

2026-2027 LITERACY PLAN

Rayville Elementary School

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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 Rayville Elementary School will develop the foundational skills, knowledge, vocabulary, comprehension, and writing needed to read and communicate proficiently. Through daily Healthy Core Instruction using high-quality instructional materials, targeted intervention and extension, and data-informed support, RES will ensure every learner has access to rigorous literacy experiences and opportunities to grow. Families, teachers, leaders, and community partners will share responsibility for helping students become confident, independent readers and writers.

Literacy Mission Statement

Rayville Elementary School will improve literacy outcomes by providing coherent Tier I instruction, daily small-group support, and interventions matched to students' identified needs. Teachers and leaders will use DIBELS/mCLASS, curriculum-embedded assessments, student work, and walkthrough evidence to plan instruction and monitor progress. The ILT, literacy coaches/master teachers, classroom teachers, families, and community partners will work together to strengthen literacy achievement for all students, with intentional attention to students reading below grade level and the bottom 25%.

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 May 2027, RES will increase literacy achievement across K–5. K–3 students will demonstrate measurable growth from BOY to EOY on DIBELS/mCLASS, with particular attention to students below benchmark and the bottom 25%. In grades 3–5, ELA performance will improve from baseline on curriculum-embedded assessments and LEAP-aligned measures, with an increased percentage of students reaching Mastery and above and students in the bottom 25% demonstrating growth.
Goal 2 (Teacher-Focused)	During 2026–2027, teachers will strengthen Healthy Core Instruction through consistent use of Tier I HQIM, unit and lesson preparation, explicit instruction, purposeful small-group support, and analysis of student work and literacy data. Teachers will use knowledge of students to select scaffolds, intervention, and extension; implementation will be monitored through TC/ILT artifacts, coaching, learning walks, lesson plans/annotations, mCLASS progress-monitoring data, and curriculum-embedded assessments.
Goal 3 (Program-Focused)	RES will maintain a schoolwide literacy system in which the ILT and Teacher Collaboration cycles regularly review DIBELS/mCLASS, curriculum assessment, student-work, and walkthrough data; monitor Tier I, Tier II, and Tier III supports; and adjust coaching, professional learning, intervention, and family engagement. 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 literacy instruction is delivered daily through the district-adopted HQIM and supported by trained classroom teachers, literacy coaches/master teachers, the ILT, and school leaders. Teachers use curriculum-embedded assessments, DIBELS/mCLASS data, student work, and daily formative evidence to evaluate the health of core instruction. Unit and lesson preparation, explicit modeling, grade-level reading/writing tasks, purposeful questioning, and small-group differentiation are monitored through weekly planning, Teacher Collaboration, coaching, and learning walks. The ILT responds to trends in student and teacher evidence and aligns support to LER indicators, especially Standards & Objectives, Teacher Knowledge of Students, Teacher Content Knowledge, and Presenting Instructional Content.
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Amount of time spent on daily literacy skills instruction and how it is used	Daily literacy blocks include protected Tier I ELA instruction and a scheduled small-group/intervention component. K–3 teachers use DIBELS/mCLASS data and curriculum evidence to group students and provide targeted foundational-skills and comprehension support without replacing core instruction. Grades 3–5 use HQIM lessons, student work, formative assessment, and literacy data to provide targeted small-group support and extension. Exact minutes follow the RES master schedule and adopted curriculum requirements.
English Language Arts textbooks and instructional materials used	District-approved Tier I ELA high-quality instructional materials. Grades 3–5 use HMH Into Reading (Version 3) for core ELA instruction. K–2 use district-adopted foundational literacy resources, including mCLASS/Amplify; Kindergarten also uses Heggerty for phonological/phonemic awareness. Teachers use curriculum texts, assessments, rubrics, exemplars, and teacher/student resources aligned to grade-level standards.
Tier II	Tier II support is provided in addition to Tier I core instruction for students whose literacy data indicate strategic need. Student placement and instructional focus are determined from DIBELS/mCLASS, curriculum-based measures, student work, and diagnostic information. Intervention skill and progress-monitoring measure are aligned. Teachers/literacy staff provide targeted small-group intervention and monitor progress weekly or biweekly based on student need. Data are reviewed in grade-level/TC, literacy-team, and ILT structures to determine whether to continue, intensify, adjust, or fade support.
Tier II plan, including the amount of time	Targeted small-group intervention is scheduled during the school day in addition to Tier I instruction. K–3 students identified in the yellow/red DIBELS ranges receive targeted literacy intervention 3 times per week for 30 minutes in groups of approximately four students. Students are progress monitored according to the identified skill and assessment guidance. Intervention groups are adjusted using BOY, MOY, EOY, and ongoing progress-monitoring data.
List of available interventions and their descriptions	mCLASS/Amplify intervention lessons and bursts aligned to DIBELS skill needs; Heggerty where phonological/phonemic awareness is indicated; HQIM-aligned small-group lessons; Amira literacy support in grades 3–5; and other district-approved evidence-based literacy supports matched to identified student needs. RES does not use after-school tutoring; intervention/HDT is provided during the instructional day.
Tier III	Tier III support is provided for students with intensive literacy needs by appropriately trained literacy/intervention staff using district-approved intervention resources. Students continue to receive Tier I core instruction. Intervention is matched to the student's identified skill deficit and is delivered with greater intensity through smaller groups, increased frequency, and/or additional time. Progress is monitored at least weekly, and the intervention team/ILT 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 intervention is scheduled during the school day in addition to Tier I instruction. K–3 students with intensive foundational-literacy needs receive intervention in small groups, generally 3 times per week for 30 minutes, with frequency/intensity increased as student need requires. Progress monitoring occurs at least weekly for intensive needs and informs instructional adjustments, IASP/MTSS decisions, and regrouping.
List of available interventions and their descriptions	Intensive mCLASS/Amplify intervention matched to diagnostic need; district-approved foundational reading interventions; Heggerty when appropriate; HQIM-aligned targeted lessons; specialized supports identified through IASP/MTSS, dyslexia, and special education processes.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–September	Launch ILT and TC Cycle 1 around unit and lesson preparation. Teachers unpack HQIM assessments, rubrics, exemplars, texts, knowledge, and skills; annotate lessons for purpose, mastery expectations, explicit modeling, and differentiation.	ILT; Principal/AP; Literacy Master Teachers/Coaches	K–2 and 3–5 unit/lesson preparation resources; HQIM; LER	Unit/lesson preparation artifacts demonstrate understanding of intended learning and student needs; TC/ILT artifacts and walkthroughs show stronger alignment of tasks to objectives; curriculum-embedded student work/assessments are reviewed for progress.
2	August–May	Implement daily Healthy Core Instruction and protected small-group literacy support using Tier I HQIM. K–3 students in identified DIBELS yellow/red ranges receive intervention 3 times per week for 30 minutes in small groups. Grades 3–5 use HMH Into Reading V3 for core ELA and Amira/HDT supports as appropriate. Use DIBELS/mCLASS, curriculum assessments, Amira data, and student work to form groups, scaffold instruction, and provide extension.	Classroom Teachers; Literacy Master Teachers/Coaches; ILT	HQIM; DIBELS/mCLASS; Heggerty/CKLA where applicable; student work	Learning walks and lesson artifacts show consistent HQIM implementation and purposeful small groups; student progress-monitoring and curriculum-assessment data demonstrate growth.

