

**Local Literacy Plan for
Robinson Elementary School
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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

At Robinson Elementary, we believe that literacy is a fundamental need for student development and is essential to each student's ability to understand, think critically, communicate effectively, and respond to information. We are committed to providing high-quality literacy instruction and support that equips all students with the skills and confidence needed to become successful readers, writers, thinkers, and lifelong learners.

Literacy Mission Statement

Robinson Elementary will work collaboratively with students, families, teachers, and community stakeholders to develop strong reading, writing, speaking, and listening skills in all students through high-quality, evidence-based instruction, targeted support, and meaningful literacy experiences. We are committed to providing teachers and school leaders with the tools, knowledge, and professional learning necessary to meet the diverse needs of students,

Section 1A: Literacy Vision and Mission Statement

accelerate literacy growth, and prepare every learner for continued success in the 21st century.

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-Focused)

By May 2027, Robinson Elementary will increase by 20% the number of students in grades 3–5 who meet their designated literacy growth targets. Student growth will be measured by DIBELS for 3rd-grade students and by LEAP ELA assessment data and other applicable literacy measures for students in grades 3–5.

Students who begin the 2026–2027 school year below proficiency will receive targeted literacy instruction and intervention focused on the specific skills necessary to read, comprehend, analyze, and respond to grade-level complex texts.

Goal 2 (Teacher-Focused)

By the end of the 2026–2027 academic year, at least 75% of teachers in grades 3–5 will demonstrate effective literacy instructional practices, as measured by the NIET rubric, including meeting the individual needs of students, implementing high-quality instructional materials with fidelity, and using student data and student work to plan, adjust, and differentiate instruction.

Goal 3 (Program-Focused)

By the end of the 2026–2027 academic year, Robinson Elementary will implement an effective schoolwide literacy program by ensuring teachers in grades 3–5 utilize the Louisiana Guidebooks curriculum with fidelity

Section 1B: Literacy Goals

and provide targeted Tier II and Tier III literacy interventions based on identified student needs.

The Instructional Leadership Team will support teacher effectiveness through ongoing coaching, weekly teacher collaboration meetings, Professional Learning Communities, and intentional review of current student achievement and progress-monitoring data to guide instructional decisions and improve literacy outcomes.

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

- 3rd-5th grade students receive 90 minutes of core literacy instruction with an additional 30 minutes dedicated as an acceleration period to provide students with necessary supports based on their current data.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	• ELA Guidebooks, literary and informational texts • Fire Spelling
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	• Students will receive 90 minutes each week to engage in Tier II programs and instruction
List of available interventions and their descriptions	• Teacher-led small group support: ○ Lexia Core 5 ○ Lexia Power Up (for students who have completed the Lexia Core 5 program) ○ Teacher Led MClass activities • Literacy Intervention Specialist ○ MClass Intervention
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	• Students will receive 90 minutes of Tier II support each week
List of available interventions and their descriptions	• Dyslexic specialist, Literacy Intervention Specialist, and Special Education Teachers ○ Phonics 1st with multi-sensory instructional materials ○ MClass progress monitoring • High Dosage Tutoring ○ Amplify

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
1	August - September	Review 2025–2026 DIBELS/Literacy Screener, LEAP ELA, curriculum-based assessment, district assessment, and subgroup data to establish grade-level, classroom, subgroup, and individual student literacy growth targets. Identify students requiring Tier II, Tier III, and/or HDT support.	Principal, ILT, Instructional Coach, ELA Teachers, Intervention Staff	DIBELS/mCLASS data for 3rd grade, LEAP ELA, Guidebooks assessments, District Common Assessments, student subgroup data	Intervention rosters and student growth targets are established. Data meetings identify specific literacy deficits and subgroup achievement gaps. Student progress toward designated growth targets is reviewed throughout the year.
1	August - May	Provide strong Tier I literacy instruction using Louisiana Guidebooks with fidelity. Students will engage daily in grade-level complex text, academic vocabulary, speaking/listening,	Grades 3–5 ELA Teachers, Instructional Coach, ILT	Louisiana Guidebooks, grade-level standards, Guidebooks assessments and exemplars	Walkthrough and learning-walk evidence demonstrates that students are consistently engaged in grade-level reading, speaking, listening, and writing tasks. Tier I classroom assessment data move toward the district expectation of at least 80% mastery.

