

Local Literacy Plan for
Upper Pointe Coupee Elementary School
Pointe Coupee Parish

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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

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

Section 1A: Literacy Vision and Mission Statement

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

Literacy Vision	The vision of Upper Pointe Coupee Elementary is to cultivate life -long readers and writers who persevere at reaching their full potential and who are actively engaged in oral language, reading, and writing.
Literacy Mission Statement	At Upper Pointe Coupee Elementary, we strive to provide mirrors and windows for students to see themselves and learn about the world through communication, collaboration, and advocacy, through integrated, literary experiences.

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)

LAGGING GOALS:

GOAL: By the beginning of year DIBELS 8th screener 2029, students will enter kindergarten ready, increasing proficiency from 20% to 80%.

- By the beginning of year DIBELS 8th screener 2026, students will enter kindergarten ready increasing proficiency to 40%.
- By the beginning of year DIBELS 8th screener 2027, students will enter kindergarten ready increasing proficiency to 55%.
- By the beginning of year DIBELS 8th screener 2028, students will enter kindergarten ready, increasing proficiency to 70%.

GOAL: By the end of year DIBELS 8th screener 2029, 80% of third-grade students will have a composite score at grade level or higher, *or move out of the well -below category*, increasing proficiency from 46% in 2024.

- By the beginning of year DIBELS 8th screener 2026, 56% of third -grade students will have a composite score at grade level or higher, *or move out of the well -below category*, increasing proficiency from 46% in 2024.
- By the beginning of year DIBELS 8th screener 2027, 65% of third -grade students will have a composite score at grade level or higher, *or move out of the well -below category*, increasing proficiency from 46% in 2024.
- By the beginning of year DIBELS 8th screener 2028, 72% of third -grade students will have a composite score at grade level or higher, *or move out of the well -below category*, increasing proficiency from 46% in 2024.

GOAL: By the end of year 2029, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 40%.

- By the end of year 2026, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 20%.
- By the end of year 2027, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 30%.
- By the end of year 2028, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 1% to 35%.

GOAL: By the end of year 2029, the percentage of English Learners in grades 6 & 8 achieving Mastery will increase from 0% to 40%

- By the end of year 2026, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 0% to 20%.
- By the end of year 2027, the percentage of English Learners in grades 3 & 5 achieving

Section 1B: Literacy Goals

	Mastery will increase from 0% to 25%. By the end of year 2028, the percentage of English Learners in grades 3 & 5 achieving Mastery will increase from 0% to 35%. GOAL: By the end of each quarter, 90% of teachers will have administered progress monitoring every two weeks for tier II and weekly for students in tier III. GOAL: By the end of each quarter, 90% of students will make the expected growth to meet end-of-year goals as determined by progress monitoring assessments (DIBELS, SPIRE, LEAP)
Goal 2 (Teacher-Focused)	GOAL: By the end of year 2029, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 65%. - By the end of year 2026, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 30%. - By the end of year 2027, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 45%. - By the end of year 2028, ELA and early childhood teachers with 1-3 years experience will increase in proficiency from 25% to 55%.
Goal 3 (Program-Focused)	By the end of the 2026-2027 academic year, teachers will effectively utilize the CKLA foundational supports (K-2) and SPIRE (3-8) for tier II and tier III intervention as measured by progress monitoring and benchmark assessments.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I?
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Section 2: Explicit Instruction, Intervention and Extension

	- Is the ILT responding to data to support a healthy Tier I? - Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit , K-2 Skill Lesson , K-2 Knowledge Unit , K-2 Knowledge Lesson , 3-12 Unit Preparation , 3-12 Lesson Preparation) - What data and resources are being used to support extension ?
Amount of time spent on daily literacy skills instruction and how it is used	- K-2: 120 minutes core, 10 minutes Heggerty, 30 minutes intervention, 30 minutes HDT 3-8: 60 minutes core; 30 minutes intervention, 30 minutes HDT 9-12: 50 minutes core; 30 minutes intervention
English Language Arts textbooks and instructional materials used	- K-2: Amplify CKLA 3-12: Louisiana Guidebooks
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - 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	- School leaders create master schedules with designated time, 30 minutes daily) for Tier II (High Dosage Tutoring) instruction. - Leaders and teachers analyze data and identify low-performing students based on accelerate criteria for K-5 students. - Teachers use CKLA or mCLASS to provide explicit and systematic intervention for students in grades K-3. - Teachers utilize LDOE FIRE and/or FUEL lessons during the designated time for students in gr 3-6 to provide additional foundational lessons in the phonics continuum; morphology; spelling patterns; grammar as well as building fluency, background knowledge, and vocabulary
List of available interventions and their descriptions	<u>Tier II Interventions</u> High Dosage Tutoring (HDT)

