K-3 Literacy Plan
for
University View Academy

Dr. Quentina Timoll, Superintendent
Lekisha Chambers, Deputy Superintendent
Christol Williams, Elementary School Principal
Dr. Claudette Jackson, Director of Literacy and Numeracy

June 2023
(Revised February 2024)

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	
Guiding Questions: 1. What is your school/system's focus and mindset around literacy? 2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy? 3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?	
University View Academy Literacy Vision:	Dedicated to providing a flexible and innovative literacy learning environment that accommodates the needs of all learners with explicit vertically-aligned K-3 literacy interventions and extensions inclusive of family involvement.
University View Academy Literacy Mission Statement:	To improve literacy outcomes for each unique student by utilizing high quality curriculum, implementing effective instructional practices, and encouraging stakeholder engagement.

Section 1b: Goals

Guiding Questions:
1. What are your overall literacy goals?
2. Are you creating SMART goals for grade bands, subgroups, diverse learners, and teachers?
   ■ How are you measuring the performance of birth through grade 12?
   ■ What subgroups are most in need of literacy intervention?
   ■ How are you addressing the literacy and language needs of diverse learners?
   ■ How do you plan to measure teacher performance based on your literacy goals?

K-3 Literacy Assessment Data

Who?	What?	When?	Where?	Why?	How?	How Much?
Target	Change (+/-) and Desired Outcome	Timeline	Data Source	Data Measure (Baseline) Spring 2023	Method Strategy (see specific HQIM in literacy plan)	Implementation Timeline 100% Online School
K-3 Students	Increase (+) in Reading Proficiency **Above Benchmark** and/or **At Benchmark** Decrease (-) **Below Benchmark** **Well Below Benchmark**	By the end of each school Year	DIBELS Reading Composite Score	Kindergarten **Above Benchmark 18%** **At Benchmark 34%** **Below Benchmark 21%** **Well Below Benchmark 27%** ----------------------------------- Grade 1 **Above Benchmark 34%** **At Benchmark 17%** **Below Benchmark 13%** **Well Below Benchmark 35%** ----------------------------------- Grade 2 **Above Benchmark 27%** **At Benchmark 22%** **Below Benchmark 16%** **Well Below Benchmark 36%** ----------------------------------- Grade 3 **Above Benchmark 22%** **At Benchmark 21%** **Below Benchmark 17%** **Well Below Benchmark 40%**	Select and Use: -High Quality Instructional Materials -Research-based Literacy Strategies -Interventions and Extensions -ACT 108 Reading Foundations materials	Weekly -Live Session Lessons -Asynchronous Lessons -Small Group Instruction Lessons

K-3 Literacy Assessment Goals

Goal 1: *K-3 Literacy Assessment (DIBELS 8)*	To improve overall K-3 students' reading proficiency (at benchmark or above) by the End of the School Year of those that test based on the Literacy Assessment as follows: ● Increase the percentage of **kindergarten** students reading at benchmark (on/above level) from 52% (EOY 2023) to 67% (EOY 2026) ● Increase the percentage of **first grade** students reading at benchmark (on/above level) from 51% (EOY 2023) to 66% (EOY 2026) ● Increase the percentage of **second grade** students reading at benchmark (on/above level) from 49% (EOY 2023) to 64% (EOY 2026) ● Increase the percentage of **third grade** students reading at benchmark (on/above level) from 43% (EOY 2023) to 58% (EOY 2026)
Goal 2: *Grade 3 LEAP 2025*	**UVA 3rd Grade ELA Literacy Goal**: Increase at least a 15% growth in third grade students who meet or exceed proficiency on the English Language Arts LEAP 2025 (Mastery or Above) from 29% (Spring 2022) to 50% (Spring 2026).
Goal 3: *K-3 Teachers:* Act 108 was passed during the 2021 Regular Legislative Session. This law requires that:	**All teachers and school leaders** of students in grades K-3 shall complete one approved professional development course in the science of reading (AIMs Institute for Learning & Research: Pathways to Proficient Reading) **and** provide documentation of successful completion of the course to the employing school system by the 2023-2024 school year. The following educators will be given the opportunity to receive the Science of Reading PD: ● K-3 reading, math, science, or social studies teachers are required to complete science of reading training ● Grades 4-8 regular or special education reading, math, science, or social studies teachers ● Reading interventionists that work directly with students ● Master teachers that directly instruct K-3 students in core areas at regular intervals To track this goal: In May of each year, report to the State the number of K-3 teachers and leaders who have completed ACT 108 Literacy Foundations training.

