LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan for

Chalmette Elementary School

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2026-2027

LOUISIANA'S LITERACY PILLARS

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	St. Bernard Parish Schools believe literacy is foundational to student achievement, lifelong learning, and success in postsecondary education, careers, and life. The district will provide equitable access to high-quality literacy instruction aligned to the Science of Reading and will equip leaders, teachers, students, and families with the knowledge, resources, and support needed to grow as readers, writers, thinkers, and communicators.
Literacy Mission Statement	The mission of St. Bernard Parish Public Schools is to provide quality literacy instruction through high-quality instructional materials, explicit instruction, responsive intervention, professional learning, and strong family partnerships so that every student develops the literacy skills needed to be a responsible, productive citizen and lifelong reader.

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?

Section 1B: Literacy Goals

Goal 1 (Student-Focused)	By May 2027, St. Bernard Parish Schools will improve student literacy outcomes by increasing K–2 literacy proficiency by 5%, ELA growth by 10%, ELA growth among students in the lowest 25% by 10%, and English Language Acquisition growth by 8%.
Goal 2 (Teacher-Focused)	During the 2026–2027 school year, teachers will strengthen literacy instruction through purposeful planning, effective implementation of approved HQIM, active participation in weekly PLC and data cycles, evidence-based Tier I instructional practices, and job-embedded professional learning aligned with school improvement needs and the District Strategic Plan. Teachers will use student work, assessment data, and progress-monitoring results to reflect on instruction, identify student needs, and make informed instructional decisions. Literacy Mentors, instructional coaches, teacher leaders, and administrators will provide targeted, job-embedded support to help teachers strengthen instructional practices and improve student outcomes.
Goal 3 (Program-Focused)	During the 2026–2027 school year, the district will maintain a coherent literacy system that connects High-Quality Instructional Materials (HQIM) for core instruction, Tier II and Tier III interventions, universal screening, progress monitoring, RTI/MTSS structures, Individual Literacy Plans and Expanded Academic Support Plans, as appropriate, family engagement, and quarterly data reviews.

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?**

Section 2: Explicit Instruction, Intervention and Extension	
	6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Tier I will be delivered by trained classroom teachers using approved HQIM and embedded small-group supports. Teachers will use HQIM curriculum-based assessments, formative checks, student work, and walkthrough evidence to determine whether core instruction is meeting student needs. ILTs will review implementation and data regularly. The district expectation is that strong Tier I instruction moves toward at least 80% class mastery, consistent with the local literacy template. • • Pre-K: teacher-directed ELA approximately 25-35% of the day, including guided reading, small group, read-aloud, story time, and Heggerty. • K-2: approximately 120 minutes of CKLA core ELA daily, with intervention/acceleration scheduled without replacing core instruction. • Grades 3-5: approximately 70-90 minutes of HQIM ELA daily, with intervention/acceleration scheduled as appropriate. Time may be adjusted locally to meet scheduling needs while protecting Tier I core literacy instruction.
English Language Arts textbooks and instructional materials used	• Pre-K: Creative Curriculum, Heggerty Phonemic Awareness, UFLI Foundations. • K-2: Core Knowledge Language Arts (CKLA), Heggerty, UFLI Foundations. • Grades 3-5: Wit & Wisdom. • ELA Teachers will use built-in scaffolds/supports and district resources to address diverse learners and reading deficits.
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	Scheduled during protected intervention/acceleration time. Frequency and duration will be determined by student data and documented in the intervention plan. Students will not be routinely removed from Tier I core literacy instruction to receive Tier II support. Students will receive a minimum of 75 minutes per week.
List of available interventions and their descriptions	Teacher Led Small Group: • MClass Intervention (PreK-5) • AMIRA (K-5) • Lexia Core 5 (PreK-5) CKLA Remediation Guide and Skill Builders; UFLI Foundations; Heggerty; Lexia Core5 Skill Builders when assigned; targeted HQIM lessons; CORE Phonics-based instruction; DIBELS-aligned skill practice; evidence based small-group instruction; tutoring/high-dose acceleration

