

**Local Literacy Plan for
Swartz Lower Elementary
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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 Swartz Lower Elementary, we believe every child has the potential to become a successful reader, writer, and communicator. From PreK through 2nd Grade, we will provide students with rich literacy experiences that build essential skills, spark imagination, and develop a genuine enjoyment of reading and writing.

We strive to create classrooms where children are surrounded by language, books, meaningful conversations, and opportunities to share their ideas. Through evidence-based instruction, intentional interventions, and strong stakeholder partnerships, we will help each student develop the confidence and skills needed to make steady progress.

Literacy Mission Statement

It is our Mission at Swartz Lower to Swartz Lower Elementary to provide every PreK–2nd Grade student with purposeful literacy instruction grounded in the science of reading and high quality instructional material approved by LDOE that develops strong foundational skills and builds confidence. We will create engaging learning experiences that encourage children to read, write, speak, listen, and think every day.

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)

For the 26-27 school year, K-2 will grow from 64% to 66% in core or core above in composite score on the EOY K-3 Literacy Screener-Dibels.

For the 26-27 school year, Kindergarten will grow from 57% to 60% in core or core above in composite score on the EOY K-3 Literacy Screener-Dibels.

For the 26-27 school year, First Grade will grow from 67% to 70% in core or core above in composite score on the EOY K-3 Literacy Screener- Dibels.

For the 26-27 school year, Second Grade will grow from 68% to 70% in core or core above in composite score on the EOY K-3 Literacy Screener- Dibels.

Goal 2 (Teacher-Focused)

Goal 1: Strengthen Small-Group Literacy Instruction

Teachers will use student data to provide intentional, differentiated small-group literacy instruction that targets specific student needs in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

- Use formative and benchmark data to create flexible, needs-based groups.
- Provide targeted small-group instruction on a consistent schedule.
- Adjust groups and instructional strategies as students demonstrate growth.
- Provide additional practice and enrichment based on individual student needs.

Goal 2: Strengthen RTI Literacy Support

Teachers will implement a consistent Response to Intervention (RTI) process to identify students needing additional literacy support and provide timely, targeted interventions.

- Use multiple sources of student data to identify areas of need.
- Provide evidence-based interventions matched to identified skill deficits.
- Document intervention strategies, frequency, and student response.
- Collaborate with grade-level teams and support personnel to problem-solve student needs.

Goal 3: Use Data to Drive Instruction

Section 1B: Literacy Goals

	Teachers will regularly analyze literacy data to determine what students know, what they need to learn next, and which instructional practices are most effective. • Analyze classroom, progress-monitoring, and assessment data regularly. • Use data to plan whole-group, small-group, and individualized instruction. • Monitor student progress toward literacy goals. • Reteach, reinforce, or extend skills based on evidence of student learning. Goal 4: Monitor Student Growth Teachers will establish clear literacy learning targets and use ongoing progress monitoring to ensure students are making meaningful growth. • Establish measurable literacy goals for individual students. • Progress monitor students receiving Tier 2 and Tier 3 support. • Review progress at regular intervals and adjust interventions when needed. • Celebrate student growth and use results to inform future instruction.
Goal 3 (Program-Focused)	26-27 School Goal: The Instructional Leadership Team (ILT) will facilitate ongoing teacher collaboration focused on strengthening literacy instruction in PreK–2nd Grade. Through regular data analysis, collaborative planning, and shared problem-solving, teachers will use student information to develop targeted small groups, strengthen RTI literacy support, adjust instruction, and monitor student growth. The ILT will establish a consistent process for collaboration that ensures instructional decisions are based on student needs and evidence of progress. Action Steps • The ILT will establish a consistent schedule for reviewing literacy data during ILT and grade-level PLC meetings. • Teachers will collaborate to analyze assessment and progress-monitoring data and identify specific literacy skills requiring additional support. • Teachers will use collaborative planning time to develop targeted, flexible small groups based on individual student needs. • The ILT will guide teachers in selecting and implementing appropriate Tier 2 and Tier 3 literacy interventions through the RTI process. • Teachers will share effective small-group strategies, intervention practices, and instructional resources across grade levels. • The ILT will support teachers in establishing measurable student literacy goals and identifying appropriate progress-monitoring tools. • Teachers will regularly examine progress-monitoring data to determine whether students are responding to instruction and intervention.

