



ST. TAMMANY PARISH PUBLIC SCHOOLS

Pontchartrain Elementary School Literacy Plan

School	Pontchartrain Elementary School
Principal	Zachary Butler
Literacy lead	Megan Samford
Grade span	Pre-K through 3rd Grade
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Zachary Butler	Principal	Oversee the Literacy Plan, data analysis, and coordinate PLC/coaching plans to ensure literacy focus is implemented.
Lynse Montero	Acting Assistant Principal	Coordinate High Dosage Tutoring schedules, oversee IASPs for students Below and Well Below Benchmark students, oversee High Dosage Tutoring schedules for tutors
Megan Samford	School Testing Coordinator	Serve as school testing coordinator, lead PLC meetings with literacy emphasis, serve as SBLC chair to support students, oversee literacy progress monitoring
Emily Watkins	Special Education Department Lead	Supports access for students with exceptionalities, coordination of accommodations/specialized instruction, targeted support, and alignment with IEP/SBLC processes.

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	The prior plan shows strong grade 1-3 DIBELS performance and consistent use of multiple data sources to adjust small groups, interventions, and enrichment. In the 2025 data contained in the prior plan, grades 1-3 were at approximately 80% or higher At/Above Benchmark by MOY.	Strengthen early foundational literacy proficiency, with particular attention to kindergarten students and any K-3 students performing Below or Well Below Benchmark. Maintain focus on subgroups and students not demonstrating adequate response to core instruction or targeted support.

School Literacy Priority and Rationale

Increase the percentage of K-3 students meeting or exceeding grade-level literacy expectations by strengthening consistent, evidence-based Tier I foundational literacy instruction and using timely progress-monitoring data to provide responsive targeted support. The prior plan demonstrates established core literacy blocks, DIBELS screening/progress monitoring, and flexible intervention/enrichment structures. It also shows that kindergarten performance has historically trailed grades 1-3, making early foundational-skill development and rapid response for students Below/Well Below Benchmark the highest-leverage area for continued improvement. Current 2026-27 BOY DIBELS and current LEAP ELA data should be inserted during the beginning-of-year review to confirm or refine this priority.

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: Latest DIBELS data contained in the prior plan show approximately 84% of K, 92% of grade 1, 87% of grade 2, and 83% of grade 3 students At/Above Benchmark. School target: Increase the percentage of students At/Above Benchmark on DIBELS 8 and proficient on applicable LEAP ELA measures by at least 1 percentage point annually, while ensuring students not yet proficient demonstrate meaningful individual growth. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT/ELPS as applicable; HQIM/classroom evidence; progress-monitoring trends.
Actions	1. Administer DIBELS 8 according to district windows; analyze screener, classroom/HQIM, and progress-monitoring evidence in PLC/ILT structures to identify strengths, needs, flexible groups, and necessary intervention/enrichment adjustments. 2. Provide timely targeted support for students not yet meeting grade-level expectations; progress monitor students receiving intervention, adjust groups based on response, and communicate literacy proficiency and at-home support to families at established checkpoints.
Evidence of success	Increasing percentages of students At/Above Benchmark or proficient; documented individual growth for students below benchmark; progress-monitoring data showing response to intervention; flexible groups that change based on evidence; improved student work and engagement; family communication at screening/reporting checkpoints.

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 prior plan documents a multi-year Science of Reading training cycle for K-3 educators and administrators, with annual monitoring for new hires or staff not previously trained. It also identifies ongoing PLC/ILT work to unpack units, analyze student work, monitor Science of Reading implementation, and make data-based decisions. School target: 100% of applicable educators will complete required Science of Reading training and participate in ongoing school/district professional learning focused on HQIM implementation, explicit instruction, assessment literacy, Teacher Clarity, and responsive targeted support. Leading/lagging measures: completion records, PLC/ILT artifacts, lesson preparation, walkthrough evidence, student work, educator feedback, and student outcomes.

