

2026-2027 LITERACY PLAN

Holly Ridge Elementary School

Principal, Reagan Holloway

Superintendent, Sheldon Jones

August 2026

LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

All students at Holly Ridge Elementary School will develop their literacy foundational skills in order to be able to fluently read and comprehend through high quality instructional materials and daily small group high dose tutoring intervention.

Literacy Mission Statement

Holly Ridge Elementary School will increase the number of students reading on grade level or at benchmark as measured by DIBELS 8. The HRES Instructional Leadership Team along with teachers will use student data from DIBELS, LEAP 2025, and curriculum embedded assessments in order to identify students' need to plan small group instruction and monitor progress in order to show growth.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	By the end of the school year, HRES will increase the number of K-3 students scoring benchmark as measured by DIBELS assessments. BOY, MOY, EOY, and progress-monitoring data will be used to monitor students and subgroups. By the end of the school year, HRES will increase the number of students scoring Mastery and Advanced and/or grow students' achievement level by at least half an achievement level on the LEAP 2025. HQIM curriculum embedded assessments will be used to monitor progress.
Goal 2 (Teacher-Focused)	During the year teachers will participate in Teacher Collaboration meetings where they will monitor progress on goals through the use of a student work analysis protocol to diagnose students' needs and plan support along with high quality instructional material (CKLA and HMH). HRES ILT will monitor implementation through coaching from Master Teacher, observation and learning walks.
Goal 3 (Program-Focused)	HRES ILT and Teacher Collaboration meetings along with teacher observation will regularly occur to monitor progress in which data is analyzed in order to plan and adjust as needed. Progress will be reviewed throughout the year, including BOY, MOY, and EOY literacy checkpoints.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions.

While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	Tier I ELA instruction is delivered through HQIM: CKLA in grades K-2, and HMH in grades 3-8. Teachers use curriculum assessments, DIBELS 8/mCLASS data, student work, and formative assessments to evaluate learning. The ILT, administration, Master Teacher, and district literacy support monitor implementation through learning walks and coaching cycles. Student groups are formed from benchmark and progress-monitoring data for remediation, acceleration, and enrichment.
Amount of time spent on daily literacy skills instruction and how it is used	The master schedule provides a 100-minute ELA block in K-8. Students needing high dose tutoring will receive 50 minutes of daily intervention time. K-3 teachers utilize DIBELS data in order to diagnose student need and plan support as needed. Teachers in grades 3-8 use LEAP 2025 data as well as curriculum embedded assessments to diagnose need and plan support.
English Language Arts textbooks and instructional materials used	CKLA (K-2); Heggerty (K-2); HMH Into Reading (3-5); HMH Into Literature (6-8); DIBELS 8/mCLASS; Amplify mCLASS interventions; Amira; curriculum-based assessments and teacher-created/formative assessment resources.

Tier II	Students identified through DIBELS/mCLASS benchmark and progress-monitoring data or LEAP 2025 data receive targeted intervention aligned to identified skill needs. Student groups are created from benchmark data and receive direct support from ELA teachers. Literacy coaches and the Master Teacher support intervention planning. Progress is monitored through ILT and TC meetings.
Tier II plan, including the amount of time	Daily intervention is built into the master schedule and occurs in addition to Tier I core instruction. Frequency and duration are determined by student need and master schedule.
List of available interventions and their descriptions	Amplify mCLASS interventions/burst cycles; Amira; Heggerty, teacher-led small-group intervention based on DIBELS/mCLASS data, CKLA/HMH data
Tier III	Students requiring intensive support are identified through DIBELS/mCLASS and other diagnostic/progress-monitoring data. Supports are adjusted to identified needs and monitored frequently. Students continue to receive Tier I core instruction. Progress is monitored at least weekly, and the LT reviews evidence to adjust intensity and determine next steps, including coordination with special education, dyslexia, IASP, and other student-support processes as applicable.
Tier III plan, including the amount of time	Intensive literacy support is provided during intervention time without replacing Tier I core instruction. Exact Tier III minutes are not separately specified in the Super Plan; frequency/intensity is determined from student need and progress-monitoring data.
List of available interventions and their descriptions	Amplify mCLASS interventions/burst cycles; Amira; Heggerty, teacher-led small-group intervention based on DIBELS/mCLASS data, CKLA/HMH data; Sonday; individualized teacher-led intervention and other supports selected from diagnostic/progress-monitoring data.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	June-July	Review prior-year literacy and LEAP data to establish goals and identify students/subgroups needing support.	Administration, data manager, literacy team	DIBELS/mCLASS; LEAP; prior-year data	School goals established; students/subgroups demonstrate growth in year-to-year data.
2	June-July	Build the master schedule to provide daily literacy intervention in addition to Tier I instruction.	Administration	Master schedule; Google Docs/Sheets	Daily intervention/acceleration block is evident in the master schedule and implemented consistently.
3	August-May	Administer literacy screeners and conduct ongoing progress monitoring; use data to create and adjust intervention groups.	HRES DIBELS Team; district literacy coaches; Master Teacher; administration	DIBELS 8/mCLASS; TS GOLD as applicable; SPED progress-monitoring programs	BOY/MOY/EOY and progress-monitoring reports show student growth and guide instructional adjustments.
4	August-May	Provide professional learning and coaching to support daily intervention, HQIM implementation, unit/lesson preparation, and analysis of student work.	Literacy coaches; Master Teacher; administration; ILT	CKLA; HMH; /TC structures; mCLASS data	Teacher observations, learning-walk data, unit/lesson preparation, and student work demonstrate improved implementation.
5	August-May	Engage families around literacy through academic events, data communication, literacy activities, and parent resources.	Administration; Master Teacher; teachers; literacy team	CKLA/HMH resources; DIBELS/mCLASS; newsletters; Parent Resource Center	Family participation/attendance and ongoing communication; student literacy data monitored throughout the year.

