ST. TAMMANY PARISH PUBLIC SCHOOLS

Alton Elementary School Literacy Plan

School	Alton Elementary School
Principal	Shalone LaCoste
Literacy lead	Shawnika Lewis
Grade span	K-5
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Shalone LaCoste	Principal	Establishes the schoolwide literacy vision and ORF goals; ensures curriculum and interventions are implemented with fidelity; conducts literacy walkthroughs; monitors schoolwide BOY/MOY/EOY data; leads accountability conversations; ensures resources, scheduling, staffing, and PD support literacy priorities through ILTs and PLC's; and analyzes data regularly. Supports classroom walkthroughs and provides feedback; monitors grade-level literacy data; participates in PLC/ ILT data meetings; tracks students not demonstrating adequate growth; ensures agreed-upon instructional actions are implemented; identifies trends across classrooms and grade levels; communicates concerns and progress to the principal. Review and implement the school advancement plan. ILT's, PLC's, Classroom snapshots. Analyze data regularly.

Name	Role	Plan responsibility
Shaneika Merrill	Assistant Principal	Supports classroom walkthroughs and provides feedback; monitors grade-level literacy data; participates in PLC/ ILT data meetings; tracks students not demonstrating adequate growth; ensures agreed-upon instructional actions are implemented; identifies trends across classrooms and grade levels; communicates concerns and progress to the principal. Review and implement the school advancement plan. ILT's, PLC's, Classroom snapshots. Analyze data regularly.
Shawnika Lewis Spencine Alexis	Interventionist / Instructional Coach Technology Resource Teacher	Models evidence-based literacy and fluency strategies; provides coaching cycles; supports lesson planning and curriculum implementation; helps teachers analyze student data; facilitates literacy PLCs; supports differentiation and small-group instruction; Identifies specific literacy skill deficits using diagnostic data; provides or coordinates targeted interventions; maintains intervention groups; progress-monitors students receiving additional support; analyzes students' response to intervention; recommends changes in intensity/frequency when students are not progressing; communicates intervention results to teachers and the literacy team
Cynthia Laine	SWEDL	Provide and monitor **specially designed literacy instruction** based on individual student needs. Ensure reading instruction and interventions align with **IEP goals and accommodations**. Analyze progress-monitoring data to determine whether students are making adequate growth. Collaborate with general education teachers, the interventionist, and instructional coach. Bring SPED student data to literacy team meetings and recommend instructional adjustments when students are not responding. Ensure students with disabilities have access to **grade-level Tier I instruction plus their required specially designed instruction**. Monitor Tier II and Teir III instruction, Classroom snapshots. Analyze student data and adjust student supports based on data.

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. Alton Elementary is committed to ensuring that **all students achieve grade-level proficiency in reading and develop the literacy skills necessary to reach their full potential in school and in life**. Through the implementation of **High-Quality Instructional Materials (HQIM), strong Tier I instruction, targeted interventions and supports, collaborative ILT and PLC practices, and data-informed decision-making**, we will provide every learner with the instruction and support needed to grow as a successful reader. Literacy achievement is a **shared responsibility**. Administrators, teachers, instructional support staff, students, families, and community stakeholders will work collaboratively and remain committed to improving literacy outcomes for every student.
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. Our mission at Alton Elementary is to develop **confident, fluent, and proficient readers** by providing every student with equitable access to **high-quality, evidence-based literacy instruction**. Through strong **HQIM Tier I instruction, targeted interventions, collaborative ILT/PLCs, ongoing progress monitoring, and data-informed instructional decisions**, we will identify and respond to the individual literacy needs of every learner. As a unified school community, we share the responsibility of ensuring that **every student grows as a reader, achieves grade-level proficiency, and develops the literacy skills necessary to succeed in school, in the community, and throughout life.**

