



ST. TAMMANY PARISH PUBLIC SCHOOLS

Gayle Sloan Middle School

Literacy Plan

School	Gayle Sloan Middle School
Principal	Mrs. Keller
Literacy lead	Gayle Sloan ELA / School Literacy Team
Grade span	Grades 4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Mrs. Keller	Principal / School Leader	Oversee literacy implementation, monitor goals and instructional structures, support ILT cycles, and communicate progress with stakeholders.
ELA Teachers / ELA Team	ELA Instructional Team	Implement Louisiana ELA Guidebooks and The Writing Revolution, explicit instruction, written-expression strategies, assessment practices, and responsive support.
ILT / District ELA Curriculum Specialist	Instructional Leadership / District Support	Review ELA data and student work, support PLCs, strengthen intervention, and guide standards-aligned instructional adjustments.

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
LEAP ELA, ELPT/readiness measures, District Checkpoint Assessment data, HQIM assessments/student work, walkthroughs, schedules, online intervention data and progress, and stakeholder feedback	ELA achievement and growth remain areas of strength to build on. The 2024-25 data showed 6th-grade ELA Assessment Index growth of 6.6 points and 7.2% growth in proficiency. Fifth- and sixth-grade students also showed growth in vocabulary. The school has an established PLC/ILT structure and has used district ELA curriculum specialist support to strengthen writing instruction and data analysis.	ELA is the highest-priority literacy need. The 2025-26 ELA Assessment Index decreased from 95.2 to 93.6, while achievement levels decreased to 63% in Grade 4, 74% in Grade 5, and 76% in Grade 6. The School Advancement Plan identifies Written Expression as the academic priority. EL students and Students with Exceptionalities require continued targeted attention, and the lowest 25% ELA Growth Index was 67.5.

School Literacy Priority and Rationale

Gayle Sloan Middle School will prioritize improving ELA achievement through stronger written expression, text-based reasoning, reading comprehension, and student ownership of literacy progress. The SAP identifies ELA—Written Expression as an academic priority and establishes a three-year goal of increasing ELA percent proficient from 75.7% to 84.7%, averaging approximately 3 percentage points of growth per year. Recent results show a decline from the 2024 baseline, with 2025-26 ELA proficiency at 70.9% overall and achievement levels of 63% (Grade 4), 74% (Grade 5), and 76% (Grade 6). The school will respond through Guidebook-aligned writing opportunities, LEAP-rubric analysis, PLC review of student work, checkpoint/interim data, Teacher Clarity, and targeted support.

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
Baseline: Spring 2025/2025-26 ELA evidence shows an overall ELA percent proficient of 70.9% (2025), with Grade 4 at 63%, Grade 5 at 74%, and Grade 6 at 76%. The ELA Assessment Index decreased from 95.2 to 93.6. SWE ELA Assessment Index increased from 69.4 to 70.8; EL ELA Assessment Index increased from 7.7 to 31.4; and the lowest 25% ELA Growth Index was 67.5.	School target: Increase ELA proficiency by at least 2 percentage points annually, while continuing to work toward the SAP three-year goal of 84.7% by Fall 2027. Maintain a specific emphasis on Written Expression, text-based evidence, and comprehension Part A/Part B performance.
1. Use twice-monthly ELA PLC/ILT cycles to analyze Guidebook assessments, district checkpoints/interims, LEAP-aligned writing evidence, student work, and standards-level data; plan explicit instruction and intervention accordingly. 2. Provide frequent grade-level writing opportunities using the LEAP writing rubric, exemplars, text-based evidence, and Guidebook/FIRE resources; monitor student progress and adjust support based on evidence.	1. Create a PLC/ILT calendar aligned with the District assessment calendar to purposefully ensure timely, accurate, and consistent progress monitoring of student performance. 2. Provide opportunities for ELA teachers to engage in collaborative discussions with the district curriculum specialist to analyze scored writing tasks and make timely instructional adjustments based on student performance and rubric data.
Evidence of success: Students experience a coherent approach to literacy across classrooms. Leaders and teachers share common language, use evidence to respond, and protect access to grade-level learning. Families understand student progress and know how to support literacy growth.	Improved checkpoint/interim and LEAP ELA performance; stronger student writing and use of text-based evidence; improved performance on comprehension Part A/Part B questions; documented growth for EL students, Students with Exceptionalities, and the lowest-performing students; and increased student ability to explain goals and monitor progress.

