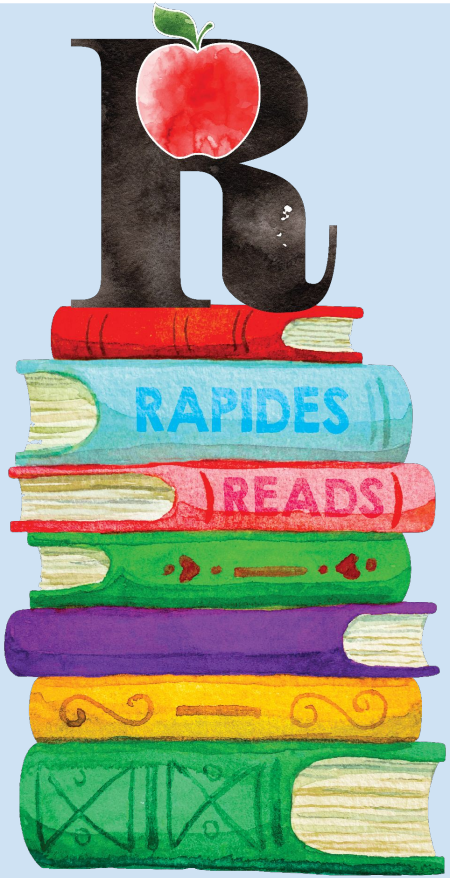


Buckeye Elementary School

Supporting our Readers

PreK to 2nd
Literacy Initiative

Our Vision

Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that **ENGAGES** our community, **EMPOWERS** individuals, and **ELEVATES** our people to their maximum potential.

We Believe

Rapides believes our students can and will achieve as well or better than any other students across our great state and across our country.

Our Goals

- All students will perform on grade level in literacy and numeracy by the end of third grade (PK-3rd).
- Students in grades 4-8 will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
- Students in grades 8-12 will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.
  - Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

What is our mission?

All students are reading on grade level by the end of 3rd grade.

We believe all students will have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by leaders and families.

District initiatives will focus on:

- Equipping all Prek-8th grade classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.
- Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities.
- Provide High Dose Tutoring to all students who are below or well below grade level
- Setting and progress monitoring literacy goals at the district, school, and classroom levels to increase proficiency by 10%.
- Implementing strategic, explicit instructional practices partnered with intervention and extension activities to address all learners.
- Providing diverse opportunities for family literacy engagement.

Purpose of a K-3 Literacy Screener?

Act 520 requires that all students in grades K through 8 be screened by a single statewide screener the first 30 days of school, in December and in April. This screener is used to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

- As part of the district's commitment to improving early literacy outcomes, all schools are expected to conduct regular progress monitoring using DIBELS for students in need of additional support. Every student identified for progress monitoring must be assessed within a three-week cycle to ensure timely and responsive instruction. To support this process, the district generates and distributes weekly progress monitoring reports to school administrators. These reports provide critical insights, including which students are currently being monitored, which students are demonstrating progress toward grade-level benchmarks, and which students may require intensified or adjusted interventions. This system-wide approach ensures early identification of reading difficulties and drives data-informed instructional decisions that meet the needs of all learners.
    - **Progress Monitoring Data Tracker**

K-3: Where are we now?

All students will read on grade level by the end of third grade.

25-26 DIBELS PROFICIENCY & GROWTH

	BOY	EOY	GROWTH
Pre-K	(Jan.) 22.72%	57.46	34.74%
Kindergarten	43%	85%	42%
1st Grade	57%	85%	28%
2nd Grade	73%	90%	17%

K-3: Where are we now?

