

2026-2027 LITERACY PLAN

Delhi High 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

Delhi High School Literacy Vision

All students in grades 7–12 at Delhi High School will develop the knowledge and skills to read fluently, comprehend complex grade-level text, write effectively, and communicate through reading, writing, listening, and speaking. Literacy will be strengthened through STAR Academy for grades 7–8, HMH ELA, high-quality Tier I instruction, targeted intervention, and the active engagement of teachers, leaders, families, and the community.

Literacy Mission Statement

Delhi High School will improve literacy for all students through consistent implementation of HMH ELA, STAR Academy for grades 7–8, and evidence-based instructional practices. Students will engage with grade-appropriate and complex texts, collaborate in whole-group and small-group settings, and apply literacy skills across content areas. Teachers will use assessment data, student work, intervention data, professional learning, and coaching to ensure students in grades 7–12 receive the support needed to grow as confident readers, writers, listeners, speakers, and critical thinkers.

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, students in grades 7–12 will demonstrate measurable growth in literacy. Grades 7–8 will demonstrate growth through STAR Academy assessments, student work, and LEAP ELA. High school students will increase proficiency and growth on English I/II LEAP through consistent engagement with complex texts, evidence-based writing, targeted intervention, and data-driven instruction. Progress will be monitored through LEAP, STAR Academy data, HMH assessments, interim assessments, and student work.
Goal 2 (Teacher-Focused)	Teachers will implement HMH Tier I ELA and STAR Academy LANGUAGE! Live with fidelity. Amira will provide targeted literacy intervention for students in grades 7–8 based on identified needs. Teachers will use assessment data and student work to guide instruction, purposeful grouping, and differentiation. Implementation and student progress will be monitored through ILT/TC work, lesson plans/annotations, learning walks, observations, and HMH, LANGUAGE! Live, and Amira data.
Goal 3 (Program-Focused)	The Delhi High School Literacy Team and ILT will establish one coherent grades 7-12 literacy system that monitors Tier I implementation, intervention placement, progress monitoring, and teacher support. The team will review literacy data throughout the year and adjust intervention, coaching, TC/PLC support, and professional learning based on student and teacher needs.

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	HMH ELA serves as the core Tier I literacy curriculum. Teachers use grade-level texts, curriculum-embedded assessments, Writable/HMH tools, and student work to plan instruction and differentiation. The ILT and master/literacy teachers monitor implementation through weekly walkthroughs, monthly learning walks, coaching, lesson/unit preparation, and data analysis. Grades 7-8 retain an explicit focus on fluency/comprehension and readiness for grade-level text; grades 9-12 emphasize complex text, writing, and disciplinary literacy.
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Amount of time spent on daily literacy skills instruction and how it is used	Daily ELA/literacy instruction occurs within the scheduled ELA course. Class periods have been extended to provide additional daily time for targeted literacy support, skill development, intervention, and differentiation. Literacy skills are also reinforced across core content through reading, writing, speaking, listening, and engagement with complex text.
English Language Arts textbooks and instructional materials used	HMH ELA / Into Literature; HMH assessments and Growth Measure; Writable tools; grade-level novels and long reads; school/library texts. For grades 7–8, including STAR Academy, DIBELS/diagnostic measures and intervention resources from the former DMS literacy system are used as applicable to identify and address individual reading needs and provide targeted literacy support.
Tier II	Tier II is provided in addition to Tier I for students identified through LEAP, DIBELS/diagnostic data, HMH assessments, interim data, and student work. Students receive targeted RTI support matched to identified literacy needs. Progress is reviewed regularly so groups and supports can be adjusted without replacing core ELA instruction.
Tier II plan, including the amount of time	Daily intervention and literacy support is embedded within extended classroom instructional time rather than provided through a separate RTI/intervention period. Teachers provide targeted support through small-group instruction, differentiation, and additional assistance based on student needs. For grades 7–8, including STAR Academy, intervention is informed by diagnostic reading data and other literacy measures. High school intervention is informed by HMH, LEAP/interim data, and course performance. After-school tutoring is provided as needed.
List of available interventions and their descriptions	HMH/Writable targeted practice and small-group supports; DIBELS diagnostic/progress monitoring for grades 7-8 as applicable; IXL individualized support; RTI/classroom centers; after-school ELA tutoring; LEAP/English I-II boot camps and targeted reteaching based on assessment data.
Tier III	The source plans do not identify a separate adopted Tier III literacy curriculum. Students with the most intensive needs receive individualized, more intensive support based on diagnostic and progress-monitoring data, including SPED services/accommodations when applicable. The literacy/ILT team reviews response to intervention and adjusts intensity, grouping, and supports.
Tier III plan, including the amount of time	Intensive support is scheduled in addition to Tier I instruction and may occur during extended classroom instructional time, targeted small-group or individual support, SPED services, and/or additional tutoring. Frequency and duration are adjusted based on student needs and progress-monitoring data.
List of available interventions and their descriptions	Intensified use of HMH/Writable and targeted literacy resources; DIBELS/diagnostic measures for grades 7-8 as applicable; IXL; individualized teacher/literacy-coach support; SPED accommodations/services; after-school tutoring. No separate Tier III curriculum is named in the source plans.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Launch the first ILT/TC literacy cycle around 3-12 unit and lesson preparation, with emphasis on understanding HQIM assessments, rubrics, exemplars, texts, lesson purpose, mastery expectations, modeling, and differentiation.	ILT; Principal/AP; Master Teacher; Literacy Master Teacher; ELA Teachers	HMH; 3-12 Unit Preparation; 3-12 Lesson Preparation; Writable	Unit/lesson preparation documents; lesson annotations; walkthrough evidence; student exit tickets and formative assessments; growth from diagnostics to culminating tasks.
1	BOY-MOY-EOY	Use DIBELS/diagnostic data for grades 7-8 and HMH/LEAP/interim data across grades 7-12 to identify students needing intervention, set groups, and monitor literacy growth.	Literacy Team; ILT; ELA Teachers; SPED	DIBELS/DDS as applicable; HMH assessments/Growth Measure; LEAP; interim assessments	Data reviews show students are appropriately grouped; intervention adjustments are documented; student growth is evident across benchmark/interim measures.
2	August-May	Implement HMH with fidelity and use Writable, student work, and curriculum-embedded assessments to plan grouping, differentiation, and feedback. Provide coaching, co-planning, and co-teaching support based on learning-walk and student data.	ELA Teachers; Master Teacher; Literacy Master Teacher; ILT	HMH; Writable; lesson plans/annotations; student work; coaching plans	Learning walks/observations show strong Tier I implementation; student work demonstrates grade-level reading/writing; coaching records document teacher growth and next steps.
3	Weekly/Monthly	Use ILT, TC/PLC, and literacy-team meetings to monitor Tier I, intervention, student work, and progress toward grades 7-12 literacy goals; adjust supports based on evidence.	Principal/AP; ILT; Literacy Team; Master Teachers	ILT/TC agendas; teacher growth trackers; HMH reports; DIBELS/LEAP/interim data	Completed agendas and data reviews; documented instructional adjustments; intervention changes; teacher feedback; improved student outcomes.
1-3	August-May	Engage families in literacy through academic/literacy nights, PAC meetings, assessment-data communication, library partnerships, and resources for supporting reading and writing at home.	Administration; Literacy Team; ELA Teachers; PAC	Family nights; Parent Resource Center/Homework Hotline; local library; newsletters/social media	Sign-in sheets; family feedback; participation data; communication artifacts; student literacy products and Young Authors participation.