Action Plan					
		comprehension, and evidence-based writing.			
1	August–May	Provide students in grades 3–5 with identified foundational literacy gaps, explicit support in spelling patterns, morphology, grammar, decoding, and advanced foundational reading skills.	ELA Teachers, Intervention Staff, SPED Teachers	LDOE LIFT resources, FIRE Spelling, approved HQIM intervention supports	Student screener, curriculum-based assessment, and progress-monitoring data demonstrate growth in identified foundational skill deficits. Student performance improves from diagnostic tasks to subsequent classroom and assessment tasks.
1	September - May	Provide targeted Tier II intervention to students performing below proficiency. Intervention will directly align to the student’s identified literacy deficit and will not replace Tier I core instruction.	Classroom Teachers, Intervention Staff, Instructional Coach	mCLASS Intervention, AMIRA, Lexia Core 5 when applicable, HQIM supports	Tier II students receive at least 90 minutes per week of targeted intervention. Progress monitoring occurs weekly or biweekly based on student need. Teachers adjust intervention groups and instruction according to progress-monitoring results.
1	Fall 2026 – Spring 2027	Provide eligible students with a minimum of ten weeks of targeted High-Dosage Tutoring to address unfinished literacy learning while maintaining access to grade-level instruction.	Administration, HDT Tutors, ELA Teachers, Intervention Staff	LDOE-approved HDT providers/resources, Accelerate resources, student assessment data	LDOE-approved HDT providers/resources, Accelerate resources, student assessment data

Action Plan					
1	BOY, MOY, EOY and ongoing	Monitor student literacy growth using multiple measures. Third-grade growth will include DIBELS/mCLASS data, grades 3–5 will be monitored using Guidebooks assessments, district common assessments, writing samples, LEAP ELA, and applicable progress-monitoring measures.	ILT, ELA Teachers, Intervention Staff, Administration	DIBELS/mCLASS, Guidebooks, District Common Assessments, LEAP ELA, student writing	BOY, MOY, and EOY data reviews document growth for all students and subgroups. By May 2027, Robinson will increase by 20% the number of students in grades 3–5 meeting designated literacy growth targets.
2	August 2026 – May 2027	Ensure applicable 3rd-grade teachers complete required Science of Reading professional learning and apply evidence-based literacy practices to classroom instruction.	Principal, 3rd-Grade Teachers, Instructional Coach	Science of Reading Course/Canopy, LDOE literacy resources	Required teachers successfully complete the course. Walkthroughs, observations, lesson plans, and student work demonstrate application of evidence-based literacy practices.
2	August – May	Facilitate ongoing Teacher Collaboration and PLC cycles focused on Guidebook unit unpacking, standards-based instruction and assessment, small-group instruction, intervention, progress monitoring,	ILT, Instructional Coach, Grades 3–5 Teachers	Louisiana Guidebooks, LDOE Unit/Lesson Preparation Protocols, Student Work Analysis Protocol, student data	TC/PLC agendas and artifacts demonstrate job-embedded professional learning. Teachers regularly analyze student work and assessment data and use findings to plan instructional responses. District professional learning specifically identifies Guidebook Unit Unpacking for grades 3–5 throughout August 2026–May 2027.

Action Plan					
		student work analysis, vocabulary, comprehension, and writing.			
2	September – May	Provide coaching cycles based on teacher and student needs through modeling, observation and feedback, co-planning, co-teaching, and follow-up coaching.	Principal, Instructional Coach, ILT	NIET Teaching and Learning Standards Rubric, Louisiana LEADS Rubric, HQIM, coaching tools	Teachers demonstrate improvement from coaching cycle to coaching cycle. Lesson implementation, student engagement, questioning, academic feedback, differentiation, and student work improve over time.
3	August 2026	Establish a master schedule that protects the district expectation for grades 3–5 literacy instruction and provides designated time for intervention and HDT without removing students from Tier I ELA instruction.	Principal, Leadership Team	Master schedule, district literacy requirements	Grades 3–5 receive an average of 120 minutes of literacy instruction, including approximately 90 minutes of core instruction and 30 minutes of HDT/support when applicable. Intervention occurs in addition to, rather than in place of, Tier I instruction.
3	August - May	Develop and implement an ILT/TC long-range literacy plan divided into instructional cycles aligned to Robinson’s literacy goals. HQIM, specific instructional practices, professional learning, coaching, and	Principal, ILT, Instructional Coach	Louisiana Guidebooks, LER indicators, NIET, LDOE ILT/TC guidance	Each cycle follows a plan → implement → monitor → adjust process. ILT reviews student work, assessments, walkthrough evidence, lesson plans, and coaching feedback during – not only after – each cycle.