Section 1c: Literacy Team

Guiding Questions:
1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

Member	Role
Lekisha Chambers	Deputy Superintendent
Dr. Dawn Love	Chief of Academics
Dr. Claudette Jackson	Director of Literacy and Numeracy
Selena Guilbeaux	District ELA Content Facilitator
Christol Williams	Elementary Principal
Elizabeth Sarradet	Elementary Assistant Principal
Jennifer Rodrigue	Elementary Master Teacher ELA & SS
Stacy Haase	Elementary Teacher
Katie Foulon	Elementary Teacher
Michelle Hoke	Elementary Teacher
Christina Holland	Elementary Teacher
Jean Woodside	Interim K-12 Master Interventionist
Ethel Teer	Director of District Assessments
Kelly Braddy	ELA K-2 Interventionist
Lauren Stevens	Director of Instructional Materials

Meeting Schedules

Date & Type of Meeting (Plan Review, Data Analysis, etc.)	Frequency of Meetings (Weekly, Monthly, etc.)	Topic(s)
March – May 2023	Weekly	Development of K-3 Literacy Plan
September 2023	Monthly	Review WIN (Whatever I Need) Intervention Process. Review progress towards meeting literacy goals. Analyze Literacy Data and plan next steps to support students, teachers, school leaders and families.
October 2023	Monthly	Review progress towards meeting literacy goals. Analyze Literacy Data and plan next steps to support students, teachers, school leaders and families.
November 2023	Monthly	Review progress towards meeting literacy goals. Analyze Literacy Data and plan next steps to support students, teachers, school leaders and families.
January 2024	Monthly	Review progress towards meeting literacy goals. Analyze Literacy Data and plan next steps to support students, teachers, school leaders and families.
February 2024	Monthly	Review progress towards meeting literacy goals. Analyze Literacy Data and plan next steps to support students, teachers, school leaders and families.
March – May 2024	Weekly	Review K-3 Literacy Plan to revise based on met or unmet goals. Analyze Literacy Data, plan for unmet goals, and celebrate student intervention successes. Plan for the next school year's literacy plan by

		determining curriculum and intervention programs.

Instructional Minutes at each Grade Level

Grades	Daily Minutes	Description of how the instructional time will be utilized.
Kindergarten	45 - 60 minutes	12 - 15 Heggerty **AS/LS - LS: Small group lesson with students (select students) - AS: Heggerty video is uploaded for student practice (aligns with daily lesson) - AS: Teacher includes timestamp of daily lesson that was taught in LS 45 - 50 CKLA (Core) - Live session - Asynchronous instruction
First	60 minutes	12 - 15 Heggerty **AS/LS - LS: Small group lesson with students (select students) - AS: Heggerty video is uploaded for student practice (aligns with daily lesson) - AS: Teacher includes timestamp of lesson that was taught in LS 45 - 50 CKLA (Core) - Live session - Asynchronous instruction
Second	60 minutes	12 - 15 Heggerty **AS/LS - LS: Small group lesson with students (select students) - AS: Heggerty video is uploaded for student practice (aligns with daily lesson) - AS: Teacher includes timestamp of lesson that was taught in LS 45 - 50 CKLA (Core)/Wit & Wisdom - Live session - Asynchronous instruction
Third	60 minutes	10 - 15 Fire **AS/LS - LS Lesson is taught at the beginning - Lesson is embedded within the daily lesson. 45 - 50 Guidebooks (Core) - Live session

