



# Allemands Elementary School

## Literacy Plan

2023-24

**Goal A – Student Achievement—LITERACY**

District Goal		District Objective(s)	
Ensuring each student learns at high levels – <b>LITERACY</b>		Students on/above grade level on Acadience reading will meet or exceed 95%	
School Goal		School Objective(s)	
Ensuring each student learns at high levels in reading		<p><b>Year 1</b>  <b>70% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener</b></p> <p><b>50% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener</b></p> <p><b>46% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener</b></p> <p><b>Year 2</b>  <b>Year 3</b></p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p><b>1. Increase student achievement in reading by developing and monitoring literacy goals</b></p> <ul style="list-style-type: none"> <li>Utilizing prior year’s screening data to gather information about literacy needs and plan instruction prior to the first day of school</li> <li>Assessing all students using a universal screener at the beginning, middle, and end of the school year</li> <li>Analyzing results of screeners to determine who is in need of intervention and extension</li> <li>Utilizing a diagnostic assessment for further analysis, as needed</li> <li>Flexibly group students across the grade level to support based on identified need</li> <li>Progress monitor results of interventions and adjust groups and interventions a minimum of every three weeks</li> <li>Review progress toward literacy goals as a grade level every four weeks</li> </ul>	<p>Title I funds</p> <p>School funds</p>	<p>August 2023-May 2024</p>	Administration
		<ul style="list-style-type: none"> <li>Professional Learning Team minutes, weekly</li> <li>Sign-in sheets, at least monthly</li> <li>Teacher observations, at least bimonthly</li> <li>Student results, weekly</li> <li>Progress monitoring, weekly</li> <li>Summative and formative assessments, weekly and as designed</li> <li>Data reviews, weekly and monthly</li> </ul> <p><b>Researched Based Evidence:</b>                      The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for</p>	<p>Teachers</p> <p>Primary Literacy Interventionists</p> <p>Curriculum, Instruction &amp; Assessment Coach</p>

		<p>formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	
<p><b>2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs.</b></p> <ul style="list-style-type: none"> <li>● Address foundational skills and content knowledge through effective initial instruction with high quality Tier 1 core instruction</li> <li>● Respond to formative assessment data to support and differentiate Tier 1 core instruction</li> <li>● Use data and flexible scheduling to address the needs of all students: <ul style="list-style-type: none"> <li>● provide support in meeting grade level essential standards with Tier 2 Intervention</li> <li>● provide intensive support in learning essential standards with Tier 3 Intervention</li> <li>● provide extension activities to students who mastered grade level essential standards</li> </ul> </li> </ul>	<p>School funds</p>	<p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Professional Learning Team minutes, weekly</li> <li>● Sign-in sheets, at least monthly</li> <li>● Teacher observations, at least bimonthly</li> <li>● Student results, weekly</li> <li>● Progress monitoring, weekly</li> <li>● Summative and formative assessments, weekly and as designed</li> <li>● Data reviews, weekly and monthly</li> </ul> <p><b>Researched Based Evidence:</b> The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>CKLA’s two-strand approach was designed in consideration of the theoretical premise of the Simple View of Reading, as well as the empirical research on reading development. The result is a program in</p>	<p>Administration</p> <p>Teachers</p> <p>Primary Literacy Interventionists</p> <p>Curriculum, Instruction &amp; Assessment Coach</p>

		<p>which decoding and comprehension are given equal weight, and equal time, within the ELA block, and teachers are provided two complementary sets of materials designed for daily use and for intentional support of each aspect of reading development.</p> <p>(Amplify (2016, September 1). The Research Foundation for Core Knowledge Language Arts (CKLA). <a href="https://Amplify.com/Research-And-Case-Studies/Amplify-Ckla-Research">https://Amplify.com/Research-And-Case-Studies/Amplify-Ckla-Research</a>. Retrieved July 21, 2023, from <a href="https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf">https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf</a>).</p>	
<p><b>3. Provide ongoing professional growth opportunities to support effective teaching and literacy development.</b></p> <ul style="list-style-type: none"> <li>• Arrange for all teachers PK-grade 2 to participate in district selected professional learning in the science of reading <ul style="list-style-type: none"> <li>• AIM Pathways in kindergarten to 2nd grade</li> <li>• LETRS in prekindergarten</li> </ul> </li> <li>• Revisiting science of reading professional learning components as student data, teacher data, and/or grade level needs arise</li> <li>• Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action</li> <li>• Engage in professional learning on explicit instruction and utilize identified intervention programs</li> <li>• Support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment</li> <li>• Conduct observations with actionable feedback related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions</li> <li>• Provide individualized teacher coaching as determined by classroom observations and/or data analysis</li> </ul>	<p>School funds</p>	<p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>• Professional Learning Team minutes, weekly</li> <li>• Sign-in sheets, at least monthly</li> <li>• Teacher observations, at least bimonthly</li> <li>• Student results, weekly</li> <li>• Progress monitoring, weekly</li> <li>• Summative and formative assessments, weekly and as designed</li> <li>• Data reviews, weekly and monthly</li> </ul> <p><b>Researched Based Evidence:</b></p> <p>The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community.</p> <p>(DuFour, R, DuFour R, Eaker R, Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergarten’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards.</p> <p>(Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014)</p> <p>CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth.</p> <p>(Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>Administration</p> <p>Teachers</p> <p>Primary Literacy Interventionists</p> <p>ELA Content Team Members</p> <p>Curriculum, Instruction &amp; Assessment Coach</p>

