



ST. TAMMANY PARISH PUBLIC SCHOOLS

Lee Road Jr High Literacy Plan

School	Lee Road Junior High School
Principal	Beth Smith
Literacy lead	Summer Holliday, Rebecca McCann, Debbie Bilbo
Grade span	Grades K-8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Beth Smith Summer Holliday/ Kristal Province	Principal / School Leader Assistant Principal	Plan oversight; alignment to School Advancement Plan; monitoring Support teachers in protecting instructional time and maintaining consistent schedules for core instruction and targeted support. Help establish a culture of shared responsibility and continuous improvement for student literacy achievement.
Summer Holliday Rebecca McCann	Literacy Lead / ELA Lead	Literacy/HQIM implementation; PLC facilitation; student-work and data review
Rebecca McCann Debbie Bilbo	Instructional Coach Interventionist	Support the use of progress- monitoring data to adjust interventions and targeted support. Facilitate professional learning based on identified student and teacher needs. Collaborate with the Literacy Team to monitor implementation and student outcomes and adjust support as needed. Share resources, strategies, and best practices that promote student reading achievement.

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	Lee Road's 2026 ELA proficiency increased to 55.3% overall from 51.4% in 2025. Grade-level 2026 ELA proficiency is 42.0% in Grade 3, 56.1% in Grade 4, 60.2% in Grade 5, 56.1% in Grade 6, 53.7% in Grade 7, and 61.6% in Grade 8. The SAP also reports strong K-2 literacy progress, including 2026 benchmark results of 79% in Kindergarten, 64% in Grade 1, and 65% in Grade 2.	Sustain the schoolwide ELA gains while addressing Grade 3 as the lowest LEAP ELA proficiency rate and continuing to strengthen written expression and rigorous student work in Grades 3-8. For K-2, continue the SAP literacy priority through DIBELS progress monitoring, CKLA Skills, Science of Reading practices, fluency/word-recognition work, and responsive small groups. Monitor English learners, students with disabilities, economically disadvantaged students, and the lowest-performing students.

School Literacy Priority and Rationale

Lee Road Junior High School will sustain its improving literacy outcomes through protected grade-level core instruction, approved HQIM, Teacher Clarity, explicit instruction, student-work analysis, and responsive targeted support. The 2026 snapshot shows 55.3% ELA proficiency overall, up from 51.4% in 2025, with Grade 3 at 42.0%, Grade 4 at 56.1%, Grade 5 at 60.2%, Grade 6 at 56.1%, Grade 7 at 53.7%, and Grade 8 at 61.6%. The literacy plan connects directly to the SAP's K-3 literacy focus, PLC/ILT use of DIBELS and LEAP evidence, Grades 3-8 student-work analysis and modified writing rubric, HQIM backward planning, success criteria, and the leadership expectation that teachers use data to identify needs and adjust rigorous instruction.

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: 2026 LEAP ELA proficiency is 55.3% overall (G3 42.0%; G4 56.1%; G5 60.2%; G6 56.1%; G7 53.7%; G8 61.6%). 2025 overall ELA proficiency was 51.4%. K-2 2026 literacy benchmark results are K 79%, G1 64%, and G2 65%. School target: Increase overall LEAP ELA proficiency by at least 2 percentage points annually: 57.3% in 2027, 59.3% in 2028, and 61.3% in 2029, while improving Grade 3 and identified subgroup outcomes. K-2 will pursue annual growth in DIBELS proficiency in alignment with the district literacy target. Measures: DIBELS 8, LEAP ELA proficiency/growth, ELPT as applicable, district checkpoints, HQIM assessments, student work/writing, and targeted-support progress monitoring.
Actions	1. Protect and strengthen grade-level literacy instruction using district-approved HQIM, explicit modeling, Teacher Clarity, learning intentions/success criteria, checks for understanding, reading/writing/discussion, and extension for students demonstrating mastery. 2. Use PLC/ILT cycles to analyze DIBELS, LEAP, checkpoints, HQIM assessments, and student work. In K-2, target word recognition, fluency, and foundational skills; in Grades 3-8, strengthen rigorous written responses, student-work analysis, and use of the school's writing rubric.
Evidence of success	Annual growth in DIBELS and LEAP ELA proficiency/growth; Grade 3 improves toward the schoolwide ELA rate; stronger checkpoint/HQIM performance and written work; students receiving targeted support demonstrate measurable response; subgroup gaps narrow while Grades 4-8 gains are sustained.

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 SAP documents established PLC/ILT structures that use DIBELS and LEAP data, student-work analysis, HQIM backward planning, lesson annotation, the Louisiana Educator Rubric, success criteria, and curriculum - specialist support. K-2 professional learning includes Science of Reading/CKLA, fluency and word-recognition work; Grades 3-8 PLCs focus on rigorous standards, checkpoints, HQIM, and student work. School target: 100% of literacy teachers participate annually in district/school professional learning and collaboration focused on HQIM, Teacher Clarity, explicit instruction, assessment literacy, student-work analysis, and responsive support.
Actions	1. Use recurring PLCs/ILT meetings for HQIM preparation, lesson annotation/backward planning, success criteria, assessment review, student-work analysis, and planning for reteaching/enrichment. 2. Use district curriculum specialists, learning walks, Louisiana Educator Rubric feedback, Science of Reading learning for K-3, and school-based coaching/modeling to differentiate support by teacher and student evidence.