Action Plan					
		monitoring evidence will be embedded in each cycle.			
3	August – May	Use HQIM as the primary instructional resource in long-range planning, unit preparation, daily lessons, interventions, and teacher collaboration. Use LER indicators to monitor quality and consistency of implementation.	ILT, Instructional Coach, ELA Teachers	Louisiana Guidebooks, LER indicators, FIRE, LIFT, district walkthrough/C are Tool	Learning walks, observations, lesson plans, PLC agendas, student work, and assessments demonstrate that the intended design and rigor of HQIM are being maintained. Implementation gaps are identified and revisited during subsequent cycles.
3	BOY, MOY, EOY	Evaluate the effectiveness of the schoolwide literacy program using curriculum-based assessments, district common assessments, 3rd-grade screener data, LEAP ELA, NIET data, intervention progress monitoring, HDT reports, student work, and subgroup performance.	Principal, ILT, Instructional Coach	Guidebooks, District Common Assessments, DIBELS/mCLASS, LEAP ELA, NIET, intervention/HDT data	Formal BOY, MOY, and EOY reviews determine whether Robinson is progressing toward the 20% student-growth target, the 75% teacher-effectiveness target, improved Tier I implementation, and improved outcomes for students receiving Tier II, Tier III, and HDT services.

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 2026 - May 2027	Science of Reading	3rd Grade New Teachers
August 2026 - May 2027	Guidebook Unit Unpacking	Grades 3-5 Teachers
February 24 - 26, 2027	Plain Talk Conference	Teachers, Literacy Interventionist, Master Teacher, Literacy Coach
August 2026 - May 2027	Weekly collaboration sessions /PLCs for classroom teachers	Master Teachers, Classroom Teachers, Administrators
August 2026 - May 2027	Support for ILT members to build capacity for coaching, collaborations and supporting teachers	ILT members: Principal, Assistant Principal, Master Teacher, Literacy Mentor Teacher, Mentor Teachers, Title I Coordinator, Literacy Intervention Specialist

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?

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

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?
Building ILT Capacity for Guidebook Internalization	ILT members will build their own capacity to understand and facilitate the 3rd - 5th Grade Unit Preparation and Lesson Preparation process using Louisiana Guidebooks. ILT will identify the knowledge, standards, assessments, writing expectations, and instructional demands of the unit so members are prepared to lead Teacher Collaboration.	ILT meeting agendas, facilitator notes, completed unit and lesson study protocols, evidence that ILT members can clearly explain unit outcomes, lesson purpose, and mastery expectations. TC artifacts will show that teachers are successfully completing the same internalization process.
Building ILT Capacity to Analyze Student Work and Data	ILT members will learn to facilitate the Student Work Analysis Protocol and use Guidebooks assessments, student work, and subgroup data to identify instructional trends. ILT will then lead TC meetings in which teachers analyze student evidence and determine appropriate instructional responses.	ILT data-analysis artifacts, TC Student Work Analysis Protocols, section diagnostics, student writing, assessment results, subgroup data, evidence that teacher instructional adjustments are tied directly to student evidence.
ILT Coaching and Feedback Around Complex Text and Writing	ILT members will strengthen their ability to provide teachers with actionable feedback around students' reading, analysis, discussion, and written response to complex text. Teacher Collaboration will focus on examining student writing and improving instruction leading to culminating Guidebooks tasks and LEAP ELA expectations.	Coaching notes referenced in the IGP, LER walkthrough evidence, student writing samples, culminating writing tasks, TC artifacts, evidence of improvement from section diagnostics to culminating tasks.

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:

Section 4: Family Engagement Around Literacy

- 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
August 2026	Parent Volunteer Opportunities		Parents
August 2026	Robinson Elementary Meet the Teacher		Parents
September 2026	Donuts and Data		Parents and Literacy Team
September 2026	Onset of Accelerated Reading Program		Parents, Area Librarians
October 2026	Onset of Read, Learn, Succeed Program		United Way and Area Volunteers
November 2026	Library Field Trip		Public Librarians, Parent Chaperones
January 2027	Donuts, DiBELS, and Data		Parents and Literacy Team
March 2027	Read Across America Week		Parents, Community Reader Volunteers
March 2027	Scholastic Book Fair		Parents

Section 4: Family Engagement Around Literacy			
April 2027	LEAP Testing Night		Parents
October 2026 - May 2027	Guest Readers		Local volunteers from universities and community members
May 2027	Title I Parent Survey		Parents

