



ST. TAMMANY PARISH PUBLIC SCHOOLS

Lancaster Elementary Literacy Plan

School	Lancaster Elementary School
Principal	Laura Haggard
Literacy lead	Carrie Anguzza, Acting Assistant Principal
Grade span	3 rd Grade – 6 th Grade
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Carrie Anguzza	Acting Assistant Principal	Literacy lead, identify students requiring a Literacy Plan
Laura Haggard	Principal	Plan implementation and targeted support fidelity
Jenny Comeaux	Assistant Principal	Plan implementation and targeted support fidelity
Jerrilyn Swett	Assistant Principal	Plan implementation and targeted support fidelity
Shannon Wilkes	TRT	Plan implementation and targeted support fidelity

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	75% of our students in 3 rd grade ended at or above benchmark on the EOY DIBELS spring 2026 assessment.	9% of our students in 3 rd grade ended at well below benchmark on the EOY DIBELS spring 2026 assessment.

School Literacy Priority and Rationale

Protected, uninterrupted high-quality tier 1 literacy for every student.
 Targeted Support – provide targeted and intensive support in addition to, never in place of, core instruction.
 Use assessment as part of instruction to understand learning, response to need, and evaluate the effectiveness of instruction.
 Partner with families and communities through accessible, responsive communication, shared dialogue, and practical literacy resources.
 Monitor implementation and outcomes, celebrate growth, and continuously improve.

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: DIBELS – 75% at or above benchmark (EOY 2026) LEAP – 61.5% overall proficiency (Spring 2026) School target: DIBELS- 76% at or above benchmark LEAP – 65% overall proficiency Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.	1. Targeted support and DIBELS progress monitoring 2. District Checkpoint 1 and 2 analyzed during PLC and used to guide instruction and targeted support
Increase of student proficiency from checkpoint 1 to checkpoint 2.	Increase of student reading proficiently from BOY DIBELS assessment to MOY assessment.

Goal 2 - Educator Capacity

District goal and target	School response
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: Three new teachers will participate in the SOR training. All grade levels will be implementing the new Guidebooks curriculum. School target: 100% of all teachers SOR trained. 100% of teachers will receive professional learning related to the HQIM, resources, evidence based instructional strategies, and the skills needed to make data-based decisions for all students. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.	1. Teachers needing SOR training were identified. 2. Curriculum Specialist will be asked to attend PLC to assist teachers with the new HQIM. 3. Identify students who may need additional support and or determine whether students are responding to targeted support.
100% of our ELA teachers will be SOR trained. Students engage daily with complex grade level texts and meaningful literacy tasks.	HQIM is evident, learning intentions and success criteria support student ownership. Teachers use explicit evidence-based practices. Class level assessment patterns show that all students are learning through Tier 1 and extension is available when students are ready.

Goal 3 - Instructional Program

District goal and target	School response
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: 100% of our teachers are following the master schedule with the recommended minutes for HQ core instruction and dedicated support time. School target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support	1. Walkthroughs during core instruction and targeted support time. 2. Observations for LER conducted throughout the school year. 3. Looking at student work in PLC. 4. Fidelity checking of target support plans.
100% of LER observations will show teachers using HQIM All PLC groups will bring student work that is aligned to the HQIM 100% of teachers will complete the targeted support plan and provide targeted support as specified on the plan.	Admin team observes use of HQIM during daily instruction for the district approved instructional minutes.

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.	Lancaster-Specific - Protect the Literacy Block: Grade-level schedules will provide uninterrupted time for ELA instruction using the district-approved HQIM. - Maintain HQIM Fidelity: Teachers will use the core curriculum as the foundation of instruction while strategically responding to student needs without replacing grade-level content with lower-level work. - Use Teacher Clarity: Teachers will clearly communicate learning intentions, success criteria, and expectations so students understand what they are learning, why they are learning it, and what success looks like. - Follow a Gradual Release Model: Instruction will consistently move from explicit teacher modeling to guided practice and ultimately to independent student application. - Differentiate Within Tier I: Teachers will use whole-group, small-group, and individual support based on student evidence while continuing to provide access to grade-level standards and content. - Provide Extension for Mastery: Students demonstrating mastery will engage in deeper thinking, complex texts and tasks, knowledge building, application, and meaningful student choice rather than simply completing additional work.
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.	Link master schedule 3rd – 6th grade teachers will provide targeted support Additional Core Instruction; mCLASS Instruction; Guidebook supports including FUEL (3-5), Fluency Tasks (3-8), Foundations Supports (3-5), and Accelerate (3-10); Language Tasks/Mentor Sentences (3-12); Language Links (6-10); Lexia; Amira Learning (3-5 and 6-12 English learners); IRLA Toolkit, excluding Yellow Level; CommonLit (3-12); SUMMIT K12 for English learners in grades 3-12. Families are notified through the Individual Academic Support Plan, Home Connect Letters, conferences, and SBLC meetings if applicable.
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.	Link master schedule 3rd – 6th grade teachers will provide targeted support Additional Core Instruction; mCLASS Instruction; Guidebook supports including FUEL (3-5), Fluency Tasks (3-8), Foundations Supports (3-5), and Accelerate (3-10); Lexia; Amira Learning (3-5 and 6-12 English learners); IRLA Toolkit, excluding Yellow Level; PCI for MAP and RNC. Families are notified through the Individual Academic Support Plan, Home Connect Letters, conferences, and IEP meetings if applicable.