Goal 2 - Educator Capacity

District goal and target	School response
Baseline: ELA teachers have an established history of PLC collaboration, including analysis of the LEAP writing rubric, student exemplars, checkpoint/interim results, Illuminate assessment data, and Guidebook/FIRE resources. District ELA curriculum specialist support has been used in PLCs. The SAP also identifies teacher use of data to identify students needing intervention, acceleration, extension, or additional support as an instructional leadership focus.	School target: 100% of ELA teachers participate in scheduled literacy professional learning/PLC data cycles and demonstrate consistent implementation of HQIM, Teacher Clarity, explicit instruction, assessment literacy, written-expression practices, and responsive support.
1. Continue twice-monthly ELA PLCs focused on standards, Guidebook lesson internalization, LEAP rubric expectations, student-work analysis, checkpoint/interim data, and planning for intervention. 2. Use District ELA Curriculum Specialist and EDU 20/20 support to strengthen written-expression instruction, data analysis, Teacher Clarity, and effective use of approved literacy resources.	1. Create PLC agendas that provide teachers with opportunities to analyze real-time data purposefully to identify student needs, monitor progress, and determine targeted instructional adjustments. 2. Dedicate PLC time to collaboratively study the Guidebooks Study Tool and examine the rubrics specific to each writing prompt, as outlined in the evaluation plan. Use the rubric criteria to collaboratively define clear success criteria and discuss how these expectations should be communicated to and applied by students.
Evidence of success	PLC artifacts demonstrate standards-aligned planning and data-based decisions; walkthroughs show learning intentions, success criteria, explicit modeling, checks for understanding, and feedback; student work shows stronger alignment to grade-level writing expectations; and educators demonstrate increased consistency in responding to student evidence.

Goal 3 - Instructional Program

District goal and target	School response
Baseline: The school has protected literacy structures and a 2025-26 WIG requiring 100% of Sloan Middle students to participate in 30 minutes of Targeted Support five days a week. The school also uses focus walls and Leadership Portfolios/data binders to make learning and progress visible. ELA intervention and small-group collaboration are informed by checkpoint, interim, Illuminate, Lexia/AMIRA, and classroom evidence as applicable.	School target: Protect 100% of scheduled core ELA instructional time and provide systematic, explicit Tier II/Tier III support and/or extension in addition to Tier I. Ensure targeted groups are based on current evidence and that support intensity changes in response to progress monitoring.
1. Protect the full grade-level ELA block and strengthen explicit instruction, Teacher Clarity, text-based discussion, writing, checks for understanding, and independent application. 2. Use the school's daily 30-minute Targeted Support structure, PLC/ILT data cycles, and approved resources to provide flexible intervention, acceleration, and extension without replacing core ELA instruction.	1. Authoring and implementing a master schedule that intentionally protects uninterrupted ELA CORE instruction at every grade level, preserves the integrity of all students' Individualized Education Programs (IEPs) and accommodation plans, and strategically leverages all available campus personnel to maximize student support and instructional success. 2. Authoring and implementing a master schedule that provides 30 minutes of targeted support outside of ELA CORE instruction. This dedicated time will provide opportunities for small-group coaching and intervention, individualized progress through online intervention platforms such as Lexia, Summit, and Amira, and targeted support provided by certified tutors.
Evidence of success	Schedules and walkthroughs confirm protected core ELA time; targeted-support rosters reflect current student evidence; student work demonstrates stronger grade-level writing and comprehension; progress-monitoring data show response to intervention; and students demonstrating mastery receive deeper application and extension.

