, Kane O'Neal</i>	Site-Based ELA Teacher Leaders
<i>Jordan Barr, Krystal Nuss</i>	Site-Based Social Studies Teacher Leader

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 and Data Analysis	Weekly	*Progress Monitoring of Student Literary Data *Planning for Literacy Instructional Support

Section 2: Explicit Instruction, Interventions, and Extensions

Herndon Magnet’s literacy plan centers on the four pillars outlines by the Louisiana Department of Education; Setting Literacy Goals; Providing Explicit Interventions and Extensions; Engaging in Ongoing Professional Development, and Involving Families.

Explicit Interventions and Extensions	Ongoing Professional Development	Family Involvement
<p>For at least 60 minutes every day, each student in kindergarten through third grade will be provided with age-appropriate, systematic foundational literacy skills instruction based on scientifically researched methods proven to provide a strong literacy foundation. Students who are below grade-level will be supported with an additional 30-60 minutes of explicit interventions. Only textbooks and resources that are highly-rated shall be used for both core instruction and interventions; therefore, the core and supplemental curriculum for student in grade K-3 will be as follows.</p> <p>*K-2 core and supplemental instruction will be the Amplify/CKLA curriculum.</p> <p>*Third grade core instruction will be The Louisiana Guidebooks 2022 version, and the Supplemental reading resource will be Lexia Learning.</p>	<ul style="list-style-type: none"> • All kindergarten-third grade core teachers and school administrators will be enrolled in or will have completed 55 hours of Science of Reading professional development designed to strengthen their understanding and skills needed to deliver strong literacy instruction. • Each week teachers and school leaders will engage in job-embedded professional learning communities that are designed to strengthen their ability to effectively plan, deliver, and/or support strong literacy instruction. 	<ul style="list-style-type: none"> • Parents will receive notification of literacy performance at least three times per year. • Within fifteen days of completion of the screener and diagnostic and assessments, parents/families will be provided with a summary of their child’s literacy performance, along with an overview of the skills that will be targeted during interventions. The same process and information will be provided at the end of the first semester and end of the year. • Parents will receive a schedule of monthly Literacy activities and will be provided with explicit guidance for building strong literacy skills at home each month.
<p>Within the first thirty days of each school year, in December, and in April a literacy screener will be given to each student in kindergarten through third grade to determine each student’s literacy level.</p>		
<p>Using the information gained from the screener, any student who scores below grade-level will be provided additional time in the schedule for literacy interventions and core instructional supports designed to improve the foundational literacy skills identified through diagnostic assessments. The supports may include daily targeted small-group interventions, before and after school literacy interventions, at-home literacy programs that include home literacy</p>		

activities and summer learning opportunities.		
Student work and formal data will be consistently monitored each week to ensure progress is being made toward meeting grade-level benchmarks.		