

**Local Literacy Plan for
St. Charles Parish Public Schools
Superintendent -
Dr. Ken Oertling
September 1, 2026**

LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision

The goal of the St. Charles Parish Public Schools (SCPPS) District Literacy Plan (DLP) is to ensure that every child is intentionally and strategically prepared for the literacy demands of college and career by high school graduation.

Literacy Mission Statement

The Literacy Mission Statement of SCPPS' DLP is to improve literacy outcomes for all students.

Section 1B: Literacy Goals

Goal 1 (Student-Focused)

By the end of the 2026–2027 school year:

ACHIEVE:

- 80% of kindergarten students will score At or Above Benchmark on the DIBELS 8th Edition Composite Score.
- 80% of first-grade students will score At or Above Benchmark on the DIBELS 8th Edition Composite Score.
- 80% of second-grade students will score At or Above Benchmark on the DIBELS 8th Edition Composite Score.

GROW:

- 60% of students in grades K–2 will meet or exceed their Half Achievement Level growth target, as calculated through the LDOE K–2 Literacy Screener Growth Index.
- Progress toward achieve and grow goals will be monitored for all students and disaggregated by student subgroup to identify and address gaps in literacy achievement and growth

Goal 2 (Teacher-Focused)

By the end of the 2026–2027 school year:

- 95% of teachers who teach reading in grades K–2 will be trained in the Science of Reading.
- 100% of K–2 teachers will have engaged in Unit and Lesson Preparation Protocols to deepen their understanding of the HQIM and support effective implementation.
- 80% of K–2 teachers will demonstrate consistent implementation of evidence-based foundational literacy practices, including explicit and systematic instruction, opportunities for students to practice decoding and encoding, and intentional practice that builds accuracy, automaticity, and transfer to connected text.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

Starting in August 2026 and throughout the 2026–2027 school year:

- Meetings with school administrators, classroom teachers, and literacy teams will be held following benchmark assessment windows to review DIBELS 8th and other relevant student literacy data, evaluate student response to instruction and intervention, and determine the continuation, adjustment, intensification, fading, or exiting of literacy supports.
- Literacy interventionists, classroom teachers, and designated school-based staff will engage in regular teacher collaboration/data-review cycles to analyze student progress-monitoring data, identify students' current areas of need, evaluate response to intervention, and make timely instructional decisions regarding literacy intervention.
- District and school leaders will monitor the implementation and effectiveness of Tier I literacy instruction and intervention systems using student achievement and growth data, progress-monitoring data, and implementation evidence to identify areas of strength and determine needed instructional or programmatic support.

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?

Section 2: Explicit Instruction, Intervention and Extension

	- Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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.) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Students in grades K–2 receive a comprehensive daily literacy block that includes: 60 minutes of CKLA Skills — explicit, systematic foundational skills instruction, including phonological awareness, phonics, decoding, encoding, and the development of accuracy, automaticity, and fluent reading as appropriate by grade level. 60 minutes of CKLA Knowledge — instruction designed to build oral language, vocabulary, background knowledge, comprehension, and written expression through complex, content-rich texts and topics. 30 minutes of differentiated small-group instruction — targeted Tier I support based on curriculum-based assessments, DIBELS 8th data, and ongoing evidence of student learning. Instruction is responsive to identified student needs while remaining aligned to grade-level literacy expectations. 30-minute intervention block — protected time within the school schedule for students who require supplemental literacy support beyond Tier I. Students not requiring intervention receive appropriate extension, enrichment, or additional literacy practice.
English Language Arts textbooks and instructional materials used	Amplify Core Knowledge Language Arts (CKLA), K–2 CKLA Skills — foundational literacy skills instruction CKLA Knowledge — language, vocabulary, knowledge building, comprehension, and writing - District-approved supplemental resources may be used for targeted practice, differentiation, extension, and intervention based on identified student needs. Supplemental resources are aligned to student need and are not used as a replacement for Tier I HQIM.
Tier II	Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?

