LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

LORANGER MIDDLE SCHOOL

Tangipahoa Parish

Amanda Montalbano

Melissa Stilley, Superintendent

August 21, 2026

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	**Loranger Middle School supports every student as a confident reader and writer by inspiring all students to read deeply, write with purpose and think critically across all content areas.**
Literacy Mission Statement	**All students at Loranger Middle School are able to succeed in reading and writing. Literacy is established as a priority on our campus, ensuring evidence-based, high quality reading instruction, while engaging students, teachers, families and our community in the success of our students in the area of reading.**

Section 1B: Literacy Goals
1. What are the overall literacy goals?

Section 1B: 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?

The overall literacy goal at Loranger Middle School is for students to improve their ability to independently read, comprehend and analyze grade-level texts by identifying central ideas, using strong and relevant textual evidence and communicating their understanding and comprehension clearly in their writing skills. Leading goals at LMS include vocabulary skills and usage, in which students demonstrate their proficiency using context clues and morphology to determine word meanings, and reading comprehension, which includes student's ability to identify the central idea of a passage and make inferences with that understanding. Student-focused lagging goals at LMS include increasing the percentage of students demonstrating grade-level writing on common assessments. The goal is for all students to increase their reading proficiency and growth, with a focus on the bottom 25 percent of students at LMS. Teachers will set goals to use high-quality instruction to deliver consistent, reading and writing skills embedded in grade-level standards, as well as providing targeted and intentional intervention to support students' needs, while tracking the growth and progress of the bottom 25 percent of LMS students.

Goal 1 (Student-Focused)	**The goal for LMS students is to increase the overall number of students scoring Mastery or above on the core subjects of the LEAP Assessment by seven (7) percent from the previous year. The students in the bottom 25 percent subgroup shall improve and show targeted growth by ten (10) percent. Students will achieve mastery level on Grade 8 ELA assessments to be academically ready and prepared for grade 9.**
Goal 2 (Teacher-Focused)	**The goal for LMS teachers is to consistently provide rigorous, grade-level Core instruction from the State Tier One Curriculum. Teachers will explicitly develop students' reading comprehension, vocabulary, evidence-based writing, and analytical thinking skills and use formative and progress monitoring assessments to identify student needs, while providing targeted interventions or enrichment, so that students at LMS may demonstrate mastery level performance.**
Goal 3 (Program-Focused)	**The goal for the LMS Literacy Program is to strengthen and consistently implement our schoolwide Literacy**

Section 1B: Literacy Goals	
	program, which is research-based and uses data-driven instruction to target student needs and growth. The framework of the program will consist of high-quality, instructional materials (HQIM), core instruction, intervention, enrichment, progress monitoring and assessment to support teacher 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 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	**Core HQIM Instruction (90 minutes daily): Each student at LMS receives grade-level, Tier One core literacy instruction delivered by certified classroom teachers trained in the effective implementation of approved Tier I High-Quality Instructional Materials (HQIM) — Louisiana ELA Guidebooks. Both curriculum teachers and school leaders engage in structured Guidebooks Units and lesson preparation to ensure alignment to standards and daily implementation and execution. In order to support the Louisiana Tier I**

Section 2: Explicit Instruction, Intervention and Extension	
	core instruction, LMS school leaders and the trained HQIM implementation and evaluation Instructional Leadership Team (ILT) maintain regular classroom walkthroughs to observe classroom instructional practices, provide coaching, and monitor student progress. The ILT weekly reviews student monitoring and assessment data to make instructional adjustments, with the goal of mastery success at mind. Curriculum-based assessments from the HQIM-including lesson section diagnostics, exit tickets from that day's lesson and unit writing components and tasks, are consistently assessed and analyzed to justify and maintain core instructional effectiveness and identify students needing reinforcement or refinement opportunities in literacy. **Literacy Intervention Learning (20 minutes daily) Lexia is a reading software program that sets and adjusts lessons to each child's skill level so they work at their own pace.It explicitly teaches phonological awareness, phonics, fluency, vocabulary, and comprehension.The literacy based program also helps struggling readers catch up, while also challenging advanced learners. Teachers can then access current reports and see daily progress updates and instantly know which students need extra assistance, "Skill Builders" are also built-in the program to bridge screen time with teacher-led instruction. Lexia uses structured, research-based literacy methods to measure reading growth.**
English Language Arts textbooks and instructional materials used	**Louisiana Guidebooks and the Tier One Curriculum are provided by the LDOE, as well as Lexia software purchased for daily reading interventions and Amira software, used for struggling readings with reading fluency grammar and vocabulary issues.**
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?