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	Tier III interventions will be delivered by literacy personnel with specialized reading knowledge and training in the selected intervention approach. Intervention skills and progress-monitoring tools will be matched to identified literacy needs. Student schedules will protect Tier I core instruction, and progress will be reviewed at least weekly so interventions can be adjusted when students do not demonstrate adequate response. Scheduled during protected intervention time with frequency and duration determined by diagnostic/progress-monitoring data. Weekly progress monitoring and documented intervention adjustments will be required for students receiving Tier III support Students will receive a minimum of 90 minutes per week. .
List of available interventions and their descriptions	Intensive individualized literacy instruction; specialized phonics/word-reading intervention; UFLI Foundations or other approved structured literacy supports as appropriate; individualized skill practice; diagnostic-driven intervention; dyslexia-related instructional supports; intensive tutoring/acceleration; and other approved Tier III resources aligned to student need.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1.1	August 2026 - May 2027	Preschool will continue administration of the Denver II Developmental Screening Instrument and use TS Gold as a tracking system specifically to track student mastery of all kindergarten readiness skills as defined by state standards.	Preschool coordinator, teachers and staff	Denver II Developmental Screening Instrument, state preschool and kindergarten standards, TS Gold	Results of Denver II Developmental Screening Instrument, monitoring of tracking system
1.1	August 2026 - May 2027	Literacy Mentors will support preschool student interventions and analyze district data.	Preschool coordinator, literacy mentors, teachers, staff	State preschool and kindergarten standards, TS Gold, district benchmarks, student work samples, intervention data, Heggerty Phonemic Awareness Program, UFLI Foundations	Student intervention data, Heggerty intervention data, UFLI intervention data
1.1	August 2026 - May 2027	Teachers will follow the continuum of the preschool curriculum to address phonemic awareness and phonics literacy skills. Teachers will implement reading interventions to address deficits and ensure mastery of literacy skills.	Preschool coordinator, teachers, staff	Preschool and kindergarten standards, TS Gold, Response to Intervention (RTI) guidelines and skill builders, Heggerty Phonemic Awareness Curriculum	Curriculum completion documents, Professional Learning Community (PLC) data, student data
1.1	August 2026 - May 2027	Preschool teachers will attend professional development and monthly Professional Learning	Preschool coordinator, teachers, staff	Preschool curriculum, state standards, training materials,	Meeting agendas, curriculum documents

Action Plan					
		Communities (PLCs) to incorporate a structured and systematic approach to literacy instruction targeted at implementing interventions to ensure kindergarten readiness.		RTI guidelines and skill builders	
1.1	August 2026 - May 2027	Students will be assessed quarterly on literacy and numeracy skills addressed by the preschool student standards and high-quality curriculum	Preschool coordinator, teachers, staff	TS Gold, State standards, district benchmarks	Benchmark and unit assessments, DIBELs kindergarten entrance assessment
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	August 2026 - May 2027	Literacy Mentors and teachers will track student progress and analyze student work to create an adaptable, flexible plan for intervention according to most current data.	Curriculum staff, school administrators, literacy mentors, instructional coaches, teacher leaders, teachers	Benchmark and unit assessment results over time, student work, STAR Screening and Diagnostic reports, Dibels	Benchmark and unit assessments, Star Reading assessment data, student work, PLCs, VAM scores, STAR Screening and Diagnostic reports, Dibels
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9	August 2026 - May 2027	Core area teachers will purposefully plan using the high-quality curriculum to implement strategies including annotating the teacher's edition or scope and sequence, utilizing the built-in scaffolds and supports to address diverse learners to assist in delivering lessons to fit their students' needs.	Curriculum staff, school administrators, instructional coaches, teachers' leaders, teachers	HQIM, district PD, cadre, monthly district teacher leader meetings, district assessments, PLCs	Benchmark and unit assessments, observations, Canvas
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9	August 2026 - May 2027	Teacher Leaders and Instructional Coaches will lead teachers in analyzing student work during	Curriculum staff, literacy mentors,	Student work, meeting protocols, PD sessions, CKLA/Wit and Wisdom,	Benchmark and unit assessment data, writing assignments (i.e., embedded