Section 2: Explicit Instruction, Intervention and Extension

	○ Description: Intensive small-group instruction provided daily during a designated intervention block. Lessons target specific literacy skill deficits identified through assessment data and provide additional opportunities for explicit instruction, guided practice, corrective feedback, and progress monitoring. ○ Focus: Reading proficiency, foundational literacy skills, and acceleration of student learning. • CKLA Intervention (Grades K-3) ○ Description: An explicit and systematic intervention aligned with the CKLA curriculum. Instruction focuses on phonological awareness, phonics, decoding, fluency, vocabulary, and reading comprehension to address specific literacy gaps. ○ Focus: Foundational reading skills and comprehension. • mCLASS Intervention (Grades K-3) ○ Description : Targeted intervention informed by mCLASS assessment data. Teachers provide instruction based on identified student needs, focusing on foundational literacy skills and progress toward grade-level expectations. ○ Focus: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. • LDOE FIRE Lessons (Grades 3-6) ○ Description: Louisiana Department of Education intervention lessons designed to strengthen foundational reading skills. Lessons provide targeted instruction in phonics, morphology, spelling patterns, grammar, vocabulary development, and reading fluency. ○ Focus: Foundational literacy skills and reading fluency. • LDOE FUEL Lessons (Grades 3-6) ○ Description: Intervention lessons that support students who need additional literacy practice and acceleration. Instruction develops foundational reading skills while building background knowledge, vocabulary, language structures, and comprehension. ○ Focus: Vocabulary, comprehension, background knowledge, morphology, fluency, and foundational reading skills.
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?

Section 2: Explicit Instruction, Intervention and Extension

	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	• 30 minutes daily for Tier III intervention is included in the master schedules for grades K-6. • Teachers use CKLA Intervention or mCLASS to provide explicit and systematic Tier III intervention for students in grades K-3. • In grades 3-6th, students scoring in the Tier III level in reading, will receive intervention support using high-quality approved materials SPIRE.
List of available interventions and their descriptions	<u>Tier III Interventions</u> • CKLA Interventions (Grades K-3) ○ Description : An explicit, systematic literacy intervention aligned to the CKLA curriculum. It targets foundational reading skills, including phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension for students demonstrating significant reading difficulties. • Mclass intervention Support (Grades K-3) ○ Description : Data-driven intervention informed by mCLASS assessment results. Instruction is targeted to specific skill deficits identified through progress monitoring and diagnostic data. • SPIRE (Grades 3-8) ○ Description: A structured literacy intervention program that provides explicit, systematic, and cumulative instruction in phonological awareness, phonics, fluency, vocabulary, spelling, and comprehension. SPIRE is designed for students with persistent reading difficulties, including students with characteristics of dyslexia.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August - October	- Establish HQIM implementation non-negotiables. - Facilitate lesson internalization and standards-unpacking in TCs. - Train teachers on Achievement Level Descriptors (ALDs) and mastery expectations. - Develop standards-based learning targets and success criteria. - Identify students for high-dosage tutoring using screening and assessment data. - Introduce intentional academic feedback protocols.	School Leaders, Literacy Mentors, Instructional Coaches, Teachers, Interventionists	HQIM Teacher Guides, State Standards, ALDs, Student Work Protocols, Curriculum Maps, TC Protocols, Screening/Assessment Data, Feedback Rubrics	Teacher Evidence: Standards-aligned lesson plans, HQIM fidelity, use of learning targets and success criteria, evidence of ALDs in planning. Student Evidence: Student understanding of learning targets, engagement in grade-level tasks, baseline assessment data collected.

