

**Local Literacy Plan for
Rayville Junior High School
Hunter Harris
Sheldon Jones
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

All students at Rayville Junior High School will engage daily in rigorous, grade-level reading, writing, speaking, and listening through high-quality instructional materials. Literacy is the responsibility of every educator, and instruction will be responsive to student data so that students build the knowledge, vocabulary, fluency, comprehension, and written expression needed for success in high school and beyond.

Literacy Mission Statement

Rayville Junior High School will improve literacy outcomes by strengthening healthy Tier I instruction, using HQIM with fidelity, providing targeted literacy intervention without replacing core instruction, and using DIBELS, LEAP, curriculum-embedded assessments, student work, and walkthrough data to respond to student needs. Leaders and master teachers will build teacher capacity through ILT, Teacher Collaboration, coaching, co-planning, co-teaching, and ongoing professional learning, while families are engaged as partners in student literacy growth.

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, RJHS will increase student literacy achievement in grades 6–8, with particular attention to students identified as At Risk/Intensive and students with disabilities. Progress will be measured through DIBELS growth, curriculum-embedded assessments, student work, and LEAP ELA outcomes. The school will target a reduction in the percentage of students identified as At Risk and an increase in students meeting grade-level proficiency/mastery expectations.
Goal 2 (Teacher-Focused)	During 2026–2027, ELA teachers will strengthen healthy Tier I literacy instruction through consistent use of HQIM, unit and lesson preparation, explicit modeling, purposeful questioning, and differentiation based on knowledge of students. Walkthroughs, observations, lesson preparation artifacts, student work, and curriculum-based assessment data will be used to monitor implementation and provide coaching feedback.
Goal 3 (Program-Focused)	RJHS will maintain a coherent schoolwide literacy system in which the ILT, Teacher Collaboration, literacy master teacher, intervention structures, and family engagement efforts use common student data to identify needs, monitor implementation, and adjust support. Literacy progress will be reviewed routinely through ILT/TC cycles, DIBELS progress monitoring, LEAP/benchmark data, curriculum assessments, and learning walks.

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	Tier I ELA instruction will use grade-level HQIM daily. Teachers will plan from curriculum assessments, rubrics, exemplars, and texts; explicitly model grade-level literacy thinking; provide opportunities for reading, writing, speaking, and listening; and use formative evidence to adjust instruction. The ILT and master teachers will monitor Tier I through regular learning walks, observations, student work, and curriculum-based assessments. Unit and lesson preparation will be a primary professional-learning focus.
Amount of time spent on daily literacy skills instruction and	Daily ELA/literacy instruction occurs within the scheduled ELA block. Literacy skills are also reinforced across content areas through grade-level reading, vocabulary, writing, and evidence-based responses. Intervention time is scheduled in addition to Tier I core instruction so students do not lose access to grade-level ELA.

how it is used	
English Language Arts textbooks and instructional materials used	HMH ELA/novel studies and Writable are used for grade-level ELA instruction and writing. Amira is used to support foundational literacy/fluency screening and intervention needs. Teachers use curriculum texts, assessments, rubrics, exemplars, and aligned resources as the basis for instruction.
Tier II	Students identified through DIBELS, classroom performance, curriculum assessments, and other school data receive targeted Tier II support in small groups during intervention time. Intervention targets the specific literacy need while remaining connected to grade-level learning. Progress is monitored at least bi-weekly, or more frequently when student need requires it, and groups/supports are adjusted from current data.
Tier II plan, including the amount of time	Tier II intervention is provided during the school's designated intervention structure in addition to Tier I ELA. Students receive targeted small-group literacy support based on identified need; frequency and duration are adjusted according to student data and the intervention plan.
List of available interventions and their descriptions	Available Tier II supports include Amira/foundational reading and fluency support, targeted small-group reading intervention, vocabulary and comprehension support connected to grade-level text, writing support through Writable/HQIM tasks, and teacher-led reteaching based on curriculum assessment and student-work evidence.
Tier III	Students demonstrating intensive literacy needs receive individualized Tier III support based on diagnostic and progress-monitoring data. Intervention is delivered by appropriately trained staff, targets the student's specific skill deficit, and is scheduled so the student continues to receive Tier I core instruction. Progress is monitored at least weekly and the intervention is adjusted when data show insufficient response.
Tier III plan, including the amount of time	Tier III support is provided in addition to Tier I instruction through the school intervention/MTSS structure. Time, frequency, group size, and duration are determined by the intensity of student need and are reviewed through ongoing progress-monitoring data.
List of available interventions and their descriptions	Tier III supports include intensive, skill-specific literacy intervention using approved/appropriate intervention resources; individualized foundational reading and fluency support; targeted comprehension, vocabulary, and writing intervention; and special education supports aligned to IEP needs when applicable.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August–October	Launch ILT/TC Cycle 1 around 3–12 unit and lesson preparation. Teachers unpack HQIM assessments, rubrics, exemplars, texts, knowledge, and skills; annotate lessons for purpose, modeling, mastery expectations, and differentiation.	Principal, ILT, Literacy Master Teacher, ELA Teachers	3–12 Unit Preparation; 3–12 Lesson Preparation; HMH/Writable	Unit/lesson preparation artifacts; TC agendas; walkthroughs; student work; curriculum assessments. Evidence will show stronger teacher readiness and increasing student success from diagnostics/formative checks to culminating tasks.
2	August–May	Implement and monitor healthy Tier I literacy instruction using HQIM with explicit modeling, grade-level text, purposeful reading/writing/speaking/listening, and differentiation based on student evidence.	Principal, Assistant Principal, Master Teachers, Teachers	HMH; Writable; LER; walkthrough tools	Monthly learning-walk/observation trends, student work, curriculum-based assessments, and coaching records demonstrate increased fidelity and responsiveness to student needs.
3	BOY–EOY	Screen and progress monitor students; use DIBELS, LEAP, curriculum assessments, and student work to identify students needing Tier II/Tier III support and to regroup or adjust intervention.	ILT, Literacy Master Teacher, Interventionists, ELA/SPED Teachers	DIBELS; Amira; curriculum assessments; data trackers	BOY/MOY/EOY and progress-monitoring data show movement out of At Risk/Intensive categories and improved performance on grade-level literacy tasks.
4	Weekly	Provide targeted Tier II/Tier III literacy intervention in addition to Tier I core instruction. Match the intervention skill and monitoring measure to the identified student	Literacy Master Teacher, Interventionists, ELA/SPED Teachers	Amira; approved intervention resources; HQIM-aligned supports	Intervention rosters, schedules, progress-monitoring records, and student work show timely adjustments and measurable growth.

		need.			
5	October–December	Use ILT/TC Cycle 2 to analyze student work and curriculum assessment data, identify patterns in comprehension/writing, and plan instructional responses for whole group and small group.	ILT, Master Teachers, ELA Teachers	Student work protocol; HQIM assessments; Writable data	TC artifacts document analysis of student thinking, identified needs, instructional adjustments, and follow-up evidence of impact.
6	January–March	Strengthen differentiation within Tier I so support is not limited to intervention periods; plan scaffolds that preserve grade-level rigor and increase access for students with varied literacy needs.	ILT, Master Teachers, Teachers	LER; HQIM; student data; coaching plans	Walkthroughs and observations show increased variation in supports based on student need; student work demonstrates improved access to grade-level tasks.
7	Quarterly / May	Review schoolwide literacy progress, subgroup performance, intervention effectiveness, and implementation evidence; communicate progress to staff and families and identify next steps.	Principal, ILT, Literacy Master Teacher	DIBELS; LEAP/benchmark data; curriculum data; family communication tools	Quarterly reviews and EOY summary document progress toward goals, subgroup trends, implementation strengths, and adjustments for the next cycle/year.

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 2026	HQIM launch/refreshers; 3–12 unit and lesson preparation; literacy plan expectations	ELA teachers, ILT, master teachers
September–October	Using curriculum assessments, exemplars, and student work to plan explicit instruction and differentiation	ELA teachers, SPED/inclusion teachers, ILT
January 2027	DIBELS/progress-monitoring analysis; intervention alignment; responsive small-group support	ELA teachers, intervention staff, ILT, master teachers

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 will deepen understanding of HQIM units/lessons, assessments, knowledge and skills,	Unit/lesson preparation artifacts, TC agendas, walkthroughs, student

	mastery expectations, explicit modeling, and differentiation.	work, and curriculum assessment trends.
Cycle 2: Student Work & Responsive Instruction	Teachers will analyze student work to identify what students understand, remaining literacy needs, and instructional adjustments for whole-group and small-group instruction.	Student-work analysis artifacts, coaching/TC records, follow-up student work, and formative/curriculum assessment data.

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	Back-to-School Night: communicate literacy priorities, grade-level expectations, HQIM, intervention supports, and how families can access student information.	Information shared in accessible language/formats; school communication channels; individual support as needed.	Families, teachers, school leaders
October / March	Parent-Teacher Conferences and academic/literacy events: explain student literacy data, progress, strengths, needs, and ways families can support reading/writing at home.	Flexible event times; student-specific data; family-friendly explanations/resources.	Families, teachers, 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 priorities, Tier I instruction, intervention, coaching, and student outcomes are aligned to the schoolwide needs assessment and SAP.	Quarterly SIP/ILT reviews; walkthroughs; student outcomes; coaching evidence.
ILT & Teacher Collaboration Long-Range Plans	ILT/TC cycles operationalize the literacy plan through unit/lesson preparation, student-work analysis, differentiation, and monitoring.	ILT/TC agendas, artifacts, cycle monitoring, LER evidence.
LER / Coaching / Learning Walks	LER indicators and coaching structures are used to build teacher capacity in planning, presenting content, knowledge of students, questioning, feedback, and thinking.	Observation/learning-walk trends; coaching plans; teacher artifacts.

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

School Leadership / ILT	Review literacy implementation and student data; determine schoolwide adjustments and coaching priorities.	Monthly / quarterly
-------------------------	--	---------------------

Teachers	Communicate expectations and progress through faculty meetings, ILT/TC, coaching, data analysis, and learning-walk feedback.	Weekly / ongoing
Families	Share literacy priorities, student progress/data, intervention information, resources, and opportunities for input.	Back-to-school, conferences, quarterly/ongoing