ST. TAMMANY PARISH PUBLIC SCHOOLS

Abney Elementary School Literacy Plan

School	Abney Elementary School
Principal	Nicole Gagnard
Literacy lead	Jamie Schiro
Grade span	Grades 1-5
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Nicole Gagnard	Principal	Oversee literacy plan implementation, protect Tier I instructional time, monitor progress, and support fidelity.
Jamie Schiro	Literacy Lead / Instructional Coach	Coordinate literacy data review, professional learning, HQIM support, and progress-monitoring routines.
Heather Beacom Lindsay Johnson	Interventionist(s)	Support DIBELS analysis, targeted-support grouping, progress monitoring, and responsive 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	The 2025-2026 plan established a consistent DIBELS-driven targeted-support process, including BOY/MOY/EOY regrouping, weekly progress monitoring, and fidelity checks by interventionists/coaches/admin.	Increase grade-level literacy proficiency and growth, with particular attention to students identified through DIBELS benchmark/progress-monitoring data as needing Tier II or Tier III support. Current 2026-2027 baseline percentages must be added.

School Literacy Priority and Rationale

Abney Elementary will strengthen literacy outcomes by protecting high-quality Tier I ELA instruction and using DIBELS, HQIM/CKLA evidence, and ongoing progress monitoring to provide timely, flexible targeted support. The prior plan established routines for benchmark-based grouping, cross-class targeted-support groups, weekly progress monitoring, and fidelity checks. For 2026-2029, the school will sustain these structures while tightening alignment among Tier I instruction, intervention resources, progress-monitoring data, and timely regrouping. Current 2026-2027 proficiency baselines will be inserted after BOY data are finalized.

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: The 2025-2026 plan used DIBELS benchmark data at BOY/MOY/EOY to create and adjust targeted-support groups; EOY Scores for 2025: 57% At or above benchmark; 16% below benchmark, 27% well below benchmark. EOY Scores for 2026: 58% at or above benchmark; 16 percent below benchmark; 26% well below benchmark. School target: Increase the percentage of students demonstrating literacy proficiency by at least 2 percentage points annually on applicable DIBELS 8 and LEAP ELA measures, while increasing the percentage of students making meaningful annual growth. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; HQIM/CKLA assessment evidence; progress-monitoring completion and response to targeted support.
Actions	1. Use DIBELS benchmark data and HQIM/CKLA placement/assessment evidence to form flexible targeted-support groups at BOY, MOY, and EOY and adjust groups between benchmarks based on progress-monitoring data. 2. Monitor targeted-support progress weekly/biweekly as required, analyze results in PLCs, and provide timely reteaching or increased intensity when students are not responding.
Evidence of success	DIBELS benchmark and progress-monitoring reports show increased proficiency/growth; 100% of identified students are assigned to an appropriate support group; progress-monitoring completion is documented; PLC notes show data-based regrouping and instructional adjustments.

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 prior plan included collaboration among teachers, interventionists, coaches, and administrators for DIBELS analysis, group creation, targeted-support fidelity checks, and progress monitoring. The prior plan did not document current Science of Reading training status or new-teacher implementation needs; those items must be confirmed for 2026-2027. School target: 100% of literacy teachers participate in required district/school professional learning and demonstrate consistent use of HQIM, Teacher Clarity, evidence-based literacy practices, assessment literacy, and responsive targeted support. Leading/lagging measures: Professional-learning participation; PLC artifacts; walkthrough trends; targeted-support fidelity checks; student work; DIBELS/HQIM outcomes.
Actions	1. Provide PLC/coaching support on DIBELS interpretation, HQIM/CKLA alignment, flexible grouping, progress monitoring, explicit instruction, and responsive reteaching. 2. Conduct targeted-support and Tier I fidelity checks throughout the year and use feedback/coaching to strengthen implementation.
Evidence of success	Professional-learning and PLC records show participation and application; walkthrough/fidelity data demonstrate increasingly consistent implementation; teachers maintain targeted-support documentation; student work and assessment trends show stronger response to instruction.

