

Local Literacy Plan for
Park Vista Elementary/St Landry Parish
Rachel Melancon and Robin Villemarette/Principals
Superintendent Milton Batiste, III/ Superintendent

August 25, 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

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

Literacy Mission Statement

Park Vista Elementary's mission is to drive continuous literacy growth for every K–2 student through evidence-based Tier I instruction and targeted small-group support, delivered by effective educators in strong partnership with families and the community.

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?

Section 1B: Literacy 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)

(Kindergarten): By the End-of-Year (EOY) assessment, 70% or more of Tier I Kindergarten students will perform At or Above Benchmark on the state-approved universal literacy screener (composite score). Tier III Kindergarten students' interventions will show 10% growth toward grade-level benchmark targets on bi-weekly progress monitoring assessments.

(Grade 1): Decrease the percentage of Tier I Grade 1 students performing Well Below Benchmark by at least 15% from Beginning-of-Year (BOY) to End-of-Year (EOY). Tier III first grade students' interventions will show 10% growth toward grade-level benchmark targets on bi-weekly progress monitoring assessments.

(Grade 2): Decrease the percentage of Tier I Grade 2 students performing Well Below Benchmark by at least 15% from Beginning-of-Year (BOY) to End-of-Year (EOY). Tier III second grade students' interventions will show 10% growth toward grade-level benchmark targets on bi-weekly progress monitoring assessments.

Goal 2 (Teacher-Focused)

NIET results will reveal that all teachers will demonstrate effective teaching practices that include meeting the individual needs of students, implementing the curriculum with fidelity, and using student data to effectively plan instruction.

Action steps :

- Facilitate ongoing professional development for teachers aimed at building knowledge relative to the science of reading and writing
- Focus on integration of best practices and evidence-based strategies in classrooms.
- To improve instructional practice, teachers will receive initial and ongoing professional development based on Tier I curriculum.
- Provide coaching support and feedback to teachers based on observations
- Use consistent instructional strategies across classrooms

Section 1B: Literacy Goals

	• Plan for training of all staff who administer assessments to ensure standardized procedures and accurate data recording • Schedule time for teachers to analyze assessment results; time to share collaboratively with peers and others who serve students • Teachers will improve overall reading proficiency through the use of Tier I curricular resources • Principal will establish a master schedule that supports “just in time” tutoring opportunities using Accelerate lessons curated by LDOE • Principal will establish a master schedule that supports “High Dosage Tutoring” opportunities using Heggerty and UFLI • School will promote AR LAB to promote recreational reading • Schedules shall permit quarterly data review of benchmark assessments • Teachers and administrators will monitor the use of Amplify Reading student reports • Teachers will annotate lessons to specifically note opportunities to address phonics and phonemic awareness.
Goal 3 (Program-Focused)	100% of all regular-education and special-education kindergarten - 2nd grade teachers will utilize the Tier I curriculum and annotate specific activities that focus on phonics, phonemic awareness, comprehension, and oral reading fluency, specific to their grade level standards ❖ Daily, teachers will apply best practices for foundational skills instruction based on the Science of Reading in elementary classrooms ❖ The Learning Center Teacher will provide Tier II supports and interventions to students who require additional assistance in the development and mastery of key foundational skills and concepts ❖ Monitoring of the implementation of curriculum and evidence-based practices through formal and informal (Bullseye) observations ❖ Adherence to District and State curriculum Pacing Guides ❖ Adjustments to curriculum alignment to eliminate gaps and promote student mastery of Tier1 grade level content standards on Mastery level

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. Yes. K–2 classroom teachers receive systematic professional development in Amplify CKLA implementation — focusing on Skills and Knowledge units in K–2. Teachers in K–2 are fully trained in utilizing mCLASS DIBELS 8 data to deliver targeted small-group routines.
 - b. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
 - i. Tier I success is defined as 80% or more of K–4 students demonstrating mastery on Amplify CKLA unit assessments and benchmark checks. When mastery falls below 80%, grade-level teams adjust core pacing, strengthen teacher modeling (such as explicit phonics routines in K–2 or close-reading strategies), and refine whole-class instruction before increasing Tier II reliance.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
 - a. Yes. Teachers regularly administer Amplify CKLA curriculum-based assessments, including Skills unit checks and Knowledge domain assessments in K–2. These checks are analyzed during nine-period data meetings to evaluate core instructional health and student grasp of foundational skills and content.
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
 - a. Yes. The ILT undergoes administrative training on Amplify CKLA across both early foundational (K–2) and upper elementary (3–4) bands. Leaders monitor explicit phonics, oral language, vocabulary, and text-dependent discussion. Additionally, the ILT is trained in monitoring both the mCLASS administrative