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	**Kindergarten DIBELS performance is a literacy strength**, with **64.0% of students meeting benchmark expectations in 2026**, representing the highest percentage across grade-level DIBELS performance. **ELA LEAP proficiency is a relative strength**, with **29.4% of students demonstrating proficiency in 2026**. Continued emphasis on strong Tier I literacy instruction will be used to sustain and increase proficiency. **Fifth-grade vocabulary performance is an identified strength**, demonstrating students' ability to understand and apply grade-level vocabulary. Effective instructional practices contributing to these areas of strength will be identified through **PLCs, student work analysis, learning walks, and data analysis** and replicated across grade levels when appropriate K DIBELS is highest percent (2026, 64.0) ELA (LEAP) proficiency is the relative strength (2026 = 29.4) 5th grade highest percent for vocabulary.	Analysis of Alton Elementary's literacy data identifies the following priority areas for improvement: • **DIBELS – Oral Reading Fluency (Grades 1–3):** Increase the percentage of students demonstrating proficiency in **Oral Reading Fluency (ORF)** through explicit fluency instruction, repeated reading, modeling, progress monitoring, and targeted small-group support. • **LEAP – Informational Text (Grades 3 & 5):** Increase student proficiency in **reading and comprehending informational text**, with emphasis on determining central ideas, using text evidence, understanding vocabulary in context, and analyzing text structure. **LEAP – Literary Text (Grade 4):** Increase student proficiency in **reading and comprehending literary text**, with emphasis on understanding key ideas and details, analyzing characters and events, determining themes, using text evidence, and responding to complex text.

School Literacy Priority and Rationale

Alton will strengthen DIBELs Oral Reading Fluency through the use of implementation of HQIM of CKLA, Heggerty, and the Writing Revolution within the classroom for Tier I support, as well as Tier II target support.. Based upon the data, ORF showed the lowest performing area in 1st, 2nd, and 3rd grade.
The goal is to increase
DIBELs proficiency in Oral Reading Fluency (ORF) in 1st – 3rd

Baseline: 2026 Overall School Proficiency 29.4
Goal increase **LEAP** proficiency
3rd 2025 38.8 - 2026 3rd 27.3
4th 2025 37.8 - 2026 4th 25.6
5th 2025 42.9 - 2026 5th 36.7

DIBELs 57.5 % Proficient 42.5% not proficient (2 percentage points) = 59% = Proficient
K 2025 72 – 2026 64.0
1st 2025 84 – 2026 57.0
2nd 2025 69.0 – 2026 52.0
3rd 2025 67.0 – 2026 57.0

Alton will strengthen Literacy and Informational Text with the implementation of Guidebooks the Writing Revolution, and Guidebook Supports.

Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.
The goal is to increase
LEAP Increase proficiency in Informational text (3rd & 5th) and Literary text (4th)

Goal increase proficiency by (2 percentage points)

LEAP
Overall, 29.4 to 31.4 % (2 percentage points)
3rd 2025 38.8 - 2026 3rd 27.3
4th 2025 37.8 - 2026 4th 25.6
5th 2025 42.9 - 2026 5th 36.7

Goal increase (2 percentage points)
By the end of the 2026-2027 school year students in grades 3rd – 5th will score mastery or above in ELA based on LEAP 2025 assessment 29.4% to 31.4%.

Alton will address these needs by strengthening **HQIM Tier I instruction, intentional small-group instruction, targeted interventions, student work analysis, progress monitoring, and collaborative planning through ILTs and PLCs**.

Our instructional response will focus on ensuring that students are not only **reading more fluently but also comprehending and responding to increasingly complex grade-level text.**