Section 2: Explicit Instruction, Intervention and Extension	
Tier II plan, including the amount of time	Tier II targeted interventions are delivered directly by certified classroom teachers, trained literacy tutors, and trained educators who have received specific professional development in executing LDOE-approved High-Quality Instructional Materials (HQIM) and evidence-based skill interventions. Tier II intervention is scheduled for 45 minutes every day during an intervention classroom. LMS students receive this targeted support and enrichment daily without ever missing the 90 minute Tier I core instruction. . These Tier II interventions add extra practice and support, including specific skills like fluency, vocabulary, and reading comprehension, without replacing standard class lessons. At LMS, 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 district schedule, based on the assessment schedule of the current unit in the LA Guidebook.
List of available interventions and their descriptions	At LMS, the LEXIA reading program is a computer-based literacy and language instruction platform built on the science of reading. The lessons adapt in real time to student performance, providing independent digital practice alongside real-time data reports and offline instructional resources for educators. Classroom Reading Interventions are skill-specific direct instruction delivered by certified teachers, using approved LDOE intervention resources and HQIM-aligned materials. These intervention sessions directly address student skill deficits or advancements identified through diagnostic assessments and daily progress monitoring. The Amira Program is an intelligence-powered reading assistant and tutor program. At LMS, the Amira Program listens to students read aloud, assesses oral reading fluency, screens for dyslexia risk, and provides real-time 1:1 reading, coaching and micro-interventions to those specific students,

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	**At LMS, Tier III intervention is delivered for 45 minutes every day during a highly protected intervention class. Master scheduling strictly guarantees that students receiving Tier III support are never pulled from or miss their daily 90-minute Tier I HQIM core instruction in the classroom. The intensive instruction during intervention classes directly targets individual and skill needs identified through comprehensive diagnostic literacy assessments, LEAP data, Lexia skill placement data, and current progress monitoring results. Curriculum-based measures and specialized assessments from approved High-Quality Instructional Materials (HQIM) are used with integrity to track intervention efficacy. Progress monitoring occurs using LA state standards aligned to each student's specific deficit area, allowing the classroom teacher to adjust instruction, pacing, and intensity in real time based on student response to intervention.**
List of available interventions and their descriptions	**In Reading Intervention classes, HQIM certified classroom teachers deliver skill-specific direct instruction to students, while utilizing approved LDOE intervention resources and Tier One, HQIM-aligned materials. Students are explicitly divided into small groups, where specific student skill deficits are identified through diagnostic assessments and progress monitoring.** **All students participate in the Lexia reading program, which is an adaptive, computer-based instructional program that provides personalized and intentional reading skill support. The intervention program targets grammar, word study and reading comprehension individual learning gaps and adjusts instruction based on ongoing student performance. The Amira Reading Intervention Program is**

