

**Local Literacy Plan for  
J.C. Ellis School  
Breland Sternberg, Principal  
Dr. James Gray, 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?

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Literacy Vision            | Jefferson Parish Schools strives to provide the education our students deserve to succeed in life and make our world a better place. It is our vision in Jefferson Parish for all students to become proficient readers and lifelong learners in order to prepare them for a life of success.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Literacy Mission Statement | The literacy mission of Jefferson Parish Public Schools is to produce proficient life-long readers. We will provide students with purposeful literacy instruction by equipping teachers with the skills needed to support literacy development through purposeful professional development focusing on the Science of Reading. Teachers will receive intentional coaching in order to provide high quality reading instruction to build the foundation for strong readers. Students will be given opportunities to receive differentiated reading instruction that targets their individualized literacy needs. Students will be afforded opportunities to extend their learning beyond the classroom through family engagement and community partnerships. |

## 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?

### Overall Grade Level Literacy Goals

Kindergarten: By the end of the 2026-2027 school year, **80.9% (38 students)** of Kindergarten students will read at or above grade level as measured by the end-of-year DIBELS assessment.

1st Grade: By the end of the 2026-2027 school year, **80.3% (49 students)** of 1st grade students will read at or above grade level as measured by the end-of-year DIBELS assessment.

2nd Grade: By the end of the 2026-2027 school year, **77.8% (35 students)** of 2nd grade students will read at or above grade level as measured by the end-of-year DIBELS assessment.

3rd Grade: By the end of the 2026-2027 school year, **73.7% (42 students)** of 3rd grade students will read at or above grade level as measured by the end-of-year DIBELS assessment.

3rd Grade: By the end of the 2026-2027 school year, **73.7% (42 students)** of 3rd grade students will score Mastery or above on LEAP assessments.

4th Grade: By the end of the 2026-2027 school year, **29.2% (19 students)** of 4th grade students will score Mastery or above on LEAP assessments.

5th Grade: By the end of the 2026-2027 school year, **60.9% (39 students)** of 5th grade students will score Mastery or above on LEAP assessments.

6th Grade: By the end of the 2026-2027 school year, **53.7% (29 students)** of 6th grade students will score Mastery or above on LEAP assessments.

7th Grade: By the end of the 2026-2027 school year, **68.9% (31 students)** of 7th grade students will score Mastery or above on LEAP assessments.

| Section 1B: Literacy Goals |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                            | <p><u>8th Grade</u>: By the end of the 2026-2027 school year, <b>65% (26 students)</b> of 8th grade students will score Mastery or above on LEAP assessments.</p> <p><u>8th Grade (English I H)</u>: By the end of the 2026-2027 school year, <b>100% (26 students)</b> of 8th grade English I Honors students will score Mastery or above on LEAP assessments.</p>                                                                                                                                                                                                       |
| Goal 1 (Student-Focused)   | <p>By the end of the 2026-2027 school year, 74.9% of K-2 students will read on or above grade level as measured by the end-of-year DIBELS assessment.</p> <p>By the end of the 2026-2027 school year, 60% of K-2 students enrolled in the Dual Language immersion program will demonstrate biliteracy by scoring at or above grade level on both DIBELS and Lectura assessments.</p> <p>By the end of the 2026-2027 school year, 52.3% of students in grades 3-8 will score Mastery or above on LEAP assessments.</p>                                                     |
| Goal 2 (Teacher-Focused)   | <p>By September 2026, all teachers in K-3 will be trained in administering DIBELS progress monitoring and will have a plan for progress monitoring students regularly throughout the school year.</p> <p>By the end of Cluster cycle 1, all teachers in K-8 will successfully plan HQIM lessons with daily intended learning goals that are aligned to Mastery of grade level standards. Teachers in the DL program will co-plan lessons designed to increase biliteracy for students.</p>                                                                                |
| Goal 3 (Program-Focused)   | <p>All teachers in grades K-8 will meet weekly in grade-level clusters to review classroom data and assess student progress toward mastery of standards.</p> <p>By May 2027, the Instructional Leadership Team will conduct weekly meetings to analyze literacy data, determine trends, provide feedback, plan coaching opportunities, and document action steps.</p> <p>By May 2027, 100% of K-5 teachers will have access to ongoing instructional coaching aligned to identified teacher and student needs, with coaching cycles and follow-up support documented.</p> |

| Section 2: Explicit Instruction, Intervention and Extension                                                                                                                                                               |
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| <p>Louisiana's Tiered Pathways for Literacy Support (<a href="#">TPLS</a>) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions.</p> |

## Section 2: Explicit Instruction, Intervention and Extension

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.

