

2026-2027 LITERACY PLAN

Rayville 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

Every student will develop the reading, writing, speaking, listening, and thinking skills needed to successfully engage with grade-level content and graduate prepared for college, career, or service. Literacy is a shared responsibility across classrooms and content areas.

Literacy Mission Statement

Rayville High School will strengthen literacy through consistent implementation of high-quality Tier I instruction, purposeful unit and lesson preparation, explicit instruction, student engagement with complex text and writing, and timely intervention. Leaders and teachers will use assessment, student-work, and walkthrough data to adjust instruction and provide targeted support.

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 ELA achievement and growth, with particular attention to English I and English II. In 2026-2027, 18.2% of English I and English II students

	scored Mastery/Advanced, and 21.1% of students met their ELA growth target. The school will monitor LEAP diagnostics, interim assessments, classroom assessments, and subgroup performance throughout the year to increase proficiency and growth.
Goal 2 (Teacher-Focused)	By May 2027, ELA teachers will consistently implement HQIM through strong unit/module preparation, lesson annotation, explicit instruction, differentiation, and student-work analysis. Evidence will include lesson plans/annotations, coaching evidence, TC/ILT artifacts, learning-walk data, and student work.
Goal 3 (Program-Focused)	By May 2027, RHS will implement a coherent literacy support system connecting Tier I instruction, ILT/TC cycles, coaching, intervention, and progress monitoring. The system will use LEAP diagnostic/interim data, classroom assessments, learning walks, and intervention data to identify needs and adjust supports.

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 English course. Daily literacy work is embedded in Tier I through reading, writing, speaking, listening, vocabulary, analysis of text, and response to grade-level tasks. Teachers use lesson preparation and formative assessment to determine when additional modeling, scaffolding, or extension is needed.
English Language Arts textbooks and instructional materials used	School-adopted Tier I ELA curriculum/HQIM and associated assessments; teacher and student resources aligned to English I and English II standards. IXL may be used as a supplemental learning platform. HQIM remains the foundation of Tier I instruction.
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 identified through LEAP, diagnostic/interim, classroom, and other available assessment data receive targeted support in addition to Tier I instruction. Supports are scheduled so students continue to receive core instruction. Progress is reviewed regularly through the school's RTI/acceleration structures.
List of available interventions and their descriptions	Read 180; after-school tutoring; LEAP retesting support; targeted small-group or individualized support based on identified skill needs; IXL as a supplemental practice resource when appropriate.
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - 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 demonstrating significant and persistent literacy needs receive more intensive, individualized support coordinated through school intervention, special education, and student-support structures. Instruction is matched to identified needs and monitored frequently while maintaining access to Tier I core instruction.
List of available interventions and their descriptions	Intensive individualized literacy intervention and special education supports as identified by student need and plan; Read 180 when appropriate; targeted teacher-led intervention; additional supports determined through SBLC/RTI 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/TC cycle around 3-12 unit/module and lesson preparation, including unpacking assessments, lesson annotation, explicit modeling, mastery expectations, and differentiation.	Principal; Assistant Principal; Master Teacher; ILT; ELA teachers	3-12 Unit Preparation; 3-12 Lesson Preparation; HQIM	Unit/module preparation documents; lesson annotations; learning-walk evidence; student work; diagnostic/formative assessment data.
2	September-December	Use diagnostic, interim, classroom, and student-work data to identify priority literacy needs and plan targeted Tier I adjustments and intervention.	Master Teacher; ILT; ELA teachers; intervention staff	LEAP data; HQIM assessments; student work; Read 180; IXL	Student grouping/support plans; progress-monitoring evidence; improvement on common/HQIM assessments and interim data.
3	October-February	Strengthen explicit literacy instruction and student engagement through coaching, co-planning, learning walks, and feedback focused on reading, writing, speaking, listening, and thinking aligned to lesson objectives.	Principal; Assistant Principal; Master Teacher; ILT	LER; coaching cycle; learning-walk tools; HQIM	Learning-walk trends; coaching evidence; lesson artifacts; increased quality and completion of standards-aligned student tasks.
4	January-April	Analyze English I/II assessment and writing performance; reteach priority standards and provide targeted acceleration/intervention before LEAP.	ELA teachers; Master Teacher; ILT; Principal	LEAP diagnostics/interims; HQIM; Read 180; tutoring; LEAP Bootcamp	Interim-to-LEAP growth; student work; tutoring/bootcamp participation; subgroup progress.
5	Quarterly	Review literacy plan implementation and student outcomes through ILT; adjust TC	Principal; Master Teacher; ILT	ILT/TC plans; assessment data; walkthrough data;	Quarterly monitoring notes; revised action steps; evidence of teacher implementation and student progress.

