



ST. TAMMANY PARISH PUBLIC SCHOOLS

Carolyn Park Middle School

Literacy Plan

School	Carolyn Park Middle
Principal	Temeka Smith
Literacy lead	Gabby Canulette
Grade span	Grades 4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Temeka Smith	Principal / School Leader	Plan oversight; alignment to School Advancement Plan; monitoring
Gabrielle Canulette	Literacy Lead / ELA Lead	ELA implementation; PLC facilitation; student-work/data review
Jennifer Thompson (TRT) Adam Landry (SWEDL)	ILT / Student Support Representative	Walkthroughs; Tier II/Tier III coordination; subgroup monitoring

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	ELA remains the strongest academic area relative to other tested subjects. 2026 LEAP ELA proficiency is 35.1% overall; Grade 4 improved to 48.4%. The SAP already establishes written expression, Guidebooks, Writing Revolution, PLC student-work analysis, small-group instruction, intervention, and tutoring as school priorities.	Increase grade-level ELA proficiency, with immediate attention to 25-26 Grade 5 (22.1% proficient) students now in 6th grade. In addition, current 4th graders are coming in with 39% proficiency from 3rd grade. Monitor English learners and students with disabilities closely and ensure targeted support is additive to core ELA.

School Literacy Priority and Rationale

Carolyn Park Middle will strengthen written expression and comprehension through consistent implementation of Louisiana ELA Guidebooks and The Writing Revolution, explicit instruction and Teacher Clarity, analysis of student work and assessment evidence, and responsive small-group support. The 2026 LEAP snapshot shows 35.1% ELA proficiency overall (48.4% Grade 4, 22.1% Grade 5, 37.2% Grade 6), compared with 35.5% overall in 2025. This priority continues the School Advancement Plan focus on written expression across content areas, student-work analysis, intervention, and small-group instruction while aligning to the district goal of annual proficiency growth.

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 <u>demonstrating meaningful annual growth</u>. 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 - 35.1% overall; Grade 4: 48.4%; Grade 5: 22.1%; Grade 6: 37.2%. 2025 overall ELA proficiency was 35.5%. School target: Increase overall LEAP ELA proficiency by at least 2 percentage points annually: 37.1% in 2027, 39.1% in 2028, and 41.1% in 2029, while improving grade-level and identified subgroup outcomes. Leading/lagging measures: LEAP ELA proficiency/growth; district diagnostics/checkpoints; HQIM assessments; student writing; intervention progress monitoring; subgroup patterns.
Actions	1. Implement Guidebooks and The Writing Revolution with a schoolwide emphasis on written expression, explicit modeling, success criteria, and frequent analysis of student writing. 2. Use PLC/ILT data cycles to identify standards and students needing support, then provide flexible small-group instruction, tutoring, and district-approved Tier II/Tier III interventions without replacing core ELA.
Evidence of success	Annual increase in LEAP ELA proficiency and DIBELS benchmark; improved district checkpoint/HQIM results; stronger writing samples and rubric performance; documented progress for students receiving targeted support; reduced gaps across grade levels and subgroups.

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 identifies written expression, backward design of Guidebook units, Writing Revolution integration, student-work analysis, small-group instruction, and data use as continuing instructional priorities. PLCs and ILT structures are already used to review Tier I content, assessment evidence, classroom practice, and student work. School target: 100% of ELA teachers will participate in district/school professional learning and PLC/ILT cycles focused on HQIM, Teacher Clarity, explicit instruction, writing, assessment literacy, and responsive support. Leading/lagging measures: PL participation; unit/lesson preparation; PLC/ILT artifacts; walkthrough trends; student work; educator feedback; LEAP and checkpoint outcomes.
Actions	1. Use recurring PLCs for Guidebook unit unpacking/backward design, Writing Revolution integration, common assessment review, and analysis of strong/weak student writing samples. 2. Use ILT walkthroughs, coaching, district curriculum specialists, Slidell learning communities, and district/school PD to provide differentiated feedback and follow-up based on teacher and student evidence.

