

Local Literacy Plan for

Lucille Nesom Memorial School

Tangipahoa Parish

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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	Our vision is to cultivate an inclusive culture of reading excellence where every leader, teacher, student, and family collaborates to guarantee equitable literacy outcomes. By grounding our daily practices in high-quality instructional materials and continuous support, we ensure all learners master the literacy skills required for academic and personal success.
Literacy Mission Statement	To guarantee equitable literacy success by providing daily access to high-quality core instruction, delivering precise, data-informed interventions, and fostering a collaborative partnership among leaders, teachers, students, and families.

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?

To ensure continuous progress toward our literacy targets, we will implement a multi-layered evaluation system combining outcome, benchmark, and real-time formative metrics:

- **BOY and EOY Mastery :** We will evaluate overall student achievement and subgroup deficit reduction using annual Dibels BOY/EOY and **LEAP 2025 ELA scores**, tracking the growth of students reaching Benchmark and Above/Mastery or Above compared to prior year baselines.
- **Interim Benchmarks (Leading Progress):** Student trajectory toward annual goals will be monitored using **district interim assessments**, allowing the Instructional Leadership Team (ILT) to evaluate curriculum pacing, Tier I core health, and subgroup performance.
- **Daily Formative Learning (Real-Time Growth):** Teachers will analyze **daily exit tickets** to immediately measure student mastery of grade-level standards, adjust daily core instruction, and identify students requiring immediate Tier II/III extensions or interventions.
- **Instructional Practice & Fidelity (Process Data):** School leaders and instructional coaches will collect weekly **observational data and walkthrough metrics** to evaluate the fidelity of High-Quality Instructional Materials (HQIM) execution, teacher alignment to grade-level standards, and the overall classroom learning environment.

Overall Literacy Goals	<u>Lower Grades:</u> ● will enter kindergarten ready according to state assessment measures. ● will achieve mastery or above at third grade according to state assessment measures. ● with disabilities and students of color will increase in attaining mastery or above on state literacy assessments. ● Increase the percentage of students scoring Benchmark and Above on the Dibels Assessment <u>Upper Grades:</u> Increase students scoring Mastery or above on the ELA LEAP 2025 assessment by 5% overall, with targeted growth among key subgroups (Economically Disadvantaged, Students with Disabilities, and English Learners).
Goal 2 (Teacher-Focused)	100% of literacy educators will consistently deliver high-quality Tier I core instruction using approved High-Quality Instructional Materials (HQIM) and analyze daily formative data to adjust core teaching and guide targeted interventions. ● implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana

Section 1B: Literacy Goals	
	State Standards. • will meet during scheduled times for collaborative planning to enhance the use of evidenced-based practices to meet the literacy needs of all K-8 students. • utilize literacy screening, formative, and summative assessment data to examine students' progress and inform instructional decisions.
Goal 3 (Program-Focused)	Maintain a robust, data-driven system that ensures continuous progress monitoring and provides timely Tier II and Tier III intervention access for every identified student without removing them from essential Tier I core learning time. • ensure program is used with fidelity by all K-8 teachers • review program data reports

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	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. 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) 7. What data and resources are being used to support extension?

Section 2: Explicit Instruction, Intervention and Extension	
Amount of time spent on daily literacy skills instruction and how it is used	**Lower Grades: Tier I Core Instruction (85-120 Minutes Daily)** • **Core HQIM Instruction (75 minutes daily):** Tier I literacy instruction is delivered by classroom teachers using district/LDOE-approved HQIM and grade-level standards. Teachers use curriculum-based assessments, student work, DIBELS (K-3), and LEAP-aligned evidence to evaluate the effectiveness of core instruction. ILT and teacher collaboration cycles focus on unit/lesson preparation, assessment analysis, explicit instruction, and differentiation. Administrators/ILT conduct regular walkthroughs using LER-aligned indicators and respond to trends through coaching, modeling, collaborative planning, and reteaching. The goal is a healthy Tier I in which at least 80% of students demonstrate mastery before additional intervention is intensified. Extension is provided through grade-level/advanced texts, higher-level questioning, writing, vocabulary, and enrichment tasks. • At least 85 minutes of protected daily ELA/literacy instruction. K-3 includes explicit foundational skills (phonemic awareness/phonics, decoding, word reading, fluency) plus vocabulary, comprehension, knowledge building, and writing. Grades 4-8 include daily grade-level reading, vocabulary, discussion, writing, and language instruction. Small-group support/extension is scheduled within or in addition to the literacy block without removing students from essential Tier I instruction. **Personalized Core Learning (15-45 minutes)** • Daily targeted skill practice via Lexia software, Air Reading, and ONCE are designed to close individual learning gaps, reinforce essential skills, and provide personalized enrichment for on- and above-grade-level learners during core instruction. **Tier I Core Instruction (75 Minutes Daily)Upper Grades :** • **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 overall class assessment data. • 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.

Section 2: Explicit Instruction, Intervention and Extension	
	• **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 blocks.

