School Literacy Plan for

Natchitoches Magnet School

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LOUISIANA'S LITERACY PILLARS



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 Natchitoches Magnet School, every student will receive effective literacy instruction, high quality instructional materials, and tiered supports to foster growth. All students will have the opportunity and support to succeed, grow as a reader and writer, and progress toward reading on or above grade level.
Literacy Mission Statement	Natchitoches Magnet School is dedicated to providing exemplary instruction grounded in the Science of Reading that builds strong foundations in phonological awareness, phonics, background knowledge, verbal reasoning, vocabulary, and comprehension. Explicit instruction, high-quality instructional materials, and differentiated supports are used to respond to student needs, helping every student grow as a reader and writer and become a lifelong learner.

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)	By the end of the 2026–2027 school year, at least 100% of students in grades K–3 will score at or above benchmark on DIBELS, or meet or exceed their individual DIBELS growth target from beginning-of-year to end-of-year. ● Kindergarten: Increase students at or above benchmark from 97% to 100% ● Grade 1: Increase students at or above benchmark from 95% to 100% ● Grade 2: Maintain 100% of students at or above benchmark. ● Grade 3: Maintain 100% of students at or above benchmark. By the end of the 2026–2027 school year, the percentage of students scoring on grade level and above (Mastery and Advanced) on the Spring LEAP ELA assessment will increase to 86.8% on grade level or above in grades 3–8. ● ELA Grade 3: Increase Mastery/Advanced from 81% to 86% ● ELA Grade 4: Increase Mastery/Advanced from 68.3% to 73% ● ELA Grade 5: Increase Mastery/Advanced from 74.3% to 79% ● ELA Grade 6: Increase Mastery/Advanced from 94.3% to 96% ● ELA Grade 7: Increase Mastery/Advanced from 87% to 89% ● ELA Grade 8: Increase Mastery/Advanced from 94% to 96% By the end of each nine weeks, at least 75% of students in grades 1st and 2nd grade will demonstrate mastery of expected literacy skills and content as measured by quarterly proficiency exams using curriculum-embedded ELA assessments.

Section 1B: Literacy Goals	
	By the end of the 3rd nine weeks, at least 86% of students in grades 3-8 will demonstrate mastery of expected literacy skills and content as measured by quarterly proficiency exams using cold read tasks aligned to the current Louisiana Guidebook units.
Goal 2 (Teacher-Focused)	By November 2026, 100% of K–8 ELA teachers will use quarterly proficiency exam data, DIBELS data when applicable, and student work during weekly cluster meetings to analyze student work, identify instructional next steps, and improve student achievement on Tier 1 curriculum assessments resulting in improvement in student work analysis as measured by improvements in student achievement on weekly assessments from Tier 1 curriculum reflected in the IGP. By December, ELA teachers will be able to effectively implement the ELA HQIM and assessment monitoring, resulting in teachers increased ELA Content knowledge and students' ability to think and problem solve as measured by student performance on the student work from standards-aligned assessments
Goal 3 (Program-Focused)	By August 2026, the Instructional Leadership Team will conduct weekly meetings focused on student achievement, and progress-monitoring data to monitor progress toward goals, identify instructional needs, and establish district-wide priorities as evidenced by completion of Cycle 1 of the Long-Range Plan. By August 2026, K–8 ELA teams will implement weekly cluster meetings centered on literacy priorities identified by the ILT as measured by student work samples and documented ILT follow-up and support resulting in improved student achievement. By October 2026, the ILT will analyze quarterly proficiency data for quarters 1-4 to identify areas of strength and need across schools, inform instructional priorities, and guide school-wide action planning, as evidenced by school-wide QDR action plans.

Section 1B: Literacy Goals	
	By May 2027, 100% of K–8 teachers will have access to ongoing instructional coaching aligned to identified teacher and student needs, with coaching. By May 2027, all school literacy systems (ILT, Teacher Collaboration, Tiered Instruction, and Progress Monitoring) will be implemented with fidelity and integrity, as evidenced by end-of-year implementation rubrics and leadership review.