3	BOY, MOY, EOY; ongoing	Administer literacy screeners and analyze results by grade, subgroup, and bottom 25%. Monitor Tier II/Tier III progress weekly or biweekly and adjust intervention based on student response.	DIBELS Assessment Team; Teachers; Literacy Coaches; ILT	DIBELS/mCLASS; intervention reports; data trackers	Screening completed within windows; intervention groups align to identified skill needs; progress-monitoring records show timely instructional adjustments and movement toward benchmark/grade-level expectations.
4	September–May	Conduct literacy learning walks, coaching, co-planning/co-teaching, and Teacher Collaboration focused on Healthy Core Instruction, knowledge of students, explicit instruction, and student work analysis.	Principal/AP; Literacy Master Teachers/Coaches; ILT	LER; coaching plans/logs; learning-walk tool; TC LRP	Coaching/TC evidence shows teacher next steps and follow-through; walkthrough trends improve; student work demonstrates stronger alignment to grade-level literacy expectations.
5	October–April	Use literacy-team/ILT data reviews to evaluate Tier I health, intervention effectiveness, and progress toward literacy goals; identify schoolwide and teacher-specific next steps.	ILT; Literacy Team; Principal/AP; Data Manager	DIBELS/mCLASS; curriculum assessments; walkthrough data; student work	ILT minutes/data trackers document decisions and adjustments; supports are changed in response to evidence; BOY-to-MOY-to-EOY trends show increased student growth.
6	Throughout year	Engage families in understanding literacy data and supporting reading at home through parent conferences, DIBELS/mCLASS reports, literacy events, Parent Resource Center opportunities, newsletters, and take-home resources.	Principal/AP; Teachers; Literacy Team; PAC	Family literacy resources; student reports; take-home activities	Attendance/sign-in sheets and communication artifacts document access; families receive understandable student literacy information and resources; school reviews participation and student progress after events.