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 Overall School Proficiency 29.4 Goal increase **LEAP** proficiency 3rd 2025 38.8 - 2026 3rd 27.3 4th 2025 37.8 - 2026 4th 25.6 5th 2025 42.9 - 2026 5th 36.7 **DIBELs 57.5 % Proficient 42.5% not proficient (2 percentage points) = 59% = Proficient** K 2025 72 – 2026 64.0 1st 2025 84 – 2026 57.0 2nd 2025 69.0 – 2026 52.0 3rd 2025 67.0 – 2026 57.0 By the end of 2026-2027 school year 59% of Kinder – 3rd grade students will score on or above benchmark based on the DIBELs 8 Edition assessment. School target: Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth. **Goal increase proficiency by (2 percentage points)** **LEAP** **Overall, 29.4 to 31.4 % (2 percentage points)** 3rd 2025 38.8 - 2026 3rd 27.3 4th 2025 37.8 - 2026 4th 25.6 5th 2025 42.9 - 2026 5th 36.7 Goal increase (2 percentage points) By the end of the 2026-2027 school year students in grades 3rd – 5th will score mastery or above in ELA based on LEAP 2025 assessment 29.4% to 31.4%. Leading indicators: Student engagement in reading, speaking, listening, and writing; quality of HQIM aligned task completions CKLA, Guidebooks, aligned learning activities where applicable; formative assessments results and students progress within the instructional cycle. Lagging measures: Improved benchmark assessment performance, growth and proficiency, stronger writing outcomes and reduced number of students requiring intensive intervention. DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.

District goal and target	School response
Actions	Alton's target is to build teacher capacity to plan, prepare, and implement HQIM with fidelity to support best instructional practices to increase students' literacy. Through progress monitoring of students data from ORF. Teachers support and resources through professional development, Professional Learning Communities will provide guidance and best practices in teaching CKLA, Heggerty, and The Writing Revolution and Guidebooks. Explicit modeling, questioning, scaffolding, differentiation, and checks for understanding through assessments will be analyzed. Small group tutoring and targeted supports and biweekly progress monitoring and data analysis will be analyzed. Students engage in a structured targeted support schedule by grade level on a rotating basis with the support 2 targeted support tutor in addition to paras and classroom teachers. The targeted support is monitored by the interventionist/instructional coach to ensure the students individual needs are met evidenced by student growth/ PLC and ILT will analyze the data and make instructional and targeted support adjustments as needed to support students' individual growth. **Lead and Lagging Measures** **Strengthen Tier I Literacy Instruction** Implement HQIM with fidelity through collaborative planning, PLCs, learning walks, observations, student work analysis, feedback, and teacher reflection. **Provide Targeted Literacy Support** Use DIBELS and other literacy data to provide targeted small-group and intervention support, with a specific emphasis on **ORF in grades 1–3, informational text in grades 3 & 5, and literary text in grade 4**. **Monitor and Respond to Student Progress** Use regular progress monitoring, PLC/ILT data cycles, student work analysis, and assessment results to determine student growth, identify students not responding to instruction, and make timely instructional adjustments.

District goal and target	School response
Evidence of success	Evidence of strong Tier I instruction that demonstrates at least 80% of student mastery in overall class assessment data consistent with LDOE local literacy plan. Review student data through progress monitoring and checkpoints data. **Increased DIBELS performance**, with a higher percentage of students in **grades 1–3 meeting or exceeding benchmark in Oral Reading Fluency (ORF)** from BOY to MOY to EOY. **Improved LEAP ELA performance**, including increased proficiency in **Informational Text in grades 3 and 5** and **Literary Text in grade 4**. **Increased overall ELA proficiency** from the 2026 baseline of **29.4%**. **Consistent implementation of HQIM and strong Tier I literacy instruction**, as evidenced through learning walks, observations, lesson implementation, and student work. **Increased student engagement**, with students actively reading, discussing, writing, citing text evidence, and completing grade-level literacy tasks. **Effective targeted small-group instruction and interventions**, with students demonstrating measurable progress based on identified literacy skill deficits. **Regular progress monitoring and data-informed instructional adjustments**, particularly for students performing below benchmark. **Evidence of effective PLC and ILT collaboration**, including student work analysis, data review, identification of instructional needs, development of action steps, and follow-up on student progress. **Reduction in the percentage of students performing below and well below benchmark**, demonstrating movement toward grade-level proficiency. **Evidence of continuous instructional improvement**, demonstrated through teacher feedback, coaching, reflection, reteaching, and adjustments to instructional practices based on student outcomes.

