ST. TAMMANY PARISH PUBLIC SCHOOLS

Tchefuncte Middle School Literacy Plan

School	Tchefuncte Middle School
Principal	Adam Kelley
Literacy lead	Colleen Assavedo
Grade span	Grades 4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Adam Kelley	School principal	Determine literacy goals, protect instructional time, ensure HQIM is being utilized, review data to periodically to evaluate literacy goals and student progress
Colleen Assavedo	AP	Support literacy goals, protect instructional time, ensure HQIM is being utilized, review data to periodically to evaluate literacy goals and student progress
Chelsea Robinson	TRT	Support literacy goals, support teachers in using HQIM, providing coaching and teacher support as needed

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
2024-2026 school performance snapshot; 2026 LEAP ELA achievement data; 2026 ELA reading/writing performance data from the school-provided data image.	ELA reading performance is stronger than writing: 66.7% Strong in reading. Informational text (63.7%), literary text (63.3%), and vocabulary (62.4%) also show a majority of students in the Strong category.	Writing is the clearest schoolwide need: 27.6% Strong, 48.8% Moderate, and 23.6% Weak. ELA proficiency declined from 71.1% in 2025 to 65.6% in 2026; Grade 5 was 58.0% in 2026.

School Literacy Priority and Rationale

Priority: Strengthen students' writing performance and written responses across the literacy program, with a particular focus on moving students from Moderate/Weak performance toward Strong performance. The 2026 ELA proficiency baseline was 65.6%, down from 71.1% in 2025. The school-provided ELA performance data show 27.6% of students in the Strong writing category, compared with 48.8% Moderate and 23.6% Weak. Reading indicators are comparatively stronger, with 66.7% Strong overall and more than 62% Strong in informational text, literary text, and vocabulary. These patterns support a focused improvement effort on explicit writing instruction, modeling, guided practice, feedback, and frequent opportunities to write from grade-level texts.

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	
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 ELA proficiency = 65.6% (Advanced 9.6% + Mastery 56.0%). Grade 4 = 65.4%; Grade 5 = 58.0%; Grade 6 = 74.2%. School target: Increase overall ELA proficiency by at least 1 percentage points annually: 66.6% (2027), 67.6% (2028), and 68.6% (2029). Establish comparable subgroup targets after BOY data review. Measures: LEAP ELA proficiency/growth; HQIM writing evidence; common assessments; student work; walkthrough evidence; subgroup patterns. 1. Use common writing expectations, grade-level exemplars, and explicit modeling within HQIM instruction to strengthen constructed responses and evidence-based writing. Review writing and ELA evidence every 6-8 weeks to identify standards/skills needing reteaching, acceleration, or targeted support, with particular attention to Grade 5 and students in Moderate/Weak writing performance.
Actions	Improved LEAP ELA proficiency and growth through strategically planned ILT and PLC meetings that focus on increasing ELA proficiency on LEAP in both reading and writing strands.
Evidence of success	Data obtained from ELA checkpoints, assessment data, and analysis of student work as well as student writings

Goal 2 - Educator Capacity

District goal and target	
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: A schoolwide teacher-implementation baseline will be established at BOY through walkthroughs, lesson/unit preparation artifacts, ILT/PLC evidence, and professional-learning participation. The available school data establish a clear student writing need but do not provide a teacher-level implementation baseline. School target: 100% of teachers participate in required literacy professional learning, and 100% of ELA teams demonstrate use of HQIM preparation, learning intentions, success criteria, checks for understanding, and student-work/data analysis in recurring collaboration cycles. 1. Implement ILT/PLC Cycle 1 around HQIM preparation and Teacher Clarity, followed by cycles focused on explicit instruction, checks for understanding, writing, and student work. 2. Use walkthrough/coaching feedback and collaborative data review to monitor implementation and provide job-embedded support tied to the school literacy priority.
Actions	100% required PL participation; planning artifacts reflect HQIM alignment and clear learning intentions/success criteria; walkthrough trends show stronger modeling, checks for understanding, writing opportunities, and feedback; student work shows improvement; teacher feedback indicates increased confidence and consistency.
Evidence of success	Walkthrough observations of new learning embedded in teaching; Data obtained from ELA checkpoints, assessment data, and analysis of student work as well as student writings

