



ST. TAMMANY PARISH PUBLIC SCHOOLS

Bayou Lacombe Middle School

Literacy Plan

School	Bayou Lacombe Middle School
Principal	Dr. Zaheerah Clark
Literacy lead	Jill Dupuy
Grade span	Grades 4-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Dr. Zaheerah Clark	Principal / School Leader	Plan oversight; alignment to School Advancement Plan; monitoring
Jill Dupuy	Literacy Lead / ELA Lead	ELA implementation; PLC facilitation; student-work/data review
Elizabeth Patin	ILT / Student Support Representative	Walkthroughs; targeted-support coordination; subgroup monitoring

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	The School Advancement Plan identifies ELA written expression as an academic priority and establishes a long-term goal of increasing ELA LEAP proficiency from 46% to 56%. The schoolwide improvement focus is using student work in PLCs to drive instructional decisions for remediation, adjustment, enrichment, intervention, acceleration, and extension.	The July 2026 snapshot shows ELA proficiency at 43.1% overall, down from 47.6% in 2025. Grade 4 is 46.2%, Grade 5 is 40.9%, and Grade 6 is 42.3%. Priority needs are restoring overall ELA growth, strengthening written expression, and responding to grade-level and subgroup needs through student-work analysis and targeted support.

School Literacy Priority and Rationale

Bayou LaCombe Middle School will strengthen literacy outcomes through consistent implementation of Louisiana ELA HQIM, The Writing Revolution/written-expression practices, Teacher Clarity, explicit instruction, common writing expectations, student-work analysis, and responsive small-group support. The 2026 LEAP snapshot shows 43.1% ELA proficiency overall (46.2% Grade 4, 40.9% Grade 5, 42.3% Grade 6), compared with 47.6% overall in 2025. This plan directly supports the School Advancement Plan priority of increasing ELA proficiency through written expression and the schoolwide focus of using student work to drive instructional decisions.

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 - 43.1% overall; Grade 4: 46.2%; Grade 5: 40.9%; Grade 6: 42.3%. 2025 overall ELA proficiency was 47.6%. School target: Increase overall LEAP ELA proficiency by at least 2 percentage points annually: 45.1% in 2027, 47.1% in 2028, and 49.1% in 2029, while continuing progress toward the SAP's 56% ELA goal and improving identified subgroup outcomes. Measures: LEAP ELA proficiency/growth; district diagnostics/checkpoints; HQIM assessments; common writing rubric; student work; targeted-support progress monitoring; subgroup patterns.
Actions	1. Strengthen written expression through grade-level HQIM, common writing rubrics, cross-curricular written responses, explicit modeling, evidence-based reasoning, revision from first draft to final product, and Teacher Clarity. 2. Use PLCs to bring specific student work, identify strengths/needs, and make instructional decisions for remediation, enrichment, intervention, acceleration, and extension. Provide small-group tutoring and targeted literacy support without replacing core ELA.
Evidence of success	Annual improvement in LEAP ELA proficiency and growth; stronger checkpoint/HQIM results; improved written responses on common rubrics from draft to final product; documented progress in reading fluency/comprehension and targeted support; reduced grade-level and subgroup gaps.

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 SAP already identifies PLC student-work analysis, teacher data tracking, common rubrics, cross-curricular writing, small-group instruction, district led PDs, Eureka Great Minds Cohort, Cite Evidence Reasoning PD, and Leader in Me PD as supports. School target: 100% of ELA teachers participate in district/school professional learning and PLC/ILT cycles focused on HQIM, Teacher Clarity, explicit instruction, written expression, assessment, and responsive support. Measures: PLC participation; PLC/ILT artifacts; walkthrough trends; student work; common-rubric results; educator feedback; checkpoint and LEAP outcomes.
Actions	1. Use recurring PLCs for HQIM unit/lesson preparation, analysis of student writing and assessment evidence, common-rubric calibration, and planning for remediation/enrichment. 2. Use district curriculum specialists and SPIRE/Cite Evidence Reasoning learning as applicable, LER coaching plans, Literacy Coaching Cycles, and ILT walkthrough feedback to strengthen daily literacy instruction and targeted support.
Evidence of success	Walkthroughs and PLC artifacts show stronger HQIM fidelity, Teacher Clarity, explicit instruction, writing, and responsive grouping; common-rubric student work improves; teachers document instructional adjustments based on evidence; student outcomes trend upward.