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.	14 teachers 2 new teachers and I TAT require 3 observations based on LER. 2 need training with SOR and curriculum (new to district) ILT members and instructional coaches / interventionists will support learning cycles in lesson preparation, lesson snapshot observation, student work and data assessments as measured using LER standards. School Target Alton Elementary's target is to **build educator capacity to effectively plan, prepare, and implement High-Quality Instructional Materials (HQIM) with fidelity**, while utilizing evidence-based instructional practices to increase student literacy achievement. Teachers will receive ongoing **professional development, collaborative planning, Professional Learning Communities (PLCs), instructional coaching, resources, and actionable feedback** to strengthen the implementation of **CKLA and Guidebooks**. Professional learning and instructional support will focus on strengthening teachers' ability to effectively utilize **explicit modeling, purposeful questioning, scaffolding, differentiation, checks for understanding, small-group instruction, and formative assessment**. Through PLCs and collaborative data cycles, teachers will analyze **assessment data and student work** to identify student strengths, misconceptions, and literacy needs and use the findings to adjust instruction and provide targeted support. **Target Outcome:** Alton will demonstrate increased teacher capacity through stronger HQIM implementation, improved instructional practices, increased student engagement, and measurable growth in student literacy performance. **Leading Measures** **100% of teachers** will participate in ongoing PLCs, collaborative planning, and professional learning focused on HQIM implementation and effective literacy practices. **100% of teachers** will receive literacy-focused observation/learning-walk feedback with opportunities for coaching, reflection, and instructional adjustment. **PLCs will routinely analyze student work and assessment data** to identify misconceptions and determine reteaching, differentiation, and targeted support. **Lagging Measures** **Increase the percentage of teachers demonstrating effective HQIM implementation and strong Tier I literacy practices** as measured through learning walks and observations. **Increase student engagement and successful completion of grade-level literacy tasks** as evidenced through observations and student work. **Increase student literacy achievement** as measured by DIBEL's growth, interim/ classroom assessments, and LEAP ELA proficiency.

District goal and target	School response
Actions	**Provide ongoing professional learning and resources** through targeted professional development, Professional Learning Communities (PLCs), and collaborative planning to strengthen teachers' implementation of **CKLA and Guidebooks** with fidelity. **Strengthen evidence-based instructional practices** by providing teachers with guidance, modeling, and feedback focused on **explicit instruction and modeling, purposeful questioning, scaffolding, differentiation, student engagement, and checks for understanding**. **Utilize PLCs to analyze student work and assessment data** to determine student mastery, identify misconceptions and instructional gaps, and plan appropriate reteaching, enrichment, differentiation, and targeted support. **Engage ILT members, the instructional coach, and interventionist in continuous learning cycles** that include **lesson preparation and internalization, lesson snapshot observations, student work analysis, assessment/data review, feedback, reflection, and instructional adjustment**. **Monitor curriculum fidelity and instructional effectiveness** through learning walks, lesson snapshots, observations, and collaborative data reviews to ensure that HQIM is implemented as intended while meeting the needs of all learners. **Use observation and student outcome data to determine professional learning needs**, provide targeted coaching and support, and continuously strengthen Tier I literacy instruction.
Evidence of success	**Increased fidelity of HQIM implementation** in CKLA and Guidebooks, as evidenced through learning walks, lesson snapshots, and classroom observations. **Improved instructional practices**, with teachers consistently demonstrating explicit modeling, purposeful questioning, scaffolding, differentiation, student engagement, and checks for understanding. **Stronger lesson preparation and internalization**, as evidenced through collaborative planning, PLC discussions, and alignment between planned and delivered instruction. **Effective PLC and ILT learning cycles**, with documented evidence of student work analysis, assessment review, instructional adjustments, feedback, and follow-up. **Increased teacher responsiveness to data**, demonstrated by teachers using student work and assessment results to identify misconceptions, regroup students, reteach skills, and provide targeted support. **Increased student engagement and ownership of learning**, as observed during literacy instruction and demonstrated through student work. **Improved student literacy outcomes**, demonstrated through growth on DIBELS, classroom and curriculum-based assessments, interim assessments, and LEAP ELA performance. Success will be evident when **teachers demonstrate increased capacity to plan, prepare, and deliver HQIM with fidelity; instructional practices become stronger and more consistent across classrooms; and students demonstrate increased engagement, literacy growth, and grade-level proficiency.** Progress monitoring data and district checkpoints data will indicate students' growth.

