

Local Literacy Plan for  
Carver Elementary School  
Monroe City Schools

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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

Carver Elementary School is dedicated to implementing a balanced literacy program that intentionally integrates explicit phonics instruction with advanced reading - comprehension strategies. Our objective is to nurture competent, articulate readers and writers who embody a lifelong passion for learning.

### Literacy Mission Statement

Our mission is to ensure that every student learns to read and write with confidence through rigorous, engaging instruction; individualized planning; and active student participation. This will empower lifelong literacy and meaningful learning.

## 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 May 2027, Carver Elementary School will meet or exceed its yearly growth target, increasing its K -3 Literacy benchmark percentage from to 80%.                                                                                                                                                                          |
| Goal 2 (Teacher-Focused)  | By May 2027, all K -6 ELA teachers will participate in content specific weekly teacher collaboration meetings with a focus on high -quality activities and materials, grouping, and academic feedback to increase teacher effectiveness by reviewing assessment data and engaging in the process of lesson internalization. |
| Goal 3 (Program -Focused) | By May 2027, all ELA teachers will implement the adopted HQIM with integrity promoting responsive decision making and accessibility for all students.                                                                                                                                                                       |

## 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.

|        |                                                                                                                                                                                                                                                                                                                                                                              |
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| Tier I | <ol style="list-style-type: none"> <li>1. Are Tier I instruction and small -group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? <ol style="list-style-type: none"> <li>a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.</li> </ol> </li> </ol> |
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## Section 2: Explicit Instruction, Intervention and Extension

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | <ol style="list-style-type: none"> <li>Are curriculum -based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?</li> <li>Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?</li> <li>Is there a regular walkthrough schedule to determine support around Tier I?</li> <li>Is the ILT responding to data to support a healthy Tier I?</li> <li>Are teachers and leaders effectively trained in unit and lesson preparation ( <a href="#">K-2 Skills Unit</a> , <a href="#">K-2 Skill Lesson</a> , <a href="#">K-2 Knowledge Unit</a> , <a href="#">K-2 Knowledge Lesson</a> , <a href="#">3-12 Unit Preparation</a> , <a href="#">3-12 Lesson Preparation</a> )</li> <li>What data and resources are being used to support <a href="#">extension</a> ?</li> </ol> |
| Amount of time spent on daily literacy skills instruction and how it is used | <p>Pre K- 2<sup>nd</sup> grade students receive 60 minutes of daily literacy instruction, focused on foundational reading skills, phonological awareness, phonics, vocabulary, fluency, and comprehension through explicit, systematic instruction and guided practice.</p> <p>3<sup>rd</sup>- 6<sup>th</sup> Grade students 90 minutes of daily literacy instruction, dedicated to developing advanced reading skills, including vocabulary development, fluency, comprehension, writing connections, and the application of literacy strategies across texts and content areas.</p>                                                                                                                                                                                                                                                                             |
| English Language Arts textbooks and instructional materials used             | <p>Pre K- Frog Street</p> <p>K- 2<sup>nd</sup> Grade- Amplify CKLA</p> <p>3<sup>rd</sup> -6<sup>th</sup> - Guide Books</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Tier II                                                                      | <ol style="list-style-type: none"> <li>Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM?</li> <li>Are curriculum -based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?</li> <li>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?</li> <li>Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?</li> <li>Has progress monitoring of Tier II intervention occurred bi -weekly or weekly, depending on the needs of the student as indicated by assessment data?</li> </ol>                                           |
| Tier II plan, including the amount of time                                   | <p>Students in grades K -2 participate in 30 -minute intervention sessions four days per week. Intervention supports include Lexia supplemental print resources and mCLASS. Students in grades 3 -6 participate in 30 -minute intervention sessions four days per week. Intervention supports include</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Section 2: Explicit Instruction, Intervention and Extension

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | Lexia supplemental print resources, mCLASS for Grade 3 students, and FIRE intervention skill lessons for students in grades 3 –6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>List of available interventions and their descriptions</b> | <p>Lexia Printed Materials - provide targeted, research -based intervention activities that reinforce foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit instruction, guided practice, and independent application.</p> <p>mClass Intervention - a data-driven literacy intervention program that uses student assessment results to identify specific skill deficits and provide targeted instructional support. The program focuses on foundational reading skills, including phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension. Teachers use mCLASS data to group students, monitor progress, and deliver explicit, systematic instruction designed to accelerate reading achievement and close learning gaps.</p> <p>FIRE-provides targeted, data -driven literacy instruction that addresses students' specific reading needs through explicit teaching of decoding, fluency, vocabulary, comprehension, and comprehension -based skills. Progress is monitored regularly to ensure growth and close learning gaps.</p> |
| <b>Tier III</b>                                               | <ol style="list-style-type: none"> <li>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?</li> <li>2. Are curriculum -based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention?</li> <li>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?</li> <li>4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention?</li> <li>5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?</li> </ol>                                                                                                                                                                                                                    |
| <b>Tier III plan, including the amount of time</b>            | Students in grades K –2 participate in 30 -minute intervention sessions four days per week. Intervention supports include Lexia supplemental print resources and mCLASS. Students in grades 3 –6 participate in 30 -minute intervention sessions four days per week. Intervention supports include Lexia supplemental print resources, mCLASS for Grade 3 students, and FIRE intervention skill lessons for students in grades 3 –6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Section 2: Explicit Instruction, Intervention and Extension