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 ELA block in the master schedule. Strengthen Teacher Clarity, explicit modeling, text-based evidence, writing practice, LEAP-rubric use, and checks for understanding. Use the school's 30-minute daily Targeted Support structure for additional support/extension. Students demonstrating mastery receive deeper application, complex literacy tasks, and opportunities to transfer reasoning across content areas.
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.	Use the established 30-minute Targeted Support period, five days per week, as documented in the SAP. ELA teachers, intervention personnel, and trained staff provide flexible small-group support in addition to Tier I. Use district-approved resources such as Guidebook supports, Lexia, AMIRA for English learners as applicable, CommonLit, Accelerate, and other approved resources matched to the identified need. PLC/ILT teams review checkpoint, interim, classroom, intervention, and student-work evidence regularly; progress is monitored and groups are adjusted. Families receive progress updates through established school communication systems.

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.	Use the same protected Targeted Support structure with smaller, more intensive groups for students with significant needs or insufficient response to Tier II. Coordinate with SBLC, IEP, Section 504, dyslexia, and EL processes as applicable. Use an approved resource matched to the student's need, monitor progress at least biweekly when Tier III is implemented, document response, adjust intensity, and communicate progress/next steps with families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Provide access to grade-level Guidebooks/HQIM with language supports, explicit vocabulary and language instruction, visuals, modeling, sentence frames as appropriate, opportunities for oral rehearsal before writing, and collaboration with the EL teacher. Continue use of AMIRA, Summit, and other approved supports when matched to identified need.
Students with exceptionalities	Provide IEP/504 accommodations, specially designed instruction, accessible grade-level HQIM, scaffolds without lowering rigor, and coordinated targeted support. Use student data to identify intervention, acceleration, and extension needs and collaborate with special education staff.
Students with characteristics of dyslexia	Follow established district screening and support processes. When characteristics of dyslexia are identified, coordinate with SBLC/dyslexia personnel and use appropriate structured, multisensory supports and approved resources. Protect access to grade-level ELA instruction.
Core protection confirmed	Yes. Tier II/Tier III support, special services, and extension will be scheduled in addition to and not in place of the protected core ELA block.
District support needed	No major additional district barrier is identified in the SAP. Continue District ELA Curriculum Specialist support, EDU 20/20 learning/coaching, and district assessment/data support as needed.

4. Professional Learning, ILTs, and Teacher Collaboration

Professional-learning support	Established support/expectation	School focus
District and partner support	Use STPPS Curriculum and Instruction, EDU 20/20, the District ELA Curriculum Specialist, and school-based ILT/PLC structures for job-embedded learning, coaching, data analysis, and implementation support.	STPPS Curriculum and Instruction, EDU 20/20, District ELA Curriculum Specialist, and school-based ILT/PLC support.
School learning priority	Written Expression and text-based reasoning; Teacher Clarity and explicit instruction; assessment literacy and student-work analysis; and effective design of Tier II/Tier III support based on evidence.	Written Expression/text-based reasoning; Teacher Clarity, explicit instruction, assessment literacy, and responsive targeted support.

Professional-learning support	Established support/expectation	School focus
Evaluation of effectiveness	Review PLC artifacts and walkthrough evidence monthly; review student work and checkpoint/interim/intervention data during each PLC cycle; and evaluate progress toward literacy targets at beginning-of-year, midyear, and end-of-year ILT reviews.	Review PLC artifacts/walkthroughs monthly; student work and assessment/intervention evidence each PLC cycle; literacy targets at BOY, MOY, and EOY ILT reviews.

