LOUISIANA DEPARTMENT OF EDUCATION

School Literacy Plan for

Greenville Park Leadership Academy

Christopher H. Smith, Principal

Tangipahoa Parish School System

Melissa Stilley, Superintendent

School Year 2026 - 27

LOUISIANA'S LITERACY PILLARS



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	*Greenville Park Leadership Academy's* vision is to cultivate an inclusive, literature-rich ecosystem where reading is a portal to empathy, writing is a tool for self-advocacy, and every student's lived experience is honored as a valuable text. We transform historical literacy gaps into deep literary capital, empowering students to navigate, critique, and rewrite their worlds.
Literacy Mission Statement	"Our mission is to dismantle barriers to literacy by providing an equitable, culturally sustaining environment where reading inspires critical thought, writing builds self-advocacy, and every student's voice is cultivated as a powerful tool to shape their future and community."

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals?

Overall Literacy Goals

- **Achieve universal foundational literacy** by ensuring all students read on grade level by the end of third grade.
- **Close the opportunity gap** by accelerating reading growth for historically underserved student subgroups.
- **Foster critical agency** so students use advanced literacy for self-advocacy and community transformation.

Student-Focused Goals:

Lagging Goals (Year-End Outcomes)

- **Increase proficient readers** by 15% annually on state standardized assessments.
- **Reduce below-basic scoring** by 25% across all grade levels by June.
- **Achieve 1.5 years of growth** for students currently reading two or more years below grade level.

Leading Goals (Actionable Indicators)

- **Maintain 90% attendance** at weekly targeted tier-2 and tier-3 reading interventions.
- **Log 100 minutes** of independent, high-interest reading per student each week.
- **Complete 100% of mastery checks** at the end of each foundational skills unit.

Subgroup Targets

- **English Learners (ELs)**: 85% demonstrate one full proficiency level growth on annual language access exams.
- **Students with Disabilities (SWD)**: 80% meet or exceed their individualized literacy goals in their IEPs.
- **Chronically Absent Students**: Achieve 100% participation in modified, high-impact literacy tutoring during school hours.

Teacher-Focused Goals

Leading Goals (Instructional Drivers)

- **Apply Science of Reading** strategies daily during explicit phonics and comprehension blocks.
- **Dedicate 60 minutes weekly** in Professional Learning Communities (PLCs) to analyze student reading data.
- **Conduct bi-weekly running records** to dynamically adjust student grouping for differentiated instruction.

Section 1B: Literacy Goals

Program-Focused Goals

Leading Goals (Systemic Structures)

- **Audit and refresh 100% of classroom libraries** to ensure culturally relevant "mirror and window" texts.
- **Provide 40 hours of coaching** per teacher annually in structured literacy and data-driven instruction.
- **Establish three community "Book Oases"** in local spaces to extend reading outside school.

Measurement & Evaluation Plan

Diagnostic & Formative Assessment (The Leading Metric)

- **Universal Screening**: Administer norm-referenced screeners (e.g., LEAP 360, NWEA MAP) three times per year (Fall, Winter, Spring).
- **Progress Monitoring**: Track tier-2 and tier-3 students bi-weekly using specific sub-skill probes.
- **Phonics Surveys**: Run inventory checks every six weeks to verify specific vowel and consonant pattern mastery.

Evaluative Assessment (The Lagging Metric)

- **State Assessments**: Evaluate annual summative data (LEAP 2025) to measure school-wide proficiency benchmarks.
- **Growth Indexes**: Analyze student growth percentiles to ensure that high-poverty subgroups and our “bottom 25%” outpace the district average.

Implementation Fidelity

- **Instructional Walkthroughs**: Use standardized rubrics monthly to measure the usage of the explicit literacy curriculum.
- **Library Audits**: Track monthly checkout data to measure engagement with diverse texts.

