



ST. TAMMANY PARISH PUBLIC SCHOOLS

Abney Early Childhood Literacy Plan

School	Abney Early Childhood Center
Principal	Diana Hamilton-Troyer
Literacy lead	Instructional Coach / Literacy Lead
Grade span	Pre-K–Kindergarten
Plan period	2026–2029

School Literacy Team

Name	Role	Plan responsibility
School Principal	School Leader	Provide leadership, protect Tier I literacy time, monitor implementation, and lead school improvement/data reviews.
Instructional Coach / Literacy Lead	Literacy Lead / Coach	Coordinate literacy implementation, support PLC/ILT cycles, analyze DIBELS and curriculum evidence, and provide job-embedded support.
Pre-K–K Teacher Representatives	Teacher Representatives	Implement HQIM and foundational literacy practices, analyze student evidence, provide targeted support, and communicate progress to families.

1. District Alignment and School Data Story

District anchor	Established STPPS language
Literacy vision	STPPS aims for all students to achieve grade-level literacy proficiency and develop the knowledge, skills, confidence, and agency to recognize themselves as successful readers and writers who persist in reaching their full potential - in school, across content areas, and throughout life.
Literacy mission	STPPS recognizes each student's unique strengths, experiences, and literacy needs. Through high-quality instruction, coherent curriculum, protected Tier I instruction, responsive targeted support and extension, continuous professional learning, and meaningful family/community partnerships, STPPS provides equitable opportunities for students to develop and apply literacy independently.

District Commitments

- Protect high-quality Tier I literacy instruction using approved HQIM and district Instructional Minutes.
- Use assessment evidence to strengthen instruction, extend learning, and provide timely targeted support.
- Provide flexible Tier II and Tier III targeted support in addition to, never in place of, core instruction.
- Build educator expertise through professional learning, ILTs, teacher collaboration, coaching, and feedback.
- Partner with families through accessible communication, shared dialogue, and practical literacy resources.

School Data Snapshot

Evidence reviewed	Strength to sustain	Highest-priority need/student group
DIBELS 8, LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, and stakeholder feedback, as applicable	Strong foundational-literacy focus through CKLA and daily phonological-awareness instruction; student growth is evident in DIBELS and targeted-support data, with English learners reaching 100% at/above benchmark.	Increase the percentage of all students at/above DIBELS 8 benchmark, with particular attention to students in the Intensive and Strategic ranges and the Students with Exceptionalities (SWE) subgroup.

School Literacy Priority and Rationale

Strengthen foundational literacy outcomes by protecting high-quality Tier I instruction and using timely DIBELS/HQIM evidence to provide flexible, explicit Tier II/Tier III support. The 2025-26 EOY DIBELS data showed 65% of students at or above benchmark, below the school's 72% goal. The SWE subgroup was 42% at or above benchmark, while English learners were at 100%. The school will build on CKLA, Heggerty, Amplify/mCLASS, Lexia, AMIRA, progress monitoring, and PLC data cycles to reduce the number of students performing in Intensive/Strategic ranges and increase students reaching benchmark.

2. School Goals, Targets, and Action Plan

Schools establish contributing targets based on their starting points. Limit each goal to the essential actions most likely to improve the school's identified literacy priority.

Goal 1 - Student Outcomes

District goal and target	School response
Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth. District target: Increase the percentage of all students and identified subgroups demonstrating proficiency by at least 2 percentage points annually on applicable DIBELS 8, LEAP, ELPT, and graduation-readiness literacy measures.	Baseline: 2025-26 EOY DIBELS 8: 65% of all students were at or above benchmark; 42% of SWE students (6 of 14) were at or above benchmark; English learners were at 100% at/above benchmark. School target: Increase the percentage of all students at or above DIBELS 8 benchmark from 65% to at least 72% by EOY 2026-27, while increasing subgroup performance and reducing students in Intensive/Strategic ranges. Leading/lagging measures: DIBELS 8 proficiency/growth; DIBELS progress monitoring; CKLA/HQIM assessment evidence; student work; and subgroup patterns.
Actions	1. Use BOY/MOY/EOY DIBELS and classroom/HQIM evidence during PLC/ILT cycles to regroup students and plan explicit, skill-specific instruction and intervention. 2. Strengthen daily foundational-literacy instruction through CKLA, Heggerty, and approved supplemental/targeted resources such as Amplify/mCLASS, Lexia, and AMIRA, with progress monitoring used to adjust support.
Evidence of success	Students demonstrate growth in phonological awareness, phonics/decoding, and other foundational skills; DIBELS data show an increase in students at/above benchmark and a reduction in Intensive/Strategic performance; targeted groups change in response to evidence; and teachers can explain instructional adjustments using student data.