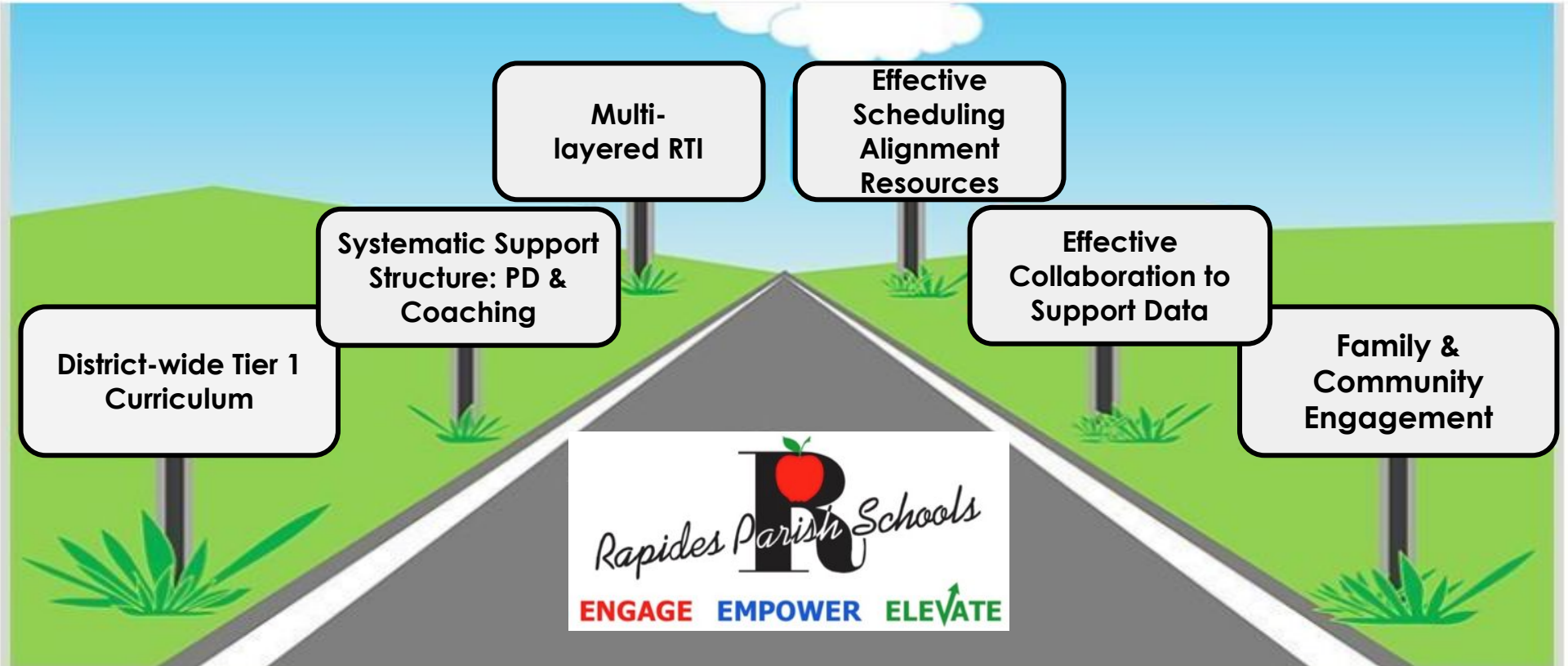
All students will read on grade level by the end of third grade.

25-26 DIBELS EOY/EOY Grow 10%			
	EOY 25	EOY 26	GROWTH
K-2	82%	86%	5%
Kindergarten	78%	86%	8%
1st Grade	78%	85%	7%
2nd Grade	93%	90%	-3

