

**Local Literacy Plan for
École Saint-Landry
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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

École Saint-Landry prepares every student in grades K–6 to become a confident, capable, and resilient reader, writer, speaker, and listener. Through high-quality, evidence-based literacy instruction, meaningful opportunities to engage with complex texts, and responsive support, students will develop the literacy skills necessary for academic success across all content areas.

As a French immersion school, École Saint-Landry recognizes that our students are developing literacy within a bilingual learning environment. Strong English literacy instruction complements our broader mission of preparing students to be academically proficient, bilingual, and globally competent.

Literacy Mission Statement

École Saint-Landry will improve English literacy outcomes for every student through strong Tier I instruction, timely and targeted intervention, purposeful extension, collaborative teacher planning, and consistent use of student data.

School leaders, teachers, students, and families will work together to ensure that every student receives the

Section 1A: Literacy Vision and Mission Statement

instruction and support necessary to grow as a reader and writer while succeeding within our bilingual academic program.

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)

Grades K–3 – Literacy Screener: By the end of the 2026–27 school year, École Saint-Landry will maintain or improve upon its strong literacy performance, with at least 70% of students in Grades K–3 scoring At Benchmark or Above Benchmark on the EOY DIBELS 8 Composite. Student progress will be monitored throughout the year, with targeted support provided to students scoring Below or Well Below Benchmark.

Grades 3–6 – LEAP ELA: By the end of the 2026–27 school year, at least 60% of students in Grades 3–6 will score Mastery or Advanced on LEAP ELA, building upon the school's 2025–26 Grades 3–5 ELA Mastery+ rate of 55.4%.

Progress toward these goals will also be monitored by student subgroup, with particular attention to identifying and reducing gaps in literacy performance.

Goal 2 (Teacher-Focused)

By the end of the 2026–27 school year, 100% of K–6 ELA teachers will implement EL Education with fidelity and strengthen evidence-based literacy practices through targeted professional learning, collaborative planning, and consistent writing instruction across grade levels.

Section 1B: Literacy Goals

	Teachers will: • participate in professional learning focused on effective writing instruction and scaffolding, with particular attention to creating a coherent progression of writing skills and expectations from one grade level to the next; • implement consistent schoolwide approaches and instructional practices for teaching writing, while adjusting scaffolds and expectations appropriately by grade level; • collaborate across grade levels to strengthen vertical alignment in writing instruction; • use EL Education curriculum materials, assessments, student work, and literacy data to plan and adjust instruction; • provide explicit instruction in grade-appropriate foundational reading skills, comprehension, and writing; and • use DIBELS, curriculum-based assessments, LEAP data, and classroom evidence to identify students needing additional support or extension. Progress will be measured through classroom observations and walkthroughs, PLC collaboration, review of student writing and other student work, curriculum implementation, assessment data, and evidence of implementation of professional learning. To support coherence within École Saint-Landry's bilingual program, schoolwide writing practices and expectations will also be reinforced in French Language Arts, allowing students to encounter consistent approaches to the writing process across both instructional languages.
Goal 3 (Program-Focused)	By the end of the 2026–27 school year, École Saint-Landry will strengthen a coherent K–6 literacy system that supports high-quality Tier I instruction, timely intervention and extension, consistent writing instruction, and data-informed instructional decision-making. The school will: • maintain protected time for Tier I ELA instruction using EL Education;

Section 1B: Literacy Goals

- provide structures for Tier II and Tier III literacy intervention without replacing core Tier I instruction;
- use DIBELS, EL Education assessments, LEAP results, student work, and other classroom data to identify needs and monitor student progress;
- provide regular PLC and collaborative planning opportunities for teachers to analyze data, examine student work, and plan instructional responses;
- establish and support a vertically aligned K–6 approach to writing instruction, including common practices for scaffolding writing and progressively increasing expectations across grade levels;
- align writing practices, where appropriate, between English Language Arts and French Language Arts to provide greater consistency for students within the school's immersion model; and
- monitor implementation through walkthroughs, observations, PLCs, student work, and student literacy outcomes.

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](#)?