Goal 2 - Educator Capacity

District goal and target	School response
Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support. District target: 100% of teachers receive professional learning related to district curricula/resources, evidence-based strategies, and data-based decisions; all K-3 educators are fully Science of Reading trained.	Baseline: The school has established CKLA as Tier I curriculum and uses PLCs to analyze DIBELS, common/HQIM assessments, progress monitoring, and intervention groups. The source documents identify continued need to strengthen consistent data analysis, targeted support, and implementation of high-quality curriculum. The number of new teachers and current Science of Reading training status are not specified in the source documents. School target: 100% of literacy educators participate in school/district professional learning and PLC/ILT cycles aligned to HQIM, foundational literacy, explicit instruction, assessment literacy, and responsive support; all applicable Kindergarten educators meet district Science of Reading training expectations. Leading/lagging measures: Learning participation/completion, PLC/ILT products, lesson/unit preparation, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Use PLC/ILT cycles to analyze DIBELS and HQIM evidence, plan targeted instruction, study upcoming lessons, and share effective foundational-literacy practices. 2. Provide job-embedded coaching and follow-up support focused on Teacher Clarity, explicit instruction, checks for understanding, foundational skills, and data-based instructional decisions.
Evidence of success	PLC/ILT artifacts show data-driven grouping and lesson adjustments; walkthroughs show stronger consistency in explicit foundational-literacy instruction and Teacher Clarity; teachers demonstrate use of assessment evidence to adjust instruction; and student work/progress-monitoring data show improved response to instruction.

Goal 3 - Instructional Program

District goal and target	School response
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support. District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.	Baseline: The school uses CKLA as Tier I curriculum, daily Heggerty in Pre-K and Kindergarten, daily targeted interventions, Amplify/mCLASS resources, and Lexia/AMIRA as supplemental or targeted supports. PLCs review DIBELS and intervention data, but continued attention is needed to ensure consistent protected core instruction and evidence-based grouping/intensity. School target: Protect 100% of scheduled Tier I literacy instruction and provide systematic Tier II/Tier III support and/or extension in addition to Tier I, with groups and intensity adjusted from current student evidence and progress monitoring. Leading/lagging measures: Master schedules, instructional minutes, walkthroughs, HQIM implementation, targeted-support rosters, progress monitoring, and student response.
Actions	1. Protect the full grade-level literacy block and strengthen explicit modeling, guided practice, phonological awareness, phonics/decoding, checks for understanding, and independent application within CKLA/HQIM. 2. Use daily targeted-support structures and PLC/ILT data cycles to provide flexible intervention, acceleration, and extension without replacing Tier I instruction.
Evidence of success	Schedules and walkthroughs confirm protected Tier I literacy time; targeted-support rosters reflect current DIBELS/HQIM evidence; student work demonstrates stronger foundational literacy; progress monitoring shows response to intervention; and students demonstrating mastery receive extension and deeper application.

3. Tier I Instruction, Extension, and Targeted Support

DISTRICT EXPECTATIONS ALREADY ESTABLISHED

Tier I, Tier II, and Tier III expectations are the same across STPPS. Schools implement the district framework, approved curricula/resources, Instructional Minutes, assessment schedules, K-3 DIBELS guidance, IASP requirements, and targeted support guidance. In the chart, schools enter only the operational details that vary by campus.