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.	Instructional minutes for core instruction and allocated schedule for targeted support are prioritized in all grade levels in the master schedule. **Protect Literacy Instructional Time:** Master schedules will provide required, uninterrupted instructional minutes for **CKLA and Guidebooks**, minimizing unnecessary interruptions and loss of instructional time. **Maintain Curriculum Pacing and Fidelity:** Teachers will maximize instructional minutes by maintaining appropriate curriculum pacing and implementing HQIM lessons with fidelity. **Provide Targeted Support:** Small-group instruction and interventions will be strategically scheduled to provide additional literacy support while protecting students' access to core Tier I instruction. **ILT and PLC Coaching:** ILT members, instructional coaches, and interventionists will provide **job-embedded coaching through PLCs, collaborative planning, modeling, observation, feedback, and reflection** to strengthen teachers' use of instructional time and implementation of effective literacy practices. **Implement Continuous Coaching Cycles:** Coaching will follow a continuous improvement cycle of **Plan/Prepare → Model/Implement → Observe → Analyze Student Work and Data → Provide Feedback → Reflect/Adjust**. **Monitor Instructional Minutes:** Administrators and ILT members will use **learning walks, lesson snapshots, classroom observations, schedules, and curriculum pacing** to monitor whether protected literacy minutes are being used effectively. **Use Data to Adjust Support:** PLCs and ILTs will analyze student work, assessment data, and observation trends to identify instructional needs and determine appropriate coaching, professional learning, reteaching, and targeted supports. Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support daily. Instructional minutes for core instruction and allocated schedule for targeted support are prioritized in all grade levels in the master schedule. Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support daily. Leading Participating in required learning; completing unit / lesson preparation; ITT /PLC cycle products; coaching and follow through alignment of learning intentions, success criteria and task. Lagging Learning walks, trends: quality of student work fidelity and high-quality materials implementation teacher self-assessment and professional learning impact. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.

District goal and target	School response
Actions	**Establish and protect designated literacy blocks** within the master schedule to ensure students receive the required instructional minutes for CKLA and Guidebooks. **Minimize instructional interruptions** by scheduling announcements, meetings, programs, student services, and other non-emergency activities outside of the core literacy block whenever possible. **Protect Tier I instruction** by scheduling interventions, small-group supports, and supplemental services so students are not routinely removed from core grade-level literacy instruction. **Maintain HQIM pacing and fidelity** by ensuring teachers follow established curriculum pacing and use CKLA and Guidebooks as the primary resources for literacy instruction. **Provide intentional lesson preparation time** through PLCs and collaborative planning so teachers can internalize upcoming HQIM lessons, anticipate student misconceptions, prepare appropriate scaffolds, and maximize instructional minutes. **Use ILT and instructional coaching cycles** to support teachers with lesson preparation, modeling, implementation, observation, actionable feedback, and reflection. **Conduct literacy-focused learning walks and lesson snapshots** to monitor protected instructional minutes, HQIM implementation, pacing, student engagement, and effective instructional practices. **Analyze student work and assessment data during PLCs** to determine whether students are mastering grade-level content and identify appropriate reteaching, differentiation, and targeted supports. **Monitor instructional time and curriculum pacing regularly** through ILT meetings and address patterns of lost instructional time or pacing concerns promptly. **Provide targeted professional development** when learning-walk, observation, or student performance data identify a schoolwide or grade-level instructional need.