		- Asynchronous instruction

Fourth	60 minutes	10 - 15 Fire **AS/LS
		  - LS Lesson is taught at the beginning
		  - Lesson is embedded within the daily lesson.
		45 - 50 Guidebooks (Core)
		  - Live session
		  - Asynchronous instruction

Fifth	60 minutes	10 - 15ire **AS/LS
		  - LS Lesson is taught at the beginning
		  - Lesson is embedded within the daily lesson.
		45 - 50 Guidebooks (Core)
		  - Live session
		  - Asynchronous instruction

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:
1. For each specific plan and activity around literacy, what is/are your:
   - action steps?
   - timeline?
   - person(s) responsible?
   - resources?
   - alignment to literacy goal(s)?
   - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
   - alignment to current research on foundations of reading and language and literacy?
   - cultural responsiveness?
   - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
   - deciding which components will be measured in each grade band or subgroup?
   - how often screeners are administered?
   - progress monitoring?
   - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
   - students with dyslexia?

- ■ the EL population?
- ■ special education students?
- ■ cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1, 2	March – June 2023	Review prior year data to establish school system goals.	K-3 Literacy Team	State Literacy Screener K-3 (DIBELS 8); LEAP ELA 3rd grade scores	Students and subgroups demonstrate growth in year-to-year data.
1, 2,	August 2023 – May 2024	Implement literacy curriculum and assessments aligned to current science of reading research on foundations of reading and language and literacy	K-3 Teachers and School Leaders	Heggerty Phonemic Awareness K-2 Curriculum CKLA K-2 ELA Skills Curriculum K-1 Knowledge Curriculum Wit & Wisdom 2nd Grade Knowledge Curriculum ELA Guidebooks Grade 3 Curriculum	Walkthroughs, observations, SLTs, Benchmark Data Tracking High-quality core literacy instruction clearly addresses foundational skills and knowledge-building components https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pre-k-to-3rd-grade-assessment-guidance.pdf

				K to 3rd Grade Assessment Guidance AMIRA Learning Assessment, Practice Dyslexia Screener - assesses oral reading fluency (ORF), Universal Screening, and Dyslexia Screening	
3	August 2023 – May 2024	Implement literacy professional learning science of reading activities into instruction	K-3 Teachers	[K-3 SOR Literacy Classroom Practices](#) AIMs Pathways to Reading Proficiency	Walkthroughs, observations, SLTs
1	August 2023 – May 2024	Utilizing K-3 literacy screeners to assess literacy proficiency	K-3 Teachers Interventionists	1. DIBELS 8 through mCLASS portal (schools report entire battery) with secure spring administration 2. DRDP-K	TBD-Proficiency will be defined by assessment selected by LDOE 3 benchmarks per year, progress monitoring and reporting Training through online portal, as well as live webinars throughout the summer 2023
1, 2,	August 2023 –	planning for and providing literacy	K-3 Teachers Interventionists	**Tier 2 Teacher Interventions** CKLA Interventions	Systematic, explicit intervention and extension activities are based on

	May 2024	interventions for struggling readers and writers		A T1 Foundations of Reading Intensive Intervention system Grade 3 ELA Guidebook Interventions, FIRE, LIFT **Tier 3: Interventions by Interventionists** Phonics, A T1 Foundations of Reading Intensive Intervention system	individual student needs which are inclusive of subgroups such as SWD, EL, dyslexia.

Section 3: Ongoing Professional Growth

Guiding Questions:
1. On what are you basing your professional development needs? Are you considering:
   - teacher performance data
   - student performance data
   - observation cycles
   - teacher background knowledge and experience levels
2. When planning opportunities for ongoing professional growth for leaders and teachers, are you including plans for:
   - ongoing training and support?
   - coaching?
   - various types of PD offerings?
   - by whom, when, and how PD will be provided?
   - PD specific to foundations of reading and language and literacy?
   - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
   - monitoring the implementation and effectiveness of professional development?
   - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date (When can PD be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)
February 2023	Webinar: Let's Talk Banning of Three-Cueing	K-3 Literacy Team
February 2023	Webinar: Small Group Instruction: The How & Why	K-3 Literacy Team
March 2023	Webinar: Sight Word Recognition: Beyond the Eye & Into the Brain	K-3 Literacy Team

