



PLAISANCE MIDDLE SCHOOL

3264 HWY 167

OPELOUSAS, LA 70570

Phone: 337.826.3335

Chasity Richard-Williams-Principal

John Guillory-Assistant Principal

Brandy Bertrand- Assistant Principal

**Local Literacy Plan for
Plaisance Middle School/St. Landry Parish
Chasity Williams, Principal
Milton Batisite, III
08-27-26**

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Section 1A: Literacy Vision and Mission Statement

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

Literacy Vision

At Plaisance Middle School, we want our students to see themselves as successful readers and writers who persevere at reaching their full potential. We will achieve this in all classrooms by establishing a print-rich environment where Tier 1 curricular materials are organized and accessible to children who are actively engaged in oral language, reading, and writing.

Literacy Mission Statement

Our primary, overarching goal is for all students to have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

Section 1B: Literacy Goals

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

Goal 1 (Student-Focused)

Prekindergarten

By the End of the Year (EOY) assessment in May 2027, the Pre-K students will increase the percentage of students scoring At or Above Benchmark on the PELI Composite from 62% to 72%, as measured by Acadience Learning Online (ALO) data through bi-weekly progress monitoring for Intensive students and targeted small-group literacy instruction.

Kindergarten – 2nd grade – On the end of year DIBELS 8th literacy screener, PMS will have a 7% increase in students scoring in the at-benchmark. Full attainment is established when there is evidence of a 7-9% increase in students scoring at or above grade level.

Grades 3 -8th grade - will actualize a 7% increase in students scoring Mastery and above and a 7% decrease in students scoring below Basic on the Spring LEAP 2025 test.

Diverse learners will show a 7% growth on DIBELS 8th literacy screener from the Beginning of the year to the End of the year assessment.

Subgroups most in need of literacy intervention - Students who are most in need of literacy intervention include the following subgroups: 3rd grade students who score “ Well Below” on the beginning of the year DIBELS Literacy Screener and Students with disabilities. Students will have access to Learning Center Tier II interventions and will be provided access to after school programs that focus on literacy.

Addressing the needs of diverse learners - We are addressing the needs of diverse learners by increasing the availability and use of a rich variety of objects and materials in classrooms, offering ongoing opportunities for reading and writing which are integrated into all subjects, providing an assortment of reading/writing materials and activities covering a variety of topics; include multiple formats for reading texts (e.g. hard

Section 1B: Literacy Goals

	copy/computer based, etc., establishing environments that support individual, small group, and whole group learning, scaffolding and differentiating instruction and activities within the curriculum to address individual student learning needs; providing targeted instruction for those not progressing or failing to meet benchmark goals, and offering daily opportunities for students to self-select books and other texts and to collaboratively engage with peers to discuss their learning.
Goal 2 (Teacher-Focused)	The Early Childhood Classroom Assessment Scoring System (CLASS) results will indicate the effectiveness of educator-child interactions relating to emotional support, classroom organization, and instructional support. CLASS dimensions further promote effective educator practices, curriculum implementation with fidelity, and the use of data to drive instruction to meet the individual needs of children. Early Childhood educators and administrators will monitor the use of Teaching Strategies Smart Teach and the Preschool Early Literacy Indicators (PELI) individual student data and classroom reports - 100% of teachers will use the adopted HQIM for daily literacy instruction. - 100% of teachers will use literacy data to plan, differentiate, and adjust instruction. -At least 80% of observed lessons will demonstrate alignment among: learning objectives, priority literacy skills, formative assessment tasks or questions, and student work. - . At least 85% of teachers will document differentiated supports lesson plans, including small groups, visual.
Goal 3 (Program-Focused)	Early Learning - 100% of early learning teachers will utilize the Tier I curriculum which fosters foundational language and literacy skills. - 100% of Pre-K teachers will utilize the Tier I curriculum (Creative Curriculum). They will also use Heggerty Phonemic Awareness Curriculum to reinforce literacy and language skills. - 80% of teachers use biweekly PELI progress-monitoring data to identify small groups for Literacy Small Group activities within HQIM lessons. Evidence: PELI Progress monitoring data, teacher annotations -80% of teachers identify the curricular assessments within the unit to determine how skills will be assessed for mastery within the curriculum. Evidence: teacher annotations

Section 1B: Literacy Goals

- 80% of observed lessons show evidence of teachers providing direct & explicit instruction in small groups that supports student understanding of identified priority literacy skills. Evidence:

Walkthrough data, student work

-80% of observed lessons show alignment in daily formative assessment tasks/questions with priority literacy skills. Evidence: Walkthrough data, student work

To implement a literacy program that includes the implementation of a Tier I Reading curriculum, provide student support through a kindergarten - 8th grade reading intervention program, develop teacher effectiveness with ongoing support from instructional team members, and is closely monitored through weekly professional learning communities and current data.

