

**Local Literacy Plan for
Hammond Eastside Magnet Lower
Tangipahoa Parish
Sharon Walker, Principal
Melissa Stilley, Superintendent
2026-2027**

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

The Hammond Eastside Magnet Lower community will provide every student with high-quality curricula and engaging instructional practices that develop strong literacy, writing, communication, and critical-thinking skills. Through inquiry and purposeful learning experiences, students will cultivate curiosity, think critically and creatively, communicate effectively, and develop a global-minded perspective. We empower every student to reach their full potential as an IB Learner and become a confident, compassionate, and responsible world citizen.

Literacy Mission Statement

HEML's mission is to empower every student to become a lifelong learner and internationally minded, globally responsible citizen by developing strong literacy skills in reading, writing, speaking, and listening. Through inquiry, curiosity, critical thinking, and meaningful learning experiences, we prepare students to communicate effectively, appreciate diverse perspectives, and confidently navigate and contribute to an increasingly diverse and multicultural world.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-A Focused)

PreK–Kindergarten Student-Focused Literacy Goal

Goal: Students will develop strong early literacy foundations through engaging, language-rich experiences that foster curiosity, communication, and a love of learning.

Students will:

- Develop **oral language and vocabulary** by speaking, listening, asking questions, and engaging in meaningful conversations.
- Demonstrate increasing **phonological and phonemic awareness**, including recognizing rhymes, syllables, beginning sounds, and individual sounds in words.
- Develop knowledge of **letters, letter sounds, print concepts, and alphabetic principles**.
- Build **emergent reading skills** by listening to and discussing increasingly complex stories and informational texts.
- Demonstrate comprehension by **retelling, sequencing, answering questions, making connections, and sharing ideas** about texts.
- Develop **emergent writing skills** by drawing, labeling, forming letters, writing words, and expressing ideas through writing appropriate to their developmental level.
- Expand vocabulary and background knowledge through **play, inquiry, exploration, and hands-on learning experiences**.
- Demonstrate **curiosity and critical thinking** by asking questions, making predictions, noticing details, and sharing observations.
- Develop confidence as **communicators** by expressing ideas clearly, listening to others, and participating in collaborative conversations.

Section 1B: Literacy Goals

- Begin to recognize and appreciate **different cultures, experiences, perspectives, and ways of communicating** as members of a diverse and globally connected community.
- Make measurable progress toward **individual literacy growth goals** based on developmental and grade-level expectations.

Student Outcome: By the end of Kindergarten, students will demonstrate the foundational literacy skills necessary to become successful independent readers, writers, and communicators and will be prepared to transition successfully into first-grade literacy instruction.

2nd–3rd Grade: Developing Independence and Comprehension

Goal: Students will transition from developing foundational skills to using literacy as a tool for learning, communicating, and thinking critically.

Students will:

- Read grade-level texts with increasing fluency, accuracy, and comprehension.
- Apply phonics, morphology, vocabulary, and context clues to decode and understand unfamiliar words. In ll ii lll in i l l l l l l l l ii on l l iii On l on l him l in
- Identify main ideas, key details, themes, textU/ structures, and important a information.n. N
- Ask and answer b. questions, make inferences, draw conclusions, and support thinking with textual evidence.a a 'mm'
- Write organized responses that include relevant details, evidence, and explanations.
- Strengthen grammar, sentence structure, vocabulary, and conventions in writing.
- Participate effectively in collaborative conversations by speaking clearly, listening actively, and responding appropriately.
- Demonstrate curiosity and critical thinking by questioning, analyzing, and making connections across texts and content areas.
- Develop an appreciation for diverse perspectives and begin to recognize their role as members of a global community.

Section 1B: Literacy Goals

Student Outcome: Students will demonstrate measurable growth in reading comprehension and writing and increasingly take ownership of their learning as independent readers, writers, thinkers, and communicators.

3rd–5th Grade: Applying, Analyzing, and Communicating

Goal: Students will use literacy skills to think critically, communicate effectively, and engage with complex texts and ideas as internationally minded learners.