District goal and target	School response
Evidence of success	**Implementation of protected literacy instructional minutes**, as evidenced by master schedules, learning walks, and lesson snapshots. **Consistent implementation of CKLA and Guidebooks with fidelity**, including appropriate pacing and completion of grade-level lessons and tasks. **Reduced interruptions during core literacy instruction**, allowing students consistent access to uninterrupted Tier I instruction. **Learning walks and observations demonstrate stronger instructional practices**, including explicit modeling, purposeful questioning, scaffolding, differentiation, checks for understanding, and student engagement. **PLC and ILT documentation demonstrate ongoing lesson preparation, coaching, student work analysis, data review, feedback, and instructional adjustments.** **Students receiving interventions and targeted supports maintain access to core Tier I literacy instruction** while receiving additional support based on identified needs. **Increased student engagement and completion of grade-level literacy tasks** during protected instructional blocks. **Improved student literacy outcomes**, demonstrated through growth on DIBELS, HQIM/curriculum assessments, interim assessments, and LEAP ELA. Weekly classroom learning walks/ snapshots with feedback. Progress monitoring data and district checkpoints data will indicate student's growth.

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.

2026-2027 STPPS Triad of Instruction

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.	Tier 1 Alton's master schedule will protect the **required instructional minutes for all curriculum areas**. Teachers will implement **HQIM with fidelity and appropriate pacing**. ILTs, PLCs, and coaching cycles will provide ongoing support and resources to strengthen curriculum implementation. **Classroom snapshots, learning walks, actionable feedback, and student work analysis** will be used to monitor instructional practices and ensure literacy expectations are consistently implemented.
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.	Tier II Tier II targeted support will align with each student's **identified literacy needs based on assessment and progress-monitoring data**. Students will receive supplemental intervention using HQIM and approved resources, including **additional core instruction, mCLASS, Amira, S.P.I.R.E. (dyslexia), Guidebooks supports, and Lexia (dyslexia and grades 3–5)**. Interventions will be provided **in addition to, and will not replace or interfere with, Tier I instruction**. Student progress will be monitored at established checkpoints to ensure intervention fidelity and determine students' response to support. **ILT and PLC teams will regularly review progress-monitoring data** to determine whether interventions should be continued, adjusted, or intensified. Families will receive ongoing documentation of student progress throughout the year. Students who **do not demonstrate adequate progress after a completed Tier II intervention cycle** will be considered for more intensive **Tier III support based on established criteria and student data**.

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 Tier III will provide **intensive, individualized literacy intervention** based on each student's identified needs. Interventions will supplement Tier I instruction and utilize HQIM and approved resources, including **additional core instruction, mCLASS, Amira, S.P.I.R.E. (dyslexia only), Guidebooks supports, and Lexia Core5 (dyslexia only).** Student progress will be **monitored bi-weekly** using established checkpoints to ensure intervention fidelity and determine students' response to support. ILT and PLC teams will review progress-monitoring and targeted-support data to determine whether interventions should be **continued, adjusted, or intensified**. Families will receive ongoing documentation of student progress throughout the year. **Tier III support will not replace or interfere with Tier I instruction.** Students who do not demonstrate adequate progress after appropriate Tier III interventions will be **referred to TAT/SBLC for further review and consideration of additional supports.**

Access for Diverse Learners

Learners	School implementation focus
English learners	Alton currently serves **31 English Learner (EL) students**. EL students will receive **daily targeted literacy support and support in the classroom setting as needed** based on their identified language and literacy needs. Instruction will align with **HQIM and grade-level Tier I instruction**, with additional supports including **extensions to core instruction, mCLASS, Amira, S.P.I.R.E., Guidebooks supports, and Lexia Core5**. Targeted supports will be designed to strengthen students' **language development, literacy skills, and access to grade-level content**.
Students with exceptionalities	Alton serves **18 resource students, including 2 talented students and 4 students receiving services**. Students will receive **inclusion or resource services in accordance with their individualized IEPs and required service minutes**. Targeted literacy support will align with **HQIM, grade-level Tier I instruction, and individual student needs**, utilizing appropriate resources such as **extensions to core instruction, mCLASS, Amira, S.P.I.R.E., Guidebooks supports, and Lexia Core5**. Instruction and supports will be individualized and monitored to promote progress toward **IEP goals and grade-level literacy expectations**.
Students with characteristics of dyslexia	Alton has identified **5 students demonstrating characteristics of dyslexia**. These students will receive **targeted, evidence-based literacy support using S.P.I.R.E. and/or Lexia**, based on their individual needs. Student progress will be regularly monitored to determine the effectiveness of interventions and guide instructional adjustments