		cycles, coaching, intervention, and family communication based on evidence.		coaching evidence	

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>
August-September	HQIM unit/module preparation and lesson preparation/annotation; using assessments, rubrics, exemplars, and texts to identify knowledge and skills.	ELA teachers; Master Teacher; ILT
October-January	Explicit instruction, differentiation, student engagement, and student-work analysis connected to LER indicators.	ELA teachers; ILT; teachers identified through data/coaching
January-April	Assessment analysis, targeted acceleration/intervention, LEAP preparation, and responding to subgroup needs.	ELA teachers; intervention staff; Master Teacher; ILT

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/Module & Lesson Preparation	Teachers demonstrate understanding of the knowledge, skills, assessments, lesson purpose, mastery expectations, explicit modeling, and differentiation required by HQIM.	Unit/lesson artifacts, learning walks, student work, exit tickets/formative assessments, and coaching evidence.
Cycle 2: Responsive Literacy	Teachers use student knowledge, assessment	Interim/diagnostic data, subgroup

Instruction	evidence, and student work to adjust Tier I instruction and provide targeted support that increases ELA achievement and growth.	data, student work, learning walks, TC artifacts, and intervention progress monitoring.
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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
August-September	Back-to-School Night, Title I information, and Parent-Teacher Conference: communicate literacy expectations, student performance, and ways families can support reading and writing.	Face-to-face events; JText, website, Facebook, marquee, print/digital communication; translation support through Google Translate as needed.	Parent Advisory Council; faculty/staff; school leadership
October-April	Academic/LEAP nights, PAC meetings, spring Parent-Teacher Conference, and ongoing progress communication. Families receive information about LEAP, preparation, student progress, and available supports.	Face-to-face meetings plus digital/print communication; parent resource center; accessible translated communication when needed.	PAC; RHS staff; district/community partners as applicable

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
RHS School Improvement Plan / Strategic Action Plan	Literacy goals address the school's identified need to improve the High School Assessment Index, strengthen consistent HQIM/standards-based instruction, and improve instructional practice and student engagement.	LEAP diagnostic/interim/final data; learning walks; coaching evidence; ILT/TC artifacts; student work.
District Cycle of Development: ILT, Teacher Collaboration, Coaching, and Learning Walks	Provides the professional learning and monitoring structure for unit/lesson preparation, explicit instruction, differentiation, assessment analysis, and responsive literacy instruction.	ILT/TC agendas and LRPs; learning-walk data; coaching logs; lesson plans/annotations; assessment and student-work 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
Teachers and ILT	Principal and Master Teacher communicate literacy goals, Tier I expectations, ILT/TC cycle priorities, walkthrough look-fors, and progress through faculty/TC/ILT meetings and coaching.	BOY launch; ongoing during each cycle; quarterly progress review
Families and Community	Share literacy goals, student progress, LEAP information, available interventions/supports, and ways families can support literacy through Back-to-School Night, PAC, conferences, academic/LEAP nights, JText, website, Facebook, newsletters, and the parent resource center.	August-May; formal updates at scheduled family events and as student data become available