



## Turner Elementary Middle School 2023-2024 Literacy Plan

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***

Turner Elementary Middle School Students will improve literacy through high-quality instruction delivered by an effective teacher who is supported by leaders and families.

#### 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.



#### Section 1c: Literacy Team

<b><i>Role</i></b>
Principal - <i>Dr. Darrell Webb</i>
Assistant Principal of Instruction (PreK-5th) - LaKeisha Goree
Assistant Principal of Instruction (6th - 8th) - Kimberly Marshall
Assistant Principal of Administration (Prek-8th) - Charles LeSure
Instructional Coordinator (PreK - 2nd) - Shannon Wright
Instructional Coordinator (3rd - 5th) - Eduarado Dunn
Reading Content Coach (K-2nd) - Theresa Mims-Bell
Reading Content Coach (3rd-5th) - Cheryl Jackson
Site-Based ELA Teacher Leaders - Chrostopher Vance, Evanie Tims, Sandra Callahan
Site-Based Social Studies Teacher Leader - Evanie Tims, Barbara Wyndon

#### Meeting Schedules

Type of Meeting (Plan Review, Data Analysis, etc.)	Frequency of Meetings	Topic(s)
Plan Review and Data Analysis of Student Work and Trends	Weekly Instructional Leadership Teams (Tuesdays 4pm-5pm)	<ul style="list-style-type: none"><li>• Progress Monitoring of Student Literacy Data</li><li>• Planning for Literacy Instructional Support</li><li>• Short-Cycle Monitoring of Literacy Instructional Support</li></ul>
Plan Review and Data Analysis of Student Work and Trends	Weekly PLCs (Tuesday-Thursdays during planning period)	<ul style="list-style-type: none"><li>• Progress Monitoring of Student Literacy Data</li><li>• Planning for Literacy Instructional Support</li><li>• Short-Cycle Monitoring of Literacy Instructional Support</li></ul>

This Literacy plan centers on the four pillars outlined 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 students in grades K-3 will be as follows:</p> <ul style="list-style-type: none"> <li>• K-2 core and supplemental instruction will be the Amplify/CKLA curriculum</li> <li>• Third grade core instruction will be The Louisiana Guidebooks 2022 version, and the supplemental reading resource will be Lexia Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All kindergarten-third grade core teachers and school administrators will be enrolled or have completed 55 hours of Science of Reading professional development designed to strengthen their understanding and skills needed to deliver strong literacy instruction.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will receive notification of literacy performance at least three times per year: <ul style="list-style-type: none"> <li>◦ Within fifteen days of completion of the screener and diagnostic 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.</li> </ul> </li> <li>• 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.</li> </ul>
<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 activities and summer learning opportunities.</p>		



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