### List of available interventions and their descriptions

**Lexia Printed Materials** - provide targeted, research -based intervention activities that reinforce foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit instruction, guided practice, and independent application.

**MClass Intervention** - a data-driven literacy intervention program that uses student assessment results to identify specific skill deficits and provide targeted instructional support. The program focuses on foundational reading skills, including phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension. Teachers use mCLASS data to group students, monitor progress, and deliver explicit, systematic instruction designed to accelerate reading achievement and close learning gaps.

**FIRE**-provides targeted, data -driven literacy instruction that addresses students' specific reading needs through explicit teaching of decoding, fluency, vocabulary, comprehension, and comprehension -based skills. Progress is monitored regularly to ensure growth and close learning gaps.

| 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 | <a href="#">3-12 Unit Preparation</a><br><a href="#">3-12 Lesson Preparation</a> | <p>-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts</p> <p>-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</p> <p>-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</p> <p>-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</p> |

| Action Plan |                            |                                                                         |                              |                                                                                |                                           |
|-------------|----------------------------|-------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------|-------------------------------------------|
|             |                            |                                                                         |                              |                                                                                | diagnostic data, culminating student work |
| 2           | September 1 - September 30 | Review BOY data, create intervention groups/ tutoring                   | Literacy Team, Teachers, ILT | Star Reading, DIBELs data, Progress Monitoring Assessments Academic grades     | Students demonstrate growth               |
| 3           | October 1 - October 31     | Teacher write SLT and review BOY data                                   | Literacy Team, Teachers, ILT | Star Reading, DIBELs data, Progress Monitoring Assessments Academic grades     | SLTs written and approved                 |
| 4           | January 4 - January 31     | Review MOY data, revisit intervention groups/ tutoring                  | Literacy Team, Teachers, ILT | Star Reading, MOY DIBELs data, Progress Monitoring Assessments Academic grades | Students demonstrate growth               |
| 5           | February 1 - February 28   | DIBELs/ Star Progress Monitoring, revisit intervention groups/ tutoring | Literacy Team, Teachers, ILT | Star Reading, DIBELs data, Progress Monitoring Assessments Academic grades     | Students demonstrate growth               |
| 6           | March 1 - March 30         | DIBELs/ Star Progress Monitoring, revisit intervention groups/ tutoring | Literacy Team, Teachers, ILT | Star Reading, DIBELs data, Progress Monitoring Assessments Academic grades     | Students demonstrate growth               |

## Action Plan

|   |                  |                                                   |                              |                                                                            |                                            |
|---|------------------|---------------------------------------------------|------------------------------|----------------------------------------------------------------------------|--------------------------------------------|
| 7 | April 19- May 20 | EOY testing/ review of EOY data/ results for SLTs | Literacy Team, Teachers, ILT | Star Reading, DIBELs data, Progress Monitoring Assessments Academic grades | Students demonstrate growth/ SLT goals met |
|---|------------------|---------------------------------------------------|------------------------------|----------------------------------------------------------------------------|--------------------------------------------|

### 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

| <b>Month/Date</b><br><i>(When can PL be scheduled throughout the school year?)</i> | <b>Topics</b><br><i>(What topics are most needed and should be covered and/or prioritized?)</i>               | <b>Attendees</b><br><i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i> |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| August 2026 -PLC/ ILT                                                              | Analyze BOY Benchmark testing data/Placement of Intervention tutoring groups/ Distribute Notification Letters | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| September 2026                                                                     | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| October 2026                                                                       | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| November 2026                                                                      | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| December 2026                                                                      | Analyze MOY Benchmark testing data/ Update Intervention tutoring groups based on progress                     | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| January 2027                                                                       | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| February 2027                                                                      | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| March 2027                                                                         | PM data review/ academic performance                                                                          | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |
| April 2027                                                                         | Analyze EOY Benchmark testing data/ Create action plan for Fall BOY 2026                                      | Principal, Interventionist, Curriculum Coordinator. Literacy Coach                                                           |