District goal and target	School response
Evidence of success	PLC/ILT products document instructional adjustments; walkthroughs show stronger HQIM fidelity, Teacher Clarity, explicit instruction, and appropriate small groups; K-2 foundational-skills instruction and Grades 3-8 rigorous reading/writing practices strengthen; student work and assessment outcomes improve.

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 SAP emphasizes maximizing instructional time, rigorous instruction, HQIM use, early academic intervention, DIBELS progress monitoring, student-work analysis, and planning for reteaching/enrichment. District expectations require Tier II/Tier III support to be additive to protected core literacy. School target: Protect 100% of required core literacy time and ensure students identified through current evidence receive timely, matched intervention, acceleration, or extension. Measures: master schedule, instructional minutes, walkthroughs, HQIM implementation, targeted-support rosters, progress monitoring, and student response.
Actions	1. Protect core literacy/HQIM and strengthen explicit instruction, Teacher Clarity, checks for understanding, foundational skills in K-2, and grade-level reading/writing in Grades 3-8; provide extension through deeper grade-level application. 2. Establish flexible targeted-support groups using DIBELS, diagnostics, HQIM, checkpoints, classroom evidence, and student work; review response every 6-8 weeks and intensify or adjust support when evidence shows insufficient progress.
Evidence of success	Core literacy time is protected; HQIM is consistently visible; teams first strengthen Tier I when class-level mastery is weak; targeted-support records show matched need/resource/measure; students demonstrate measurable response; students meeting expectations receive meaningful 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 daily grade-level literacy/HQIM. K-2 strengthens CKLA Skills/foundational literacy, fluency, word recognition, explicit instruction, and purposeful small groups. Grades 3-8 strengthen grade-level reading, written responses, rigorous student work, Teacher Clarity, success criteria, and checks for understanding. PLCs/ILT review DIBELS, HQIM assessments, checkpoints, student work, walkthroughs, and subgroup patterns; students demonstrating mastery receive enrichment/extension.
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 additional flexible small-group support based on current DIBELS, diagnostic, HQIM, checkpoint, classroom, and student-work evidence. Use district-approved resources matched to the identified literacy need and personnel trained in the selected resource. Progress monitor on an aligned measure, review groups regularly through PLC/student-support processes, and communicate progress to families.
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.	For significant needs or insufficient response, coordinate through applicable Targeted Assistance Team/SBLC, IEP, Section 504, dyslexia, and English learner processes. Provide smaller-group, more intensive explicit/systematic instruction using district-approved resources and trained literacy personnel; monitor progress at least biweekly and adjust intensity based on evidence. Targeted Support: K-2: 40 minutes daily; 3-5: 30 minutes daily

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with language assistance based on English proficiency, explicit vocabulary/language supports, certified ESL services, and district-approved resources matched to need. Monitor ELPT and classroom evidence and provide accessible family communication.
Students with exceptionalities	Maintain access to grade-level HQIM; implement IEP accommodations/modifications and specially designed instruction; coordinate classroom teachers, special educators, case managers, and student-support teams. Monitor literacy outcomes and response to targeted support.
Students with characteristics of dyslexia	Follow established screening/SBLC processes and provide structured, multisensory literacy support matched to need using district-approved resources, aligned progress monitoring, and family communication.

Core protection confirmed	Confirmed. Tier II/Tier III intervention and extension are scheduled in addition to - never in place of - protected core literacy/HQIM instruction.
District support needed	District ELA/early literacy curriculum-specialist support; EDU 20/20; Science of Reading/CKLA support; Teacher Clarity and success-criteria support; targeted-support/resource training; and support for English learners, students with exceptionalities, dyslexia, and progress monitoring as needed.

