

**Local Literacy Plan for
South Fork Junior High
Principal: Jeffery Watts
Superintendent: Jody Purvis
August 27, 2026**

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

In collaboration with families and the South Fork community, South Fork Junior High School will enhance students' literacy outcomes by providing all students with high-quality curriculum and instruction, consistent with the Livingston Parish Public Schools literacy vision.

Literacy Mission Statement

South Fork Junior High School is committed to providing students with a high-quality, enriching literacy foundation and skills to prepare them to be college and career ready. Rigorous and relevant instruction in listening, speaking, reading, and writing is the focus of literacy learning across all content areas and classrooms.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	• By the end of the school year, 6th–8th grade students will demonstrate growth of 2.16% in ELA Mastery. • By the end of the school year, the number of students meeting their growth target will increase by 1.86%. • By the end of the school year, students in the bottom 25% in ELA will grow 1.6%.
Goal 2 (Teacher-Focused)	• All teachers will demonstrate effective teaching practices that meet the individual needs of all students and implement the Tier I curriculum (My Perspectives, 6–8) with integrity, measured by Kickup walkthroughs and LER observations. • All teachers will use student data — including LEAP 2025, iReady Reading Diagnostic, ELPT scores, IEP goals, and progress monitoring assessments — to plan intervention and extension instruction for all students, including subpopulations. • All teachers will use student data from iReady Reading Diagnostic, ELPT scores, IEP goals, progress monitoring, and LEAP to monitor individual students' progress and adjust interventions and extensions throughout the year. • By August 2026, all new South Fork teachers will receive initial training in My Perspectives (6–8), the adopted high-quality instructional material.
Goal 3 (Program-Focused)	• South Fork Junior High will implement the Literacy Program throughout the school year, including the Tier I

Section 1B: Literacy Goals

reading curriculum and support for all students through reading interventions and/or extensions based on literacy deficits and diagnostic assessments.

- Teacher effectiveness will be measured through observation with LER rubrics, Kickup walkthrough data analysis, and monitoring of literacy data through ongoing PLC and ILT collaboration.

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.

Yes. Tier I literacy instruction is provided daily by the classroom teacher using state-approved High-Quality Instructional Materials (HQIM).

Approved curricula include:

- My Perspectives (6-8)

Teachers receive ongoing professional learning in curriculum implementation, Science of Reading, collaborative planning, Unit Study Protocol, and lesson internalization. School and district leaders monitor implementation through classroom observations, ILTs, PLCs, and coaching cycles. Tier I instruction includes whole-group instruction, differentiated small-group instruction, and extension opportunities.

2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?

Yes.

South Fork Junior High uses:

- Curriculum embedded assessments
- Unit Assessments

Section 2: Explicit Instruction, Intervention and Extension

- Module Assessments
- MyPerspectives assessments

Assessment data from Tier One instruction is reviewed during PLCs and ILT meetings to evaluate instructional effectiveness, student mastery, and make instructional adjustments.

3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?

The South Fork ILT and District Literacy Team are trained in the implementation and evaluation of My Perspectives (6–8). Ongoing training includes:

- HQIM implementation
- Curriculum internalization
- Lesson preparation (Unit Study and internalization)
- Data analysis
- Classroom observations
- Literacy best practices
- Science of Reading.

District supervisors participate in South Fork's ILT throughout the year to support implementation and monitor effectiveness.

4. Is there a regular walkthrough schedule to determine support around Tier I?

School leaders and district support teams have regularly scheduled walk throughs to determine support around Tier 1. Walk through trends are used to determine coaching, professional learning, and additional support needs.

5. Is the ILT responding to data to support a healthy Tier I?

The South Fork ILT meets bimonthly throughout the year to review:

- iReady Inform (Diagnostic)
- Lexia PowerUp
- Curriculum assessments (My Perspectives)
- End-of-unit assessments
- Progress monitoring
- Walkthrough data
- Student work

The ILT adjusts professional learning, instructional practices, intervention groups, and extension opportunities based on current student data.

Section 2: Explicit Instruction, Intervention and Extension

	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) Teachers and leaders participate in ongoing curriculum-specific professional development that includes: • Unit preparation • Lesson internalization • Collaborative planning • Standards alignment • Science of Reading practices • Instructional best practices • Curriculum implementation Professional learning is differentiated based on teacher need and classroom observation 7. What data and resources are being used to support extension? Students performing at or above benchmark participate in extension opportunities using: • i-Ready Reading Personalized Instruction • Curriculum extension lessons • Grade-level enrichment activities • Higher-level text analysis • Writing opportunities • Small-group enrichment Extension groups are created using curriculum assessments, i-Ready Inform (Diagnostic) data, and teacher formative assessment data.
Amount of time spent on daily literacy skills instruction and how it is used	Grades 6-8: 84 Minutes Tier 1 Instruction and Small Group Instruction and Targeted Intervention
English Language Arts textbooks and instructional materials used	• My Perspectives (6-8)
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? Yes. Tier II interventions at South Fork are provided by classroom teachers, interventionists, tutors, and other trained literacy educators who have

Section 2: Explicit Instruction, Intervention and Extension

received professional learning in the Science of Reading, evidence-based literacy practices, and district-approved intervention materials. Progress monitoring occurs bi-weekly, depending on the intensity of the need identified through assessment data. Results are reviewed by teachers, interventionists, PLCs, and the ILT to adjust intervention groups, instructional strategies, and supports as needed.

2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention?

Yes. Curriculum-based assessments and approved literacy measures are used consistently to determine the effectiveness of Tier II interventions. Student progress is monitored using i-Ready Reading Inform (Diagnostic), curriculum-embedded assessments, phonological awareness screeners, phonics screeners, and end-of-unit or module assessments. Data is reviewed during PLCs, ILTs, and data meetings to determine intervention effectiveness and make instructional adjustments as needed.

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?

Yes. Students are placed into intervention groups based on multiple sources of literacy data, including i-Ready Reading Inform (Diagnostic), Phonological Awareness Screeners, Phonics Screeners, curriculum assessments, and ELPT data when appropriate. Intervention instruction targets each student's identified area of need, including phonological awareness, phonics, vocabulary, fluency, and comprehension. Progress monitoring tools are selected to directly measure the targeted skill being addressed so that interventions can be adjusted based on student response and growth

4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?

Yes. Student schedules are designed to protect access to high-quality Tier I core literacy instruction. Tier II intervention is provided in addition to the required Tier I literacy block through dedicated intervention and extension time built into the master schedule. This scheduling ensures that students receive targeted intervention without missing core literacy instruction delivered through the approved HQIM

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?

Section 2: Explicit Instruction, Intervention and Extension

	Yes. Students receiving Tier II interventions are progress monitored on a bi-weekly basis, depending on the intensity of the need identified through assessment data. Phonological Awareness Screeners, Phonics Screeners, i-Ready Reading data, and classroom formative assessments are used to monitor student growth. Results are reviewed regularly by teachers, interventionists, PLCs, and the Instructional Leadership Team to adjust intervention groups, instructional strategies, and supports as needed.
Tier II plan, including the amount of time	6-8: 84 minutes for total core with small group instruction where 20 minutes is reserved for Tier 2 intervention or in an enrichment class for 20 to 30 minutes.
List of available interventions and their descriptions	• Livingston Parish (LP) Interventions: an intervention program based on Phonological Awareness, Explicit/Systematic Phonics Instruction, Guided Practice, Assisted Reading, tricky word practice and monitoring of progress. • Differentiated Instruction • iReady • Phonics for Reading
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? Yes. Tier III interventions at South Fork are provided by highly trained literacy professionals, including interventionists, special education teachers, and classroom teachers with specialized training in evidence-based literacy instruction and the Science of Reading. Instruction is individualized to address specific reading deficits. 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? Yes. Curriculum-based measures and approved literacy assessments are used consistently to evaluate the effectiveness of Tier III interventions. Students receiving Tier III support are monitored using i-Ready Reading Diagnostic, Phonological Awareness Screeners, Phonics Screeners, and other diagnostic measures aligned with the district's approved literacy curriculum. Student performance data are reviewed regularly by teachers, interventionists, and school leaders to evaluate progress and determine the intervention effectiveness 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? Yes. Tier III interventions are individualized based on multiple sources of assessment data, including i-Ready Reading Inform (Diagnostic), Phonological Awareness Screeners, Phonics Screeners, curriculum