MISSION POSSIBLE

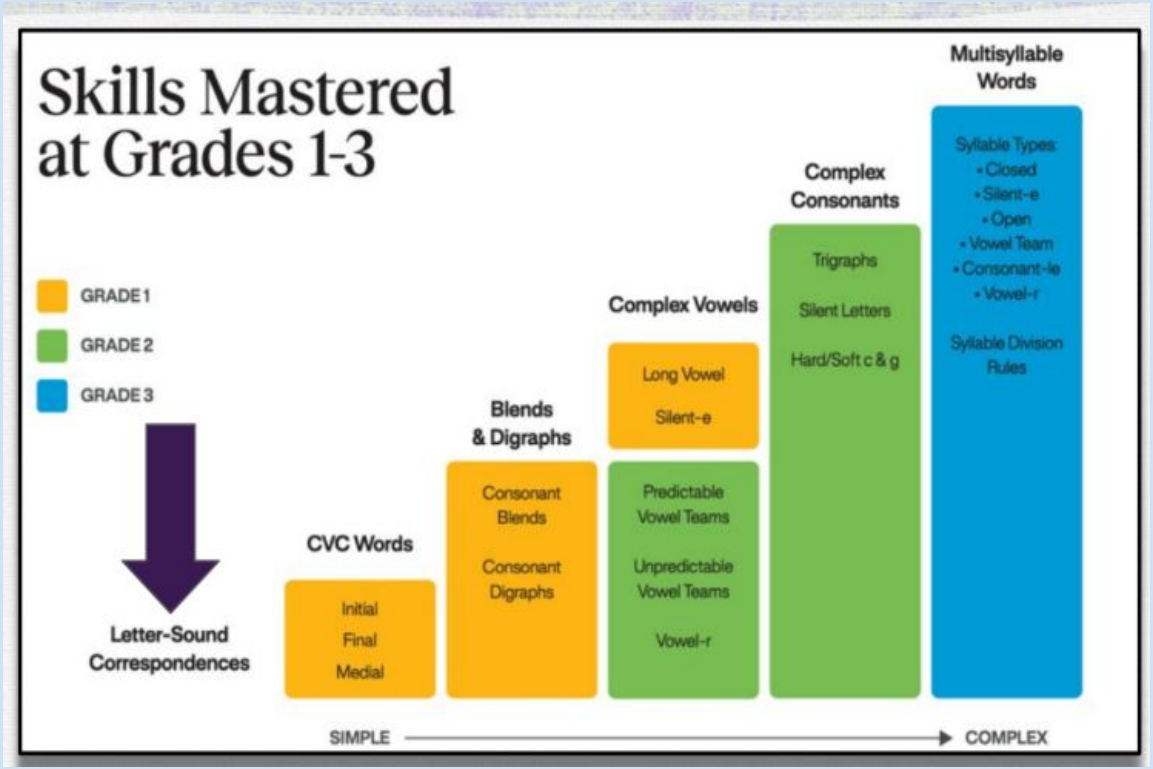
"Elevating Reading Proficiency for ALL Students"

ROAD MAP for Reaching Literacy Goals



Connecting Literacy Screener Data to the Science of Reading

Success of core instruction is dependent upon students mastering these emergent skills.



ACT 108

Act 108 was passed during the 2021 Regular Legislative Session. This law requires that: All teachers in grades K-3rd that teach reading, math, science, or social studies are required to complete science of reading training offered by an approved vendor. All teachers that *directly* and *regularly* teach students in at least one of these grades and one of these subject areas are required to complete such training.

- Teachers and school administrators of students in grades K-3 shall complete one approved professional development course in the science of reading and provide documentation of successful completion of the course to the employing school by the 2023-2024 school year.
- Any teachers hired after August 1, 2023, must complete such a course within two years of employment
- Beginning May 1, 2022 and annually thereafter, systems shall report the extent to which teachers and school administrators completed science of reading training to the Louisiana Department of Education.
- The **Science and Art of Teaching Reading** professional learning series aims to equip educators with a shared understanding of the knowledge and skills needed to implement scientifically-based literacy instruction. This professional development series (part 1 and part 2) meets the requirements of Act 108.

Supporting with High-Quality Materials

Equipping all classrooms with high quality Tier 1 materials & resources and creating standard-aligned assessments.

- High Quality Instructional Materials (Tier 1) grounded in the Science of Reading
- Curriculum-Aligned Assessments & Performance Monitoring System
- Multi-tiered (RTI) utilizing screeners & diagnostics to determine flexible small group instruction
- High Dosage tutoring to all K-5 students scoring below level in Dibels and basic, approaching basic, or unsatisfactory on LEAP.

Supporting with Systematic Support Structure

Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities

Pre-K Teachers & Admins will be trained on the following:

- CLASS Observation Tool (Classroom Assessment Scoring System): The CLASS provides both an assessment of effective teacher-child interactions and a set of resources for enhancing the quality of these interactions. As a result, it provides a common language and stable thread that can be woven among efforts to assess teacher effectiveness (monitoring and evaluation) and ensure teachers have the knowledge and skills to improve student learning.

