



ST. TAMMANY PARISH PUBLIC SCHOOLS

Sixth Ward Elementary Literacy Plan

School	Sixth Ward Elementary
Principal	Andrea Stant
Literacy lead	Rainie Hurley
Grade span	PK-5 th Grades
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Rainie Hurley	Interventionist/ Instructional Coach	- Provide targeted Tier II/Tier III literacy Targeted Support, monitor student progress, maintain data, adjust groups based on evidence, and communicate student progress to grade-level teams and families. - Provide job-embedded literacy coaching, support HQIM and Science of Reading implementation, model effective instructional practices, facilitate collaborative planning/PLCs, and conduct walkthroughs with feedback.
Andrea Stant Dawn Cole Sandy Olano	Principal Assistant Principal TRT	Lead implementation of the school literacy plan, monitor protected instructional time and HQIM fidelity, analyze walkthrough and student achievement data, coordinate professional learning, support ILT/PLC data reviews, and ensure action steps are monitored and adjusted.

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	Grade 4 demonstrated strong growth, increasing proficiency to 65.4%, a 19.4-percentage-point increase. Kindergarten demonstrated significant foundational literacy growth, increasing from 35% BOY to 76% EOY proficiency, a 41-percentage-point increase. Grade 1 also demonstrated 16 percentage points of growth from BOY to EOY, showing positive impact from effective early literacy practices that should be sustained and replicated.	Grade 3 is the highest-priority need, with 56.2% reading proficiency, 15% of students Below Basic, and 51% DIBELS 8 EOY proficiency, a 4-percentage-point decline from BOY. Grade 1 also remains a priority for continued support, with 51% EOY proficiency despite strong 16-point growth. The school will focus on strengthening Tier I instruction, progress monitoring, and targeted intervention to increase the percentage of students reaching proficiency, particularly in Grades 1 and 3.

School Literacy Priority and Rationale

School Literacy Priority:

Strengthen early literacy instruction and targeted support, with a particular focus on improving Grade 3 reading proficiency and sustaining the growth demonstrated in Grade 1.

Rationale:

Grade 3 reading proficiency is currently **56.2%**, with **15% of students performing below Basic**, indicating a significant need to strengthen students' foundational reading skills as they transition to more complex grade-level reading demands. DIBELS EOY data further show that only **51% of students reached proficiency**, representing a **4-percentage-point decline from BOY to EOY**. In contrast, Grade 1 ended the year at **51% proficient but demonstrated strong growth of 16 percentage points from BOY to EOY**, suggesting that effective instructional practices are producing positive results in the primary grades. The priority is therefore to identify and replicate the instructional practices contributing to Grade 1 growth while strengthening Tier 1 instruction, progress monitoring, and targeted intervention in Grade 3. This aligns with Louisiana's literacy guidance emphasizing the use of multiple data points to identify reading gaps, monitor progress, and make data-driven instructional decisions.

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: Grade 3 Reading: 56.2% proficient, with 15% of students performing Below Basic. Grade 3 DIBELS 8 EOY: 51% proficient, representing a 4 percentage-point decrease from BOY. Grade 1 DIBELS 8 EOY: 51% proficient, with a 16 percentage-point increase from BOY to EOY. School target: Increase overall literacy proficiency by at least 2 percentage points annually, with a specific focus on increasing Grade 3 reading proficiency from 56.2% to at least 58.2% and increasing DIBELS 8 proficiency while demonstrating positive BOY-to-EOY growth. Sustain and build upon the 16-percentage-point growth demonstrated in Grade 1. Leading/lagging measures: • DIBELS 8: Proficiency and BOY-to-EOY growth • LEAP ELA: Grade 3 proficiency and annual growth • ELPT: Literacy proficiency and annual growth for English learners, as applicable • HQIM evidence: Implementation of high-quality instructional materials, standards-aligned literacy instruction, progress monitoring, targeted intervention, and evidence of student mastery of grade-level literacy standards.
Actions	■ Strengthen Tier 1 literacy instruction through consistent, standards-aligned use of HQIM, with emphasis on explicit reading instruction, comprehension, vocabulary, and foundational skills where data indicate gaps. ■ Use DIBELS 8 and LEAP data to provide targeted support and monitor progress, with grade-level teams regularly identifying students needing additional support, adjusting instruction, and tracking gr
Evidence of success	DIBELS and LEAP growth, proficiency increased