Students will:

- Read and comprehend increasingly complex grade-level texts across literary and informational genres.
- Analyze texts, determine central ideas and themes, make inferences, and evaluate information using relevant evidence.
- Apply critical-thinking and problem-solving skills to interpret, analyze, and synthesize information.
- Produce clear, organized, and evidence-based writing across multiple purposes and content areas.
- Revise and edit writing to improve organization, clarity, word choice, sentence structure, and conventions.
- Effectively communicate ideas through speaking and listening, including participating in discussions, presentations, and collaborative learning.
- Use research skills to locate, evaluate, organize, and communicate information.
- Ask meaningful questions, demonstrate curiosity, and make connections between learning and real-world issues.
- Consider multiple perspectives and demonstrate respect for diverse cultures, ideas, and experiences.
- Apply literacy skills independently across ELA, mathematics, science, social studies, and other content areas.
- Set, monitor, and reflect on individual literacy goals and take ownership of their academic growth.

Student Outcome: Students will demonstrate measurable growth toward or beyond grade-level literacy

Section 1B: Literacy Goals	
	expectations and be prepared to transition to middle school as confident readers, writers, critical thinkers, effective communicators, and internationally minded IB learners.
Goal 2 (Teacher-Focused)	Overall Goal: HEML teachers will consistently implement high-quality, standards-aligned literacy instruction that develops students’ reading, writing, speaking, listening, and critical-thinking skills while fostering curiosity, inquiry, and international-mindedness. Teachers will: ● Implement high-quality literacy curricula with fidelity while using professional judgment to respond to students’ individual learning needs. ● Provide explicit, systematic, and developmentally appropriate instruction in foundational literacy, reading comprehension, vocabulary, writing, speaking, and listening. ● Establish daily opportunities for students to read, write, speak, and listen across all content areas. ● Provide intentional writing instruction that includes modeling, guided practice, independent practice, feedback, revision, and opportunities for students to communicate their thinking. ● Use higher-order questioning and inquiry-based practices to develop students’ curiosity, critical thinking, problem-solving, and ability to make connections. ● Purposefully teach and reinforce academic vocabulary and language to strengthen students’ ability to comprehend and communicate complex ideas. ● Use formative and summative assessment data to identify student strengths, gaps, and individual literacy needs and adjust instruction accordingly. ● Provide differentiated instruction, targeted small-group instruction, and intervention based on student data and identified needs.

Section 1B: Literacy Goals

	• Collaborate in PLCs to analyze student work and assessment data, identify effective instructional practices, plan interventions, and monitor student progress. • Provide students with meaningful feedback that helps them understand what they know, what they need to improve, and how to improve. • Create literacy-rich classrooms that encourage students to take risks, ask questions, communicate ideas, and develop a love of reading and writing. • Integrate literacy across ELA, mathematics, science, social studies, and other content areas so students understand that literacy is essential to learning in every discipline. • Incorporate IB/PYP approaches to teaching and learning by encouraging students to inquire, reflect, communicate, think critically, and consider multiple perspectives. • Monitor the progress of individual students and identified subgroups and provide timely instructional responses when students are not meeting expectations. • Engage in ongoing professional learning, reflection, and collaboration to strengthen literacy instruction and improve student outcomes. Teacher Outcome: By the end of the 2026–2027 school year, teachers will demonstrate increased consistency and effectiveness in delivering high-quality literacy instruction, using data to drive instructional decisions, and providing targeted support that results in measurable literacy growth for all students. •
Goal 3 (Program-Focused)	School leaders will: • promote a positive school culture in which all faculty members are responsible for and support in the delivery of effective literacy instruction. • provide job-embedded professional learning opportunities for faculty members focused on high-quality literacy instructional resources and practices. • Strengthen PLCs by providing structured time for teachers to analyze data, examine student work,

Section 1B: Literacy Goals

plan instruction, develop common assessments, and monitor student growth.

- Ensure teachers have access to **high-quality instructional resources, intervention materials, decodable texts, complex texts, writing resources, and technology** that support literacy development.
- Establish consistent expectations for **writing across the curriculum**, providing students with frequent opportunities to write for authentic purposes and communicate their thinking.
- Integrate **IB/PYP inquiry, learner profile attributes, and international-mindedness** into literacy instruction and learning experiences.
- Provide structures that support **family engagement in literacy**, including resources, workshops, communication, and strategies families can use to support reading and writing at home.
- Monitor the effectiveness of literacy programs and interventions through **student achievement data, classroom observations, teacher feedback, and student work** and make adjustments as needed.
- Ensure that literacy supports are **equitable and responsive to the needs of all students and subgroups**, including students performing below grade level and students requiring enrichment.

Program Outcome:

HEML will have a coherent, sustainable PreK–5 literacy system in which curriculum, instruction, assessment, intervention, professional learning, and family engagement work together to accelerate literacy growth and ensure every student has the opportunity to become a successful reader, writer, thinker, and communicator.