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Tier I</b></p>                                                                                | <ol style="list-style-type: none"> <li>1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?             <ol style="list-style-type: none"> <li>a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.</li> </ol> </li> <li>2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?</li> <li>3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?</li> <li>4. Is there a regular walkthrough schedule to determine support around Tier I?</li> <li>5. Is the ILT responding to data to support a healthy Tier I?</li> <li>6. Are teachers and leaders effectively trained in unit and lesson preparation?</li> <li>7. What data and resources are being used to support <a href="#">extension</a>?</li> </ol> <p>Tier I instruction and small groups are consistently delivered by classroom teachers who are trained in the effective implementation of approved HQIM. Teachers use curriculum-based assessments from HQIM to evaluate the effectiveness of Tier I core instruction. The ILT is trained in the implementation and evaluation of the HQIM due to use of LDOE protocols. The ILT conducts regular walkthrough cycles to determine support around Tier I. The ILT responds to data to support a healthy Tier I by providing feedback and coaching cycles to address student and teacher needs. Teachers and leaders are trained in unit and lesson preparation. Teachers and leaders use LDOE protocols to unpack units and lessons. To support extension, teachers assess mastery of the lesson learning objective to determine if content, process, or outcome needs to be adjusted and push thinking further so that students can think more deeply about the content.</p> |
| <p><b>Amount of time spent on daily literacy skills instruction and how it is used (Tier I)</b></p> | <p>K-2: 180 minutes daily (60 minutes CKLA Knowledge, 60 minutes CKLA Skills, 60 minutes Acceleration)</p> <p>3-5: 120 minutes daily (80 minutes core, 30 minutes Acceleration, 10 minutes embedded into Social Studies)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Section 2: Explicit Instruction, Intervention and Extension                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                  | 6-8: 110 minutes daily (80 minutes core, 30 minutes Acceleration)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>English Language Arts textbooks and instructional materials used (Tier I)</b> | K-2 HQIM: CKLA, Heggerty<br>3-8 HQIM: Guidebooks<br>K-8 Immersion: Adelante                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Tier II</b>                                                                   | <ol style="list-style-type: none"> <li>1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?</li> <li>2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?</li> <li>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?</li> <li>4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?</li> <li>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?</li> </ol> <p>Tier II interventions are being conducted by classroom teachers or via online tutors who are trained in literacy best practices. Classroom teachers are using CKLA, Lexia and LDOE-provided resources to conduct Tier II interventions. Curriculum-based measures and assessments from HQIM are consistently used to reflect the effectiveness of the Tier II intervention. The progress monitoring of specific skills aligns with the identified needs of students based on current literacy assessment data from DIBELS and HQIM. Students who participate in Tier II interventions have an allotted block of time to receive instruction and are not pulled from Tier I core instruction. Progress monitoring of Tier II instruction occurs every three weeks, dependent on the needs of the students.</p> |
| <b>Tier II plan, including the amount of time</b>                                | 30 minutes of Acceleration time is scheduled for each student daily. Students meet in small groups to work with a teacher, peers or online program on a specific, grade-level aligned skill as identified through screeners and curriculum-based measures. Students complete at least 3 intervention sessions weekly.<br>Data from interventions is collected regularly and progress monitored every three weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>List of available interventions and their descriptions (Tier II)</b>          | Amplify - Teachers use data and instructional resources from DIBELS progress monitoring tool in order to align interventions to specific areas of student need<br>Lexia - Students use online skill-based lessons to boost foundational literacy, fluency, vocabulary and comprehension skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Section 2: Explicit Instruction, Intervention and Extension