Section 2: Explicit Instruction, Intervention and Extension

	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 literacy intervention is provided during a protected 30-minute daily intervention block and does not replace Tier I CKLA Skills or Knowledge instruction. Students are identified for supplemental support using multiple sources of literacy data, including DIBELS 8th benchmark data, CKLA curriculum-based assessments, diagnostic data, classroom performance, and teacher observation. Intervention is matched to each student's identified literacy need and provides explicit, systematic, targeted instruction in addition to Tier I instruction. The intensity and instructional resource are determined based on the student's current skill needs and response to instruction. Student progress is monitored using a measure aligned to the skill being taught, generally weekly or biweekly based on student need. Data are reviewed regularly to determine whether support should be continued, adjusted, intensified, faded, or whether additional data should be gathered.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	CKLA Additional Lesson Support Provides additional targeted practice and scaffolding connected to grade-level CKLA instruction for students who need more support mastering specific skills taught within the core curriculum. CKLA Assessment and Remediation Guide (ARG) Provides targeted assessment and remediation resources aligned to grade-level foundational literacy skills. Teachers use student assessment data to identify specific skill needs and select appropriate instructional support. 95% Phonics Lesson Library (PLL) Provides explicit, systematic foundational skills intervention targeted to identified student needs. Lessons are selected based on diagnostic and student performance data to provide additional instruction and practice in specific foundational reading skills. Sonday System Provides structured, systematic, explicit literacy intervention for students requiring additional support in foundational reading and spelling skills. Sonday may be used as a Tier II or Tier III support, depending on the student's identified needs, required intensity, and response to intervention, and is also used to support students with identified dyslexia-related needs.
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	Tier III literacy intervention provides intensive, targeted support for students with significant and/or persistent literacy needs who require greater instructional intensity than can be provided through Tier I and Tier II supports. Tier III intervention is provided by appropriately trained literacy staff using an intervention matched to the student’s identified literacy needs. Intervention is provided during protected intervention time and does not replace Tier I CKLA Skills or Knowledge instruction. Student needs are identified and monitored using multiple sources of data, including DIBELS 8th benchmark and progress-monitoring data, CKLA curriculum-based assessments, diagnostic assessments, intervention data, classroom performance, and teacher observation. Progress monitoring occurs at least weekly using a measure aligned to the skill being explicitly taught. Student data are reviewed regularly to evaluate response to intervention and determine whether instruction should be continued, adjusted, intensified, faded, or whether additional data should be gathered. When students demonstrate an inadequate response, teams increase instructional intensity through adjustments to the instructional focus, group size, frequency or duration of support, pacing, opportunities for student response and practice, and level of instructional explicitness. Tier III placement is not determined by a single assessment score or program designation. Decisions regarding intervention and instructional intensity are based on the convergence of multiple data sources and the student’s documented response to instruction and intervention.
List of available interventions and their descriptions	95% Phonics Lesson Library (PLL) May be used as part of an intensified intervention plan to provide explicit, systematic instruction targeting specific foundational literacy skill deficits identified through diagnostic and progress-monitoring data. Sondax System Provides structured, systematic, explicit, cumulative literacy intervention in foundational reading and spelling skills. Sondax is used for students requiring intensive literacy support, including students receiving dyslexia-related services, and is delivered by appropriately trained staff.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1 – Student	BOY, MOY, EOY	Analyze DIBELS 8th benchmark data at the district, school, grade, classroom, subgroup, and student levels to monitor progress toward ACHIEVE and GROW goals and identify areas requiring additional support.	District Literacy Team, Administrators, Instructional Coaches, Teachers	DIBELS 8th, LDOE K–2 Literacy Screener Growth Index	Increase in students At/Above Benchmark; progress toward 80% ACHIEVE goal; 95% meeting Half Achievement Level growth target; subgroup trends
1 – Student	Tier 2 bi-weekly Tier 3 weekly	Progress monitor students receiving intervention using measures aligned to the specific skill being taught. Use data to determine whether support should continue, adjust, intensify, fade, or whether additional data should be gathered.	Teachers, Interventionists, Literacy Support Staff	DIBELS 8th PM, curriculum/intervention assessments, district intervention tracker	Student progress-monitoring trends; documented instructional decisions; evidence of movement toward benchmark and individual growth targets

