



ST. TAMMANY PARISH PUBLIC SCHOOLS

Lake Harbor Literacy Plan

School	Lake Harbor Middle School
Principal	Robin Mitchell
Literacy lead	Lake Harbor ELA/School Literacy Team
Grade span	Grades 4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Robin Mitchell	School Leader	Oversee implementation, monitor literacy goals, schedules, resources, and stakeholder communication.
ELA Teachers / Literacy Team	ELA Instructional Team	Implement HQIM, explicit instruction, PLC data cycles, written-expression/conventions focus, and targeted support.
ILT / District ELA Curriculum Specialist	Instructional Leadership / District Support	Review data and student work, support PLCs, strengthen intervention implementation, and guide instructional adjustments.

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	6th Grade ELA Assessment Index grew 6.6 points in 2024, and the 6th Grade ELA cohort grew 6.9 points. In 2025, 4th Grade ELA proficiency increased from 65% to 66%. In 2026, 5th Grade ELA proficiency increased from 65.7% to 72.1%.	ELA remains the highest-priority literacy need across grades 4-6. 2025 ELA proficiency was 66% in grade 4, 65% in grade 5, and 74% in grade 6; ELA Assessment Index was 92. Students with Exceptionalities had an ELA Assessment Index of 59.5, and the lowest 25% ELA Growth Index was 49.6.

School Literacy Priority and Rationale

Lake Harbor will prioritize strengthening ELA achievement across grades 4-6, with an emphasis on Written Expression and Conventions of Language and continued attention to reading comprehension. The priority is supported by 2025 declines in ELA proficiency for grades 5 and 6, an ELA Assessment Index of 92, and identified weaknesses in Written Expression and knowledge/use of language. The school will use PLC data review, student work, HQIM-aligned instruction, Lexia intervention, and student progress monitoring to respond to needs.

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: Spring 2025 LEAP ELA proficiency: Grade 4 - 66%; Grade 5 - 65%; Grade 6 - 74%. ELA Assessment Index: 92. Students with Exceptionalities ELA Assessment Index: 59.5; lowest 25% ELA Growth Index: 49.6. School target: Increase ELA proficiency by at least 2 percentage points annually in each grade and move toward the School Advancement Plan goal of 75% mastery or above, with focused improvement in Written Expression and Conventions of Language. Leading/lagging measures: LEAP ELA proficiency/growth, district ELA diagnostics/checkpoints, HQIM assessments, student work, intervention data, and subgroup performance.
Actions	1. Use twice-monthly ELA PLCs to analyze LEAP/checkpoint data and student work, identify standards-based needs, and plan explicit instruction focused on Written Expression, Conventions of Language, and reading comprehension. 2. Continue Lexia intervention and progress monitoring for students needing additional ELA support while maintaining grade-level core instruction.
Evidence of success	Improved performance on district ELA diagnostics/checkpoints and LEAP; stronger student writing and conventions work; documented growth for students receiving intervention; increased student ability to track progress, set goals, and reflect on ELA performance.

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: ELA teachers participate in PLCs twice monthly to review data, student work, and clear success criteria. Lexia intervention is in use, and the District ELA Curriculum Specialist has supported ELA PLCs. No specific Science of Reading training gap is identified in the source documents. School target: 100% of ELA teachers participate in scheduled literacy professional learning/PLC data cycles and demonstrate implementation of agreed-upon HQIM, Teacher Clarity, explicit instruction, assessment, and responsive support practices. Leading/lagging measures: PLC participation, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Continue twice-monthly ELA PLCs with data review, student-work analysis, standards alignment, and clear success criteria. 2. Use District ELA Curriculum Specialist support and coaching/learning opportunities to strengthen implementation of Lexia, HQIM, written-expression instruction, and responsive instructional practices.
Evidence of success	PLC artifacts show standards-aligned planning and data-based instructional decisions; walkthroughs show consistent use of Teacher Clarity/explicit instruction; student work demonstrates improved alignment to grade-level expectations; educators report increased confidence and consistency.

