ST. TAMMANY PARISH PUBLIC SCHOOLS

Honey Island Literacy Plan

School	Honey Island Elementary School
Principal	Gina Troyer
Literacy lead	Amiee Gallagher
Grade span	2nd and 3rd
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Gina Troyer	Principal	Accountability
Beverly Mayer	TRT	Assessment Coordinator, Data Tracker
Amiee Gallagher	HIE Interventionist	Intervention Accountability, HDT Coordinator

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 Proficiency is 52.3 (2.7 percentage points higher than the district) and scale score is in the Mastery Level at 752. Grade 3 BOY DIBELS Benchmark and Above is at 61%, 5 points higher than 2nd grade.	ELA Writing Performance is 14.8% Proficient (although that is a group of students no longer at HIE). 2nd Grade BOY DIBELS is at 56% Benchmark and Above.

School Literacy Priority and Rationale

Literacy Focus: Increase consistency and quality of explicit literacy instruction across all classrooms, emphasizing comprehension, vocabulary, evidence-based thinking, and application of literacy skills across content areas.

Rationale: Every classroom should provide opportunities for students to read challenging texts, use evidence, write across content areas, participate in academic conversations, analyze information, draw conclusions, and cite evidence.

(This would identify explicit instruction as a school-wide expectation, including modeling through **I Do → We Do → You Do** and incorporating literacy across all content areas.)

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: LEAP ELA 3rd Grade 52.3 Proficiency, Reading Performance 51.9% Proficiency, Writing Performance 14.8% Proficiency, Scale Score Average 752 Mastery DIBELS: 2nd Grade BOY 2026 Benchmark and Above 56%; 3rd Grade 2026 BOY Benchmark and Above 61% School target: LEAP: From Fall 2026 to Fall 2027, HIE will increase the % Proficient in ELA Reading Performance from 52% to 57% through a focus on explicitly teaching comprehension strategies that help students think critically to understand informational and literary texts. DIBELS: 2nd Graders will grow from 56% to 58% Benchmark and Above on the Oral Reading Fluency measure by December 2026 MOY DIBELS Assessment. 3rd Graders will grow from 61% to 65% Benchmark and Above on the Oral Reading Fluency measure by December 2026 MOY DIBELS Assessment. (We will have an updated MOY to EOY target in January.) Leading/lagging measures: Leading: Tier 1 Curriculum and Professional Development; Student engagement in grade level reading, writing, speaking, and listening, Tier I Interventions and progress monitoring growth, HQIM materials in all classrooms Lagging: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT Proficiency; aligned HQIM evidence
Actions	1. Weekly Fluency Protocol (in class and home) will cold fluency passages for weekly progress monitoring 2. Targeted Comprehension Strategies modeled and taught with monthly Cold Read progress monitoring
Evidence of success	Weekly fluency trackers for individual, class, and grade level monitoring, Progress-monitoring of Below and Well-Below DIBELS students, MOY and EOY DIBELS data, individual and class monthly cold read comprehension data, End of Unit and Culminating Task Assessments, ELA Checkpoint Data, EOY LEAP May 2027

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: 2 new third grade teachers, 1 new second grade teacher, 2 new SWE teachers, 1 new PE coach, 1 new ESL teacher 3 teachers need Science of Reading course School target: 100% of our teachers participate in professional learning at the district level and at the school level including monthly PLC cycles where the focus is on HQIM planning and delivery, student work, assessment data, and instructional action plans based on data. The "PLC Right" Model for PLC meetings will be followed. 100% of our educators will be trained in Science of Reading. 100% of our educators will participate in LER-focused coaching cycles. Leading/lagging measures: Leading: PLC Participation, Professional Development at the District and School Level Participation, Completion of Required Courses; Coaching follow-through; Alignment of HQIM to Learning Intentions, Success Criteria, and Assessments Lagging: PLC Reflections; Learning Walk-Through Data, LER Observational Data which includes effective implementation of HQIM Professional Development Implementation; Quality of Student Work and Overall Student Success based on Data.
Actions	1. Instructional Leadership Team plans and facilitates PLC meetings with "PLC Right" Protocols in place. HQIM, including assessments, are unpacked, action plans created, student data is analyzed, and instructional decisions are made based on data. 2. The LER is used to identify individual professional development needs through the coaching cycle. Professional Learning is identified through LER refinement areas, as well as, through learning walks conducted by the Instructional Leadership Team.
Evidence of success	Professional Learning is visible in planning, instruction, student work, and student success. Teacher growth is evident in Coaching Cycles, observations, and walk-throughs. School, classroom, and student Wildly Important Goals are evaluated for impact by overall teacher professional learning. Student success is the overall evidence of school success.