Core protection confirmed	Tier I core instruction is protected for all students. All supplemental interventions, targeted supports, and specialized services are scheduled during non-core instructional time to ensure uninterrupted access to grade-level HQIM instruction.
District support needed	Continued district support through **professional development and coaching focused on effective intervention practices, progress monitoring, and data analysis** to strengthen instructional decision-making and improve student literacy outcomes

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.	Professional learning will be **job-embedded and aligned with HQIM implementation**. Through coaching cycles, ILTs, and PLCs, educators will strengthen **explicit instruction, intervention practices, progress monitoring, student work analysis, data analysis, and actionable feedback**. These ongoing learning cycles will support instructional adjustments and provide evidence of **student growth and literacy progress**.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	**DIBELS:** Increase student proficiency in **Oral Reading Fluency (ORF) in grades 1–3** through **teacher clarity and explicit, systematic instruction aligned with the Science of Reading**, including modeling, targeted practice, corrective feedback, and progress monitoring. **LEAP ELA:** Increase student proficiency in **Informational Text in grades 3 and 5** and **Literary Text in grade 4** through **teacher clarity, explicit instruction, purposeful questioning, modeling, vocabulary development, and evidence-based comprehension practices aligned with the Science of Reading**.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	ILT members and instructional coaches / interventionists and teachers will support learning cycles weekly in lesson preparation, lesson snapshot, learning walks, student work / assessments and data analysis Effectiveness will be evaluated through educators feedback, learning walks evidence. Trends, student work, and student achievement outcomes determine instructional impact and next steps.

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	Coaching plans, district pacing guide, Preparation artifacts, feedback, learning walks, and student work district assessment baseline.Protect guidebook instruction through Tier ! with high quality assessments. Participate In PLC and ILT's. Annotate lessons.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	By protecting guidebook instruction and target support time Learning walks, common assessments, students work, and progress monitoring growth. Questioning and application of common assessments.discussing, engagement,
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Progress monitoring bi-weekly, support records, TAT review, and family communications
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY outcomes, feedback, school reflections, coaching plans and revised goals.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Sign in Sheets, analysis of surveys, Breakfast with Principal Include families in meaningful discussions about literacy priorities, programs, student needs, and barriers to access.	Literacy Night, Stakeholders Surveys, Advisory Feedback, Family Engagement Events, Community Partnerships / Events, family engagement events translated materials, monthly and weekly newsletters.
Understandable student data and IASP communication	Explain screeners during literacy family events, Progress monitor, course, Robo calls, school website, LDOE website, JCampus and LEAP information in family friendly terms.	Conferences, reports, home connect, data guides, family engagement events translated materials, monthly and weekly newsletters.
Family literacy learning	Explain screener during literacy family events, progress-monitoring, course, and LEAP information in family-friendly terms.	Content/career family nights, demonstrations, take-home resources, digital supports, family engagement events translated materials, monthly and weekly newsletters.
Accessible communication	Use methods, languages, formats, and times that accommodate families.	Interpreters, translations, multiple channels, accessible formats and events.
Community connection	Expand literacy access beyond the school day through sustained partnership.	St. Tammany Parish Library summer programs, reading lists, community events and resources.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Weekly Newsletter, Monthly school calendar, faculty meetings, PLCs, ILT's, feedback, self-evaluation and reflection.
Students	Learning goals, success criteria, progress, strengths, and next steps	Weekly behavior and academic sheets/data chats, weekly newsletter from teacher, progress monitor, WIGS, monthly calendar.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Monthly Newsletter, Monthly Calendar, Website, quarterly parent conference weeks, JCampus, student report cards.