Section 1B: Literacy Goals

- The ILT will use schoolwide data to identify trends, celebrate growth, and determine areas where additional teacher support or professional learning is needed.
- Teachers will adjust groups, instruction, and interventions based on student performance and collaboratively determine next steps.

Measures of Success

Success will be evidenced by:

- Regular ILT and PLC meetings focused on literacy data, instructional planning, and student needs.
- Increased consistency in the use of data to form and adjust small groups.
- Consistent implementation of RTI literacy interventions and progress monitoring.
- Evidence of teachers collaborating to analyze data and adjust instruction.
- Increased sharing and implementation of effective literacy practices across PreK–2nd Grade.
- Documentation of student progress and instructional adjustments.
- Increased percentage of students demonstrating growth toward grade-level literacy expectations.

Desired Outcome

Through the leadership of the ILT, teachers will develop a culture of shared responsibility for literacy achievement. By collaborating around data, small-group instruction, RTI, and progress monitoring, teachers will ensure that every PreK–2nd Grade student receives targeted instruction and timely support to make meaningful literacy growth.

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?

Section 2: Explicit Instruction, Intervention and Extension

	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	Daily Literacy Instruction: 165-Minute Instructional Block Swartz Lower Elementary will utilize 165 minutes of daily literacy instruction to provide students with a strong, comprehensive foundation in reading and writing. This instructional time will be intentionally structured to maximize student learning through the use of high-quality instructional materials (HQIM), Response to Intervention (RTI), and targeted small-group instruction. Teachers will use HQIM to deliver consistent, standards-aligned, evidence-based literacy instruction while providing opportunities for explicit teaching, guided practice, independent application, and meaningful reading and writing experiences. Within the 135-minute block, teachers will use ongoing assessment and student data to identify individual needs and provide differentiated small-group instruction targeting specific skills such as phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The literacy block will also provide a dedicated structure for 30 minutes of daily RTI support, allowing students who need additional instruction to receive timely, targeted intervention without losing access to core literacy instruction. Flexible groups will be adjusted as student needs change, ensuring that instruction is responsive and purposeful. By maximizing the 165 minutes of daily literacy instruction, teachers will have the time and structure necessary to deliver high-quality core instruction, provide targeted intervention, monitor progress, and accelerate student learning. This approach ensures that every PreK–2nd Grade student receives the appropriate level of literacy support needed to become a confident and successful reader and writer. Teachers and support staff receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM foundational skills and knowledge through TCs, PD Days, Co-teaching and Coaching Plans.

Section 2: Explicit Instruction, Intervention and Extension

Student Mastery

Swartz Lower Elementary will use an 80% mastery criterion to determine whether students have demonstrated sufficient understanding of targeted literacy skills. Teachers will use multiple measures, including curriculum-based assessments, the K–3 Literacy Screener, and ongoing progress monitoring, to identify student strengths, instructional needs, and next steps.

Curriculum-based assessments will be used to measure mastery of skills taught through the core literacy curriculum. When students demonstrate 80% or higher mastery, teachers will provide opportunities to apply and extend the skill while continuing to monitor retention. Students scoring below 80% will receive additional instruction, targeted practice, and opportunities to demonstrate mastery through small-group instruction.

The K–3 Literacy Screener will be used to identify students who may be at risk for literacy difficulties and to determine areas requiring additional support. Screener results, combined with classroom performance and curriculum-based assessment data, will help teachers determine appropriate instructional groupings and identify students who may benefit from RTI support.

For students receiving additional intervention, progress monitoring will be conducted regularly to determine their response to instruction. Teachers will use progress-monitoring data to adjust instructional strategies, change groupings, increase or decrease intervention support, and determine when students have achieved mastery.