100% of all regular education Kindergarten – 2nd Grade teachers will utilize Tier 1 curriculum that supports the science of reading by applying best practices for foundational skills instruction that focus on phonics and phonemic awareness.

Daily, teachers will apply best practices for foundational skills instruction based on the science of reading in elementary classrooms.

Grades 3-8 regular education teachers will implement Tier 1 curriculum and annotate lessons to provide support to all students. Teachers will engage in deep, ongoing instructional planning to ensure student reading mastery. Teachers will embed rigorous textual analysis, evidence gathering, and targeted grade-level skills into daily instruction. Teachers will analyze student data, including common assessments, benchmark assessments, and state testing data, to adjust instruction and prioritize standards.

The Learning Center Teacher will implement Tier 2 interventions to address the needs of students who are in most need of additional time to support foundational skills learning.

By May 2027:

- The school will provide Tier III intervention for students needing intensive support for more than 30 minutes outside Tier I instruction.
- Grade-level teams will maintain current intervention rosters and Individual Academic Support Plans as needed.
- Families will receive clear, timely information about literacy progress and available supports.

Section 1B: Literacy Goals

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

Grades Daily Core Literacy

Prekindergarten

- Pre-K 25%-35% (Teacher Directed)
- Pre-K 35%-45% (Student Initiated)
- Pre-K 33% (Center Time)
- Opportunities for literacy activities are available throughout the day

Grades 1-2

Time: 120 minutes

Focus: Phonemic awareness, phonics, fluency, vocabulary, comprehension, writing

Grades 3-4

Time: 90 minutes

Focus: Reading comprehension, vocabulary, fluency, writing, text analysis

Grades 5-8

Time: 70-90 minutes

Focus: Complex text, vocabulary, evidence-based writing, discussion, disciplinary literacy. Literacy instruction may include whole-group instruction, explicit

Section 2: Explicit Instruction, Intervention and Extension

	modeling, guided practice, independent practice, writing, collaborative discussion, and teacher-led small groups.																																	
English Language Arts textbooks and instructional materials used	<table><tr><th>Grades</th><th>Core Curriculum</th><th>School Implementation Expectations</th></tr><tr><td>Pre-K:</td><td>Creative Curriculum, Heggerty</td><td></td></tr><tr><td>K-4</td><td>Amplify CKLA Core Knowledge</td><td></td></tr><tr><td colspan="3">Teachers will prepare units and lessons, annotate texts, identify priority skills, use curriculum assessments, and provide explicit instruction in foundational skills and knowledge building.</td></tr><tr><td>5-8</td><td>Savvas MyView & My Perspectives</td><td></td></tr><tr><td colspan="3">Savvas Teachers will prepare units, analyze texts and assessments, embed textual analysis and evidence gathering, and use structured learning protocols.</td></tr><tr><td colspan="3">Tier I Non-Negotiables</td></tr><tr><td colspan="3">Teachers will:</td></tr><tr><td colspan="3"> • Use HQIM for daily instruction. • Plan from the adopted curriculum and Louisiana standards. • Explicitly teach priority skills and knowledge. </td></tr><tr><td colspan="3">School leaders will:</td></tr><tr><td colspan="3"> • Conduct regular learning walks. • Review lesson plans and annotations. • Monitor curriculum pacing and implementation. </td></tr></table>	Grades	Core Curriculum	School Implementation Expectations	Pre-K:	Creative Curriculum, Heggerty		K-4	Amplify CKLA Core Knowledge		Teachers will prepare units and lessons, annotate texts, identify priority skills, use curriculum assessments, and provide explicit instruction in foundational skills and knowledge building.			5-8	Savvas MyView & My Perspectives		Savvas Teachers will prepare units, analyze texts and assessments, embed textual analysis and evidence gathering, and use structured learning protocols.			Tier I Non-Negotiables			Teachers will:			• Use HQIM for daily instruction. • Plan from the adopted curriculum and Louisiana standards. • Explicitly teach priority skills and knowledge.			School leaders will:			• Conduct regular learning walks. • Review lesson plans and annotations. • Monitor curriculum pacing and implementation.		
Grades	Core Curriculum	School Implementation Expectations																																
Pre-K:	Creative Curriculum, Heggerty																																	
K-4	Amplify CKLA Core Knowledge																																	
Teachers will prepare units and lessons, annotate texts, identify priority skills, use curriculum assessments, and provide explicit instruction in foundational skills and knowledge building.																																		
5-8	Savvas MyView & My Perspectives																																	
Savvas Teachers will prepare units, analyze texts and assessments, embed textual analysis and evidence gathering, and use structured learning protocols.																																		
Tier I Non-Negotiables																																		
Teachers will:																																		
• Use HQIM for daily instruction. • Plan from the adopted curriculum and Louisiana standards. • Explicitly teach priority skills and knowledge.																																		
School leaders will:																																		
• Conduct regular learning walks. • Review lesson plans and annotations. • Monitor curriculum pacing and implementation.																																		
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?																																	