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	Grade K-2nd (120-minute core literacy block) • Tier I literacy instruction is delivered daily through HQIM during a protected 60 minute foundational skills block and 60 minute knowledge block. Instruction includes explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, language comprehension,

Section 2: Explicit Instruction, Intervention and Extension	
	reading comprehension, writing, speaking, and listening. Small-group instruction is embedded within the literacy block to provide differentiated instruction based on curriculum-based assessments and DIBELS data while maintaining access to high-quality core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM foundational skills and knowledge through weekly cluster meetings. Grades 3-8 ● Tier I literacy instruction is delivered daily through the approved ELA HQIM during a protected, 75 minute core literacy block. Instruction includes explicit instruction in advanced phonics, morphology, fluency, vocabulary, language comprehension, reading comprehension, writing, speaking, and listening using grade level complex texts. Students also receive a daily 45 minute tiered support block outside of core literacy instruction for targeted small group instruction, intervention, high-dosage tutoring (K-5), or extension based on individual student needs and assessment data. Extra Learning Time supplements and does not replace Tier I core instruction. Teachers receive ongoing professional learning, coaching, and support to strengthen implementation of HQIM and targeted literacy supports. ○ Daily standards-aligned literacy instruction using Louisiana's ELA Guidebooks. ○ Teachers implement evidence-based instructional practices aligned to the literacy-related indicators of the Louisiana Educator Rubric. Student Mastery ● Weekly cluster meetings focus on planning, core instruction, student work, and data-informed instructional decisions in order to improve students working on and above grade level. . The District ILT works with schools during cluster cycles to provide follow-up and support visits, including coaching as needed. Instructional Leadership Team (ILT) ● The ILT uses ongoing cycles of learning to respond to school wide needs identified through data.. Throughout the cycle, the ILT monitors HQIM implementation, reviews school wide literacy data, and provides coaching and follow-up support to strengthen instruction.

Section 2: Explicit Instruction, Intervention and Extension	
	Instructional Walkthroughs ● Instructional walkthroughs will be conducted regularly to monitor implementation of HQIM and evidence-based literacy practices. Walkthroughs will focus on instructional look-fors such as explicit instruction, effective use of HQIM, small-group instruction, curriculum-based assessment, and data-informed instructional decisions. Timely, actionable feedback will be provided to reinforce effective practices and support continued instructional growth. Extension 1. Students demonstrating mastery of grade-level expectations receive Tier I extension opportunities using the vertical progression of standards that increase the complexity of content, process, or outcome. Student data and performance are used to identify extension needs and ensure continued growth through HQIM-aligned instruction.
English Language Arts textbooks and instructional materials used	1. Grades K–2 uses an approved HQIM (Expeditionary Learning) which consists of Foundational Skills and Knowledge. This two-strand literacy program consists of the Skills Strand (phonological awareness, phonics, decoding, spelling, and handwriting) and the Knowledge Strand (vocabulary, oral language, listening comprehension, and background knowledge through rich texts). 2. Grades 3-8 uses an approved HQIM (Louisiana Guidebooks through the digital Imagine Learning platform) which integrates Skills and Knowledge aligned to grade level standards. This integrated literacy program builds reading comprehension, vocabulary, fluency, writing, and knowledge through complex, grade-level texts while reinforcing foundational reading skills as needed. ● Curriculum-embedded assessments included within Louisiana's ELA Guidebooks ● Guidebook units are taught using student unit readers and novels
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?