The 80% mastery expectation will serve as a common instructional benchmark rather than a single measure of student achievement. Teachers will consider patterns across multiple data sources and use professional judgment to ensure that students have demonstrated consistent understanding and can independently apply the targeted literacy skill.

ILT

The Instructional Leadership Team (ILT) will use multiple sources of student and instructional data to identify schoolwide literacy needs, determine priorities, and implement targeted strategies that improve literacy outcomes for all PreK–2nd Grade students.

The ILT establishes a consistent data-driven cycle, based on weekly teacher collaboration meetings, in which assessment results are reviewed, schoolwide trends are identified, instructional responses are developed, and progress is monitored. Data from curriculum-based assessments, the K–3 Literacy Screener, progress monitoring, student work, and classroom observations is used to identify areas of strength and areas requiring additional support.

Section 2: Explicit Instruction, Intervention and Extension

	Instructional Walk-Thrus Swartz Lower Elementary uses instructional walkthroughs as a collaborative tool to identify strengths, recognize schoolwide trends, and address areas of need in literacy instruction across PreK–2nd Grade. Walkthrough data provides the Instructional Leadership Team (ILT) with evidence of how literacy practices are being implemented and help guide professional learning, coaching, and instructional support. The ILT reviews walkthrough findings alongside curriculum-based assessments, K–3 Literacy Screener results, progress-monitoring data, and student work to identify connections between instructional practices and student outcomes. Unit and Lesson Preparation The Instructional Leadership Team (ILT) facilitates a collaborative planning process that supports teachers in preparing high-quality literacy units and lessons aligned to grade-level standards and student needs. Through ongoing collaboration, teachers will use curriculum resources, student data, and assessment results to plan purposeful instruction, anticipate student misconceptions, and provide appropriate differentiation and support. Extensions Swartz Lower Elementary uses extensions within the High-Quality Instructional Materials (HQIM) to provide meaningful opportunities for students who demonstrate mastery of grade-level literacy skills. When students reach 80% or greater mastery, teachers use HQIM extension activities to deepen understanding, increase the complexity of thinking, and provide opportunities for students to apply their skills in new and meaningful ways. The goal of extension activities is not simply to provide additional work, but to increase the depth, complexity, and application of learning. Teachers use student data and ongoing checks for understanding to determine when students are ready for enrichment and when additional instruction or support is needed.
English Language Arts textbooks and instructional materials used	Swartz Lower Elementary uses CKLA as its Tier I High-Quality Instructional Material (HQIM) for literacy instruction across K–2nd Grade. Teachers utilize both the Skills Strand and Knowledge Strand to provide students with a comprehensive literacy experience that develops foundational reading skills

Section 2: Explicit Instruction, Intervention and Extension

	while building vocabulary, background knowledge, comprehension, and language. The Skills Strand provides explicit, systematic instruction in foundational literacy skills, including phonological awareness, phonics, decoding, spelling, fluency, and writing. Teachers use this instruction to build the essential skills students need to become accurate and confident readers. The Knowledge Strand provides students with rich content and opportunities to build vocabulary, background knowledge, listening comprehension, reading comprehension, and oral language. Students engage with increasingly complex ideas and texts while developing the knowledge necessary to understand and communicate about the world around them.
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	Kindergarten through Second Grade teachers, interventionists, and tutors at Swartz Lower provide Tier II literacy instruction for students identified as at risk based on literacy screening, curriculum-based assessments, classroom performance, and progress-monitoring data. Students identified for additional support receive 30 minutes of targeted Tier II instruction, at least three times per week, in addition to their core Tier I literacy instruction. (8:10-8:40am Monday-Friday) Tier II instruction focuses on specific skill deficits identified through student data and will provide explicit, systematic, and differentiated instruction in areas such as phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, and writing. Instruction will be delivered in small, flexible groups and will be aligned with the skills being taught through CKLA Tier I instruction.