Section 2: Explicit Instruction, Intervention and Extension

	platform (K–3) and Lexia Core5 metrics (Grade 4) to ensure intervention fidelity. 4. Is there a regular walkthrough schedule to determine support around Tier I? a. Yes. The ILT conducts weekly, non-evaluative Tier I literacy walkthroughs across K–2 using an Amplify CKLA-aligned fidelity rubric and/or NIET rubric through the Bullseye platform. Walkthrough data is collated to identify coaching needs, schedule peer modeling, and verify that daily allocated times for core Skills and Knowledge blocks are strictly maintained. 5. Is the ILT responding to data to support a healthy Tier I? a. Yes. The ILT meets monthly to analyze Amplify CKLA unit assessments alongside mCLASS benchmark/progress-monitoring data (K–2). If class-wide trends indicate gaps (e.g., phonemic awareness in K–1 or fluency/comprehension in 2), the ILT collaborates with teachers to refine Tier I modeling and instruction before assigning Tier II interventions. 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) a. Yes. K–2 teachers and leaders complete LDOE-aligned K–2 Skills Unit, K–2 Skill Lesson, K–2 Knowledge Unit, and K–2 Knowledge Lesson preparation routines to master foundational phonics sequences and read-aloud knowledge building. 7. What data and resources are being used to support extension? a. Data for Extension: Extension eligibility is determined using mCLASS benchmark data (Grades K–2), and consistent high performance (75%+) on Amplify CKLA unit assessments across all grades. b. Extension Resources (Grades K–2): High-achieving students engage with Amplify CKLA’s built-in "Challenge" activities, content-rich trade books, CKLA Research, and mCLASS Small Group Advisor enrichment routines (K–2) designed to deepen vocabulary, critical thinking, and independent research skills.
Amount of time spent on daily	Grades K-2:

Section 2: Explicit Instruction, Intervention and Extension

literacy skills instruction and how it is used	As per our Pupil Progression Policy, the following amounts of time are dedicated to core literacy instruction daily: ● 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. ● K-2 120 minutes
English Language Arts textbooks and instructional materials used	● Grades K-4: Amplify CKLA ● Pre-K: Creative Curriculum.
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? a. Yes. Tier II intervention is provided by certified classroom teachers, trained interventionists, or literacy specialists who have received professional development in science-of-reading strategies. Interventions utilize Louisiana state-approved High-Quality Instructional Materials (HQIM), such as the intervention components embedded within <i>Amplify Core Knowledge Language Arts (CKLA)</i> and district-adopted targeted intervention programs. 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? a. Yes. Educators regularly administer curriculum-based measures, mClass progress monitoring, and end-of-unit assessments built directly into or aligned with the HQIM program. These tools track student growth and ensure interventions are delivered with fidelity. 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? a. Yes. Student diagnostic data (universal literacy screeners, CKLA placement tests, and CBMs) is evaluated during Response to Intervention RTI data meetings. Targeted intervention plans match specific skill deficits. Such as phonemic awareness, phonics, fluency, or comprehension, and the corresponding progress monitoring tool measures that exact target skill. 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? a. Yes. Tier II interventions are scheduled during dedicated RTI/Intervention blocks, HDT, or small-group instructional periods to ensure students never miss essential Tier I grade-level core instruction.

Section 2: Explicit Instruction, Intervention and Extension

	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? a. Yes. Progress monitoring is conducted weekly or bi-weekly according to the student's specific tier level and individual student plan, allowing educators to track trajectory, evaluate responsiveness, and adjust instruction as needed. Tier II intervention consists of 60 minutes of targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state-approved intervention program. This time is outside of Tier 1 instructional minutes. Additionally, Tier II support may also be provided during High Dosage Tutoring blocks.
Tier II plan, including the amount of time	School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met. Students scoring well below benchmark on the DIBELS 8 Screener will be progress monitored weekly, and students scoring below benchmark will be progress monitored every 10 days.
List of available interventions and their descriptions	• mClass Instruction (K-3)–uses student results from DIBELS 8th Edition or mCLASS to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons • Amplify Boost (K-2)– a supplemental reading program based on the Science of Reading. • HDT (K-2)--Support and intervention provided by a highly effective Teacher, teacher of record, or an external vendor.
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? a. Yes. Tier III interventions are delivered by specialized literacy educators, reading interventionists, or certified teachers who have completed extensive training in structured literacy, the Science of Reading, and the school's adopted state-approved Tier III intensive curriculum. 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? a. Yes. Educators use embedded curriculum-based measures and program-aligned assessment tools delivered with fidelity to track specific skill mastery and evaluate whether the intensive intervention is closing the learning gap.