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
June-July	HQIM curriculum training: CKLA/HMH and curriculum implementation	ELA teachers; school leaders; teacher leaders
July-August	Data analysis and literacy goal/intervention planning	HRES Literacy Team; administration; Master Teacher
August-May	School-level TC learning: unit unpacking, lesson preparation, intervention, and student work analysis	Teachers; Master Teacher; literacy coaches; ILT

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Unit & Lesson Preparation	Strengthen teacher understanding and implementation of HQIM through unit unpacking and lesson preparation aligned to student needs.	ILT/TC products, lesson annotations, learning walks, student work, formative assessment data

Data-Driven Intervention & Small Groups	Use DIBELS/mCLASS and student work to identify needs, group students, and adjust targeted intervention/acceleration.	Progress-monitoring data, intervention reports, student growth, walkthrough evidence
Student Work & Instructional Response	Analyze student work and formative assessment evidence to determine instructional adjustments and strengthen literacy outcomes.	Student work analysis, teacher next steps, follow-up observations, benchmark/LEAP data

Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August	Back-to-School Night / Title I literacy information	School-based event; information/handouts; accessible communication	Parents and families
Fall & Spring	Academic Nights: curriculum/data information and literacy support at home	Events offered at varied times; family meals/meal supports considered; newsletters and reminders	Parents/families; local community partners
August-May	PAC/PTO meetings and ongoing literacy/data communication	Quarterly meetings; School-to-Home Connector newsletters; progress reports; direct teacher communication	Parent Action Committee; parents/families
January-May	DIBELS/TS GOLD growth recognition and literacy activities	School/awards events; Grab-and-Go literacy activities sent home	Parents/families; businesses may donate prizes
Spring	Book Fair	On campus during/possibly after school; online purchase option	Scholastic; parents and families

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including: - School improvement plan - Early childhood programs - Cross-curricular initiatives - Community programs - System-wide priorities across schools - Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals. - Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?		
Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan / ILT Long-Range Plan	Literacy goals connect to school priorities, HQIM implementation, intervention, formative assessment, and teacher coaching.	ILT/TC cycle evidence; learning walks; teacher growth tracker; DIBELS/mCLASS and LEAP data
RPSB Framework for Effective Instruction / Louisiana Educator Rubric	Coaching and observation cycles strengthen curriculum use, high expectations, student learning, and instructional response.	LER/LEADS observations; follow-up learning walks; student work and formative assessments
Read Across America / DEAR / Accelerated Reader	Motivates independent reading and provides additional opportunities to build reading volume and fluency.	Observation; AR goals/points every six weeks
Early Childhood / Science of Reading	PK-3 Foundations of Literacy training and early literacy assessments support foundational reading development.	SOR certificates; TS GOLD/DIBELS data; CLASS/observation evidence

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
- Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
- Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
- Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Students, Parents, and Community	Publish/share the literacy plan and literacy priorities through the HRES website and family communication structures.	Beginning of year and ongoing
HRES ILT / Literacy Team	Review the plan, analyze BOY/MOY/EOY and progress-monitoring data, and determine instructional/intervention next steps.	Initial summer/BOY meeting; ongoing throughout year

HRES Teachers	Communicate and implement priorities through collaborative planning, PLC/TC meetings, coaching, and data analysis.	August-May
Families	Share literacy expectations, curriculum/data information, student progress, and ways to support literacy at home through Back-to-School Night, academic nights, newsletters, conferences, and direct communication.	August-May
Community	Share school literacy information and events through the website, digital marquee, PAC/PTO, and community partnerships.	August-May