Section 2: Explicit Instruction, Intervention and Extension

	Through the use of HDT (High-Dosage Tutoring) vendor, On Your Mark, additional support is delivered outside of the core literacy block to ensure students maintain full access to high-quality Tier I instruction. Teachers and interventionists will use progress-monitoring data to determine students' response to intervention. The Instructional Leadership Team (ILT) and grade-level teams will regularly review student progress to determine whether students should continue intervention, adjust the intervention, return to Tier I support, or receive more intensive Tier III support.
List of available interventions and their descriptions	CKLA Interventions: Teachers will use targeted CKLA intervention resources to reinforce and reteach essential literacy skills aligned with core instruction. High-Dosage Tutoring: Identified students will receive additional intensive, individualized or small-group literacy support focused on their specific areas of need. Phonics First: Students demonstrating deficits in phonemic awareness, phonics, decoding, or word recognition will receive systematic, explicit phonics instruction to strengthen foundational reading skills.
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	Swartz Lower Elementary will provide intensive Tier III literacy intervention for students who require support beyond Tier I core instruction and Tier II interventions. Tier III intervention will be provided for at least 30 minutes in a small-group setting and will be delivered by a trained Literacy Interventionist. Instruction will be highly targeted and individualized based on each student's specific literacy needs, assessment data, and documented accommodations and services outlined in their IEP, 504 Plan, or IASP. The Literacy Interventionist will collaborate with classroom teachers, special education staff, and other appropriate

Section 2: Explicit Instruction, Intervention and Extension

	personnel to ensure that intervention aligns with students' instructional goals and provides consistent support across settings. Tier III instruction focuses on identified skill deficits and may include intensive instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, and written language. Instruction will be explicit, systematic, differentiated, and responsive to student performance. Student progress is monitored frequently using appropriate progress-monitoring measures. The Literacy Interventionist and Instructional Leadership Team (ILT) will review data regularly to determine the effectiveness of interventions and make necessary adjustments to instruction, grouping, intensity, or duration.
List of available interventions and their descriptions	Swartz Lower Elementary provides intensive Tier III literacy support through additional CKLA core materials, supplemental literacy activities, and a multisensory phonics program. These resources are used to provide students with explicit, systematic, and individualized instruction based on identified skill deficits and student performance data. • CKLA (Tier I State Approved HQIM) Additional Core Materials and Supplemental Activities: Teachers and literacy interventionists use additional CKLA resources to reteach, reinforce, and provide increased practice with essential literacy skills. Instruction is aligned with the Tier I curriculum while providing additional intensity and repetition based on individual student needs. • Multisensory Phonics Program: Students with significant foundational reading skill deficits receive explicit, systematic phonics instruction using a multisensory approach. Students engage multiple senses through activities such as seeing, hearing, saying, moving, and writing to strengthen connections between sounds, letters, and words.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August	Create first cycle of ILT and TC around high quality literacy practices using CKLA Tier I Instructional Materials	ILT Team/Teachers/Principal/Curriculum Coordinator/Literacy Specialist	CKLA (Tier I Curriculum Approved by LDOE)	The Instructional Leadership Team defines schoolwide standards to ensure high-quality literacy practices within small-group settings. Staff will examine CKLA Tier I core requirements alongside supplemental tools available for targeted student intervention. Teachers will develop unified routines, expectations, and evidence-based protocols for tracking small-group performance data. Facilitate specialized professional learning opportunities focused on tailoring literacy instruction to meet diverse learner profiles.
1-3	September-October	Analyzing BOY K-3 Literacy and EOY of 25-26 school year Results Screener data to create intervention groups	ILT Team/Principal/Curriculum Coordinator/Literacy Specialist	K-3 Literacy Screener BOY Results, EOY of 25-26 school year Results	Teachers use beginning-of-year assessment data to establish initial flexible groups. ILT conducts instructional walkthroughs focused on small-group implementation.

