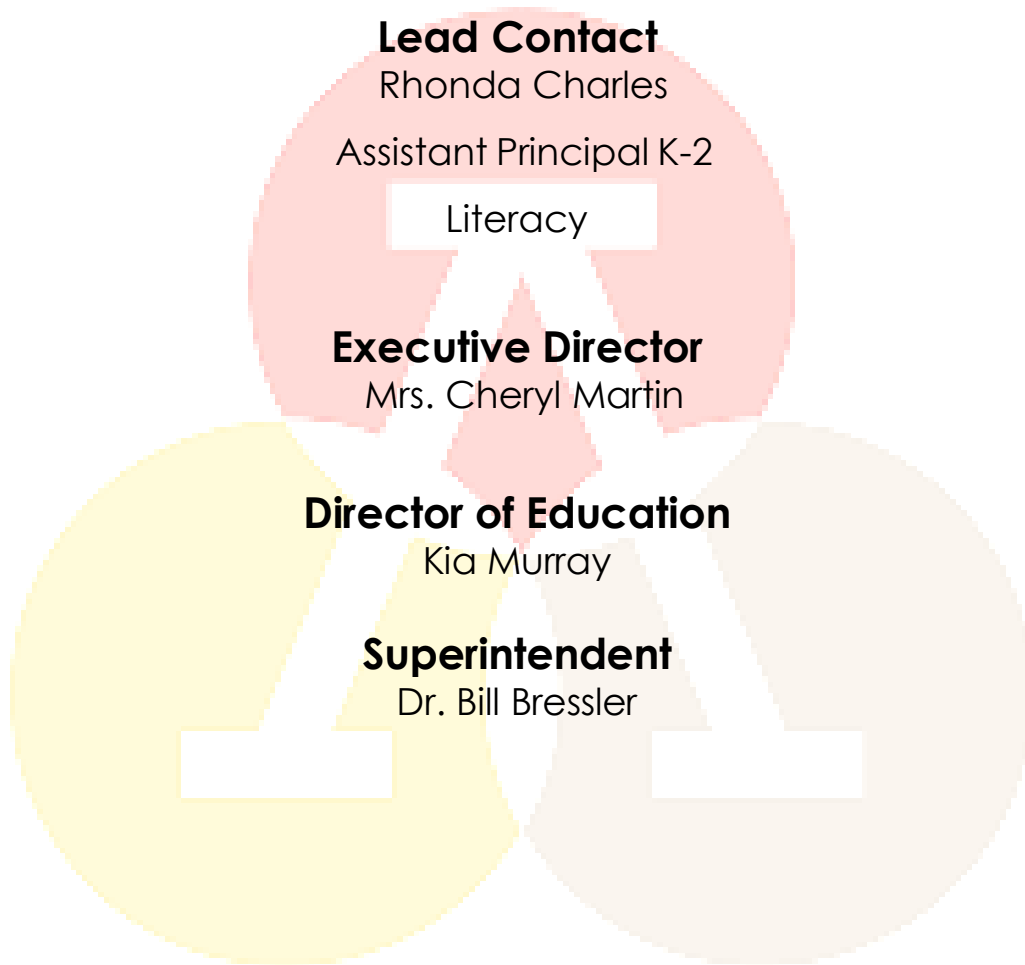


Athlos Academy of Jefferson Parish

Local Literacy Plan K-3



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 eighth 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 Goals

To ensure 70%, or more, students in grades K-3 score Core on Dynamic Indicators of Basic Literacy Skills (DIBELS). Where applicable score Basic or above on LEAP 2025 by the end of the 2023-2024 school year.

Teacher Focused Goals

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

Program Focused Goal

To implement a Literacy Program that includes Tier I curriculums that provide students with time devoted to learning and practicing foundational literacy skills in addition to exposure to high quality rigorous texts. Teachers and paraprofessionals will be provided professional development and weekly support through Professional Learning Communities as well as coaching opportunities.

Our Literacy Team

The Athlos Academy of Jefferson Parish Literacy Team will meet the third Tuesday of each month, beginning Tuesday, August 16, 2024. We will review data to monitor student progress and the effectiveness of our action plan.

Team Member	Role
Cheryl Martin	Executive Director
Rhonda Charles	Assistant Principal K-2 Literacy
Kathleen Wheeler	Assistant Principal K-2 Literacy
Zuzana Bracok	MTSS Specialist
Faith Wilson	Registrar (Student Demographics)
DeMeredith Griffin	K-2 Content Lead
Devain Cotton	First Grade Lead Teacher
Octavia Riley	Second Grade Lead Teacher
Ckaris Dillon	Third Grade Lead 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 Core Knowledge Language Arts and 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:

DIBELS:

BOY-August 5th-September 16th

MOY-December 2nd-20th

EOY-April 1st-30th

DRDP-K will run from August 8th-September 6th

LEAP 360:

Interim 1 October 21st-24th

Interim 2 February 3rd-6th

- Teachers will analyze diagnostic data and use that data to group students for interventions, according to their needs.
- Each grade level has an addition of 30 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 completed through our MTSS committee.
- We will be providing screeners to our EL population and collaborating with our EL teachers and para-educators. The Master Schedule has been designed to allow EL and ESS teachers to push-in our classrooms during literacy blocks and provide more intensive interventions for our special populations.
- **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, based on grade level and the pacing guide created by Ms. Landry, 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 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 in order 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 period in order to keep students moving to mastery.

Grade Level	Skill
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<p>Kindergarten</p>	<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 of Kinder and First grade skills for the first three weeks of school. • That print represents spoken words and meaning. • Continuing on with 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 tasks 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
<p>Third Grade</p>	<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. If and when students need additional support, according to the data, they will be using 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 in order to assist students with ELA goals by ensuring that they speak and write in complete sentences as the work.
- **Teacher PD** days and Early Release PD days have been predetermined and topics will include data analysis and best practices for literacy instruction.

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 Mastery 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 Instruction 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; encouraging 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 questions aligned to state standards 	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"> Utilize contextualized writing prompts that connect to the text. Focus mini lessons on writing components and language development 	30 minutes	30 minutes

<p>WIN What I Need Intervention and Extension (Small Group)</p>	<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 	<p>30 minutes</p>	<p>30 minutes</p>
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