Action Plan					
		PLCs and/or common planning time and assist in the development of an action plan of strategies and/or interventions to address deficiencies and/or unique student needs.	instructional coaches, teacher leaders	Amplify, Heggerty/UFLI data, Summit and Soar	assessment, extended constructed response), student annotations
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9	August 2026 - May 2027	Teachers will work with Teacher Leaders, Literacy Mentors, school Response to Intervention (RTI) coordinators, and instructional coaches to identify and address student deficiencies within Tiers 1, 2, and 3 of the MTSS process.	Curriculum staff, RTI coordinators, pupil appraisal staff, school administrators, literacy mentors, instructional coaches, teacher leaders, teachers	RTI manual, RTI materials, intervention tools, interim/unit assessment results, Tier I Interventions from CKLA/Wit and Wisdom, Summit and Soar ELA, ,	State assessment data,interim and unit assessment data, VAM scores, classwork, progress monitoring
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9	August 2026 - May 2027	Special Education Supervisors, Instructional Coordinators, Literacy Mentors, Teacher Leaders, mentors, and Instructional Coaches will provide prioritized curriculum support for teachers to address identified critical need areas based on classroom observations, progress monitoring reports, and needs identified in TalentEd/LEADS through PD and cadre sessions where teachers practice evidence-based instructional practices and utilize data analysis to create differentiated and targeted action plans for their students.	Curriculum staff, school administrators, mentors, instructional coaches, teacher leaders, diverse learner staff, teachers	State assessment data, interim and unit assessment data, STAR Reading Diagnostic data, TalentEd/LEADS data, Dibels and Numeracy progress monitoring, LDOE library resources, SPED playbook	State assessments, interim and unit assessments, LEAF Protocol, STAR Screener results, Dibels, coaching conversations, TalentEd, Google forms/reports, LEADS reports

Action Plan					
1.2	August 2026 - May 2027	Identified Kindergarten through second-grade students who are not proficient on grade-level reading skills will be offered in/after school tutoring to pre-teach/preview and accelerate upcoming literacy skills in the Tier 1 Curriculum.	ELA coordinator, tutors	Dibels pre/post assessment, CKLA Remediation Guide, Accelerate lessons, Steve Carter Tutoring, Canvas Intervention Page	DIBELS post assessment, Summer Learning Program, district assessment data, intervention documentation sheet
1.2	August 2026 - May 2027	Teachers will administer the CORE phonics screener to identify student literacy needs. Teachers will track student literacy data monthly.	Curriculum staff, school administrators, teacher leaders, teachers	CORE Phonics Screener, UFLI Foundations, Canvas Intervention Page, Canvas Literacy Resources Page	CORE Phonics Screener data, UFLI Foundations, district assessments, Summer Learning Program, progress monitoring, intervention documentation sheet, state assessment data
1.2	August 2026 - May 2027	Kindergarten through second-grade teachers will use the CKLA Remediation Guide with fidelity to address unfinished learning and to identify targeted explicit student interventions.	Curriculum staff, RTI coordinators, school administrators, teacher leaders, teachers	CKLA Remediation Guide, Skill Builders	CKLA Skills assessments, district assessments, student work, Summer Learning Program, progress monitoring, intervention documentation sheet
1.2, 1.3, 1.4, 1.5, 1.6	August 2026 - May 2027	Students who are proficient on grade-level phonics skills will be provided accelerated lessons to extend student learning during intervention time.	School administrators, teacher leaders, teachers	Lexia Core 5 Skill Builders, UFLI Foundations, CKLA 2nd Edition	UFLI Foundations, progress monitoring
1.3, 1.4, 1.5	August 2026 - May 2027	School leadership teams will develop instructional goals that define specific actions based on growth in English Language Arts and mathematics for all students and address deficiencies for the	Curriculum staff, school administrators, school leadership teams, stakeholders	State assessment data, interim data growth, STAR Reading assessment data, Dibels and Numeracy data, LDOE state released practice assessments	State assessments, interim assessments, STAR Reading assessment data, Dibels 8th edition literacy data, Numeracy data

Action Plan					
		lowest 25% of students in English Language Arts and mathematics and continuously track progress every nine weeks throughout the year.			
1.3, 1.4, 1.5, 1.6	August 2026 - May 2027	School leadership teams will develop instructional goals that define specific actions based on percent mastery to address deficiencies for whole- and sub-groups and will continuously track progress every nine weeks throughout the year.	Curriculum staff, school administrators, school leadership teams, instructional coaches, teacher leaders	State assessment data, interim and unit assessment data, Percent Mastery Tracker, HQIM reports, PEAR	State assessment data, interim and unit assessment data, percent mastery, subgroup data, student work, Diagnostic Growth data
1.3, 1.4, 1.5, 1.6	August 2026 - May 2027	School leadership teams will modify scheduling to ensure maximum opportunities for students with disabilities and English Learners (EL) to be in instructional core curriculum.	ESL staff, school administrators and counselors, SPED teacher leaders, related service providers	State department staffing and scheduling support (Special Education Playbook for System Leaders and LDOE-EL Guidebooks)	School schedules, grades, interim and unit assessment data
1.3, 1.4, 1.5, 1.6	August 2026 - May 2027	Diverse Learner Teams (IEP, 504, EL, RTI) will create, implement, and analyze diverse learner support plans (IEP, IAP, EL Accommodation Plans, IAIP, EL Classroom Differentiation Plans) to identify individual needs of students	RTI coordinators, diverse learner staff, school administrators, teachers	Diverse Learner staff, RTI handbook, 504 Guidebook documents, Canvas teacher pages, LDOE library resources: SPED & EL Guidebooks	Progress reports, evaluations, progress monitoring, grades, benchmark, observation, formative assessment
1.5	August 2026 - May 2027	EL Support Staff will create, implement and score structured writing practices aligned to ELPT.	EL support, curriculum staff	EL Support Staff, ELPT Rubric, LDOE-EL Guidebooks	Observation, student work, monitoring student progress

