

Local Literacy Plan
for

LOUISIANA VIRTUAL CHARTER ACADEMY

2024-2025

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K-5 ACADEMIC ADMINISTRATOR

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Section 1a: Literacy Vision and Mission Statement

Literacy Mission

One of life's most important accomplishments is learning to read and write. Success in literacy development benefits a student's learning in all subjects, fosters a love of learning, and prepares them for future success. As educators, we must make a commitment to ensuring that every child is literate.

Every teacher is an important part of a literacy vision. Teachers who are capable, conscientious, and committed set the stage for literacy learning. All teachers require a solid knowledge of literacy learning, and they must apply that information with sensitivity and expertise in everyday reading and writing instruction to ensure quality learning for all young children.

The principal's task is to ensure that teachers are familiar with current literacy best practices and have access to the tools and resources they require to implement them. The principals must have a working grasp of literacy as well as the most recent learning research findings. The principal must ensure that students receive high-quality instruction that is supported by solid literacy frameworks.

Parents play a significant role in early literacy as well. Parents should read to their child, provide a variety of enriching experiences, and value and encourage the importance of homework.

Mission Statement

To prepare each student for a successful future through a virtual education enhanced by a rigorous curriculum and a supportive learning environment.

Section 1b: Goals

Goal 1 (Student-Focused)

Students will read on grade level or show adequate progress by the end of the school year, for all students: regular ed, student with disabilities, ELL, students from low-socioeconomic backgrounds.

Goal 2 (Teacher-Focused)

To improve instructional practice, teachers attend 3 hours of literacy PD each 9 weeks and implement literacy strategies in class and small groups. Teachers have completed the state required Science of Reading Course. Through other resources, teachers continue to receive professional development on the Science of Reading. Teachers work with Student Learning Coaches to model and implement Science of Reading practices.

Goal 3 (Program-Focused)

LAVCA will Improve the overall reading proficiency of K-2 students by 10% by the end of the school year.

Section 1c: Literacy Team

Kim M. Jones K-5 Academic Administrator
Shannon Stepter K-5 Lead Teacher
Melissa Causey Special Programs Lead Teacher
Farrah Gregoire Lead
Shena Plant Reading Interventionist
Donecia Wilson Math Coach
Stacy Liuzza Math Interventionist

Ann Geiger Reading Specialist
Ginger Boudreaux Special Programs Teacher
Jessica M. Tekell K-5 Literacy Coach
Renee Box Elementary Teacher
Natasha Gordon Accelerate Teacher
Cassie Hendricks Reading Interventionist

Meetings

August 2024	Literacy Team Goals
September 2024	Literacy Screener Report
October 2024	Progress monitoring
November 2024	PD needs for Literacy Instruction
December 2024	Literacy Night
January 2025	Analyzing Mid year literacy data
February 2025	TBA
March 2025	End of the Nine Weeks analysis
April 2025	DIBELS testing and Statewide testing
May 2025	Analyze end of year literacy data.

Success Criteria

Through Teacher Collaboration, teachers are analyzing student work. Based on the findings, teachers are adjusting instruction, creating small groups, and addressing unfinished learning.

Time was carved out specifically each day to address unfinished learning through the state's Accelerate Program. In order to know what lessons need to be taught, teachers are looking at multiple data sources to determine student needs. Once teachers have obtained multiple data points, and students are mastering content, they then can truly evaluate the effectiveness of instruction.

Section 2: Explicit Instruction, interventions, and Extensions

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Data Deep Dive	Summer	Review prior year data to establish school system goals	ILT Team	Literacy Screeners, LEAP scores	Demonstration of growth
Administer the Literacy screener to all K-3 students.	First 30 days of school	Administer the Literacy screener to K-3 students to assess their literacy skills.	Reading Interventionists & K-3 teachers	TBA	Literacy Screener Data
Phonemic Awareness activities will be incorporated on a regular basis in grades K-2.	Daily	The Science of Reading Training	K-2 ELA teachers	CKLA, LDOE, APeI, & STRIDE	Assessments, Lesson Plans/ walkthroughs
All teachers will incorporate writing instruction, writing processes, writing	On-going	Share effective strategies in TC meetings	K-5 subject teachers	Wit & Wisdom, PhD Science, Progress Learning, &	Student writing samples/data