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|                                                                          | <p>FIRE (Foundational Instruction for Reading Excellence) - Louisiana Department of Education lessons focusing on spelling, grammar and morphology designed for students in grade 3-5</p> <p>LIFT (Literacy Interventions and Foundational Tools) - Louisiana Department of Education lessons focusing on phonemic awareness, phonological awareness and phonics designed for students in grades 3-5</p> <p>Guidebooks - Additional Diverse Learner and Foundational Literacy Supports - provide students with background knowledge and additional support for grade-level learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Tier III</b>                                                          | <ol style="list-style-type: none"> <li>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?</li> <li>2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?</li> <li>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?</li> <li>4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?</li> <li>5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?</li> </ol> <p>Tier III intervention is provided by literacy staff members who possess a deep knowledge in the Tier III curriculum. Teachers use curriculum based assessments and measures from HQIM to reflect the effectiveness of the Tier III intervention. The skill of the intervention and progress monitoring tool align with the needs of the student based on current literacy assessment data. Tier III occurs during Acceleration time to avoid pulling students from Tier I core instruction. Progress monitoring of Tier III interventions will occur weekly to track student progress and adjust interventions as needed.</p> |
| <b>Tier III plan, including the amount of time</b>                       | <p>Students with intensive, persistent needs will receive daily intervention for at least 30 minutes in small groups of 1 to 3 students. Intervention will target specific skill deficits, offering explicit instruction and opportunities for guided and independent practice. Progress monitoring will be conducted weekly to track student progress and adjust interventions as needed. Three progress monitoring points will be collected over 6-8 weeks before considering a change in the selected intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>List of available interventions and their descriptions (Tier III)</b> | <p>Increased minutes of Acceleration time are scheduled for each student as needed.</p> <p>Amplify - Teachers use data and instructional resources from DIBELS progress monitoring tool in order to align interventions to specific areas of student need</p> <p>Lexia - Students use online skill-based lessons to boost foundational literacy, fluency, vocabulary and comprehension skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Section 2: Explicit Instruction, Intervention and Extension

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|  | <p>FIRE (Foundational Instruction for Reading Excellence) - Louisiana Department of Education lessons focusing on spelling, grammar and morphology designed for students in grade 3-5</p> <p>LIFT (Literacy Interventions and Foundational Tools) - Louisiana Department of Education lessons focusing on phonemic awareness, phonological awareness and phonics designed for students in grades 3-5</p> <p>Guidebooks - Additional Diverse Learner and Foundational Literacy Supports - provide students with background knowledge and additional support for grade-level learning</p> |
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| Action Plan |                   |                                                                     |                              |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 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 | <a href="#">3-12 Unit Preparation</a><br><a href="#">3-12 Lesson Preparation</a> | <p>-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts</p> <p>-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</p> <p>-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</p> <p>-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</p> |

| Action Plan |                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                   |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|             |                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                   |             | diagnostic data, culminating student work                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2           | September-October | <p>Leadership and grade-level teams will review DIBELS data to identify students who are below benchmark, examine areas of need, and identify grade-level trends.</p> <p>Establish intervention groups based on BOY DIBELS data</p> <p>Determine progress monitoring timelines for students who are below and well below.</p> | School Test Coordinators, ELA teachers, Master Teacher, EL Coaches, Administrators, SPED teachers | DIBELS data | <p>-Leadership will review intervention groupings and ensure students are receiving instruction aligned to their identified literacy needs.</p> <p>-Leadership will monitor implementation through classroom walkthroughs, lesson plans, intervention</p> <p>-Leadership will ensure that teachers are progress monitoring students via mCLASS platform.</p> <p>-Leadership and teachers will track 3rd grade students who are below and well below to ensure that the interventions are appropriate.</p> |
|             |                   | Grade-level teams and leadership will participate in data conversations focused on student growth, instructional effectiveness, and students requiring additional support. Students receiving intervention will be                                                                                                            | School Test Coordinators, ELA teachers, Master Teacher, EL Coaches, Administrators, SPED teachers |             | <p>- Grade-level teams will review progress-monitoring data to determine whether students are making adequate growth or need instructional adjustments.</p> <p>- Teams will document students who are on track, students needing additional intervention, and changes</p>                                                                                                                                                                                                                                 |

