

2026-2027 LITERACY PLAN

Mangham Elementary School

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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 in Mangham Elementary will demonstrate adequate progress toward reading on grade level.

Literacy Mission Statement

Mangham Elementary School will improve literacy outcomes for students and teachers by setting and progress monitoring literacy goals; implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners; providing and participating in ongoing professional growth opportunities; and engaging families through literacy nights around their child's literacy development at all stages and ages.

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)

3-Year Plan from the existing MES literacy plan:
• K-2: 83% of students on or above level on the EOY DIBELS Literacy Screener, with the number reading on grade level increasing by 12% each year.

	Grades 3-5: 84% on or above level on the EOY DIBELS Literacy Screener, with the number reading on grade level increasing by 8% each year. Note: the source plan lists May 2026 as the target date; a new 2026-27 target is not specified in the Super Plan.
Goal 2 (Teacher-Focused)	Teachers and leaders will complete Foundations of Literacy training and receive individualized literacy-coach support. Teachers will implement mCLASS bursts, daily Tier I literacy curriculum, and analyze student needs bi-monthly. The Master Teacher will train and monitor use of the Amplify platform, monitor Tier I implementation through school/district learning walks, and track school literacy data. ILT will analyze literacy data and determine school-level instructional shifts.
Goal 3 (Program-Focused)	The school literacy team and teachers will monitor student progress to drive decision making. The literacy team meets monthly September-April to analyze data and adjust instruction, with BOY planning/implementation and EOY analysis.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Tier I ELA instruction is provided daily. The Super Plan does not specify the number of minutes for the core ELA block. A separate reading intervention block is 30 minutes daily.
English Language Arts textbooks and instructional materials used	- CKLA ELA Curriculum: K-2 - Guidebooks ELA Curriculum: Grades 3-5 - Heggerty phonics/phonological awareness support: PK-2 - Curriculum-based assessments, DIBELS/mCLASS, student work, and learning-walk data are used to monitor instruction.
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to

	reflect the effectiveness of the Tier II intervention? - Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Students identified through DIBELS/diagnostic data receive individual and small-group reading intervention for 30 minutes daily. Intervention groups are formed based on student need. Progress checks occur each six weeks, with DIBELS/mCLASS data used to regroup and adjust support.
List of available interventions and their descriptions	• Amplify mCLASS interventions/bursts - targeted literacy intervention and progress monitoring • Amira - literacy support/intervention with progress reports • Heggerty - phonological awareness/phonics support • High-Dosage Tutoring/expanded academic support is referenced in the Super Plan.
Tier III	- Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? - Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? - Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	The Super Plan does not identify a separate Tier III literacy schedule or adopted Tier III curriculum. It states that all SPED students are screened with a diagnostic assessment and placed in reading intervention groups based on level; the Master Teacher serves as liaison between regular and special education teachers. Progress is monitored through DIBELS, mCLASS, Amira, IEP data, and other student data.
List of available interventions and their descriptions	No separate Tier III program is explicitly identified in the MES Super Plan. Available supports named in the plan include mCLASS, Amira, Heggerty, diagnostic assessments, SPED services, and High-Dosage Tutoring.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	July 2026	Review prior-year data to establish school literacy goals.	ILT / Literacy Team	Literacy screeners; LEAP scores	Students demonstrate growth in year-to-year data.
2	August 2026-May 2027	Administer literacy screener and progress monitor.	School-Level DIBELS Team	mCLASS and Amira	mCLASS and Amira reports.
3	August 2026-May 2027	Support teachers in providing daily small-group interventions using mCLASS and Amira.	Master Teacher	mCLASS and Amira	Student growth data and teacher observations for implementation fidelity.
4	August 2026-May 2027	Continue relationship with Richland Parish Library - Mangham Branch.	Master Teacher, Administration, Teachers	Local Library Director	Library continues its partnership with Mangham Elementary.
5	August 2026-May 2027	Plan school literacy nights.	ILT / Literacy Team / Local Library	Community partners, local library, school faculty and staff	40% of students and parents attend literacy nights.
6	August 2026	Communicate the Literacy Plan.	Administration	Back-to-School Night; first faculty/staff meeting	Literacy goals are established and communicated to stakeholders.
7	August 2026-May 2027	Serve as liaison between regular and special education teachers.	Master Teacher	mCLASS and Amira data	Students receiving SPED services progress in reading at a rate equivalent to peers in regular education.

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>
July 2024	Heggerty Training	PK-2 teachers
July 2025	CKLA Training	K-5 teachers (as listed in source PD plan)
July-August 2025	Science of Reading Refresher	PK-3 teachers
August 2026-May 2027	mCLASS and Amira Data Analysis and Interventions	Master Teacher / Teachers
August 2026-May 2027	Student Work Analysis Based on mCLASS Progress	Master Teacher / Teachers

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 and Lesson Preparation	Strengthen skillful implementation of HQIM through unit unpacking, lesson preparation/annotation, and alignment to student needs.	Weekly Teacher Collaboration; bi-monthly ILT and school learning walks; monthly district learning walks; student work and assessment analysis.
Literacy Data / Intervention	Use DIBELS, mCLASS, Amira, student work, and progress-monitoring data to identify needs, group students, and adjust intervention/instruction.	Bi-monthly data analysis, progress checks, mCLASS/Amira reports, coaching logs, observations, and literacy-team review.

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Back-to-School Night	MES Multipurpose Room	Parents / Community / Mayor
September 2026	District Family Engagement Night	Richland Arts Center	Parents / Community
September 2026	1st PAC Meeting	MES LAB Room	PAC Team
October 2026	Literacy Night	Campus-wide	Faculty/Staff / Parents / Local Authors
February 2027	Book Fair	MES Multipurpose Room	Faculty/Staff / Parents
February 2027	Dr. Seuss Week	Campus-wide	Faculty/Staff / Parents
March 2027	Literacy Night (2)	Campus-wide	Faculty/Staff / Parents

Section 5: Alignment to Other Initiatives

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

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. 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
District Framework for Effective	Literacy connects to all instructional pillars.	Monthly district learning walks.

Instruction		
Local Libraries	Partnership between the local library and school to promote literacy.	Continued involvement in promoting literacy in the community.
Young Authors Contest	Encourages and rewards creative writing.	All grades and SPED submit school winners for regional competition.
Pre-K	Phonological awareness.	TS GOLD scores.
Strategic Action Plan	Includes goals for skillful curriculum use, high expectations, and demonstration of learning.	ILT sets literacy goals/action steps and monitors implementation.
Richland Summer Learning Camp	Grades 2-4 literacy support through small groups and Science of Reading-aligned practices.	Teacher training and student literacy progress.

Section 6: Communicating the Plan

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

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. 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.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
School-Level ILT	Attend ILT meetings; analyze literacy data and monitor implementation.	Weekly / ongoing
Families	Flyers, social media, newspaper, mCLASS reports, school app, PAC meetings, academic/literacy nights.	Ongoing
Teachers	Check-ins, emails, Teacher Collaboration/PLCs, coaching, data analysis.	Ongoing
Students	mCLASS reports and progress information.	Ongoing