

**Local Literacy Plan for
GEO Prep Baker
Kimberly Grimes, Principal
Dana Teasley, Superintendent
August 2026**

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

Every scholar at GEO Prep Baker will become a capable reader, writer, speaker, and thinker at or above grade level, with the knowledge and confidence to access rigorous, complex text in every subject and in every opportunity that follows them beyond college.

Literacy Mission Statement

GEO Prep Baker will provide every scholar with Tier-1 literacy instruction every day through high-quality instructional materials, responsive tiered intervention, high-dosage tutoring, and targeted practice.

Teachers, leaders, scholars, and families will use DIBELS, LEAP, and IXL data together to identify needs early, match each scholar to the right level of support, and monitor progress until every scholar demonstrates measurable growth toward grade-level proficiency. Our leaders, teachers, scholars, and families each hold a defined role in this work, and every scholar — including scholars with disabilities, English learners, and economically disadvantaged scholars — is included in our goals and in our data.

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 the end of the 2026–2027 school year, GEO Prep Baker scholars will demonstrate measurable literacy growth on all three measures used by the school:

- DIBELS (leading): Increase the percentage of K–5 scholars at or above benchmark on the DIBELS composite from the BOY 2026 baseline.
- LEAP ELA (lagging): Increase the percentage of scholars scoring Mastery or above on LEAP 2027 ELA by ____ percentage points over the 2026 result of ____%, and reduce the percentage scoring Unsatisfactory by ____ percentage points.

Subgroup expectation: Scholars with disabilities, English learners, and economically disadvantaged scholars will meet or exceed the growth rate of the school as a whole. Subgroup performance is disaggregated and reviewed at every benchmark data meeting, not only at the end of the year.

Goal 2 (Teacher-Focused)

By the end of the 2026–2027 school year, 100% of ELA teachers and interventionists will implement CKLA and the Louisiana ELA Guidebooks with fidelity, as evidenced by:

- At least 80% overall class mastery on curriculum-embedded assessments from the HQIM.
- Completed unit and lesson preparation documents for every unit, demonstrating internalization of the knowledge, skills, and mastery expectations of the lesson.
- Bi-weekly walkthrough data showing Tier I look-fors present in observations, trending upward across the year.
- Accurate, on-schedule administration of DIBELS benchmark and progress monitoring measures by all staff who administer them.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

By the end of the 2026–2027 school year, GEO Prep Baker will have fully implemented and sustained the structures that make Tier I, Tier II, and Tier III instruction work:

- A master schedule that protects 100 minutes of daily Tier I literacy instruction for every scholar, with Tier II and Tier III scheduled in addition to — never in place of — that block.
- Tier II delivered 2–3 days per week and progress monitored bi-weekly; Tier III delivered on 2 additional days and progress monitored weekly. Verified by intervention logs and progress monitoring records.
- Three DIBELS benchmark windows (BOY, MOY, EOY) with a data meeting following each, plus data meetings every 4–6 weeks to review progress monitoring and adjust groups.
- ILT and Teacher Collaboration cycles running continuously from September through May, each anchored in the HQIM.
- High-dosage tutoring and targeted IXL practice assigned from assessment data rather than by blanket assignment.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I

1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
 - a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
4. Is there a regular walkthrough schedule to determine support around Tier I?
5. Is the ILT responding to data to support a healthy Tier I?
6. Are teachers and leaders effectively trained in unit and lesson preparation ([K-2 Skills Unit](#), [K-2 Skill Lesson](#), [K-2 Knowledge Unit](#), [K-2 Knowledge Lesson](#), [3-12 Unit Preparation](#), [3-12 Lesson Preparation](#))
7. What data and resources are being used to support [extension](#)?

Section 2: Explicit Instruction, Intervention and Extension

Amount of time spent on daily literacy skills instruction and how it is used	100 minutes of protected, daily Tier I literacy instruction for every scholar, delivered by a classroom teacher trained in the effective implementation of the approved HQIM. Grades K–2 (CKLA): The block is divided between the Skills strand — phonemic awareness, phonics, decoding and encoding, fluency, and spelling — and the Knowledge strand — read-alouds, vocabulary, comprehension, and writing built around content-rich domains. Grades 3–8 (Louisiana ELA Guidebooks): The block is used for close reading of complex anchor texts, text-dependent questions and academic discussion, vocabulary in context, and daily writing that builds toward section diagnostics and the culminating writing task. Small-group support and extension for scholars who have demonstrated mastery occur inside the 100-minute block, using the differentiation and extension supports built into the HQIM. Tier II and Tier III intervention, high-dosage tutoring, and targeted IXL practice are scheduled in addition to this block. No scholar is pulled from Tier I core instruction to receive intervention or tutoring.
English Language Arts textbooks and instructional materials used	• Core Knowledge Language Arts (CKLA) — Tier I HQIM, grades K–2 (Skills and Knowledge strands) • Louisiana ELA Guidebooks — Tier I HQIM, grades 3–8 • CKLA and Guidebooks curriculum-embedded assessments — unit assessments, section diagnostics, and culminating writing tasks used to evaluate the effectiveness of Tier I • DIBELS 8th Edition — universal screener (BOY, MOY, EOY) and progress monitoring • IXL ELA — diagnostic and targeted skill practice assigned from scholar data • LEAP 2025 ELA reports — prior-year performance used to inform placement and goal setting • High-dosage tutoring materials aligned to the CKLA and Guidebooks scope and sequence
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. Do the skills 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?