Section 2: Explicit Instruction, Intervention and Extension

	Response Tier I English Language Arts instruction and small-group support are delivered by classroom teachers using the school's adopted HQIM, EL Education. Teachers use curriculum-based assessments, student work, and classroom performance data to evaluate the effectiveness of Tier I instruction, with a goal of at least 80% student mastery. Teachers and school leaders engage in ongoing professional learning and collaborative planning to support effective implementation of EL Education, including unit and lesson preparation. Particular emphasis during the 2026–27 school year is being placed on writing instruction, effective scaffolding, and vertical alignment of writing expectations across grade levels. School leadership conducts regular classroom walkthroughs and observations to monitor Tier I instruction and identify areas for instructional support. PLCs provide opportunities for teachers and leaders to analyze DIBELS, EL Education assessments, LEAP data, classroom assessments, and student work and respond to identified needs. Students demonstrating mastery receive extension and acceleration through differentiated instruction and IXL at individually appropriate levels. Data from classroom assessments, DIBELS, LEAP, EL Education, and IXL are used to determine appropriate opportunities for additional support or extension.
Amount of time spent on daily literacy skills instruction and how it is used	All students receive daily English Language Arts instruction using EL Education. Kindergarten receives 80 minutes daily; Grades 1–4 receive 90 minutes daily; and Grades 5–6 receive 80 minutes daily. Students additionally receive 45-80 minutes of French Language Arts per day. This time is used for grade-level reading, writing, speaking, listening, vocabulary, comprehension, and other literacy skills addressed through EL Education. In Grades K–2, foundational skills and phonics instruction are embedded within EL Education. In addition to Tier I instruction, students have a 30-minute daily RTI block that may be used for targeted ELA, mathematics, or, to a lesser extent, French Language Arts support based on identified student needs. RTI occurs outside of core Tier I instruction.
English Language Arts textbooks and instructional materials used	• EL Education English Language Arts, Grades K–6 — Tier I core curriculum, including foundational skills/phonics in Grades K–2 • EL Education texts, assessments, and accompanying instructional materials • IXL — differentiated literacy practice, extension, and acceleration based on individual student levels

Section 2: Explicit Instruction, Intervention and Extension

Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Tier II literacy intervention is provided during the school's scheduled 30-minute daily RTI block, outside of Tier I ELA instructional minutes. Students in Grades K–4 receive Tier II intervention support from the K–4 Learning Center teacher, while students in Grades 5–6 receive support from the Upper School Learning Center teacher. Students are identified for Tier II literacy support using multiple sources of data, including DIBELS 8 screening and progress-monitoring data, EL Education curriculum-based assessments, classroom assessments and student work, writing data, LEAP data when applicable, and teacher observation. The district interventionist provides targeted intervention resources aligned to identified student needs, which are implemented by Learning Center and classroom teachers. Intervention is delivered individually or in small groups. Tier II students are progress monitored weekly using appropriate progress-monitoring measures provided or supported by the district interventionist. Intervention groups are reviewed approximately every six weeks and adjusted based on student progress, mastery, insufficient growth, or changes in identified needs.
List of available interventions and their descriptions	District-Provided Targeted Interventions (K–6): Targeted intervention lessons and progress-monitoring resources provided by the district interventionist based on identified literacy skill deficits and student data. Learning Center Small-Group Intervention (K–6): Targeted individual or small-group literacy intervention based on identified student skill gaps. Separate Learning Center teachers support Grades K–4 and Grades 5–6. Teacher-Created Targeted Lessons (K–6): Explicit lessons developed in response to assessment and progress-monitoring data to address specific foundational literacy, reading comprehension, vocabulary, and/or writing needs.

Section 2: Explicit Instruction, Intervention and Extension

	IXL (K–6): Differentiated literacy practice at students' instructional levels used to reinforce identified skills and provide additional targeted practice.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Tier III literacy intervention provides intensive, individualized or small-group support through a pull-out model in addition to Tier I core instruction. Intervention may be provided by Learning Center teachers, special education teachers, and classroom teachers with specialized training, depending on the individual needs of the student. Students receiving Tier III support are identified and monitored through the School Building Level Committee (SBLC) process. Intervention is based on diagnostic, screening, classroom, and progress-monitoring data and is specifically matched to identified literacy skill deficits. The district interventionist provides targeted intervention and progress-monitoring resources for Tier III students. Intervention providers use these resources and student data to deliver intensive, explicit instruction and adjust the intervention in response to student progress. Tier III students are progress monitored at least weekly. Progress-monitoring data are reviewed through the SBLC process to evaluate student response to intervention, determine whether instructional adjustments are needed, and inform next steps. Tier III intervention supplements rather than replaces students' Tier I ELA instruction. The frequency and duration of Tier III pull-out intervention are individualized based on the intensity of the student's identified needs and the intervention plan established through the SBLC process.
List of available interventions and their descriptions	District-Provided Intensive Literacy Interventions: Targeted intervention lessons and resources provided by the district interventionist and selected according to students' identified literacy skill deficits.