Action Plan					
1.5	May 2027	Provide incentives/rewards for students indicating growth on ELPT.	School administrators, school leadership team	Incentives/rewards chosen by each school	Observation, student work, monitoring student progress

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 PD 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 PD? Consider also who can redeliver to other teachers/faculty.)*
July 2026	ELA Core Curriculum and Intervention Programs	New K-5 Elementary Teachers New Sped Teachers
July 2026	Data Fest – Deep Dive student performance data Implementation of new Literacy Bulletins/Acts	Teacher Leaders Administrators ELA Coordinators
August 2026 - May 2027	LDOE Canopy Science and Art of Teaching Reading Coursework	New K-3 Teachers Prek Teachers (Optional)
August 2026 - May 2027	LDOE Canopy Science and Art of Teaching Reading Coursework	New 4th – 5th Grade ELA Teachers
August 2026	ELA Core Curriculum and Intervention Programs PEAR Assessments	K-5 Elementary Teachers Sped Teachers ELL Teachers
August 2026 - May 2027	LDOE Canopy Science and Art of Teaching Reading	New K-3 Teachers Alt. Certification Teachers (Optional for Prek teachers)
August 2026 – May 2027 Weekly	Professional Learning Communities to analyze student literacy progress	K-5 Teachers Administrators
September 2026	Support for Interventions for Struggling Students	K-5 Teachers

Section 3A: Professional Learning: Partners (if applicable)		
	Title I Documentation	Counselors Administrators
September 2026- October 2027	Deep Dive Literacy Screener Results Introduce the Expanded Academic Support Plan Template Review DIBELS expectations for Kindegarten-3rd grade	K-3 Teachers Counselors Administrators
August 2026-May 2027	Support for EL Learners	K-5 Elementary Teachers Sped Teachers ELL Teachers
August 2026- May 2027 Monthly	MTSS District Meeting	Elementary and Middle School Counselors Literacy Mentors Literacy Coordinator
August 2026 - May 2027	Training on Dyslexia Regulations and Screening Process. Support for screening of Kindergarten, 1st, and 2nd grade students for characteristics of Dyslexia	Kindergarten, 1st and 2nd grade Teachers Counselors Elementary Administrators

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?
Developing and Implementing a Comprehensive Literacy Plan	The ILT/TC will develop and implement a long-range literacy plan that identifies priority literacy goals, outlines the strategic use of high-quality instructional materials (HQIM), and establishes targeted professional learning and coaching supports. The plan will clearly define the evidence and data that will be used to monitor implementation and measure progress toward identified goals.	The effectiveness of each cycle will be monitored through clearly defined implementation checkpoints and a review of student work, assessment data, classroom walkthrough data, and coaching feedback. At the conclusion of each cycle, the ILT/TC will collaboratively analyze the evidence to determine the extent to which intended outcomes were achieved, identify successes and areas for improvement, and make data-informed adjustments to guide the next cycle. This ongoing process will support continuous improvement and

