



ST. TAMMANY PARISH PUBLIC SCHOOLS

Little Oak Middle School

Literacy Plan

School	Little Oak Middle School
Principal	Amie Guttuso
Literacy lead	Emily Riche
Grade span	4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Emily Riche	Interventionist	Guide targeted small group instruction, facilitates tutors
Catina Walker	Instructional Coach	Model lessons, lead professional growth, provide literacy support
Krystal Fretwell	Technology Resource Teacher	Model lessons, lead professional growth, provide literacy support
Amie Guttuso	Principal	Drive Instructional Literacy Practices
Allison Bolin	Assistant Principal	Drive Instructional Literacy Practices
Jamie Bateman	Assistant Principal	Drive Instructional Literacy Practices

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	Intervention included on master schedule to foster individualized intervention time for all students.	Lowest 30% in ELA and Math, EL students, and SWE students.

School Literacy Priority and Rationale

Protecting Core Instruction to guarantee that every student has daily access to grade-level literacy learning. All students have access to HQIM to ensure knowledge-building instruction for all learners.

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
<p>Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.</p> <p>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.</p>	<p>Baseline: ELA Proficiency for 2026 is 58.6 DIBELS Composite Benchmark & Above Benchmark for 25-26 EOY- 4th Grade: 29% 5th Grade: 34% 6th Grade: 20%</p> <p>School target: Increase overall proficiency in ELA by at least 2 points through a focus on reading and responding to informational text.</p> <p>Leading/lagging measures: DIBELS proficiency/growth; LEAP ELA proficiency/growth; ELPT growth; aligned HQIM evidence</p>
Actions	<p>1. Students will complete 2-4 nonfiction text dependent questions weekly or biweekly that require answering Part A and Part B questions with 75% accuracy.</p> <p>2. Students will also preview the text and identify unfamiliar vocabulary with 75% accuracy.</p>
Evidence of success	Increased proficiency on overall ELA LEAP proficiency, increase in Dibels proficiency, ELPT growth, growth on HQIM assessments

Goal 2 - Educator Capacity

District goal and target	School response
<p>Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.</p> <p>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.</p>	<p>Baseline: We have 3 new ELA teachers, one fourth, one fifth, and one sixth. New teachers are assigned mentors who collaborate with them on a regular basis.. Plans for intervention are shared among subject level groups and are reviewed by administration. We are now utilizing Guidebooks 2.0. Teachers receive professional training and ongoing professional development opportunities to explore available resources from the Louisiana Curriculum Hub.</p> <p>School target: Increase overall proficiency in ELA by at least 2 points through a focus on reading and responding to informational text.</p> <p>Leading/lagging measures: Student participation/completion, , walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.</p>
Actions	<p>1. Teachers will utilize articles that are available through curriculum resources and create Part A and Part B questions.</p> <p>2. Teachers will track and monitor student progress.</p>
Evidence of success	Student progress on Part A and Part B questions. Increase in percent proficient on non-fiction reading comprehension assessments as measured by district and classroom-based assessments.

Goal 3 - Instructional Program

District goal and target	School response
<p>Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support.</p> <p>District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.</p>	<p>Baseline: Students engage daily with complex grade-level text and meaningful literacy tasks.</p> <p>School target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student needs.</p> <p>Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.</p>
Actions	<ol style="list-style-type: none"> 1. Progress monitoring of targeted-support time 2. Walkthroughs to ensure that targeted-support time is carried out with fidelity utilizing HQIM resources.
Evidence of success	Progress on universal screeners, BOY, MOY, EOY screeners, common assessments, and student work

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.	Allocate dedicated time in master schedule for targeted small group instruction. Students who demonstrate mastery will receive extension. Guidebook supports, CommonLit, FIRE, Amira, and Lexia are utilized.
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screeners, 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 resources, 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.	Tier II is delivered in addition to the full Tier I block (Guidebooks) by classroom teacher, tutor, and/or interventionist. mCLASS, SPIRE, Amira, Lexia, and Guidebook supports: Fluency Tasks, Foundation Supports, and FUEL are utilized.
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.	[Tier III is delivered in addition to the full Tier 1 block (Guidebooks) by classroom teacher, certified tutor, and/or interventionist. mCLASS, SPIRE, Amira, Lexia, and Guidebook Supports: Fluency, Foundation Supports, and FUEL are utilized.