Goal 3 - Instructional Program

District goal and target	School response
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support. District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.	Baseline: The school uses grade-level ELA instruction supported by HQIM, twice-monthly PLCs, and Lexia intervention. Teachers review intervention data, grades, student work, and checkpoint results to plan instruction. The 2025 plan documents continued growth with the ELA intervention and standards-aligned planning. School target: Protect 100% of scheduled core ELA instructional time and ensure targeted support is provided in addition to core instruction, with groups adjusted from current evidence and progress monitoring. Leading/lagging measures: Master schedule, instructional minutes, walkthroughs, HQIM implementation, intervention schedules, progress monitoring, student work, and student response.
Actions	1. Protect the full ELA instructional block and strengthen consistent Tier I explicit instruction, checks for understanding, student practice, and application. 2. Use PLC and intervention data to adjust Lexia/targeted support groups and provide extension or additional support based on student need.
Evidence of success	Schedules and walkthroughs confirm protected ELA time; student work shows stronger grade-level writing and conventions; targeted-support groups are based on current evidence; progress-monitoring data show appropriate response and timely adjustments.

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	Protected grade-level ELA block within the master schedule. Strengthen explicit instruction, Teacher Clarity, checks for understanding, and writing/conventions practice. Students who demonstrate mastery receive deeper application, knowledge-building, and complex literacy tasks through Tier I extension.
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.	Protected grade-level ELA block within the master schedule. Strengthen explicit instruction, Teacher Clarity, checks for understanding, and writing/conventions practice. Students demonstrating mastery receive extension through deeper application, knowledge building, choice, and complex literacy tasks.

Tier	Established STPPS expectations	Protected grade-level ELA block within the master schedule. Strengthen explicit instruction, Teacher Clarity, checks for understanding, and writing/conventions practice. Students who demonstrate mastery receive deeper application, knowledge-building, and complex literacy tasks through Tier I extension.
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 is provided within the campus intervention/master schedule in addition to Tier I. ELA teachers and trained intervention personnel support students using Lexia and other district-approved resources as applicable. PLC/ILT teams review intervention, checkpoint, grades, and student-work evidence regularly; progress is monitored and groups are adjusted based on response. Families receive progress updates through established school communication systems.

Tier	Established STPPS expectations	Protected grade-level ELA block within the master schedule. Strengthen explicit instruction, Teacher Clarity, checks for understanding, and writing/conventions practice. Students who demonstrate mastery receive deeper application, knowledge-building, and complex literacy tasks through Tier I extension.
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 is coordinated with SBLC/IEP/504/EL/dyslexia processes as applicable. Campus schedule/location and individual provider assignments are determined through the master schedule; the source documents do not specify a separate Tier III location or named provider. Progress is monitored at the required intensity, with family communication regarding progress and next steps.

Access for Diverse Learners

Learners	School implementation focus
English learners	Provide language supports, vocabulary development, modeling, visuals, sentence-level/discourse supports, and access to grade-level HQIM while maintaining grade-level expectations.
Students with exceptionalities	Provide accommodations and specialized instruction documented in IEP/504 plans, coordinate with SBLC and special education staff, and use student evidence to adjust support while maintaining access to grade-level HQIM.
Students with characteristics of dyslexia	Follow established screening and support processes; coordinate with appropriate personnel and provide structured, explicit literacy support and progress monitoring when characteristics of dyslexia indicate a need.
Core protection confirmed	Confirmed: Tier II/Tier III targeted support and Tier I extension will be provided in addition to, not in place of, core ELA instruction.
District support needed	Continue District ELA Curriculum Specialist support for PLCs, intervention implementation, standards alignment, and data review. Additional needs will be identified through monitoring.

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 ELA Curriculum Specialist support, STPPS Curriculum and Instruction, EDU 20/20, and school-based coaching/PLC structures as available.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Written Expression and Conventions of Language; reading comprehension; Teacher Clarity and explicit instruction; data-based responsive support and effective use of Lexia/HQIM.