Section 2: Explicit Instruction, Intervention and Extension	
	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	Students identified as at risk through universal screening in grades K–12 receive tiered supports that build knowledge and skills needed to be on grade level in ELA including Tier III when warranted. ● Tier II intervention will be provided in addition to daily Tier I instruction and will occur outside the core literacy block. Teacher, and High-Dosage Tutoring (HDT in grades K-5) tutors who have received training in HQIM and evidence-based literacy practices will provide targeted instruction for at least 30 minutes, three or more times each week. ● Student placement in Tier II will be based on multiple sources of information, including DIBELS/mCLASS results, quarterly proficiency exams, progress-monitoring data, and student work. Instruction will address the specific literacy skills identified as areas of need, such as phonological awareness, phonics, fluency, vocabulary, morphology, language comprehension, and reading comprehension. ● Progress monitoring will occur every 10 instructional days for students performing below grade level. Data from HQIM curriculum-based assessments, mCLASS/DIBELS, and other formative measures will be used to evaluate student response and determine appropriate next steps. ● Instructional decisions will be based on patterns across multiple data points and may include continuing, adjusting, intensifying, or discontinuing Tier II support. Teachers and school leaders will collaborate regularly to review progress and ensure intervention remains aligned to each student's identified needs. ● Tiered support will occur daily in a 45 minute WIN/intervention or enrichment period so students continue to receive full access to grade-level Tier I instruction. Targeted supports will be aligned to students' individual learning needs and documented through their Individualized Academic Support Plans (IASPs).
List of available interventions and their descriptions	1. a. K-2: Skills Block targeted small-group instructional resources aligned to microphase testing that provide differentiated support and practice aligned to HQIM core lessons to address specific student learning needs. b. UFLI intervention that targets where students are in the phonics continuum to fill gaps with explicit daily phonics instruction in small groups.

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	c. mClass aligned activities which support literacy deficiencies and provide differentiated support. 2. LDOE Accelerate for Grades 3-8: Literacy intervention that delivers targeted instruction and frontloads the HQIM curriculum with the knowledge and skills to accelerate learning. 3. High-Dosage Tutoring (HDT) for grades K-5: Provides targeted, evidence-based literacy instruction through frequent small-group or individualized support to accelerate reading growth and address identified learning 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?
Tier III plan, including the amount of time	• Students who demonstrate persistent literacy needs but are not making adequate progress in Tier II will receive 45 minutes of daily Tier III intervention. • Tier III intervention is provided alongside Tier I instruction for students with significant or ongoing literacy needs identified through multiple data sources. S. Services are provided in accordance with the TPLS and documented in the student's IEP, IASP, or Section 504 Plan, when applicable. Qualified literacy teachers provide explicit, systematic, evidence-based instruction that is matched to each student's specific literacy needs. • Intervention planning is based on a comprehensive review of student data, including DIBELS, curriculum-based and diagnostic assessments, progress-monitoring results, teacher observations, and the student's response to previous intervention. Instruction focuses on the specific skill gaps identified through assessment while maintaining connections to Tier I instruction whenever possible. • Student response is monitored weekly using measures that match the skills being addressed through intervention. Teachers and school leaders review the data to determine whether the student is making adequate progress and whether changes are needed to the group,

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	instructional approach, frequency, duration, or level of support. Progress-monitoring records and intervention documentation are maintained to track student growth and inform next steps. ● Students who aren't showing progress after 9 weeks should be referred to the School Building Level Committee (SBLC) to determine next steps.
List of available interventions and their descriptions	K-2: a. K-2: Skills Block targeted small-group instructional resources aligned to microphase testing that provide differentiated support and practice aligned to HQIM core lessons to address specific student learning needs. b. UFLI intervention that targets where students are in the phonics continuum to fill gaps with explicit daily phonics instruction in small groups. c. mClass aligned activities which support literacy deficiencies and provide differentiated support. 3rd grade: a. UFLI intervention that targets where students are in the phonics continuum to fill gaps with explicit daily phonics instruction in small groups. b. mClass aligned activities which support literacy deficiencies and provide differentiated support. Grades 4-8 a. Lexia Core 5/Power Up provides personalized, adaptive literacy instruction that combines technology-based learning with teacher-led support. Student progress is continuously monitored, with differentiated instruction and targeted supports provided based on individual learning needs.