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 school will continue to build educator expertise and consistency in literacy instruction through professional learning focused on HQIM implementation, evidence-based literacy practices, Teacher Clarity, assessment literacy, and data-based instructional decisions. Attention will be given to ensuring 100% of K-3 educators are fully Science of Reading trained and that new teachers receive the necessary training and support. Walkthrough and student performance data indicate a need for consistent implementation of effective literacy practices, particularly in Tier 1 instruction, use of data to adjust instruction, and targeted intervention. School target: By the end of the school year, 100% of teachers will participate in required literacy professional learning and implement evidence-based practices aligned to district curricula and HQIM, with 100% of K-3 educators completing Science of Reading training. Instructional coaching and professional learning will focus on strengthening Tier 1 literacy instruction, Teacher Clarity, assessment use, and responsive instructional practices. Leading/lagging measures: • Professional-learning participation and completion • Science of Reading training completion for K-3 educators • Teacher preparation and planning artifacts aligned to HQIM • Walkthrough trends demonstrating consistent implementation of evidence-based literacy practices • Student work and assessment evidence demonstrating application of grade-level literacy skills • Educator feedback and professional-learning evaluation results

District goal and target	School response
Actions	1. Provide targeted professional learning and coaching on HQIM, Science of Reading practices, Teacher Clarity, and effective literacy instructional strategies based on school data and walkthrough trends. 2. Ensure consistent implementation of HQIM and evidence-based literacy practices through collaborative planning, modeling, observations, and feedback cycles focused on Tier 1 instruction. 3. Strengthen teacher use of assessment data by using DIBELS 8 and LEAP data during PLCs to identify student needs, adjust instruction, and plan targeted interventions. 4. Monitor implementation and impact through regular walkthroughs, student work, lesson/planning artifacts, and coaching feedback, using the results to determine additional professional-learning or support needs. 5. Ensure all K-3 educators complete required Science of Reading training and receive follow-up support to apply the learning in classroom instruction.
Evidence of success	• 100% of K-3 teachers complete Science of Reading training and demonstrate application of evidence-based practices in classroom instruction. • Walkthrough data show increased consistency in HQIM implementation, Teacher Clarity, explicit literacy instruction, and use of evidence-based strategies. • PLC/planning artifacts demonstrate effective use of DIBELS 8 and LEAP data to identify needs, adjust instruction, and plan interventions. • Student work and assessment data show increased mastery of grade-level literacy standards. • Teacher feedback and professional-learning evaluations indicate increased confidence and expertise in implementing literacy practices. • DIBELS 8 and LEAP results demonstrate measurable student growth, including progress toward the school's annual proficiency target.

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: Literacy data indicate a need to strengthen the consistency and effectiveness of core literacy instruction and targeted support. Grade 3 reading proficiency is 56.2%, with 15% of students performing Below Basic, while DIBELS EOY proficiency was 51%, a 4-point decrease from BOY. Grade 1 demonstrated 16 percentage points of growth from BOY to EOY, providing evidence that consistent, effective literacy instruction can positively impact student outcomes. School target: Ensure 100% of protected literacy instructional time is dedicated to high-quality core instruction, systematic explicit instruction, and targeted intervention or extension based on student data. Grade-level teams will use DIBELS 8 and classroom/LEAP data to identify student needs and provide timely, differentiated support while maintaining access to grade-level core instruction. Leading/lagging measures: Protected literacy instructional minutes; walkthrough trends for HQIM and core instruction; PLC/intervention planning artifacts; DIBELS progress-monitoring and student grouping data; student work and engagement; DIBELS 8 and LEAP ELA proficiency/growth; percentage of students below Basic.
Actions	1. Protect the daily literacy block by minimizing interruptions and ensuring instructional time is consistently devoted to grade-level core instruction. 2. Strengthen Tier 1 instruction through consistent implementation of HQIM, explicit instruction, modeling, guided practice, and opportunities for student application. 3. Use DIBELS and classroom assessment data during PLCs to identify students needing targeted intervention or extension and adjust instruction accordingly. 4. Monitor intervention and extension to ensure students receive systematic, needs-based support without replacing access to grade-level core instruction. Use walkthroughs and coaching to monitor protection of instructional time and consistency of core instruction across classrooms

District goal and target	School response
Evidence of success	• 100% of classrooms protect the designated literacy instructional block, with walkthroughs showing minimal interruptions and literacy time consistently focused on grade-level instruction. • Walkthrough evidence demonstrates increased consistency in Tier I instruction, including HQIM implementation, explicit modeling, guided practice, checks for understanding, and opportunities for student application. • PLC and intervention artifacts show data-driven decision-making, including flexible student grouping, targeted intervention plans, extension opportunities, and instructional adjustments based on DIBELS 8 and classroom/LEAP data. • Student work demonstrates increased mastery of grade-level literacy standards, with students receiving appropriate intervention or extension based on identified needs. • DIBELS 8 progress-monitoring data show positive student growth, particularly among students receiving Tier II/Tier III support. • LEAP ELA proficiency and growth increase, with a focus on improving Grade 3 proficiency from 56.2% and reducing the percentage of students performing Below Basic. Grade 1 literacy growth is sustained and strengthened, building on the 16-percentage-point BOY-to-EOY increase. Overall, the school demonstrates progress toward the district expectation of 100% of literacy time focused on high-quality core instruction with systematic targeted support and/or extension based on student need.