Section 2: Explicit Instruction, Intervention and Extension

Learning Center Intervention: Intensive individual or small-group instruction provided in a pull-out setting by Learning Center teachers based on student assessment and progress-monitoring data.

Specialized Teacher Intervention: Explicit, targeted literacy instruction provided by special education teachers or classroom teachers with specialized training, as appropriate to individual student needs.

Weekly Progress-Monitoring Resources: Skill-aligned measures provided or supported by the district interventionist and used to evaluate student response to intervention and guide instructional adjustments.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
Student Literacy Achievement	August–May	Administer universal literacy screening and regularly review student literacy data to identify students requiring intervention or extension.	ELA Teachers; Learning Center Teachers; Instructional Leadership Team	DIBELS 8; EL Education assessments; LEAP data; IXL; student work	DIBELS screening and progress-monitoring data; curriculum-based assessment results; student work; intervention/extension groupings; movement of students toward or above benchmark
Student Literacy Achievement	August–May; reviewed approximately every 6 weeks	Provide targeted Tier II and Tier III literacy intervention based on identified skill deficits. Adjust intervention groups and instructional focus in response to progress-monitoring data.	Learning Center Teachers; ELA Teachers; SPED Teachers; District Interventionist; SBLC Team as applicable	District-provided intervention resources; DIBELS; progress-monitoring tools; teacher-created targeted lessons; IXL	Weekly progress-monitoring data; intervention records; six-week data reviews; evidence of students mastering targeted skills; movement from Below/Well Below toward At/Above Benchmark
Student Literacy Achievement	EOY 2026–27	Monitor progress toward schoolwide literacy achievement targets and adjust Tier I instruction, intervention, and extension throughout the year based on results.	Instructional Leadership Team; ELA Teachers; Learning Center Teachers	DIBELS 8; EL Education assessments; LEAP ELA; classroom assessment data	≥70% of K–3 students At/Above Benchmark on EOY DIBELS 8 Composite; ≥60% of Grades 3–6 students Mastery+ on LEAP ELA; evidence of growth among students receiving intervention
Teacher Practice & Writing	August–May	Provide targeted professional learning and collaborative planning	Instructional Leadership	EL Education; school-developed writing	PLC artifacts; teacher planning documents; walkthrough/observation evidence;

Action Plan					
Alignme nt		focused on effective writing instruction, scaffolding, and the vertical progression of writing skills and expectations across K–6.	Team; ELA Teachers	resources; student writing samples; PD and PLC materials	student writing samples demonstrating increasingly grade-appropriate independence and proficiency
Teacher Practice & Writing Alignme nt	Fall 2026–Spring 2027	Develop and implement consistent schoolwide practices for teaching and scaffolding writing across grade levels, with aligned practices reinforced in French Language Arts where appropriate.	Instructional Leadership Team; ELA Teachers; FLA Teachers	EL Education writing resources; common writing expectations/sc affolds; student exemplars and rubrics	Evidence of common instructional practices during walkthroughs; vertically aligned expectations in teacher planning; student writing samples; evidence of decreasing scaffolds and increasing independence across grade levels
Teacher Practice & Writing Alignme nt	Ongoing	Use PLCs, walkthroughs, observations, and review of student work to monitor implementation of EL Education and identify needs for additional coaching or professional learning.	Instructional Leadership Team; ELA Teachers	EL Education; walkthrough/obs ervation tools; student work; assessment data	Walkthrough and observation data; feedback/coaching records; PLC notes; curriculum-based assessment results; evidence that instructional adjustments are made in response to student data
Coherent K–6 Literacy System	August–May	Maintain protected Tier I ELA instructional time and a daily 30-minute RTI structure that provides intervention and extension according to identified student needs.	Administration; Instructional Leadership Team; Teachers; Learning Center Teachers	Master schedule; EL Education; intervention and extension resources	Master schedule; walkthrough data; intervention schedules and groupings; evidence that Tier II/III intervention occurs in addition to, rather than in place of, Tier I ELA