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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.

Section 2: Explicit Instruction, Intervention and Extension

Tier I	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	380 Minutes. Lessons for each subject involve literacy skills.
English Language Arts textbooks and instructional materials used	CKLA, Wit & Wisdom, Guidebooks, Eureka 2, PHD Science, Bayou Bridges
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	30 minutes daily, Monday–Friday Intervention will occur during a protected intervention block so students are not routinely removed from Tier I core literacy instruction. Students will receive instruction based on their specific identified literacy deficit.

Section 2: Explicit Instruction, Intervention and Extension

	Students will be grouped by instructional need and skill rather than simply by grade level. Groups should remain small enough to provide targeted, intensive instruction. Intervention will be delivered by the classroom teacher. Approved High-Quality Instructional Materials (HQIM) and evidence-based literacy practices will be used.
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.
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?

Section 2: Explicit Instruction, Intervention and Extension

	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	60 minutes daily, Monday–Friday Tier III intervention will occur during a protected intervention block and will not replace Tier I core literacy instruction. Students will receive instruction in very small groups, ideally 1–3 students, based on specific skill deficits. Intervention will be delivered by the teacher Approved HQIM and evidence-based literacy intervention resources will be utilized. Instruction will be individualized based on assessment data and the student's response to previous interventions.
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 sessions directly address 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
2	August-September	Review 2026 LEAP data	ILT	2026 LEAP scores	Students and subgroups demonstrate growth in LEAP data.
3	August-September	BOY screeners for PreK - 5th graders and organize intervention groups, Begin implementation of Tier 1 curriculum (CKLA, Wit & Wisdom and Louisiana Guidebooks), *Tentative start date for interventions: September 15 (if BOY Dibels screeners have been completed by this date); Parent Notification of the BOY Literacy Screening Results (Letters); Teachers will set SLTs and monitor SLTs through their lesson mastery; The PLC members will set success criteria/exemplars for mastery for the learning outcomes of lessons. Core Tier 1 Curriculum Implementation (daily): Grades K-2 – CKLA (60 minutes) and Wit & Wisdom (90 Minutes) Grades 3-5 – Louisiana Guidebooks (120 minutes)	ILT; classroom teachers	TS GOLD, Dibels, Amplify K-3 literacy screener, Amira and Lexia Diagnostics, CKLA, Wit & Wisdom, Louisiana Guidebooks	Students set personal literacy goals with their teachers using BOY diagnostic data (K-5) and LEAP Scores (4-5) which they will share with their families during their Student Showcase Night. Students Intervention groups begin and collect progress monitoring data showing growth and achievement.

Action Plan					
4	October-December	Progress Monitor Intervention groups, subgroups, and all students' achievement with Tier 1 curriculums. ILT will analyze data and disseminate through PLC. Intervention groups will be revised based on data.	ILT, classroom teachers	mClass, Lexia, Amira, student work, ELA Core Progress Monitoring	Students demonstrate growth and mastery in their performance on tasks. Our goal for Mid-Year is 50% of the total growth goal.
5	December-January	MOY screeners for PreK - 5th graders and reorganize intervention groups; Continue implementation of Tier 1 curriculum.	ILT, classroom teachers	TS GOLD, Dibels, Amplify K-3 literacy screener, iReady Diagnostics, CKLA, Wit & Wisdom, Louisiana Guidebooks	Students evaluate their progress toward personal literacy goals with their teachers (Goal for mid-Year is 50% of Total Growth Goal). Intervention groups continue and continue collecting progress monitoring data showing growth and achievement.
6	February-May	Progress Monitor Intervention groups, subgroups, and all students' achievement with Tier 1 curriculums.	ILT, classroom teachers	mClass, Lexia, Amira, student work, ELA Core Progress Monitoring	Students demonstrate growth and mastery in their performance on tasks.
7	April- May	LEAP testing; EOY screeners for PreK - 5th graders and continue intervention groups; Continue implementation of Tier 1 curriculum. Analyze screening data for student assignment	ILT, classroom teachers	LEAP tests, TS GOLD, Dibels, Amplify K-3 literacy screener, iReady Diagnostics, CKLA, Wit &	Students evaluate their progress toward personal literacy goals with their teachers. Intervention groups continue and continue collecting progress monitoring data showing growth and achievement.

