

**Local Literacy Plan for
Morehouse Parish School District
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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 Morehouse Parish School District envisions a literacy-rich culture where every student achieves high levels of literacy and develops the skills necessary to become a proficient reader, writer, speaker, listener, and critical thinker. Through strong partnerships among schools, families, communities, and stakeholders, we are committed to providing equitable access to high-quality, evidence-based literacy instruction and support for all students, including those served in our Title I schools, economically disadvantaged students, students with exceptionalities, and English Learners. Our vision is for every student in grades PreK-12 to graduate as a confident, lifelong learner who is prepared for college, career, and civic success.

Literacy Mission Statement

The mission of the Morehouse Parish School District is to ensure that every student receives rigorous, engaging, and high-quality literacy instruction grounded in evidence-based practices. Through collaborative partnerships with families, educators, school leaders, and community stakeholders, we will provide targeted

Section 1A: Literacy Vision and Mission Statement

interventions, individualized supports, and equitable learning opportunities that meet the diverse needs of all learners, including students served in our Title I schools, economically disadvantaged students, students with exceptionalities, and English Learners. By fostering literacy development across reading, writing, speaking, and listening, we will empower all students to achieve academic success, meet or exceed grade-level expectations, and graduate college and career ready.

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)

All K-8 grade students will reach mastery by the end of their eighth-grade school year allowing them to enter high school on grade level. Literacy interventions are provided each day for at least 30 minutes. Students with disabilities, economically disadvantaged students, and EL students scoring below Basic on ELA component of the LEAP 2025 will be required to have an Individualized Academic Plan (IAP).

Goal 2 (Teacher-Focused)

All teachers will demonstrate effective best practices that include meeting the individual needs of students, implementing tier-one curriculum and using data to effectively plan instruction, interventions, and assessments. Teachers will receive professional developments based on the Science of Reading. Literacy instruction is based on the Science of Reading and the rigorous use of a high-quality curriculum. Literacy instructional coaching will be provided to monitor progress and assist teachers with instruction and assessments.

Section 1B: Literacy Goals

Goal 3 (Program-Focused)

To implement a literacy program that comprises the implementation of a tier-one ELA curriculum, provides student support through reading interventions, develops teacher effectiveness with continued support from a literacy coach, mentors, teacher leaders, and district ILT team members and is closely monitored through weekly professional learning communities and recent data.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I

1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
 - a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
4. Is there a regular walkthrough schedule to determine support around Tier I?
5. Is the ILT responding to data to support a healthy Tier I?
6. Are teachers and leaders effectively trained in unit and lesson preparation ([K-2 Skills Unit](#), [K-2 Skill Lesson](#), [K-2 Knowledge Unit](#), [K-2 Knowledge Lesson](#), [3-12 Unit Preparation](#), [3-12 Lesson Preparation](#))
7. What data and resources are being used to support [extension](#)?

Amount of time spent on daily literacy skills instruction and how it is used

Grades K-5 will spend 90-120 minutes daily on literacy skills instruction. The time is used for explicit reading instruction, phonics and word study, writing activities, grammar and language, speaking and listening skills, guided and independent practice, differentiated supports and assessments.

Grades 6-12 will spend 45-60 minutes daily on literacy skills instruction. The time is used to build units around literature and informational texts, develop close reading and text-analysis skills, teach vocabulary and academic language, writing activities such as analytical and argumentative writing,

Section 2: Explicit Instruction, Intervention and Extension

	develop speaking and listening through discussions, presentations, debates and other collaborative activities, connect texts to themes, essential questions, and real-world issues, assess students' reading, writing, language, and communication skills.
English Language Arts textbooks and instructional materials used	Grades K-5 use <u>MY View Literacy</u> and its resource materials. Grades 6-12 use <u>My Perspectives</u> and its resource materials. Teachers use the literacy program while identifying which standards are not being met using the curriculum. After identifying gaps, we use LDOE planning tools, language tasks, writing resources, assessment guidance and other resources that we use to build instruction around those standards.
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 intervention will be provided by the classroom teacher, interventionist, tutor, or other extensively trained literacy educator who has demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of 30 minutes daily. Curriculum-based measures and assessments embedded within the approved HQIM will be administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. The specific literacy skill targeted through Tier II intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier II intervention will not routinely be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the student's access to grade-level core instruction. Student progress will be monitored weekly or biweekly, based on the student's level of need and assessment data, to determine whether the Tier II intervention is producing adequate growth.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	Available Tier II literacy interventions include explicit phonics instruction, phonemic awareness intervention, decoding intervention, encoding and spelling intervention, reading fluency intervention, vocabulary intervention, morphology intervention, reading comprehension intervention, text structure intervention, oral reading practice, small-group guided literacy support, word study intervention, high-frequency word intervention, comprehension strategy instruction, writing-to-read intervention, intensive vocabulary and language intervention, and integrated literacy intervention. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in interventions during intervention time (5 days per week for 30 minutes), after school tutoring (3 days per week for 90 minutes, and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day for 10 weeks).
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 intervention will be provided by the reading interventionist/specialist and teachers who are trained to work with diverse learners – who have demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of three times weekly at 30 minutes each session. This support will occur within the computer lab. Curriculum-based measures and assessments embedded within the approved HQIM will be administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. Students receive MTSS/highly individualized, one-on-one or small group help for deep or persistent learning. The specific literacy skill targeted through Tier III intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier III intervention will not be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the

