

2026-2027 LITERACY PLAN

Mangham Jr. High 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

Students at Mangham Junior High will read on or above grade level in all content areas, supporting their development toward college and career readiness.

Literacy Mission Statement

Mangham Junior High will improve literacy outcomes by setting and monitoring literacy goals; implementing strategic, explicit instruction with intervention and extension; providing ongoing professional learning; and engaging families in students' literacy development.

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)

Increase reading proficiency for all students, with particular attention to the lowest 25% and students with disabilities. Current need: lowest-25% ELA growth is 37%, and the SPED subgroup remains in CIR status. Progress will be monitored through LEAP, DIBELS, AMIRA, SPIRE, HMH assessments, and student work.

Goal 2 (Teacher-Focused)	Teachers will strengthen Tier I literacy instruction through weekly Teacher Collaboration focused on unit/lesson preparation, student work analysis, differentiation, and LER-aligned instructional practices. Teachers will use HMH standards reports and formative data to adjust instruction and intervention.
Goal 3 (Program-Focused)	ILT and the literacy team will use weekly meetings, monthly learning walks, six-week data reviews, and LEAD intervention structures to monitor literacy implementation and student progress. Goals and actions will be aligned to the school Strategic Action Plan and ILT/TC long-range plans.

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	MJH provides a 98-minute ELA block. Strategic RTI is embedded within ELA, and LEAD Time is intentionally set aside for literacy remediation and extension. Students also receive 30 minutes of individual/group reading intervention daily in ELA based on identified need.
English Language Arts textbooks and instructional materials used	HMH Into Literature (Tier I ELA HQIM); HMH digital quizzes/cold reads and standards reports; novels/CommonLit for targeted support/extension; AMIRA; DIBELS; Accelerated Reader; student work and formative assessments.

Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II 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 II intervention? 5. 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 grouped for LEAD/ELA intervention using AMIRA, SPIRE placement data, LEAP performance, and common misconceptions. Students receive targeted remediation without replacing Tier I instruction. Progress checks occur each six weeks and groups/supports are adjusted from current data.
List of available interventions and their descriptions	AMIRA - AI reading screening and support grounded in the Science of Reading, providing feedback on fluency, phonemic awareness, and comprehension. HMM supports/CommonLit - targeted grade-level literacy practice.
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 scoring Approaching Basic/Unsatisfactory on ELA LEAP and all students with disabilities are screened with the SPIRE Diagnostic and placed by instructional need. SPIRE is delivered by special education/ELA staff as part of daily reading intervention. Progress is monitored through SPIRE, AMIRA, and classroom data.
List of available interventions and their descriptions	SPIRE Reading Intervention Program - diagnostic, explicit, systematic reading intervention delivered at the student's instructional level. Special education services and individualized supports are coordinated with ELA instruction; AMIRA and DIBELS provide additional progress data.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Create first ILT/TC cycle around 3-12 unit and lesson preparation; unpack HQIM assessments, rubrics, exemplars, texts, and daily mastery expectations.	ILT / Master Teacher / ELA Teachers	HMH Into Literature; 3-12 Unit & Lesson Preparation resources	Unit/lesson preparation documents; walkthroughs; exit tickets/formative assessments; student work; target of stronger engagement and at least 10% growth from section diagnostics to culminating writing tasks.
2	August-May	Provide daily Tier I ELA instruction and targeted LEAD/RTI intervention; group students by current literacy need and common misconceptions.	ELA Teachers / SPED Teachers / Administration	HMH; LEAD Time; AMIRA; SPIRE	Six-week data reviews, intervention-group adjustments, classroom observations, HMH standards reports, and student growth data.
3	August-May	Screen and progress monitor students; use SPIRE diagnostic for students scoring AB/Unsatisfactory on LEAP and students with disabilities.	ELA Teachers / SPED Staff / Literacy Team	AMIRA; SPIRE	All identified students are placed in appropriate intervention; progress is tracked through online platforms and reviewed each six weeks.
4	Weekly / Monthly	Use Teacher Collaboration and ILT learning walks to analyze student work, identify needs of L25/HB2M students, and plan differentiated instructional responses.	ILT / Master Teacher / Teachers	LER Rubric; student work; TC/ILT long-range plans	TC agendas, learning-walk evidence, reflective coaching logs, student work, and improved mastery on formative/benchmark assessments.
5	Each Six Weeks	Set and monitor individual literacy goals with students; communicate present levels and growth; celebrate progress.	LEAD Intervention Teachers / ELA Teachers / Administration	AMIRA; SPIRE; data trackers	Students can communicate goals and progress; growth is reviewed each six weeks and recognized through academic pep rallies.
6	August-May	Promote reading volume and engagement through Accelerated Reader, book/library access, and literacy-focused family events.	ELA Teachers / Administration / Community Partners	Renaissance AR; Richland Parish Library; school communication tools	AR reports, participation data, family-event attendance, library access, and student recognition.

