Allemands Elementary School

Phase X Literacy Plan
2023-2026

Year Three (3) of Three (3)
2025-2026

Goal A – Student Achievement—LITERACY		
District Goal		**District Objective(s)**
Ensuring each student learns at high levels – **LITERACY**		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		**Year 1** 70% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 50% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener 46% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener **Year 2** 85% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 88% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener 80% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener **Year 3** 88% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 95% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener 85% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. **Increase student achievement in reading by developing and monitoring literacy goals** ● Utilizing prior year's screening data to gather information about literacy needs and plan instruction prior to the first day of school	School funds	August 2025-May 2026 ● Professional Learning Team minutes, weekly plannings ● Faculty Meeting Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress monitoring, weekly	Administration Classroom Teachers and Special Education teachers

Allemands Elementary School

● Assessing all students using a universal screener at the beginning, middle, and end of the school year ● Analyzing results of screeners to determine who is in need of intervention and extension ● Utilizing a diagnostic assessment for further analysis, as needed ● Flexibly group students across the grade level to support based on identified need ● Progress monitor results of interventions and adjust groups and interventions as needed ● Review progress toward literacy goals as a grade level through the use of SMART goals		● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly ● Screeners **Researched Based Evidence**: 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. *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2016) 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. *The Literacy Teacher's Playbook Grades K-2,* 2014*)* CKLA resource (Tier 1 Instruction) Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009)	Primary Literacy Interventionist Curriculum, Instruction & Assessment Coach ILT High Dosage Tutoring (HDT) teacher Paraeducators

2. **Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs.**
● Address foundational skills and content knowledge through effective initial instruction in specialized units based on the high quality Tier 1 curriculum
● Respond to formative assessment and CFA data to support and differentiate Tier 1 core instruction
● Use data and flexible scheduling to address the needs of all students:
  ● provide support in meeting grade level essential standards with Tier 2 Intervention
  ● provide intensive support in learning essential standards with Tier 3 Intervention
  ● provide extension lessons for students who mastered grade level essential standards
	School funds	August 2025-May 2026
		
		● Professional Learning Team minutes, weekly plannings
		● Faculty Meeting Sign-in sheets, at least monthly
		● Teacher observations, at least bimonthly
		● Student results, weekly
		● Progress monitoring, weekly
		● Summative and formative assessments, weekly and as designed
		● Data reviews, weekly and monthly
		● Unit Lesson Plans
		● Common Formative Assessments (CFAs)
		
		Researched Based Evidence:
		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
			Administration
			
			Classroom Teachers and Special Education teachers
			
			Primary Literacy Interventionist
			
			Curriculum, Instruction & Assessment Coach
			
			ILT
			
			HDT Teacher

Allemands Elementary School

- group and monitor the EL learners as a subgroup - group and monitor the special education learners as a subgroup		learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2016) 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. *The Literacy Teacher's Playbook Grades K-2,* 2014*)* CKLA resource (Tier 1 Instruction) 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 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. (Amplify (2016, September 1). The Research Foundation for Core Knowledge Language Arts (CKLA). Https://Amplify.com/Research-And-Case-Studies/Amplify-Ckla-Research. Retrieved July 21, 2023, from https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf)	ELL teacher Paraeducators SBLC/RTI chair person
3. Provide ongoing professional growth opportunities to support effective teaching and literacy development. - Continue to participate in professional learning of the science of reading and teaching best practices - Attend the Plain Talk About Dyslexia conference - Engage in a book study on <u>Reach All Readers</u> - Revisiting science of reading professional learning components as student data, teacher data, and/or grade level needs arise - Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action - Support paraeducators understanding of science of reading and how to support all students in reading instruction - Engage in professional learning on unit development,	School funds	August 2025-May 2026 - Professional Learning Team minutes, weekly plannings - Paraeducator Professional Development sign-in sheet, 4 sessions - Faculty Meeting Sign-in sheets, at least monthly - Teacher observations, at least bimonthly - Student results, weekly - Progress monitoring, weekly - Summative and formative assessments, weekly and as designed - Data reviews, weekly and monthly - Unit Lesson Plans - Common Formative Assessments (CFAs) **Researched Based Evidence**: The first (and the biggest) of the big ideas is based on the premise that	Administration Classroom Teachers and Special Education teachers Primary Literacy Interventionist ELA Content Team Members Curriculum, Instruction & Assessment Coach

Allemands Elementary School

common formative assessments, explicit instruction, and intervention programs ● Support grade level teachers as they facilitate unit development, understand essential learning, and assessment alignment ● Conduct observations with actionable feedback related to the implementation of Tier 1 Core Instruction and flexible grouping intervention and/or extensions ● Provide individualized teacher coaching as determined by classroom observations and/or data analysis ● Develop a deeper understanding of the National Institute of Excellence in Teaching (NIET) rubric components		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. *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2016) 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. *The Literacy Teacher's Playbook Grades K-2,* 2014*)* CKLA resource (Tier 1 Instruction) Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009)	Paraeducators Staff Development Coordinator ILT Guiding Coalition Team
4. **Engage and equip parents with the knowledge and skills to support students at home** ● Share Literacy Plan with families at the beginning of the year ● Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home ● Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home ● Provide FACT sessions at each grade level anchored in literacy ● 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. ● Continue to develop partnerships with community organizations to promote reading ● Disseminate academic information on social media platforms	School funds	August 2025-May 2026 ● Professional Learning Team minutes, weekly plannings ● Faculty Meeting Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress monitoring, weekly ● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly ● Parent surveys ● FACT session sign-in sheets ● Community literacy sessions ● iASP ● Home Connect **Researched Based Evidence**: 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. *Learning by Doing: A Handbook for Professional Learning Communities at Work*,	Administration Classroom Teachers and Special Education teachers Primary Literacy Interventionist Curriculum, Instruction & Assessment Coach Family Literacy Teacher

| | | 2016)

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. *The Literacy Teacher's Playbook Grades K-2,* 2014*)*
CKLA resource (Tier 1 Instruction)

Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth.
(Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009) | |
|---|---|---|---|
| | | | |