Action Plan					
Coherent K–6 Literacy System	Every 6 weeks / ongoing	Use collaborative data cycles to review Tier I effectiveness, intervention progress, student work, and schoolwide literacy trends and determine appropriate instructional responses.	Instructional Leadership Team; ELA Teachers; Learning Center Teachers; District Interventionist as applicable	DIBELS; EL Education assessments; LEAP; progress-monitoring tools; student work	PLC/data-review records; changes to intervention groups; documented instructional responses; progress-monitoring results; increasing percentage of students demonstrating mastery
Coherent K–6 Literacy System	August–May	Monitor the effectiveness of the school's K–6 literacy system through regular walkthroughs, observations, PLCs, intervention reviews, and analysis of student outcomes.	School Administration; Instructional Leadership Team	Walkthrough/observation tools; assessment dashboards; literacy plan goals; student work	Evidence of strong Tier I implementation; ≥80% mastery on classroom/curriculum assessments where appropriate; progress toward DIBELS and LEAP targets; documented adjustments to instruction, intervention, professional learning, or resources based on data

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](#)?

EL Education serves as a professional learning partner for École Saint-Landry by providing coaching days and ongoing support for K–6 ELA teachers and instructional leaders. Coaching focuses on effective implementation of the EL Education curriculum, instructional planning, analysis of student work, and strengthening evidence-based literacy practices.

During the 2026–27 school year, professional learning will place particular emphasis on writing instruction and scaffolding, including developing greater consistency in how writing is taught within each grade level and strengthening the progression of writing expectations from grade to grade. School-based professional learning and PLCs will extend this work by supporting vertical alignment and reinforcing consistent writing practices in both English Language Arts and French Language Arts.

The St. Landry Parish district interventionist also provides ongoing support for Tier II and Tier III literacy intervention by identifying or providing targeted intervention resources and aligned progress-monitoring tools based on student needs.

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–September 2026	EL Education implementation and unit/lesson preparation: Strengthening implementation of HQIM; effective lesson preparation; use of curriculum assessments and student work to inform instruction.	K–6 ELA teachers; Instructional Leadership Team, Learning Center Teacher
Fall 2026	Writing Instruction & Scaffolding: Establishing consistent approaches to writing instruction within grade levels; identifying effective scaffolds; clarifying grade-level writing expectations.	K–6 ELA teachers; FLA teachers as appropriate; Instructional Leadership Team

Section 3A: Professional Learning: Partners (if applicable)		
Fall 2026–Spring 2027	EL Education Coaching Days: Job-embedded coaching focused on curriculum implementation, instructional practices, student work, and identified teacher/student needs.	K–6 ELA teachers; Instructional Leadership Team
Winter 2026–27	Vertical Alignment in Writing: Reviewing student writing across grade levels; strengthening the progression of writing skills, scaffolds, and expectations from K–6; aligning common instructional practices between ELA and FLA where appropriate.	K–6 ELA and FLA teachers; Instructional Leadership Team
Throughout 2026–27 during PLCs	Data-Informed Literacy Instruction & Intervention: Using DIBELS, EL Education assessments, LEAP, student work, and progress-monitoring data to adjust Tier I instruction, identify intervention needs, monitor Tier II/III progress, and provide extension.	ELA teachers; Learning Center teachers; SPED teachers as applicable; Instructional Leadership Team

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?
Tier I / EL Education Implementation & Student Data	Strengthen consistent implementation of EL Education and use curriculum-based assessments, DIBELS, student work, and classroom data to identify strengths and instructional needs. Support teachers in unit/lesson preparation and responsive Tier I instruction.	ILT walkthroughs and observations; LER indicators; review of unit/lesson preparation; EL Education assessment data; DIBELS data; student work; PLC artifacts; evidence of instructional adjustments based on data.

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

Writing Instruction & Effective Scaffolding	Develop and implement consistent approaches to writing instruction within grade levels. Strengthen teachers' use of effective scaffolds while maintaining grade-level expectations and increasing student independence in writing.	Review of teacher plans and student writing samples; walkthrough/observation evidence; PLC analysis of student work; common rubrics/expectations where appropriate; evidence that scaffolds are responsive to student needs and lead to increased independence.
K–6 Vertical Alignment in Writing	Strengthen the progression of writing skills and expectations from grade to grade and establish greater consistency in instructional practices across K–6. Reinforce common approaches in French Language Arts where appropriate so students experience coherent writing practices across the bilingual program.	Cross-grade review of student writing and expectations; PLC/ILT artifacts; walkthroughs; teacher feedback; comparison of student work across the year; evidence of increasingly rigorous expectations and student independence across grade levels.