Section 2: Explicit Instruction, Intervention and Extension	
	used to deliver individualized oral reading practice, real-time reading coaching, automated fluency practice, and ongoing assessment tracking. The program delivers customized scaffolding and immediate feedback the moment a student struggles with word fluency and uses one-to-one interventions.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August 2026 - September 2026	Create 2026-2027 Literacy Plan Assess current student data for strengths and weaknesses in reading Establish goals with support of Admin/ILT Cycle One Deliver high quality Professional Development to all stakeholders	LMS Admin LMS ILT Team LMS Lead Content Teachers Reading Curriculum Facilitators ELA Teachers	3-12 Unit Preparation 3-12 Lesson Preparation 2026 LMS LEAP Data LA ELA grades 5-8 Curriculum LA ELA Standards grades 5-8	-established literacy plan that involves diagnostic and a progress-monitoring assessment plan to identify students' needs and guides instructional decisions -implementation of LDOE Tier One Curriculum in classroom lessons via lesson plans and walkthroughs -Master Schedules that allow for student needs to be addressed and grouped based on instructional needs -targeted interventions for struggling students that addresses all components of reading and writing based on needs -teacher lesson plans will document and demonstrate HQIM diagnostics,assessments, exemplars, texts, while annotations on lesson plans will prove understanding of lesson purpose - including mastery success, activities, success criteria, alignment with LA state standards, how lessons will be differentiated based on need, and guided and independent practice.

Action Plan					
					-Walkthrough data, teacher and Curriculum facilitator review of lessons, department collaboration, ELA Co-Planning, Lesson Exit tickets will be intentionally designed to see an increase in student data. -Student action plans and data trackers will be used to monitor, track and assess a considerable increase in students meeting proficiency, through the use of Section diagnostics, exit tickets and unit culminating tasks.
2	Thursdays Aug 2026 - May 2027	LMS ELA PLC Meeting	LMS Lead ELA Content Leader LMS Admin Team	2026 LMS LEAP Data LA ELA grades 5-8 Curriculum LA ELA Standards grades 5-8 Tier One Lesson Plans, Progress Monitoring, Lexia Reports, NIET Rubric	-Each nine weeks, there will be a 7-10% increase of our students who will demonstrate proficiency or mastery on the Benchmark Assessments in ELA. • Expectations for Tier One Curriculum will be explained to Classroom and Intervention Teachers • Prior and current LEAP data will be reviewed and instructional Needs of Students will be determined by strengths and weakness and student ELA interventions will be adjusted accordingly • Feedback from teachers will be addressed by completing snapshots within the content they support, no matter the grade level • The NIET Rubric and Assessment Guidance will be discussed, reviewed

Action Plan					
				Assessment Guidance	and modeled so that misunderstandings of Classroom Instruction is eliminated • Teachers will complete a progressive data tracker for the bottom 25 percent of students so trends of learning can be addressed and teaching strategies applied
3	Tuesdays/ Wednesdays Aug 2026 - May 2027	LMS ILT Meeting	LMS Administration, Principal, Asst. Principals	ILT Long Range Plan NIET Rubric	-The LMS ILT will meet weekly to analyze and review current student performance data, while evaluating progress monitoring results, quizzes, and daily assessment to determine what students understand. The team will sort data and classify it by student groups to find specific needs and weaknesses, in the expectation that growth and progress will be measured against the most important targets in the school improvement plan. -The ILT team will conduct walkthroughs and observations in classrooms to watch how teachers teach and how students engage, focusing on active student participation and clear lesson goals, mastery success and success criteria. The ILT will provide timely feedback and helpful tips with

Action Plan					
					teachers to improve student learning,
4	Mondays & Tuesdays Aug 26 - May 27	ELA Co-Planning (grade level teachers and LEAD curriculum facilitator-	LMS ELA Lead Teacher Asst, Principal ELA Teachers	LA ELA grades 5-8 Curriculum LA Guidebooks	-Teachers and Leaders will have collaborative planning time to focus on internalizing the curriculum, intellectual preparation, and customizing scaffolds to fit the diverse needs of their students in their assigned grade level. The team will begin by Unpacking the Unit Assessments (Backward Design) by Analyzing the Culminating Task, helping them identify the exact knowledge and writing skills students will need. Teachers and leaders study the provided exemplar responses and rubrics and establish a shared standard for mastery success. -Teachers read anchor texts, unit readers, and assets to track how the shared theme or central idea builds throughout the unit, review the lesson slides and teaching notes provided in the curriculum hub by LDOE. They will co-plan to integrate built-in supports like graphic organizers, sentence frames, and strategic anchor charts. -