Supporting with Systematic Support Structure

PreK - 3rd Grade Lead Teachers, ELA Teachers, and Administrators will participate in ongoing leadership training to ensure the following:

- Science of Reading Training: This training equips teachers and leaders with the latest research, strategies, and practices on the science of reading to ensure all students are proficient reader and writers!
- Deeply understand the components of effective literacy instruction and the foundations of reading
    - Literacy Playbook
- Deeply understand the essential elements of high quality literacy instruction
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities
- Apply best practices to enhance overall teaching and learning

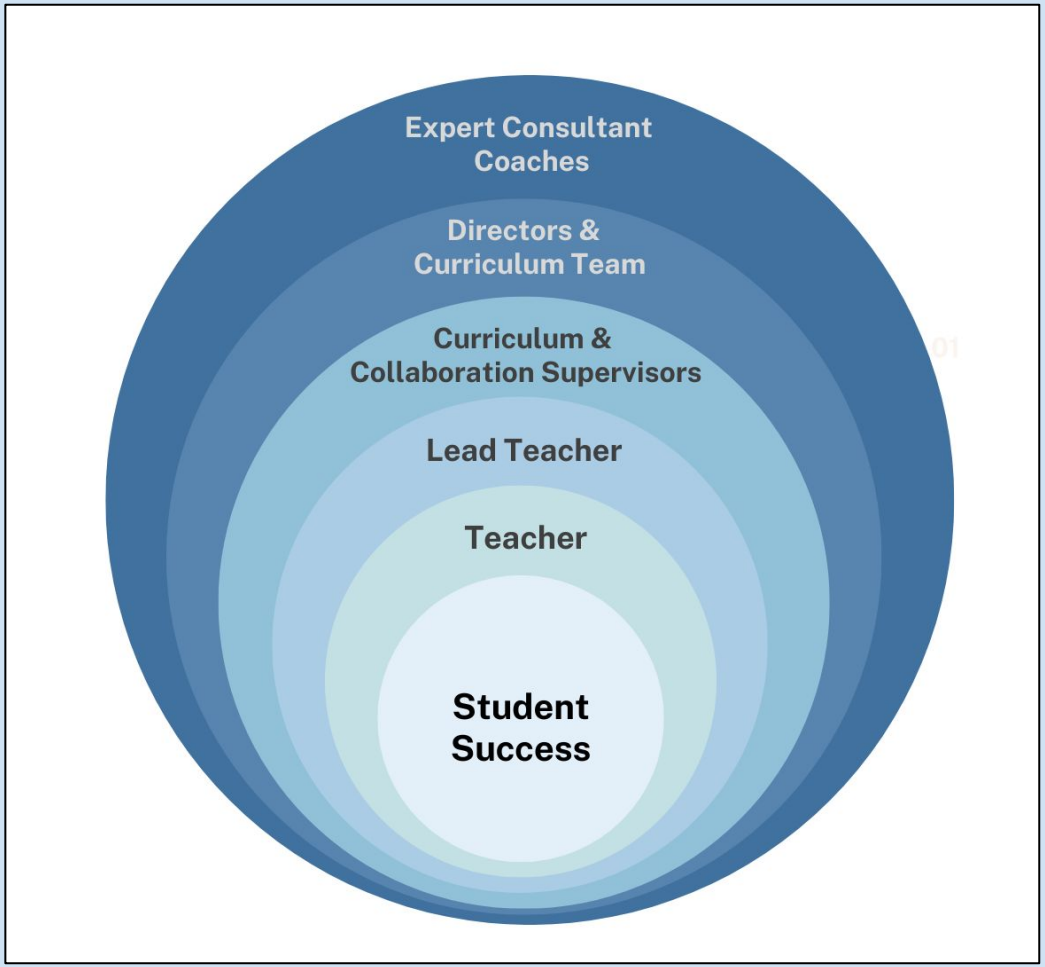
Supporting with Systematic Support Structure

4th-8th Grade Lead Teachers, ELA Teachers, and Administrators will participate in ongoing leadership training to ensure the following:

- Deeply understand the components of effective literacy instruction and the foundations of reading
- Deeply understand the essential elements of high quality literacy instruction
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities
- Apply best practices to enhance overall teaching and learning

Systematic Support Structure

All supports created to ensure student success.