Section 3A: Professional Learning: Partners (if applicable)		
		sustained progress toward the district's literacy goals.
Embedding HQIM in Long-Range Plans and Instructional Cycles	Ensure HQIM is the foundation for long range planning and instructional cycles. Teachers will use adopted curriculum resources to identify priority standards, anticipate misconceptions, and plan appropriate supports and extensions.	District and school instructional leaders will review long-range plans, pacing guides, and instructional plans to ensure alignment with HQIM. Walkthroughs, classroom observations, PLC agendas, and lesson plan reviews will provide evidence of consistent implementation.
Using Learner (LR) Indicators to Strengthen HQIM Implementation	Establish LR indicators as a common framework for monitoring the quality and consistency of HQIM implementation. Teams will examine evidence that adopted curriculum resources are being used with fidelity, maintain grade-level rigor, and provide students with meaningful opportunities to engage with grade-level standards and tasks.	Instructional leadership teams and PLCs will review evidence to identify strengths and areas for improvement, determine next steps, and monitor progress during instructional cycles.
Building Instructional Leadership Team Capacity to Support Literacy	Build the capacity of instructional leadership team members through ongoing professional learning focused on evidence-based literacy practices, HQIM implementation, grade-level standards, student data, and effective instructional feedback. Team members will use this learning to support teachers and strengthen literacy instruction across their schools	Track participation in professional learning and implementation through ILT agendas, learning walks, coaching conversations, and school action plans. District leaders will monitor progress and provide support as needed.

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?

Section 4: Family Engagement Around Literacy

3. What resources and tools are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	Individual Academic Support Plan Parent Meeting for students who score below level on the DIBELS literacy screener	• In-person meeting • School Status messages sent in Native language • Meeting invitations/ reminders sent in Native language	Parents/Guardians
January 2027	Individual Academic Support Plan Parent Meeting for students who score below level on the DIBELS literacy screener	• In-person meeting • School Status messages sent in Native language • Meeting invitations/ reminders sent in Native language	Parents/Guardians
May 2027	Individual Academic Support Plan Parent Meeting for students who score below level on the DIBELS literacy screener	• In-person meeting • School Status messages sent in Native language • Meeting invitations/ reminders sent in Native language	Parents/Guardians
August 2026-May 2027	Weekly Home Support Activities	• Weekly UFLI Foundations home support activities are sent home with directly relate to classroom instruction	Parents/Guardians
August 2026-May 2027	Math and Literacy Night	• Parents attend at child's school to implement literacy strategies at home with their child • Invitations/ reminders sent in Native language • Invitation/reminders sent to parents via School Status text messages	Parents/Guardians
August 2026-May 2027	Literacy Week	• Implemented during the school week for all students to participate in literacy activities throughout the week	Community leaders
August 2026-May	Literacy Webpage	• Online Literacy Activities to support students at home	Parents/Guardians

Section 4: Family Engagement Around Literacy

2027			

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**
District Strategic Plan 2026-2031	Literacy plan directly supports Goal 1: high-quality teaching, learning, and assessment; Objectives 1.1-1.6, with emphasis on kindergarten readiness, K-2 literacy, ELA growth, lowest 25%, English Language Acquisition, and mastery.	Quarterly district data reviews; nine-week school progress reviews; annual Data Fest/state assessment analysis.
School Improvement Plans / MTSS / RTI / Early Childhood / Literacy / Professional Learning / Family Engagement	School literacy goals and action plans will align to school improvement priorities, Tier I instruction, Tier II/III intervention, and student subgroup needs. Connect preschool readiness, Science of Reading professional learning, Literacy Mentor support, family literacy activities, and community partnerships to create a coherent Pre-K-12 literacy system.	SIP reviews, RTI documentation, benchmark/unit data, walkthroughs, progress monitoring. TS Gold/preschool data, PD evidence, coaching/PLC records, family participation and communication evidence.

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.

Section 6: Communicating the Plan

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**
Administrators / ILTs	Principal/assistant principal meetings; Data Fest; quarterly literacy/data reviews; school improvement monitoring.	Monthly/Quarterly; Data Fest
Teachers / Teacher Leaders / Coaches / Literacy Mentors	Scheduled teacher development and professional learning days, ILT meetings, and Teacher Collaboration meetings to communicate clear expectations and support instructional staff in implementing the School Improvement Plan and Instructional Team Long-Range Plan.	August 2026-May 2027
Families	School staff will provide frequent and consistent opportunities for two-way communication between teachers and families regarding: • Each student's literacy screener results • Progress made between screening periods • Core instruction and interventions provided to support individual student needs • Specific ways families can support continued learning and progress at home The district/school's literacy plan is posted on the school website. Student Progress Center is updated with student's literacy progress throughout the year. Families can access their students progress through this platform.	August 2026-May 2027
Community Partners	The community will receive regular updates on current literacy data and student progress throughout the year during School Board meetings. Social Media posts are made periodically to highlight the literacy initiatives in the district.	August 2026-May 2027