Section 2: Explicit Instruction, Intervention and Extension

Tier II plan, including the amount of time	Tier II intervention will consist of a scheduled 30-minute targeted small-group literacy block outside Tier I instructional minutes. Identification Students may be placed in Tier II based on: • DIBELS 8 screening results. • Curriculum-based assessments. • Common assessments. • Writing data. • Teacher observation. • LEAP or benchmark data. • Progress-monitoring results. • Individual Academic Support Plans. Progress Monitoring • Students scoring Well Below Benchmark on DIBELS 8 will be progress monitored weekly. • Students scoring Below Benchmark will be progress monitored every 10 days. • Intervention groups will be reviewed at least every six weeks. • Groups will be regrouped when data show mastery, insufficient growth, or a change in student need.															
List of available interventions and their descriptions	<table><tr><th>Intervention</th><th>Grades</th><th>Use</th></tr><tr><td>mCLASS</td><td>Grades K-3</td><td>Uses DIBELS 8 results to group students by skill gaps and provide targeted small-group lessons.</td></tr><tr><td>Amplify Boost</td><td>Grades K-2</td><td>Supplemental reading support grounded in the science of reading.</td></tr><tr><td>High Dosage Tutoring</td><td>Grades K-5</td><td>Additional support from a highly effective</td></tr><tr><td>Savvas SuccessMaker</td><td>Grades 5-8</td><td>Personalized and adaptive reading intervention and differentiation.</td></tr></table> Tier II Expectations Intervention providers will: • Teach the identified skill explicitly. • Use aligned instructional materials. • Maintain intervention attendance and lesson records. • Use progress-monitoring data to adjust instruction. • Communicate progress to classroom teachers and families. • Avoid removing students from Tier I literacy instruction whenever possible.	Intervention	Grades	Use	mCLASS	Grades K-3	Uses DIBELS 8 results to group students by skill gaps and provide targeted small-group lessons.	Amplify Boost	Grades K-2	Supplemental reading support grounded in the science of reading.	High Dosage Tutoring	Grades K-5	Additional support from a highly effective	Savvas SuccessMaker	Grades 5-8	Personalized and adaptive reading intervention and differentiation.
Intervention	Grades	Use														
mCLASS	Grades K-3	Uses DIBELS 8 results to group students by skill gaps and provide targeted small-group lessons.														
Amplify Boost	Grades K-2	Supplemental reading support grounded in the science of reading.														
High Dosage Tutoring	Grades K-5	Additional support from a highly effective														
Savvas SuccessMaker	Grades 5-8	Personalized and adaptive reading intervention and differentiation.														