Access for Diverse Learners

Learners	School implementation focus
English learners	Access to the same HQIM and grade-level learning as peers, language assistance based on English proficiency, certified ESL support, technology/resources, and interpretation or translated materials for families.
Students with exceptionalities	Access to district HQIM in core and specialized settings with accommodations, modifications, specially designed instruction, and targeted support based on individual needs.
Students with characteristics of dyslexia	Additional screening through SBLC as needed; multisensory, structured supports aligned to Bulletin 1903 and student need.

Core protection confirmed	Tier II/Tier III and extension do not replace core ELA.
District support needed	Support and guidance with the new ELA tier 1 curriculum.

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.	STPPS Curriculum and Instruction, curriculum specialist with implementing fidelity of HQIM
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Align to HQIM and targeted support/progress monitoring
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Individual Academic Support Literacy Plans, student work and outcomes

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	Shared ELA goal review, baseline data, Guidebook/HQIM preparation, PLC calendar, and Teacher Clarity planning artifacts.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence, student-work samples, LEAP-rubric calibration, checks for understanding, and revised lesson plans.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Intervention rosters, checkpoint/interim analysis, progress-monitoring data, student response, and documented instructional adjustments.

Cycle	District-aligned focus	School product/evidence
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY ELA outcomes, subgroup review, implementation reflection, family/educator feedback, and next-year literacy priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Use PTA meetings, Open House, Family STEM Night, Games with Grandparents Day, Art Night, Culture Day, and surveys/feedback opportunities to gather family input and respond to barriers.	Beginning of year, family events, PTA meetings, and annual school-improvement review.
Understandable student data and IASP communication	Explain ELA goals, checkpoint/interim results, LEAP expectations, targeted-support plans, and student progress in family-friendly language through conferences, JPAMS, newsletters, Google Classroom, and required IASP communications.	Beginning of year, benchmark/checkpoint updates, conferences, and as required.
Family literacy learning	Offer a Family Learning opportunity connected to reading, writing, text-based evidence, or understanding student data; provide practical strategies families can use at home.	At least annually and through established family events.
Accessible communication	Use accessible digital/print communication, multiple channels, and interpretation/translation support when needed; provide advance notice for meetings and events.	Ongoing; before major events and when progress/support information is shared.
Community connection	Use St. Tammany Parish Library/community literacy resources and existing PTA/community partnerships to extend literacy beyond the school day.	Throughout the year; highlight resources during family events and newsletters.

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; Leadership Portfolio/data-binder goal setting; student data conferences; grade-level WIG boards; intervention check-ins.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Beginning-of-year communication; JPAMS/Google Classroom; teacher newsletters; school website; PTA/social media; conferences; benchmark/checkpoint updates; family events.

Alignment to Other Initiatives

School Advancement Plan	Baseline: DIBELS – 75% at or above benchmark (EOY 2026) LEAP – 61.5% overall proficiency (Spring 2026) School target: DIBELS- 76% at or above benchmark LEAP – 65% overall proficiency Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Other initiatives	Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2025-26 ELA baseline, 2026-27 targets, protected ELA schedule, daily Targeted Support routines, PLC/ILT calendar, responsible staff, approved resources, and family communication structures.	Establish baseline data folders/trackers, confirm intervention groups, and communicate literacy goals and student-support structures to staff, students, and families.
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	[Enter adjustment]
End of year	[Summarize progress toward targets and strongest evidence of impact.]	[Enter next-year priority]

Reflection

[What should the school sustain, adjust, stop, or add? What district support is needed?]
Click or tap here to enter text.

School Review

Principal	Laura Haggard
Literacy lead/team	Carrie Anguzza
Faculty/staff review	Beginning-of-year launch, twice-monthly PLC/ILT review, and annual faculty review.
Family/community input	PTA meetings, Open House, Family STEM Night, family events, surveys/feedback, and ongoing JPAMS/Google Classroom/newsletter communication.
Plan revision date	2026-2027 annual literacy plan review; exact district/school revision date to be confirmed.

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.