Supporting with Systematic Support Structure

Ensuring students receive high-quality instruction from effective teachers by supporting schools and teachers through ongoing professional development opportunities

What kind of support?	Leadership Learning (Quarterly System Analysis)	Instructional Coaching with Tiered Support	Weekly Data Analysis	Monthly Lead Teacher Meetings
Who does the support target?	School Administrative Teams and District Instructional/ Curriculum Personnel	Ongoing, on-site professional development for leadership teams and teachers. Model lessons and interventions for students.	School Administrative Teams and District Instructional/Curriculum Supervisors; feedback then delivered to teachers	School Administrative Teams and Lead Teachers

Supporting with Effective Scheduling & Alignment of Resources

Guidance for development of Literacy/ELA Schedules:

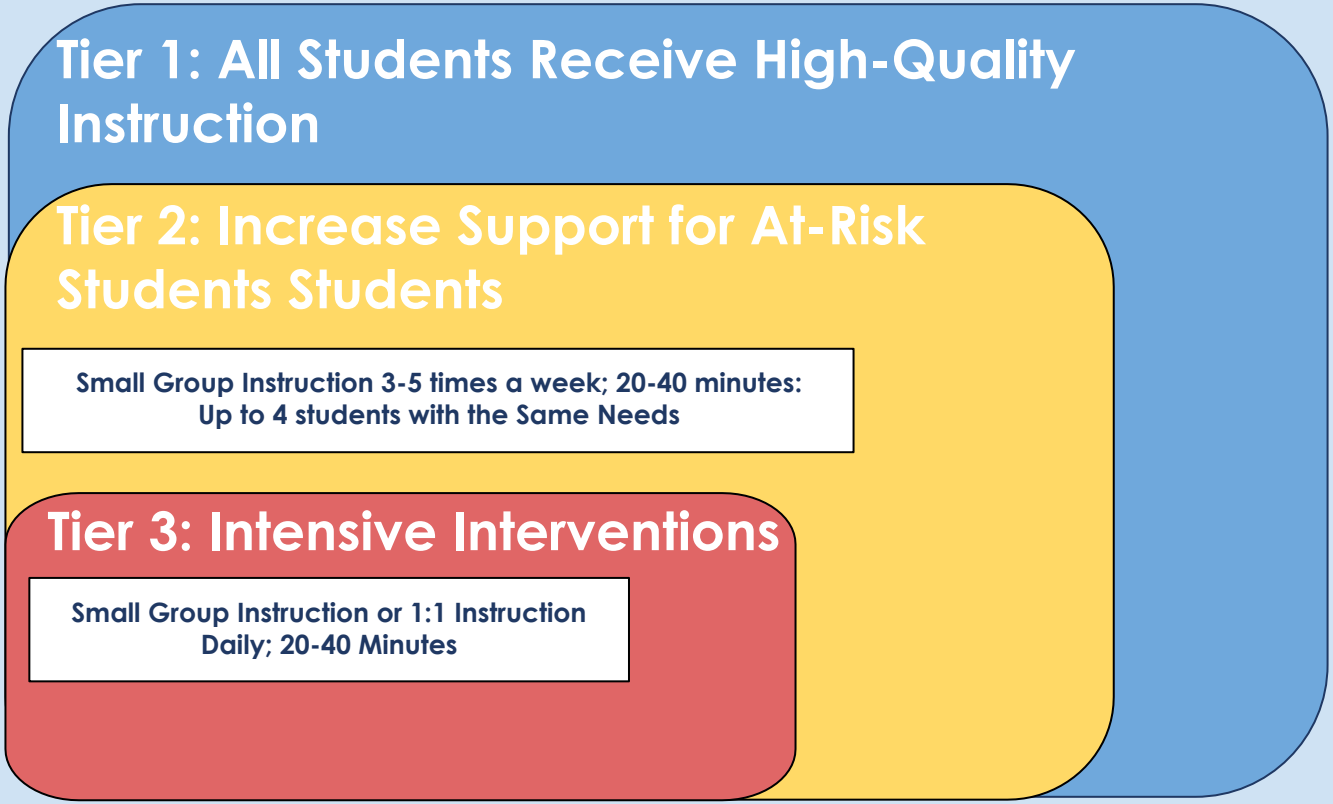
- Uninterrupted **Literacy Block**:
  - Strong emphasis on foundational skills: **DAILY** **small group** rotations using the **K-2 Literacy Look Fors-Rotations/Small Groups**
    - **Literacy Playbook**
  - literacy & language instructional time
- Daily intervention time~ **RTI**
  - K-3 Interventions should be provided, for 30 minutes daily, by highly effective literacy teachers or skilled individuals who can provide high quality instruction; utilize the Mclass platform and **Mclass Activities**
  - 4-8 Interventions should be provided, for 30 minutes daily, by highly effective teachers or skilled individuals who can provide high quality instruction; utilize iReady Reading, LDOE resources, or other high quality materials; **Measure progress** toward literacy goals
- Common planning time: Weekly grade level collaborations to take a deep dive into curriculum/standards, map out lesson plans & analyze student data to determine needs.
- No pull out during core instruction!