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 school's Master Schedule provides uninterrupted, high-quality Tier I Literacy instruction for every student. This includes 40 minutes of intervention time 5 days a week for 2nd grade and 30 minutes of intervention time for 3rd grade. Interventionist, Trained Tutors, Teachers, and the EL teacher provide targeted support. Students are identified for targeted support through DIBELS. School target: 100% of our students are provided with their full literacy instructional minutes with high-quality core instruction and systematic, explicit targeted support and/or extension based on student need/data. Leading: Master schedules, Instructional Minutes, targeted support rosters and schedules, access to approved materials and training, Family notification Lagging: Observation and walkthrough data, HQIM implementation, targeted-support response, progress monitoring, overall student outcomes.
Actions	1. Master Schedule designed to provide uninterrupted, full literacy instruction and intervention/extension for every student. 2. Targeted support driven by on-going data, Intervention walk-throughs to ensure HQIM and best practices are being used.
Evidence of success	Master Schedule designates focus on literacy instruction; observational and walk-through data support student success; overall student data shows evidence of student literacy success (progress monitoring, DIBELS, literacy assessments).

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.	Master Schedule is set for full implementation of 2nd and 3rd grade literacy block; Tier I practice to be strengthened is Teacher Clarity – the alignment of Learning Intentions, success criteria, learning models, assessment, and actionable feedback; Extension will be provided through HQIM complex 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.	Intervention Schedule will be added to the end of this document; Classroom Teachers, Interventionist, Trained Tutors, and EL Teacher provide targeted support; supports include: Additional Core Instruction, mCLASS instruction, S.P.I.R.E., Lexia Core5, Amira Learning, Guidebook Support, Language Tasks/Mentor Sentences, and CommonLit; A progress-monitoring schedule has been given to all teachers, teachers will PM their students on Friday with support from the Interventionist, the admin team will discuss PM data and the interventionist will meet with teacher teams to make adjustments to interventions based on data; Family: We already administer **DIBELS** and communicate results to parents through Home Connect. • Students are **progress monitored**. • Students going through TAT/ SBLC have data tracked and discussed with families. • Our data is used to identify strengths/needs, adjust instruction, and determine appropriate intervention(s). • The goal for our school/teachers is through a data cycle. **Assess → Analyze → Plan → Teach → Monitor → Adjust**, by doing this we are hopeful to make the biggest instructional impact: **analyzing the data and changing what we do because of it.**

Tier	Established STPPS expectations	School-specific implementation
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.	Intervention Schedule will be added to this document; Classroom Teachers including SWE teachers, Interventionist, Trained Tutors, and EL teacher provide Tier III support. Those providing intervention for Tier II collaborate closely with SBLC, SWE, Section 504, and EL program; Additional Core Instruction, mCLASS Instruction, SPIRE, Lexia Core5, Amira Learning, PCI for MAP and RNC, Fluency Tasks, and Guidebook Supports may be used; Students not already identified as SWE or EL will be referred to SBLC immediately and family communication is documented

Access for Diverse Learners

Learners	School implementation focus
English learners	English Learners – We use the ELPT, DIBELS, and curriculum assessments to define targeted support, which may be a pull-out model for targeted instruction or a push-in model for the EL teacher/para to push-in to support EL learners in the HQIM.
Students with exceptionalities	Based on need (from evaluation and IEP), students may be supported in the regular education classroom with SWE support (push-in or inclusion model), pull-out model (Resource), or other models such as Reduced Numbers Class, Multiple Abilities Program, or Behavior Education Class. Students are also supported in Language through Speech Therapy as identified on their evaluation and IEP.
Students with characteristics of dyslexia	Following identification, students receive targeted, prescribed literacy intervention based on their individual areas of need. Students requiring intervention may participate in **SPIRE**, a structured literacy program designed to provide explicit, systematic instruction in foundational reading skills. Student progress is monitored regularly to determine the effectiveness of the intervention and to inform instructional adjustments. Our TRT, interventionist, teachers and other appropriate school personnel coordinate support and review student progress to ensure that interventions are implemented consistently. Parents and families are informed of student progress and participate in the process through ongoing communication and, when applicable, SBLC meetings. This coordinated approach ensures that students with characteristics of dyslexia receive timely, targeted support aligned with their individual literacy needs.