Goal 3 - Instructional Program

District goal and target	
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: 2026 ELA proficiency = 65.6%. Writing performance = 27.6% Strong, 48.8% Moderate, 23.6% Weak. The source documents do not provide a campus master-schedule audit or current targeted-support roster, so these operational baselines will be confirmed at BOY. School target: 100% of scheduled literacy time is protected for high-quality Tier I instruction, with additive targeted support and/or extension based on student need. By each review cycle, students receiving Tier II/Tier III support will have a documented instructional target, aligned resource/measure, and progress-monitoring evidence. 1. Audit and protect the master schedule so Tier II/Tier III support and extension do not replace core ELA; monitor implementation through walkthroughs and schedule reviews. 2. Establish flexible support groups from current assessment/HQIM evidence and review response every 6-8 weeks, intensifying, adjusting, or fading support as evidence indicates.
Actions	Protected schedules; walkthrough evidence of HQIM/Tier I practices; current targeted-support rosters; progress-monitoring records; documented regrouping/adjustments; improved student response; reduced need for increasingly intensive support where appropriate.
Evidence of success	Walkthrough observational data of teachers' use of HQIM; Data obtained from ELA checkpoints, assessment data, and analysis of student work as well as student writings

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 full scheduled core ELA block. Strengthen explicit writing instruction, modeling, guided practice, checks for understanding, feedback, and frequent writing from grade-level texts. Use student work to provide within-Tier-I small-group support and extension for students demonstrating mastery.
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screener, diagnostic, HQIM, and classroom evidence. Tier II is provided in addition to Tier I by a classroom teacher, tutor, or other extensively trained literacy educator. The identified need, district-approved resource, provider expertise, and progress-monitoring measures are aligned. Groups and support change in response to timely evidence; established IASP/high-dosage tutoring and Targeted Assistance Team requirements are followed when applicable.	Schedule Tier II outside the protected core ELA block. Use current diagnostic/HQIM/classroom evidence to form flexible groups. Use district-approved resources matched to need, including Guidebook supports, Fluency Tasks, Foundations Supports, Accelerate, Language Tasks/Mentor Sentences, S.P.I.R.E., Lexia, and CommonLit as appropriate. Monitor progress on an aligned measure 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.	Provide smaller-group, more intensive support in addition to Tier I and Tier II. Coordinate through SBLC/IEP/504/dyslexia/EL processes as applicable. Use a district-approved resource matched to the identified need, monitor progress biweekly, document response, and communicate next steps with families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM and standards; provide language scaffolds, explicit vocabulary/oral-language supports, visuals, modeling, sentence frames, structured discussion, and certified ESL support as applicable. Use interpretation/translation for family communication when needed.
Students with exceptionalities	Provide accommodations, modifications, specially designed instruction, and assistive/learning supports documented in IEP/504 plans while maintaining access to grade-level literacy learning. Coordinate with special education and targeted-support staff.
Students with characteristics of dyslexia	Follow established screening/SBLC processes; provide structured, explicit, multisensory literacy support using district-approved resources and coordinate with appropriate personnel. Monitor response and adjust intensity based on evidence.

Core protection confirmed	Confirmed: Tier II/Tier III support and extension will be scheduled in addition to, and will not replace, the protected core ELA block.
District support needed	District support requested: continued access to approved HQIM/targeted-support resources, coaching and professional learning through Curriculum & Instruction/EDU 20/20, data support for subgroup and progress-monitoring review, and guidance for targeted-support implementation as needs emerge.

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 Curriculum & Instruction guidance, EDU 20/20 coaching/job-embedded support, ELA specialists, and school-based ILT/PLC structures to strengthen HQIM implementation and writing instruction.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Explicit writing instruction and student-work analysis. 2. Teacher Clarity: learning intentions, success criteria, checks for understanding, and actionable feedback.

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 PL artifacts and participation monthly; review walkthroughs and student work every 6-8 weeks; examine ELA assessment outcomes at BOY/MOY/EOY and use evidence to adjust support.

