

**Local Literacy Plan for
Spring Creek Elementary School
Tangipahoa Parish
Rosa Eleser
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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

At Spring Creek Elementary, literacy is the foundation for curiosity, critical thinking, and self-expression. Our vision is to empower every child from PreK through 5th grade to become a confident reader, skilled writer, and articulate communicator who uses literacy to explore the world and advocate for themselves and others. Families are also a vital asset to our students on their literacy journey.

Literacy Mission Statement

Our mission is to empower every child to become a confident, lifelong reader by delivering rigorous Tier 1 literacy instruction, providing targeted interventions, and fostering a strong partnership among students, families, and educators.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?

Section 1B: Literacy Goals

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)

SCE educates students across grade levels from PreK - 5th grade. The student goal is customized to grade bands. This goal will focus on moving students from learning to read with foundational decoding and language mechanics to reading to learn with deeper comprehension, critical analysis, and content synthesis.

Emergent Literacy for PreK – Kindergarten:

The core focus is to build spoken language and print concepts. In order for students to progress, letter sound mapping must be a priority in regard to phonological awareness, phonemic awareness, and alphabet knowledge. Students will engage in emergent writing to begin making connections between the reading and writing processes.

Foundational Decoding and Early Fluency - Grades 1st - 2nd

The core focus for this grade band is for students to master explicit phonics patterns, engage in reading that is connected to text accurately in order to strengthen fluency, and build comprehension. Daily writing will also support students as they make connections between decoding and encoding.

Advanced Word Analysis and Deep Comprehension - Grades 3rd - 5th

The core focus for upper grades is to equip students to be able to navigate complex multisyllabic words, engage in structural analysis by reading unassisted grade level text fluently, and for students to be able to extract meaning from texts through inference and context clues. Students

Section 1B: Literacy Goals

	will also engage in multi-paragraph writing with planning, drafting, and editing. *All grade level goals will have an intentional focus on improving subgroup performance level to mastery. Sub groups include African American students, EL students, and students who are identified with special education supports.
Goal 2 (Teacher-Focused)	Spring Creek Teachers will: • implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards. • provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs. • meet weekly to collaborate and develop plans using literacy screening, formative, and summative assessment data to monitor students' progress and make informed instructional decisions.
Goal 3 (Program-Focused)	Spring Creek Elementary will: • promote a positive school culture in which all faculty and staff are responsible for and support literacy development in all students. • closely monitor student's progress on all literacy assessments and provide timely and ample support through planning, coaching, and high quality feedback to teachers based on their individual students' needs in the areas of CKLA, Wit & Wisdom and ELA Guidebooks. • provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional practices.

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

Section 2: Explicit Instruction, Intervention and Extension

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?
Amount of time spent on daily literacy skills instruction and how it is used	Tier I Core Instruction (75 Minutes Daily) • Core HQIM Instruction (60-90) 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. • 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.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	Primary Instructional Materials (HQIM) • CKLA Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • Wit & Wisdom Tier I core curriculum provided through the Louisiana Department of Education (LDOE). • 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. ○ Amplify Boost: is a digital, student-led K–5 literacy program designed to accelerate reading growth for students across different learning levels. It is built on the Science of Reading, and delivers personalized, adaptive practice using adaptive technology and gamified storytelling. ○ MindPlay: Pilot for 2nd and 5th grade at SCE: is an adaptive, computer-based learning platform designed as a Tier 2 and Tier 3 intervention for struggling readers, students with math learning gaps, emergent bilinguals, and learners with specific learning differences like dyslexia or dyscalculia.
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 literacy educators who have received specific professional development in executing LDOE-approved High-Quality Instructional Materials (HQIM) and evidence-based skill interventions.

Section 2: Explicit Instruction, Intervention and Extension

	● Scheduling & Protection of Core Time (30 Minutes Every Day): Tier II intervention is scheduled for 30 minutes every 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 60-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., Amira, Boost, 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	Boost Reading: Targeted reading intervention designed to reinforce foundational literacy skills through explicit, small-group instruction tailored to specific student learning gaps. 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, 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. Air Reading: An interactive, small-group literacy intervention program designed to build core reading foundational skills — including phonics, decoding, and fluency — through targeted, technology-driven instruction and real-time educator support. MindPlay: 2nd & 3rd grade Pilot: An adaptive, computer-based learning platform designed as a Tier 2 and Tier 3 intervention for struggling readers, students with math learning gaps, emergent bilinguals, and learners with specific learning differences like dyslexia or dyscalculia.