Action Plan					
		for the 2026-27 school year.		Wisdom, Louisiana Guidebooks	

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>
July and August 2026	Essential Agreements (Non-Negotables) Handbook Review/Protocols Classroom Protocols Classroom Management Expectations for teaching and learning set BOY Testing	All Teachers Delivered by Admin, Curriculum Facilitators, and Teacher Leaders
August 2026	Teaching and learning Expectations Lesson Planning Expectations Data Based Annotations	All teachers Delivered by ILT Members
September 2026	Goal setting (Individual Literacy Plans) Self-Advocating (Student-Led Conference Preparation) - Student Showcase/Literacy Night	all teachers – CFs and admin
October 2026	Progress Monitoring Interventions and best practices	all teachers – CFs and admin
November 2026	Interventions and best practices	all teachers – CFs and admin
December 2026	Importance of MOY Diagnostics	all teachers – CFs and admin

Section 3A: Professional Learning: Partners (if applicable)		
	Goal Setting Revise Intervention Groups based on MOY Data	
January 2027	Importance of Dibels Goal Setting	all teachers – CFs and admin
February 2027	Interventions and best practices CKLA Coaching	all teachers – CFs and admin
March 2027	Progress Monitoring Self-Advocating (Student-Led Conference Preparation) - Student Showcase/Literacy Night	all teachers – CFs and admin
April 2027	Interventions and best practices	all teachers – CFs and admin
May 2027	Importance of EOY Assessments Goal Setting for next year with students	all teachers – CFs and admin

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	Setting Goals	• ILT analysis of 100% completed student ILPs and goal tracking logs.

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

		• 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	Interventions	• 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	Growing to Mastery	• Walkthrough data capturing a decrease in teacher talk-time and an increase in student-to-student discourse using evidence from texts • Student exit tickets and written responses demonstrating independent problem-solving and text synthesis. • Analysis of teacher-created student work

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

		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.
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Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screeners and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Meet and Greet	Literacy Initiative Communicated	HEMS Lower Families

Section 4: Family Engagement Around Literacy

	Parent Notification Letter with home strategies (sent home) Stakeholder Meeting w/Literacy Committee and SWP Committee	Parent Notification of BOY Literacy Screening Results (K-5); Literacy strategies – support at home Stakeholder Committee Meets to review SWP and Literacy plan to make recommendations prior to presentation at plans @Open House	HEMS Lower Stakeholders
September 2026	Open House	Literacy Initiative Communicated; Literacy strategies – support at home	HEMS Lower Families
October 2026	Reading Workshop	Literacy Initiative Communicated; Literacy strategies – support at home	HEMS Lower Families
January 2027	LEAP Prep Night	Importance of LEAP/Literacy	HEMS Lower Families
March 2027	Read Across America Book Fair	Supporting Literacy (Love of Reading)	Tangipahoa Parish Library & Scholastic Books
April 2027	Art Gala	Content Rich-Literacy Importance Literacy Initiative Information available	Tangipahoa Parish Library (Hammond Branch) SADD Crime Stoppers TPSS PK Department Chappapeela Sports Park

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

Section 5: Alignment to Other Initiatives

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
Schoolwide Plan	Encompasses our plan to grow in ELA (literacy) and mathematics, family involvement, etc.	Progressing monitoring data (specified in the plan) and uploading artifacting into CRATE
Early Childhood and Development (PreK)	Phonemic Awareness, Phonics, fluency, and vocabulary development	GOLD KEA; CLASS observations, NIET formal observations, walk-throughs, assessment data (student work)
Primary Years Programme (IB)	Thematic Instructional practices; research-based best practices; rich vocabulary; integrated character development (rich vocabulary)	Assessment data (following assessment policy); IBO re-authorization evaluation and site visit (Oct 2023); Planner reflections; student work; student agency presented; exhibition
Performing Arts Program	Reading and performing scripts (plays and musicals); literacy-rich program; content literacy; etc	Yearly musical success at the Columbia Theater; Student performance assessments (formal and informal) in performing arts class; student work.

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

Section 6: Communicating the Plan

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
HEMS Lower Families	Handout to include literacy data review and Presentation regarding Literacy Plan, SWP, and action steps for school and home for meeting individual and school goals.	Meet and Greet; Open House September 2026
Tangipahoa Chamber of Commerce, Education Committee	Handout to include literacy data review and SWP and Presentation regarding Literacy Plan and action steps the Education Committee can take to support the Literacy Initiative.	September 2026 Monthly Education Committee Member meeting
HEMS Lower Parents and Guardians	Students will share their individual literacy plans and their screening data, goals, and progress toward the goals.	Student-Led Conference Night (Student Showcase) September 2026 March 2027