Section 4: Family Engagement Around Literacy

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

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
Fall 2026	Annual Family Literacy Night: Families are invited to campus for an evening focused on building a positive culture around reading and literacy. Families participate in literacy activities and receive age-appropriate literacy prizes and take-home resources, such as books, flashcards, and other materials that support literacy practice at home.	Free, on-campus family event; activities and resources appropriate for multiple grade levels; take-home materials provided at no cost so families can continue literacy activities beyond the event. Communication and support provided in accessible formats and languages as needed.	School staff; community partners and literacy-resource providers as applicable
Fall 2026 & throughout the year	Literacy Assessment & Student Progress Communication: Families receive information about grade-level literacy expectations, DIBELS results where applicable, LEAP results, classroom performance, and resources/strategies for supporting reading and writing at home.	ClassDojo, email, conferences, progress reports/report cards, phone calls, and in-person meetings; opportunities to ask questions about assessment results; translation/interpretation as needed.	St. Landry Parish Schools / district literacy resources
Throughout 2026–27	Ongoing Home-School Literacy Partnership: Teachers communicate with families about student literacy strengths, areas for growth, intervention progress when applicable, and practical ways to reinforce literacy skills outside of school.	Multiple methods of two-way communication; digital and print resources; family conferences and individual meetings; translated/accessible communication as needed.	School staff; district intervention/support personnel as applicable
Spring 2027	Summer Literacy & Grade-Level Transition Resources: Families receive literacy activities,	Free digital and/or printed resources designed for home use without specialized materials;	School and district resources; local library/community

Section 4: Family Engagement Around Literacy

	reading/writing resources, and information about expectations for the upcoming grade level to encourage continued literacy development over the summer.	resources shared through multiple communication channels.	resources as applicable
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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
Annual LEAP Data Review – August	School and teacher teams review prior-year LEAP ELA results at the beginning of the school year to identify schoolwide, grade-level, and student needs. Findings inform literacy priorities, Tier I instructional focus, intervention planning, and professional learning for the upcoming year.	August LEAP data analysis; identification of strengths and priority areas; PLC/ILT planning; evidence that identified needs are incorporated into instructional cycles, intervention, and professional learning.
RTI / SBLC / Learning Center Supports	The school's RTI, Learning Center, and SBLC structures provide a coordinated system for identifying and supporting students who need literacy intervention beyond Tier I instruction. District-provided interventions and progress-monitoring tools support Tier II and Tier III implementation.	DIBELS and other assessment data; weekly progress monitoring; intervention records; approximately six-week intervention reviews; SBLC documentation; evidence of student growth and

Section 5: Alignment to Other Initiatives

		movement toward grade-level expectations.
English–French Writing Alignment	The school's bilingual instructional model provides an opportunity to reinforce consistent approaches to the writing process and scaffolding across English Language Arts and French Language Arts. Alignment supports the school's literacy goal of developing coherent writing expectations across K–6 while supporting the broader school mission.	PLC and collaborative planning artifacts; aligned instructional practices and expectations; walkthrough evidence; review of student writing; evidence of increasing student independence and grade-appropriate writing proficiency.

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
Teachers & School Staff	Communicate literacy goals, non-negotiable instructional expectations, HQIM implementation expectations, writing priorities, and Tier II/III procedures through beginning-of-year professional learning, PLCs, staff communication, coaching, and collaborative planning. Share student literacy data and progress toward goals so teachers can adjust instruction and intervention.	Beginning of year and ongoing throughout 2026–27 through PLCs, PD, and data cycles

Section 6: Communicating the Plan

Families & Community	Communicate the school's literacy goals, grade-level expectations, student progress, assessment results, and ways families can support literacy at home through ClassDojo, email, conferences, progress reports/report cards, Family Literacy Night, and other school communications. Provide accessible explanations of DIBELS and LEAP results as applicable and opportunities for two-way communication.	Beginning of year and throughout 2026–27; individual student progress communicated at regular reporting periods and as needed
School Leadership / ILT	Review implementation of the literacy plan through regular ILT meetings, walkthroughs and observations, PLCs, assessment reviews, intervention data, and student work. Leadership will monitor progress toward DIBELS and LEAP goals, Tier I implementation, writing priorities, and Tier II/III effectiveness and communicate needed adjustments to staff.	Ongoing throughout 2026–27, with formal data reviews following benchmark/assessment periods