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 SAP uses small-group tutoring, interventions/acceleration, tutors for reading fluency and comprehension, and student data binders. District expectations require protected core ELA and additive targeted support. School target: Protect 100% of required core literacy time and ensure students identified through current evidence receive timely, matched intervention, acceleration, or extension. Measures: master schedule; instructional minutes; walkthroughs; HQIM implementation; targeted-support rosters; progress monitoring; student response.
Actions	1. Protect grade-level HQIM instruction and strengthen explicit modeling, checks for understanding, reading, discussion, written expression, and evidence-based small groups within Tier I. 2. Establish flexible targeted-support groups using BOY diagnostic, HQIM, checkpoint, classroom, fluency/comprehension, and student-work evidence; review response every 6-8 weeks and adjust intensity/resources when needed.
Evidence of success	Core ELA time is protected; HQIM and common writing expectations are consistently visible; targeted-support records show matched need/resource/measure; students demonstrate measurable progress in reading and writing; extension is provided for students demonstrating mastery.

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 daily grade-level ELA/HQIM. Strengthen written expression, Teacher Clarity, explicit modeling, checks for understanding, common rubrics, cross-curricular responses, and small-group support within Tier I. PLCs/ILT review HQIM assessments, checkpoints, student work, walkthroughs, and subgroup patterns; when class-level mastery is weak, teams first examine and strengthen Tier I. Students demonstrating mastery receive enrichment and extension.
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screeners, 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 resources, 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 tutoring/intervention based on current diagnostic, HQIM, checkpoint, reading fluency/comprehension, and classroom evidence. Use district-approved resources matched to the identified need, including SPIRE or other approved literacy supports when appropriate. Monitor progress regularly, adjust groups/resources based on response, and communicate progress to families.
Tier III Intensive targeted support	Students with significant needs or an insufficient response to prior support receive explicit, systematic instruction in smaller groups and at greater intensity. Tier III is delivered by a literacy professional with deep conceptual knowledge and specialized training in the selected district-approved resource. It is provided in addition to Tier I and Tier II. Teams coordinate with applicable SBLC, IEP, Section 504, dyslexia, and English learner processes; monitor progress biweekly with an aligned measure; adjust intensity based on evidence; and communicate progress and next steps to families.	For students with significant needs or insufficient response, coordinate through applicable SBLC/Targeted Assistance Team, IEP, Section 504, dyslexia, and English learner processes. Provide smaller group, more intensive explicit instruction using district-approved resources and trained personnel; monitor progress at least biweekly and adjust intensity based on evidence.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with language supports based on English proficiency, explicit vocabulary/language instruction, certified ESL support, and district-approved resources as matched to need. Monitor EL/ELPT evidence and provide accessible family communication.
Students with exceptionalities	Maintain access to grade-level HQIM; implement IEP accommodations/modifications and specially designed instruction; coordinate ELA teachers, special educators, case managers, and support teams. Monitor SWE literacy outcomes and response to targeted support.
Students with characteristics of dyslexia	Follow established screening/SBLC processes and provide structured, multisensory literacy support matched to need. Use SPIRE or other district-approved structured literacy resources as appropriate, with aligned progress monitoring and family communication.
Core protection confirmed	Confirmed. Tier II/Tier III intervention, tutoring, acceleration, and extension are scheduled in addition to - never in place of - protected core ELA/HQIM instruction.
District support needed	District ELA curriculum specialist support; targeted-support/resource training; support for Teacher Clarity, written expression, progress monitoring, English learners, students with exceptionalities, and structured literacy as needed.

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 STPPS Curriculum and Instruction, district ELA/ESL/SWE specialists, Leader in Me structures, and approved school-based coaching/PD to strengthen HQIM, written expression, student-work analysis, and targeted support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Written expression: common rubric, cross-curricular responses, evidence/reasoning, revision, and student-work analysis. 2. Teacher Clarity, explicit instruction, formative assessment, small-group instruction, and data-based intervention/acceleration.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review every 6-8 weeks through PLC/ILT artifacts, walkthrough trends, district checkpoint/HQIM results, common-rubric writing samples, reading-skill progress monitoring, subgroup patterns, educator feedback, and LEAP outcomes. Adjust coaching and supports based on evidence.