Action Plan					
2 – Teacher	Throughout year	Engage K–2 teachers in CKLA Unit and Lesson Preparation through teacher collaboration and professional learning cycles, with attention to lesson purpose, mastery expectations, explicit instruction, differentiation, and response to student data.	Administrators, Instructional Coaches, District Literacy Team	CKLA, K–2 Unit & Lesson Preparation Protocols	100% teacher participation; lesson preparation/annotations; walkthrough evidence; student work and formative assessment data
2 – Teacher	Throughout year	Provide professional learning, coaching, and feedback focused on evidence-based foundational literacy practices, including explicit and systematic instruction, decoding and encoding, and building accuracy,	District Literacy Team, Administrators, Instructional Coaches	CKLA, Science of Reading resources, district literacy resources	Walkthrough/coaching evidence demonstrates consistent implementation by 100% of teachers; student performance on aligned literacy measures

Action Plan					
		automaticity, and transfer to connected text.			
2 – Teacher	September–March	Monitor completion of required Science of Reading professional learning and provide opportunities/support for teachers who have not yet completed training.	District Literacy Team, School Administrators	LDOE-approved Science of Reading training	100% or more of K–2 reading teachers trained by EOY
3 – Program	Following BOY, MOY & EOY; ongoing as needed	Conduct district/school data reviews to evaluate Tier I effectiveness, student response to intervention, and effectiveness of literacy supports. Identify needed school, grade-level, or programmatic adjustments.	District Literacy Team, Administrators, Instructional Coaches	DIBELS 8th, CKLA assessment data, intervention data	Tier I approaching/meeting 80% mastery; improved benchmark and growth outcomes; documented adjustments based on data

Action Plan					
3 – Program	Weekly/Regular TC cycles	Interventionists and designated school staff collaborate to review student data, ensure alignment among identified need → intervention → progress-monitoring measure, and make instructional decisions.	Administrators, Interventionists, Teachers, Literacy Support Staff	95% PLL, Sonday, CKLA ARG/Additional Lesson Support, DIBELS PM, district tracker	Intervention plans aligned to identified needs; regular PM documented; evidence of adequate response or timely intensification
3 – Program	Quarterly	Review implementation of the district's Tier I–III literacy system across schools to identify strengths, barriers, and areas requiring district or school-level support.	District Literacy Team, School Leadership Teams	Walkthrough data, student data, intervention tracker, schedules	Evidence that Tier I is protected; intervention occurs as designed; PM expectations are met; implementation becomes increasingly consistent across schools

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

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

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August–September 2026	CKLA Unit and Lesson Preparation — strengthening understanding of the Skills and Knowledge strands, lesson purpose, mastery expectations, explicit instruction, assessment, and responsive differentiation	K–2 Teachers, Instructional Coaches, School Leaders
August–October 2026	DIBELS 8th Data Analysis and Instructional Decision-Making — moving beyond composite scores to identify students' first limiting skill; analyzing foundational skill development, accuracy, automaticity, and transfer to connected text; identifying appropriate instructional next steps	K–2 Teachers, Interventionists, Instructional Coaches, School Leaders
Throughout the Year	Evidence-Based Foundational Literacy Practices — explicit and systematic instruction in	K–2 Teachers, Interventionists, Instructional Coaches

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

	phonological awareness, phonics, decoding and encoding, with intentional opportunities to build accuracy, automaticity, and transfer to connected text	
Throughout the Year	Intervention and Progress Monitoring — using diagnostic and progress-monitoring data to match intervention to identified student need and determine when to continue, adjust, intensify, fade support, or gather additional data	Interventionists, Teachers, Instructional Coaches, School Leaders
August 2026–March 2027	Science of Reading Professional Learning — completion of required LDOE-approved Science of Reading training	K–2 Teachers and applicable School Leaders
Ongoing / As Scheduled	HQIM Implementation Support and Coaching — professional learning and coaching responsive to walkthrough data, student performance, teacher collaboration, and identified school needs	K–2 Teachers, Instructional Coaches, School Leaders
The effectiveness of professional learning will be monitored through teacher collaboration and lesson preparation artifacts, classroom walkthroughs and observations, coaching data, student work, curriculum-based assessment results, DIBELS 8th data, and student progress-monitoring data. Professional learning priorities will be adjusted throughout the year in response to identified teacher and student needs.		