Highly effective MASTER SCHEDULES utilize and maximize all resources to support Prek-8th grade literacy goals.

- Building Elementary Master Schedules
- Building Middle Master Schedules
- Staffing & Scheduling Best Practices
    - **6 Best Practices**: Pages 3-13 provide a more detailed overview of the 6 best practices we shared at the beginning of the session.
    - **Scheduling Acceleration**: Pages 31 and 38-39 provide details about scheduling acceleration. Pages 33, 37, 40, and 41 provide examples of schedules with time for acceleration built into the schedule.
    - **Staffing Practices**: Pages 24-26 provide details about potential methods to creatively find staff and use the staff you have to support acceleration.
- Scheduling , Staffing, & Acceleration

Supporting with Multi-layered RTI Plan

- All students receive on grade-level instruction across all standards.
- Match Small Groups to Student Needs
- Provide Intensive, Systematic Instruction on Foundational Skills
- Maximize Impact of Feedback



Model of Literacy Excellence Teachers

To strengthen literacy instruction across the district and support the achievement of district literacy goals, our district established a **Model of Literacy Excellence Teacher Program**. This initiative is designed to recognize highly effective literacy educators and leverage their expertise to build instructional capacity among teachers across all schools.

Purpose : Model of Literacy Excellence Teachers are exemplary classroom educators who consistently demonstrate outstanding literacy instruction, strong student growth, and a commitment to continuous improvement. These teachers remain in their classroom positions while serving as literacy leaders who support district-wide literacy initiatives and help advance the goals outlined in this literacy plan.

Impact on District Literacy Goals : The Model of Literacy Excellence Teacher Program will create opportunities for educators to learn from successful classroom practitioners, strengthen implementation of evidence-based literacy practices, and increase consistency of instruction across schools. By developing teacher leadership and expanding access to exemplary literacy instruction, the district will build collective capacity to improve student outcomes and achieve district literacy goals.

Roles and Responsibilities: Model of Literacy Excellence Teachers will support district literacy goals by:

- Demonstrating high-quality literacy instruction aligned to district expectations
- Opening their classrooms for teacher observations and learning walks
- Sharing effective instructional strategies and resources with colleagues
- Providing follow-up support and collaboration opportunities for teachers after observations
- Participating in district professional development as presenters or co-presenters
- Creating and sharing instructional videos that highlight effective literacy practices
- Supporting literacy initiatives, family engagement events, and community literacy outreach efforts
- Serving as literacy ambassadors who promote a culture of continuous improvement and excellence

Supporting with Literacy Plans for Students Working Below Level

All K-3 students are screened three times a year for reading proficiencies with DIBELS Next through Acadience Learning**.** These screeners are a set of brief tests that measure essential skills like phonological awareness, phonics, decoding, fluency, and comprehension that are needed for students to become proficient readers.
If a student is determined **below benchmark** from screening results:

IASP: Individual Academic Support Plan

- A **written plan** is developed by the student's school, parent/guardian, and teacher with the best evidence-based interventions to support improved literacy. High dosage tutoring will be provided 3 times a week for 10 weeks. Interventions can include:
  - Daily small group activities
  - Additional support through RTI
  - Before and/or after school tutoring
  - Summer learning programs
- **At-home strategies** are also included to help families further support students and often parent meetings that teach these strategies are hosted at your student's school
- Access to this literacy plan is linked on the student's school's website and as well district's website.

Supporting with Literacy Plans for Students Working Below Level

All students in grades 4-5 who score Unsatisfactory,Approaching Basic or Basic on LEAP in math and/or ELA are required to have an IASP.

IASP: Individual Academic Support Plan

- A **written plan** is developed by the student's school, parent/guardian, and teacher with the best evidence-based interventions to support improved literacy. High dosage tutoring will be provided 3 times a week for 10 weeks. Interventions can also include:
  - Daily small group activities
  - Additional support through RTI
  - Before and/or after school tutoring
  - Summer learning programs
- **At-home strategies** are also included to help families further support students and often parent meetings that teach these strategies are hosted at your student's school
- Access to this literacy plan is linked on the student's school's website and as well as the district's website.