District goal and target	School response
Evidence of success	Walkthroughs show stronger HQIM fidelity, Teacher Clarity, explicit instruction, writing and small-group practices; PLC products document instructional adjustments; student work improves in quality; assessment results trend upward.

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: Carolyn Park Middle already uses small-group instruction, intervention, and tutoring as SAP strategies. The district requires protected core ELA and additive targeted support. For Grades 4-5, district ELA guidance provides 90 daily minutes of Guidebooks plus targeted-support time; Grade 6 receives 90 daily minutes of Guidebooks with additional grammar/word study, independent reading, and targeted support. School target: Protect 100% of required core literacy time and ensure students identified through current evidence receive timely, matched support and/or extension. Leading/lagging measures: master schedule; instructional minutes; walkthroughs; HQIM implementation; targeted-support rosters; progress monitoring; student response.
Actions	1. Protect grade-level Guidebooks/HQIM instruction and strengthen Teacher Clarity, explicit instruction, writing, checks for understanding, and evidence-based small groups within Tier I. 2. Establish and review targeted-support groups using diagnostic, HQIM, checkpoint, classroom, and progress-monitoring evidence; adjust support every 6-8 weeks and intensify when response is insufficient.
Evidence of success	Core ELA time is protected; HQIM is consistently visible; at least 80% class-level success is pursued before increasing intervention; targeted-support records show matched need/resource/measure; students demonstrate measurable response and improved ELA outcomes.

