



**Local Literacy Plan
for
Kenilworth Science and Technology Academy
Mrs. Hazel Regis, Principal
Elkhan Akhundov, Head of Academics
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

<p><i>Literacy Vision</i></p>	<p>Kenilworth Science & Technology Academy is dedicated to fostering a culture where literacy serves as a transformative force. In our pursuit of academic excellence, we recognize that literacy is the cornerstone of learning. Through the mastery of reading, writing, and critical thinking, we empower our students to not only excel academically but also to become engaged, responsible, and proactive citizens of our global community. Our literacy vision is a shared commitment among all stakeholders—students, teachers, leaders, and families—where we celebrate the profound impact of literacy on knowledge acquisition and its integration into our STEM-focused curriculum. Literacy is the key that unlocks the limitless possibilities of discovery, innovation, and growth, ensuring that every member of our school community has the tools to succeed in a rapidly evolving world.</p>
<p><i>Literacy Mission Statement</i></p>	<p>Kenilworth Science & Technology Academy is committed to cultivating an environment of enthusiasm and motivation for literacy education. To achieve this, we will implement the following strategies:</p> <p>Explicit Strategy Instruction: Our educators will deliver clear and direct instruction on effective literacy strategies to ensure a shared understanding of best practices among students, teachers, and the community.</p> <p>Practice Opportunities: Students will be provided with ample chances to apply their literacy skills in diverse contexts, promoting mastery and self-assurance.</p> <p>Cross-Curricular Text Discussions: Encouraging in-depth text discussions across all subjects, we demonstrate the real-world relevance of strong reading and comprehension abilities, enhancing literacy skills.</p> <p>Targeted Interventions: Recognizing diverse needs, we will offer tailored interventions based on diagnostic assessments and progress monitoring to support students who require extra reading assistance.</p> <p>Extension Programs: For advanced literacy learners, we will provide stimulating extension programs that cater to their elevated skills and curiosity, fostering continued growth.</p>



Section 1b: Goals

STUDENT-FOCUSED GOALS	<p>By October 31st, 100% of students scoring at the Unsatisfactory and Approaching Basic level on the 2022-2023 LEAP ELA will be assessed using MAP Growth Reading.</p> <p>By October 31st, set language proficiency goals for English learners, focusing on their ability to read and write in English at grade-appropriate level, with 12% reaching proficiency on ELPT in March.</p> <p>Throughout the year, 100% of students scoring at the Unsatisfactory and Approaching Basic level on the 2022-2023 ELA LEAP will participate in regular targeted intervention with bi-weekly progress monitoring.</p> <p>By May 2024, increase the literacy growth rate for economically disadvantaged students by 30% on MAP Growth Reading, aiming to narrow the literacy achievement gap between this group and their peers.</p> <p>By May 2024, ensure that students with disabilities make 10% growth progress in literacy on the MAP Growth Reading test, with an emphasis on personalized support and accommodations to meet their unique needs and goals.</p> <p>By May 2024, 80% of students will meet individualized growth goals on the DIBELS zones of growth for kindergarten through 3rd grade and the MAP Growth Reading assessment for fourth through eighth grade.</p>
TEACHER-FOCUSED GOALS	<p>By the beginning of the 2023 - 2024 school year, 100% K-3 teachers will complete state-mandated literacy training, with a focus on the science of reading.</p> <p>By October of 2023, 100% of ELA teachers will develop and implement individualized professional growth plans (IGPs), aligned with literacy instruction, to foster continuous improvement in their teaching practices.</p> <p>By December 2023, instructional coaches will observe and submit formative feedback to 100% of ELA teachers based on classroom observations and data analysis using the NIET rubric.</p> <p>By the end of the 2023-2024 academic year, 80% of teachers will consistently demonstrate effective teaching practices, as evidenced by reaching their SLT goals,</p>



	<p>using student data to track progress.</p> <p>By the end of 2023 - 2024, 100% teachers will complete school-wide literacy professional development and implement school-wide literacy strategies focused on providing the following:</p> <ul style="list-style-type: none"> ● Explicit vocabulary instruction ● Explicit comprehension strategy instruction (Annotating for GIST) ● Opportunities for extended discussion of text meaning and interpretation (Socratic seminars/ CER) ● Increase student motivation and engagement (Gradual release model)
PROGRAM-FOCUSED GOALS	<p>100% of ELA teachers will daily implement with fidelity the tier 1 curriculum, including the extension and intervention pieces with progress monitoring bi-weekly.</p> <p>Every week, teachers will attend Professional Learning Communities (PLCs) where teachers can collaboratively discuss literacy strategies, share best practices, and collectively work towards improving student outcomes. In their PLCs, teachers will consistently analyze literacy assessment data to inform their instruction.</p> <p>KSTA will enhance teacher effectiveness by ensuring that all educators receive ongoing support and training from a dedicated Literacy Coach, resulting in a 10% improvement in teacher confidence, based on a self-assessment, and 10% increase in instructional quality within the 2023-2024 year, based on the NIET rubric indicator.</p> <p>By the end of the 2023-2024 school year, our goal is for 80% of teachers to demonstrate measurable improvement in their instructional practices, as assessed by the NIET rubric, with a particular focus on areas identified for growth during coaching sessions.</p> <p>By the end of the 2023-2024 school year, using Tier 1 curriculum, as well as targeted literacy intervention using DIBELS mClass Boost for students who require additional support, we will increase the number of K-2 students meeting CKLA benchmarks by 15%.</p> <p>KSTA will conduct quarterly assessments to track instructional quality progress, and by the end of the 2024-2025 academic year, we aim to have 100% of participating teachers meeting or exceeding proficiency in at least three out of the five key domains outlined in the NIET rubric.</p>