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the Louisiana Professional Learning Partners?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 2026	**Tier One HQIM Launch and Literacy Plan- review the HQIM and structure of curriculum, lesson architecture, components, pacing and expectations for implementation, review the Literacy Plan with teachers and the science of reading expectations, teachers will unpack LA Guidebook Units and identify assessments embedded in HQIM**	**LMS grades 5-8 ELA teachers and sped teachers ELA Lead Teacher/Coach Assistant Principals, Principal**
September 2026	**Diving deep into the HQIM lessons and core instruction- planning for LA Guidebook Unit, explicit instruction in classroom, modeling, guided and independent practice, knowledge building, text-dependent questioning and application of vocabulary**	**LMS grades 5-8 ELA teachers, ELA Lead teacher/coach, Admin Team**
October 2026	**Assessment Literacy and Data-driven Instruction - understanding the HQIM assessments, progress monitoring, using diagnostic information, tracking student data, identifying student strengths and weaknesses**	**LMS grades 5-8 ELA teachers, ELA Lead teacher/coach, asst principal - curriculum**
November 2026	**Reading Interventions and Tiered support and its effectiveness- identifying skill deficits, matching**	**LMS grades 5-8 ELA teachers and intervention teachers, ELA Lead**

Section 3A: Professional Learning: Partners (if applicable)		
	intentional interventions to student needs, progress monitoring, flexible student grouping	teacher/coach, asst principal
December 2026 - January 2027	Midyear Reflection - what is successful with HQIM implementation, analyzing curriculum-embedded assessment and midyear data, identify areas that need more support, adjusting instruction to student needs	LMS grades 5-8 ELA teachers and intervention teachers, ELA Lead teacher/coach
February 2027	Literacy content and components- embedding literacy into upcoming lessons including vocabulary, close reading, writing skills and annotations, text structures, socratic and evidence-based discussion and seminars	LMS grades 5-8 ELA and SS teachers, ELA Lead teacher/coach, asst principal
March 2027	Supporting Diverse learners and differentiation with HQIM - Scaffolding a lesson without losing rigor, accommodations in reading classrooms, support for students with varying needs, planning for specific learners while maintaining HQIM expectations	LMS grades 5-8 Content area teachers, ELA and Math Lead teachers, Admin team
April 2027	Assessment and Preparation- analyzing progress monitoring data, student work, continued support for major content, determining instructional priorities for LEAP Assessment	LMS Grades 5-8 teachers, ELA and Math Lead Teachers, LMS Admin Team
May 2027	Reflection, Sustainability and Planning- Evaluating HQIM Implementation, PL effectiveness, student outcomes, identifying gaps/student achievement, PL priorities for next school year	LMS grades 5-8 ELA teachers, ELA Lead teacher/coach, asst principal, Principal, District supervisor

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 One: Mastery Success and Proficiency of students	**Fifty percent of students in the ELA content areas will demonstrate proficiency on the Diagnostic Assessments, Progress Monitoring and Culminating Writing Task.**	**Coaches and admin will observe segments of teaching to determine if teachers are implementing the instructional framework at a high level and delivering lessons that include explicit, well planned teacher models, while analyzing student data that is collected on assessments, PM and CWTs.**
Cycle Two: Strengthening Tier One Curriculum and HQIM	**100 percent of ELA core teachers in grades 5-8 will be using grade-level, standards aligned literacy instruction using HQIM**	**Teachers will bring samples of student work/evidence to PLC's, walkthrough trend data, lesson artifacts, targeted coaching and co-planning, teacher feedback**
Cycle Three: Assessment, Instruction and Intervention	**Seventy-five percent of students will be demonstrating/completingTier Two and Tier Three Reading Intervention programs with 80% accuracy**	**Progress monitoring data, intervention fidelity, common data protocols, student movement between tiers, student growth, intervention levels intensifying**

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Cycle Four: Accelerating and Evaluating	**Sixty percent of students in the ELA Content will demonstrate proficiency on the Diagnostic Assessments, Progress Monitoring and Culminating Writing Task**	**Student data will be analyzed on three components to determine student growth, assessment trends, student outcomes, EOY achievement while reflecting on Instructional Practices**