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 ELA using Louisiana ELA Guidebooks and The Writing Revolution. Strengthen written expression, explicit modeling, Teacher Clarity, checks for understanding, and small-group support within Tier I. PLCs/ILT review HQIM assessments, district checkpoints, student writing, walkthrough evidence, and subgroup patterns. Students demonstrating mastery receive extension through deeper application and complex reading/writing 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 additional scheduled small-group instruction, intervention, and tutoring based on current diagnostic/HQIM/classroom evidence. Use district-approved Grades 3-12 resources matched to need (e.g., Guidebook supports, Fluency Tasks, Accelerate, Language Tasks/Mentor Sentences, Lexia, Amira, CommonLit, SUMMIT K12 for English learners, as applicable). Monitor response regularly through PLC/student-support review 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 students with significant needs or insufficient response, coordinate through the Targeted Assistance Team/SBLC and applicable IEP, 504, dyslexia, and EL processes. Provide smaller-group, more intensive instruction using district-approved resources and trained personnel; monitor progress at least biweekly, adjust intensity based on evidence, and communicate next steps with families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level Guidebooks/HQIM with language assistance based on English proficiency, certified ESL support, explicit vocabulary/language supports, and district-approved resources such as SUMMIT K12 or Amira when matched to need. Provide interpretation/translated family communication as needed.
Students with exceptionalities	Maintain access to district HQIM in core and specialized settings; implement IEP accommodations/modifications, specially designed instruction, and targeted support based on individual need. Coordinate ELA teachers, special educators, case managers, and student-support teams and review subgroup outcomes.
Students with characteristics of dyslexia	Follow established screening/SBLC processes and provide multisensory, structured literacy support matched to need. Use district-approved resources such as S.P.I.R.E. or Lexia when appropriate, with aligned progress monitoring and family communication.
Core protection confirmed	Confirmed. Tier II/Tier III intervention, tutoring, special services, and extension are scheduled in addition to - never in place of - protected core ELA/HQIM instruction.
District support needed	District ELA curriculum specialist support; targeted-support/resource training; support for Teacher Clarity, Writing Revolution, progress monitoring, English learners, and students with exceptionalities, 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, district ELA/ESL/SWE specialists, EDU 20/20, Slidell learning communities, and approved school-based PD/coaching to strengthen HQIM implementation, written expression, small-group instruction, 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. Guidebooks/The Writing Revolution: backward design, written expression, student-work analysis, and cross-curricular writing. 2. Teacher Clarity, explicit instruction, formative assessment, small-group instruction, and data-based response.
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, walkthrough trends, district checkpoint/HQIM results, student writing, intervention progress, subgroup patterns, educator feedback, and LEAP outcomes. Adjust coaching, grouping, 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 ELA goals; unpacked Guidebook units; Writing Revolution connections; learning intentions/success criteria; BOY walkthrough and student-writing baseline.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence of explicit instruction, checks for understanding, discussion/writing, and effective small groups; common assessment and student-writing analysis.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Targeted-support rosters; matched resources and measures; progress-monitoring records; subgroup review; family communication; documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	LEAP/checkpoint outcomes; vertical review of Grades 4-6 writing and literacy needs; school reflection; documented refinements and priorities for the next year.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through SAP/literacy surveys and exit tickets at family events; review feedback during school improvement/literacy monitoring and use it to adjust communication and supports.	At plan launch and after family engagement events; at least annually and during plan reviews.
Understandable student data and IASP communication	Share LEAP, district checkpoint, progress-monitoring, course/HQIM, and IASP information in family-friendly language. Provide required notifications and progress updates for students receiving targeted support.	Beginning of year; benchmark/progress-report periods; conferences; IASP/targeted-support updates as required.
Family literacy learning	Continue a literacy-focused family event (e.g., Family Reading/Literacy Night) that models grade-level reading and writing expectations and provides practical resources for supporting literacy at home.	At least once annually, Family Reading Night in December with additional literacy resources shared throughout the year.
Accessible communication	Use multiple channels and accessible formats: school website, Eagle View handouts, robocalls, event materials, JCampus/JPAMS, progress reports, phone, email, and in-person meetings; provide language access as needed.	Ongoing; varied times/formats for meetings and events. Meet and Greet, Open House, Robocalls/texts, fliers, school website and facebook page,
Community connection	Connect families to St. Tammany Parish Library reading programs/resources and other local literacy 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 PLCs/ILT meetings; faculty meetings; every 6-8 week data reviews; coaching/feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; goal-setting and student conferences; assessment and intervention progress reviews.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Communication folder, website, Eagle View handouts, robocalls, event brochures, JCampus/JPAMS, progress reports, phone/email, conferences, family events, and surveys.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan. The literacy plan directly supports the SAP academic priority of increasing Grades 4-6 ELA proficiency through written expression, student-work/assessment analysis, small-group instruction, intervention, tutoring, PLCs, and professional learning.
Other initiatives	Teacher Clarity; cross-curricular written expression; Guidebooks and The Writing Revolution; ILT/PLC cycles; targeted support/IASP; special populations services; Leader in Me student ownership and goal setting.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 LEAP baseline (35.1% overall), grade-level needs, subgroup patterns, annual +2-point targets, master schedule/core ELA protections, targeted-support rosters, PLC/ILT calendar, owners, and family communication plan.	Use BOY diagnostic/HQIM evidence to finalize flexible groups and professional-learning priorities; prioritize Grade 6 and other students/standards showing the greatest need.
Midyear	Review district checkpoints/HQIM assessments, student writing, walkthrough trends, intervention progress, subgroup outcomes, educator learning, and family feedback.	Adjust small groups, intervention intensity/resources, coaching, unit preparation, and family communication based on response; document decisions.
End of year	Review LEAP ELA proficiency/growth, grade and subgroup outcomes, student-writing evidence, targeted-support response, HQIM/Teacher Clarity implementation, and stakeholder feedback.	Sustain practices showing impact; revise targets and supports for the next year; identify grade-level/subgroup priorities and needed district support.

Reflection

Sustain: protected Guidebooks/HQIM instruction, Writing Revolution integration, PLC/ILT student-work analysis, explicit small-group instruction, and family literacy engagement. Adjust: grouping, intervention resources/intensity, coaching, and professional learning every 6-8 weeks based on evidence. Add/strengthen: consistent Teacher Clarity and common writing expectations across content areas, with close monitoring of Grade 5, English learners, students with disabilities, and other identified subgroups. District support should be requested as needed for ELA curriculum, targeted-support resources, English learners, students with exceptionalities, and progress-monitoring implementation.

School Review

Principal	To be confirmed
Literacy lead/team	To be confirmed
Faculty/staff review	BOY faculty/PLC review - date to be confirmed
Family/community input	Family survey/event feedback - dates to be confirmed
Plan revision date	Annual review; 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.