Action Plan					
					Teachers collaborate during PLCs to discuss groupings, instructional strategies, and student needs. Identify students requiring additional Tier II or Tier III support. Ensure intervention plans are aligned with student needs and educational plans.
1-4	November/December	Reinforce small group strategies Use HQIM to reinforce, extend, reteach Evidence of Mastery data to determine next steps	ILT Team/Teachers/Principal/Curriculum Coordinator/Literacy Specialist	Student work from CKLA (HQIM) Small Group Strategies-Phonics First HQIM-Intervention and Enrichment	Review small-group data and student work. Teachers adjust groups based on student progress. ILT identifies effective practices and areas requiring additional support. Share successful small-group strategies across grade levels. Identify students who have not demonstrated mastery. Use data to determine reteaching, intervention, or enrichment needs.

Action Plan					
1-4	January-February	Analyze mid-year K-3 Literacy Screener Identify grouping based on Literacy Screener data Use teachers to model RtI strategies based on needed supports.	ILT Team/Teachers/Principal/Curriculum Coordinator/Literacy Specialist	MOY K-3 Literacy Screener Data Small Group Schedules RtI schedules CKLA (HQIM)	Reassess student needs following midyear assessments. Establish new flexible groups based on updated data. Provide coaching or modeling for teachers needing additional support. Use HQIM extensions to provide increased rigor for students demonstrating mastery.
1-4	March-April	Use progress monitoring to analyze needs for K-3 Literacy Screener Create list of students needing additional support prior to end of school.	ILT Team/Teachers/Principal/Curriculum Coordinator/Literacy Specialist	Small Group Strategies mClass Progress Monitoring Data	Continue monitoring small-group effectiveness. Collaboratively analyze progress-monitoring data. Adjust groups and instructional strategies as needed. Identify students requiring additional support before the end of the school year.

Action Plan					
					Plan targeted support for students who have not yet demonstrated mastery.
	May	Review EOY K-3 Literacy Screener data Create plan to celebrate growth at End of the Year Awards	ILT Team/Teachers/Principal/Curriculum Coordinator/Literacy Specialist	EOY K-3 Literacy Screener Data	Analyze final student growth and mastery data. Document student progress and remaining needs. Share data with receiving teachers to support continuity of instruction. Celebrate literacy growth and identify next steps for the following school year.

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 - August 2027 Science of Reading K-3 New Hires	August 2026 - August 2027 Science of Reading K-3 New Hires	August 2026 - August 2027 Science of Reading K-3 New Hires
August 2026 - August 2027 CKLA Follow Up / Strengthening Sessions K-2 Teachers	August 2026 - August 2027 CKLA Follow Up / Strengthening Sessions K-2 Teachers	August 2026 - August 2027 CKLA Follow Up / Strengthening Sessions K-2 Teachers
February 24-26, 2027 Plain Talk Conference Title 1 Teachers, Literacy Coaches, Reading/Math Coordinators, Title 1 Supervisors, Elementary ELA Instructional Coordinator, and Reading Interventionists	February 24-26, 2027 Plain Talk Conference Title 1 Teachers, Literacy Coaches, Reading/Math Coordinators, Title 1 Supervisors, Elementary ELA Instructional Coordinator, and Reading Interventionists	February 24-26, 2027 Plain Talk Conference Title 1 Teachers, Literacy Coaches, Reading/Math Coordinators, Title 1 Supervisors, Elementary ELA Instructional Coordinator, and Reading Interventionists
August 2026 - May 2027 Training in the implementation of the LA mandated Individual Student Literacy Plans Reading Interventionists	August 2026 - May 2027 Training in the implementation of the LA mandated Individual Student Literacy Plans Reading Interventionists	August 2026 - May 2027 Training in the implementation of the LA mandated Individual Student Literacy Plans Reading Interventionists