Action Plan

2	November - January	• Conduct walkthroughs focused on student thinking and discourse. • Align classroom assessments and tasks to ALDs. • Implement high-dosage tutoring 3-5 times weekly with prescribed supports. • Analyze student work during TCs using ALDs. • Provide coaching on questioning strategies that promote analysis, reasoning, and justification. • Implement structured feedback and revision cycles.	School Leaders, Literacy Mentors, Instructional Coaches, Teachers, Interventionists	HQIM Unit Assessments, State Standards, ALDs, Student Work Protocols, Tutoring Resources, Data Trackers, Learning Walk Rubric (LER Excerpts), Feedback Logs	Teacher Evidence: Increased use of higher-order questions, ALD-aligned assessments, documented intervention plans, and consistent feedback practices. Student Evidence: Improved benchmark performance, revised work samples, increased participation in academic discussions, and progress data.
3	February – March	• Analyze benchmark and formative data to identify trends and needs. • Adjust instruction and tutoring supports based on data. • Conduct ongoing TC data cycles. • Provide targeted coaching for teachers needing additional support.	School Leaders, Literacy Mentors, Instructional Coaches, Teachers, Interventionists	Benchmark Data Reports, Progress Monitoring Tools, TC Data Protocols, Coaching Plans, HDT Quality Assessment Tool	Teacher Evidence: Data-driven instructional decisions, targeted reteach plans, evidence of differentiated supports. Student Evidence: Growth on benchmark assessments, increased proficiency rates by standard, improved intervention outcomes, stronger evidence-based responses

Action Plan

		• Increase opportunities for students to explain, justify, and apply learning. • Monitor fidelity and effectiveness of tutoring interventions.			
4	April – May (& Summer 2027 for 3-8 LEAP)	• Review implementation and assessment data to evaluate impact. • Continue mastery-level HQIM implementation and feedback cycles. • Facilitate student-led data reflections and goal setting. • Recognize and share best instructional practices. • Develop recommendations and plans for the upcoming school year. • Celebrate student growth and mastery achievements.	School Leaders, Literacy Mentors, Instructional Coaches, Teachers, Interventionists	Assessment Data, Reflection Tools, Professional Learning Resources	Teacher Evidence: Consistent implementation of HQIM, use of ALDs, quality feedback practices, and effective intervention supports. Student Evidence: Increased percentages of students achieving growth and proficiency; demonstration of critical thinking, academic discourse, and ownership of learning.

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

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

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August 2026	ELA Standards Institute - aligning HQIM with the updated state standards	School leaders, instructional coaches, ELA teachers
September 2026 – April 2027 (monthly site visits)	Amplify CKLA K-2 - planning, scope and sequence, evidence-based instructional practices, accessibility features for diverse learners, assessment integration, instructional supports, etc.	Instructional Coaches, ELA Teachers
September 2026 – April 2027 (monthly site visits)	American Reading Company / Louisiana Guidebooks - planning, scope and sequence, evidence-based instructional practices, accessibility features for diverse learners, assessment integration, instructional supports, etc.	Instructional Coaches, ELA 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?

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

UPCE's ILT/TC long -range plan is designed to build teacher capacity and improve student literacy outcomes through four instructional improvement cycles. The plan moves teachers from lesson internalization and standards alignment to implementation and feedback, to data -driven reteaching and targeted support, and finally to acceleration, mastery, and sustainability. Each cycle uses Teacher Collaboration (TC), ILT meetings, walkthroughs, coaching, student -work analysis, assessment data, and professional learning to identify needs and determine the next instructional steps.

2. Is the ILT/TC long -range plan chunked into cycles that lead to the success of yearly goals?
Yes. The plan is intentionally chunked into **four cycles** that build upon one another:
 - **Cycle 1 – Lesson Internalization:** August–October 2026
 - **Cycle 2 – Monitoring & Feedback:** October–December 2026
 - **Cycle 3 – Reteach & Targeted Support:** January–March 2027
 - **Cycle 4 – Acceleration & Mastery:** March–May 2027

Each cycle has a specific goal, evidence of success, and an adjustment process that informs the following cycle. This allows UPCE to address implementation and student needs throughout the year rather than waiting until the end of the year to determine effectiveness.

