ST. TAMMANY PARISH PUBLIC SCHOOLS

Chahta-Ima Elementary Literacy Plan

School	Chahta-Ima Elementary
Principal	Dr. Alexandra H. O'Dowd
Literacy lead	Leann Vinson, Instructional Coach/Interventionist
Grade span	K-3
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Dr. Alexandra H. O'Dowd	Principal	Provides plan oversight; protects core instruction; leads monitoring, communication, and revision
Dr. Letrece McCoy	Assistant Principal	Supports implementation monitoring, walkthroughs, data review, and follow-up
Stacy Alombro	TRT	Supports technology/resources, assessment systems, and implementation evidence
Leann Vinson	Instructional Coach/Interventionist	Coordinates coaching, data review, professional learning, and targeted literacy support
Danielle Williams	SWEDL	Supports access, specialized instruction, progress monitoring, and coordination for students with exceptionalities

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
2025 and 2026 DIBELS 8 EOY results; 2026 LEAP ELA proficiency and reporting categories; HQIM assessments and student work; intervention progress monitoring; walkthroughs; schedules; ILT/PLC evidence; and stakeholder feedback	DIBELS 8 benchmark attainment increased from 64% at EOY 2025 to 71% at EOY 2026. Kindergarten demonstrated particularly strong growth (+54), and grade 2 also showed positive growth (+7). These results provide a strong foundational-literacy base to sustain.	Reading proficiency and written response, especially for students below benchmark/at risk. In 2026, LEAP ELA proficiency was 50%; writing was 14%, the lowest ELA reporting category; and 22% of students scored Unsatisfactory. Grade-level and subgroup patterns should guide targeted support.

School Literacy Priority and Rationale

Chahta-Ima will strengthen K-3 reading proficiency and written response through consistent, explicit Tier I literacy instruction and a responsive cycle of assessment, targeted support, and progress monitoring. In 2026, LEAP ELA proficiency was 50%, writing was the lowest-performing ELA reporting category at 14%, and 22% of students scored Unsatisfactory. At the same time, DIBELS 8 results show a strength to sustain: 71% of students were At or Above Benchmark at EOY 2026, compared with 64% at EOY 2025. The school will preserve this foundational-literacy growth while strengthening students' ability to understand grade-level text and communicate their thinking in writing.

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 LEAP ELA proficiency: 50%; writing reporting category: 14%; Unsatisfactory: 22%. DIBELS 8 EOY At or Above Benchmark: 71%. School target: Maintain or improve the 71% DIBELS 8 EOY At or Above Benchmark rate and increase the percentage of K-3 students meeting grade-level literacy expectations. Increase LEAP ELA proficiency by at least 2 percentage points annually from the 2026 baseline, with attention to written response and students currently scoring Unsatisfactory. Leading/lagging measures: DIBELS 8 proficiency and growth from BOY to MOY to EOY; LEAP ELA proficiency, growth, and reporting-category performance; HQIM assessments and student work; progress-monitoring response; and grade-level/subgroup trends.
Actions	1. Classroom teachers will progress monitor students receiving intervention who score Below or Well Below Benchmark and adjust grouping, skill focus, resource, or intensity based on student response. 2. Strengthen schoolwide implementation of explicit reading and writing instruction through HQIM, including modeling, guided practice, checks for understanding, success criteria, student discourse, and opportunities for students to apply literacy independently.
Evidence of success	DIBELS 8 benchmark attainment is increased; fewer students score Below or Well Below Benchmark; progress-monitoring evidence demonstrates response to intervention; student writing shows stronger use of evidence, organization, and conventions; LEAP ELA proficiency increases; and instructional adjustments are documented through PLC/ILT and intervention records.

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 data dashboard identifies needs in ELA reading proficiency and writing. Coaching, teacher collaboration, walkthroughs, and student-work review will be used to identify and respond to educator and student needs. Current Science of Reading training completion should be verified annually. School target: Annually, 100% of K-3 teachers will participate in literacy professional learning, coaching, and collaborative follow-up connected to explicit instruction, clearly defined success criteria, assessment evidence, written response, and targeted support. Implementation evidence will be reviewed at least quarterly, and all K-3 educators will complete required Science of Reading training. Leading/lagging measures: Learning participation/completion, unit and lesson-preparation artifacts, PLC/ILT products, walkthrough trends, student work, educator feedback, coaching follow-through, and professional-learning evaluation evidence.
Actions	1. During PLCs and teacher collaboration, teachers will engage in deep study of HQIM by identifying learning goals and success criteria, anticipating misconceptions, planning checks for understanding, and examining the quality of reading and written-response tasks. 2. Implement coaching cycles focused on reading, writing, student discourse, data-responsive instruction, observation, feedback, and follow-through.
Evidence of success	All K-3 teachers participate in identified learning/coaching and complete required Science of Reading training; PLC/ILT products show stronger HQIM preparation and data use; walkthroughs show increasingly consistent explicit instruction, Teacher Clarity, checks for understanding, and student discourse; student work shows stronger reading comprehension and written response; and coaching feedback is reflected in subsequent planning and instruction.

