LOUISIANA DEPARTMENT OF EDUCATION

Local Literacy Plan
for
Grand Isle School

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LOUISIANA'S LITERACY PILLARS



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	Grand Isle School believes literacy is the foundation for success in every content area and every grade. Our focus is to ensure that every student has daily access to strong, grade-level literacy instruction and receives timely support when data show a specific need. In the early grades, instruction is grounded in evidence-based literacy practices and the Science of Reading; in the upper grades, students will read, write, speak, and use evidence across increasingly complex texts and content. Literacy is a shared responsibility of leaders, teachers, students, and families, and every instructional move must be tied to what students need to learn next.
Literacy Mission Statement	Grand Isle School will strengthen student literacy outcomes through consistent implementation of high-quality instructional materials, purposeful unit and lesson preparation, explicit instruction, frequent checks for understanding, and regular analysis of student work and assessment data. Teachers and leaders will use DIBELS, HQIM assessments, LEAP/statewide literacy data, classroom evidence, and progress-monitoring results to identify student needs, provide targeted Tier II and Tier III support without replacing Tier I instruction, and adjust support when students are not making adequate progress. Families will receive clear information about student performance, intervention, IASP supports, and ways to reinforce literacy at home.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Section 1B: Literacy Goals	
Goal 1 (Student-Focused)	By the end of the 2026-2027 school year, Grand Isle School will maintain at least 89% of students in grades K-3 performing At or Above Benchmark on the EOY DIBELS literacy screener while reducing the percentage of students performing Well Below Benchmark from BOY to EOY. BOY 2026-2027 At/Above performance is: Kindergarten -33%, Grade 1- 100%, Grade 2- 50%, and Grade 3 Literacy -83%. Grade-level performance will be reviewed at BOY, MOY, and EOY, with more frequent progress monitoring for students performing Below or Well Below Benchmark. By the end of the 2026-2027 school year, the percentage of students in grades 3-8 demonstrating Mastery or above in ELA on LEAP will increase from 25 to 35%. Student growth, subgroup performance, and the performance of students receiving specialized support will be reviewed throughout the year to ensure that gains are distributed across student groups, not limited to the schoolwide average.
Goal 2 (Teacher-Focused)	By May 2027, all K-8 ELA teachers will participate in recurring collaborative planning and cluster cycles focused on HQIM internalization, grade-level mastery, explicit instruction, student work analysis, and progress monitoring. K-2 teachers will strengthen implementation of CKLA Skills and Knowledge routines and evidence-based foundational reading practices. Grades 3-8 ELA teachers will strengthen Guidebooks 3.0 unit and lesson internalization, text-based discussion, vocabulary and morphology, comprehension, and evidence-based writing. Teachers will use DIBELS/mCLASS, HQIM assessments, exit tickets, student work, and LEAP-aligned evidence to determine what students know, identify unfinished learning, and adjust instruction or intervention. Teachers responsible for students receiving intervention will maintain current groupings and progress-monitoring evidence and will bring that evidence to scheduled data conversations.
Goal 3 (Program-Focused)	By September 15, 2026, Grand Isle School will ensure that students who meet district/state criteria have a complete Individual Academic Support Plan (IASP) that identifies the student's literacy need, planned support, progress-monitoring measure, intervention schedule, and family communication. Grand Isle School has an established ILT Long-Range Plan; literacy priorities, evidence review, and instructional responses in this plan will be implemented through and aligned to that existing ILT structure. The program goal is to create a coherent PK-8 literacy system in which Tier I instruction remains protected, and RTI remains a separate intervention process. Students requiring intervention are supported through ABIT, including high-dosage tutoring delivered by trained school staff. Students in grades 2-3 who qualify for high-dosage tutoring receive Lexia Core 5. Intervention groupings and support will change in response to student evidence. The Instructional Leadership Team, Teacher Leader Fellows, ESL Coach, librarian, special education staff, ABIT chair, and other trained staff will be leveraged to strengthen implementation and student access to literacy supports.

Section 2: Explicit Instruction, Intervention and Extension	
Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.	
Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	K-2: 180 minutes daily (60 minutes CKLA Knowledge, 60 minutes CKLA Skills, and 60 minutes Acceleration through Small group). The literacy block provides explicit foundational skills, phonemic awareness and phonics, decoding and encoding, fluency, vocabulary, oral language, comprehension, knowledge building, and writing. The small group time is used for acceleration, mastery, targeted practice, and extension based on current student data. Grades 3-4: 120 minutes daily (90 minutes core ELA and 30 minutes Acceleration). Core instruction uses Guidebooks 3.0 and includes complex grade-level text, vocabulary and morphology, text-based discussion, comprehension, writing from sources, and analysis of evidence. Grades 5-8: 110 minutes daily (80 minutes core ELA and 30 minutes Acceleration). Core instruction uses Guidebooks 3.0 and includes complex grade-level text, vocabulary and morphology, text-based discussion, comprehension, writing from sources, and analysis of evidence.