Section 2: Explicit Instruction, Intervention and Extension

	assessments, and additional diagnostic information. Instruction targets each student's specific area of need, including phonological awareness, phonics, vocabulary, fluency, and comprehension. Progress monitoring tools are selected to directly measure the identified skill deficit, allowing educators to adjust instruction and intervention intensity based on student response to intervention. 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III interventions? Yes. Student schedules are designed to protect access to high-quality Tier I literacy instruction. Tier III interventions are provided in addition to the core literacy block through dedicated intervention time built into the master schedule. This scheduling ensures students continue to receive comprehensive Tier I instruction while also receiving the intensive, individualized support needed to address significant reading deficits. 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed? Yes. Students receiving Tier III interventions are progress monitored at least biweekly to adjust interventions as needed and monitored for growth monthly using appropriate literacy assessments aligned to their identified areas of need. Progress monitoring data from Phonological Awareness Screeners, Phonics Screeners, i-Ready Reading, and classroom formative assessments are reviewed regularly by interventionists, teachers, and school leaders. Data is used to evaluate student response to intervention, adjust instructional strategies, modify intervention intensity, and ensure students receive the support necessary to accelerate literacy growth.
Tier III plan, including the amount of time	4-5 days a week for 30 minutes and they are not pulled from their core literacy class.
List of available interventions and their descriptions	• LP Interventions (see Tier 2 for description) • Differentiated Instruction • iReady • Phonics for Reading

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
Increase the quality of teacher planning and instructional delivery by strengthening lesson internalization, purposeful annotation, and student engagement to improve mastery of unit knowledge, skills, and culminating literacy tasks.	August - September	Create a cycle of ILT and PLC/TC work around unit and lesson preparation for My Perspectives.	ILT Team/Instructional coach	ILT Team / Instructional Coach	Teacher unit prep documents, lesson annotations, 95% student engagement goal, exit tickets, walkthrough data
Implement high-quality Tier I literacy instruction with fidelity across all grade levels.	August–May	Implement My Perspectives; provide required daily literacy block with differentiated small-group instruction; ensure teachers follow pacing guides; conduct	District Literacy Team, School Administrators, ILTs, Teachers	My Perspectives, Literacy Evidence Rubric (LER), pacing guides, Literacy Library	Classroom observations, LER walkthrough data, curriculum implementation evidence, PLC documentation, at least 80% mastery on Tier I assessments

Action Plan

		collaborative planning and classroom walkthroughs; provide coaching and feedback.			
Provide targeted Tier II and Tier III interventions based on student literacy needs.	August–May	Administer literacy screeners and diagnostics; identify students requiring intervention; provide evidence-based interventions aligned to student deficits; progress monitor weekly or bi-weekly; adjust intervention groups based on data.	Teachers, Interventionists, Special Education Teachers, EL Staff, RTI Academic Interventionist, Administrators	iReady Reading Inform (Diagnostic), Phonics Screener, LP Intervention Guide, 95% Group	Progress monitoring reports, intervention logs, iReady Inform growth, updated intervention groups, student assessment data
Strengthen teacher capacity through ongoing professional learning and instructional coaching.	August–May	Provide Science of Reading training; curriculum implementation training; collaborative planning; ILT meetings; PLCs; classroom coaching; analyze observation and assessment data to determine future professional learning.	District Literacy Team, School Leaders, ILTs, Curriculum Coordinators	Science of Reading PD, ACT 108 Literacy Foundations, LER, Literacy Library, HQIM training materials	Professional development attendance, LER observation trends, coaching documentation, PLC minutes, improved instructional practices, increased student achievement
Use data to continuously improve literacy instruction	August–May	Conduct BOY, MOY, and EOY data reviews; analyze iReady, curriculum assessments, and progress monitoring; adjust Tier I	District Literacy Team, School ILTs, Teachers, Administrators	iReady Reading Diagnostic, curriculum assessments,	Data meeting agendas, intervention adjustments, PLC documentation, student growth toward benchmark, literacy goal progress