Section 2: Explicit Instruction, Intervention and Extension

Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Tier III intervention will consist of more than 30 minutes of intensive, targeted literacy instruction outside Tier I instructional minutes. Tier III services will be provided by a classroom teacher, certified learning center teacher, literacy specialist, or trained interventionist with specialized reading knowledge. Tier III Expectations • Instruction will address specific, documented skill deficits. • Student schedules will protect Tier I instruction. • Progress will be monitored at least weekly. • Intervention plans will be documented through an Individual Academic Support Plan. • Student response to intervention will be reviewed at least every four to six weeks. • Families will receive regular updates. • The school will coordinate intervention with special education, multilingual learner, dyslexia, and other student-support services as appropriate.
List of available interventions and their descriptions	Additional Supports and Interventions ○ mCLASS Intervention Kit (K-3)—an explicit, small-group intervention program by Amplify which pairs assessment data from mCLASS with core instruction from Amplify CKLA to target foundational literacy deficits. - Amplify Boost (K-2) a supplemental reading program based on the Science of Reading. - HDT (K-5)-Support and intervention provided by a highly effective teacher or an external vendor. - Savvas Successmaker (Grade 5-8) is a personalized learning and adaptive learning program for reading intervention and differentiation.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1, 2	August 2026-May 2027	Identify priority standards, analyze common assessment results, provide standards aligned reteaching, practice evidence-based response	Principal, Assistant Principal, Grades 3-8 teachers	Savvas, Amplify CKLA, common assessments, LEAP resources, writing rubrics	Common assessment data, student work, benchmark results, Spring 2027 LEAP data
2	Pre-K 4 Instructional Support for Literacy	In the fall semester, Pre K teachers will administer the PELI to gain a baseline for students' skill level in alphabet knowledge, phonological awareness, vocabulary and oral language, and comprehension. The PELI benchmark assessment will be administered three times a year (fall, winter, spring). Teachers will progress monitor students between PELI benchmark assessments using Quick Checks	Pre-K 4 teachers, Early Learning District Personnel	PELI Benchmark Assessments: (fall, winter, spring) PELI Assessment Data Reports	To measure early literacy development and ensure students achieve foundational Kindergarten readiness milestones, administrative leadership systematically tracks student performance and teacher instructional data using PELI assessment reports across three mandatory reporting windows: Fall, Winter, and Spring. This tri-annual assessment framework establishes a clear trajectory of student growth in phonemic awareness, alphabet knowledge, vocabulary, and listening comprehension, while ensuring that instructional practices remain tightly aligned with district early literacy benchmarks.
1, 2	BOY: Aug-Sept 2026 MOY: Dec 2026-Jan 2027 EOY: April-May 2027	Administer DIBELS 8 to all students in grades K-3. Verify testing schedules, provide make up sessions, review results by skill and subgroup, notify families, and create intervention groups	Principal, AP, Grade K-3 teachers, Learning Center teacher	DIBELS 8, mClass, district testing guidance, family letters	Completion reports, mClass data, grade level data meetings, intervention rosters, family notification letters

Action Plan					
1,2	Weekly August 2026-May 2027	Progress monitor Well Below Benchmark students and Below Benchmark students weekly	Teachers, Learning Center teacher	mClass progress monitoring tool	Data logs, graphing of student progress
1, 2	August 2026-May 2027	Use Amplify CKLA in grades K-4 and Savvas in Grades 5-8 for daily instruction. Teachers will complete unit and lesson preparation, annotate texts, identify priority skills, and use curriculum assessments.	Teachers, grade-level team leads, School administrators	Amplify, CKLA, Savvas, Louisiana State Standards	Lesson plans, annotations, pacing, walkthroughs
2, 3	August- May 2027	Ongoing Professional Development PD Continuous learning focus: Foundational skills of literacy, Fidelity of Tier I Curriculum Implementation PLCs and Data Analysis	Outside Vendors, Pre-K Literacy Mentor	CLASS observation results, Coaching Plans, PELI Data Reports, Sign-in sheets, Agendas	To build educator capacity and drive high-quality early literacy instruction, administrative leadership requires all instructional staff to achieve 100% completion of the "Growing Reading Brains" professional development series grounded in the Science of Reading
3	August-May	Daily targeted small group intervention	Learning Beyond the Bell program tutors and facilitators	CKLA resources	Teachers will utilize mCLASS platform to monitor student performance and use the data to ensure that students receive

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>
May- July	District Curriculum professional development	All teachers
August	Review of district pacing guide	District instructional specialist & literacy mentor redeliver to teachers
August- May	Data Dives with data-directed professional development	All teachers

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?
Lesson Planning/ Annotations/Preparation	Teachers will strengthen unit and lesson preparation so that learning objectives, texts, and student tasks are aligned.	Annotations Checklists, Observe lessons to determine if there is alignment in daily