District goal and target	School response
Actions	1. Monitor completion of Science of Reading training for new/untrained staff and provide ongoing professional learning through district PD, school orientation, ILT/PLC meetings, coaching, and brief assessment/data-analysis refreshers. 2. Use common planning/PLC time to unpack HQIM units, analyze student work and literacy data, align explicit instructional practices, and review walkthrough evidence to strengthen consistent implementation across classrooms.
Evidence of success	100% required training completion; intentional lesson planning and unit preparation; walkthroughs reflecting evidence-based literacy practices and protected instructional time; focused ILT/PLC agendas and artifacts; improved student engagement, work, and literacy outcomes.

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 prior plan identifies protected literacy schedules using HQIM and separate intervention/enrichment time. K-2 schedules include CKLA Knowledge and Skills, Heggerty, handwriting, tutoring/enrichment, and intervention. Grade 3 schedules include the Guidebook framework, focused writing, handwriting, tutoring/enrichment, and intervention. The plan also documents routine progress monitoring and flexible group changes based on student response. School target: 100% of classrooms will protect district-required Tier I literacy minutes and provide systematic, explicit intervention and/or extension in addition to core instruction based on current student evidence. Leading/lagging measures: master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Protect the full core literacy block in every classroom and monitor implementation through schedules, lesson preparation, walkthroughs, observations, PLC review, and student work. 2. Maintain flexible intervention/enrichment structures; progress monitor students receiving targeted support, adjust grouping/intensity based on response, and refer students with insufficient progress to SBLC/other established support processes as appropriate.
Evidence of success	Walkthrough evidence shows instructional time is maximized and approved literacy practices/resources are consistently implemented; intervention/enrichment blocks occur as scheduled; groups change based on evidence; students demonstrate increasing achievement and engagement; students with significant needs receive coordinated support.

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.	PES protects grade-level literacy blocks and uses approved HQIM. The prior plan identifies CKLA/Heggerty/handwriting for K-2 and Louisiana Guidebooks/focused writing/handwriting for grade 3, with whole-group, small-group, and individual support. PLCs/ILTs review student work, assessment evidence, and walkthroughs; extension occurs through the scheduled tutoring/enrichment block and deeper application for students demonstrating mastery.
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.	Tier II is provided during the campus intervention/tutoring block in flexible small groups by classroom teachers, interventionists, and other trained staff. Student need is identified through DIBELS, classroom/HQIM, diagnostic/interim, observation, and progress-monitoring evidence. The prior plan identifies Amplify Instruction/Amplify Reading as support tools. Students Below Benchmark are progress monitored approximately every 4 weeks and students Well Below Benchmark approximately every 2 weeks, with groups adjusted based on response. Families receive proficiency information and at-home activities at screening/reporting checkpoints.
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.	Students demonstrating significant need or insufficient response to Tier II receive more intensive, explicit support through district-approved intervention resources delivered by appropriately trained personnel. Progress is monitored frequently (at least biweekly for intensive support), and the team coordinates through SBLC and, when applicable, IEP, Section 504, dyslexia, or English learner processes. Families are included in problem-solving and receive progress/next-step communication.

Access for Diverse Learners

Learners	School implementation focus
English learners	English learners participate in the same grade-level HQIM and core instruction as peers, with language assistance based on English proficiency. The prior plan identifies support from certified ESL teachers and instructional aides in core and pull-out models, access to technology/programs, and translated materials or trained interpreters for families with limited English.
Students with exceptionalities	Students with exceptionalities access district HQIM in core classes and pull-out models with accommodations and/or modifications based on individual needs. General and special education staff coordinate specialized instruction, IEP implementation, progress monitoring, and access to grade-level literacy instruction.
Students with characteristics of dyslexia	All kindergarten students are screened for characteristics of dyslexia. When additional screening is required through established processes, the prior plan directs staff to follow applicable district/state procedures. Students receive structured, multisensory supports incorporating visual, auditory, kinesthetic, and tactile strategies to strengthen language processing and foundational literacy skills.
Core protection confirmed	Tier II/Tier III targeted support and extension are scheduled in addition to, and do not replace, the protected core ELA/literacy block.
District support needed	No specific barrier is identified in the prior plan. Continue district curriculum-specialist support, approved intervention guidance/resources, professional learning, and assessment/progress-monitoring support 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.	PES will use district professional-development days, curriculum specialists, school-based leadership/coaching structures, assessment refreshers, new-teacher induction/orientation, and ILT/PLC collaboration to support literacy implementation.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1) Consistent evidence-based/Science of Reading practices within approved HQIM, including explicit instruction and Teacher Clarity. 2) Assessment literacy and data-based adjustment of Tier I, intervention, and enrichment.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review monthly through ILT/PLC structures and at BOY/MOY/EOY data checkpoints using training completion, walkthrough trends, lesson/unit preparation artifacts, student work, progress-monitoring data, educator feedback, and DIBELS/LEAP outcomes.

