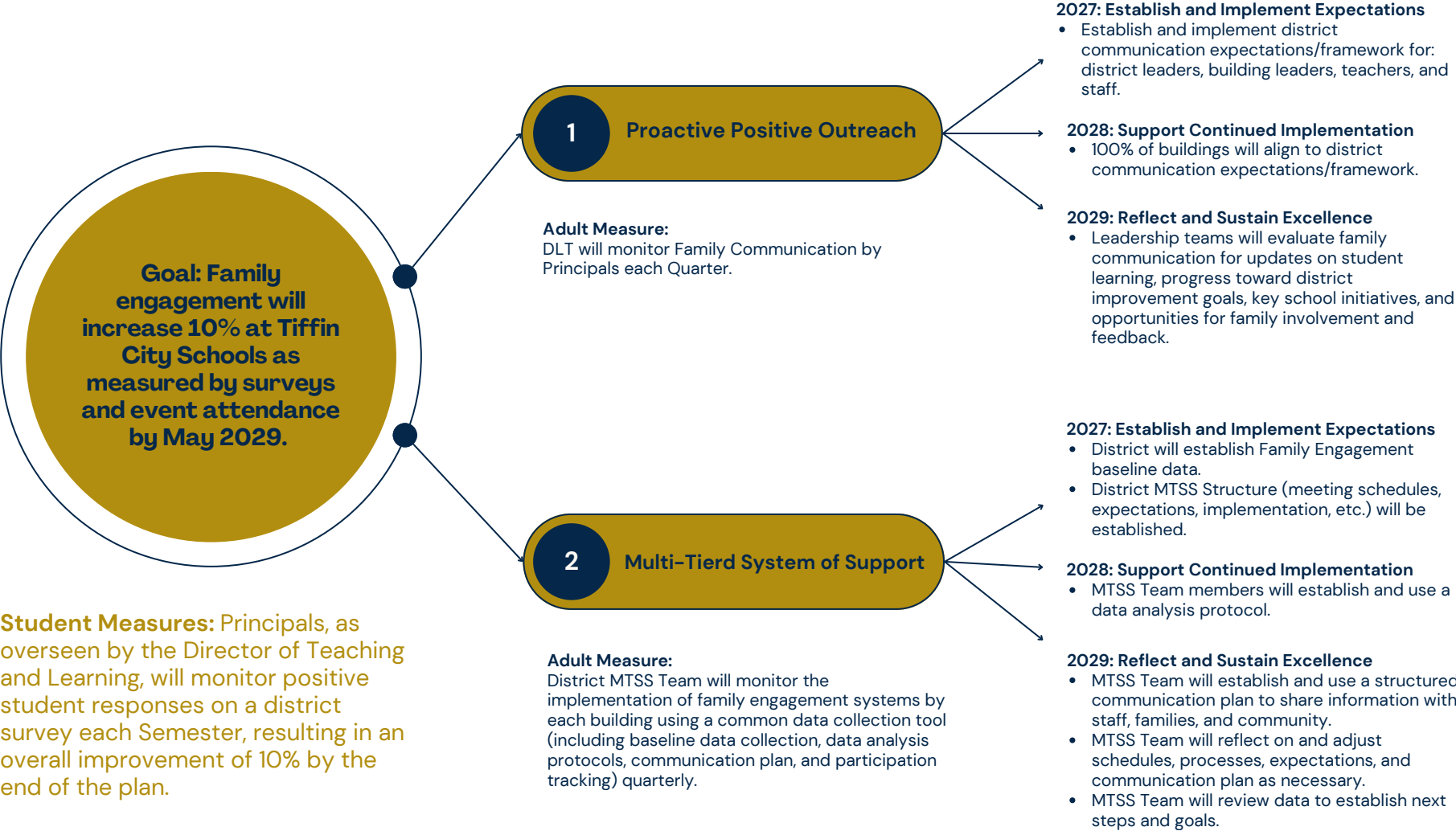
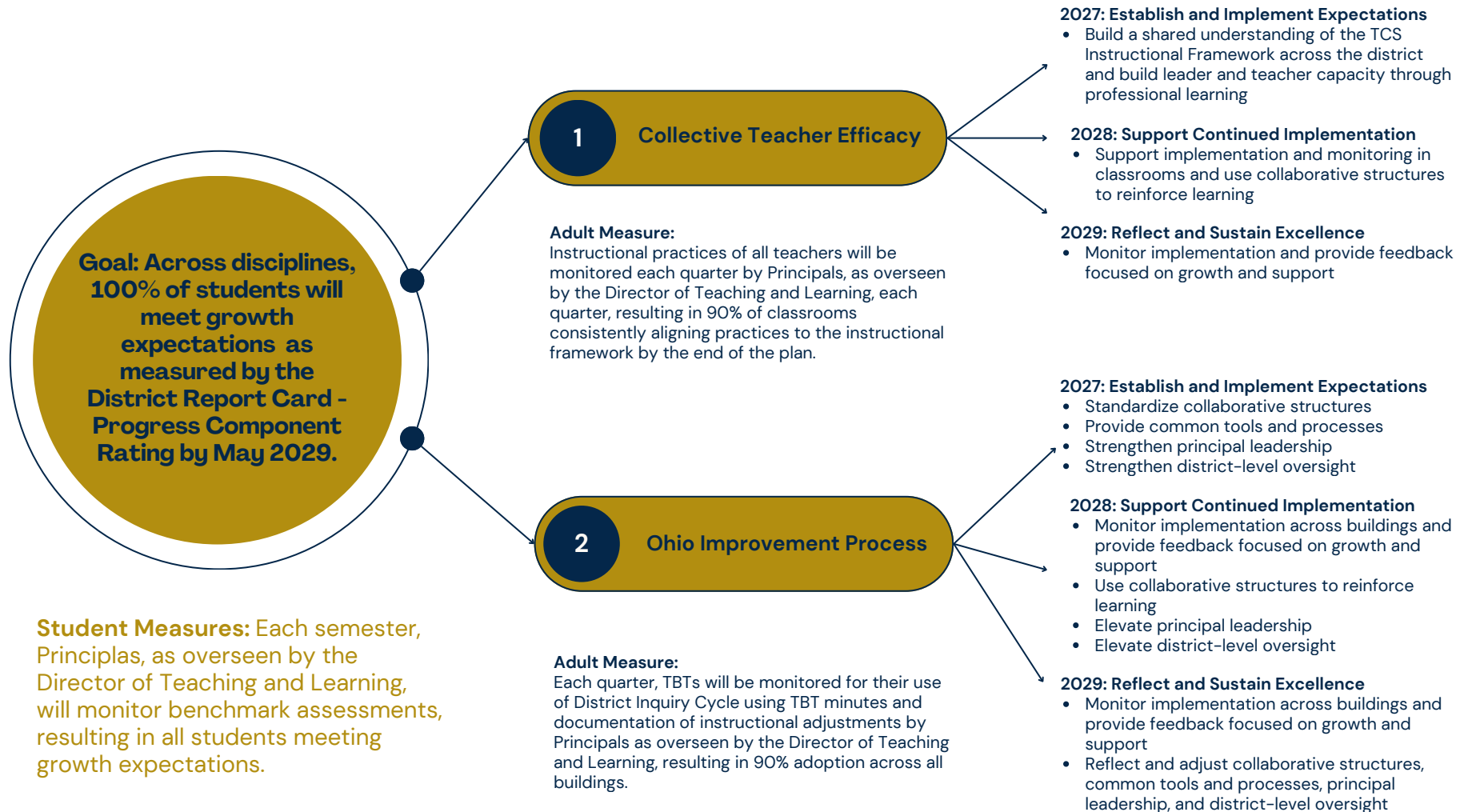