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 the daily literacy block by minimizing interruptions and maintaining instructional minutes. Strengthen Tier I instruction through consistent HQIM implementation, explicit modeling, guided practice, checks for understanding, and clear success criteria. Grade-level teams will use student work and assessment data to identify standards requiring reteaching and adjust core instruction before moving students to additional tiers. Students demonstrating mastery will receive extension through deeper comprehension, vocabulary development, written response, knowledge building, and complex grade-level tasks . Walkthroughs and PLCs will monitor consistency, with particular attention to Grade 3 literacy needs.
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.	Targeted support will be provided during designated intervention/enrichment time in flexible groups based on DIBELS 8, HQIM assessments, classroom work, and other available data. Classroom teachers and designated intervention personnel will provide support using district-approved literacy resources aligned to the identified skill deficit. Progress will be monitored regularly, with groups adjusted as students demonstrate growth or continued need. PLC teams will review progress and determine whether students should continue, exit, or receive intensified support. Families will be updated on student progress and recommended next steps.

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.	Tier III support will be scheduled in addition to Tier I and Tier II for students demonstrating significant and persistent literacy needs or insufficient response to intervention. Support will be provided by appropriately trained literacy personnel using district-approved, evidence-based resources and will focus on explicit, systematic instruction in the student's identified area of need. The ILT/PLC and intervention team will coordinate with SBLC, IEP, 504, dyslexia, and EL processes, as applicable. Progress will be monitored biweekly, with instructional intensity adjusted based on student response. Families will receive regular communication regarding progress, intervention decisions, and next steps.

Access for Diverse Learners

Learners	School implementation focus
English learners	Provide access to grade-level literacy instruction through explicit vocabulary instruction, visual supports, and frequent opportunities for oral language practice . Use ELPT, classroom, and literacy data to identify language needs while maintaining access to Tier I instruction. Collaborate with EL staff and classroom teachers to monitor progress.
Students with exceptionalities	Provide specially designed instruction, accommodations, and appropriate scaffolds aligned to each student's IEP while maintaining access to grade-level HQIM and standards. Use classroom, DIBELS, LEAP, and progress-monitoring data to identify skill gaps, adjust instruction, and provide targeted intervention. General education and special education teachers will collaborate through PLCs and applicable IEP/SBLC processes to monitor student growth and adjust support.
Students with characteristics of dyslexia	Provide explicit, systematic, cumulative, and multisensory literacy instruction aligned with student needs and district guidance. Use DIBELS, diagnostic, classroom, and progress-monitoring data to identify students requiring additional support and provide targeted intervention using approved resources and appropriately trained personnel. Coordinate with applicable dyslexia processes and communicate student progress and intervention plans with families.
Core protection confirmed	Tier II and Tier III Targeted Support, as well as extension opportunities, will be provided in addition to—not in place of—the protected Tier I core ELA block. All students will continue to receive grade-level HQIM and standards-aligned core instruction.
District support needed	Continued district support with professional learning, coaching, and access to approved literacy intervention resources to strengthen consistent Tier I instruction and targeted support, particularly for students demonstrating significant literacy needs in Grade 3.

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.	Utilize district curriculum specialists, instructional coaching, PLCs, and EDU 20/20 to support HQIM implementation, Science of Reading practices, and data-driven literacy instruction. Provide job-embedded coaching and modeling based on walkthrough and student performance data.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen consistent Tier I literacy instruction through HQIM, Science of Reading practices, Teacher Clarity, explicit modeling, guided practice, and checks for understanding. 2. Strengthen assessment literacy and data use so teachers use DIBELS 8, classroom, and LEAP data to identify needs and provide responsive intervention, particularly for Grade 3.

Professional-learning support	Established support/expectation	School focus
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review walkthrough data and PLC/planning artifacts monthly to monitor implementation. Review student work and DIBELS/classroom assessment data during PLC cycles and analyze LEAP results annually to determine impact. Use teacher feedback and professional-learning evaluations to identify additional support needs and adjust coaching/PL accordingly.

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	Grade-level literacy action plans aligned to DIBELS/LEAP data, including identified priority standards, learning targets/success criteria, and planned instructional supports.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	PLC planning artifacts, student work samples, and walkthrough data demonstrating consistent HQIM implementation, explicit instruction, checks for understanding, and responsive adjustments.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS data reviews, intervention group plans, progress-monitoring records, and student growth evidence showing flexible grouping and targeted support, with particular attention to Grade 3 students needing additional literacy support.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	End-of-year literacy data review and school improvement recommendations documenting DIBELS/LEAP growth, effective instructional practices, areas of continued need, and 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 regarding literacy needs, student support, and ways the school can strengthen reading achievement. Use feedback to inform literacy events, communication, and support strategies.	Beginning, middle, and end of year through family surveys, conferences, and school events.