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.)
August-May (weekly)	Teacher Collaboration: unit unpacking, lesson annotation, student-work analysis, instructional differentiation, and HMH implementation	ELA teachers, SPED teachers, Master Teacher, administration
August-May (ongoing)	HMH curriculum/content support and use of standards reports/embedded assessments to drive instruction	ELA teachers, SPED teachers, administration
August-May	Reading intervention/data analysis: DIBELS, AMIRA, SPIRE; grouping, progress monitoring, and response to student need	ELA/SPED teachers, Literacy Team, Master Teacher, administration

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 & Lesson Preparation	Build teacher skill in unpacking HMH units/lessons, identifying mastery expectations, explicit modeling, and differentiation.	Weekly TC; ILT review; learning walks; preparation documents; student work and formative data.
Student Thinking & Comprehension	Increase student engagement, autonomy, comprehension, and evidence of thinking in reading, speaking, listening, and writing.	LER-aligned learning walks; student work; HMH/LEAP interim data; reflective coaching logs.
Literacy Intervention & Progress Monitoring	Use AMIRA, SPIRE, HMH, and LEAP data to match students to supports and adjust instruction.	Six-week data reviews; intervention-group changes; ILT/literacy-team analysis; progress-monitoring reports.

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	Back-to-School Night	All families invited; flyers, Facebook, JCall, school app/website	Delhi Hospital System / school partners
September	District Family Event / Literacy Support	Families receive information and resources; school communication channels used	Richland Parish Library / District
September & February	Parent-Teacher Conferences	Families receive student literacy/proficiency information and intervention supports	School faculty/staff
Each Six Weeks	Academic Pep Rallies	Families invited; student literacy/academic growth recognized	School community
January	When I Grow Up Career & Data Night	Families review student data and connect literacy to college/career readiness	Delta Community College, ULM
Ongoing	PAC / Family Communication	PAC feedback plus newsletters, website/app, social media, JCalls and marquee	TRIO, local businesses PAC / 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

School Improvement / Strategic Action Plan	Literacy work is aligned to student thinking, comprehension, L25 growth, SPED needs, and stronger Tier I instruction.	Six-week data reviews; LEAP interims; HMH assessments; weekly TC/ILT; classroom observations; EOY LEAP/SPS.
LER + ILT/TC Long-Range Plans	LER indicators guide new learning, learning walks, coaching, and HQIM implementation.	Weekly ILT/TC; monthly learning walks; reflective coaching logs; teacher practice and student-work evidence.
LEAD / MTSS / SBLC	Literacy intervention is matched to student need while protecting Tier I core instruction.	AMIRA, SPIRE, grades, attendance, IEP/504 data, and six-week progress reviews.
Family Engagement	Families understand student proficiency, growth, and available literacy supports.	PAC meetings, family events, conferences, surveys, attendance, app/website/social communication.

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

ILT / Literacy Team	Review literacy goals, implementation, student data, intervention groups, and teacher-support needs.	Weekly ILT; literacy data reviews throughout year
Teachers	Teacher Collaboration, faculty meetings, coaching, learning-walk feedback, and six-week student-data reviews.	Weekly / monthly / each six weeks
Students	Individual data reports and goal conversations; students monitor growth and are recognized for progress.	Weekly goal checks / each six weeks
Families / PAC	Back-to-school communication, conferences, PAC meetings, newsletters, school app/website, Facebook, JCalls, data/family nights.	Ongoing; PAC quarterly; scheduled family events
District / School Leaders	Monitor through district/school learning walks, ILT/TC structures, assessment data, and Strategic Action Plan progress.	Monthly / ongoing