Section 2: Explicit Instruction, Intervention and Extension

	student's access to grade-level core instruction. Student progress will be monitored weekly as determined by the student's level of need and assessment data.
List of available interventions and their descriptions	Available Tier III literacy interventions include Tier II interventions plus IXL and Savvas learning support. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in Tier III interventions during intervention time for at least 30 minutes once a week in addition to and/or around after school tutoring (3 days per week for 90 minutes), tutoring (5 days per week 30 minutes daily) and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day). Furthermore, students who have been identified as low functioning will receive additional intervention support from the literacy specialist using the Sonday System.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August – May	Teachers will implement HQIM curriculum with fidelity	Teachers School & District Administrators Instructional Facilitators Curriculum Coordinators School & District ILT Teams	HQIM Curriculum and Resources	Lesson plan checklists, assessments, rubrics, exemplars and texts, classroom walkthroughs with 95% of students observed engaged in meaningful literacy activities, formative assessments, scope and sequence, student work, and student exit tickets
1	September - May	Conduct data analysis to identify students needing Tier II and Tier III interventions and create individual student goals	School & District Administrators Instructional Facilitators School & District ILT Teams Curriculum Coordinators Literacy Collaboration Teacher	DIBELS 8 Edition LEAP 2025 Daily & Weekly Assessments	Sign-in sheets, evaluations, agendas, meetings minutes, student work, data reports, individualized academic plans, and student portfolios

Action Plan					
			Teachers Parents Students		
1	August -May	Devise intervention schedules and revised as needed	School and District Administrators	Master Schedules	Reviewing of master schedules and providing feedback
1	September – May	Implementation of Tier II & Tier III interventions	Teachers School & District Administrators Instructional Facilitators School & District ILT Teams Curriculum Coordinators	HQIM Sonday System High Dosage Tutoring (Vendor) After school tutoring Computer Lab	Intervention plan checklist, classroom walkthroughs with 95% of students observed engaged in interventions, student work, and data reports
2	August - May	Provide professional development for all ELA teachers on HQIM curriculum implementation, lesson plans, and unit	District Administrators, Supervisors, and Curriculum Coordinators	HQIM Curriculum and Resources	Professional development calendar, sign-in sheets, and evaluations

Action Plan					
		planning and Science of Reading			
2	August – April	Teacher will receive instructional coaching on HQIM	HQIM Vendors District Administrators and Curriculum Coordinators Mentor Teachers Literacy Collaboration Teacher Instructional Facilitator	HQIM Curriculum & Materials	Professional development calendar, sign-in sheets, agendas, coaching schedule, contracts, coaching reports, mentor logs, and evaluations
2	October – May	Teachers will attend conferences/workshops to receive and implement effective best practices on HQIM	District & School Administrators	Conference Schedules	Travel documentation, documentation of redelivery, agendas, sign-in sheets, classroom walkthroughs, evaluations, and lesson plans
3	July-September	Purchase HQIM curriculum and resource materials	District Administrators	HQIM Vendors	Purchase orders, purchase requisitions, and packing slips

Action Plan					
3	August – May	Monitoring and implementation of HQIM and resources	District & School Administrators Instructional Facilitators Curriculum Coordinators Literacy Collaboration Teachers District & School ILT Teams, and TCs	HQIM Curriculum and Resources	Classroom walkthroughs with feedback, master schedules, pacing guides, scope and sequence, sign-in sheets, lesson plans, and evaluations