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	Shared ELA goal review, baseline data, Guidebook/HQIM preparation, PLC calendar, and Teacher Clarity planning artifacts.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence, student-work samples, LEAP-rubric calibration, checks for understanding, and revised lesson plans.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Intervention rosters, checkpoint/interim analysis, progress-monitoring data, student response, and documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY ELA outcomes, subgroup review, implementation reflection, family/educator feedback, and next-year literacy priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Use PTA meetings, Coffee With Keller, Open House, Family STEM Night, Grandparents Day, Dad's Bingo Night, Mom's Cookies and Canvas, Seagull Stroll, and surveys/feedback opportunities to gather family input and respond to barriers.	Beginning of year, family events, PTA meetings, and annual school-improvement review.
Understandable student data and IASP communication	Explain ELA goals, checkpoint/interim results, LEAP expectations, targeted-support plans, and student progress in family-friendly language through conferences, JPAMS, newsletters, Google Classroom, and required IASP communications.	Beginning of year, benchmark/checkpoint updates, conferences, and as required.
Family literacy learning	Offer a Family Learning opportunity connected to reading, writing, text-based evidence, or understanding student data; provide practical strategies families can use at home.	At least annually and through established family events.
Accessible communication	Use accessible digital/print communication, multiple channels, and interpretation/translation support when needed; provide advance notice for meetings and events.	Ongoing; before major events and when progress/support information is shared.
Community connection	Use St. Tammany Parish Library/community literacy resources and existing PTA/community partnerships to extend literacy beyond the school day.	Throughout the year; highlight resources during family events and newsletters.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Beginning-of-year launch; twice-monthly PLCs; ILT meetings; monthly/periodic staff communication; midyear and end-of-year reviews.

Audience	What is communicated	When/how
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction and feedback; Leadership Portfolio/data-binder goal setting; student data conferences; grade-level WIG boards; intervention check-ins.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Beginning-of-year communication; JPAMS/Google Classroom; teacher newsletters; school website; PTA/social media; conferences; benchmark/checkpoint updates; family events.

Alignment to Other Initiatives

School Advancement Plan	Aligned literacy goal: Increase ELA percent proficient from the SAP baseline of 75.7% toward 84.7% by Fall 2027 through a focus on Written Expression, with continued attention to text-based reasoning, comprehension, student goal setting, and progress monitoring. The literacy plan operationalizes this SAP priority through the district's three literacy goals.
Other initiatives	Leader in Me/Leadership Portfolios and student data binders; schoolwide WIGs and focus walls; 30-minute daily Targeted Support; ELA PLC/ILT cycles; Guidebooks/FIRE; LEAP writing-rubric calibration; Illuminate assessment analysis; AMIRA/EL supports; cross-curricular use of text-based evidence and clear reasoning; and support for EL students, Students with Exceptionalities, and the lowest-performing students.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2025-26 ELA baseline, 2026-27 targets, protected ELA schedule, daily Targeted Support routines, PLC/ILT calendar, responsible staff, approved resources, and family communication structures.	Establish baseline data folders/trackers, confirm intervention groups, and communicate literacy goals and student-support structures to staff, students, and families.
Midyear	Use BOY/MOY/checkpoint/interim data, student work, LEAP-rubric evidence, walkthroughs, intervention response, educator learning evidence, and family feedback to evaluate progress.	Adjust Tier I instruction, intervention groups, resource use, professional learning, and student goal-setting supports based on evidence; intensify or fade support as appropriate.
End of year	Compare EOY LEAP/checkpoint and intervention outcomes with baseline; review subgroup outcomes, implementation evidence, student work, and stakeholder feedback.	Identify the strongest literacy practices and remaining needs; establish the next-year literacy priority, professional-learning needs, and targeted-support adjustments.

Reflection

Sustain: twice-monthly ELA PLCs, Guidebook/HQIM-aligned planning, LEAP-rubric calibration, data-driven student support, Leadership Portfolios/data binders, focus walls, daily Targeted Support, and District ELA Curriculum Specialist collaboration.

Adjust: intervention intensity and grouping based on current evidence; increase consistency of student data conferences and cross-curricular text-based reasoning.

Add: continued family literacy learning and clear communication of student progress.

District support needed: ongoing ELA curriculum specialist/EDU 20/20 support, assessment analysis tools, and job-embedded coaching as needs emerge.

School Review

Principal	Mrs. Amanda Keller
Literacy lead/team	Gayle Sloan ELA / School Literacy Team
Faculty/staff review	Beginning-of-year launch, twice-monthly PLC/ILT review, and annual faculty review.
Family/community input	PTA meetings, Open House, Family STEM Night, family events, surveys/feedback, and ongoing JPAMS/Google Classroom/newsletter communication.

Plan revision date

2026-2027 annual literacy plan review; exact district/school revision 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.