Action Plan					
and interventions.		instruction, intervention groups, professional learning, and student goals.		ELPT, phonics screeners	
Increase family and community engagement to support literacy achievement.	August–May	Communicate literacy goals; distribute Home Connect Reports; provide literacy nights and family workshops; share literacy resources; partner with community organizations and libraries.	School Leaders, Teachers, District Literacy Team, Family Resource Center	Home Connect Reports, Literacy Library, Family Resource Center, ParentSquare, Literacy Nights	Attendance and participation records, Home Connect Report distribution, family survey feedback

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

1. Have teachers received initial implementation and launch training on their HQIM?
Yes. South Fork teachers receive initial implementation and launch training on My Perspectives (6–8). New teachers receive beginning-of-year curriculum training, while all teachers participate in curriculum-specific professional learning, collaborative planning, Unit Study, and lesson internalization prior to implementation. District curriculum supervisors, coordinators, the HQIM specialist, and instructional leaders provide ongoing support.
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
Yes. Ongoing professional learning is provided throughout the year on curriculum implementation, unit and lesson internalization, Science of Reading, literacy assessments, instructional best practices, and effective use of curriculum-embedded assessments. Learning is differentiated based on teacher need identified through classroom observations, walkthroughs, student assessment data, PLC discussions, and ILT reviews.
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
Yes. Teachers participate in ongoing professional learning focused on the Science of Reading, evidence-based literacy instruction, reading interventions, and curriculum-specific instructional practices appropriate to grades 6–8. Professional learning includes ACT 108 Literacy Foundations, Canopy, iReady Reading, intervention practices, and implementation of My Perspectives. Teachers are also supported through collaborative planning, instructional coaching, and professional learning aligned to LER observations and student assessment data.
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
Yes. Louisiana Professional Learning Partners and district curriculum leaders provide coaching and professional learning throughout the year to support HQIM implementation, evidence-based literacy instruction, collaborative planning, classroom observations, and instructional coaching through school visits, coaching cycles, ILT meetings, and PLCs.
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?
Yes. The district evaluates the effectiveness of Louisiana Professional Learning Partners through classroom observations using the LER, HQIM implementation fidelity, coaching feedback, teacher participation, student literacy assessment data (iReady Reading Diagnostic, curriculum assessments, LEAP), and progress toward district literacy goals.

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>

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

August - May	HQIM Implementation (My Perspectives)	Principals, Asst. Principals, Instructional Coaches, Literacy Coaches, Teachers, Paras
August - May	Unit Study and Lesson Internalization	Principals, Asst. Principals, Instructional Coaches, Literacy Coaches, Teachers, Paras

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?
Cycle 1: Establish Strong Tier I Literacy Instruction through HQIM Implementation	ILT/PLC members receive training on the literacy plan, HQIM, Science of Reading, LER, and literacy assessment. Teachers internalize units and lessons, analyze curriculum assessments, and implement HQIM with fidelity. PLC teams establish student learning goals using BOY assessment data, LDOE standards, and success criteria.	Monitored through ILT and PLC meetings, classroom walkthroughs using the LER, lesson and unit preparation documents, lesson annotations, curriculum implementation fidelity, and BOY iReady Reading Diagnostic data.
Cycle 2: Strengthen Literacy Instruction Through Data-Driven Coaching and Intervention	ILT/PLC teams analyze progress-monitoring data, curriculum assessments, student work, and writing performance to refine Tier I instruction and strengthen Tier II/III interventions. Professional learning	Monitored through iReady Reading Inform (Diagnostic), curriculum assessments, writing performance,