Section 2: Explicit Instruction, Intervention and Extension	
English Language Arts textbooks and instructional materials used	Tier I materials: CKLA Skills and Knowledge (K-2) and Guidebooks 3.0 (3-8). Teachers use the texts, routines, assessments, rubrics, exemplars, and tasks embedded in the adopted HQIM. Supplemental literacy resources may include DIBELS/mCLASS skill-specific lessons, Lexia Core5 in grades where it is available, IXL, Amira, CommonLit, Guidebooks Diverse Learner/Foundational Literacy Supports, and district/state adolescent literacy resources when aligned to an identified student need. Grand Isle does not use Lexia in grades 5-8. Supplemental resources support, but do not replace, Tier I HQIM.
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	Tier II intervention is provided through Grand Isle Schools RTI process and coordinated through ABIT so that students remain in Tier I core instruction. Students are identified and grouped by a specific, current literacy need using DIBELS/mCLASS, HQIM assessments, LEAP data, student work, diagnostic information, and teacher observation. ABIT reviews student needs and coordinates intervention support, including high-dosage tutoring delivered by trained school staff. Students in grades 2-3 who qualify for high-dosage tutoring are monitored. Intervention groups are flexible and intentionally small. Progress is monitored on a schedule aligned to the student's identified need, and ABIT reviews evidence to determine whether supports should continue, intensify, or change.

Section 2: Explicit Instruction, Intervention and Extension	
List of available interventions and their descriptions	K-3: DIBELS/mCLASS skill-specific intervention lessons and approved foundational literacy supports targeted phonemic awareness, phonics/decoding, encoding, fluency, vocabulary, and comprehension. Lexia Core5, and Amira may provide aligned additional practice where available. Grades 3-5: IXL, Lexia Core5 where available,, Guidebooks Diverse Learner/Foundational Literacy Supports, and other approved skill-specific lessons addressing decoding, fluency, morphology, vocabulary, comprehension, and written response to text. Grades 6-8: IXL, CommonLit, Guidebooks supports, or other approved adolescent literacy resources when appropriate to the identified skill need. Lexia is not used in grades 6-8. Across grade levels, ABIT coordinates identified intervention needs and high-dosage tutoring by trained school staff. Intervention selection is based on current student evidence and must align to the skill being progress monitored.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Tier III intervention is provided to students with intensive, persistent literacy needs through Grand Isle Schools RTI process and coordinated through ABIT without replacing Tier I core instruction.. ABIT reviews student evidence and coordinates intensified support, including high-dosage tutoring delivered by trained school staff. Tier III instruction is explicit, systematic, skill-specific, and delivered in a very small group or individualized setting by appropriately trained staff. Progress is reviewed at least weekly. When data show insufficient response, ABIT and the appropriate student-support team adjust the intervention, intensity, grouping, dosage, or instructional approach and follow ABIT/IEP/IASP procedures as applicable.
List of available interventions and their descriptions	Tier III may use the same evidence-based resources as Tier II with increased intensity and individualization, including DIBELS/mCLASS intervention lessons, CKLA foundational supports, Lexia Core5 in grades where it is available, IXL, Amira, Guidebooks supports, and approved adolescent literacy resources. Students in grades 2-3 who qualify for high-dosage tutoring. Additional high-dosage tutoring is coordinated through ABIT and delivered by trained school staff based on identified student needs. Selection is based on the student's specific deficit and must align to the progress-monitoring measure. Tier III

Section 2: Explicit Instruction, Intervention and Extension	
	progress is monitored at least weekly, and intervention decisions are documented in the IASP and/or other applicable student-support plan.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	August-September 2026	Analyze 2025-2026 EOY literacy data and 2026-2027 BOY DIBELS/statewide data. Establish the K-3 baseline by grade level; identify students Below/Well Below; identify grades 3-8 students requiring literacy support; establish initial small groups; refer/identify students requiring RTI intervention through ABIT; identify eligible grade 2-3 students for small groups; complete required IASPs; and establish progress-monitoring calendars.	Principal; Teacher Leader Fellow; ESL Coach; ILT; ABIT; ELA teachers; SPED staff; School Test Coordinator	DIBELS/mCLASS; LEAP/statewide literacy data; HQIM assessments; IASP template; Reading Recovery/HDT guidance	Grade-level baseline: K- 33%, Grade 1 100%, Grade 2- 50%, Grade 3 Literacy 83%; student lists by need; intervention groups; completed IASPs; progress-monitoring calendar; evidence that core instruction remains protected.
1	September-May 2027	Use recurring literacy-focused cluster/data meetings and the established ILT Long-Range Plan to review DIBELS/mCLASS progress monitoring, HQIM assessments, student work, Intervention evidence, ABIT intervention/high-dosage tutoring results, and LEAP-aligned evidence. Determine which students are on track, which require a change in intervention, and which instructional practices require coaching or reteaching.	ILT; ABIT; Teacher Leader Fellow ; grade/content teams; classroom teachers; ESL/SPED staff	Progress-monitoring reports; student work; HQIM assessments; intervention tracker; IASP; walkthrough data	Updated intervention groups and IASPs; documented instructional adjustments; progress-monitoring completion; reduction in Well Below students; movement toward 89% K-3 At/Above and 44% grades 3-8 ELA Mastery+.
2	August-October 2026	Launch collaborative planning cycles on CKLA and Guidebooks internalization. Teachers identify lesson mastery,	ILT; ELA teachers	CKLA; Guidebooks 3.0; unit/lesson preparation	Planning artifacts and lesson annotations show clear mastery expectations; walkthroughs show