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

August–May	HQIM unit/lesson preparation, explicit instruction, and curriculum-embedded assessment analysis	K–5 ELA teachers; literacy master teachers/coaches; ILT
August–May	DIBELS/mCLASS data analysis, progress monitoring, and intervention alignment	K–5 teachers; literacy/intervention staff; school leaders
September–March	Literacy co-planning/Teacher Collaboration: student work analysis, knowledge of students, small-group instruction, intervention planning, and differentiation	K–5 ELA teachers; literacy master teachers/coaches
Ongoing	Science of Reading refreshers and foundational-skills support; Heggerty/CKLA/Amplify resources as applicable	K–5 literacy teachers; coaches; leaders

2026–2027

Get Your Teach On Conference – Dallas: professional learning to strengthen engaging, standards-aligned instruction, instructional delivery, and classroom practices that support literacy across content areas.

School leaders and participating 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?
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Cycle 1: Unit & Lesson Preparation	Teachers strengthen skillful use of HQIM by unpacking assessments/texts and annotating lessons for purpose, mastery, explicit modeling, and student supports.	Review unit/lesson preparation artifacts, TC products, walkthrough evidence, curriculum assessments, and student work.
Cycle 2: Knowledge of Students & Small-Group Literacy	Teachers use DIBELS/mCLASS, curriculum data, and student work to identify specific needs and plan targeted small-group instruction, intervention, and extension.	Review grouping plans, progress-monitoring data, student work, learning-walk evidence, and BOY/MOY trends.
Cycle 3: Demonstration of Learning & Literacy Response	Teachers strengthen students' reading comprehension, evidence use, explanation, and writing through grade-level HQIM tasks and responsive feedback.	Analyze common student work, curriculum-embedded assessments/writing tasks, walkthroughs, and LEAP-aligned benchmark evidence.

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–September	Back-to-School/Title I literacy information; explain school literacy priorities and ways families can support reading	School campus; flyers/social media; family-friendly materials; Parent Resource Center	PAC; PTO; school staff; community partners
September & February	Parent-teacher conferences with individual literacy data review and family planning	Scheduled conference opportunities; DIBELS/mCLASS and classroom data explained in understandable language	Teachers; school leaders; literacy staff
October, December, February, March	Family literacy/academic events integrated into RES family nights: Fall District Family Night (September), Spooky Science Night (October), Annual Christmas Talent Show (December), Mardi Gras Math (February), and LEAP Night (April).	School-day/evening opportunities as available; supplies/resources provided; multiple communication methods	Literacy Team; PAC/PTO; local authors/libraries; community partners

	Literacy connections include student progress information, reading/writing activities, demonstrations, and take-home resources.		
September, January, May	DIBELS/mCLASS progress communication and at-home literacy resources	Hornet folders, printed reports, newsletters, digital communication, Parent Resource Center	Teachers; literacy coaches/master teachers
Ongoing	Community literacy experiences: Read Across America, library partnerships, book giveaways, reading incentives	Schoolwide and community-based opportunities	Local libraries; 4-H; PTO; Student Council; community members

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
School Improvement/Strategic Action Plan	Aligns literacy to Healthy Core Instruction, bottom-25% growth, structured planning, data-driven decision-making, and increased ELA achievement.	ILT/TC artifacts, walkthroughs, student work, DIBELS/mCLASS and LEAP/curriculum data.
ILT & Teacher Collaboration Long-Range Plans	Provides the cycle structure for building teacher capacity in HQIM use, knowledge of students, explicit instruction, and demonstration of learning.	Cycle goals/products, TC agendas, coaching plans, walkthrough trends, curriculum assessments.
DIBELS/mCLASS & MTSS/IASP	Identifies literacy risk, aligns Tier II/Tier III intervention to skill need, and provides progress-monitoring evidence for instructional adjustments.	BOY/MOY/EOY data, weekly/biweekly progress monitoring, intervention fidelity and student-response data.
CLSD/Literacy Master Teacher Support	Provides coaching, co-planning/co-teaching, professional learning, and support for literacy instruction across K–5.	Coaching logs, calendars, teacher artifacts, learning walks, student outcomes.
Family & Community Engagement	Connects families and partners to literacy priorities, student data, at-home supports, books, and literacy experiences.	Sign-in sheets, communication artifacts, family resources, event evidence and participation data.

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 Leadership/ILT	Review literacy goals, DIBELS/mCLASS and curriculum data, walkthrough trends, intervention effectiveness, and implementation next steps.	Monthly and at BOY/MOY/EOY checkpoints
Teachers	Communicate expectations and progress through Teacher Collaboration, structured planning, coaching/check-ins, data analysis, and faculty/PLC meetings.	Weekly/ongoing
Families	Share literacy goals, student progress, intervention/IASP information as applicable, and at-home resources through reports, conferences, Hornet folders, newsletters, social media, literacy events, and the Parent Resource Center.	Ongoing; formal data updates at BOY/MOY/EOY and conferences
Students	Use age-appropriate data conversations, goals, feedback, and celebrations/incentives to help students understand their literacy progress.	Ongoing
Community Partners/PAC/PTO	Share school literacy priorities, progress, family-engagement needs, and opportunities for partnership.	Quarterly/ongoing