Section 1c: Literacy Team



<i>Member</i>	<i>Role</i>
Hazel Regis	Principal
Elkhan Akhundov	Head of Academics
Kimberly Spruill	ESS Coordinator
Kimberly Cleveland	504 Coordinator/SBLC Chair
Laura Vance	Reading Specialist/Interventionist/Assessment Coordinator
Lorna Bourgeois	Gifted Coordinator/ESS
Latavia Jones	K-2 Instructional Coach
Danielle Wilson	Elementary Content Lead
Sevyn Porter	ELA Content Lead
Bria Coleman	Librarian

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>
Instructional Leadership Team	Weekly on Thursdays	Curriculum alignment, NIET rubric observations, school-wide data analysis
8th Grade ELA	Weekly on Tuesdays	Collaborate on curriculum alignment, ensuring that it adheres to state or district standards while remaining engaging and relevant for students. Share instructional strategies and assessment practices, the analysis of student data, and the development of intervention strategies.



6th Grade ELA	Weekly on Tuesdays	Collaborate on curriculum alignment, ensuring that it adheres to state or district standards while remaining engaging and relevant for students. Share instructional strategies and assessment practices, the analysis of student data, and the development of intervention strategies.
3-5, 7th Grade ELA	Weekly on Tuesdays	Discuss curriculum alignment, instructional strategies, and text selection that cater to diverse grade levels, fostering cross-grade collaboration. They also will analyze assessment data, explore intervention strategies, and use the Tier 1 curriculum to achieve a cohesive language arts experience for students across grades.
K-2 PLC	Weekdays on Thursdays	Discuss the focus early literacy development and foundational skills. Collaborate to ensure alignment with literacy benchmarks, share effective strategies for teaching phonics, sight words, and emergent reading and writing skills. The teachers will analyze student progress data to identify areas of improvement and tailor interventions to support struggling readers and writers effectively.

Section 2: Explicit Instruction, Interventions, and Extensions



Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - June 30	Review prior year data to establish school system goals.	Instructional Leadership Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2	August 2023- May 2024	School leaders coach instructional leaders to implement instructional planning strategies, through their instructional leadership teams and PLCS so that students receive rigorous instruction aligned to their needs.	Elkhan	PLC, professional development, NIET Coaches	Improved student performance outcomes, as demonstrated by increased standardized test scores and academic achievement indicators. Additionally, ongoing collaboration and data-driven decision-making within PLCs and instructional leadership team
3	August 2023-December 2023	School leaders strengthen implementation of adopted curriculum in ELA through an intensive focus on lesson plan internalization so that teachers	Literacy Team	K-2 CKLA, 3-8 Guidebooks, NIET Coaches	Higher percentage of teachers consistently implementing the adopted ELA curriculum, as evidenced by NIET rubric classroom observations and instructional materials usage. Additionally, improved student performance in ELA assessments.



		can effectively deliver curriculum-aligned lessons.			
4	August 2023-May 2024	School leaders design and strengthen data-driven instruction and student work analysis systems to develop teachers' capacity to respond effectively to evidence of student understanding.	Executive Team	PLC, NIET Coaches	Increased use of data-driven instruction strategies by teachers, as demonstrated in their lesson plans and classroom practices, as well as improved student performance on formative and summative assessments
5	August 2023-May 2024	School leaders expand and strengthen family and community communications and partnerships to advance all student and family interests and sense of belonging, including low SES and homeless students.	Literacy Team	Class Dojo, Success Portal, school website, school newsletter, Literacy Night	Increased family and community engagement, including higher attendance at parent-teacher conferences, school events, and family workshops. Surveys and feedback from families and community members expressing a greater sense of belonging and satisfaction with school interactions demonstrate the effectiveness of the school leaders' efforts to expand and strengthen these partnerships. Measurable improvements in the academic and social well-being of low SES and homeless students, along with increased support from community resources.