Core protection confirmed	Tier II and Tier III supports are in addition to our ELA Core Curriculum (CKLA and Guidebooks).
District support needed	None

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.	Our Instructional Leadership Team (ILT) is our SAP Team, and the same people also serve on our Leader in Me Academic Action Team, assuring our goals (SAP Goals, School-wide goals, classroom goals, and individual goals) are aligned. Our ILT plans and facilitates our PLCs which are held once a week. Our ILT, along with the administration and other district supports such as our curriculum specialists, support our professional learning.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Our school's learning priority is for Teacher Clarity – making sure our learning intentions, success criteria, instruction, and assessment align, so that we can make the best instructional decisions for our students which result in student success. Our school has a second priority – to align the best practices in the LER to the best practices happening daily in the classroom, as evidenced by observations and learning walks.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Effectiveness: Student Outcomes, Observation and walk-through ratings, ILT/PLC reflections

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	ILT/PLC Planning Materials, Walk-through evidence for Teacher Clarity, Student Assessment Baseline Data
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walk-through evidence, student data/success, student work samples, literacy data, observation/coaching evidence
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Student assessment data, progress monitoring, WIG trackers, SBLC/504/SWE meeting/student data, observation and walk-through data
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY outcomes, MRA, updated goals, EOY reflections, Overall observational data

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	We will include families in discussions about literacy, student goals, and student data.	Literacy events – Fall and Spring, parent surveys, Open House, Student goal-setting conferences, surveys, Parent Lighthouse Team
Understandable student data and IASP communication	We will provide timely notification to families about literacy data and progress. Literacy plans and curriculum will be explained through Open House, parent meetings, and documentation sent home to parents.	DIBELS letters and IASP documentation with signed plans, Home Connect, conferences, progress reports, documented communication through IASP, IEPs, SBLC, 504, EL communication
Family literacy learning	We offer guidance to parents about literacy learning and grade-level expectations. We offer parents information about how they can help their students at home.	Family nights 2 times a year, take-home resources, at-home book challenges, digital support information
Accessible communication	We use multiple methods to communicate with families and offer all information in Spanish format as well.	Newsletters, Robo-calls/texts, written communication, school website, PTA Facebook site, all on a weekly basis
Community connection	We will try this year to expand our literacy access beyond the school day through community partnerships.	Service Learning Projects, through St. Tammany Parish Library, and other community events

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Goals are monitored and shared monthly to the whole school through our Scoreboards, HQIM expectations and support are communicated through ILT/PLC meetings, Observation Cycles and Coaching Plans
Students	Learning goals, success criteria, progress, strengths, and next steps	Learning Goals are shared schoolwide and in classrooms daily, success criteria and expectations are communicated daily, Action plans are communicated schoolwide in ILT/PLC meetings and next steps identified
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Website, Open House, family newsletter and documentation, invitations to family events several times a year, including goal-setting and portfolio parent conferences, Quarterly Report Cards, Progress Monitoring, Quarterly Newsletters

Alignment to Other Initiatives

School Advancement Plan	SAP Goal: From Fall 2026 to Fall 2027, HIE will increase the % Proficient in ELA Reading Performance from 52% to 57% through a focus on explicitly teaching comprehension strategies to help students think critically and understand informational and literary text. Our 2nd graders will also grow from 56% Benchmark and Above on the Oral Reading Fluency measure by December 2026 on the MOY DIBELS assessment, and our 3rd graders will grow from 61% to 65% Benchmark and Above on the MOY DIBELS Assessment.
Other initiatives	Other initiatives that support our plan include: Teacher Clarity, PLC Right, and Leader in Me.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	LEAP ELA: Reading Performance 52% Proficient (May 2026) Fall 2026 DIBELS ORF 2nd Grade 56% Benchmark and Above Fall 2026 DIBELS ORF 3rd Grade 61% Benchmark and Above	[Enter adjustment]
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	[Enter adjustment]
End of year	[Summarize progress toward targets and strongest evidence of impact.]	[Enter next-year priority]

Reflection

[What should the school sustain, adjust, stop, or add? What district support is needed?]
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School Review

Principal	Gina Troyer
Literacy lead/team	Gina Troyer, Hallie Taylor, Amiee Gallagher, Beverly Mayer
Faculty/staff review	January 2027
Family/community input	September 2026
Plan revision date	January 2027

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.