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 PLC artifacts and walkthrough evidence monthly; review student work and checkpoint/intervention data at least each PLC cycle; review progress toward literacy targets at beginning-of-year, midyear, and end-of-year ILT 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	PLC agendas, data baseline, standards-aligned plans, and Teacher Clarity/preparation artifacts.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough notes, student-work samples, checks-for-understanding evidence, and revised lesson plans.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Intervention group rosters, Lexia/intervention progress data, checkpoint analysis, and documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	LEAP/checkpoint outcome review, subgroup analysis, implementation reflection, and next-year literacy priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather feedback through Family Learning Night, PTA meetings, newsletters, and school events; use questions/feedback to adjust communication and literacy supports.	Beginning of year and after major family events; review feedback during ILT/school improvement meetings.
Understandable student data and IASP communication	Share JPAMS/Google Classroom updates, teacher newsletters, school/district websites, and progress information; explain intervention/progress information in understandable language.	Ongoing; beginning-of-year, benchmark/checkpoint updates, and as required for IASP/targeted support.
Family literacy learning	Provide a Family Learning Night connected to grade-level literacy, including practical strategies/resources families can use to support reading and writing.	At least annually; use the school's established Family Learning Night structure.
Accessible communication	Use JPAMS, Google Classroom, teacher newsletters, school/district websites, PTA communication/social media, and school events; provide accessible formats and opportunities for questions.	Ongoing; monthly/periodic updates and at family events.
Community connection	PTA and school family/community events; existing school partnerships will be used where applicable.	During the school year through PTA, Family Learning Night, Open House, and other established family events.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Beginning-of-year launch; twice-monthly PLCs; ILT meetings; monthly/periodic staff communication; midyear and end-of-year reviews.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction and feedback; goal-setting/data tracking; student conferences and intervention check-ins.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Beginning-of-year communication; JPAMS/Google Classroom; teacher newsletters; school/district websites; PTA meetings/social media; Family Learning Night; benchmark/progress updates.

Alignment to Other Initiatives

School Advancement Plan	Aligned literacy priority: Increase ELA proficiency while focusing on Written Expression and Conventions of Language, with continued attention to reading comprehension and student ownership of progress. This directly reflects the Lake Harbor School Advancement Plan.
Other initiatives	ELA intervention/Lexia, twice-monthly PLCs, Teacher Clarity, student goal setting/data tracking, and support for Students with Exceptionalities, English learners, and the lowest-performing 25%.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	[Confirm baseline, targets, actions, schedules, owners, and communication.]	At launch, confirm Spring 2025 ELA baseline data, 2026-27 targets, protected ELA schedules, PLC/intervention routines, responsible staff, and family communication.
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	Use BOY/MOY/checkpoint data, student work, walkthroughs, intervention response, educator learning evidence, and family feedback to adjust instruction, groups, and professional learning.
End of year	[Summarize progress toward targets and strongest evidence of impact.]	Compare EOY LEAP/checkpoint and intervention outcomes with baseline; identify strongest practices and subgroup needs; establish the next-year literacy priority and needed supports.

Reflection

Sustain twice-monthly ELA PLCs, data-driven student support, Lexia intervention, HQIM-aligned planning, and student ownership of progress. Adjust Tier II/Tier III groupings and instructional responses as evidence indicates. Continue District ELA Curriculum Specialist support for PLCs, standards alignment, intervention implementation, and data analysis. No practices are identified in the source documents for discontinuation at this time.

School Review

Principal	Robin Mitchell
Literacy lead/team	Lake Harbor ELA/School Literacy Team

Faculty/staff review	Beginning-of-year and annual faculty/PLC review; exact date to be set by school.
Family/community input	Family Learning Night, PTA, and ongoing family communication; exact date/method to be set by school.
Plan revision date	2026-2027 review cycle; exact revision date to be set by school.

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.