Section 2: Explicit Instruction, Intervention and Extension

	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? a. Yes. Diagnostic assessment data (such as universal screening results, phonics diagnostics, and observational data) pinpoints the exact foundational skill deficits — such as phonemic isolation, decoding, or fluency. The intervention targets those precise deficits, and progress monitoring probes directly measure growth in that target area. 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? a. Yes. Master schedules at Park Vista protect Tier I grade-level instruction. Tier III interventions are delivered during designated intervention/enrichment blocks or specialized instructional times so students do not miss core classroom teaching. 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? a. Yes. Students receiving Tier III intensive support are progress-monitored weekly. The School Building Level Committee (SBLC) and intervention teams regularly review this weekly data to determine responsiveness, refine instructional strategies, or adjust the intensity of the support.
Tier III plan, including the amount of time	Tier III consists of 30 minutes or more of the targeted small group instructional time with the classroom teacher, certified learning center teacher, or a state-approved intervention program. When using most programs from external vendors, the student pathway will adjust and align to his or her individualized needs. Tier III outside of Tier 1 instructional minutes. School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier III interventions are implemented, and literacy goals are met. Students scoring well below benchmark on the DIBELS 8 Screener will be progress monitored weekly, and students scoring below benchmark will be progress monitored every 10 days.
List of available interventions and their descriptions	Additional Supports and Interventions: • mCLASS Intervention Kit (K-2)—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. • mCLASS Instruction (K-2)—uses student results from DIBELS 8th Edition or mCLASS Lectura to automatically group students by specific skill gaps and recommend targeted, ready-to-teach small-group lessons • Amplify Boost (K-2)— a supplemental reading program based on the Science of Reading. • HDT (K-2)—Support and intervention provided by a highly effective

Section 2: Explicit Instruction, Intervention and Extension

	Teacher, Teacher, or an external vendor
--	---

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
2	(Pre-K 4) Instructional Support for Literacy: Preschool Early Literacy Indicators (PELI) Fall, Winter, Spring Benchmark Assessments	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 Dr. Nicole Morrison (Supervisor), Pre-K Literacy Coaches School Level Administration	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. -Progress toward Kindergarten readiness goals is driven by ongoing analysis of student benchmark performance alongside teacher documentation of small-group instruction. Following each PELI testing cycle, leadership teams evaluate both whole-group trends and targeted small-group intervention data to monitor progress toward the district goal of at least 72% of kindergarten students achieving benchmark status on the Spring PELI assessment.

Action Plan

1,3	Fall (August) BOY Winter (December) MOY Spring (April) EOY ACT 422 - 3rd grade - May and June for students who score 'Well Below'	Promote the administration of DIBELS 8th edition Literacy Screener data. The DIBELS 8th edition literacy screener is used for: • universal screening to find students who may be at risk for reading difficulties; • identifying skills to target for instructional support; • progress monitoring at-risk students while they receive additional, targeted instruction; and • examining the effectiveness of school-wide literacy supports Parents receive notification after each administration of Acadience Reading, if students are reading below grade level.	School administrators, Learning Center teachers, ELA teachers	Learning Center Teachers LDOE released probes and directives	Progress monitoring using mCLASS • -WB: Every 10 days • -Below Benchmark: Every 10 days
3	Weekly/Bi-Monthly (August-May)	Teacher Collaboration Meetings Literacy Mentors and ELA instructional specialists	Administration Instructional Coach Literacy	K-2 Preparation Protocol 3-12 Lesson Preparation	All teachers will engage in unit preparation, which will guide teacher understanding of skills and knowledge unpacked from HQIM