3. How/when is the effectiveness of cycles monitored?
Cycle effectiveness is monitored weekly/biweekly through ILT and Teacher Collaboration, with additional monitoring through classroom walkthroughs, coaching/site visits, lesson planning artifacts, student work, assessment data, and intervention evidence.
UPCE follows a continuous **PLAN → IMPLEMENT → MONITOR → REFLECT → ADJUST** process. During each cycle, the ILT examines whether the intended instructional practices are occurring, analyzes evidence of teacher and student progress, identifies strengths and gaps, and adjusts professional learning or coaching before moving into the next cycle. The specific monitoring evidence includes walkthrough data, student -work audits, assessment evidence, coaching/feedback logs, progress monitoring, intervention fidelity, and end -of-cycle reflections.

4. Is HQIM embedded in the cycles and long-range plans?

Yes. HQIM is a central component of every cycle. UPCE establishes HQIM implementation non-negotiables, facilitates lesson internalization and standards unpacking, develops standards-based learning targets and success criteria, and monitors HQIM fidelity through walkthroughs and lesson-plan reviews.

The professional-learning plan also supports HQIM implementation through the **ELA Standards Institute** in August and monthly site visits from September 2026 through April 2027 focused on **Amplify CKLA K –2 and American Reading Company/Louisiana Guidebooks**, including planning, scope and sequence, evidence-based practices, accessibility, assessment integration, and instructional supports.

5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
The **LER indicators provide common look -fors for determining whether HQIM is being implemented effectively in classrooms**. They help the ILT and TC move beyond simply asking

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

whether teachers are using the curriculum to examining **how the curriculum is being implemented and whether students are engaging in the intended grade-level learning**.

During the cycles, LER-aligned evidence is used to examine:

- Standards alignment and appropriate rigor
- Student thinking, reasoning, and discourse
- Higher-order questioning
- Academic vocabulary
- Student engagement in grade-level tasks
- Alignment of assessments and tasks to ALDs
- Accessibility features and instructional supports
- Evidence of feedback and revision
- Student work and evidence of mastery

For example, Cycle 2 specifically uses walkthroughs, student discourse, student work, higher-order questioning, and assessment/task alignment to ALDs to determine whether HQIM implementation is having the intended instructional impact.

The long-range plan also identifies the **Learning Walk Rubric (LER excerpts)** as a resource for monitoring classroom implementation.

6. Are ILT members trained to support literacy?

Yes. ILT members are developed to become literacy leaders who can **study the literacy priorities, monitor implementation, support teachers, identify trends, provide feedback, and redeliver professional learning**.

The training structure includes the **August ELA Standards Review**, ongoing monthly professional learning/site visits from September through April, and continued work with **Amplify CKLA K–2 and American Reading Company/Louisiana Guidebooks**. Instructional coaches and ELA teachers are included in these learning opportunities so that knowledge can be transferred into Teacher Collaboration and classroom

The plan specifically identifies ILT members as individuals who should be prepared to **support literacy implementation and redeliver learning**, making sustainability of the literacy work a deliberate part of the plan.

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1: Lesson Internalization August–October 2026	Build a strong foundation for literacy instruction by aligning HQIM to updated ELA standards and establishing common expectations for lesson internalization, standards-aligned learning targets, success criteria, accessibility, academic vocabulary, and anticipated misconceptions.	Weekly/biweekly TC and ILT reviews; walkthroughs using common HQIM/LER look-fors; lesson-plan annotations; student-work audits; assessment evidence; Cycle 1 reflection and adjustment.
Cycle 2: Monitoring & Feedback October–December 2026	Move from knowing to doing by strengthening HQIM implementation, student thinking and discourse, academic vocabulary, reasoning and rigor, and intentional feedback. Use coaching and peer modeling to address implementation gaps.	Walkthrough data reviewed by ILT; coaching/feedback logs; review of student discourse and work; evidence of higher-order questioning; assessment/task alignment to ALDs; Cycle 2 data reset.

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

Cycle 3: Reteach & Targeted Support January–March 2027	Use assessment and student-work evidence to identify priority students and standards, adjust instruction, strengthen targeted reteach/intervention, and ensure accessibility and strategic scaffolding while maintaining grade-level HQIM.	MOY and formative data reviews; TC data cycles; intervention/HDT fidelity checks; student work and progress-monitoring evidence; targeted coaching plans; Cycle 3 artifact review.
Cycle 4: Acceleration & Mastery March–May 2027	Accelerate students toward mastery through standard-specific reteach, continued HQIM implementation, focused feedback, student reflection and goal setting, recognition of effective practices, and planning for sustained implementation in 2027–2028.	EOY assessment and growth data; walkthrough/implementation evidence; student-led reflections; review of mastery/proficiency trends; ILT end-of-year reflection; recommendations for 2027–2028.