Action Plan					
Goal	**Timeline**	**Action Steps**	**Person(s) Responsible**	**Resources**	**Monitoring Evidence of Teacher and Student Success**
1	Monthly	Develop and monitor a District Literacy Plan with measurable goals, action steps, and data reviews to track progress toward literacy outcomes.	Principal Master Teacher Mentor Teachers	LDOE TPLS, School Literacy Goals, School Improvement Plan, LDOE Literacy Plan Development Guide, Existing Literacy data	• The ILT monitors ILT cycles, literacy goals, and action steps to assess progress, identify needs, and provide targeted support to schools. • Evidence: ILT Long-Range Plan, cycle evidence, updated action plans, and Literacy Plan.
2	Monthly	Analyze school review summary, LEAP/Dibels QDR data and district curriculum updates	ILT Members	student goal trackers DIBELS and LEAP data	-Weekly IGP's -Monitor attainment of cluster cycle goals
3	Monthly	Tier 2 & Tier 3 Instruction: Monitor the effectiveness of the WIN Tier Supports plan through progress monitoring data to identify strengths, needs, and opportunities for improvement.	ILT Members	WIN guidance document, TPLS guidance, progress monitoring results, tiered supports resources such as mClass, Accelerate & Core 5/Power Up resources	• Intervention plans align targeted supports to identified student skill needs. • Walkthroughs and observations monitor explicit, systematic, cumulative, and appropriately intensive intervention aligned to student needs. • Progress-monitoring data are collected and reviewed consistently.

Action Plan					
4	October/ November	Clarify updated ELA standards: ● What does proficient instruction look and sound like and how do we shift instruction to the exemplary level? ● What does it look like to have an instructional focus throughout cluster cycles? ● How does standard clarity build teacher content knowledge? ● How is success criteria defined from the standard and used to strengthen student performance?	Kathy Noel Master Teachers T&L specialists	Updated ELA standards, LER	● Weekly IGP's ● Student work samples ● Cluster long range plans ● Quarterly data improvement
5	December	Work with ELA T&L specialist to develop	District T&L specialist	ELA standards, HQIM resources,	● Walkthroughs monitor appropriately challenging,

Action Plan					
		and monitor a Literacy Extension Plan through ILT/Teacher Collaboration cycles to strengthen standards-aligned extensions for students demonstrating mastery.	School ILT members		HQIM-aligned literacy extensions across reading, writing, speaking, listening, and knowledge-building. ● Teachers use student data and formative assessments to identify and adjust extension opportunities. ● **Evidence:** Lesson plans/annotations, student work, assessment data, and walkthroughs.

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

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

Potential Professional Learning Planning

Month/Date *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*
July 2026	ELA New Standards Institute	Dr. Jordan Washington-Smart, ELA T&L Specialist, Master Teachers
July 2026	K-2 Leveraging Station Rotations to Improve Literacy Results	Dr. Carlberg-Stewart, Andrea Penrod, K-2 Master Teachers
August 2026	DIBELS Data Analysis for Grades K-3	Dr. Carlberg-Stewart, Andrea Penrod Master Teachers
August 2026	Using the LDOE Unit Study Protocol to Leverage Section Diagnostic & Lesson Look Fors to Strengthen Instruction & IGP's	Andrea Penrod, Master Teachers
September 2026	K-2 Writing Aligned to the Updated ELA Standards K-12 Aligning data trackers & IGP's to Pre-Conferences, Post Conferences & Coaching Plans	Kathy Noel, Andrea Penrod, K-2 Master Teachers Kathy Noel, Latonzia Beavers Jill Crain, K-12 Master Teachers

Section 3A: Professional Learning: Partners (if applicable)		
October/November 2026	Building Standard Clarity	Kathy Noel, ELA Teaching and Learning Specialist, K-5 Master Teachers
October 2026	Building Fluent Readers	Dr. Carberg-Stewart, K-3
January-May 2027	Adolescent Literacy in Action for Grades 4-8 (Canopy Course to address Act 964)	All ELA Teachers, Master Teacher, ILT

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?
School Review Summary DIBELS and LEAP data	By the end of the cycle, the ILT members will build their capacity in the field-testing process, implementation of HQIM, and assessment monitoring, resulting in teachers effectively implementing HQIM and students' ability to think and problem solve as measured by student performance on the student work from the field test and standards-aligned assessments	IGP's and student work Quarterly data review Progress monitoring data
Cycle 2 and beyond will be updated based on teacher and student needs: Potential cycle will be advanced cycle		