Action Plan					
		anticipate misconceptions, plan explicit modeling and CFUs, and determine where students will read, write, speak, and use evidence.		tools; LER/walkthrough look-fors	increased alignment between the written HQIM lesson and enacted instruction.
2	September-May 2027	Conduct targeted literacy walkthroughs and coaching follow-up. Review whether students are doing the cognitive work of the lesson and whether teachers are using evidence from student responses to adjust instruction.	Principal; ILT	Walkthrough tool; coaching notes; student work; exit tickets; HQIM assessments	Walkthrough trend data; coaching action steps; increased student engagement in reading/writing/speaking; improved performance from diagnostic/formative tasks to culminating tasks.
3	September-May 2027	Implement Tier II/Tier III intervention through ABIT based on identified student needs. Provide high-dosage tutoring through trained school staff. Protect Tier I instruction and progress monitor at the frequency required by the intensity of support.	ABIT; trained school staff/tutors; teachers; SPED; ESL; ILT	Approved interventions; ABIT/RTI intervention plan; high-dosage tutoring resources; acceleration schedule; IASP; progress-monitoring tools	Intervention logs; attendance/dosage evidence; weekly/biweekly progress data; documented changes in group/skill/dosage when students are not responding.
1	BOY-MOY-EOY benchmark cycles	After each benchmark window, compare school, grade, subgroup, and student-level results to literacy goals. Identify students at risk of Act 422 retention and confirm required intervention, family communication, and next steps.	Principal; ILT; grade 3 team; SBLC	DIBELS reports; IASP/Reading Recovery tracker; Act 422 guidance; family communication records	Benchmark review notes; updated student support lists; timely family communication; intervention changes; evidence of reduced Well Below performance and movement toward the 89% K-3 target.
1	Quarterly / September-May	Provide families with literacy data, grade-level expectations, progress toward IASP/intervention goals, and practical ways to support reading at home. Include at least one schoolwide literacy-focused family event.	Principal; teachers; ESL staff; family engagement team	Family-friendly DIBELS/LEAP resources; translated materials; school communication platforms; take-home literacy resources	Communication logs; conference/event participation; family feedback; documented IASP progress updates; home literacy resources distributed.

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the Louisiana Professional Learning Partners?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the efficacy indicators?

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
August 2026	CKLA instructional routines and foundational literacy expectations; Guidebooks 3.0 unit/lesson internalization; DIBELS administration/security and use of BOY data; ABIT intervention procedures;	K-3 ELA teachers; 3-8 ELA teachers; ILT; SPED/ELL staff as applicable; Teacher Leader Fellow as appropriate
September-December 2026	Science of Reading completion/support; DIBELS/mCLASS data analysis and progress monitoring; ABIT intervention grouping and high-dosage tutoring; explicit instruction and CFUs within HQIM; student work analysis in fluency, comprehension, vocabulary, and writing from sources.	K-8 ELA teachers; ILT; intervention providers; SPED/ELL staff; Teacher Leader Fellow as appropriate
January-May 2027	MOY data review and intervention adjustments; adolescent literacy supports for grades 4-8; ELL/SWD access to grade-level literacy; Act 422 monitoring; EOY DIBELS/LEAP readiness; evaluation of intervention effectiveness and summer transition planning.	K-8 ELA teachers; ILT; grade 3 team; intervention/SBLC staff; SPED/ELL staff; Teacher Leader Fellow as appropriate