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

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

Potential Professional Learning Planning

Month/Date <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>
<u>August 5, 2026</u>	<u>Maximizing My View: Understanding the Curriculum (Savvas)</u>	<u>K-2 ELA Teachers</u> <u>Instructional Facilitators</u> <u>Curriculum Staff</u> <u>Literacy Collaboration Teacher</u>
<u>August 6, 2026</u>	<u>My View: Unpacking Units (Savvas)</u>	<u>3-5 ELA Teachers</u> <u>Literacy Collaboration Teacher</u> <u>Instructional Facilitators</u> <u>Curriculum Staff</u>
<u>September 28, 2026</u>	<u>My View: Planning for the Five Components of Effective Reading Instruction (Savvas)</u>	<u>K-5 ELA Teachers</u> <u>Instructional Facilitators</u> <u>Curriculum Staff</u> <u>Literacy Collaboration Teacher</u>
<u>September 29-30, 2026</u>	<u>My Perspective: Literacy Coaching (Savvas)</u>	<u>6-12 Teachers</u> <u>District/School Leaders</u>

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

Oct 1, 2026	<u>My Perspective:</u> Literacy Coaching (Savvas)	6-12 Teachers District/School Leaders
October 19, 2026	<u>My View:</u> Reading with Rigor Prove it With Text (Savvas)	K-5 Teachers District/School Leaders
November 16, 2026	<u>My View:</u> Literacy Coaching	K-5 Teachers District/School Leaders
December 1-3, 2026	<u>My Perspective:</u> Literacy Coaching	6-12 Teachers District/School Leaders
December 11, 2026	<u>My View:</u> Unpacking Units Read It. Think It. Write It. (Connecting reading comprehension to evidenced –based writing)	K-5 Teachers District/School Leaders
January 4, 2027	<u>My View:</u> From Data to Instruction Unpacking Units	K-5 Teachers District/School Leaders
January 12-14, 2027	<u>My Perspective:</u> Literacy Coaching	6-12 Teachers District/School Leaders
September 26, 2026	LETRS Training	K-3 Teachers Cohort 5
October 24, 2026	LETRS Training	K-3 Teachers Cohort 5
November 14, 2026	LETRS Training	K-3 Teachers Cohort 5

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

January 30, 2027	LETRS Training	K-3 Teachers Cohort 5
August 2026- May 2027	Science of Reading (Canopy)	K-3 Teachers Cohort 1
<u>August 7, 2026</u>	<u>My Perspective: Disciplinary Literacy</u> <u>Close Reading and Text Analysis</u> (Savvas)	<u>6-12ELA Teachers</u> <u>Literacy Collaboration</u> <u>Teacher</u> <u>Instructional Facilitators</u> <u>Curriculum Staff</u>

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?
Analyze Literacy Data	To identify students' individual strengths and weaknesses, effectively plan progress monitoring, and identify appropriate personnel for tiered interventions.	Data reports, sign-in sheets, agendas, and evaluations from ILT/TC meetings
Professional Development on HQIM and LER	Build teacher capacity to effectively implement HQIM and LER to ensure adequate literacy instruction and improve student literacy achievement	Lesson plans, coaching logs, student work samples, walkthroughs, and formative and summative assessments

Section 4: Family Engagement Around Literacy

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

Month/Date	Activity	Accessibility Opportunities	Community Partners
September-April	DIBELS Data & Hands-on-Literacy Learning Academy	Flyers/Agendas/Resources will be available in various languages in person and on the website/Automated calls/Facebook page	Morehouse Parish Library Civic Clubs Community Organizations
September-April	LEAP Boot Camp	Flyers/Agendas/Resources will be available in various languages in person and on the website/Automated calls/Facebook page	Morehouse Parish Library Civic Clubs Community Organizations
September-April	Parent/Teacher Conferences	Flyers/Agendas/Resources will be available in various languages Morning/Evening times to accommodate families/Automated calls/Facebook page	N/A
September-April	Family Literacy Night	Flyers/Agendas/Resources will be available in various languages Morning/Evening times to accommodate	Morehouse Parish Library Civic Clubs Community Organizations Local Universities

Section 4: Family Engagement Around Literacy

families/Automated calls/Facebook page

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
School Improvement Plan	Literacy goals are embedded within the School Improvement Plan and serve as a primary lever for increasing student achievement. School-wide literacy targets focus on improving foundational skills, reading comprehension, vocabulary development, writing proficiency, and outcomes on state assessments. Literacy strategies are implemented across all grade levels and content areas.	• Quarterly review of School Improvement Plan goals by district and school leadership. • Analysis of literacy assessment data, including DIBELS, benchmark assessments, and LEAP results. • Classroom walkthroughs focused on literacy look-fors. • Documentation of intervention effectiveness and student growth. • Evidence of teacher collaboration and instructional adjustments based on data.
DIBELS Intervention	DIBELS data are used to identify students at risk for reading difficulties and to provide targeted interventions aligned to specific literacy skill deficits. The program supports early identification and timely intervention to improve reading proficiency and prevent long-term literacy gaps.	• Administration of DIBELS screening and progress-monitoring assessments according to district timelines. • Data reviews conducted during PLCs, intervention meetings, and ILT meetings. • Monitoring student response to intervention and movement between tiers of support.