March 2023	Webinar: Reading Prescription: Conferencing with Parents about Their Students' Academic Progress	K-3 Literacy Team
May/June 2023 May/June 2024	Teacher Leader Summit + Follow-Up Sessions (PLC and Professional Development)	K-3 Literacy Team K-3 Teachers District and School Leaders
2023-2024 School Year	LDOE/Assessment Literacy Initiative Webinars + Follow-Up School Sessions	K-3 Literacy Team
2023-2024 School Year	AIMs Pathways to Reading Proficiency + Follow-Up Support Sessions	See Goal #3 (ACT 108)
2023-2024 School Year	Heggerty, Amira + Follow-Up Support Sessions (PLC and Professional Development)	K-3 Literacy Team K-3 Teachers District and School Leaders
2023-2024 School Year	Monthly Literacy Communities of Practice (LDOE) + Follow-Up Sessions	Curriculum Coordinator-Literacy
January 31-February 2, 2024	Plain Talk Conference (The Center for Literacy & Learning) Hilton Riverside, New Orleans	K-3 Literacy Team
Summer 2023 and beyond	DIBELS 8 training through online portal, as well as live webinars throughout the summer	K-3 teachers, literacy team, District and School Leaders

Instructional Minutes for Interventions and Extensions

Grades	Interventions/Extensions

All grades	Small Group Instruction
	- **Plan A:** Broken into 3 smaller groups
	  - 1st 20 minutes: Below level
	    - Intervention opportunities/Reteach
	  - 2nd 20 minutes: On level
	    - Reteach/Reassess

	- 3rd 20 minutes: Above level
	    - Reteach/Reassess/Enrich
	- **Plan B:** Broken into 2 smaller groups
	    - 1st 30 minutes: Below level
	        - Intervention opportunities/Reteach
	    - 2nd 30 minutes: On level/Above Level
	        - Reteach/Reassess/Enrich
	- Students will be identified in Cluster/TCs
	- Invites for the week will be placed on students' calendars

Feedback and Reflection

Actions	Participants

- Conduct surveys following the PD sessions
    - gathered data will be analyzed by PD facilitators and shared with School ILT
- Provide opportunities for reflection following implementation.
    - gathered data will be reviewed
    - coaching sessions will be created
- Walkthroughs conducted by School/District leaders
    - feedback shared
    - coaching opportunities will be created
        - follow up with teacher
- Create cycles of continuous improvement
- Job embedded PD during Clusters
    - Teachers share and reflect on instructional practices during Clusters
- Communities of Practice Sessions
    - School Leaders observe and identify instructional practices during walkthroughs and teacher evaluations
- External Professional Development
    - AIMS, Heggerty, Amira
    - Check-ins with program representatives
    - Embedded program practices into classroom instruction
        - monitored during walkthroughs and teacher evaluations
	K-3 Literacy Team
	School ILT
	District Leaders
	Curriculum Facilitators
	Classroom Teachers
	Interventionists

Section 4: Family Engagement Around Literacy

Guiding Questions:
1. To improve [family engagement around literacy](#), how are you:
   - including families in focus groups and other discus sions with teachers, students, and leaders around:
     - specific programs to address the school's mission?
     - families' concerns about literacy achievement?
     - students' attitudes toward reading and writing?
     - teachers' beliefs about student literacy and learning?
   - providing ongoing support and communication to families?
   - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
   - using communication methods that accommodate all families?
2. How are you working directly with community partners to:
   - engage families and the community?
   - invest in the literacy of our youth?
   - improve access to resources?
3. What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activities	Materials	Resources
Summer 2023	Family Summer Support Toolkit	[Family-Summer-Support-Toolkit](#)	LDOE Website
2023-2024 School Year	Engage families around their child's literacy development at all ages and stages	[student-literacy-screener-results-template.pdf](#)	Report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
September 2023 – May 2024	Monthly Literacy Activities for Families	[Family Literacy Engagement](#)	**September-** Family Literacy Engagement Survey **October-**What Parents Need to Know