<p><b>4. Engage and equip parents with the knowledge and skills to support students at home</b></p> <ul style="list-style-type: none"> <li>● Share Literacy Plan with families at the beginning of the year</li> <li>● Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home (iRIP)</li> <li>● Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home</li> <li>● Provide FACT sessions at each grade level anchored in literacy</li> <li>● Invite parents of identified students to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources.</li> <li>● Develop partnerships with community organizations to promote reading</li> </ul>	<p>School funds</p>	<p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Professional Learning Team minutes, weekly</li> <li>● Sign-in sheets, at least monthly</li> <li>● Teacher observations, at least bimonthly</li> <li>● Student results, weekly</li> <li>● Progress monitoring, weekly</li> <li>● Summative and formative assessments, weekly and as designed</li> <li>● Data reviews, weekly and monthly</li> <li>● Parent surveys</li> <li>● FACT session sign-in sheets</li> <li>● Video sessions</li> <li>● Community literacy sessions</li> </ul> <p><b>Researched Based Evidence:</b></p> <p>The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R, Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>Administration</p> <p>Teachers</p> <p>Primary Literacy Interventionists</p> <p>Curriculum, Instruction &amp; Assessment Coach</p> <p>Family Literacy Teacher</p>

## ***District-Wide, High Quality, Tier I Curriculum***

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frog Street	Amplify Core Knowledge Amplify CKLA Skills  Heggerty (supplemental phonemic awareness)	Louisiana ELA Guidebooks 2022	Louisiana ELA Guidebooks	Louisiana ELA Guidebooks
Math	Frog Street	Eureka Math <sup>2</sup>	Eureka Math <sup>2</sup>	Eureka Math <sup>2</sup>	Eureka Math <sup>2</sup>
Science	Frog Street		Great Minds PhD Science®	Louisiana Scope and Sequence	Louisiana Scope and Sequence
Social Studies	Frog Street		Studies Weekly and Louisiana Bayou Bridges	Louisiana Course Frameworks	Louisiana Course Frameworks/Scope and Sequence

## Daily Instructional Time Allocation

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA		<b>CKLA Skills- 60 minutes</b> <b>CKLA Knowledge- 60 minutes</b> <b>CKLA Small Group- 30 minutes</b> <b>Heggerty- 15 minutes</b>	<b>Core Instruction- 60 minutes</b> <b>Small Group- 30 minutes</b>	<b>Core Instruction- 60 minutes</b> <b>Small Group- 30 minutes</b>	<b>Intensive English I 90 minutes- (year-long course)</b> <b>English I-IV 90 minutes</b>
Math		<b>Core Instruction- 60 minutes</b> <b>Small group- 15 minutes</b>	<b>Core Instruction- 60 minutes</b> <b>Small Group- 30 minutes</b>	<b>Core Instruction- 60 minutes</b> <b>Small Group- 30 minutes</b>	<b>Intensive Algebra I 90 minutes- (year-long course)</b> <b>90 minutes</b>
Science			<b>Core Instruction- 45 minutes</b>	<b>Core Instruction- 45 minutes</b>	<b>Core Instruction- 90 minutes</b>
Social Studies			<b>Core Instruction- 45 minutes</b>	<b>Core Instruction- 45 minutes</b>	<b>Core Instruction- 90 minutes</b>

## Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Curriculum Resources	Curriculum Resources UFLI			
Math	Curriculum Resources	Curriculum Resources			