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 advancement plan calls for daily small groups, Heggerty, high-dosage tutoring, oral-reading-fluency/comprehension practice, tutoring, and progress monitoring. It also documents ILT/PLC review and classroom observation/support. The 2026-27 master schedule, current intervention resources/providers, and implementation consistency must be confirmed. School target: Protect the full district-required core literacy block for every student; provide extension and Tier II/Tier III support in addition to core; maintain current rosters, aligned resources, and documented progress monitoring; and use evidence to adjust groups and intensity throughout the year.
Actions	1. Audit the master schedule and service delivery each semester to protect Tier I ELA and ensure intervention, special services, tutoring, and extension are additive. 2. Maintain a campus targeted-support system that documents entry evidence, skill focus, approved resource, trained provider, dosage, progress-monitoring schedule, student response, regrouping decisions, and required family communication.
Evidence of success	Master schedules show protected core and additive support; walkthroughs show consistent HQIM implementation and differentiated small groups; targeted-support records are current; progress monitoring occurs on schedule; teams adjust support based on evidence; fewer students require increasing intensity over time.

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 district ELA block and implement approved grade-level HQIM. Strengthen explicit reading and writing instruction through modeling, guided practice, success criteria, checks for understanding, student discourse, and independent application. Provide daily flexible small groups and extension within Tier I. ILTs/PLCs review HQIM assessments, student writing, DIBELS 8 and LEAP patterns, and walkthrough evidence before determining whether Tier I adjustments or additional support are needed.
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 flexible small-group support during the campus intervention/tutoring period and after school twice a week, without replacing core ELA. The tutors, classroom teachers, and other trained literacy staff will use current DIBELS 8, diagnostic, HQIM, writing, and classroom evidence to identify a precise need and select a district-approved resource. Monitor students scoring Below or Well Below Benchmark with an aligned measure; regroup and adjust support based on response; follow IASP/high-dosage tutoring requirements; and communicate progress through required notices, Home Connect information, conferences, and teacher updates.
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 and systematic instruction during the campus intervention period, in addition to Tier I and Tier II, through staff with specialized literacy training. Use district-approved resources matched to diagnostic evidence; monitor progress at least biweekly; and coordinate decisions through SBLC and applicable IEP, Section 504, dyslexia, and English learner processes. Families receive progress and next-step updates.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM through explicit vocabulary and language instruction, visuals/models, structured oral language, sentence frames as appropriate, repeated opportunities to read/speak/write about content, and coordination with EL staff. Review ELPT and classroom evidence with DIBELS/HQIM data when planning support.
Students with exceptionalities	Implement IEP accommodations, modifications when required, and specially designed instruction while protecting access to grade-level core literacy. General and special educators coordinate HQIM lessons, targeted skill instruction, progress monitoring, and family communication through established IEP/SBLC processes.
Students with characteristics of dyslexia	Follow district screening and referral procedures; use diagnostic evidence to identify the specific foundational-skill need; provide explicit, systematic structured-literacy support through trained staff and approved resources; monitor response; and coordinate through established dyslexia, SBLC, Section 504, and special-education processes.

Core protection confirmed	Confirmed as the school expectation: Tier II, Tier III, special services, tutoring, and extension will be scheduled in addition to and will not replace the full core ELA block.
District support needed	District support requested as needed for DIBELS/data analysis, HQIM and targeted-support alignment, Science of Reading completion, coaching, and resource/provider matching.

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.	District curriculum-specialist support; school-based instructional coaching; Amplify/approved partner coaching; EDU 20/20 and district learning; ILT/PLC facilitation; and classroom observation/feedback aligned to the literacy priority.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Consistent HQIM implementation and explicit reading/writing instruction using Teacher Clarity, checks for understanding, and student discourse. 2. Using DIBELS 8, LEAP reporting categories, HQIM assessments, student writing, and progress monitoring to plan, regroup, and intensify support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review participation, preparation/PLC products, educator feedback, coaching follow-through, walkthrough trends, student writing, DIBELS 8/HQIM/LEAP evidence, and intervention response at least quarterly and during BOY, MOY, and EOY data reviews.