Section 5: Alignment to Other Initiatives

		• Documentation of intervention attendance and fidelity. • Increased percentage of students meeting benchmark goals and demonstrating literacy growth.
After School Tutoring	After-school tutoring provides additional instructional time and targeted support for students performing below proficiency in reading. Tutoring reinforces classroom instruction, addresses skill gaps identified through assessment data, and accelerates literacy growth for struggling readers.	• Observation of literacy-rich classroom environments. • Monitoring kindergarten readiness and early literacy screening data. • Progress toward age-appropriate language and literacy milestones.
Community Programs and Family Engagement (i.e. Family Literacy Nights, Special Education Advisory Committee Meetings, etc.)	Community partnerships and family literacy initiatives strengthen literacy development beyond the school day by encouraging reading habits, family involvement, and access to literacy resources.	• Attendance records from literacy nights, family workshops, and community events. • Surveys measuring family engagement and satisfaction. • Distribution and utilization of literacy resources. • Increased student reading participation and achievement.
LETRS Training for Teachers	LETRS strengthens teacher knowledge of the science of reading and equips educators with evidence-based instructional practices in phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. This initiative directly supports the district's literacy improvement efforts and implementation of high-quality Tier I instruction.	• Monitoring completion of LETRS modules and unit assessments. • Observation of Science of Reading strategies during classroom walkthroughs. • Review of lesson plans and student work demonstrating implementation. • Teacher coaching records and professional learning community (PLC) discussions. • Growth in student literacy outcomes as measured by screening and benchmark assessments.

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

Section 6: Communicating the Plan

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
District Administrators, School Administrators, Instructional Facilitators, Literacy Collaboration Teachers, Curriculum Coordinators, School Literacy Teams, and ILT Teams	Will clearly communicate district non-negotiable expectations for literacy implementation, including HQIM fidelity, weekly PLC participation, monthly literacy team meetings, intervention requirements, assessment schedules, and progress monitoring expectations. Expectations will be reviewed through leadership meetings, principal meetings, PLCs, beginning-of-year trainings, and quarterly benchmark meetings. Schools will receive implementation guides, walkthrough look-fors, and monitoring tools to ensure consistency across all campuses.	August 2026 (Initial Rollout); Monthly Monitoring Meetings; Quarterly Benchmark Reviews; Ongoing August-May
District Administrators, School Administrators, Instructional Facilitators, Literacy Collaboration Teachers, and Teachers	Will clearly communicate the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers for implementing and monitoring the literacy plan through leadership meetings, professional development sessions, PLC meetings, literacy team meetings, implementation	August 2026 (Beginning-of-Year Training); Monthly PLC and Literacy Team Meetings; Quarterly Benchmark Reviews; Ongoing August 2026-May 2027

Section 6: Communicating the Plan

	guides, coaching cycles, and quarterly benchmark meetings. Expectations for curriculum implementation, intervention delivery, data analysis, coaching support, and progress monitoring will be reviewed regularly to ensure accountability and consistency across all schools.	
1. Families and Community Stakeholders 2. District Leaders, School Leaders, School Literacy Teams, ILT Teams, Teachers, Families, and Community Stakeholders 3. District and School Stakeholders, Families, and Community Members	1. Will share literacy goals, expectations, student progress, and home literacy support strategies through newsletters, family literacy nights, parent conferences, websites, social media, and community events. 2. Will provide regular updates on student literacy outcomes and implementation of progress through benchmark meetings, data review meetings, PLCs, School Literacy Team meetings, parent conferences, progress reports, district communications, and school reports. Updates will include DIBELS and LEAP data, intervention effectiveness, HQIM implementation progress, literacy goals, and areas for improvement. 3. Will share student literacy outcomes and implementation progress through data meetings, benchmark reviews, progress reports, parent conferences, and district communications.	1. Beginning of Year; Quarterly Updates; Each Semester; Ongoing Throughout the School Year 2. Following each assessment and benchmark window; Monthly Literacy Team and PLC meetings; Quarterly benchmark reviews and stakeholder updates; Ongoing August 2026-May 2027. 3. Monthly reviews; Quarterly updates; Following assessment windows; Ongoing throughout the school year.