

Athlos Academy of Jefferson Parish
Local Literacy Plan K-3

Lead Contact

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Literacy Plan Vision and Mission Statements

Athlos Academy of Jefferson Parish

Literacy Vision Statement

Athlos Academy of Jefferson Parish believes that every child can learn. Our local literacy plan's vision is to have 70% or more students in grades K-3 mastering grade level English Language Arts standards to be successful, fully literate, and prepared for high school when they exit at the end of 8th grade.

Athlos Academy of Jefferson Parish

Literacy Mission Statement

Athlos Academy of Jefferson Parish Local Literacy Plan's mission is to have students in grades K-3 saturated with foundational reading standards and skills in the areas of print concepts, phonological awareness, phonics and word recognition and fluency, while continuing to educate students using a Tier I curriculum and providing complete and effective interventions.

Literacy Goals

Student Focused Goal

To ensure 70%, or more, students in grades K-3 master or score proficient or higher on iSTEEP, iREADY, and (where applicable) score Basic or above on LEAP 2025 by the end of the 2023-2024 school year.

Teacher Focused Goals

All teachers in grades K-3 will learn and implement best teaching practices by participating in weekly PLC meetings, aligning their lessons with the NIET Teaching Standards Rubric, implementation of Tier I curriculum with fidelity and use student data to drive instruction and interventions. All teachers and administrators in grade K-3 will participate in the Science of Reading Training as required by Act 108.

Program Focused Goal

To implement a Literacy Program that includes our Tier I Reading Curriculum, Wit and Wisdom, to provide students in K-3 with time devoted daily to learning and practicing foundational literacy skills along with using our RTI system, to develop teachers on an ongoing basis through weekly coaching and PLC meetings, classroom observations, providing real-time feedback, and analyzing data for instructional guidance.

Our Literacy Team

Athlos Academy of Jefferson Parish Literacy Team will meet monthly to discuss progress monitoring data, how well our action plan is working, to determine what needs to be added or taken away and setting goals for the next meeting according to our curriculum and state standards.

Team Member	Role
Cheryl Martin	Executive Director
Danielle Clay	Assistant Principal 3-4
Dr. Janine Holmes	School Turnaround Specialist
Consuella Eugene	Data Specialist
Faith Wilson	Registrar (Student Demographics)
DeMeredith Griffin	Kindergarten Lead Teacher
Devain Cotton	First Grade Lead Teacher
Kanisha Carey	Second Grade Lead Teacher
Erica Robert	Third Grade Lead Teacher
Domina Johnson	Third Grade Reading Teacher

AAJP Literacy Instructional Action Plan

- **Everyone on the Literacy Team will receive a copy of this plan, implementation guides and pacing guides.**
- Teachers will begin with implementing Tier I curriculum, Wit and Wisdom Module 0, the introduction.
- Students will learn the flow of the curriculum pieces and begin taking diagnostic assessments. Our universal screeners diagnostic and interim testing dates are tentative and as follows:

****Diagnostic LEAP 360**—3rd Grade 8/15-08/17/2023(ELA and Math)

Make-up days 8/18-8/22/2023

Interim 1 LEAP 360—3rd Grade—10/17-10/19/2023 (ELA and Math)

Make-up days 10/20-10/24/2023

Interim 2 LEAP 360---3rd Grade---1/17-1/19/2024(ELA and Math)

Make-up days 1/22-1/24/2024

****iSTEEP Literacy Screener**

Kindergarten-Initial Sound Fluency

First Grade-Nonsense Words

Second Grade-Oral Reading Fluency

Third Grade-Advanced Literacy Screener

BOY 8/23-9/1/2023

MOY 1/24-1/31/2024

EOY 4/1-4/10/2024

****DRDP-K** will run from 8/26-9/30/2023

- Teachers, with support from members of the Literacy Team, will analyze diagnostic data and use that data to group students for interventions, according to their needs.
- Each grade level has an addition 30-35 minutes of intervention time built into their schedules. When planning for and providing literacy interventions for struggling readers and writers we will be using iReady to screen students that are displaying characteristics of dyslexia. This process will be done through our MTSS committee.