Supporting with High Dosage Tutoring

High Dosage Tutoring (HDT) is a research-based instructional model that explicitly addresses students' unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading. Act 771 of the 2024 Louisiana Legislative Session requires school day embedded tutoring for certain Kindergarten through 5th-grade students.

- All students who fall below proficiency receive high-dosage tutoring. Tutoring should align with reading and/or math goals with individual plans to ensure instructional coherence.
  - State approved tutoring materials must be used
- Students eligible for tutoring in both *Math and ELA* do need to receive the minimum 3 times a week for 10 weeks for both content areas. Students should receive tutoring in only one subject per cycle.
  - Groups size should not exceed 4 student pere tutor
  - Students should be grouped according to need
  - Sessions should last a minimum of 20-30 minutes
  - **Rapides HDT Plan**

Supporting Students with Dyslexia

Early Identification • Evidence-Based Intervention • Ongoing Support

MANDATORY SCREENING

Grade Level	Screening Process
Kindergarten	• Spring Shaywitz Screener (Mandatory) • DIBELS: BOY, MOY, EOY
1st–3rd Grade	• DIBELS (Mandatory): BOY, MOY, EOY

SCREENING PROCEDURES

Kindergarten

- Review DIBELS data.
- Shaywitz + MOY & EOY Well Below Benchmark = **Immediate SBLC Referral** the following school year.
- Shaywitz + EOY Well Below Benchmark = Monitor 1st Grade BOY. If BOY remains Well Below Benchmark, refer to **SBLC**.

1st–3rd Grade

- Continue DIBELS screening at BOY, MOY, and EOY.
- **Three (3) consecutive Well Below Benchmark** scores = **SBLC Referral**.

RPSB DYSLEXIA INTERVENTION (UFLI FOUNDATIONS)

- **UFLI Foundations** is RPSB's designated intervention program for students with dyslexia.
- May be implemented as a **Tier 2 or Tier 3** intervention for struggling readers prior to identification.
- Following dyslexia identification, students begin **UFLI Foundations** based on the **UFLI Placement Test**.
- Students receive **150 minutes** of intervention weekly, with instruction guided by individual skill deficits rather than grade level.
- Student progress is monitored regularly to guide instructional decisions.

IMPORTANT REMINDER

Screening is ***not limited*** to K–3rd grade students.
Any **K–8th grade** student may be referred for screening if the student exhibits impediments to a successful school experience or upon the request of a teacher, parent, or guardian.

Supporting with Data Informed Decision Making

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Pre-Kindergarten	Foundational Skills; alphabet knowledge, vocabulary and oral language, phonemic awareness, and listening comprehension	Mclass: Preschool Early Literacy Indicator (PELI) to determine who is at risk and in need of interventions.	3 times a year; progress monitoring of students receiving additional, targeted early literacy instruction
	Progress toward meeting Louisiana state standards (Early Learning and Development Standards) and Head Start standards (Early Learning Outcomes Framework) throughout the year.	Teaching Strategies GOLD (TSG) Online Portfolio System	Teaching Strategies GOLD Report Card; Literacy and Math; three times a year after checkpoints Teaching Strategies GOLD Report Card; Development Domains (Cognitive and Language); three times a year after checkpoints; Early Head Start

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
Kindergarten	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is at risk and in need of interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed.
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading ,vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year
	Progress toward meeting content standards (specific skills) throughout the year.	Standard-Based Progress Report to determine grade level mastery of standards.	Quarterly Kindergarten Progress Report

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
1st Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need of interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading, Vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
2nd Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need for interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	The phase at which a student is currently reading and spelling, gauge approximate grade level and mastery of the Louisiana State Standards	Microphase Benchmark Assessment	3 times a year
	Progress toward meeting grade-level expectations of Foundational Reading, Vocabulary and Reading Comprehension Skills aligned to the Louisiana State Standards	Imagine Learning Diagnostic	3 times a year
	Student independent reading level and growth.	STAR	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
3rd Grade	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need for interventions.	3 times a year; progress monitoring every 2 weeks *Students will receive targeted interventions as needed
	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
4th Grade	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
5th Grade	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
6th Grade	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
7th Grade	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
8th Grade	Student's ability to perform across **six key reading domains** to pinpoint their specific literacy strengths and gaps. (phonological awareness, phonics, vocabulary, comprehension (literature), comprehension (informational text), high frequency words.	iREADY ELA Diagnostic	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exam	Quarterly
	Student independent reading level and growth.	STAR	3 times a year