Goal 3 - Instructional Program

District goal and target	School response
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support. District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.	Baseline: In 2025-2026, targeted support was scheduled Monday-Thursday with Fridays reserved for progress monitoring. Teachers, interventionists, and Title I tutors provided support, and on-level students used Lexia and literacy stations during targeted-support time. School target: 100% of students receive the full protected Tier I literacy block; students needing additional support receive scheduled Tier II/Tier III instruction in addition to core ELA; extension is provided for students demonstrating mastery. Leading/lagging measures: Master schedule; Instructional Minutes; walkthroughs; targeted-support schedules; progress-monitoring reports; student response.
Actions	1. Publish and protect a schoolwide ELA/targeted-support schedule that keeps Tier II/Tier III instruction in addition to, never in place of, core ELA. 2. Use fidelity checks, targeted-support calendars, and PLC data review to ensure interventions are delivered as planned and adjusted based on student response.
Evidence of success	Master schedules confirm protected Tier I and additional intervention time; fidelity checks show support is delivered as scheduled; targeted-support calendars document lessons/topics; progress-monitoring data demonstrate timely instructional 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	School-specific implementation
Tier I Core instruction and extension	All students receive the full, protected literacy block using approved HQIM and grade-level standards. Instruction includes explicit modeling, guided practice, independent application, Teacher Clarity, and whole-group, small-group, or individual support within Tier I. Students demonstrating mastery receive extension through deeper application, knowledge building, choice, and complex tasks. ILTs and teacher teams review HQIM assessments, student work, walkthroughs, and subgroup patterns; when fewer than approximately 80% demonstrate expected mastery, teams first examine Tier I instruction.	Protect the full grade-level ELA block using district-approved HQIM/CKLA. Strengthen explicit instruction, Teacher Clarity, checks for understanding, and responsive small-group support within Tier I. Students demonstrating mastery receive extension through Lexia, literacy stations, deeper application, and complex grade-level tasks as appropriate.
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.	Campus structure: targeted support is provided in addition to Tier I. The 2025-2026 model used Monday-Thursday intervention with Friday progress monitoring; the 2026-2027 master schedule/times will be inserted once finalized. Personnel include classroom teachers, interventionists, instructional coach, and trained Title I tutors. Grouping is based on DIBELS plus HQIM/CKLA evidence. Progress monitoring is reviewed routinely; interventionists support completion, create/view groups in Amplify, and collaborate with teachers in PLCs to adjust groups. Family communication process.
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.	Students with significant needs or insufficient response to Tier II receive smaller-group, more intensive, explicit and systematic instruction using district-approved resources. Progress is monitored biweekly with aligned measures, and teams coordinate with SBLC/IEP/504/dyslexia/EL processes.

Access for Diverse Learners

Learners	School implementation focus
English learners	Coordinate with the EL teacher/district support so students maintain access to grade-level HQIM through appropriate language supports. Use assessment evidence to distinguish language-development needs from literacy intervention needs.
Students with exceptionalities	Provide accommodations and specialized instruction identified in IEPs and other student plans while preserving access to grade-level HQIM. General education, special education, intervention, and administrative staff coordinate support and monitor response.
Students with characteristics of dyslexia	Maintain a current master list through the TRT; follow district screening and dyslexia processes; provide structured literacy support as indicated; coordinate targeted support and progress monitoring with applicable student plans.

Core protection confirmed	Confirmed: Tier II/Tier III targeted support and extension are scheduled in addition to the protected core ELA block and do not replace Tier I instruction.
District support needed	Current district support need: PLC Support; Data support

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 curriculum specialists, EDU 20/20, and school-based coaching/PLC support to strengthen HQIM implementation, DIBELS 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) Consistent HQIM/Teacher Clarity and explicit literacy instruction in Tier I. 2) Assessment literacy: using DIBELS/HQIM evidence to form groups, monitor progress, and intensify support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review professional-learning participation and teacher feedback after each learning cycle; review walkthrough/fidelity evidence and student work monthly; review DIBELS/HQIM outcome trends at benchmark periods and during PLC data cycles.