3. District-Aligned Tiered Literacy Support - Continued

Tier	Established STPPS expectations	School-specific implementation
Tier I Core instruction and extension	All students receive the full, protected literacy block using approved HQIM and grade-level standards. Instruction includes explicit modeling, guided practice, independent application, Teacher Clarity, and whole-group, small-group, or individual support within Tier I. Students demonstrating mastery receive extension through deeper application, knowledge building, choice, and complex tasks. ILTs and teacher teams review HQIM assessments, student work, walkthroughs, and subgroup patterns; when fewer than approximately 80% demonstrate expected mastery, teams first examine Tier I instruction.	Protect the full literacy block in the master schedule. Strengthen CKLA implementation, daily foundational-skills instruction including Heggerty, explicit modeling, guided practice, checks for understanding, and student application. Students demonstrating mastery receive extension through deeper application, knowledge building, and increasingly complex literacy tasks.
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screener, diagnostic, HQIM, and classroom evidence. Tier II is provided in addition to Tier I by a classroom teacher, tutor, or other extensively trained literacy educator. The identified need, district-approved resource, provider expertise, and progress-monitoring measures are aligned. Groups and support change in response to timely evidence; established IASP/high-dosage tutoring and Targeted Assistance Team requirements are followed when applicable.	Provide targeted support during the school's established daily intervention/targeted-support structures in addition to Tier I. Classroom teachers, interventionists/tutors, instructional coach, and other trained staff support flexible groups. Use DIBELS 8, diagnostics, CKLA/HQIM assessments, Amplify/mCLASS, and classroom evidence to determine need and regroup students. Monitor progress frequently and communicate progress/next steps to families through established school communication processes.

Tier	Established STPPS expectations	School-specific implementation
Tier III Intensive targeted support	Students with significant needs or an insufficient response to prior support receive explicit, systematic instruction in smaller groups and at greater intensity. Tier III is delivered by a literacy professional with deep conceptual knowledge and specialized training in the selected district-approved resource. It is provided in addition to Tier I and Tier II. Teams coordinate with applicable SBLC, IEP, Section 504, dyslexia, and English learner processes; monitor progress biweekly with an aligned measure; adjust intensity based on evidence; and communicate progress and next steps to families.	Provide intensive, explicit, systematic support for students with significant needs or insufficient response to Tier II. Use the most appropriately trained literacy provider and district-approved resources, with coordination through SBLC/IEP/504, dyslexia, and EL processes as applicable. Monitor progress at least biweekly with an aligned measure, adjust intensity from evidence, and communicate progress and next steps to families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Use grade-level HQIM with language supports, visuals, modeling, oral-language development, vocabulary supports, and opportunities for structured speaking/listening so English learners can access foundational literacy instruction.
Students with exceptionalities	Provide accommodations, specialized instruction, and coordination through IEP/504 and established school support processes. Use current student evidence to align targeted literacy support with individual needs.
Students with characteristics of dyslexia	Use dyslexia screening/follow-up processes and structured, explicit foundational-literacy support. Coordinate with appropriate school/district personnel and use approved resources; AMIRA is used in the school's current practice to identify students who may be at risk for dyslexia and support reading development.
Core protection confirmed	Confirmed. Tier II/Tier III targeted support and extension will be provided in addition to, and will not replace, protected Tier I literacy instruction.
District support needed	Ongoing district Curriculum & Instruction/curriculum specialist, EDU 20/20, assessment/data-analysis, and job-embedded coaching support as needs emerge.

4. Professional Learning, ILTs, and Teacher Collaboration

Professional-learning support	Established support/expectation	School focus
District and partner support	STPPS Curriculum and Instruction, EDU 20/20, district curriculum specialists, and approved school-based supports provide implementation of learning, coaching, and resources.	Use STPPS Curriculum and Instruction/curriculum specialists, EDU 20/20, the instructional coach, and school-based PLC/ILT structures for implementation support, coaching, data analysis, and follow-up.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Foundational literacy and Science of Reading implementation through CKLA/Heggerty and explicit instruction. 2. Assessment literacy and responsive instruction: using DIBELS/HQIM evidence to plan, regroup, intensify, and extend learning.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review PLC/ILT products, lesson preparation, walkthrough evidence, student work, DIBELS/HQIM progress, educator feedback, and professional-learning evaluations at launch, midyear, and end of year; adjust coaching and professional learning from the evidence.

ILT and Teacher-Collaboration Long-Range Cycle

Cycle	District-aligned focus	School product/evidence
1. Launch and prepare	Goal review, HQIM preparation, and Teacher Clarity	Beginning-of-year literacy data story, CKLA/HQIM preparation artifacts, protected schedule, PLC/ILT calendar, and Teacher Clarity lesson-planning evidence.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence, student-work samples, lesson/PLC artifacts showing explicit instruction and checks for understanding, and evidence of adjustments from student data.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS/HQIM data review, current targeted-support rosters, progress-monitoring records, intervention adjustments, and family communication records.