English Language Arts textbooks and instructional materials used	**Primary Instructional Materials (HQIM)**
	• **Louisiana ELA Guidebooks/ CKLA/Curriculum:** Tier I core curriculum provided through the Louisiana Department of Education (LDOE).
	  ○ K - 2 Wit and Wisdom (CKLA-Amplify) Core progress monitoring included.
	  ○ 3 - 12 ELA Guidebooks (TPSS) / with Grade level texts and writing activities.
	• **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.
	  ○ **ONCE**: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. .
	  ○ **Air Reading**: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period.
	  ○ **Boost:** Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level.
	  ○ **HATCH:** Daily skill-building software with structured lessons and interactive tools for foundational literacy building.

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	**Tier II Intervention Plan** • **Delivery & Provider:** Tier II targeted interventions are delivered directly by certified classroom teachers, trained literacy tutors, and extensively trained

Section 2: Explicit Instruction, Intervention and Extension	
	literacy educators who have received specific professional development in executing 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 utilize curriculum-based measures and targeted skill assessments from approved HQIM with fidelity to measure the effectiveness of the intervention. 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	<u>Lower Grades: PreK-4th Grade</u> ○ **Targeted Small-Group:** Teacher-led phonemic awareness/phonics/CVC decoding and blending practice. ○ **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. ○ **ONCE**: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. . ○ **Air Reading**: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period. ○ **Boost:** Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level. ○ **HATCH:** Daily skill-building software with structured lessons and interactive tools for foundational literacy building. <u>Upper Grades: 5th -8th Grade</u> **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. **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,

Section 2: Explicit Instruction, Intervention and Extension	
	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 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	Target Intervention Group sizes are very small and instruction includes frequent modeling, guided practice, cumulative review, and immediate corrective feedback. An aligned measure is progress monitored at least weekly. 30-45 minutes daily, 5 days per week when indicated by data, in addition to core ELA. Instruction is individualized or delivered in a very small group. Weekly progress monitoring and regular problem-solving reviews determine changes in intensity and duration. **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 missing 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 intervention efficacy. Progress monitoring occurs **at least weekly** using

Section 2: Explicit Instruction, Intervention and Extension	
	targeted skill measures aligned to each student's specific deficit area, allowing the literacy specialist to adjust instruction, pacing, and intensity in real time based on student response to intervention.
List of available interventions and their descriptions	<u>Lower Grades: PreK -4th Grade</u> ○ **Targeted Small-Group:** Teacher-led phonemic awareness/phonics/CVC decoding and blending practice. ○ **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. ○ **ONCE**: Daily one-on-one scripted sessions delivered to address decoding and language barriers during the Tier I instructional times. . ○ **Air Reading**: Virtual Reading Intervention delivered to improve foundational literacy skills during the Core intervention period. ○ **Boost:** Digital intervention program that uses games based adaptive practice rooted in the Science of Reading tailored to each student's current reading level. ○ **HATCH:** Daily skill-building software with structured lessons and interactive tools for foundational literacy building. <u>Upper Grades: 5th -8th Grade</u> **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 & 2	August-September	Establish BOY literacy baseline; complete first ILT/TC cycle on HQIM unit/lesson preparation; identify DIBELS K-3 and ELA 3-8 priority skills/subgroups; communicate non-negotiables for Tier I.	ILT, instructional coach, ELA teachers	DIBELS BOY; prior LEAP; HQIM unit/lesson prep; LER/walkthrough tools	BOY data (Amplify) completed student work/artifacts; walkthrough evidence of explicit grade-level literacy tasks; intervention rosters created from current data.
1 & 3	September-October	Launch Tier II/III intervention and enrichment schedules; match intervention to diagnosed skill; begin weekly/biweekly progress monitoring; provide family communication about literacy goals and student data.	ILT, interventionists, ELA/SPED teachers, 504/SAT chair	DIBELS progress monitoring; HQIM intervention resources; Amira; Lexia; Air Reading; ONCE; Boost; HATCH; family data materials	100% identified students assigned an intervention/extension plan; progress monitoring on schedule; family communication documented; early skill growth evident. Weekly exit ticket vocabulary data;
1 & 2	November-December	Analyze first-quarter literacy data and student work; conduct TC reteach/extension planning; strengthen decoding, fluency, vocabulary,	ILT, instructional coach, teachers	HQIM assessments; student work; DIBELS; walkthrough/LER data	At least 80% mastery sought in Tier I class assessment data; improved student work from diagnostic to culminating tasks; reduced number of students not responding to intervention.