| Action Plan |  |                                                                                    |  |  |                                                     |
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|             |  | progress monitored using DIBELS measures and/or other classroom-based assessments. |  |  | to instructional strategies or intervention groups. |
|             |  |                                                                                    |  |  |                                                     |
|             |  |                                                                                    |  |  |                                                     |
|             |  |                                                                                    |  |  |                                                     |
|             |  |                                                                                    |  |  |                                                     |

### 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<br><i>(When can PL be scheduled throughout the school year?)</i> | Topics<br><i>(What topics are most needed and should be covered and/or prioritized?)</i>                                                                                                                                                                                                                                                                                                                | Attendees<br><i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i> |
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| August                                                                      | <p>Teachers who have not completed the Science of Reading course have begun their course.</p> <p>Amplify CKLA: Professional Development provided regarding Instructional Routines and strategies that align with DIBELS.</p> <p>Guidebook 3.0: Professional Development provided regarding unit/lesson internalization.</p> <p>Accelerate: High Dosage Tutoring program selected (Amplify Tutoring)</p> | <p>ELA teachers</p> <p>All K-2 ELA teachers</p> <p>All 3-8 ELA teachers</p>                                           |
| September-October                                                           | <p>Lexia: School team meets biweekly with Lexia consultant. Topic of discussion will be Success Metrics/Data Review.</p> <p>Amplify CKLA: In November, Amplify will conduct a professional development.</p> <p>Guidebook 3.0: In November, Guidebook professional development will be conducted by the district.</p>                                                                                    | <p>Leaders, ELA teachers, SPED, EL coaches</p> <p>All K-2 ELA teachers</p> <p>All 3-8 ELA teachers</p>                |
| November-December                                                           | <p>Lexia: School team meets biweekly with Lexia consultant.</p>                                                                                                                                                                                                                                                                                                                                         | <p>Leaders, ELA teachers, SPED, EL coaches</p>                                                                        |

| Section 3A: Professional Learning: Partners (if applicable) |                                                                                                                                                                                                                                                            |                                                                                                       |
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|                                                             | <p>Amplify CKLA: In November, Amplify will conduct a professional development.</p> <p>Guidebook 3.0: In November, Guidebook professional development will be conducted by the district.</p>                                                                | <p>All K-2 ELA teachers</p> <p>All 3-8 ELA teachers</p>                                               |
| <b>January-February</b>                                     | <p>Lexia: School team meets biweekly with Lexia consultant.</p> <p>Amplify CKLA: In January, Amplify will conduct a professional development.</p> <p>Guidebook 3.0: In November, Guidebook professional development will be conducted by the district.</p> | <p>Leaders, ELA teachers, SPED, ELcoaches</p> <p>All K-2 ELA teachers</p> <p>All 3-8 ELA teachers</p> |
| <b>March-May</b>                                            | <p>Lexia: School team meets biweekly with Lexia consultant.</p> <p>Amplify CKLA: In March, Amplify will conduct a professional development.</p> <p>Guidebook 3.0: In November, Guidebook professional development will be conducted by the district.</p>   | <p>Leaders, ELA teachers, SPED, EL</p> <p>All K-2 ELA teachers</p> <p>All 3-8 ELA teachers</p>        |

| Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                     |                                            |
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| <ol style="list-style-type: none"> <li>1. What is the ILT/TC long-range plan to support literacy?</li> <li>2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?</li> <li>3. How/when is the effectiveness of cycles monitored?</li> <li>4. Is HQIM embedded in the cycles and long-range plans?</li> <li>5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?</li> <li>6. Are ILT members trained to support literacy?</li> </ol> |                                                                                                                     |                                            |
| Potential Cycle Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Goal for Cycle                                                                                                      | How is the success of the cycle monitored? |
| <b>August launch</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | By the end of the 2026-2027 school year, 74.9% of K-2 students will read on or above grade level as measured by the | BOY, MOY, EOY DIBELS assessment            |