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

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)		
Potential Cycle Topic	**Goal for Cycle**	**How is the success of the cycle monitored?**
Established ILT Long-Range Plan	Implement literacy work through Grand Isle's established ILT Long-Range Plan, with HQIM implementation, student evidence, teacher practice, and identified literacy needs informing each cycle. The literacy plan will not operate as a separate ILT structure.	ILT agendas and cycle artifacts; HQIM planning evidence; walkthrough data; student work; DIBELS/HQIM/LEAP evidence; ABIT intervention and high-dosage tutoring data; coaching follow-up.
September-May: Literacy priorities within ILT cycles	Use the existing ILT Long-Range Plan to monitor progress toward at least 89% K-3 At/Above Benchmark on EOY DIBELS and 44% grades 3-8 ELA Mastery+, while responding to student work, walkthrough evidence, and intervention data. Specific cycle priorities remain those established in the school's ILT Long-Range Plan.	BOY/MOY/EOY DIBELS; HQIM and LEAP-aligned assessments; student work; walkthrough trends; coaching evidence; ABIT intervention/high-dosage tutoring progress; documented instructional adjustments.

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
September-Fall 2026	Launch family literacy communication: explain DIBELS/LEAP results, grade-level expectations, IASP/intervention supports, and practical ways to support literacy at home. Host a family literacy event with foundational reading, fluency, vocabulary,	Plain-language and translated materials; paper and digital communication; phone/virtual option as needed; evening event and take-home resources.	School staff; district/ELL supports; community partners as available; Librarian (Rachel Fabre) and school/community literacy partners as appropriate

Section 4: Family Engagement Around Literacy			
	comprehension, and reading/writing stations.		
After each benchmark/progress cycle; Spring 2027	Provide individual literacy progress updates, including DIBELS progress-monitoring and IASP/intervention progress. Share Act 422 status when applicable, EOY next steps, summer literacy supports, and transition resources.	Conferences, phone calls, paper/digital reports, translated communication, parent-friendly data explanations, and summer reading resources.	Teachers; interventionists; ESL/SPED staff; district/community summer literacy partners as available; Librarian (Rachel Fabre) and school/community literacy partners as appropriate

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
    a. School improvement plan
    b. Early childhood programs
    c. Cross-curricular initiatives
    d. Community programs
    e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment		
Other Programs/Initiatives	**Connection to Literacy**	**Monitoring Plan/ Evidence of Success**
HQIM / ILT & Cluster / Teacher Leadership	Literacy achievement and early literacy are school improvement priorities. CKLA K-2 and Guidebooks 3.0 grades 3-8 anchor Tier I. Grand Isle's established ILT Long-Range Plan and cluster cycles connect lesson preparation, walkthroughs, student work analysis, and instructional adjustment. The Teacher Leader Fellow supports planning, modeling, coaching, and evidence-based changes in teacher practice.	Quarterly DIBELS/ELA review; HQIM assessment and culminating-task results; planning artifacts; walkthrough trends; coaching follow-up; evidence of changes in teacher practice and student outcomes.
IASP / RTI / ABIT / AR Reading / High-Dosage Tutoring / ELL & SPED Supports / Library Literacy	A coordinated student-support structure connects identified literacy needs to targeted intervention, progress monitoring, family communication, language support, accommodations, specialized instruction, and access to literacy resources while protecting Tier I core literacy. RTI is a separate	IASP audits; ABIT records; high-dosage tutoring attendance and dosage; intervention logs; weekly/biweekly progress monitoring as appropriate; SBLC/IEP/EL reviews; benchmark movement; library/family

Section 5: Alignment to Other Initiatives		
	intervention process coordinated through ABIT. ABIT coordinates high-dosage tutoring delivered by trained school staff; The librarian supports reading access, literacy engagement, and family/community literacy opportunities.	literacy participation; family communication records.

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
Faculty, Staff, ILT, and District Leadership	Launch the plan through faculty/ILT and grade/content meetings. Communicate Grand Isle Schools literacy outcomes and targets: at least 89% K-3 At/Above Benchmark on EOY DIBELS, reduction in Well Below performance, and at least 44% grades 3-8 ELA Mastery+. Clarify non-negotiables for HQIM, Mastery practice, RTI, ABIT intervention procedures, AR Reading, high-dosage tutoring, lesson preparation, IASP, progress monitoring, and family communication. Literacy implementation and monitoring will align to Grand Isle Schools established ILT Long-Range Plan.	August-September launch; biweekly ILT; monthly/quarterly staff updates; BOY/MOY/EOY benchmark reviews; district reporting windows
Students and Families	Teachers communicate learning goals, success criteria, reading progress, and individual literacy goals to students. Families receive clear information about school literacy goals, DIBELS/LEAP results, IASP/intervention supports, Act 422 when applicable, and ways to support literacy at home. Communication will use accessible and translated formats as needed, and literacy/library events will provide additional opportunities for families to engage with reading resources.	Daily/student progress conferences; beginning September for families; after benchmark/progress cycles; whenever a student support plan changes