Required priority	School approach	When/how
Understandable student data and IASP communication	Share student literacy data in family-friendly language , including DIBELS 8 and LEAP results when applicable. Communicate intervention needs, progress, and next steps for students receiving targeted support.	Following assessment windows and during conferences/IEP or SBLC meetings , as applicable; communicate through parent conferences, reports, phone calls, and digital communication.
Family literacy learning	Provide families with practical strategies to support reading at home , including ways to build fluency, vocabulary, comprehension, and foundational literacy skills.	At least once each semester through a family literacy event, take-home resources, or digital resources.
Accessible communication	Provide communication in family-friendly language and accessible formats , with translation/interpreting support as needed. Offer multiple communication methods and flexible opportunities for families to participate.	Ongoing throughout the year through paper and digital communication, phone/text, conferences, and school events.
Community connection	Partner with local libraries and community organizations , as available, to promote reading opportunities and access to literacy resources for students and families.	Throughout the school year , with partnerships promoted through school communication and family literacy activities.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Beginning of year and ongoing through monthly ILT meetings, weekly/biweekly PLCs, faculty meetings, and coaching cycles. Share updates through agendas, data reviews, planning documents, and staff communication.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily during literacy instruction through learning targets, success criteria, modeling, feedback, and student self-assessment. Progress is reviewed during data/goal-setting conferences and after assessment windows
Families/ community	Plan priorities, student progress, resources, participation opportunities, and updates	Ongoing throughout the year through family conferences, progress reports, assessment results, newsletters, school communication platforms, phone calls, and family literacy events.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan , with emphasis on increasing literacy proficiency, strengthening Tier I instruction, protecting core instructional time, and using DIBELS 8 and LEAP data to drive targeted support.
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Other initiatives

Teacher Clarity, IASP/Act 771, Science of Reading, and cross-curricular literacy will be streamlined with this plan. These initiatives will support consistent evidence-based instruction, targeted intervention, and the use of student data to address literacy needs, particularly for students requiring additional support in Grade 3.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm baseline DIBELS 8 and LEAP data, literacy targets, Tier I/II/III schedules, intervention groups, professional-learning priorities, and staff/family communication structures. Identify Grade 3 as a priority based on 56.2% LEAP proficiency and 51% DIBELS EOY proficiency .	Establish clear grade-level goals and student groupings. Protect the literacy block and align intervention time, HQIM planning, and coaching support to identified literacy needs
Midyear	Review DIBELS progress-monitoring, classroom/HQIM assessments, student work, walkthrough trends, PLC evidence, intervention progress, and educator/family feedback. Determine whether students are demonstrating expected growth toward the 2-percentage-point annual proficiency target .	Adjust Tier I instruction, flexible intervention groups, extension opportunities, and professional-learning/coaching based on evidence. Intensify support for students demonstrating limited growth and replicate effective practices contributing to student gains.
End of year	Analyze final DIBELS 8 and LEAP results, student growth, walkthrough intervention outcomes, educator learning, and family feedback. Evaluate literacy targets and identify practices with the strongest evidence of impact.	Sustain effective Tier I practices and successful intervention structures. Use end-of-year data to establish the next-year literacy priority , with continued emphasis on increasing Grade 3 proficiency and maintaining strong early literacy growth.

Reflection

The school should **sustain** consistent implementation of HQIM, Science of Reading practices, protected literacy instructional time, and data-driven PLCs that support student growth. The **16-percentage-point BOY-to-EOY growth in Grade 1** indicates that effective practices should be identified and replicated across grade levels. The school should **adjust** Tier I instruction and targeted intervention based on DIBELS 8 and LEAP data, with particular attention to Grade 3, where proficiency is **56.2%** and DIBELS EOY proficiency is **51%**. The school should **add** ongoing coaching, collaborative planning, and progress-monitoring cycles focused on explicit instruction, assessment literacy, and responsive intervention. District support needed includes continued access to **curriculum specialists, professional learning, coaching, and approved literacy resources** to strengthen implementation and accelerate student literacy growth.

School Review

Principal	Andrea Stant
Literacy lead/team	Rainie Hurley, Sandy Olano, Andrea Stant, Dawn Cole
Faculty/staff review	August 2026 – Review during staff meeting/PLC; gather feedback on literacy priorities, action steps, schedules, HQIM implementation, and professional-learning needs.
Family/community input	September 2026 and January 2027 – Gather input through family surveys, conferences, PFEs, and/or digital feedback forms.
Plan revision date	January 2027 – Revise the plan based on midyear student data, implementation evidence, educator feedback, and family/community input.

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.