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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September 2026	Family Literacy Orientation & Data Access Introduce UPCE literacy priorities, HQIM, DIBELS/LEAP data, and ways families can support reading and writing at home.	Provide plain-language explanations, translated materials/interpreters when needed, flexible meeting options, and take-home resources.	School leaders, ELA teachers, instructional coaches; community partners as available.

Section 4: Family Engagement Around Literacy

October–December 2026	Family Literacy Learning Series Share practical strategies for reading, vocabulary, oral language, comprehension, and writing aligned to classroom HQIM.	Offer evening/virtual options, printed and digital resources, and materials at multiple reading levels/languages as needed.	Teachers, instructional coaches, 21st CCLC/after-school program, community partners.
January–March 2027	Student Progress & IASP/Intervention Check-Ins Provide families with understandable updates on student progress, intervention supports, and specific next steps.	Individual conferences, phone/text/email communication, translated materials/interpreters when needed, and accessible explanations of assessment data.	Classroom teachers, interventionists, school leaders.
April–May 2027	LEAP/End-of-Year Literacy Readiness & Celebration Share grade-level expectations, test-readiness supports, student growth, and ways families can continue literacy practice through summer.	Family-friendly guides, flexible communication methods, home practice resources, and recognition of student growth/mastery.	School leaders, teachers, instructional coaches, community/after-school partners.

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
System-wide Priority 1: Excellent Instruction	High-quality literacy instruction is supported through consistent evidence-based practices and HQIM. The ILT/TC cycles use lesson internalization, walkthroughs, feedback, student-work analysis, and coaching to strengthen instruction.	Learning walks with literacy look-fors; lesson-plan annotations; student-work analysis; coaching plans; feedback logs; student achievement data.

Section 5: Alignment to Other Initiatives

Early Childhood / Head Start–PreK Programs	Early literacy foundations support the school’s long-term DIBELS kindergarten readiness goal. Literacy planning should connect oral language, foundational skills, vocabulary, and age-appropriate reading/writing experiences to the school literacy vision.	DIBELS and classroom evidence; walkthroughs; lesson/planning reviews; progress-monitoring data; family literacy participation.
Tiered Pathways for Literacy Support / Intervention	Tier I HQIM remains the foundation, while Tier II and Tier III supports use assessment data to provide targeted instruction. CKLA/mCLASS supports K–3 and SPIRE supports Grades 3–8 as identified in the literacy plan.	Progress monitoring; intervention schedules; HDT/intervention fidelity checks; benchmark data; student growth by tier.
After-School / Community Literacy Supports	Use 21st CCLC and available community partnerships to extend opportunities for reading, vocabulary, homework support, enrichment, and family access to literacy resources beyond the school day.	Participation records; student work; family feedback; literacy resources distributed; progress/engagement evidence.

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 Leaders / ILT / Teachers	Share the four eight-week ILT/TC cycles, non-negotiables, HQIM expectations, walkthrough look-fors, and cycle outcomes during faculty meetings, ILT meetings, and Teacher Collaboration. Provide regular feedback on implementation and student evidence.	August 2026 launch; weekly/biweekly collaboration; cycle resets at Weeks 4 and 8.

Section 6: Communicating the Plan

Students	Communicate learning targets, success criteria, literacy goals, assessment results, and next steps in student-friendly language. Include student reflection and goal setting during the acceleration/mastery cycle.	Ongoing; formal goal/data reflections each cycle and at EOY.
Families	Use newsletters, parent meetings, conferences, phone/text/email communication, and family literacy events to explain literacy goals, HQIM, assessment data, intervention supports, grade-level expectations, and ways to practice at home.	Launch in August/September; monthly or quarterly updates; as-needed individual progress communication.
Community Partners / District Stakeholders	Share the literacy plan, cycle priorities, implementation needs, student growth evidence, and opportunities to support literacy resources and extended learning. Provide concise progress updates and invite feedback.	Beginning of year; cycle updates; midyear and end-of-year review.