



ST. TAMMANY PARISH PUBLIC SCHOOLS

Little Pearl Elementary Literacy Plan

School	Little Pearl Elementary
Principal	Sabrina DesHotel Parish
Literacy lead	Sabrina DesHotel Parish
Grade span	PreK - Kindergarten
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Kristen Remerow	TRT	Coordinate literacy planning, support teachers with literacy instruction and technology, monitor student data, and facilitate professional learning.
Sabrina DesHotel Parish	Principal	Provide instructional leadership, resources, and support: monitor implementation and progress toward literacy goals. Facilitates professional learning with all teachers and paraprofessionals
Kirsten Gleason	SWEDL	Support literacy instruction for students with disabilities, provide accommodations and interventions, and monitor student progress.

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	Strong early literacy foundations in phonological awareness: dedicated and collaborative staff.	Increase reading comprehension and vocabulary for all students, with a focus on students in the lowest 25%.

School Literacy Priority and Rationale

Strengthen kindergarten foundational literacy skills through consistent, chronological progression of phonics and phonemic awareness skills. A consistent progression of skills across classrooms will ensure students build the foundational skills needed for successful beginning reading.

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: 2026-2027 DIBELS BOY data shows 12% at or above level and 88% below or well below level School target: Increase the percentage of Kindergarten students at or above benchmark on key DIBELS measures by EOY. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Actions	1. Implement consistent, high quality Tier 1 instruction using chronological phonics and phonemic awareness scope and sequence. 2. Provide small group interventions and progress monitoring for students needing additional support.
Evidence of success	Increased percentage of students meeting benchmark on DIBELS measures (LNF, PSF, NWF) and demonstrating growth on district literacy assessments.

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: 2026-2027 data on educator practices, new teachers, SOR training and/or instructional strategies/implementations needed. School target: 100% of K educators will implement SOR-aligned practices with fidelity by EOY. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Provide ongoing professional learning in the Science of Reading, phonics instruction, and assessment literacy. 2. Support collaborative planning, coaching, and feedback cycles to strengthen instructional practice.
Evidence of success	Increased fidelity of implementation of SOR-aligned practices; improve educator confidence and capacity, positive trends in walkthroughs and student 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: Inconsistent implementation of a common foundational skills progression across PreK – Kindergarten, with varying student readiness in letter identification, letter-sound correspondence, phonemic awareness, blending, and decoding. School target: By EOY, PreK and Kindergarten classrooms will implement a consistent, developmentally appropriate progression of phonological awareness and phonics skills, with Kindergarten students progressing from letter identification and sounds to blending and decoding CVC words. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Implement a consistent chronological phonics and phonemic awareness scope and sequence aligned to district approved curriculum and DIBELS skills. 2. Use DIBELS and classroom data to provide targeted small group instruction through interventions and monitor student progress.
Evidence of success	Increased consistency of foundational literacy instruction across classrooms, improved student performance on DIBELS measures, and increased numbers of Kindergarten students accurately identifying letters, producing letter sounds, segmenting/blending phonemes, and decoding CVC words.

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.	The school sets aside a protected daily block using approved curriculum and standards. Giving students who demonstrate mastery will receive enrichment and opportunities to apply their skills
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.	The school will set aside a solid intervention time block daily for 40 mins within each classroom, the resources used will be the district approved resources, teachers will progress monitor their students weekly/biweekly to check for understanding and parents will receive data info 3xs a year.
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.	Services provided by special education teachers/providers through push-in service model in core curriculum and/or pull-out minutes as reflected in IEPs.

Access for Diverse Learners

Learners	School implementation focus
English learners	Provide visuals, support, modeling and opportunities for oral language. 2xs a week assistance from a school ESL para.
Students with exceptionalities	Provide accommodations, differentiated instruction, and specialized support aligned to student IEPs and classroom needs.
Students with characteristics of dyslexia	Provide explicit, systematic phonics instruction, structured literacy support, and progress monitoring based on identified needs.

Core protection confirmed	Tier ½ support and enrichment will supplement, not replace, the protected core ELA block.
District support needed	Continued access to district literacy resources, professional learning, and instructional 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.	Use district literacy specialists and curriculum support to provide coaching, resources, and implementation support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Strengthen explicit phonics instruction, foundational literacy skills, and data driven small group instruction.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review student data, classroom walkthroughs, student work, and teacher feedback during PLCs to monitor progress and adjust instruction.

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	PLC agendas, lesson planning, and literacy goals.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough data, student work, and evidence of explicit instruction.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS/Classroom data, intervention groups, and progress monitoring results.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	Student outcome data, team reflection, and identified priorities for the following year.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through exit tickets and events	As needed / Exit tickets
Understandable student data and IASP communication	Share student progress in clear, family friendly language	Report cards / conferences Homeconnect Data Papers
Family literacy learning	Provide handouts at events/PFEs of activities that families can complete at home.	PFEs / Events
Accessible communication	Provide multiple ways to communicate	Newsletters / Social Media / JCampus / emails
Community connection	Partner with local organizations and businesses to support the environment.	Throughout the year

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Share literacy goals, data, and needs during PLCs.
Students	Learning goals, success criteria, progress, strengths, and next steps	Share learning goals and progress during instruction and Leader in Me binder data collection teacher/student conferences.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Share progress, resources, and literacy opportunities through newsletters, conferences, and school communication.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in School Advancement Plan.
Other initiatives	Align literacy efforts with Leader In Me, early childhood, teacher clarity, and special education supports.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Establish baseline data, goals, and action steps.	Identify student needs and plan supports.
Midyear	Review student data and progress toward goals.	Adjust instructions, groups, and interventions as needed.
End of year	Review student growth and progress toward goals.	Identify strengths and literacy priorities for next year.

Reflection

Continue effective literacy practices, adjust instruction based on student data, and provide additional support where needed.

School Review

Principal	Mrs. Sabrina DesHotel Parish
Literacy lead/team	Sabrina DesHotel Parish
Faculty/staff review	PLC Meeting
Family/community input	Survey/Conference
Plan revision date	End of Year

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.