6	August 2023-May 2027	School leaders increase/strengthen opportunities for families to participate in school governance	Suzuk	Family engagement survey	Higher level of family participation serving on school advisory committees or participating in decision-making processes. Survey data and feedback from families indicating a greater sense of influence and participation in shaping school policies and practices
7	August 2023-May 2024	Develop strategies and resources that cater to the unique needs of English Language (EL) learners, special education students, and culturally and dialectically diverse student populations.	Allen	National Geographic curriculum, EL family survey	Increase in the percentage of EL students meeting proficiency on the ELPT (English Language Proficiency Test), exceeding the initial benchmark of 13%. Additionally, qualitative feedback from teachers and families highlighting the effectiveness and inclusivity of the strategies and resources developed for EL learners, special education students, and diverse populations.
8	August 2023-October 2023	Implement literacy screeners at the beginning of the school year and continue as per the screening schedule.	Vance	mClass	100% of completion for BOY, MOY, and EOY DIBELS screener



9	August 2023-May 2025	Review and strengthen observation and feedback systems to develop teachers' ability to execute rigorous, engaging, and culturally responsive lessons.	Regis	NIET observations, teacher and student surveys	Improved teacher performance, as indicated by more rigorous and engaging lessons and scores on NIET observations, as well as higher levels of cultural responsiveness. Increased teacher satisfaction and retention rates, along with positive feedback from both educators and students.
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Assessment and Instruction Blueprint

Grade or Band	Grade	Core Instructional Program(s)	Screener + Frequency	Diagnostic(s)	Small Groups for Pre Teaching + Additional Practice (Differentiated Core)	Intervention/ Extension Groups + Instructional Program
K-3		CKLA (K-2), Imagine Learning (Guidebooks) + Fluency Practice	MCLASS (DIBELS) ORF (BOY, MOY, EOY), Progress Monitoring biweekly for Tier 2 and 3	K-3 DIBELS, 3rd-MAP Testing	During the ELA lab, teachers will implement targeted small group instruction based on DIBELS data, using mClass Boost Intervention.	During the ELA lab, teachers will implement small group instruction based on word recognition/ language comprehension
4-8		Imagine Learning: Guidebooks Modules	LEAP, MAP Testing in Fall and Winter	LIFT “Quest for the Best” reading fluency assessment (Students who score below benchmark or below Basic), MAP Testing	Foundational Skills Groups Language groups: Pre-teaching (vocabulary, syntax, background knowledge) for students consistently scoring low on speaking/listening and writing rubrics	intervention groups: Students 2+ years below Benchmark or scoring below Basic



Section 3: Ongoing Professional Growth

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 2023	Tier 1 Curriculum	K-8 ELA Teachers
July 2023	Power Standards in ELA	3rd - 8th grade ELA teachers
July 2023	Using Accelerated Reader for student achievement data	1st-8th ELA teachers
July 2023	Using mClass and DIBELS for Diagnostic data and Intervention	Kindergarten- 3rd ELA Teachers
July 2023	Understanding Standards/ Student-Friendly Objectives	Kindergarten-2nd grade Teachers
September 2023	Lesson Plan Internalization	All teachers
December 2023	Data Driver Instruction	All teachers

Section 4: Family Engagement Around Literacy

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
By December 2023	K-5 Literacy Night	Provide transportation to families without cars through First Student	K-5 Families



Weekly August-May	Newsletters	Available by email or Class Dojo	Families
Weekly August 2023-May 2024	Newsletters	Offer school newsletter in multiple languages	Multilingual Families
Spring 2024	Family Workshops	Provide transportation to families without cars through First Student	Families, LDOE
October 2023, January 2024, May 2024	DIBELS Data Reports	Send home regular reports of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment data, highlighting improvements and areas that may require additional attention.	Families
Quarterly	Parent-Teacher Conferences	Provide transportation to families without cars through First Student	Families
August 2023-May 2024	Online Portal	Available on mobile phones, accessible on student Chromebooks sent home for 6th-8th grade	Families

Section 5: Alignment to other Initiatives

To ensure the successful implementation, communication, and monitoring of the literacy plan at Kenilworth Science and Technology Academy, it's crucial to establish connections with various existing initiatives and plans within the school system.

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of</i>
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		<i>Success</i>
Strategic Plan	Literacy goals and strategies are integrated into the broader school improvement efforts to integrate STEM-based education across kindergarten through 8th grade classes	
Curriculum Integration	Promote cross-curricular connections by integrating literacy instruction across all subjects. Engage teachers in professional development that emphasizes how literacy skills can be applied in various academic areas, such as evidence-based writing and research reports related to Science Fair projects.	
Community Partnerships	Establish partnerships with local libraries, literacy organizations, and businesses to provide resources, mentorship opportunities, and literacy-related activities for students and families.	
Network-Wide Consistency	Coordinate with other charter schools within the state or Harmony network to ensure a consistent approach to literacy education. Share best practices, resources, and assessment tools to maintain a unified focus on literacy improvement.	