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

1. What is the ILT/TC long-range plan to support literacy? 2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals? 3. How/when is the effectiveness of cycles monitored? 4. Is HQIM embedded in the cycles and long-range plans? 5. How do the LER indicators support HQIM implementation during cycles in ILT and TC? 6. Are ILT members trained to support literacy?		
Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
ILT and Teacher Collaboration cycles will support continuous improvement in literacy instruction. Schools will use student data and evidence of classroom implementation to identify high-leverage needs, collaboratively prepare for effective instruction using the HQIM, implement and monitor instructional practices, analyze evidence of student learning, and determine next steps. Cycle priorities may be adjusted throughout the year based on school and		

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

student needs. **Relevant Louisiana Educator Rubric indicators will be embedded within cycles to establish shared expectations for effective instructional practice and connect planning, implementation, feedback, and student outcomes.**

CKLA Unit & Lesson Preparation / Strong Tier I	Strengthen implementation of CKLA Skills and Knowledge through collaborative unit and lesson preparation focused on lesson purpose, mastery expectations, explicit instruction, anticipated student needs, and responsive supports.	Unit and lesson preparation artifacts; classroom walkthroughs; student work; CKLA curriculum-based assessments; relevant LER indicators
Using Literacy Data to Drive Instruction	Strengthen teachers' ability to analyze DIBELS 8th, CKLA, and classroom data to identify specific student strengths and needs, form responsive instructional groups, and determine appropriate instructional next steps.	Data-analysis artifacts; instructional groupings and plans; DIBELS benchmark data; CKLA assessment results; student work; evidence of instructional adjustments
Foundational Skills: Accuracy, Automaticity & Transfer	Strengthen evidence-based foundational literacy instruction so students progress from skill acquisition to accurate and automatic application, with increasing transfer to connected reading and writing.	Classroom walkthroughs; student reading behaviors and work; CKLA assessment data; DIBELS measures as developmentally appropriate; progress-monitoring trends
Intervention, Progress Monitoring & Response	Ensure students receiving supplemental literacy support have a clearly identified need, aligned intervention, and aligned progress-monitoring measure , and that teams use response data to make timely instructional decisions.	Intervention plans; district intervention tracker; weekly/biweekly progress-monitoring data; TC/data-review documentation; evidence of decisions to continue, adjust, intensify, fade support, or gather more data

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
Families will be engaged as partners in supporting students' literacy development through ongoing, accessible communication about grade-level expectations, student progress, literacy supports, and ways to support learning at home. Schools will provide families with opportunities to understand literacy assessment data and access resources aligned to evidence-based literacy practices. Communication and engagement opportunities will be provided in family-friendly formats with language and accessibility supports as needed.			
Following BOY, MOY & EOY Benchmark Windows	Student Literacy Progress Communication — Share DIBELS 8th results (Home Connect) with families and provide information to help families understand their child's current literacy performance, growth, and areas for continued development.	Family-friendly explanations of assessment results; conferences as needed; translated materials/language supports; digital and print access	School literacy staff; district resources
Throughout the Year	IASP & Intervention Communication — Provide ongoing communication with families of students receiving additional literacy support regarding identified needs, intervention supports, progress, and instructional next steps.	Conferences, phone, digital and written communication; translated materials and language supports as needed	Teachers, interventionists, school leaders and other student-support personnel

Section 4: Family Engagement Around Literacy

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Section 5: Alignment to Other Initiatives