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	BOY literacy-goal review; protected schedules; unit/HQIM preparation; Teacher Clarity evidence; assessment administration/refresher artifacts; initial flexible-group plans.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough trends; PLC analysis of student work; documented explicit instruction/checks for understanding; reteach/extension decisions; adjusted Tier I small groups.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS/HQIM data reviews; intervention rosters and schedules; progress-monitoring graphs; group/intensity changes; SBLC/IEP/504/dyslexia/EL coordination as applicable.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/LEAP and student-work review; vertical team reflection; implementation trends; family feedback; identified practices to sustain and next-year literacy priority.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	[Identify how input will be gathered and used.]	August-May; family events, conferences, surveys/feedback opportunities, and school communication channels.
Understandable student data and IASP communication	[Identify how information and required updates will be shared.]	At BOY/MOY/EOY screening/reporting checkpoints and as required during intervention/SBLC/IASP processes.
Family literacy learning	[Identify one practical opportunity/resource connected to grade-level literacy.]	Content/family learning events August-May; summer reading information April-July.
Accessible communication	[Identify language, format, access, and scheduling supports.]	Ongoing August-May and at all required reporting/meeting points.
Community connection	[Identify an existing partnership or enter Not applicable.]	May-July for summer reading; other opportunities as available during the school year.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	ILT/PLC/common planning throughout the year; faculty professional learning; BOY/MOY/EOY data reviews; walkthrough/feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction and feedback; small-group/intervention sessions; assessment/progress-monitoring conferences as developmentally appropriate.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School communications and family events throughout the year; screening/reporting checkpoints; conferences/meetings; April-July summer reading communication.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals, student-outcome targets, educator-capacity actions, and instructional-program actions are embedded in and monitored through the School Advancement Plan/school improvement routines.
Other initiatives	Science of Reading, Teacher Clarity, IASP/Act 771 requirements, early childhood foundational literacy, cross-curricular literacy, SBLC/MTSS processes, and supports for English learners and students with exceptionalities should be coordinated with this plan to avoid duplicative work.

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.]	Replace historical baseline values in this draft with current 2026-27 data; establish initial flexible groups; identify new/untrained staff needing Science of Reading support; adjust schedules or staffing if core literacy minutes are not fully protected.
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	Regroup students; adjust intervention intensity/resource alignment; strengthen Tier I practices where fewer than approximately 80% demonstrate expected mastery; provide targeted coaching/PL based on walkthrough and student-work evidence; intensify family communication for students not making adequate progress.
End of year	[Summarize progress toward targets and strongest evidence of impact.]	Identify the next-year highest-priority literacy need/student group; sustain effective core and targeted-support practices; revise professional-learning priorities, schedules, and communication strategies based on outcome and implementation evidence.

Reflection

PES will sustain protected HQIM-based core literacy instruction, routine screening/progress monitoring, flexible intervention/enrichment, PLC/ILT data analysis, Science of Reading-aligned professional learning, and family communication. The school will adjust grouping, intensity, professional learning, and Tier I practices when student evidence shows insufficient response; stop or streamline practices that duplicate district systems without improving instruction; and add targeted support when data identify a persistent skill or subgroup need. District support should continue through curriculum specialists, professional learning, approved intervention/resource guidance, assessment support, and specialized-program coordination.

School Review

Principal	Zachary Butler
Literacy lead/team	Megan Samford; Lynse Montero; Emily Watkins
Faculty/staff review	Annual review through faculty/ILT/PLC and school-improvement structures; specific 2026-27 review date to be documented by the school.
Family/community input	Family input gathered through ongoing communication, meetings/events, and feedback opportunities; specific annual review method/date to be documented by the school.
Plan revision date	8/31/2026

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.