Goal 1 (Student-Focused)	**Strategic Objective:** Move all students toward grade-level reading proficiency while building independent reading endurance and critical thinking skills. This goal prioritizes shifting students from passive decoders to active, self-directed readers and writers.
Goal 2 (Teacher-Focused)	**Strategic Objective:** Equip 100% of educators with the expertise to deliver high-impact, evidence-based reading instruction grounded in the Science of Reading. This goal

Section 1B: Literacy Goals	
	shifts teacher practice from intuitive instruction to precise, data-informed intervention, ensuring every student has access to a master teacher of reading.
Goal 3 (Program-Focused)	**Strategic Objective:** Establish systemic infrastructure, equitable scheduling, and community partnerships that optimize time, materials, and environments. This goal ensures that teachers and students operate within a highly organized, resource-rich ecosystem designed to eliminate learning friction.

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 instruction at Tiers I, II, and III.	
Tier I	1. **100% HQIM Core Alignment:** Implement state-approved High-Quality Instructional Materials (HQIM) daily with absolute fidelity across all classrooms, eliminating all legacy multi-cueing or unaligned "balanced literacy" supplements. 2. **80% Universal Mastery:** Achieve at least 80% student proficiency on grade-level standards by the end of the year through core instruction alone, preventing overloading of Tier II and Tier III systems. 3. **Daily Explicit Foundational Blocks:** Secure a non-negotiable, daily 90-to-120-minute uninterrupted Tier I literacy block that explicitly teaches phonological awareness, phonics, fluency, vocabulary, and comprehension. 4. **Data-Driven Small Group Differentiation:** Utilize weekly formative data from HQIM mid-unit checks to provide immediate, targeted differentiation for all students within the Tier I core instruction block. 5. **Universal Screening Equity:** Administer Louisiana-approved universal literacy screeners (e.g., DIBELS 8) three times per year to 100% of students to proactively catch and address learning gaps during core instruction. 6. **Linguistic Scaffolding for Subgroups:** Embed daily, research-backed scaffolding strategies within the core curriculum to ensure Multilingual Learners (MLs) and Students with Disabilities (SWD) have full access to complex, grade-level Tier I texts. 7. **Bi-Weekly Fidelity Look-Fors:** Conduct bi-weekly administrative walkthroughs using a standardized TPLS rubric to verify that Tier I

Section 2: Explicit Instruction, Intervention and Extension	
	instruction is paced correctly, rigorous, and explicitly tied to state standards.
Amount of time spent on daily literacy skills instruction and how it is used	**Tier I Core Instruction (75 Minutes Daily)** • **Core HQIM Instruction (55–60 minutes daily):** Every student receives daily, grade-level core literacy instruction delivered by classroom teachers trained in the effective implementation of approved Tier I High-Quality Instructional Materials (HQIM) — Louisiana ELA Guidebooks. Prior to teaching, teachers and school leaders engage in structured 3–12 unit and lesson preparation to ensure alignment to standards and strong daily execution. To support healthy Tier I core instruction, school leaders and the Instructional Leadership Team (ILT) — who are fully trained in HQIM implementation and evaluation — maintain a regular walkthrough schedule to observe classroom practices, provide coaching, and monitor progress. The ILT routinely reviews assessment data to make real-time instructional adjustments, aiming for at least 80% student mastery across the class. Curriculum-based assessments from the HQIM (daily exit tickets, section quizzes, and unit tasks) are consistently analyzed to evaluate core instructional effectiveness and identify students needing extension opportunities — such as advanced writing prompts, higher-order synthesis tasks, and complex text analysis. • **Personalized Core Learning (15–20 minutes daily):** Daily adaptive skill practice using **Lexia** software to address individual student learning gaps, reinforce foundational skills, and provide personalized extensions for on- and above-grade-level students during the core block.

English Language Arts textbooks and instructional materials used	**Primary Instructional Materials (HQIM)**
	• **Louisiana ELA Guidebooks:** Tier I core curriculum provided through the Louisiana Department of Education (LDOE).
	• **Supplemental & Adaptive Software:**
	  ○ **Lexia:** Daily personalized skill-building software used during the Tier I core block and intervention periods.
	  ○ **Amira:** AI-driven reading fluency and assessment software integrated during the standalone Computer Literacy period.

Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?

Section 2: Explicit Instruction, Intervention and Extension	
	2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Do the skills 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 that they are not pulled from Tier I core instruction for Tier II intervention? 5. Has progress monitoring of the Tier II intervention occurred biweekly or weekly, depending on the student's needs as indicated by assessment data?
Tier II plan, including the amount of time	**Tier II Intervention Plan** • **Delivery & Provider:** Tier II targeted interventions are delivered directly by certified classroom teachers, trained literacy tutors, and extensively trained literacy educators who have received specialized professional development to implement LDOE-approved High-Quality Instructional Materials (HQIM) and evidence-based skill interventions. • **Scheduling & Protection of Core Time (75 Minutes Every Other Day):** Tier II intervention is scheduled for 75 minutes every other day during a dedicated, protected intervention block. Master scheduling strictly guarantees that students receive this targeted support without ever being pulled from or missing their daily 75-minute Tier I core instruction. • **Targeted Alignment & Data Diagnostics:** The specific skills targeted during Tier II instruction are directly aligned with individual student deficit areas identified through current diagnostic and literacy assessment data (e.g., Lexia skill indicators, district interims, and daily formative assessments). • **High-Quality Curriculum & Progress Monitoring:** Educators consistently use curriculum-based measures and targeted skill assessments from approved HQIM with fidelity to measure the intervention's effectiveness. To ensure timely adjustments and responsiveness to student growth, progress monitoring is conducted on a bi-weekly or weekly schedule, matched to the intensity of each student's identified needs.
List of available interventions and their descriptions	**Lexia Core:** An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data.

Section 2: Explicit Instruction, Intervention and Extension	
	Targeted Teacher-Led Small Group Instruction: Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these sessions directly address student skill deficits identified through diagnostic assessments and daily progress monitoring. **Amira Learning:** An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking.
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 that they are not pulled from Tier I core instruction for Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least weekly to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	**Tier III Intervention Plan** • **Delivery & Specialist Provider:** Tier III intensive interventions are delivered directly by a dedicated literacy interventionist who possesses deep conceptual knowledge, specialized expertise in evidence-based reading instruction, and full training in our adopted Tier III intensive reading curriculum. • **Scheduling & Protection of Core Time (75 Minutes Every Other Day):** Tier III intervention is delivered for 75 minutes every other day during a dedicated, protected intervention block (alternating with computer literacy/standalone classes). Master scheduling strictly guarantees that students receiving Tier III support are never pulled from or miss any portion of their daily 75-minute Tier I core instruction. • **Targeted Alignment & Diagnostic Precision:** The intensive instruction directly targets individual, foundational skill gaps identified through comprehensive diagnostic literacy assessments, Lexia skill placement data, and current benchmark results. • **HQIM Alignment & Weekly Progress Monitoring:** Curriculum-based measures and specialized assessments from approved High-Quality Instructional Materials (HQIM) are used with strict integrity to track the intervention's efficacy. Progress monitoring occurs **at least weekly**