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	BOY literacy goals, current baselines, finalized ELA/targeted-support schedules, PLC norms, and Teacher Clarity/HQIM preparation artifacts.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough/fidelity trends, explicit-instruction evidence, checks for understanding, and samples of student literacy work reviewed in PLCs.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS/HQIM data-review notes, current intervention groups in Amplify, progress-monitoring completion, and documented regrouping/intensification decisions.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/LEAP outcome review, vertical-team trends, implementation strengths/needs, and recommended 2027-2028 literacy priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input on literacy needs, communication preferences, and support through conferences, surveys, and school engagement opportunities; use feedback to refine resources and communication.	At least annually and during scheduled family engagement opportunities.
Understandable student data and IASP communication	Share understandable DIBELS/IASP and other literacy progress information, required updates, student strengths, needs, and next steps using family-friendly language.	At benchmark/reporting periods and whenever IASP updates are required.
Family literacy learning	Provide practical at-home literacy strategies/resources connected to grade-level reading and writing expectations.	During family literacy events, conferences, newsletters, and/or digital communication throughout the year.
Accessible communication	Use accessible formats and language supports as needed; offer multiple communication methods and reasonable scheduling options.	Ongoing through school communication systems, phone/email, conferences, and translated/interpreted supports as available.
Community connection	Read Across Abney Event, Literacy Night events; student led conferences each 9 week period	P/FE events occur year round.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Faculty meetings, PLCs, coaching cycles, walkthrough feedback, and benchmark-data reviews throughout the year.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily through Teacher Clarity/success criteria and student feedback; progress reviewed during assessment and goal-setting cycles.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School communications, conferences, benchmark/IASP updates, family events, and direct teacher communication throughout the year.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan.
Other initiatives	IASP/Act 771, Teacher Clarity, cross-curricular literacy, DIBELS progress monitoring, HQIM implementation, and supports for special populations are aligned to this plan.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026-2027 BOY DIBELS/LEAP baseline data, annual targets, protected ELA and targeted-support schedules, staff responsibilities, intervention groups, progress-monitoring routines, and family communication procedures.	Add BOY DIBELS Scores once done
Midyear	Review MOY DIBELS/HQIM outcomes, subgroup trends, intervention response, fidelity/walkthrough data, professional-learning implementation, and family feedback.	Regroup students, adjust intervention intensity/resources, revise coaching/PLC priorities, and address schedule or implementation barriers based on evidence.
End of year	Review EOY DIBELS/LEAP growth and proficiency, targeted-support response, fidelity trends, educator implementation evidence, and family engagement evidence.	Identify practices to sustain and the highest-priority literacy need for the next annual update; revise targets/actions for 2027-2028 based on results.

Reflection

Abney will sustain the prior plan's strongest operational routines: DIBELS-informed grouping, collaboration among teachers/interventionists/coaches/admin, routine progress monitoring, fidelity checks, and data-based regrouping. For 2026-2029, the school will strengthen the connection between Tier I HQIM instruction and targeted support, ensure Tier II/Tier III never replace core ELA, and use clearer evidence cycles for professional learning and family communication. Current-year staffing, schedule details, proficiency baselines, intervention resources, and specific family/community processes should be updated annually as district guidance and school data are finalized.

School Review

Principal	Nicole Gagnard
Literacy lead/team	Jamie Schiro
Faculty/staff review	August Faculty Meeting
Family/community input	PTA Meeting August 13, 2026
Plan revision date	August 21, 2026 draft; revise after BOY baseline data and current-year schedules are 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.