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 (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)
HMH implementation; Writable; unit/lesson preparation; complex text; data analysis and intervention	Grades 7-12 ELA teachers; Literacy Team; ILT; Master Teachers	7-12 ELA Teachers Master Teacher Literacy Coach
Student work analysis using HMH assessments; purposeful grouping/differentiation; progress monitoring for struggling readers	ELA teachers; SPED teachers; Literacy/Master Teachers; administrators	7-12 ELA Teachers Master Teacher Literacy Coach
District professional learning, HMH support/content office hours, coaching, Teacher Leader opportunities, and literacy-focused PLC/TC support	ELA teachers; Literacy/Master Teachers; teacher leaders; administrators	7-12 ELA Teachers Master Teacher Literacy Coach

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?
Cycle 1: Unit & Lesson Preparation	Teachers strengthen skillful use of HMH by unpacking assessments/texts and annotating lessons for purpose, mastery, modeling, and differentiation.	Unit/lesson preparation artifacts; learning walks; student work; exit tickets/formative data; coaching feedback.

Cycle 2: Student Work, Data & Intervention	Teachers analyze student work and literacy data to identify needs, plan purposeful grouping, and adjust Tier I/Tier II supports across grades 7-12.	HMH/DIBELS/LEAP/interim data; student work analysis; intervention rosters/progress monitoring; TC/ILT agendas; walkthrough data.
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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
Quarterly / Ongoing	PAC meetings, family academic sessions, and communication about literacy goals, assessment data, curriculum, and intervention.	School spaces; translated communication/support for EL families as needed; newsletters, social media, digital marquee, parent conferences	Parents/Community; PAC; district staff
September-April	District Family Engagement Night; Literacy Nights; Young Authors; LEAP/assessment preparation and family literacy activities.	DHS classrooms and community venues; Parent Resource Center/Homework Hotline; family-friendly explanations of curriculum and data	Local library; PAC; teachers; students; community partners

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
District Framework for Effective Instruction / Strategic Action Plan / ILT-TC	Literacy is embedded through skillful curriculum use, high expectations, demonstration of learning, student engagement, unit/lesson preparation, and student work analysis.	Weekly walkthroughs; monthly school/district learning walks; ILT/TC agendas; coaching feedback; teacher growth trackers; student work/data.
HMH/Writable; RTI; Local Library/Young Authors; LEAP/ACT/WorkKeys supports	HMH/Writable provide core literacy instruction and assessment; RTI addresses identified needs; library/Young Authors expand reading/writing opportunities; assessment supports reinforce literacy demands of secondary coursework.	HMH reports; intervention/progress-monitoring data; LEAP/interim results; participation records; student writing; family/community engagement evidence.

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 Staff / ILT / Literacy Team / Teachers	Review literacy goals, Tier I expectations, intervention data, HMH implementation, and progress during ILT, TC/PLC, coaching, email/check-ins, and data meetings.	Weekly/monthly and BOY-MOY-EOY data reviews
Students / Families / Community Partners	Communicate progress through HMH/assessment reports, conferences, PAC, family/literacy nights, newsletters, social media, digital marquee, and community/library partnerships.	Ongoing; quarterly PAC; scheduled family engagement events