District Root Cause Statement: Root causes include limited awareness among families regarding events and available translation and accessibility supports, and incomplete use of structured surveys to gather feedback from all families. In addition, while engagement opportunities exist, systematic tracking and representative input (e.g., parent participation on all PBIS teams) are not consistently implemented, limiting data-driven decision-making.



District Root Cause Statement: Analysis of K-12 literacy data and adult implementation evidence indicates that the primary barriers to sustained literacy improvement are inconsistent adult implementation, limited monitoring systems, and unclear roles and accountability, rather than deficiencies in curriculum or evidence-based strategies. While strong literacy growth is observed when high-quality instruction is implemented with fidelity (notably in kindergarten and during intensive intervention), these gains are not consistently sustained across grade levels due to variability in instructional practices, leadership follow-through, and data use. The district lacks a coherent, systemwide process for collecting, analyzing, and acting on adult implementation data, making it difficult to ensure fidelity of core instruction, intervention, and specially designed instruction. Teacher-Based Teams and leaders often struggle to move from data analysis to instructional action and to monitor whether adjustments are effective over time. As a result, literacy improvement depends heavily on individual teachers, buildings, or programs rather than on a sustainable, vertically aligned system. Addressing these root causes by strengthening implementation coherence, monitoring, role clarity, and accountability will be essential to improving literacy growth and proficiency for all students.



Data Cycles and Processes:

Measures:

Each Year:

- Report Card: Progress Component Rating
- Family Engagement Survey



Each Semester:

- Benchmark Assessments
- Student Survey



Each Quarter:

- Building-Level Family Communication
- Instructional Practices (Walkthrough Data)
- District Inquiry Cycle (TBT Data)



Oversight and Support:

District Leadership Team, with support from District Administration

Principals, with support from the Director of Teaching and Learning

Principals and Building Leadership Teams with support from the Director of Teaching and Learning

Data Reviewed by:

