

St. Martin Parish

School- Based

Foundational Literacy Plan for K-3

School: Breaux Bridge Primary

Literacy Goals:

Dibels:	Students scoring on grade level will improve by <u>5%</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>5%</u> .
iReady Reading:	Students scoring on grade level will improve by 5%.

ELA textbooks and instructional materials for grades K-3	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 (RTI). 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.
Amount of time devoted to foundational literacy skills instruction in Grades K-3	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 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 (RTI) – Sixty (60) minutes

	2-3 times per week is dedicated to labs during which time students practice skills, oral language and content knowledge. In addition, K-3 students are provided with an additional 30 minutes outside of core instruction to review and practice foundational phonics skills. All students in grades K-2 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.
Interventions provided in grades K-3	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. 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.
Professional Development	~~All teachers who teach core subjects along with SPED teachers have~~ completed training in the Science of Reading through LETRS. The district will provide ongoing LETRS training for newly hired teachers each year. 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. 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. Dibels 8th:
School Literacy Screener Results 2025-2026	For EOY 25-26, <u>50 %</u> of students in grade K are at or above level. For EOY 25-26, 61 <u>% of</u> students in grade 1 are at or above level. For EOY 25-26, 64 <u>% of</u> students in grade 2 are at or above level. For EOY 25-26, N/A <u>% of</u> students in grade 3 are at or above level. iReady (Math): For EOY 25-26, 70 % of students in grade K are at or above level. For EOY 25-26, 45 % of students in grade 1 are at or above level. For EOY 25-26, 51 <u>% of</u> students in grade 2 are at or above level. For EOY 25-26, N/A <u>% of</u> students in grade 3 are at or above level. _____ _____

	LEAP Results: 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.
--	---