Action Plan					
		will deliver professional learning sessions on unit/domain unpacking Resources available in LDOE's Literacy Library. Engage in professional learning communities that address effective instruction and the linkages among curricular goals and standards, content, assessments, and teaching strategies	Mentors Instructional Specialists	Assessment Remediation Guide CKLA resources	assessments, rubrics, exemplars and texts. Evidence: Agendas, sign-in sheets, artifacts, Lesson Annotations
4	August-May	Daily targeted small group intervention • After-school literacy intervention • LIFT (Literacy Interventions and Foundational Tools) • FIRE (Foundational Instruction for Reading Excellence) • Amplify CKLA - Instruction and Assessment Remediation Guide	Learning Beyond the Bell program tutors and Facilitators 21st Century tutoring program Fluent Flyers Tutoring Program Tutors and facilitators	Administration, Instructional Coach, Literacy Mentors, Classroom Teachers, Tutors	Teachers will utilize mCLASS platform to monitor student performance and use the data to ensure that students receive explicit intervention activities based on individual students' needs. Evidence: mCLASS data Teacher/Tutor Observation and student data Teachers' anecdotal notes Formative assessments-CKLA

Action Plan					

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

1. Have teachers received initial implementation and launch training on their HQIM?
 - a. The ILT/TC long-range plan is an instructional blueprint designed to build teacher capacity around the Science of Reading and High-Quality Instructional Materials (HQIM). The plan outlines specific literacy performance goals (K–3 fluency, foundational phonics, and reading comprehension targets) and maps out year-long professional learning strands. It establishes expectations for weekly Teacher Collaboration meetings, bi-weekly ILT oversight, and classroom coaching cycles focused on Tier I literacy core instruction and targeted interventions.
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
 - a. **Yes.** The long-range plan is broken into distinct 4- nine week instructional cycles. Each cycle focuses on a high-leverage literacy strategy derived from student data. Such as explicit phonics instruction, text-dependent questioning, or vocabulary. This allows teachers to master one key pedagogical practice at a time to drive overall annual literacy targets.
 - b. Cycle effectiveness is monitored through a continuous feedback loop that occurs **weekly and bi-weekly**:
 - **Bi-Weekly (during PLCs):** Teachers analyze common student work samples, benchmark assessments, and progress monitoring data to evaluate student growth during the cycle.
 - **Bi-Weekly (during ILT Meetings):** Leadership teams review school-wide walkthrough trends, implementation fidelity data, and interim benchmark scores.
 - **Cycle End:** At the conclusion of each 4-nine-week cycle, the ILT conducts a formal cycle review to evaluate growth, determine if the target outcome was met, and decide whether to intensify support or move to the next instructional focus.
 - c. **Yes.** HQIM (*Amplify CKLA* for ELA) is central to all ILT and TC learning cycles. Professional development within these cycles focuses directly on module study, unit internalization, and lesson planning using the adopted HQIM curriculum. Teachers do not create supplemental materials; instead, cycles build capacity on how to deliver HQIM lessons with integrity and fidelity.
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
 - a. **Yes.** ILT members — including administrators, instructional coaches, and master/mentor teachers — undergo specialized training in literacy leadership. This includes district- and state-sponsored professional learning on the Science of Reading, HQIM curriculum alignment, and coaching strategies.
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
 - a. **Yes**, coaching days are 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](#)?
 - a. **Yes**, the coaching provider’s professional development is held to rigorous, evidence-based standards specific to Louisiana’s literacy initiatives.

Potential Professional Learning Planning

Month/Date	Topics	Attendees
------------	--------	-----------

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

<i>(When can PL be scheduled throughout the school year?)</i>	<i>(What topics are most needed and should be covered and/or prioritized?)</i>	<i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
2 sessions at the beginning of the 2026-2027 School Year	mCLASS Data Analysis and Amplify BOOST	K, 1, 2 Teachers, Learning Center Teachers, Literacy Mentors
3 Sessions at the beginning of the 2026-2027 School Year	Amplify CKLA Curriculum Implementation	Grades 1, 2, 3, 4 Teachers, Literacy Mentors, Instructional Coaches, Administrators