Section 6: Communicating the Plan

1. What are the implementation expectations for schools?

- **Clear Goals and Objectives:** The plan should outline clear and measurable literacy improvement goals. These goals should be specific, attainable, relevant, and time-bound (SMART).
- **Assessment and Data Analysis:** Teachers are expected to regularly assess students' literacy skills using standardized assessments, benchmark, and unit assessments. Data will be analyzed to identify strengths and weaknesses in literacy performance.
- **Targeted Interventions:** The literacy team will have strategies in place to provide targeted interventions for students who are struggling with literacy. This may involve additional instructional time, one-on-one tutoring, or small group interventions.
- **Curriculum Alignment:** Our school's ELA curriculum aligns with Louisiana literacy standards and best practices. This includes selecting appropriate textbooks, instructional materials, and resources that support literacy development.
- **Monitoring and Progress Tracking:** Regular monitoring of student progress is essential. Teachers will track student growth, adjust interventions as needed, and provide additional support to those who are not making sufficient progress.
- **Parent and Community Engagement:** Our school will communicate the importance of literacy, provide resources for parents to support literacy at home, and engage in outreach efforts.
- **Professional Learning Communities:** Our teams will have regular professional learning communities (PLCs) so teachers can facilitate collaboration, shared expertise, and a culture of continuous improvement.

2. Will schools have school-based literacy teams?

Yes, the school has established a school-based literacy team to support literacy initiatives.

- **Reading Specialist:** The specialist is responsible for diagnosing and addressing students' individual reading needs. The reading specialist will provide targeted interventions and support to struggling readers.
- **ELA Instructional Coach:** The ELA (English Language Arts) instructional coach will work with teachers to improve instructional practices related to literacy. The Instructional Coach will offer guidance, professional development, and resources.
- **ELA Content Lead:** ELA content leads play a pivotal role in curriculum development and alignment with literacy standards. The ELA Content Lead will ensure that the curriculum meets the specific needs of students.
- **K-2 Instructional Coach:** K-2 instructional coach specializes in early literacy development. She will work closely with teachers in the lower grades to strengthen foundational literacy skills.
- **Elementary Content Lead:** The Elementary Content Lead will recommend and manage resources such as textbooks,



educational technology, and supplementary materials to support effective literacy instruction. Ensuring that teachers have access to the necessary tools and materials will enhance their teaching quality.

3. How will district-level personnel support schools in meeting those expectations?

District-level personnel will provide crucial support:

- Resource Allocation: District-level personnel can allocate resources such as textbooks, digital tools, and literacy materials to schools based on their needs.
- Data Analysis: District-level personnel can assist schools in analyzing assessment data and using it to tailor interventions and instructional strategies.
- Regular Communication: They can establish open lines of communication between teams to address concerns, provide guidance, and share best practices.

4. How will you communicate the progress being made throughout the school year?

To keep stakeholders informed about the progress of the literacy plan throughout the school year:

- DIBELS Data Reports: Share regular reports of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment data, highlighting improvements and areas that may require additional attention.
- Parent-Teacher Conferences: Encourage teachers to discuss individual student progress in literacy during parent-teacher conferences.
- School Newsletters: Include updates on literacy initiatives and student achievements in school newsletters.
- Online Portals: Use the Success Portal where parents and students can access real-time information about their child's literacy progress.

5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?

To ensure ongoing monitoring and implementation of the literacy plan at the school level:

- Quarterly Meetings: Hold quarterly meetings with school-based literacy teams to review progress, discuss challenges, and adjust strategies as needed.
- Progress Monitoring Reports: Require K-3 teachers to submit regular DIBELS progress monitoring reports that detail the implementation of plan components and progress toward goals.
- Classroom Visits: Conduct NIET rubric classroom observations to assess the fidelity of the plan's implementation and provide feedback.
- Peer Collaboration: Encourage collaboration among schools within the school to share successful practices and lessons learned.



Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Kindergarten-5th Grade Parents	Organize a Literacy Night for Kindergarten through 5th grade parents and caregivers to explain the literacy plan, its goals, and how they can support their children's literacy development at home.	August 2023-December 2023
All families	Use school newsletters and websites to regularly update parents and community members on the progress of the literacy plan, share success stories, and provide resources.	August 2023-May 2024
Community stakeholders	Host community meetings or town halls to engage with stakeholders, gather input, and address any concerns or questions regarding the plan.	December 2023, April 2024
Multilingual Families	Ensure that communication materials are available in multiple languages to reach a diverse community.	August 2023-May 2024

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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