Access for Diverse Learners

Learners	School implementation focus
English learners	Language supports for EL students that maintain access to grade level HQIM are visual aids, scaffolding such as graphic organizers and sentence frames, EL accommodations such as extended time and vocabulary routines that expose EL students to vocabulary before whole group instruction.
Students with exceptionalities	Literacy accommodations for SWE will be Text to Speech, Extended time, and various scaffolds to assist the student to become fluent. Some examples of specialized instruction would be the utilization of various interventions such as Spire and Building Wings. These are done in small groups with the SWE teacher. The SWE teachers collaborate with general education teachers as well as all service providers to coordinate schedules and optimal learning experiences. AT and OT consult with teachers to provide support for SWE students to access the curriculum.
Students with characteristics of dyslexia	Screening through SBLC as needed; multisensory, structured supports aligned to Bulletin 1903 and student need, S.P.I.R.E. and Lexia Core 5/Lexia are multisensory programs approved for students with characteristics of dyslexia.
Core protection confirmed	Tier II/Tier III supports and extension do not replace core ELA. All students will have access to grade-level HQIM
District support needed	District support is provided through EL department, teacher and paraprofessional, SWEDL, instructional coach, and interventionist

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.	ILT will meet monthly to analyze multiple sources of data to identify needs.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	<p>75% of students in grades 4-6 will demonstrate proficiency in foundational skills as measured by district benchmark assessments and curriculum assessments.</p> <p>75% of students in grades 4-6 will score proficient or above on non-fiction reading comprehension as measured by district and classroom-based assessments.</p>
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	<p>ILT members, as well as classroom teachers, will take part in ELA and math learning walks 3 times during the school year.</p> <p>Student work and outcomes will be reviewed through PLC meetings.</p>

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	Monthly ILT meetings will focus on goal setting, analysis of HQIM assessments, teacher clarity through meaningful success criteria
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Learning walk documentation/observation notes will be reviewed and redelivered.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Small group instruction utilizing district approved resources with ongoing progress monitoring.
4. Evaluate and sustain	Outcome review, vertical alignment among grade levels, and next-year priorities	Reflect on effectiveness of current practices and set priorities and goals for the following year.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Families will receive ongoing communication via school newsletters, website, school media sources	Within first 15 days of school/IASP notification
Understandable student data and IASP communication	Students are identified within the first 15 days of school. Parent communication via IASP	Within first 15 days of school/Students are identified based on LEAP data
Family literacy learning	School brochure identifying literacy platforms is distributed to each family	Included in first day parent packets
Accessible communication	Communication is provided both in English and in Spanish	Ongoing as needed
Community connection	Local library partnerships, book drives	Ongoing

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Ongoing PD opportunities, ILT, PLCs , subject level meetings, staff meetings, weekly staff newsletters
Students	Learning goals, success criteria, progress, strengths, and next steps	Students take part in quarterly goal setting and progress monitoring, students are aware of success criteria and demonstrate success when criteria are met

Audience	What is communicated	When/how
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School builds stronger literacy outcomes by sharing student progress transparently and offering actionable ways for caregivers to support literacy, such practical at-home reading strategies

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan.
Other initiatives	IASP/Act 771, Teacher Clarity, cross-curricular literacy, focus on EL and SWE population

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Students who scored Basic or below on LEAP are identified through the IASP, targeted small group instruction is incorporated into every classroom, teachers will set challenging student learning targets. Targeted small group instruction progress is monitored. Rigorous Student Learning Targets will be set and communicated with students. BOY data will be analyzed.	Targeted small group instruction will be adjusted as needed. Student Learning Targets will be reviewed with administration and adjusted as needed.
Midyear	Checkpoint and MOY data analysis through ILT and PLC.	Adjustments will be made as needed and determined by ILT.
End of year	Checkpoint and EOY data analysis through ILT and PLC.	Next year priority will be determined based on data and areas of concern.

Reflection

Little Oak Middle School will sustain master schedules that incorporate allocated time for targeted small group instruction by protecting the full literacy block and ensuring that core instruction is not replaced. HQIM and support resources will continue to be utilized based on individual student needs.

School Review

Principal	Amie Guttuso
Literacy lead/team	Emily Riche, Krystal Fretwell, Cherie Legendre, Allison Bolin, Jamie Bateman
Faculty/staff review	8/26/26-Literacy team will analyze current student data, evaluate curriculum alignment to literacy strategies and resources, survey needs, and conduct team walkthroughs.
Family/community input	9/15/26-School Literacy Plan will be posted on the school website and will be communicated to family and community stakeholders.
Plan revision date	The plan will be reviewed at the end of each quarter and revised as needed.

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.