Section 2: Explicit Instruction, Intervention and Extension

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	• Delivery & Specialist Provider: Tier III intensive interventions are delivered directly by a classroom teacher who possesses deep conceptual knowledge, specialized expertise in evidence-based reading instruction.
List of available interventions and their descriptions	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 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	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
June 1 - July 31	Review prior year data to establish school goals	School Leadership Team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.	June 1 - July 31
3	August 3-31	- Hold School System Literacy Team meeting - Communicate Local Literacy/School Literacy Plans - Use data to identify intervention groups	School Leadership Team; Literacy Team	Local (District) Literacy Plan School Literacy Plan	- Agenda and sign-in sheet - Post School Literacy Plan on webpage, discuss at Open House, share plan with Faculty and Staff - completed intervention groups
2	September 1-30	Plan and administer BOY Literacy Screener - Develop a plan for K-3 individual reading plans based off of results of the screener - Hold School System Literacy Team meeting	School Leadership Team	BOY Literacy Screener; information from the state department on individual reading plans	- BOY Literacy Screener Data - K-3 individual reading plans - Agenda and sign-in sheet
1, 3	October 1-31	- Develop Teacher Student Learning Targets - Hold School System Literacy Team meeting - Support teachers in providing them with information on evidence-based literacy strategies and where	School Leadership Team; Literacy Team	Evidence-based literacy strategies; ELA curriculums; BOY Screener Data; plan for adjusting intervention groups	- Teacher SLTs - Agenda and sign-in sheet - Collaboration and Job-embedded PD agendas and sign-in sheets - Plan for adjusting intervention groups based off of the data

Action Plan					
		they exist in their curriculums - Analyze beginning of the year literacy screener and diagnostic data - Plan for how we will use progress monitoring data to adjust intervention groups			
2, 3	November 2-30	- Hold School System Literacy Team meeting - Use progress monitoring data to adjust intervention groups - Provide coaching support and feedback to teachers based on observations	School Leadership Team; Literacy Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	- Agenda and sign-in sheet - Plan for adjusting intervention groups based on Core lessons - Oncourse coaching forms and EEPASS observation data
2, 3	December 1-18	- Hold School System Literacy Team meeting - Use progress monitoring data to adjust intervention groups - Continue providing coaching support and feedback to teachers based on observations	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback	- Agenda and sign-in sheet - Readjusted plan for adjusting intervention groups based off of the data - Oncourse coaching forms
2, 3	December 1-18	Plan and administer MOY literacy screening measures and literacy interim assessments	School Leadership Team	MOY Literacy Screeners; Progress Monitoring data to adjust intervention groups	- MOY Literacy Screener Data - Plan showing how we are continuing to meet the Teacher Student Learning Targets - Agenda and sign in sheet

Action Plan					
		- Progress monitor Teacher Student Learning Targets - Hold School System Literacy Team meeting			
1, 3	February 1-28	- Hold School System Literacy Team meeting - Based on mid-year screening data, assess progress towards initial literacy goals. - Communicate to families the progress students are making toward their individual literacy goals.	School Leadership Team; Literacy Team	MOY Screener data; BOY screener data; Plan for communicating student progress to parents	- Agenda and sign-in sheet - Literacy Goals Progression Report - Family letter
2, 3	March 1-25	- Hold School System Literacy Team meeting - Use progress monitoring data to adjust intervention groups - Continue providing coaching support and feedback to teachers based on observations - Monitor progress of Literacy Foundations training for all K-3 teachers and leaders	School Leadership Team	Progress Monitoring data to adjust intervention groups; Teacher Observation Feedback; Literacy Foundations training update data	- Agenda and sign-in sheet - Readjusted plan for adjusting intervention groups based off of the data - OnCourse coaching forms - Checklist of teachers and leaders who have completed Literacy Foundations training
2, 3	April 5-30	- Hold School System Literacy Team meeting Plan and administer EOY literacy screening		EOY Literacy Screeners; Progress Monitoring data to adjust intervention groups; Teacher	- Agenda and sign-in sheet - Readjusted plan for adjusting intervention groups based off of the data - OnCourse coaching forms

Action Plan					
		measures and literacy interim assessments • Use progress monitoring data to adjust intervention groups • Continue providing coaching support and feedback to teachers based on observations • Begin planning for summer opportunities for students to accelerate literacy development		Observation Feedback; Plan for summer opportunities	
1, 2, 3	May 1-24	• Hold School System Literacy Team meeting • Review and analyze early literacy screener EOY data to set goals for next year • Report number of K-3 teachers and leaders who have completed ACT 108 Literacy Foundations training • Determine placement and training needs of literacy coach for next year	School Leadership Team; Literacy Team	EOY Literacy screener data; list of teachers and leaders who completed ACT 108 Literacy Foundations training; Literacy Coach placement and needed trainings for upcoming school year	• EOY Literacy Screener Data • K-3 individual reading plans • Agenda and sign-in sheet