Section 5: Alignment to Other Initiatives		
To successfully implement, communicate, and monitor this literacy plan, what is the plan to: - Identify which district or school initiatives most directly support literacy goals, including: - School improvement plan - Early childhood programs - Cross-curricular initiatives - Community programs - System-wide priorities across schools - Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals. - Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?		
Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Best Practices: Instructional Leadership Team (ILT)	The ILT will serve as the primary leadership structure for implementing and monitoring Robinson’s literacy plan. ILT cycles will build member capacity to support Louisiana Guidebooks/HQIM, analyze student work and literacy data, monitor Tier I implementation, support intervention, and provide effective instructional feedback to teachers.	Monitoring: Weekly ILT meetings, ILT agendas and artifacts, learning walks, NIET observations, Guidebooks implementation evidence, student assessment and subgroup data. Evidence of Success: ILT cycles demonstrate a clear plan, implement, monitor, adjust process, improved HQIM implementation, stronger teacher instructional practices, increased student literacy achievement.

Section 5: Alignment to Other Initiatives

Teacher Collaboration / PLCs	Teacher Collaboration will be the primary vehicle through which ILT learning is transferred to classroom teachers. Weekly collaboration will focus on Guidebook unit and lesson preparation, student work analysis, standards-based instruction and assessment, intervention planning, writing, complex text, and use of student data.	Monitoring: TC agendas; unit and lesson preparation documents; Student Work Analysis Protocols; lesson annotations; walkthroughs; formative and curriculum-based assessment results. Evidence of Success: Teachers demonstrate stronger curriculum internalization, use student evidence to adjust instruction, and show increased effectiveness in literacy instruction. Student work and assessments demonstrate measurable growth.
District Common Assessments / Curriculum-Based Assessments	Common and curriculum-based assessments will provide consistent measures of student mastery and help ILT and TC teams identify instructional strengths, misconceptions, unfinished learning, and subgroup needs.	Monitoring: Assessment data reviewed during ILT and Teacher Collaboration; comparison of classroom, grade-level, and subgroup performance; item and student-work analysis. Evidence of Success: Teachers use assessment results to adjust instruction and intervention. Increased student proficiency is demonstrated across assessment windows and Guidebooks culminating tasks.
Family Literacy Engagement	Robinson will provide families with information and resources that help them understand grade-level literacy expectations, student assessment results, literacy interventions, and ways to support reading, writing, speaking, and listening at home.	Monitoring: Literacy Night participation; Open House/parent meeting attendance; literacy communications; parent conferences; parent survey results. Evidence of Success: Increased parent participation, improved understanding of student literacy data, and

Section 5: Alignment to Other Initiatives

		increased use of literacy resources at home.
Community Literacy Engagement	Robinson will partner with community organizations, local universities, libraries, businesses, and nonprofit organizations to expand student access to books, literacy experiences, mentoring, tutoring, and family literacy resources.	Monitoring: Partnership records; quarterly communication with community stakeholders; participation in literacy activities and events. Evidence of Success: Increased student and family participation in literacy opportunities and expanded access to literacy resources.

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
Students	ELA teachers will communicate grade-level literacy expectations, learning goals, success criteria, assessment results, and individual growth goals. Students receiving additional intervention will be informed of their literacy goals and progress in student-friendly language.	Ongoing
Parents/Families	Communicate literacy goals and expectations through Open House, parent	August, October, January, and ongoing as needed

Section 6: Communicating the Plan

	orientation, Literacy Nights, conferences, progress reports, assessment reports, mass communication, newsletters, school website/social media, and individual intervention communication when applicable. Families will receive information explaining how they can support literacy at home.	
School Staff	Present Robinson's literacy goals, non-negotiable instructional expectations, HQIM expectations, intervention structures, and ILT/TC long-range plan during beginning-of-year professional learning. Provide progress updates during faculty meetings, Teacher Collaboration, PLCs, and schoolwide data reviews.	August; quarterly updates; formal midyear review in December/January; ongoing through ILT/TC
Instructional Leadership Team	Review implementation evidence, teacher support needs, student performance, subgroup data, intervention progress, HDT data, and progress toward school literacy goals. ILT will determine adjustments to Teacher Collaboration cycles and instructional supports.	Weekly ILT meetings; formal BOY, MOY, and EOY reviews
Community Partners	Communicate school literacy priorities, family-literacy opportunities, student needs, celebrations, and partnership opportunities through school social media, the school/district website, community outreach, and school events.	At least twice annually and throughout the year as opportunities arise