Alignment to Other Initiatives

School Advancement Plan	DIBELs increase proficiency in Oral Reading Fluency (ORF) in 1st – 3rd LEAP Increase proficiency in informational text (3rd & 5th) and Literary text (4th)
Other initiatives	Early childhood, IASP/Act 771, Teacher Clarity, cross-curricular literacy, special populations, etc.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Data collection	Beginning-of-year literacy data indicate a need to strengthen **Tier I instruction, teacher clarity, and explicit instructional practices aligned with the Science of Reading**. Particular attention will be given to improving **Oral Reading Fluency in grades 1–3, Informational Text in grades 3 and 5, and Literary Text in grade 4**. Our initial focus will be on **protecting core instructional time, implementing HQIM with fidelity, strengthening teacher capacity through ILTs, PLCs, and coaching cycles, and providing targeted support based on student needs**. Throughout the year, we will use **learning walks, lesson snapshots, student work, progress monitoring, and assessment data** to reflect on implementation, celebrate growth, and make timely instructional adjustments to improve literacy outcomes for all students.

Review point	Evidence and progress toward targets	Adjustments/next steps
Midyear	Data Collection	At mid-year, the literacy team will review **DIBELS, student work, curriculum assessments, progress-monitoring data, and walkthrough evidence** to determine progress toward schoolwide literacy goals. The ILT and PLCs will evaluate the effectiveness of **HQIM implementation, Tier I instruction, teacher clarity, explicit instruction, interventions, and coaching cycles**. Particular attention will be given to student growth in **Oral Reading Fluency (grades 1–3), Informational Text (grades 3 and 5), and Literary Text (grade 4)**. Based on the evidence, instructional practices and targeted supports will be **continued, adjusted, or intensified** to accelerate student growth during the second half of the year. DIBELS MOY – January 2027 LEAP 360 MOY – January 2027
End of year	Data Collection	At the end of the year, the literacy team will analyze **DIBELS, LEAP, curriculum assessments, progress-monitoring data, student work, and walkthrough evidence** to determine progress toward literacy goals. The ILT and PLCs will evaluate the impact of **HQIM implementation, Tier I instruction, teacher clarity, explicit instruction, coaching, and targeted interventions** on student achievement. Particular attention will be given to growth in **Oral Reading Fluency (grades 1–3), Informational Text (grades 3 and 5), and Literary Text (grade 4)**. Results will be used to identify **strengths to sustain, areas for continued growth, and instructional priorities for the upcoming school year**. DIBELS EOY – April 2027 LEAP 2025 – April/ May 2027

Reflection

Sustain: Continue protected Tier I instructional time, HQIM implementation, ILT/PLC collaboration, coaching cycles, explicit instruction, student work analysis, and data-informed targeted supports.

Adjust: Refine interventions, small-group instruction, and professional learning based on student outcomes, progress-monitoring data, and identified instructional needs.

Stop: Discontinue practices, interventions, or supplemental resources that do not demonstrate evidence of improving student literacy outcomes or that interfere with Tier I core instruction.

Add: Incorporate additional evidence-based strategies, coaching, and targeted supports based on identified student and teacher needs.

District Support Needed: Continue district-level professional development, coaching, and resources focused on **HQIM implementation, Science of Reading practices, effective interventions, progress monitoring, and data analysis** to strengthen teacher capacity and improve literacy outcomes.

School Review

Principal	8/31/26 - Shalone LaCoste
Literacy lead/team	8/31/26 - Shawnika Lewis
Faculty/staff review	8/31/26 - Jenna Creith, Jane Verda
Family/community input	8/31/26 - Ruth Navarre, Deja Ordone
Plan revision date	August 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.