Action Plan					
		comprehension, and written response across content; coach based on walkthrough trends.			Weekly exit ticket vocabulary data;
1 & 3	January-February	Administer/review MOY DIBELS and midyear curriculum data; compare subgroup progress to annual targets; regroup/intensify intervention and update supports as applicable; hold midyear family literacy/data outreach.	ILT, K-3 testing team, intervention/ SAT teams, teachers	DIBELS MOY; curriculum assessments; intervention PM; family resources	MOY growth toward K-3 targets; documented intervention changes for nonresponders; subgroup gaps reviewed; updated progress communications to families. Weekly exit ticket vocabulary data; mid-year interim benchmark growth in vocabulary sub-domains; Lexia skill completion reports.
2	February-March	Continue Tier II/III intervention and enrichment schedules; match intervention to diagnosed skill; begin weekly/biweekly progress monitoring; provide family communication about literacy goals and student data.	ILT, interventionists, ELA/SPED teachers, 504/SAT chair	DIBELS progress monitoring; HQIM intervention resources; Amira; Lexia; Air Reading; ONCE; Boost; HATCH; family data materials	100% identified students assigned an intervention/extension plan; progress monitoring on schedule; family communication documented; early skill growth evident. Weekly exit ticket vocabulary data;
1 & 3	April-May	Prepare for EOY DIBELS and Spring LEAP through continued grade-level instruction, targeted reteach,	ILT, testing team, ELA teachers, interventionists	DIBELS EOY; Spring LEAP; HQIM data; PM graphs	EOY DIBELS performance compared with K-3 targets; Spring ELA LEAP compared with 3-8 mastery targets; documented growth for intervention students and subgroups.

Action Plan					
		and intervention - not test-prep replacement of core. Analyze final growth and determine transition/summer recommendations.			Walkthrough feedback logs showing an increase in teacher fidelity to planned checks for understanding; actionable coaching notes provided within 24 hours of observation.
3	May-June	Evaluate the literacy plan, intervention effectiveness, family engagement, and professional-learning impact; identify revisions and next-year priorities based on outcomes. 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, literacy team	EOY/LEAP reports; walkthrough trends; intervention fidelity; family participation data	Annual literacy review completed; successful practices retained; gaps and PD priorities documented; next-year action steps established from evidence. 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 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 (Pre-Service / Launch)	Desegregate data and create specific intervention groups to target student needs 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	Develop intentional lessons focused on student gaps. Review the data weekly and adjust instruction as needed. 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	Continue analyzing student work and adjusting instruction as needed 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).

Section 3A: Professional Learning: Partners (if applicable)		
February – March	Analyze MOY DIBELS, review Lexia, Amira, and other reading intervention data to determine student progress. Adjust grouping as needed. Continue providing intentional human interventions 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 LEAP/interim growth to plan upcoming professional learning cycles. Evaluating PL Efficacy & Planning 2027–28: Reviewing walkthrough data, partner efficacy indicators, and student LEAP/interim growth to plan upcoming professional learning cycles.	Instructional Leadership Team (ILT), Principal, and District Literacy Coordinators.

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: Collection of BOY literacy data from Dibels and Interventions	By the end of September, accurate baseline data will be collected from 100% of students.	Weekly progress monitoring of administration of BOY assessments; analyzing student performance data

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Cycle 2: Strong Tier I - HQIM unit/lesson preparation and explicit literacy instruction	By the end of first semester, teachers will demonstrate consistent preparation and delivery of grade-level HQIM, and walkthrough/student-work data will show clear alignment among objective, task, assessment, and explicit modeling.	Bi-weekly vocabulary walkthrough checks, exit ticket vocabulary task performance, and interim assessment vocabulary sub-domain scores.
Cycle 3: Data-responsive intervention, differentiation, and written response	From MOY through EOY, teachers will use DIBELS/HQIM/LEAP-aligned evidence to regroup students, intensify or fade intervention, and increase the quality of reading comprehension and writing from text.	Weekly/biweekly PM graphs, MOY-to-EOY DIBELS growth, common/HQIM assessment trends, subgroup reviews, intervention fidelity checks, and Spring ELA LEAP 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

Section 4: Family Engagement Around Literacy			
September 30th, 2026	DIBELS Parent Meeting	Potential - Zoom meetings, In person, flyers, social media	Parents, students, Chick Fil La, Raising Canes, Papa Johns, grandparents as stakeholders
October 5th, 2026	Open House	In Person, flyer, Dojo, social media	Parents, students, Chick Fil La, Raising Canes, Papa Johns, grandparents as stakeholders
January 11th, 2027	ELPT Parent Meeting	In Person, flyer, Dojo, social media, translator	Parents, students, Chick Fil La, Raising Canes, Papa Johns, grandparents as stakeholders
January 25th, 2027	LEAP Connect Parent Meeting	In Person, flyer, Dojo, social media	Parents, students, Chick Fil La, Raising Canes, Papa Johns, grandparents as stakeholders
February 22, 2027	DIBELS Parent Meeting	In Person, flyer, Dojo, social media	Parents, students, Chick Fil La, Raising Canes, Papa Johns, grandparents as stakeholders

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**

Section 5: Alignment to Other Initiatives		
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 schools who are 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 evidence-based writing across Social Studies, Science, and Math instruction.	Walkthrough observational data in non-ELA content classes, cross-curricular student work samples, and interim assessment writing scores.
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.

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.

Section 6: Communicating the Plan

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, translated newsletters, and parent-teacher conferences.	Fall and Spring Title I Events; Quarterly progress reports.
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).

Section 6: Communicating the Plan		
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.