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

1. What is the ILT/TC long-range plan to support literacy?

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

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 Long-Range Literacy Plan	The ILT/TC long range plan should identify priority literacy goals, the specific instructional practices and HQIM resources that will be used to achieve those goals, professional learning and coaching supports, and the evidence that will be used to monitor progress	Cycle effectiveness should be monitored throughout the cycle rather than only at the end of the year. The ILT/TC should establish checkpoints to review implementation evidence, student work and/or assessment data, observation or walkthrough data, and coaching feedback. At the end of each cycle, the team should analyze the evidence, determine whether the intended outcome was achieved, identify barriers or gaps, and make adjustments to the next cycle. This creates a continuous improvement process of plan → implement → monitor → adjust.
Embedding HQIM in Long-Range Plans and Instructional Cycles	Ensure that HQIM serves as the primary instructional resource and is intentionally reflected in long-range plans, unit plans, pacing guides, and instructional cycles. Teachers will use the adopted curriculum to plan instruction, identify priority standards, anticipate student misconceptions, and determine appropriate supports	District and school instructional leaders review long-range plans, pacing guides, and cycle plans to verify alignment with HQIM. Learning walks, classroom observations, PLC agendas, and lesson planning reviews are used to determine whether teachers are implementing the adopted materials as

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

	and extensions.	intended. (Care Tool)
Using LER Indicators to Strengthen HQIM Implementation	Use LER indicators as a common framework for ILT and TC teams to monitor the quality and consistency of HQIM implementation. Teams will examine whether instruction reflects the intended design of the adopted curriculum, maintains grade-level rigor, and provides students with meaningful opportunities to engage with grade-level standards and tasks.	ILT and TC teams review evidence from learning walks, lesson plans, collaborative planning, student work, and assessments. Teams identify strengths, implementation gaps, and specific next steps, then revisit those areas during subsequent cycles
Building ILT Capacity to Support Literacy	Provide ILT members with ongoing professional learning focused on evidence-based literacy practices, HQIM implementation, grade-level standards, student literacy data, and effective instructional feedback. ILT members will develop the knowledge and skills needed to support teachers and lead literacy improvement at their schools. (Literacy Mentors and Literacy TC Facilitators, Literacy Coaches, Master Teachers, Dyslexia Specialists, and Literacy Intervention Specialists.	Monitor participation in literacy professional learning, ILT agendas and meeting artifacts, learning walks, coaching/feedback conversations, and evidence of literacy-focused action steps. District leaders and school administrators can also gather feedback from ILT members regarding their confidence and readiness to support literacy instruction.

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
October 2026	K-2 Literacy Night	Take Home Literacy Kits	Parents/Guardians
November 2026	K-3 Literacy Screener Informational Meeting	Take Home K-3 Literacy Screener Kits	Parents/Guardians
October 2026 and February 2027	K-3 Screening Parent Letter	English/Spanish/other languages upon request	Parents/Guardians
February 2027	Struggling Reader Parent Notification Letter	English/Spanish/other languages upon request	Parents/Guardians

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.

Section 5: Alignment to Other Initiatives

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
Family Literacy Engagement	Provide supports to family stakeholders to aid in the promotion of reading, writing, and listening skills to students	Parent Stakeholder participation results of Parent Stakeholder Surveys
Accelerate	Implement “just in time” tutoring instruction for ALL students in Literacy Instruction	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Exit Tickets
SAIL Summer Program	Provide extra support for students scoring below level on literacy screeners 30 additional hours of literacy focused learning	Monitoring: Monitoring provided by each site coordinator Evidence of Success: Pre/Post Tests Increased Student achievement in Literacy (across the curriculum)
School Improvement Best Practices: Instructional Leadership Teams (ILT) Teacher Collaboration Support (Clusters, PLC, etc.)	ILTs and Teacher Collaborations will be implemented to provide job-embedded professional development, support, and evaluation of the Instructional Program in Literacy	Monitoring: Learning Walks Observations/Evaluations Evidence of Success: Teacher Observations/Evaluations Increased Student achievement in Literacy (across the curriculum) Increase in Teacher Efficacy

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
Students	Discussion and training with ELA teacher	ongoing
Parents	Training via Open House, Literacy Nights, mass email, and newsletters	August, October, January
School Staff	Training on goals and initiatives	August, December
Community	Social Media of school and OPSB website	At least 2x's a year