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
Fall 2026	**Title I Fall Family Literacy Night and LMS Open House, literacy strategies presentation and book giveaways, LEAP & LEXIA Updates and data interpretation workshops**	**After school scheduling, summary guides, and accessible accommodations, including Spanish versions of documents**	**Title I Coordinator, ELA teachers, ELA lead teacher, LMS PTO, LMS Beta Club and Tangi Parish Library - Loranger Branch.**

Section 4: Family Engagement Around Literacy			
Spring 2027	**Title I Spring Family Literacy Celebration & LEAP Preparation: Grade-level LEAP preparation stations and strategies for families, Lexia/Amira family learning demos, Literacy games and activities for families**	**After school scheduling, virtual zoom sessions for remote attendance, and translated takeaway materials, Literacy materials at no cost, Career guest speakers**	**Title I Coordinator, LMA Admin Team, ELA Lead Teacher, ELA teachers, LMS PTO, Loranger area business owners, Clergy of the Community**

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**
LMS School Improvement Plan	**The LMS SIP connects to literacy by embedding explicit reading and writing goals, high-quality instructional materials (HQIM) in classrooms, and using targeted intervention frameworks**	**Classroom Walkthroughs, LEXIA data and progress, SIP checks, evidence of co-planning Tier One Instruction in lesson plans, monitoring of student interventions in reading programs**
Cross-curricular Initiatives	**Integrating and Implementing Literacy Initiatives in other content disciplines, including Math, Social Studies and Science by using grade level text**	**Teacher Lesson Plans, Walkthrough Observations, Student Work Samples, Progress Monitoring, and**

Section 5: Alignment to Other Initiatives		
	features, primary sources, high level vocabulary, journals, locating a central idea, evaluating and justifying research, scenario and role-playing, word problems, and shared reading strategies.	Student Assessments should all show improvement.
Schoolwide Priorities (LEXIA Program)	Connects directly to literacy by using the Science of Reading design to provide a framework for a successful intervention, the core literacy components are phonological awareness, reading fluency and phonics and comprehension and vocabulary.	Lexia program indicators for student progress, self-guided reading trackers for students, skill progress reports, interventions for students in reading decreasing, transitioning into diverse/advanced student groups

Section 6: Communicating the Plan

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

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

Communication Plan		
Stakeholder Group	**Plan for Communicating**	**Timeline**
All LMS Teachers	Deliver explicit, systematic literacy instruction, use formative data to target small-group interventions, apply HQIM instruction to lessons, Co-planning with fellow teachers, participating in ELA PLC and collaboration,	Literacy Plan Orientation (Aug), School BOY PD (Aug), ELA PLC and Co-Planning meetings (weekly) throughout the school year, daily Tier One Curriculum Instruction

Section 6: Communicating the Plan		
LMS Admin Team, School Leaders, ILT Team and ELA Lead Teacher	Admin coordinates directly with Instructional Leadership Team (ILTs) and Professional Learning Communities (PLCs) to ensure grade-level coherence, School Leaders will also conduct classroom walk-throughs, monitor fidelity of instruction, and lead data review cycles. The ELA Lead teacher will model lessons, co-teach, and offer job-embedded feedback to teachers.	LMS Admin Team meeting weekly throughout the year, ILT Meeting weekly from Aug - May, PLC meetings are held weekly and classroom feedback is given to teachers within three days of observation
Family Members Parent/Guardian Community Members	Provide families with practical tools, literacy tips, and activity guides to support student reading growth outside of school, attend partner events between LMS and the Tangi Library (Loranger Branch) that support literacy, Share plan goals and reading expectations using multi-lingual guides, digital apps, and community meetings.	Fall Literacy Night Spring Literacy Night Parish Library/School Night (2 events) Monthly School/Parent Nights and Events
District Leaders, LDOE, Curriculum Dept.	Provide funding, select high-quality instructional materials, and manage system-wide professional development, support the needs of students, and establish clear expectations, defining roles, transparent communication, and consistent monitoring structures.	Ongoing Aug 26 - May 27 Monthly quarterly