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

		formative assessment tasks/questions with the targeted skills and lesson objectives. Walkthrough data and lesson plans/annotations will be reviewed.
Curriculum Deep Dives/ Data Reviews	At least 80% of teachers will use literacy data to plan targeted small group instruction and adjust whole group instruction.	PELI Progress Monitoring Analysis: review biweekly PELI scores to ensure student groups and targeted activities are based on student needs. Student Work Sampling (Grades Pre-K-8) Analyze student responses on daily formative tasks to evaluate mastery levels and determine if instruction requires re-teaching or acceleration. PLCs, PLC checklists, Meeting notes, Walkthroughs and observation data

Section 4: Family Engagement Around Literacy

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

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Meet & Greet ACT 422/DIBELS ○ Understanding the DIBELS 8 Screener ○ District zone-based DIBELS Family Nights	Provide Grab & Go activities, translated newsletters with schoolwide expectations and important information	Families
August 2026	3rd Grade Parent Night	Provide Grab and Go activities and disseminate information regarding ACT 422	3 rd grade teacher, parents, and students
August 2026	Parent Orientation	Provide Grab and Go activities	Parents, students, teachers
Fall 2026	ELA Night	Provide Grab and Go activities	Teachers, students, parents
November 2026	DIBELS Family Night Explain the DIBELS 8 screener, benchmark categories, progress monitoring, and ways families can support foundational reading skills.	Translated letters, sample activities, Grab & Go bags, family-friendly data guides	PMS Faculty and Staff

Section 5: Alignment to Other Initiatives

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

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

Initiative Alignment

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Alignment to SIP	Increase percentage of students meeting or exceeding literacy benchmarks Improve student performance on Grades 3-8 ELA assessments Strengthen TIER I instruction through consistent HQIM implementation	SIP plan measures. DIBELS 8 and mCLASS data
Early childhood programs	Preparation for kindergarten	Pre-K lesson plans and CLASS observations

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
All stakeholders- Admin, teachers, paraprofessionals, families	Create literacy block schedules, ensuring time is assigned specifically for core instruction and intervention grounded in the foundations of reading. Kindergarten-2nd grade-2 hours of instruction 3rd-6th grade- 90 minutes of instruction	August 2026
All stakeholders- Admin, teachers, paraprofessionals, families	School will establish Instructional Leadership team and lead ELA teachers to ensure implementation of core curriculum and use of remediation guides	August 2026

Section 6: Communicating the Plan

School Staff	The school's literacy plan will be shared with all staff in August and shared along with school goals.	August
Community	The school's plan will be posted on the district and school website. Ongoing (posted at the end of August)	Ongoing (posted at the end of August)
Parents and staff members	PAT Meeting and Parent Orientation Meeting	September 2026
All stakeholders- Admin, teachers, paraprofessionals, families	School administration will receive academic feedback from classroom observations, via SLPSD newsletter, instructional specialist observation emails, BULLSEYE observational tool, and during monthly administrative meeting	Ongoing
Kindergarten through 8 Grade	To ensure clear communication and strong implementation, the 1st through 12th Grade Literacy Plan establishes a structured roadmap across four quarterly phases. Each school will host at least 1 family literacy activity each semester	Quarter 1 (August–October) focuses on launching core structures by initiating weekly teacher professional learning communities, administering Fall baseline assessments, analyzing BOY data and determining a plan for struggling students, introducing families to the school's literacy plan during the school's annual Open House, hosting Fall parent-teacher conferences, and holding informational testing meetings to explain testing formats and sessions to parents. Quarter 2 (November–January) shifts toward evaluating early growth through Winter benchmark screenings, hosting mid-year data reviews to adjust instruction, sharing progress reports, convening dedicated school meetings for parents of students who are failing reading, and hosting a literacy activity for families. Quarter 3 (February–March) centers on fidelity and support for

Section 6: Communicating the Plan

students experiencing stagnant or declining reading progress, targeted coaching cycles for teachers to improve literacy instruction, hosting LEAP testing meetings to prepare families for upcoming standardized assessments, and administering Spring assessments Quarter 4 (April–May) concludes the annual cycle by administering Spring summative assessments, delivering final progress reports to families, transitioning writing portfolios and student data to the next grade-level teams, meeting with parents of students failing reading to discuss a plan for summer remediation and retesting, and presenting an annual evaluation to district leaders and stakeholders about reading/literacy outcomes.