applications, and writing conventions in Language Arts and across all content areas.				LDOE Approved Activities	
Explicit Reading intervention 4 days per week (30 minutes) for K-3 grade students below and well-below benchmark on the Literacy Screener	Daily (4 days per week)	Teachers, reading interventionists, and instructional coaches will assist in identifying students for remediation and assign and implement tiered supports and remediation upon monthly review of mastery and progress	Teachers, Reading Interventionists, & Literacy Coach	STRIDE, Amplify mClass CKLA, & LEAP 360	Progress monitoring
Research-based reading remediation program available to students below and well-below benchmark on the Literacy Screener	On-going	Identify students to register into programs	Teachers, Reading Interventionists, & Literacy Coach	CKLA, Accelerate, & Progress Learning	The teacher or interventionist can progress monitor
Classroom teacher and reading interventionist communicate on a consistent basis	Weekly PLC	Attend weekly TC and grade level meetings	Classroom teachers, Interventionists, Special Programs	STRIDE, CKLA, Accelerate, Progress Learning, Wit & Wisdom	TC Notes
Provide professional development in implementing comprehension strategies, guided reading strategies, small group instruction, phonics instruction, writing rubric training, and data interpretation.	On-going	Attend TC (weekly) & Virtual PD	Literacy Coach, LDOE, Center for Literacy and Learning	Stride Training, Teacher Collaboration, LDOE, School-wide Professional	Assessments, Lesson plans/walkthroughs
Intensive Coaching Support for teachers in grades K-5	On-going	Attend weekly TCs	Literacy Coach	Stride Training, Teacher Collaboration, LDOE, School-wide Professional Development	Lesson plans/walkthroughs

ELA textbooks and instructional materials adopted by the school:

STRIDE ELA Curriculum

Progress Learning

iReady

CKLA

Wit & Wisdom

Section 3: Ongoing Professional Growth

Potential PD Planning

Month/Date	Topics	Attendees
Ongoing	Foundations of Literacy Training	All K-3 Teachers
Ongoing	STRIDE Inc. Science of Reading Series	All K-5 (ELA, Science, Social Studies for grades 3-5) Teachers
July 2024	ANET Lesson Planning	ELA K-5 Teachers
July/August	Literacy Screener Training	ELA K-3 Teachers & Reading Interventionists
Ongoing	Book Study (Speech to Print & 50 Nifty Activities for 5 Components & 3 Tiers of Reading Instruction)	K-5 ELA & Social Studies Teachers, Reading Interventionists
TBA	Stride Promising Practices (Stride hosts an online conference showcasing the promising practices of schools and individuals to elevate the academic and personal development of all students.)	ALL K-5 Teachers

* PD will be added as the need arises

Section 4: Family Engagement Around Literacy

Parents/Families (Learning Coaches)	<ul style="list-style-type: none"> ● Grade Level Weekly Newsletter ● Literacy Coaches Monthly Newsletter ● Announcements ● Pelican Press (School Newsletter) ● Facebook Lives ● Orientations ● Parent sessions with teachers ● Literacy Night ● Math Night ● Science Night ● Social Studies Night ● Writers Workshop
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Section 5: Alignment to other Initiatives

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
School Improvement Plan (Playbook)	Analyzing data from previous weeks coupled with weekly lesson plans to determine w adjustments are needed in instruction and interventions.	Principals, Lead Teachers, Coaches Weekly Huddle LAVCA will Improve the overall reading proficiency of K-3 students by 10% by the end of the school year.
Cross-Curricular Connections	Literacy Night, Math Night, Social Studies Night, Science Fair, LEAP Prep Activities	Through increased use of literacy strategies, virtual resources, increased participation in the science fair, and family attendance to school activities.
Early childhood programs	Weekly parent meetings to teach them strategies and how to properly use the technology for student success. Parent resources to help students become readers (Tricky words, sound maps, & sound walls, etc)	Attendance from weekly meetings, students meeting their reading targets.

Section 6: Communicating the Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
K-5 Students	Announcements, Pelican Press, Newsletters, Facebook Lives	On-going
Parents/Families (Learning Coaches)	Grade Level Weekly Newsletter, Literacy Coaches Monthly Newsletter, Announcements, Pelican Press (School Newsletter), Facebook Lives, Orientations, Parent sessions with teachers, Literacy Night	On-going
Literacy Team	Data Analysis Process	Monthly
Instructional Leadership Team	Data Analysis Process	Bi-Monthly
District Leaders	Data Analysis Process	Weekly
Corporate Partnership (Stride)	Sharing of data at the school success meeting	Monthly
School Board	Head of School shares academic progress to date	Monthly
Teachers	Teacher Collaboration, Grade level, Professional Development	Weekly