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

|                      |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
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|                      | <p>end of year DIBELS assessment.</p> <p>By the end of the 2026-2027 school year, 60% of K-2 students enrolled in the Dual Language immersion program will demonstrate biliteracy by scoring at or above grade level on both DIBELS and Lectura assessments.</p> <p>By the end of the 2026-2027 school year, 52.3% of students in grades 3-8 will score Mastery or above on LEAP assessments.</p> | <p>BOY, MOY, EOY DIBELS and Lectura assessments</p> <p>LEAP 2025 Assessment</p> |
| <b>September-May</b> | Goal for cycles will be determined based on student data, student work, teacher needs/actions, teacher observations, and student need/actions.                                                                                                                                                                                                                                                    |                                                                                 |

### 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 |
|------------|----------|-----------------------------|--------------------|
|------------|----------|-----------------------------|--------------------|

| Section 4: Family Engagement Around Literacy |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |  |
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| September 2026                               | Literati Book Fair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Opportunity for families to shop the book fair to increase literacy |  |
| September 2026                               | School Back to School Night                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                     |  |
|                                              | Weekly library lessons aligned to literacy standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                     |  |
|                                              | Literacy Night                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                     |  |
| September 2026 - May 2027                    | <p>School staff will provide regular communication between teacher and families to:</p> <ul style="list-style-type: none"> <li>• Inform about the results of each student's literacy screener</li> <li>• the progress made between screening periods</li> <li>• the core instruction and interventions given to each individual student</li> <li>• specific ways that families can support continued progress at home (such as Grab and Go Activities via LDOE).</li> <li>• In-person conferences available to discuss this information each cycle</li> <li>• Information is also shared in writing with copies of these documents for families to keep</li> <li>• Written communication is made available in multiple languages</li> </ul> |                                                                     |  |

| Section 5: Alignment to Other Initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                        |                                         |
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| <p>To successfully implement, communicate, and monitor this literacy plan, what is the plan to:</p> <ol style="list-style-type: none"> <li>1. Identify which district or school initiatives most directly support literacy goals, including: <ol style="list-style-type: none"> <li>a. School improvement plan</li> <li>b. Early childhood programs</li> <li>c. Cross-curricular initiatives</li> <li>d. Community programs</li> <li>e. System-wide priorities across schools</li> </ol> </li> <li>2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.</li> <li>3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?</li> </ol> |                        |                                         |
| Initiative Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                                         |
| Other Programs/Initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Connection to Literacy | Monitoring Plan/<br>Evidence of Success |

## Section 5: Alignment to Other Initiatives

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## Section 6: Communicating the Plan

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

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

### Communication Plan

| Stakeholder Group                       | Plan for Communicating                                                                                                                                                                                                                                        | Timeline                                                    |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Teachers</b>                         | Utilize scheduled teacher development/professional learning days, ILT and Teacher Collaboration meetings to clearly communicate expectations to instructional staff for implementation of the School Improvement Plan and Instructional Team Long Range Plan. | <b>Professional Development Days, ILT, Cluster meetings</b> |
| <b>Parents and community members</b>    | Post school's literacy plan on school's website; advertise via school social media page.                                                                                                                                                                      | <b>September 2026</b>                                       |
| <b>School based instructional staff</b> | ILT collaborates with the School Test Coordinator to create a calendar of progress monitoring dates for literacy assessments and ensure that all teachers follow scheduled progress monitoring expectations.                                                  | <b>September 2026</b>                                       |

## Section 6: Communicating the Plan

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                   |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Parents, Guardians,<br/>Teachers</b> | <p>School staff provide frequent, regular opportunities for communication between teachers and families about the following important information:</p> <ul style="list-style-type: none"><li>● results of each student’s literacy screener</li><li>● the progress made between screening periods</li><li>● the core instruction and interventions given to each individual student</li><li>● specific ways that families can support continued progress at home.</li></ul> | <b>Throughout the school year</b> |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|