- We will be providing screeners in our ELL population's native languages. We will also collaborate with our ELL teachers and para-educators so that they can push-in our classrooms during literacy blocks and provide more intensive interventions for our ELL population.
- **AAJP plans to improve our family engagement around literacy by:**
 - Providing ongoing support and communication to families through our Quarterly Coffee & Chats sessions. There will be a literacy agenda for our C&C in September, December, and February. We will also be hosting a Literacy Night for families apart from our C&C.
 - We will utilize families from our C&C for the Literacy Focus Group, by asking parents to join. This focus group will be taught our literacy vision and mission, our curriculum and how it functions, our intervention plan and online platforms and engage with teachers around their literacy instruction.
 - Our C&C, along with our Literacy Plan will be pushed out through our social media platforms, newsletters and through our text messaging system to ensure that everyone is informed in a timely manner.
- K-2 teachers will begin implementing **Literacy Circle Time** following our Morning Huddles.

--**Literacy Circle Time** will be linked to Reading Standards for Foundational Skills

**Educational videos, to be determined by each grade level's foundational standards (letter naming, letter sounds, colors, shapes, numbers, days of the week, months of the year, left and


right, sight words, rhyming words, etc.) will be the opening to literacy circle times.

**Teachers will have a focus skill, according to grade level and the pacing guide provided, of what major content to focus on for Literacy Circle Time according to the RF standards.

****Teachers will read aloud to students every day. This is a non-negotiable for K-3.** (We will even offer training to our para-educators and our substitute teachers on this practice.) Students need to hear strong, fluent reading to grasp the concept of reading. There is a prescription for this practice spelled out.

Below are Reading Foundational Skills that have been identified to increase literacy and close learning gaps when done repeatedly over time. Teachers will be addressing these skills on a rotating basis, mainly during Literacy Circle Time, but also during small group instruction. Some skills overlap from grade to grade and may be dropped after a certain time in effort to keep students moving to mastery.

Grade Level	Skill
Kindergarten	<p>The Students Will Learn:</p> <ul style="list-style-type: none"> • The difference between letters and numbers • That there are 26 letters of the Alphabet • Recognize uppercase and lowercase letters • Letter name and sound correspondence • That we read from left to right, top to bottom and front to back • The parts of a book, i.e., front, and back covers, spine, etc. • Rhyming words and word families • Sorting words into categories • Syllables • Dolch 220 High Frequency Words

	<ul style="list-style-type: none"> • Family, school, animal, transportation, and feeling words • Writing letters and words • What makes up a sentence and how to write one • The difference between fiction and non-fiction • How to identify characters in a story
<p>First Grade</p> 	<ul style="list-style-type: none"> • Review all Kindergarten Foundational Skills for the first 5 weeks of school • Read all of the letters of the Alphabet; all letter sounds • Short and long vowels • Beginning and ending word blends • Word families • How to sound out words • Connect print to spoken words • Sequence of events in a story • Orally retell a story describing characters and setting • Answer comprehension questions after being read a story • Compare and contrast • How to write one to two complete sentences using proper punctuation and capitalization • Know the meaning of and be able to use high frequency words
<p>Second Grade</p>	<ul style="list-style-type: none"> • Recap all Kindergarten and First grade skills for the first three weeks of school • Print represents spoken words and meanings • Continuation of high frequency words • Sounding out words

	<ul style="list-style-type: none"> • Long and short vowels • Retelling a story (beginning, middle, and end) • Identifying character, setting, problem and solution • Handwriting practice • Journal writing • Focus on capitalization, usage, punctuation and spelling • Beginning and ending blends, digraphs, and diphthongs • Begin to understand why people read and enjoy reading • Fluently read sentences and short passages • Work on task for longer periods of time • Read aloud with expression • Decode words • Journal writing • Recognize parts of speech • Correctly use punctuation and capitalization • Main idea and supporting details • Derive at context clues from phonics and word order
Third Grade	<ul style="list-style-type: none"> • All K-2 skills • Write neatly and legibly • How to demonstrate increasingly organized and logical thinking • Write at least a one page paper • Read grade level text aloud with expression and fluency • Identify story elements including problem/plot and solution • Using strategies for prefixes, suffixes, and root words • Understand different genres in fiction