			for the 2023-2024 School Year for Literacy
			November- Take on the world together! Build your child's vocabulary by talking about everything. Describe the world around them in real (grown-up terms. **December**-Read with your child every day for at least a few minutes is helpful for literacy development. **January**- Explore nursery rhymes with younger children and songs with older children. These can expose new words and develop literacy skills **February**- Read on the road with your child. Read road signs, building signs, or license plates. **March**- Reading is a family affair! Encourage older children or family members to read to a younger family member. **April**-Have family game nights! Reading is involved in lots of games and activities like Charades, board games, or card games. **May**- Read to learn! When reading together, use the 5W strategy to ask questions - Who, What, When, Where, Why? If you don't know the answer, look it up together.
Fall 2023 Include with Family Literacy Night	Grades 3 Parent Guide to Guidebooks	[2022-grade-3-parent-guide-to-Guidebooks](#)	LDOE Website
Fall 2023 and Spring 2024	Family Literacy Nights	[family-literacy-engagement-strategic-plan-for-](#)	LDOE Website

		schools-and-school-systems	
2023-2024 School Year	Literacy Across Content	Cross-Curricular Themes	Many reading curricula incorporate other subjects such as science and social studies into thematic units. Add or extend tasks that promote cross-curricular discussions and activities.
2023-2024 School Year	Positive Behavior Intervention Support (PBIS)	PBIS School Program	A positive, welcoming school climate can strengthen bonds between students, teachers, leaders, and families. Schools should aim to maintain an open-door policy where strong relationships can be formed. No level of engagement around literacy development or any other content can be successful without a supportive environment.
2023-2024 School Year	Accelerated Reading Program	Renaissance School License	Students perform better when parents and guardians are actively involved in their learning. That's why we encourage educators to use Renaissance Home Connect. Home Connect provides families with real-time information on their child's progress in Accelerated Reader.
2023-2024 School Year	Parent Advisory Panel	Scheduled meetings Meeting Links	Two-way communication for parents to express their concerns. Parents who are not a part of the panel are advised to reach out to a parent representative on the panel. (via Social Media parent pages, field trips, and in-person school events)
2023-2024 School Year	Literacy Day	Event agenda Teacher created	Schoolwide event to support literacy for K-5 students. The school will remind

		sessions containing resources and activities Student/parent hands-on activities	families of our literacy goals. Teachers will host help sessions for learning coaches to share strategies and tips for supporting literacy at home. Learning coaches and parents will be able to ask questions about how to support their students. Learning coaches and students are also invited to host a literacy session of their choosing.
2023-2024 School Year	School Website		Family Literacy Resources (websites/interactive platforms)
2023-2024 School Year	Superintendent Newsletter	UVA Events Calendar Topics/events/ lessons surrounding literacy	Communicates to families about current initiatives and updates around the school. Also includes an anonymous form where families can ask questions or provide feedback.
2024 - 2025 School Year	Elementary Newsletter	Newsletter Template ES Events Calendar Classroom Topics/events/ lessons surrounding literacy	Communicate to families about specific elementary initiatives, updates, and upcoming events.

Section 5: Alignment to other Initiatives

Guiding Questions:
1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:
   - School Improvement Plan
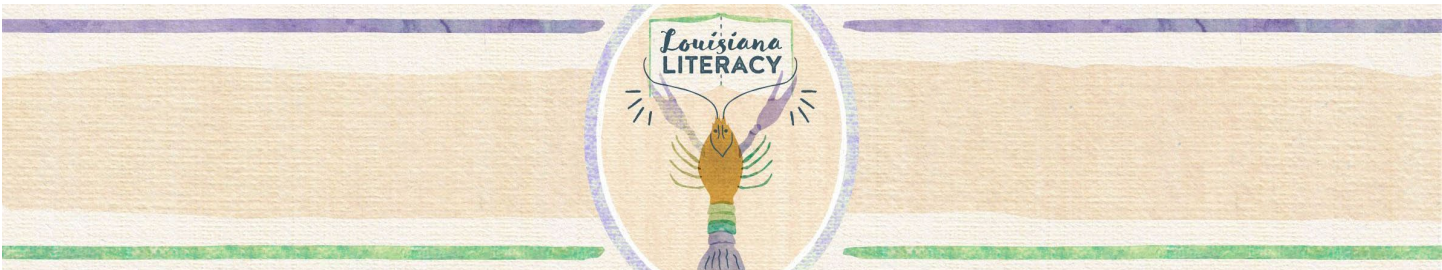   - Early childhood programs
   - Cross-curricular connections