ILT and Teacher-Collaboration Long-Range Cycle

Cycle	District-aligned focus	School product/evidence
1. Launch and prepare	Goal review, HQIM preparation, and Teacher Clarity	BOY unit/lesson preparation samples; shared writing expectations/exemplars; baseline walkthrough and student-work evidence.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Writing task/exemplar review; walkthrough look-fors; student-work calibration; evidence of feedback and revision.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Flexible-group rosters; targeted instructional plans; progress-monitoring records; documented regrouping and family communication.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY outcome review; writing growth evidence; staff/family feedback; documented strengths, refinements, and next-year priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Use family surveys, conferences, and feedback opportunities to identify barriers and gather input on literacy priorities and supports.	BOY and midyear; survey/conference feedback reviewed by school leadership/ILT.

Required priority	School approach	When/how
Understandable student data and IASP communication	Explain ELA/assessment results, writing progress, targeted support, and IASP information in family-friendly language; provide translated/accessible materials as needed.	BOY/MOY/EOY reporting and required IASP timelines; conferences, reports, and school communication channels.
Family literacy learning	Provide a practical family literacy session/resource focused on supporting evidence-based writing, reading-to-write, and discussion of grade-level texts.	At least once annually; reinforce strategies through take-home/digital resources.
Accessible communication	Use multiple communication channels and provide language/format/access supports, including interpretation/translation when needed.	Throughout the year; prior to major data conferences/events and as individual needs arise.
Community connection	Connect families with available community literacy resources, including St. Tammany Parish Library opportunities as appropriate.	Share resources at literacy events and through school communication channels; review annually.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, writing priority, HQIM/support expectations, evidence, and adjustments	BOY launch; monthly leadership/department structures; ILT/PLC cycles; benchmark reviews.
Students	Learning goals, success criteria, writing expectations, feedback, progress, strengths, and next steps	Daily instruction; feedback cycles; student goal-setting/conferences.
Families/community	Plan priorities, grade-level expectations, ELA/writing progress, targeted support, resources, and participation opportunities	BOY communication; required notifications; benchmark updates; conferences/events; digital/print channels.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions will be aligned with and embedded in the School Advancement Plan, with the writing priority and annual ELA proficiency target serving as the primary literacy improvement focus.
Other initiatives	Teacher Clarity; Instructional Leadership Teams/PLCs; protected Tier I instruction; IASP/Act 771 and targeted support; cross-curricular literacy through reading, writing, speaking, listening, and vocabulary; special-population services for ELs, students with exceptionalities, and students with characteristics of dyslexia.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 baseline (ELA 65.6%; writing 27.6% Strong/48.8% Moderate/23.6% Weak), subgroup data, schedule protections, targeted-support structures, PL priorities, and owners.	Finalize 2026-27 targets; complete schedule/support audit; establish walkthrough and student-work baseline; communicate plan.
Midyear	Review MOY/diagnostic and common-assessment evidence, writing samples, walkthrough trends, educator learning, targeted-support response, and family feedback.	Adjust instruction, PL, grouping, resources, and intensity; prioritize grades/subgroups with greatest need; communicate updates.
End of year	Review EOY/state outcomes, ELA proficiency/growth, writing evidence, implementation data, subgroup patterns, and stakeholder feedback.	Document impact; celebrate growth; identify practices to sustain and barriers to address; set next-year target and action refinements.

Reflection

Sustain: protected Tier I access, stronger reading performance, HQIM implementation, and collaborative data review.
Adjust: the consistency and quality of explicit writing instruction, feedback, student-work analysis, and responsive grouping based on evidence.
Stop: practices that remove students from core ELA for additional support or that add interventions without first examining Tier I effectiveness.
Add: consistent writing exemplars, calibration of student work, and recurring review of writing performance across grades/content areas.
District support needed: ongoing coaching/PL, approved resources, assessment/data support, and targeted-support implementation guidance.

School Review

Principal	Adam Kelley
Literacy lead/team	Colleen Assavedo
Faculty/staff review	Faculty meetings, PLC, ILT
Family/community input	Input gathered from parent and family communication and events
Plan revision date	Revise periodically and as new data becomes available

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. Literacy Plan is posted to school website for community members to review.