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	Confirmed 2026 baselines/targets; protected master schedule; grade-level HQIM preparation; common learning intentions/success criteria; BOY walkthrough and student-work baseline.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Grade-level lesson/unit preparation and student-work analysis; walkthrough evidence of explicit instruction, checks for understanding, daily small groups, fluency/writing practice, and extension.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Updated student groups and rosters; documented skill focus, resource, provider/dosage, progress-monitoring graphs, response decisions, IASP coordination, and family communication.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS 8/LEAP/HQIM and subgroup analysis; implementation and family-feedback summary; practices to sustain/adjust; vertically aligned 2027-28 priorities. Repeat annually through 2029.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather feedback through the MRA/parent survey, post-event Google Forms, PTA meetings, conferences, and questions shared with teachers; use themes to adjust communication and family-learning supports.	At least BOY, after each family event, and during annual plan review
Understandable student data and IASP communication	Share family-friendly DIBELS/Home Connect information, LEAP results, classroom/HQIM evidence, IASP notices and updates when applicable, strengths, needs, and next steps.	Required district windows; report cards/interims; conferences; and ongoing teacher communication
Family literacy learning	Continue a practical literacy-focused event such as DIBELS and Dinner/Donuts or Family Literacy and Math Night, including demonstrations and take-home strategies for fluency, comprehension, vocabulary, and writing.	At least annually, with timing aligned to screening/data windows
Accessible communication	Use plain language, multiple formats, translated/interpreted communication when needed, accessible digital/print options, and varied meeting opportunities.	Throughout the year; supports arranged in advance for meetings/events
Community connection	Coordinate with PTA and existing school/community partners to support family literacy events, resources, and participation.	PTA meetings and planned family events; review annually

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Launch at beginning-of-year faculty/ILT/PLC meetings; review evidence and adjustments in regular ILT/PLC cycles and at least quarterly.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily Teacher Clarity routines and feedback; student leadership/data binders; goal setting and reflection after key assessments and progress checks; student-led conferences as scheduled.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School/teacher newsletters, website and front-office communication, JPAMS, Home Connect/required notices, LEAP reports, weekly folders, conferences, PTA meetings, and literacy-family events throughout the year.

Alignment to Other Initiatives

School Advancement Plan	Aligned to Priority Area #3: increase the percentage of K-3 students At or Above Benchmark on DIBELS through targeted literacy intervention, small-group instruction, and ongoing progress monitoring. Also aligned to the leadership action of using ILT/PLC data analysis to identify intervention, acceleration, extension, and other support needs.
Other initiatives	Leader in Me/student leadership binders and student-led conferences; IASP/high-dosage tutoring requirements; Teacher Clarity; early-childhood transition/coaching; support for English learners, 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 the 2026 baselines (71% DIBELS 8 EOY At or Above Benchmark; 50% LEAP ELA proficiency; 14% writing; 22% Unsatisfactory) by grade and subgroup; establish annual contributing targets; and verify the master schedule, staff roles, intervention rosters/resources, progress-monitoring calendar, professional learning, and family communication.	Address scheduling, training, staffing, or resource gaps early; identify the students and writing skills requiring the most immediate response; and communicate goals and expectations to faculty, students, and families.
Midyear	Review MOY DIBELS 8, HQIM assessments, student writing, intervention progress monitoring, walkthrough/PLC trends, professional-learning follow-through, grade-level/subgroup patterns, and family feedback/participation.	Regroup students; adjust Tier I practice, resource, dosage, provider support, or professional learning; communicate updated strengths and next steps.
End of year	Review EOY DIBELS 8, grade 3 LEAP ELA and reporting-category performance when available, HQIM/student-work outcomes, grade-level/subgroup growth, intervention response, implementation evidence, educator feedback, and family engagement.	Identify practices to sustain and the highest-leverage next-year need; update baselines, targets, schedules, learning, and support plans for the next annual cycle.

Reflection

Annually determine which core, small-group, progress-monitoring, professional-learning, student-ownership, and family-engagement practices should be sustained, adjusted, stopped, or added. Use grade-level and subgroup evidence—not activity completion alone—to judge impact. Request district support when barriers involve HQIM implementation, data analysis, provider training, approved resource selection, scheduling, or specialized learner needs.

School Review

Principal	Dr. Alexandra H. O'Dowd
Literacy lead/team	Leann Vinson; Dr. Letrece McCoy; Stacy Alombro; Danielle Williams
Faculty/staff review	MOY Dibels Scores, EOY Dibels Scores
Family/community input	MRA/parent survey, PTA and family-event feedback, and/or stakeholder review
Plan revision date	January 5, 2027: Teacher PD Day

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.