- Community programs
- Alignment across schools within the system

Initiative Alignment

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
REAL Tutoring Program	K-3 Skills	Identification of students needing targeted learning support (tutoring), anticipated outcomes, Pre/Post Screening data, Attendance data, external vendor
AIMs Reading Foundations	ACT 108	Attendance/Quizzes/Pre and Post Assessments/Certificate/Follow-Up
ELA PLCs	Facilitating adult group learning requires a strong grasp of content, purposeful planning, and methods to assess the impact of that learning which allow educators to directly improve teaching and learning.	Elementary administration and the Curriculum Team will monitor the PLC success by attending and ensuring PLC discussions are centered around student literacy data. The student work should also be a piece of evidence that reflects the impact of the success of the cycle of the PLC. Resource: *Literacy in a PLC at Work: Guiding Teams to Get Going and Get Better in Grades K-6 Reading* by Paula Maeker and Jacqueline Heller, May 2023
ELA Summer Learning	FIRE and LIFT Kits	Identification of students needing summer learning, Outcomes described for students who received summer learning, Anticipated outcomes described for students who will receive summer learning, Description of summer learning programming that will continue in SY, Description of data being used to make these decisions
K-2 Content Leader	K-2 Content Leaders	Attendance/Quizzes/Pre and Post

Training	deeply understand the components of effective literacy instruction and the foundations of reading.	Assessments/Certificate/Follow-Up
ELA Content Leader Training	Deeply grounded in high-quality ELA curriculum and assessments.	Attendance/Quizzes/Pre and Post Assessments/Certificate/Follow-Up
Accelerated Reading	Motivate, monitor, and manage students' independent reading practice and watch as students develop a true love for reading	Listening comprehension—check understanding of read-to books with recorded voice quizzes Vocabulary—acquire new words with pre-reading word lists, vocabulary practice quizzes, and words-learned reports Reading comprehension—track comprehension rates, average level of text complexity, and quantity of reading with reading practice quizzes on over 210,000 titles, including highly decodable texts for transitional readers
Comprehensive Literacy State Development (CLSD) CIR/UIR-A Grant	Opportunity to provide additional and enhanced literacy efforts to: ● Build capacity of local leaders ● Improve practice of teachers ● Increase literacy outcomes for children	Fiscal and Programmatic Monitoring

| Heggerty, Amira | Deeply grounded in literacy foundational skills and oral reading fluency. | Diagnostic reports that empower teachers and parents. Reading is life's most important skill. The mission is to make every child a motivated and masterful reader. Too many kids face a lifetime of lost opportunity because they failed to attain reading fluency by third grade. |

Section 6: Communicating the Plan

Guiding Questions:
1. What are the implementation expectations for schools?
   - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
   - Will you hold quarterly meetings?
   - Will you report on progress monitoring of the plan components and goals?

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
School Website	Post K-3 Literacy Plan on UVA website	June 1, 2023
K-3 Literacy Team	Literacy Team Meetings	Scheduled Meetings
Elementary NIET ILT	Review K-3 Literacy Plan	September 2023
K-3 Faculty and Staff	Review K-3 Literacy Plan	Back to School Session
Families/Community	Post K-3 Literacy Plan on UVA website Share link to the K-3 Literacy Plan in Newsletter	Website posting: Ongoing; updated as needed Link in each newsletter