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, EDU 20/20, district curriculum specialists, ILT/PLC structures, learning walks, and approved school-based coaching to strengthen HQIM, Science of Reading practices, Teacher Clarity, student-work analysis, and responsive support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. K-3 foundational literacy: CKLA Skills, word recognition, fluency, Science of Reading, DIBELS-informed planning, and effective small groups. 2. Grades 3-8: HQIM backward planning/lesson annotation, success criteria, rigorous student work and written responses, assessment analysis, reteaching/enrichment, and targeted support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review every 6-8 weeks through PLC/ILT artifacts, learning-walk/walkthrough evidence, DIBELS/checkpoint/HQIM results, student work, targeted-support progress, subgroup patterns, educator feedback, and LEAP outcomes. Adjust coaching and professional learning based on 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	Shared literacy goals; BOY DIBELS/LEAP/HQIM review; HQIM preparation and lesson annotation; learning intentions/success criteria; identify priority standards, skills, and student groups.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Learning walks/walkthroughs; evidence of explicit instruction, foundational skills or grade-level reading/writing, checks for understanding, and effective small groups; common student-work/assessment analysis.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Targeted-support rosters; matched resources/measures; progress-monitoring records; EL/SWE/lowest-performing student review; reteaching/enrichment plans; family communication; documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/LEAP/checkpoint outcomes; vertical review of K-8 literacy needs; PLC/ILT reflection; master-schedule/core-time review; documented refinements and next-year priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through SAP feedback opportunities, Open House, family events, surveys/MRA, conferences, and school communication. Review feedback during SAP/literacy monitoring and use it to refine communication and supports.	At plan launch, family events, benchmark reviews, and annual SAP/literacy review.
Understandable student data and IASP communication	Share DIBELS, LEAP, checkpoint/HQIM, classroom, and targeted-support information in family-friendly language. Connect literacy progress to the school's student goal-setting structures so students can discuss goals, evidence, and next steps with families.	Beginning of year; benchmark/progress-report periods; conferences; targeted-support updates.
Family literacy learning	Use Open House and other family-learning opportunities to explain grade-level literacy expectations, core curriculum, foundational reading support, written-response expectations, and practical ways families can support reading and writing at home.	At least annually, with literacy resources shared throughout the year.
Accessible communication	Use school newsletters, digital/print communication, progress reports, phone/email, conferences, Open House, scheduling/family events, and surveys. Provide language access and varied formats/times as needed.	Ongoing throughout the year.
Community connection	Connect families with St. Tammany Parish Library reading programs, summer reading, and other community literacy resources and opportunities when available.	Throughout the year, especially before school breaks and summer.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; recurring PLC/ILT meetings; faculty meetings; learning walks; every 6-8 week data reviews; coaching and feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; student goal setting/data tracking; conferences; assessment and targeted-support progress reviews.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School newsletters and digital/print channels; progress reports; phone/email; conferences; Open House/family events; MRA/SAP feedback opportunities.

Alignment to Other Initiatives

School Advancement Plan	The literacy plan extends the School Advancement Plan's literacy work into one K-8 framework. It directly supports the SAP schoolwide goal through the K-3 literacy focus and connects Grades 3-8 ELA to existing ILT/PLC practices: LEAP/checkpoint analysis, modified writing rubric, student-work analysis, rigorous standards, HQIM backward planning/lesson annotation, and success criteria. It also supports the leadership goal of using data to identify students in need, adjusting instruction, and ensuring rigorous access.
Other initiatives	Louisiana-approved literacy HQIM; CKLA Skills/Science of Reading in early grades; Teacher Clarity and success criteria; ILT/PLC collaboration; Louisiana Educator Rubric; student goal setting/Leader in Me; targeted support/IASP; special populations services; cross-curricular literacy.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 baselines, grade/subgroup needs, annual targets, core literacy schedule protections, targeted-support rosters, PLC/ILT calendar, owners, and family communication plan. Establish BOY DIBELS/HQIM/student-work evidence and Grade 3/other priority groups.	Use BOY evidence to finalize flexible groups and professional-learning priorities; preserve strong Grades 4-8 ELA outcomes while prioritizing Grade 3 and foundational literacy needs.
Midyear	Review DIBELS, district checkpoints/HQIM assessments, student work/writing, learning-walk trends, targeted-support response, subgroup outcomes, educator learning, and family feedback.	Adjust lessons, small groups, intervention intensity/resources, reteaching/enrichment, coaching, and family communication based on evidence; document PLC/ILT decisions and student response.
End of year	Review DIBELS and LEAP ELA proficiency/growth, grade and subgroup outcomes, student-work evidence, targeted-support response, HQIM/Teacher Clarity implementation, student goal tracking, and stakeholder feedback.	Sustain practices showing impact; revise targets/supports for the next year; identify grade/subgroup priorities and needed district support; protect the structures that produced 2026 ELA growth.

Reflection

Sustain: protected HQIM, K-3 foundational literacy/Science of Reading practices, PLC/ILT data cycles, student-work analysis, Grades 3-8 rigorous writing expectations, learning intentions/success criteria, and student goal tracking. Adjust: flexible groups, intervention intensity/resources, reteaching/enrichment, coaching, and professional learning every 6 -8 weeks based on evidence. Strengthen: Grade 3 ELA performance, written expression across Grades 3-8, subgroup response, and coherence between early literacy and later grade -level comprehension/writing. District support should be requested as needed for curriculum, targeted support, English learners, students with exceptionalities, dyslexia, and progress monitoring.

School Review

Principal	Beth Smith
Literacy lead/team	Summer Holliday, Rebecca McCann, Debbie Bilbo
Faculty/staff review	
Family/community input	
Plan revision date	8/28/26

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.