Section 2: Explicit Instruction, Intervention and Extension

	5. Has progress monitoring of Tier II intervention occurred biweekly or weekly, depending on the student's needs as indicated by assessment data?
Tier II plan, including the amount of time	Frequency and duration: 2–3 days per week, 20–30 minutes per session, in addition to the 100-minute Tier I block. Delivered by: Classroom teachers, high-dosage tutors, and interventionists trained in the approved HQIM and in the Science of Reading. Grouping: Small groups formed by common skill need — not by general reading level — using the DIBELS composite and subtest data, the IXL ELA diagnostic, and curriculum-embedded assessment results. Entry criteria: Scholars below benchmark on the DIBELS composite, scoring Basic or below on LEAP ELA, or performing below grade level on the IXL ELA diagnostic. Progress monitoring: Biweekly, using the DIBELS measure that matches the specific skill being targeted, so that the intervention and the monitoring tool are aligned.
List of available interventions and their descriptions	• CKLA-aligned skills intervention (K–2): Targeted small-group reteaching of phonemic awareness, phonics, decoding and encoding, and fluency, using the intervention and pausing-point resources built into CKLA. • Guidebooks-aligned close reading and writing support (3–8): Small-group work on the specific comprehension, vocabulary, and writing skills required by the current unit. • High-dosage tutoring: Consistent small-group tutoring with the same tutor, aligned to the HQIM scope and sequence and to the scholar's identified skill need. • Targeted IXL practice: Skill-specific IXL assignments generated from the diagnostic and from DIBELS subtest data, monitored for completion and accuracy rather than time on task.
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 weekly to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Frequency and duration: 2 additional days per week, 15–30 minutes per session, in addition to Tier II. Scholars identified for Tier III receive Tier I core instruction, Tier II intervention, and Tier III intervention — the tiers are cumulative, not substitutes for one another. Delivered by: A literacy staff member with deep conceptual knowledge and specialized skill in reading instruction who has been fully trained in the adopted Tier III curriculum. Grouping: Smallest possible groups, or one-on-one where staffing allows, formed by a shared and specific skill deficit. Entry criteria: Scholars well below benchmark on the DIBELS composite, scholars who have not responded to Tier II after 4–6 weeks of documented intervention, and scholars with an Individual Academic Support Plan (IASP) indicating intensive need. Progress monitoring: Weekly, using the DIBELS measure aligned to the targeted skill. Data is graphed against an aim line and reviewed at every data meeting.
List of available interventions and their descriptions	• Intensive foundational skills intervention: One-on-one or very small group instruction in the specific foundational skill identified by DIBELS subtest data, delivered by a trained literacy specialist at a slower pace with more repetitions and more immediate corrective feedback than Tier II. • Extended high-dosage tutoring: Additional tutoring sessions beyond the Tier II allocation, with the same tutor, aligned to the scholar's IASP goals. • Targeted IXL practice at the diagnostic level: IXL assignments set at the scholar's diagnostic level rather than grade level, used as supervised practice that reinforces the Tier III skill focus. • Individual Academic Support Plan (IASP): Every Tier III scholar has a written IASP with a specific skill goal, the intervention being used, the weekly progress monitoring measure, and a scheduled family communication cycle.