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

	focuses on identified instructional needs.	intervention logs, classroom observations using the LER, PLC artifacts, and coaching documentation.
Cycle 3: Evaluate Impact and Sustain Continuous Literacy Improvement	ILT/PLC teams evaluate student growth toward annual literacy goals, analyze implementation fidelity, identify effective instructional practices, refine professional learning priorities, and plan for sustainability.	Monitored through MOY/EOY iReady Reading Diagnostic growth, curriculum assessments, LEAP results, LER walkthrough trends, student writing outcomes, and School Improvement Plan reviews.

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
------------	----------	-----------------------------	--------------------

Section 4: Family Engagement Around Literacy

August (Open House)	Introduce the School Literacy Plan, literacy priorities, grade-level expectations, and evidence-based instructional practices. Share opportunities for family involvement.	In-person Open House, school website, social media, ParentSquare, printed handouts, multilingual communication as needed.	Family Intervention Library, School PTO, local businesses
September (BOY Data Review)	Share Beginning-of-Year Home Connect Reports and review iReady and LEAP literacy expectations during parent conferences.	Parent conferences, Home Connect Reports, digital and paper resources, individual meetings.	Louisiana Department of Education, Family Intervention Library
October (Literacy Night)	Host a Family Literacy Night focused on the Science of Reading, grade-level expectations, and at-home strategies. Collect parent feedback.	Evening event, take-home literacy kits, translated resources when needed.	Local libraries, Family Intervention Library volunteers, local businesses
November	Highlight literacy resources available through the Louisiana Literacy Library and Family Intervention Library. Provide monthly literacy activities families can complete at home.	Parent Square, newsletters, social media, printed activities, school website.	Louisiana Literacy Library, Family Intervention Library
December (MOY Preparation)	Share student progress toward literacy goals through Home Connect Reports and discuss adjustments to interventions and IASP supports during conferences.	Home Connect Reports, parent conferences, phone calls, email, virtual meetings if needed.	Family Intervention Library
January (MOY Data Review)	Review Mid-Year iReady Reading Inform (Diagnostic) data with families. Explain student growth and intervention plans.	Parent conferences, Home Connect Reports, digital resources, one-on-one meetings.	LDOE

Section 4: Family Engagement Around Literacy

February	Continue sharing monthly literacy resources and grade-level reading activities. Promote family reading challenges and encourage regular reading routines at home.	School website, newsletters, Parent Square, digital and printed literacy activities.	Local libraries, community organizations
March (Reading Workshop)	Provide family-friendly workshops on reading strategies, phonics, comprehension, and vocabulary development.	In-person workshops, resource packets, digital recordings and handouts.	Family Intervention Library, local literacy organizations
April	Provide guidance to families on maintaining literacy growth over the summer and share information about summer literacy opportunities, library programs, and reading resources.	Summer reading packets, digital resources, school website, newsletters, Woohoo.	Public libraries, community organizations, Family Intervention Library
May (EOY Review)	Share End-of-Year Home Connect Reports, celebrate literacy growth, review progress toward goals, discuss summer literacy supports.	Parent conferences, Home Connect Reports, digital and printed summer resources.	Public libraries, LDOE, Family Intervention Library
Ongoing (August–May)	Maintain regular communication regarding student literacy progress, intervention supports, family literacy events, and available resources.	ParentSquare, school website, newsletters, social media, email, phone calls, parent conferences, translated communication.	Family Resource Center, Louisiana Literacy Library, local libraries, civic organizations, businesses, volunteer groups