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

|         |                      |                                                                          |
|---------|----------------------|--------------------------------------------------------------------------|
| Ongoing | Teacher PD/ Coaching | Principal, Interventionist,<br>Curriculum Coordinator.<br>Literacy Coach |
|---------|----------------------|--------------------------------------------------------------------------|

### 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?                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August, 2026          | Curriculum, Lexia, TWR, CKLA Training                                                                      | Classroom walkthroughs, coaching observations, lesson plan reviews, teacher collaboration artifacts, Lexia usage reports, and student literacy data (mCLASS, unit assessments, and benchmark assessments)                                                                                                                                                                                          |
| September 2026        | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity checks for CKLA, TWR, and Science of Reading implementation. Evidence is reviewed regularly to determine teacher growth and student achievement gains |
| October, 2026         | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity                                                                                                                                                       |

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

|               |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                            | checks for CKLA, TWR, and Science of Reading implementation. Evidence is reviewed regularly to determine teacher growth and student achievement gains                                                                                                                                                                                                                                              |
| December 2026 | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity checks for CKLA, TWR, and Science of Reading implementation.                                                                                          |
| January 2027  | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity checks for CKLA, TWR, and Science of Reading implementation.                                                                                          |
| February 2027 | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity checks for CKLA, TWR, and Science of Reading implementation.                                                                                          |
| March 2027    | HDT Coaching for new teachers or teachers with low performing scores, Science of Reading, Lexia, TWR, CKLA | Classroom walkthroughs, observation and coaching cycles, PLC/Teacher Collaboration meetings, lesson internalization reviews, Lexia usage and progress reports, student assessment data (DIBELS, mCLASS, benchmark assessments), and fidelity checks for CKLA, TWR, and Science of Reading implementation. Evidence is reviewed regularly to determine teacher growth and student achievement gains |

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

|            |                 |                                                                                                                                                                                                                                                             |
|------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 2027 | Ongoing Support | Regular classroom walkthroughs, PLC/Teacher Collaboration meetings, lesson plan reviews, implementation fidelity checks, Lexia progress reports, and analysis of student assessment data to ensure continuous teacher growth and improved student outcomes. |
|------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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                                             |
|---------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|
| August, November, February, May | SIP- Stakeholder meetings                                         |                                                                                  |                                                                |
| September                       | Family Read Night                                                 | Parent tips on increasing literacy at home                                       | Scholastic Readers                                             |
| October                         | Reading and Math Trunk or Treat<br><br>Parent Teacher Conferences | Each stop includes a literacy activity or word problems for parents and students | Carroll Junior High School<br>Carroll High School<br>21st CLCC |

## Section 4: Family Engagement Around Literacy

|              |                                                       |                                                                         |                      |
|--------------|-------------------------------------------------------|-------------------------------------------------------------------------|----------------------|
| January      | New Year, New Goals<br><br>Parent Teacher Conferences | Review individual student data, create a vision board for student goals |                      |
| March        | Read the Day Away                                     |                                                                         | Community Volunteers |
| April        | Show What You Know                                    | Student led literacy activities for parents                             |                      |
| August - May | HDT data distribution                                 |                                                                         |                      |
| May          | Parent Survey                                         |                                                                         |                      |

## 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                                                         |
|----------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>SIP</i>                 | <i>ELA goal</i>                                                     | <i>Students show improvement in ELA goal</i>                                                 |
| <i>Pre K Round Up</i>      | <i>Prioritize Early Childhood enrollment</i>                        | <i>Pre K program enrollment</i>                                                              |
| <i>Eureka Math Squared</i> | <i>Word Problems</i>                                                | <i>Students show an increase in ability to comprehend and apply mathematical vocabulary.</i> |
| <i>Science of Reading</i>  | <i>Best practices for teachers to implement phonics instruction</i> | <i>Completion of course</i>                                                                  |
| <i>Lexia</i>               | <i>Use data reports to individualize student lessons during HDT</i> | <i>Lexia weekly data and meeting goals for students by EOY.</i>                              |

## 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                          |
|------------------------------------------------------------------|----------------------------------------------------|-----------------------------------|
| <i>Leadership team/<br/>community stakeholders/<br/>teachers</i> | <i>Meetings/ Remind Messages</i>                   | <i>Aug - Nov/ Feb - May</i>       |
| <i>Parents/ stakeholders</i>                                     | <i>Literacy Plan on School Website</i>             | <i>September 2026</i>             |
| <i>Parents</i>                                                   | <i>HDT Notification letters/ Take home folders</i> | <i>September. December, April</i> |