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	HQIM Unit/ Lesson preparation, DIBELS, IXL, Walkthrough Tools	-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, 3	July – August 2026	Build the master schedule so every scholar receives 100 minutes of protected Tier I literacy instruction, with Tier II and Tier III blocks scheduled separately. Administer the DIBELS BOY screener to all K–5 scholars and the IXL ELA diagnostic school-wide. Pull LEAP 2026 ELA reports.	Principal (K. Grimes), ILT, interventionists	Master schedule DIBELS 8th Edition IXL ELA diagnostic LEAP 2026 reports TPLS Framework	- Schedule audit confirms 100 minutes of Tier I for 100% of scholars and no scholar pulled from Tier I for intervention - 100% of scholars screened within the BOY window - Baseline percentage at or above benchmark recorded by grade level and by subgroup
1, 3	August – September 2026	Hold the BOY data meeting. Place scholars into Tier II, Tier III, and high-dosage tutoring based on specific skill needs. Assign targeted IXL practice from diagnostic and DIBELS subtest data. Write IASPs for Tier III scholars.	ILT, interventionists, classroom teachers	DIBELS BOY data IXL diagnostic reports LEAP 2026 data IASP template	- Tier II and Tier III rosters and schedules published within two weeks of the BOY window closing - Every Tier II/III scholar matched to an intervention that targets the skill identified in the data - IASP on file for 100% of Tier III scholars
2	August – September 2026	Launch the first ILT and Teacher Collaboration cycle on CKLA and Guidebooks unit and lesson preparation. Establish the bi-weekly walkthrough schedule and the Tier I look-fors.	ILT Team / Instructional coach	3-12 Unit Preparation protocol 3-12 Lesson Preparation protocol	- Unit preparation documents demonstrate teacher understanding of the skills and knowledge unpacked from HQIM assessments, rubrics, exemplars, and texts - Lesson annotations demonstrate understanding of lesson purpose,

Action Plan					
				K-2 Skills and Knowledge preparation protocols Louisiana Educator Rubric (LER)	mastery expectations, what will be explicitly modeled, and planned differentiation - Walkthrough schedule published and first cycle of walkthroughs completed
1, 2	September 2026 – May 2027 (ongoing)	Deliver Tier II 2–3 days per week (20–30 min) and Tier III on 2 additional days (15–30 min). Monitor Tier II progress bi-weekly and Tier III weekly. Hold data meetings every 4–6 weeks to review progress monitoring and adjust groups.	Interventionists, tutors, classroom teachers, ILT	DIBELS progress monitoring IXL reports Progress monitoring tracker Intervention logs	- Documented progress monitoring data points at the required frequency for 100% of Tier II and Tier III scholars - Percentage of Tier II/III scholars on or above the aim line increases at each data meeting - Documented group changes for scholars with three consecutive points below the aim line - At least 80% overall class mastery on curriculum-embedded HQIM assessments
1, 3	December 2026 – January 2027	Administer the DIBELS MOY screener and the mid-year IXL diagnostic. Hold the mid-year data meeting. Adjust Tier II/III rosters, tutoring assignments, and IXL targets. Hold family data conferences.	Principal, ILT, interventionists, classroom teachers	DIBELS MOY data IXL mid-year diagnostic Family conference materials in home languages	- Percentage at or above benchmark increases from BOY in every grade level and in every subgroup - Revised rosters published within one week of the data meeting - Documented family conference for 100% of Tier II and Tier III scholars
1, 2, 3	April – May 2027	Administer LEAP ELA, the DIBELS EOY screener, and the EOY IXL diagnostic.	Principal (K. Grimes), ILT,	DIBELS EOY data	- End-of-year growth targets in Goal 1 met at the school level and in every subgroup

Action Plan					
		Conduct the year-end review of this literacy plan with the Superintendent and revise for 2027–2028.	Superintendent (D. Teasley)	LEAP 2027 ELA results IXL EOY diagnostic This literacy plan	- Teacher implementation targets in Goal 2 met - Program structures in Goal 3 sustained across the full year - Written year-end review completed and 2027–2028 plan revised

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 – August 2026 (Before scholars arrive)	• CKLA and Louisiana ELA Guidebooks launch and refresher training • Science of Reading foundations and reading intervention • DIBELS 8th Edition administration, scoring, and interpretation • IXL diagnostic reports: reading them and assigning from them	All ELA teachers, interventionists, high-dosage tutors, ILT members, and the principal. ILT members and grade-level leads are trained to redeliver DIBELS administration and IXL reporting to new hires during the year.
Weekly (September 2026 – May 2027)	• Deep dives into HQIM components: curriculum-embedded assessments, small-group instruction, extension, and writing • Analyzing curriculum-embedded assessment data to plan reteaching • Matching intervention to the skill identified in the data	All ELA teachers and interventionists. Grade-level leads redeliver in Teacher Collaboration; leadership evaluates effectiveness through walkthrough trends and class mastery data.
Quarterly (After each benchmark window)	• Data analysis protocol for DIBELS, LEAP, and IXL • Tiered Pathways for Literacy Support: making tier movement decisions • Progress monitoring fidelity and graphing against an aim line	ILT, interventionists, teacher leaders, and the principal. Teacher leaders redeliver the protocol to their grade-level teams.

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: Unit and lesson preparation in CKLA and the Louisiana ELA Guidebooks	100% of ELA teachers internalize the knowledge, skills, and mastery expectations of each unit and lesson before teaching it, and can name what will be explicitly modeled and how instruction will be differentiated.	• Completed unit and lesson preparation documents reviewed by the instructional coach • Bi-weekly walkthroughs using LER-aligned Tier I look-fors • Exit tickets and daily formative assessment data • Target: at least 80% class mastery on curriculum-embedded assessments
Cycle 2: Using assessment data to drive small-group instruction and tier placement	Teachers and interventionists accurately match each scholar to the intervention that targets the skill identified in DIBELS, IXL, and curriculum-embedded assessment data, and adjust when progress monitoring shows the scholar is not responding.	• Progress monitoring data graphed against aim lines for all Tier II and Tier III scholars • Roster accuracy check: does each scholar's intervention match the identified skill need? • Data meeting artifacts every 4–6 weeks showing documented group changes • Percentage of Tier II/III scholars on or above the aim line

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:

Section 4: Family Engagement Around Literacy

- 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
September 2026 Repeated after each benchmark window (MOY, EOY)	Family Literacy Night and family data conferences. Families learn the school's literacy priorities, how to read their scholar's DIBELS, LEAP, and IXL reports, what tier of support their scholar receives and why, and what to do at home. Tier III families review the IASP and set the communication cycle.	• Interpretation and translated materials in families' home languages • Evening and virtual attendance options • Childcare provided on site • Printed take-home materials for families without reliable internet • Transportation support on request	Baker community public library, local faith and community organizations, and GEO network partners invited to attend and to share resources.
Ongoing, monthly (September 2026 – May 2027)	Monthly literacy communication home: what scholars are reading and learning in CKLA or the Guidebooks, how to support home reading, how to access and use IXL at home, and progress updates for scholars on an IASP.	• Text, phone, and app-based messaging in the home language • Printed copies sent home for families who prefer or need them • Family-friendly, jargon-free explanations of assessment terms	Library card drive and book distribution in partnership with the public library; community partners host reading events and expand access to books beyond the school day.

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
School Improvement Plan	Literacy is the primary academic driver of the School Improvement Plan. The literacy goals in Section 1B of this plan are the ELA goals of the SIP, so the two documents are monitored against the same DIBELS, LEAP, and IXL measures rather than separate ones.	Quarterly SIP benchmark review using DIBELS benchmark data, IXL diagnostic growth, and LEAP results. Reviewed by the principal and reported to the Superintendent.
High-Dosage Tutoring and targeted IXL practice	High-dosage tutoring and IXL are not stand-alone programs. Both are aligned to the CKLA and Guidebooks scope and sequence and assigned from the same assessment data that drives Tier II and Tier III placement, so that tutoring reinforces core instruction instead of competing with it.	Tutor session logs, tutoring attendance, IXL completion and accuracy reports, and the progress monitoring data for tutored scholars, reviewed at each 4–6 week data meeting.
Instructional Leadership Team and Teacher Collaboration cycles	ILT and TC cycles are the delivery mechanism for the teacher-focused goal in this plan. Every cycle is anchored in the HQIM and in the LER indicators, so professional learning, walkthrough look-fors, and cycle goals point at the same instructional priorities.	Cycle goals and monitoring evidence documented in Section 3B; walkthrough trend data reviewed bi-weekly by the ILT.

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.

Section 6: Communicating the Plan

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
Teachers, interventionists, and tutors	This plan is presented in full during August professional learning. The non-negotiables — 100 minutes of protected Tier I, no pull-outs from Tier I, Tier II 2–3 days with bi-weekly monitoring, Tier III on 2 additional days with weekly monitoring — are written into the staff handbook and posted in the ILT room. Roles and responsibilities of the principal, instructional coach, interventionists, and classroom teachers are defined in writing.	August 2026 launch, then reviewed in weekly Teacher Collaboration and at each 4–6 week data meeting.
Families and scholars	A one-page family summary of the plan — goals, what tiered support means, and how families can help — is shared at Open House in families' home languages and posted on the school website. Families of Tier II and Tier III scholars receive direct communication about their scholar's support and progress, including the IASP for Tier III scholars.	September 2026, then quarterly progress updates and a family conference following each DIBELS benchmark window.
Superintendent, board, and community partners	Quarterly implementation and outcome review with Superintendent Dana Teasley covering both scholar literacy outcomes (DIBELS, LEAP, IXL) and implementation progress (schedule audits, walkthrough trends, progress monitoring fidelity). An annual public summary is shared with community partners.	Quarterly review meetings; annual public summary at the close of the 2026–2027 school year.