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	<u>Leader PD Session 2-Understanding the Importance of Leadership Around Implementation</u>	School Leadership Team, Literacy Team
School Leadership Team, Literacy Team	<u>K-2 Teacher PD Session 10-Setting Up Your Classroom</u>	K-2 Teachers; SPED dept.
September	<u>K-2 Teacher PD Session 12-Diagnostic Assessment</u>	K-2 Teachers, SPED dept.
October	<u>K-2 Teacher PD Session 11 Small Groups</u> <u>Leader PD Session 5-Setting Quality Visions, Goals, and Plans</u>	K-2 Teachers; SPED dept.
January	<u>K-2 Teacher PD Session 7-Reading Fluency</u>	K-2 Teachers, SPED dept

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?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

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	Goal Setting	• ILT analysis of 100% completed student ILPs and goal tracking logs. • Walkthrough data showing clear, daily learning goals and success criteria posted and communicated in all ELA classrooms. • Evidence from Teacher Collaboration showing data-driven goal-setting templates.
Cycle 2	Data Driven Interventions - teacher table (interventions & acceleration)	• Literacy Screeners • Progress monitoring • Weekly 10 minute Intervention Learning Walks - every class • Weekly Fidelity & Data check with ILT members • Data Talks - scheduled with teachers monthly • Coaching & support for teachers
Cycle 3	Student Ownership of Learning - moving to mastery	• Walkthrough data capturing a decrease in teacher talk-time and an increase in student-to-student discourse using evidence from texts

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

- Student exit tickets and written responses demonstrating independent problem-solving and text synthesis.
- Analysis of teacher-created student work exemplars and rubric annotations during teacher PLCs
- Weekly walkthroughs assessing student accuracy on formative tasks, targeting at least 80% daily student mastery
- Interrater reliability with teacher scoring of student exit tickets and writing tasks across grade levels.

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?

Section 4: Family Engagement Around Literacy

- 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
September 2026	Open House	Tier 1 Intervention Demonstrations, data discussions, Dibels Folders sent home, Spanish resources, Social Media posts, flyers, website links, monthly newsletter	Teachers, ILT members, administration, paras, parents, students
November 2026	PJ Literacy Night	Social Media posts, website links, flyers, monthly newsletter, Spanish resources,	Students, parents, paras, teachers, administration, ILT members
March 2027	Read Across America Week	Spanish resources, monthly newsletter, website links, Social media posts, flyers	Community leaders, Central Office Staff, parents, teachers, administration, paras, students
April 2027	LEAP Night	Sample released test items, Testing Tips for Parents, spanish resources, flyers, monthly newsletter	Students, teachers, parents, ILT members, administration

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?

Section 5: Alignment to Other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Wide Plan	Literacy Goals	- Monthly review of District Progress Monitoring Data - EOY Literacy Assessment and DIBELS Literacy Screener - Boost, Amira, Lexia, MindPlay, Air Reading student data - ELA LEAP results
Instructional Leadership Team Long Range Plan	Analyze student work/progress: - in ELA guidebooks writing tasks, CKLA, W&W, and Tier 1 Interventions - Boost, Lexia, MindPlay - Progress monitoring data - Dibels	Agendas, sign-in sheets, weekly product
Teacher Professional Learning Collaboration Long Range Plan	- Vertical alignment of ELA goals across grade levels - Cross curricular writing - Data driven interventions (teacher table, prescriptive plans for well below 3rd graders)	Agendas, sign-in sheets; adjusted plans or lessons, annotations

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).

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Teachers and ELA interventionists	Weekly PLCs: • Literacy Goals and Expectations • HQIM pacing guides and standards • Assessment guidance	• Weekly PLC meetings • On-going throughout the year • Data Digs each nine weeks
Instructional Leadership Team	• Weekly reviews of data, walkthrough look fors • Analyze assessment data weekly - core and interventions • Adjust PGPs for teachers as needed	Weekly - Mondays through out the 26/27 school year.
Families & Caregivers	Newsletters, website links, social media posts, parent conferences to share literacy goals. LEAP data interpretations Dibels Scoring guides	• Fall and Spring Title I Events (2 per season) • Nine weeks report cards
District Leadership & Community Partners	Meetings with Literacy Coach on progress School Wide Plan Data - linked on school website Community Information Stations at Title 1 events	Quarterly - October, January, March, May