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 literacy goals; HQIM preparation; common writing rubric and expectations; Teacher Clarity; BOY student-work and assessment baseline.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence of explicit instruction, checks for understanding, reading/discussion/writing, and effective small groups; common assessment and student-work analysis.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Targeted-support rosters; matched resources/measures; progress-monitoring records; SWE/EL/other subgroup review; family communication; documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	LEAP/checkpoint outcomes; vertical review of Grades 4-6 writing and literacy needs; school reflection; documented refinements and next-year priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Use family surveys, Leader in Me/family meetings, literacy and STEAM events, and SAP feedback opportunities to gather family voice. Review feedback during literacy/SAP monitoring and adjust communication and supports.	At plan launch, family events, and annual/benchmark plan reviews.
Understandable student data and IASP communication	Share LEAP, checkpoint, classroom/HQIM, progress-monitoring, and targeted-support information in family-friendly language. Use student data binders and planners to help students communicate goals, trends, strengths, and next steps with families.	Beginning of year; benchmark/progress-report periods; conferences; weekly folders; targeted-support updates.
Family literacy learning	Provide practical family learning through campus events and Leader in Me connections, including grade-level reading/writing expectations, ways to support fluency/comprehension and written expression at home, and student-led sharing of goals/data.	At least once annually, with resources shared throughout the year.
Accessible communication	Use weekly newsletters, student planners/communication logs, school digital/print channels, phone/email, conferences, and in-person events. Provide language access and varied formats/times as needed.	Weekly and ongoing throughout the year.
Community connection	Connect families with St. Tammany Parish Library literacy programs, summer reading, and other community literacy resources and events when available.	Throughout the year, especially before school breaks and summer; attend Open House.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; recurring PLC/ILT meetings; monthly faculty meetings; every 6-8 week data reviews; coaching and walkthrough feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; student data binders; goal-setting; student conferences; assessment and intervention progress reviews.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Weekly newsletters, student planners, digital/print communication, progress reports, phone/email, conferences, Leader in Me/family events, and surveys.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan. The literacy plan directly supports Priority Area #3: increasing ELA LEAP proficiency through written expression, and the schoolwide focus of using student work to drive instructional decisions. It also reinforces the SAP strategies of student data binders, teacher data tracking, common rubrics, cross-curricular written responses, checkpoint growth, small-group tutoring, intervention/acceleration, and parent communication.
Other initiatives	Teacher Clarity; Louisiana ELA HQIM; The Writing Revolution/written expression; ILT/PLC cycles; Leader in Me student ownership and goal tracking; targeted support/IASP; special populations services; cross-curricular literacy.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 LEAP baseline (43.1% overall), grade/subgroup needs, annual targets, core ELA schedule protections, targeted-support rosters, common writing rubric, PLC/ILT calendar, owners, and family communication plan.	Use BOY diagnostic/HQIM/student-work evidence to establish flexible groups and professional-learning priorities. Preserve the SAP emphasis on written expression and student-work-driven decisions.
Midyear	Review district checkpoints/HQIM assessments, common-rubric writing, student work, reading-skill progress monitoring, walkthrough trends, targeted-support response, subgroup outcomes, educator learning, and family feedback.	Adjust lessons, small groups, intervention/acceleration intensity, resources, coaching, and family communication based on evidence; document PLC decisions and student response.
End of year	Review LEAP ELA proficiency/growth, grade and subgroup outcomes, written-expression evidence, targeted-support response, HQIM/Teacher Clarity implementation, student goal/data tracking, and stakeholder feedback.	Sustain practices showing impact; revise targets and supports for the next year; identify grade/subgroup priorities and needed district support; continue progress toward the SAP ELA goal.

Reflection

Sustain: HQIM, written-expression focus, common rubrics, cross-curricular responses, student-work PLCs, student data binders, small-group tutoring/intervention, and family communication. Adjust: grouping, intervention/acceleration resources and intensity, coaching, and professional learning every 6-8 weeks based on evidence. Strengthen: consistent Teacher Clarity, reading fluency/comprehension progress monitoring, and common expectations for high-quality written responses. District support should be requested as needed for ELA curriculum, structured literacy, targeted support, English learners, students with exceptionalities, and progress monitoring.

School Review

Principal	Dr. Zaheerah Clark
Literacy lead/team	Jill Dupuy
Faculty/staff review	Elizabeth Patin
Family/community input	India Tanner/Grace Soule
Plan revision date	August 28, 2026

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.