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

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

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
District and school literacy initiatives will be intentionally aligned to support a coherent K–2 literacy system. Rather than operating as separate programs, initiatives will be integrated around common expectations for high-quality Tier I instruction, data-informed decision-making, targeted intervention, professional learning, and continuous improvement in student literacy achievement and growth.		
School Improvement Planning	School literacy priorities and action steps will align with identified student needs and the district's K–2 ACHIEVE and GROW goals. Schools will use literacy data to identify priorities and determine instructional and programmatic supports.	DIBELS 8th BOY/MOY/EOY data; LDOE K–2 Literacy Screener Growth Index; school improvement goals; subgroup data; progress toward 80% ACHIEVE and 95% GROW goals
Instructional Leadership Teams & Teacher Collaboration	ILT and TC structures will support implementation of CKLA HQIM, evidence-based literacy practices, collaborative unit/lesson preparation, data analysis, and instructional response.	ILT/TC cycle documentation; unit and lesson preparation artifacts; walkthrough data; student work; CKLA assessment and DIBELS data
Multi-Tiered System of Supports / Literacy Intervention	Tier I, II, and III supports will operate as a coordinated system in which student need is identified through multiple data sources and students receive increasingly targeted and intensive support as needed.	Intervention plans and district tracker; progress-monitoring data; evidence of alignment among identified need, intervention, and

Section 5: Alignment to Other Initiatives

		progress-monitoring measure; student response to intervention
Dyslexia Support	Dyslexia identification and support will be integrated within the broader literacy system, with students receiving evidence-based, structured literacy instruction aligned to identified needs while maintaining access to Tier I HQIM.	Student literacy data; intervention/progress-monitoring records; IASP documentation as applicable; evidence of implementation of identified supports
Science of Reading Professional Learning	Science of Reading professional learning will strengthen educator knowledge and support implementation of evidence-based literacy practices within Tier I instruction and intervention.	Training completion data; classroom walkthroughs; coaching/TC evidence; progress toward the 75% teacher-focused goal
Louisiana Educator Rubric (LER)	Relevant LER indicators will support shared expectations for effective literacy instruction and connect collaborative planning, classroom implementation, observation, feedback, and professional learning.	Walkthrough/observation evidence; coaching feedback; ILT/TC cycles; evidence of implementation of identified instructional practices

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
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Section 6: Communicating the Plan

The district will communicate the K–2 Literacy Plan as a shared framework for improving literacy achievement and growth across schools. Communication will establish clear expectations for Tier I instruction, intervention, assessment, progress monitoring, professional learning, and data-based decision-making while allowing schools to respond to their individual student and staff needs.

District and school leaders will regularly communicate progress toward literacy goals and use benchmark, progress-monitoring, implementation, and classroom evidence to celebrate progress, identify areas of need, and determine next steps.

School Administrators & Instructional Leaders	Review the K–2 Literacy Plan, district ACHIEVE and GROW goals, Tier I–III expectations, assessment and progress-monitoring expectations, and leadership responsibilities. District and school leaders will review implementation and student outcomes throughout the year and determine needed supports or adjustments.	Beginning of year; following BOY, MOY & EOY benchmark windows; ongoing leadership meetings
K–2 Teachers & Interventionists	Communicate literacy priorities and expectations through professional learning, faculty meetings, ILT/TC cycles, coaching, and data-review meetings. Teachers will receive ongoing information regarding CKLA implementation, DIBELS 8th, intervention, progress monitoring, and evidence-based literacy practices.	Beginning of year and throughout the year through PL, TC, coaching, and data cycles
Families & Caregivers	Communicate grade-level literacy expectations, district literacy priorities, student assessment results, available supports, and ways families can support literacy development at home. Families of students receiving additional support will receive ongoing information regarding student needs, intervention, and progress.	Beginning of year; following benchmark windows; throughout the year as appropriate

Section 6: Communicating the Plan

District Leadership	Provide regular updates on implementation and progress toward district literacy goals, including DIBELS 8th achievement, Half Achievement Level growth, subgroup performance, intervention effectiveness, and implementation trends across schools.	Following benchmark windows and at designated district data-review points
School Community & Community Partners	Share literacy priorities, progress, and opportunities to support literacy through school/district communication channels and family/community engagement activities	Throughout the year

Implementation of the K–2 Literacy Plan will be monitored through regular district and school leadership meetings, benchmark data reviews, ILT/Teacher Collaboration cycles, classroom walkthroughs, intervention and progress-monitoring reviews, and progress toward the district ACHIEVE and GROW goals. Findings will be used to determine school-level and district-level support and next steps.