Section 4: Family Engagement Around Literacy

3. 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?
4. 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?
5. What resources and tools are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September	**BOY DIBELS Scores** Send home BOY DIBELS scores home to parents with an explanation and activities parents can do at home to improve literacy with students.	Families will receive information through multiple communication methods, including flyers, the school newsletter, ClassDojo, and the school's social media page. Parents will receive a QR code with activities to do at home.	Families/Caregivers
September	1st & 3rd grade Retention Policy: Send home an explanation to parents about the retention policy.	Families will receive information through multiple communication methods, including flyers, the school newsletter, ClassDojo, and the school's social media page. Parents will receive a QR code with activities to do at home.	Families/Caregivers
October	**K-5 Students IASP Review with Families:** Teachers will review each student's IASP with parents during	Families will receive communication via all above listed communication avenues.	Families/Caregivers

Section 4: Family Engagement Around Literacy			
	conferences, explain identified needs and supports, and provide guidance for reinforcing learning at home. Review 1st and 3rd grade retention policy	Provide translated IASPs when necessary. Parents will take home one-pager with directions for doing activities at home	
TBD	**Family Literacy Night:** Families will attend the appropriate grade-level session for fluency (K: building sound fluency, 1st: continuing to build sound fluency and transitioning word reading and connected text fluency, 2nd: passage-reading fluency). Add AR	Families will receive communication via all above listed communication avenues. Materials will come from HQIM and staff will model how to implement at home. Copies of materials will be sent home, along with instructions page and a QR code	Families/Caregivers
December	**Revisiting MOY DIBELS results:** Printed copies of the parent letter will be sent home with students. Parents will receive updated IASPs as well as updated DIBELS scores. Families will then have scheduled times to meet with teachers regarding individual progress during the conference.Review 1st and 3rd grade retention policy.	Families will receive communication via all above listed communication avenues. Provide translated IASPs when necessary. Parents will take home one-pager with directions for doing activities at home	Families/Caregivers
March	**K-5 Students IASP Review with Families:** Teachers will review each student's IASP with parents during conferences, explain identified needs and supports, and provide guidance for reinforcing learning at home. Review	Families will receive communication via all above listed communication avenues. Provide translated IASPs when necessary. Parents will take home one-pager with directions for doing activities at home	Families/Caregivers

Section 4: Family Engagement Around Literacy			
	1st and 3rd grade retention policy		

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
Early Childhood/Pre-K transition Program	Connects pre-K and elementary literacy expectations to support strong foundational skills entering kindergarten and equip families with strategies to build early literacy at home.	Early literacy screening results, family participation, transition meeting records, and student growth in foundational reading skills.
School Improvement Plan	Align literacy goals with the school's priority of increasing reading proficiency through evidence-based Tier 1 instruction, targeted intervention, and family engagement.	Review of DIBELS benchmark data, Tier I curriculum-embedded assessments, progress monitoring, student attendance, and family engagement. Additionally, implementation of data during ILT/TC meetings to drive instructional needs.
Pupil Progression Plan	IASP guidance, grades required from ELA, retention requirements by grade with an emphasis on 1st and 3rd grade retention policies	Review IASPs to verify required components are included, families are informed, and student progress is monitored.

Section 5: Alignment to Other Initiatives		
		Conduct quarterly grade reviews to ensure requirements are met and students are on track for promotion.

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
School System and School Leadership (School System supervisors, principals, assistant principals, school-based literacy team, ILT)	Introduce the Literacy Plan at BOY and establish implementation expectations. Monitor curriculum-embedded assessments, walkthrough trends, intervention progress, and family engagement through ILT reviews, using cycle outcomes to determine next steps and provide ongoing implementation updates.	BOY and EOY Program Evaluation
Families and Community Partners	Share literacy goals, IASPs, and student progress with families through conferences and ongoing communication. Provide literacy resources through school events and communication platforms,	Family engagement events

Section 6: Communicating the Plan		
	and gather quarterly family feedback through digital and paper surveys to strengthen engagement efforts.	