	<ul style="list-style-type: none"> • Determine the main idea and details of non-fiction texts • Ask and answer questions about a story • Make inferences and draw conclusions • Understand and use different types of sentences and main parts of speech • Analyze poetry
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- Teachers will teach Tier I curriculum lessons following Literacy Circle Time. After the core curriculum lessons, teachers will work with students in small groups, four 15-minute rotations, four days a week. Students in need of additional support, according to the data, will utilize the online platform, Moby Max for Tier II and Tier III interventions.
- The 3rd grade team lead will communicate literacy goals and plans to Math and Science teachers so that they are abreast of what skills are being covered to assist students with ELA goals by ensuring that they speak and write in complete sentences as the work.
- **Teacher PLC** dates and times are as follows:
 K-1st grade, Tuesdays and Thursdays 11:15-12:15
 2nd grade, Tuesdays and Thursdays 1:55-2:55
 3rd grade, Mondays and Wednesdays 1:55-2:55

PLC topics will initially concentrate on the literacy plan and implementation; walking teachers through what strong literacy instruction looks like; relating lessons to the NIET Rubric, and the components of our Literacy Circles. Our PLC focus will shift accordingly based on data analysis of diagnostic assessments to meet the goals of this plan.

Teacher PD days: Monday, September 25, 2023 and March 4, 2024

Alignment To Other Initiatives

- This literacy plan will incorporate the R.A.C.E. (Restate, Answer, Cite and Explain); R.D.W. (Read, Draw, Write) will be used for Math. These strategies will enhance reading and writing in all areas of education.

- This Literacy Plan will support the **School Improvement Plan** by:
 - Increasing the percentage of 3rd grade students scoring Basic or Above on LEAP 2025 in the Spring of 2023
 - Decreasing the percentage of 3rd grade students scoring UNSAT on LEAP 2025 in the Spring of 2023
 - Decreasing the percentage of the subgroup classified as EL students scoring UNSAT
 - Decreasing the percentage of the subgroup classified as ED (Economically Disadvantaged) students scoring UNSAT

Literacy Plan Daily Schedule

Systematic, Explicit Instructional Areas	Content	Best Practices	Grades K-2	Grade 3
Learning to Read Instruction Whole Group Literacy Circle Time	<ul style="list-style-type: none"> Word Work Phonological Awareness Phonics Word Reading Decodable Texts 	<ul style="list-style-type: none"> Teach letter-sound correspondence; Syllable patterns and morphology Use multi-sensory strategies 	30-40 minutes	10-20 minutes
	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Introduce new words using a repetitive and 	10-15 minutes	10-20 minutes
		<p>systematic routine; letter sound-correspondence</p> <ul style="list-style-type: none"> Teachers will use Tier II vocabulary in lessons and when speaking with students by defining words as they are being discussed; encourage students to speak in complete sentences incorporating words. 		
Reading to Learn Instruction	<ul style="list-style-type: none"> Comprehension Core Text Knowledge Building Vocabulary 	<ul style="list-style-type: none"> Utilize a variety of strategies including read aloud, close reading, partner and/or choral reading, etc. Discuss the text and ask HOTS questions 	10-15 minutes	20 minutes

	<ul style="list-style-type: none"> • Writing • CUPS Strategy • Vocabulary • Spelling (learned phonics skills) 	<ul style="list-style-type: none"> • Choose writing prompts that connect to the text • Focus mini lessons on writing components and language development 	30 minutes	30 minutes
Intervention and Extension (Small Group)	<ul style="list-style-type: none"> • Best Practices • Flexible Groups • Phonological Awareness • Decoding • Fluency • Vocabulary • Comprehension • Independent reading/writing • Technology-based literacy activities 	<ul style="list-style-type: none"> • Develop flexible groups based on data • Focus on specific skills that need additional instruction and support • Provide challenging, context-based activities to enhance and extend learning for students on or above level 	30 minutes	30 minutes