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.
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 (SIP)	South Fork's literacy goals, intervention plans, and professional learning priorities are embedded within the School Improvement Plan. Literacy data drives school goals, instructional priorities, intervention decisions, and continuous improvement efforts.	School Improvement Plan reviews, ILT meeting documentation, iReady Reading Diagnostic, curriculum assessment data, and L
Science of Reading / ACT 108 / Canopy	Ongoing professional learning builds teacher knowledge of evidence-based literacy instruction, explicit teaching practices, and implementation of My Perspectives.	ACT 108 completion records, Canopy participation, classroom observations, improved student literacy
High-Quality Instructional Materials (HQIM)	My Perspectives (6–8) provides coherent, standards-aligned literacy instruction.	Walkthroughs, curriculum implementation monitoring, collaboration results, student mastery

Section 5: Alignment to Other Initiatives

Cross-Curricular Literacy	Reading, writing, vocabulary, speaking, and critical thinking are reinforced across all content areas through HQIM and district instructional expectations.	Classroom observations, lesson plan reviews, PLC discussions, and assessments.
Professional Learning Communities (PLCs)	PLCs analyze literacy assessment data, review student work, identify instructional priorities, monitor intervention effectiveness, and plan responsive instruction.	PLC agendas and minutes, student work analysis, intervention and growth.
Instructional Leadership Teams (ILTs)	The ILT monitors implementation of the literacy plan, analyzes school-wide literacy data, identifies professional learning needs, conducts walkthroughs, and ensures literacy priorities remain aligned to school improvement goals.	ILT meeting agendas, action plans, walkthrough data, coaching.
Intervention System (Tier II & Tier III)	Intervention instruction is aligned to literacy assessment data to provide targeted support in phonics, vocabulary, fluency, and comprehension while protecting Tier I instructional time.	Progress monitoring data, intervention.

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
District Literacy Team (Curriculum Director, Supervisors, Coordinators)	Establish district-wide non-negotiable expectations for HQIM, Tier I instruction, interventions, and evidence-based literacy practices. Provide ongoing guidance through district meetings, professional learning, benchmark reviews, ILT meetings, and school support visits.	Summer Planning; Monthly August–May; BOY, MOY, EOY Benchmark Meetings
School Leaders (Principals, Assistant Principals)	Communicate literacy expectations to staff, establish and monitor the School Literacy Team, align priorities with the SIP, ILTs, PLCs, and walkthrough look-fors, and monitor implementation through observations, coaching, and data reviews.	Summer Planning; Monthly ILTs; Weekly PLCs; Quarterly Benchmark Reviews
School Literacy Team (Principal, Assistant Principal, Instructional Coach, Teachers, Interventionists,	Lead implementation of the School Literacy Plan by reviewing literacy data, monitoring Tier I/II/III instruction, planning professional learning, reviewing	Monthly August–May; Following BOY, MOY, EOY Assessments

Special Education, EL Representative)	intervention effectiveness, and recommending instructional adjustments.	
Instructional Coaches	Support teachers through collaborative planning, classroom modeling, coaching, data analysis, lesson internalization, and feedback aligned to HQIM and LER expectations. Communicate implementation progress to school leaders and the District Literacy Team.	Weekly Coaching Cycles; PLC Meetings; Monthly ILTs
Teachers	Implement My Perspectives with fidelity, participate in PLCs and professional learning, analyze student literacy data, provide interventions and extensions, and communicate student progress with families.	Daily Instruction; Bi-weekly PLCs; Ongoing Parent Communication; BOY, MOY, EOY Reviews
Families/Parents	Communicate literacy goals, assessment results, intervention plans, Home Connect Reports, and at-home literacy strategies through conferences, Open House, Literacy Nights, newsletters, ParentSquare, and the school website.	Open House; BOY, MOY, EOY Home Connect Reports; Parent Conferences; Literacy Nights; Ongoing
Community Partners (Libraries, Family Intervention Library, Businesses, Civic Organizations, Higher Education)	Partner with South Fork to promote literacy through Literacy Nights, family workshops, library programs, summer reading initiatives, and volunteer opportunities.	Throughout the School Year; Family Literacy Events; Summer Reading Initiatives
School Community	Publish and communicate the School Literacy Plan, implementation expectations, priorities, and annual progress through the school website, newsletters, and community events.	School Website by August 21; Quarterly Updates; End-of-Year Review