Cycle	District-aligned focus	School product/evidence
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/HQIM outcomes, subgroup review, implementation evidence, student work, stakeholder feedback, and identified 2027-28 literacy priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family feedback through parent/teacher conferences, school events, surveys/feedback opportunities, and ongoing communication. Use feedback to adjust literacy events, resources, and communication.	Beginning of year and throughout the year through conferences, family events, surveys/feedback, and school communication channels.
Understandable student data and IASP communication	Share DIBELS/HQIM progress and targeted-support information in family-friendly language through progress reports, conferences, Home Connect/letters, and established school communication.	At BOY, MOY, EOY, and when students enter or change targeted support; provide updates as needed.
Family literacy learning	Provide practical literacy support connected to foundational skills, reading at home, phonological awareness, phonics, vocabulary, and grade-level expectations through literacy-focused family events and take-home/digital resources.	At least one literacy-focused family opportunity during the school year, with resources shared throughout the year.
Accessible communication	Use multiple communication formats and established school channels; provide translated/interpreted or otherwise accessible communication when needed and schedule events/conferences to maximize family access.	Ongoing; through newsletters, JPAMS/Google Classroom or equivalent digital channels, student led conferences, phone/email, and school events.
Community connection	Use existing school/community partnerships and district/community literacy resources, including St. Tammany Parish Library resources when applicable.	Throughout the year and during family literacy events.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Beginning-of-year launch; PLC/ILT cycles; staff meetings; midyear and end-of-year reviews; ongoing staff communication.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction and feedback; student goal-setting/data conversations; intervention check-ins; progress updates at key assessment points.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Beginning-of-year communication; progress reports and conferences; DIBELS/assessment updates; newsletters/JPAMS/Google Classroom; family literacy events and required targeted-support notifications.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan, especially the reading-achievement goal to increase DIBELS 8 at/above benchmark performance and the use of CKLA, foundational-skills instruction, interventions, and guided PLC data review.
Other initiatives	Early childhood literacy; CKLA/HQIM implementation; Heggerty; DIBELS 8 progress monitoring; Amplify/mCLASS; Lexia; AMIRA; PLC/ILT data cycles; Leader in Me/student leadership; support for Students with Exceptionalities and English learners.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	[Confirm baseline, targets, actions, schedules, owners, and communication.]	Confirm the 2025-26 EOY DIBELS baseline (65% at/above benchmark), 2026-27 targets, protected literacy schedule, daily targeted-support routines, PLC/ILT calendar, responsible staff, approved resources, and family communication structures. Establish data trackers and intervention groups.
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	Use BOY/MOY DIBELS, progress monitoring, CKLA/HQIM assessments, student work, walkthroughs, intervention response, educator learning evidence, and family feedback to adjust Tier I instruction, groups, resource use, and professional learning.
End of year	[Summarize progress toward targets and strongest evidence of impact.]	Compare EOY DIBELS and other literacy outcomes with baseline; review subgroup outcomes and implementation evidence; identify strongest practices, remaining needs, and the next-year literacy priority and targeted-support adjustments.

Reflection

Sustain CKLA/HQIM-aligned Tier I instruction, daily foundational-skills instruction, PLC/ILT data cycles, progress monitoring, and responsive targeted support. Adjust intervention grouping and intensity from current evidence. Add continued family literacy learning and clear, family-friendly communication of student progress. No practices are identified for discontinuation in the source documents. District support needed: ongoing Curriculum & Instruction/curriculum specialist, EDU 20/20, assessment-analysis tools, approved targeted-support resources, and job-embedded coaching as needs emerge.

School Review

Principal	Not provided in source documents
Literacy lead/team	Instructional Coach / Literacy Lead and School Literacy Team
Faculty/staff review	Beginning-of-year launch; PLC/ILT review cycles; annual faculty review
Family/community input	Parent/teacher conferences, school family events, surveys/feedback, and ongoing school communication
Plan revision date	2026-2027 annual literacy plan review; exact date to be confirmed

ANNUAL REVIEW

The school literacy plan is reviewed through regular school improvement routines, aligned to the School Advancement Plan, and updated as evidence indicates. District calendars and guidance remain the controlling source for required dates and procedures.