Section 2: Explicit Instruction, Intervention and Extension	
	using targeted skill measures aligned with each student's specific deficit area, allowing the literacy specialist to adjust instruction, pacing, and intensity in real time based on students' responses to intervention.
List of available interventions and their descriptions	**Lexia:** An adaptive, computer-based instructional program that provides personalized, direct skill support across foundational reading strands (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). It automatically targets individual learning gaps and adjusts instruction based on ongoing student performance data. **Amira Learning:** An AI-driven reading assistant and assessment tool utilized during standalone Computer classes to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking. **Targeted Teacher-Led Small Group Instruction (Tier II):** Explicit, skill-specific direct instruction delivered by certified teachers and trained literacy educators. Utilizing approved LDOE intervention resources and HQIM-aligned materials, these small-group sessions directly address specific student skill deficits identified through diagnostic assessments and daily progress monitoring.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/ Instructional coach(es)	3-12 Unit Preparation 3-12 Lesson Preparation	-Teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -Lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
2	Weekly throughout the 2026–2027 school year	**Intentional Planning & Teacher Practice** Implement weekly collaborative Professional Learning Community (PLC) planning sessions focused on intentional unit and lesson preparation using Louisiana ELA Guidebooks protocols.	ELA Teachers, Instructional Coaches, Instructional Leadership Team (ILT)	LDOE 3–12 Unit & Lesson Preparation Guides, Guidebooks teacher editions, daily exit ticket templates	Completed weekly PLC lesson preparation templates; regular administrator walkthrough data reflecting aligned Tier I instruction; higher exit ticket mastery rates.
3	Daily instruction; bi-weekly tracking	**Tier I Vocabulary Deficits & Content Knowledge** Integrate explicit, high-utility academic vocabulary instruction and daily context-clue routines across all Tier I Guidebook units and computer literacy blocks.	ELA Teachers, Teachers, ILT	Guidebook unit vocabulary lists, Lexia vocabulary modules	Weekly exit ticket vocabulary data; mid-year interim benchmark growth in vocabulary sub-domains; Lexia skill completion reports.
4	Bi-weekly walkthrough rounds	**Leadership Support & Instructional Quality** Conduct bi-weekly ILT walkthroughs specifically targeting teacher	Principal, Assistant Principal, Instructional Coach, ILT	HQIM-aligned walkthrough rubric, ILT data tracking sheet	Walkthrough feedback logs showing an increase in teacher fidelity to planned checks for understanding; actionable coaching notes provided within 24 hours of observation.

Action Plan					
		intentionality in framing daily learning objectives, checks for understanding, and vocabulary application.			
5	Monthly data reviews (following each interim/unit assessment)	**Data-Driven Interventions & Subgroup Growth** Analyze LEAP 2025 release items and interim assessment vocabulary trends to adjust Tier II/III intervention groupings and targeted small-group plans.	ILT, teachers	District interim assessment dashboards, LEAP ELA assessment guides, Lexia progress monitoring reports	Updated intervention rosters reflecting specific vocabulary/comprehension skill gaps; a 5% increase in students meeting or exceeding proficiency on unit culminating tasks and annual ELA LEAP vocabulary sub-scores.

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 PL's effectiveness?
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 (Pre-Service / Launch)	Guidebooks Launch & Unit 1 Deep Dive: Overview of HQIM structures, 3–12 unit/lesson preparation protocols, and daily exit ticket routines.	All ELA Teachers and Instructional Leadership Team (ILT).
September – October	Intentional Planning for Academic Vocabulary: Explicit strategies for teaching high-utility vocabulary and context clues across Guidebook lessons to target LEAP score dips.	All ELA Teachers and Instructional Leadership Team (ILT).
November – January	Data-Driven Tier II/III Interventions: Utilizing Lexia and Amira diagnostic data to align small-group instruction and measure weekly progress monitoring with fidelity.	All ELA Teachers and Instructional Leadership Team (ILT).
February – March	Analyzing Student Writing & Culminating Tasks: Calibrating Guidebook writing rubrics, analyzing daily formative writing artifacts, and preparing students for LEAP text-dependent analysis.	All ELA Teachers and Instructional Leadership Team (ILT).
April – May (End of Year)	Evaluating PL Efficacy & Planning 2027–28: Reviewing walkthrough data, partner efficacy indicators, and student	Instructional Leadership Team (ILT), Principal, and District Literacy Coordinators.

Section 3A: Professional Learning: Partners (if applicable)		
	LEAP/interim growth to plan upcoming professional learning cycles.	

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 the implementation of HQIM 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: Intentional Lesson Prep & Daily Exit Tickets	100% of ELA teachers will complete structured 3–12 lesson preparation protocols to deliver daily, standards-aligned checks for understanding using Guidebooks exit tickets.	Weekly PLC exit ticket review logs, bi-weekly ILT walkthrough feedback forms, and exit ticket mastery trends showing ≥80% average student accuracy.
Cycle 2: Explicit Academic Vocabulary Routines	Integrate daily high-utility vocabulary and context-clue instruction into Guidebook core lessons to address LEAP vocabulary dips.	Bi-weekly vocabulary walkthrough checks, exit ticket vocabulary task performance, and interim assessment vocabulary sub-domain scores.
Cycle 3: Data-Driven Small Group & Intervention Alignment	Utilize Lexia and benchmark diagnostic data to refine Tier II/III small-group instruction and ensure progress monitoring fidelity.	Bi-weekly intervention progress monitoring entries, monthly ILT data review logs, and growth movement on Lexia skill completion reports.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Cycle 4: Text-Dependent Analysis & Writing Calibration	Calibrate teacher scoring of Guidebook writing tasks and increase student proficiency on text-based written responses.	Weekly PLC student work samples scored against state rubrics, mid-year interim written task growth, and leadership feedback during writing walkthroughs.

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 connections between the school and the 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
Fall 2026 (TBD)	Title I Fall Family Literacy Night: Interactive literacy stations, LEAP & screener data interpretation workshops.	Evening scheduling, digital summary guides, and accessible accommodations.	Title I Coordinator, PTA/PTO.
Spring 2027 (TBD)	Title I Spring Family Literacy Celebration & Preparation: Grade-level LEAP preparation strategies,	Evening scheduling, virtual session links for remote	Title I Coordinator, PTA/PTO.

Section 4: Family Engagement Around Literacy			
	home reading resources showcase, and Lexia/Amira family learning demos.	attendance, and translated takeaway materials.	

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 (SIP)	Annual SIP academic goals directly prioritize Tier I Guidebook instruction, explicit vocabulary development, and subgroup deficit reduction on LEAP 2025.	Monthly ILT progress reviews, quarterly SIP benchmark audits, and annual LEAP 2025 ELA score growth.
Early Childhood / Feeder School Partnership (ONCE Program)	Continuous alignment with early childhood feeder school that is utilizing the ONCE program to ensure strong foundational phonics, language acquisition, and smooth literacy transitions.	Joint feeder-school transition meetings
Cross-Curricular Disciplinary Literacy	Integrating domain-specific vocabulary routines, complex text reading, and	Walkthrough observational data in non-ELA content classes, cross-curricular student work samples, and

Section 5: Alignment to Other Initiatives		
	evidence-based writing across Social Studies, Science, and Math instruction.	interim assessment writing scores.

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 its goals, expectations, and ways 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 & Instructional Staff	Direct rollout of non-negotiable literacy expectations, HQIM pacing, and assessment protocols through weekly PLC meetings, grade-level collaboration sessions, and faculty updates.	Weekly during PLCs; August Launch & ongoing throughout the school year.
School Leaders & ILT	Bi-weekly leadership meetings to review walkthrough observational data, evaluate Tier I core health, analyze interim assessment metrics, and adjust coaching supports.	Bi-weekly throughout the 2026–2027 school year.
Families & Caregivers	Sharing literacy goals, student LEAP data interpretations, and home support strategies through Title I Literacy Nights,	Fall and Spring Title I Events; Quarterly progress reports.

Section 6: Communicating the Plan		
	translated newsletters, and parent-teacher conferences.	
District Leadership & Community Partners	Reporting schoolwide literacy progress metrics, SIP benchmark data, and community engagement updates during review meetings and local partner briefings.	Quarterly (October, January, March, May).