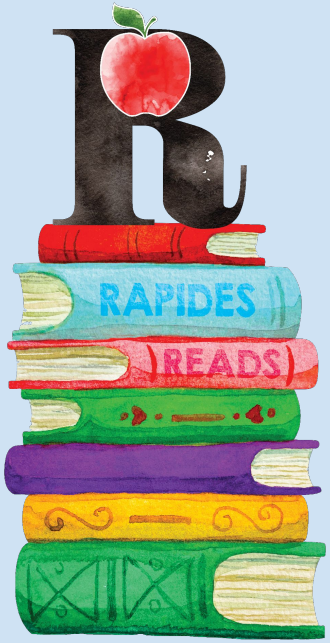
Supporting our Youngest Readers

With data informed decision making

	What are we going to measure?	What assessments will we use?	How often will we progress monitor to determine if the supports are working?
	Foundational Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension	Mclass Screener to determine who is below benchmark and in need for interventions.	3 times a year; progress monitoring every 2-4 weeks *Students will receive targeted interventions as needed
	Student independent reading level and growth.	STAR	3 times a year
	Student ability to read and express understanding of complex, grade-level texts.	Proficiency Exams	3 times a year

Supporting with Family and Community Partnerships

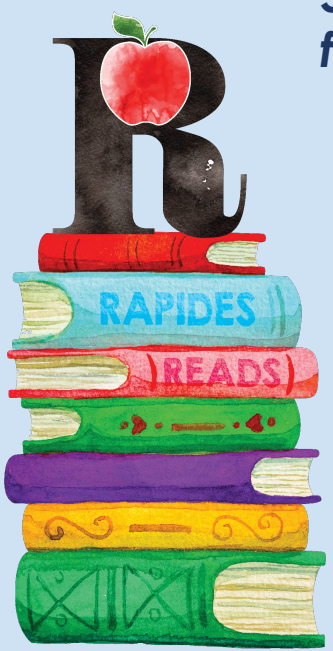
#BESinspires



Community & Parent Connections

- Literacy Website: Parent portal with literacy resources and guidance
- Literacy Buses: Reading Revival Camps, Parades, Community Events
- Reading Challenge,Book Clubs
- Parent Nights
- Tutors: provide tutoring at schools, community centers, churches, etc.
    - Retired teachers, high school students, college students, community groups, etc.
- Literacy Centers: provide library books & resources @community centers.

#BESinspires

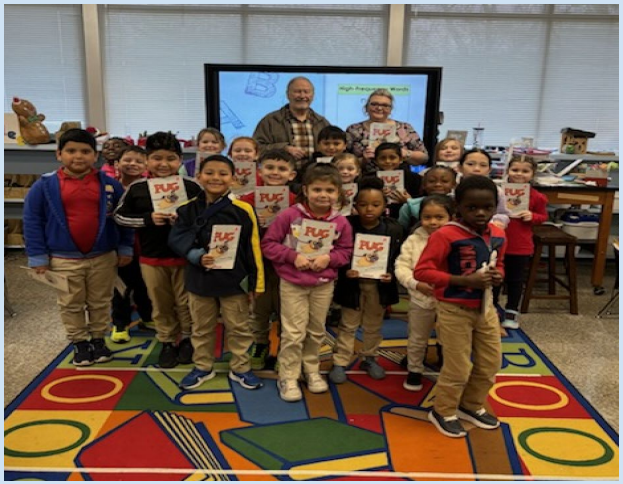


Schools: *Cultivate a learning environment that instills and fosters a love of reading!*

- Daily Reading Logs: Required 30 minutes per night
- Reading Revival Campaign: hashtag, social media, celebrations
  - Bulletin Boards dedicated to reading
  - Reading corners or classroom libraries
  - Enriching literacy activities that are not connected to assessments
- Regular routines & supports for families
  - Monthly literacy meeting
  - Social media posts
  - Family Literacy Center
  - Family Book Clubs
  - Night Family Literacy Events

RAPIDES READS

District: Community & Parent Connections







RAPIDES READS

Reading Revival Camps and Enrichment Highlights










All students will be reading on grade level by 3rd grade and will meet growth targets in ELA in 4th-8th grade in Rapides Parish!