

St. Martin Parish School- Based

Foundational Literacy Plan for K-3



School: Cecilia Primary

Literacy Goals:

Dibels:	Students scoring on grade level will improve by <u>6%</u> .
ELA LEAP:	Students scoring at the Mastery and above level will improve by <u>N/A%</u> .
School Goal:	Students in grades K-2 scoring below grade level will improve by <u>12%</u>
iReady Reading:	Students scoring on grade level will improve by <u>10%</u>

ELA textbooks and instructional materials for grades K-3	<p>The school uses EL Education Language Arts Curriculum published by EL Education in Grades K-2 as its Tier I Curriculum. This curriculum contains three components: Knowledge, Skills and Learning Labs. The Knowledge component uses Read Alouds and writing activities to build students' knowledge of science, social studies and literature. It also provides them with opportunities to learn and use diverse academic vocabulary. The Skills component focuses on providing students with instruction in phonemic awareness, phonics, decoding, and spelling. Lastly, the Lab component supports and extends student learning from the Module Lessons. The K-2 Labs are designed to help teachers ensure that all students receive time to play and explore, become immersed in oral language and content knowledge, and practice the skills and habits of character needed — both to live joyfully and to be fully successful and proficient.</p> <p>Grade 3 uses Louisiana Guidebooks 2.0 as its Tier I ELA Curriculum. Guidebooks provide students opportunities to practice literacy analysis of complex text, writing for a variety of purposes and vocabulary development. Students also complete fluency practice daily.</p> <p>Special Education (SPED) students who are expected to take the LEAP 2025 assessment are included in all Tier I instruction throughout the school day.</p>
Amount of time devoted to foundational literacy skills	<p>Grades K-2 have 180 minutes dedicated to foundational literacy skills instruction through the Tier 1 core instructional program, EL Education. The course is broken into the following schedule of minutes: 1) Knowledge – Sixty (60) minutes per day is spent on vocabulary development, building</p>

<p>Amount of time devoted to foundational literacy skills instruction in Grades K-3</p>	<p>background knowledge and standards associated with speaking and listening; 2) Skills – (Small Group Instruction) Sixty (60) minutes per day is spent on learning the English sound code through phonemic awareness and systematic phonics instruction; and 3) Labs – Sixty (60) minutes 2-3 times per week is dedicated to labs during which time students practice skills, oral language and content knowledge.</p> <p>In addition, K-3 students are provided with an additional 30 minutes outside of core instruction to review and practice foundational phonics skills.</p> <p>Students in grade 3 have 90 minutes of Tier I instruction per day. This time is spent on literary analysis, vocabulary development, building background knowledge, and fluency.</p> <p>All students in grades K-3 who are below benchmark on the literacy screener receive 90-150 additional minutes of instruction per week through a tiered system of support, Response to Intervention (RTI), which targets each student’s specific deficits.</p>
<p>Interventions provided in grades K-3</p>	<p>Interventions are provided 20-30 minutes per day, three to four days per week, in addition to core instruction. The RTI team uses scientific research based on the specific program or strategy to determine the frequency and duration of the intervention for each individual student.</p> <p>Students are given a pretest to find their area of need using the Phonics for Reading program. The area of need is targeted through the identified interventions and student progress toward mastery of the targeted skill(s) is monitored every two weeks.</p> <p>Lastly, Summer Learning and After School Tutoring are another layer of interventions that are offered to struggling students. During this time, students who are struggling with foundational reading skills are provided extra support along with explicit instruction.</p>
<p>Professional Development</p>	<p>All teachers who teach core subjects along with SPED teachers are currently completing training in the Science of Reading through LETRS. By the end of 2023- 2024 school year, over 80% of teachers will have completed Units 1-8 of the LETRS program. The district will provide ongoing LETRS training for newly hired teachers each year. In addition, by July of 2024 all administrators of K-3 schools in St. Martin Parish will have also completed LETRS training for administrators.</p> <p>Beginning with the fall of the 2023-2024 school year, teachers in grades 4 and 5 will participate in literacy training on the Science of Reading provided by the Louisiana Department of Education.</p> <p>All schools provide weekly professional development for teachers through Professional Learning Communities (PLC)/Cluster meetings focused on reading strategies, LETRS developmental strategies, English Language Arts (ELA) planning, as well as planning in the core areas of math, science, and social studies.</p>

	<p>The district provides beginning of the year Professional Development on data Analysis, curriculum unpacking, unit studies, writing strategies, and interventions. Training is planned to provide support to both new and veteran teachers. Each school is provided with a literacy coach who also provides ongoing professional development to teachers, through PLCs/Clusters, observations, partner teaching, whisper coaching and lesson planning.</p>
<p>School Literacy Screener Results 2022-2023</p>	<p>Dibels 8th:</p> <p>At this time, <u>55</u> % of students in grade K are at or above level. At this time, <u>55</u> % of students in grade 1 are at or above level. At this time, <u>46</u> % of students in grade 2 are at or above level. At this time, <u>N/A</u> % of students in grade 3 are at or above level.</p> <p>iReady:</p> <p>At this time, <u>84</u> % of students in grade K are at or above level. At this time, <u>56</u> % of students in grade 1 are at or above level. At this time, <u>63</u> % of students in grade 2 are at or above level. At this time, <u>N/A</u> % of students in grade 3 are at or above level.</p> <p>LEAP Results:</p> <p>At this time, <u>N/A</u> % of students in grade 3 are at mastery or above. At this time, <u>N/A</u> % of students in grade 4 are at mastery or above. At this time, <u>N/A</u> % of students in grade 5 are at mastery or above.</p>