

**Local Literacy Plan for
Mangham High School
Tyler Dean, Principal
Richland Parish School Board
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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 at Mangham High School will develop the literacy knowledge and skills needed to read, write, speak, listen, and think successfully with grade-level complex text across content areas.

Literacy Mission Statement

Mangham High School will strengthen literacy through coherent implementation of HMH ELA, purposeful standards-aligned instruction, explicit modeling, meaningful student discussion and writing, and responsive support based on student evidence. Leaders and teachers will use ILT, Teacher Collaboration, student work, assessment data, and family partnerships to improve literacy outcomes for every learner.

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, MHS will improve ELA achievement and growth from the 2025–26 baseline, with particular attention to English I/II and the lowest 25%. Progress will be monitored through HMH assessments, student

	work, LEAP/LEAP 2025 results, and benchmark data.
Goal 2 (Teacher-Focused)	By May 2027, ELA teachers will consistently plan and deliver standards-aligned lessons that clearly communicate the learning objective, use grade-level HQIM, provide purposeful modeling and student-to-student discourse, and analyze student work to adjust instruction. Evidence will include lesson plans, walkthroughs, TC products, and student work.
Goal 3 (Program-Focused)	MHS will use a coherent ILT/TC cycle to monitor literacy implementation, strengthen Tier I instruction, identify students needing additional support, and respond to data. The literacy team/ILT will review implementation and student evidence at least quarterly and adjust supports as needed.

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	ELA instruction occurs during the scheduled ELA course. Literacy skills are embedded daily through reading complex text, discussion, vocabulary, writing from sources, and analysis of student work. Additional support is provided through scheduled remediation/intervention opportunities based on student need.
English Language Arts textbooks and instructional materials used	HMH Into Literature / HMH ELA resources; HMH assessments and reporting resources; grade-level texts and curriculum-embedded tasks; district 3–12 Unit Preparation and Lesson Preparation resources.
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 are identified for additional support using HMH diagnostic/assessment results, LEAP/LEAP 2025 data, classroom performance, and student work. Teachers provide targeted support aligned to the specific literacy need without replacing Tier I core instruction. Progress is reviewed regularly through assessment and student-work evidence.
List of available interventions and their descriptions	HMH intervention/remediation resources; targeted small-group instruction; IXL/approved school remediation resources when aligned to the identified need; teacher-created supports grounded in HQIM and grade-level expectations.
Tier III	1. 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? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. 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? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. 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	Students with significant and persistent literacy needs receive more intensive, individualized support coordinated with school intervention, special education, and support staff as applicable. Instruction is aligned to identified skill needs and progress is monitored frequently so supports can be adjusted.
List of available interventions and their descriptions	Intensified HMH literacy supports and approved intervention resources; individualized supports identified through the school's intervention/MTSS process; special education services and accommodations when applicable.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–September	Launch ILT/TC cycle around unit and lesson preparation with emphasis on internalizing HMH, standards, objectives, lesson purpose, modeling, and expected student evidence.	Principal, Master Teacher, ILT, ELA teachers	HMH; 3–12 Unit & Lesson Preparation; LER	Unit/lesson preparation artifacts; walkthrough evidence; student work; formative assessment results.
1	September–October	Use walkthroughs and TC to strengthen clear standards/objectives, purposeful learning tasks, and student engagement in reading, speaking, listening, and writing.	Principal, AP, Master Teacher, ILT	LER; walkthrough tool; HMH	Walkthrough trends show stronger alignment and student understanding of lesson purpose; student work matches the objective.
1	Ongoing	Analyze HMH assessments, LEAP/benchmark data, and student work to identify strengths, misconceptions, and students needing additional literacy support.	ELA teachers, ILT, Master Teacher	HMH reports; student work protocol; JCampus	TC/ILT analysis products; instructional adjustments; evidence of student growth across assessments.
2	Ongoing	Provide targeted intervention/remediation based on identified student literacy needs while maintaining access to grade-level Tier I instruction.	ELA teachers, intervention/support staff	HMH intervention resources; approved remediation tools	Progress-monitoring evidence shows students responding to support; intervention groups are adjusted from data.
2	Quarterly	Literacy team/ILT reviews implementation and student outcomes, including English I/II and lowest 25% performance, and identifies next actions.	Principal, Literacy Team, ILT	LEAP/benchmark/HMH data; walkthrough data	Quarterly review notes, action steps, and documented adjustments to support.
3	August–May	Engage families through Back-to-School Night, PAC meetings, newsletters/social media, academic events, and literacy opportunities.	Principal, teachers, PAC/Literacy Team	JCALL; newsletters; social media; school events	Sign-in sheets, communications, family participation, and feedback.
3	August–May	Connect literacy work to the School Improvement Plan, ILT/TC long-range plan, Young Authors, and cross-curricular literacy expectations.	Principal, ILT, Master Teacher, teachers	SIP; ILT/TC LRP; HMH; LER	Aligned plans, TC agendas/products, student writing, and walkthrough evidence.

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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>
HMH implementation; unit and lesson preparation; standards/objectives and lesson purpose		ELA teachers, ILT, administrators
Student work analysis, HMH assessment data, targeted intervention, and differentiation		ELA teachers, Master Teacher, ILT
LER-aligned instructional coaching; disciplinary literacy and engagement across content areas		Teachers, ILT, administrators

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 internalize HQIM and plan standards-aligned lessons with clear purpose, mastery expectations, modeling, and supports.	Unit/lesson preparation artifacts, walkthroughs, student work, HMH assessment evidence.
Cycle 2: Standards & Objectives / Student Evidence	Teachers clearly communicate standards/objectives and use student work analysis to determine progress toward mastery and adjust instruction.	LER walkthrough data, TC products, student work analysis, formative/benchmark results.

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–January	Back-to-School/Academic & Family Literacy Events; communicate literacy expectations, HMH/LEAP information, and ways families can support reading/writing.	JCALL, social media, newsletters, virtual options, accessible school events.	Families, PAC, local library/community partners
Quarterly/Ongoing	PAC meetings and literacy progress communication; share school priorities, assessment information, resources, and opportunities for feedback.	Text reminders, mailed/online communication, social media, school newsletter.	PAC, families, community partners

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 Plan + ILT/TC Long-Range Plan	ELA priorities, lesson planning, standards/objectives, student work analysis, and instructional coaching are integrated into the schoolwide improvement cycle.	ILT/TC agendas and products; walkthroughs; lesson plans; student work and assessment trends.
Young Authors / Cross-Curricular Literacy	Writing, reading, speaking, and disciplinary literacy are reinforced beyond ELA and provide authentic	Student writing/products, participation, classroom evidence, and school/district

	opportunities for students to communicate learning.	submissions.
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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
Teachers/ILT/Literacy Team	Weekly ILT/TC, faculty communication, HMH reports, walkthrough feedback, and quarterly literacy review will communicate expectations and progress.	Weekly/Ongoing; quarterly review
Families/Students/Community	JCALL, newsletters, social media, family events, PAC meetings, and student reports will communicate literacy goals, progress, resources, and ways to support learning.	Ongoing; quarterly PAC/family updates