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

1. What is the ILT/TC long-range plan to support literacy?
 - a. I need the SIP plan to answer this question.
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
 - a. I need the ILT agendas to answer this question.
3. How/when is the effectiveness of cycles monitored?
 - a. Cycle effectiveness is monitored through continuous data loops. ILTs review formative assessments, unit/module checkpoints, student work samples, and classroom observation trends weekly or bi-weekly to assess whether instructional shifts are impacting student outcomes before a cycle closes.
4. Is HQIM embedded in the cycles and long-range plans?
 - a. I need the ILT agendas to answer this question
5. How do the LER indicators support the implementation of HQIM during cycles in ILT and TC?
 - a. The Literacy Environment & Resources (LER) indicators guide instructional walks and feedback. During ILT and TC cycles, LER indicators ensure that teachers use HQIM explicit instruction protocols, display anchor charts tied directly to the core curriculum, and provide students with access to high-quality, complex texts.
6. Are ILT members trained to support literacy?
 - a. ILT members receive targeted professional development on literacy content knowledge, HQIM curriculum alignment, explicit instruction (such as the Science of Reading framework), and effective instructional coaching techniques to lead productive TC meetings.

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?
Planning & Preparation	By the end of the 6-week cycle, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality K-2 HQIM implementation through the Unit Study Protocol and 3-12 HQIM Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery	Review TC Long-Range Plan, TC agendas, Completed K-2 Unit Study tool, 3-12 Unit Protocol, Lesson plans, and teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. Observe lessons to determine if there is alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. Walkthrough data and lesson plans/annotations will be reviewed.
Data-Driven Explicit Literacy Instruction	By the end of the 6-week cycle, 80% of teachers will systematically use literacy data to drive small-group instruction, align unit assessments, and deliver explicit daily instruction on priority reading skills.	Student Work Sampling (Grades Pre-K-2): Analyze student responses on daily formative tasks to evaluate mastery levels and determine if instruction requires re-teaching or acceleration.

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
August 2026 - May 2027	LDOE Family Engagement Framework & Website Updates	Digital tools and home strategies posted year-round on school website; continuous family-teacher communication via Rooms platform.	Administration Literacy Mentors Parents
August 2026 - May 2027	School-Based Family Literacy / Reading Night	Promoted via letter, Apptegy, and Rooms	Local Community Sponsors, School Literacy Team
Monthly	School Improvement Team Meeting	Monthly School Improvement Plan meetings with a focus on updating student progress data and making adjustments to meet specific areas of needs indicated in the DIBELS, iREADY, and progress monitoring data.	Teachers School Administration Community Stakeholders
1st & 3rd Semester	Open House	School Open House with invitations extended to parents and the school community to share our School Improvement Plan and School Literacy Plan.	Parents Students Teachers School Administration

Section 4: Family Engagement Around Literacy

		This will also be an opportunity to collaborate with stakeholders on input on the plans. During the February meeting data will be presented to stakeholders to monitor the effectiveness of the SIP and School Literacy Plan and adjustments, where needed, will be presented to show efforts of addressing specific needs.	
Semester 1-2	Literacy Night	In person opportunity to focus on engaging methods to incorporate literacy interventions at home. Parents can tailor their intervention based on quarterly progress monitoring progress reports sent home by their child's teacher.	Parents Students Teachers School Administration Community Stakeholders

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

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan	Literacy goals are included in the SIP plan	Plan to monitor through weekly classroom walkthroughs, semester classroom observations, lesson planning, and progress

Section 5: Alignment to Other Initiatives

		monitoring data through DIBELS and Boost. Evidence of success is student growth as shown by the data.
Pre-Kindergarten Age 4	PreK students engage in foundational skills through Creative Curriculum	Plan to monitor through progress monitoring using TS Gold resources. Evidence of success is student growth as shown at the end-of-year TS Gold assessment.
Weekly Professional Learning Communities	The use of DIBELS, Heggerty, UFLI, and chapter/unit data, as well as student work samples, is used to drive collaborative sessions on student and instructional growth in literacy. The outcome of these weekly meetings is to provide teachers with research-based instructional strategies to target the cross-curriculum literacy needs of students.	Success of the research-based strategies will be monitored through DIBELS, UFLI, and Heggerty bi-weekly or monthly data. Specific student work samples and chapter/unit assessment results in all core subjects will also be monitored as evidence of success or the need to make adjustments to instructional strategies.

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
District Academic Team	A copy of our Literacy Plan will be shared with	August 2026

Section 6: Communicating the Plan

	the District Academic Team for review and feedback	
School Administration, Faculty, and Staff	A copy of our Literacy Plan will be shared with our School Administration, Faculty, and Staff for review, feedback, and implementation purposes	September 2026
Family & Community Stakeholders	A copy of our Literacy Plan will be shared with our family and community stakeholders via our school website	Ongoing