ST. TAMMANY PARISH PUBLIC SCHOOLS

Riverside Literacy Plan

School	Riverside Elementary
Principal	Donna Jones
Literacy lead	Jennifer Manuel
Grade span	1st-5th
Plan period	2026-2029

School Literacy Team

Name	Role	
Jennifer Manuel	Interventionist	Provide targeted Tier II/Tier III literacy intervention, monitor student progress, maintain intervention data, adjust flexible groups based on evidence, and communicate student progress to grade-level teams and families.
Amy Spain	Instructional Coach	Provide job-embedded literacy coaching, support HQIM and Science of Reading implementation, model effective instructional practices, facilitate collaborative planning/PLCs, and conduct walkthroughs with feedback.

Name	Role	
Donna Jones Claire Folse	Principal Assistant Principal	Lead implementation of the school literacy plan, monitor protected instructional time and HQIM fidelity, analyze walkthrough and student achievement data, coordinate professional learning, support ILT/PLC data reviews, and ensure action steps are monitored and adjusted.

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	1st grade DIBELS 80% proficient 5th grade ELA LEAP	2nd and 3rd grade DIBELs scores

School Literacy Priority and Rationale

School Literacy Priority:
Increase reading proficiency in Grades 2–3 by strengthening consistent, data-driven literacy instruction with a focus on reading comprehension, vocabulary, foundational skills, and targeted intervention. This should enhance 3rd-5th grade LEAP scores, which is our SAP goal.

Rationale:
Current student achievement data indicate a significant need to strengthen literacy outcomes across Grades 2–3. **65% of 2nd-grade students are proficient in reading, compared to 54% of 3rd-grade students**, leaving 35% of 2nd graders and 46% of 3rd graders below proficiency. The decrease in proficiency from 2nd to 3rd grade suggests a need for stronger instructional alignment, early identification of learning gaps, and targeted support for students who are not meeting grade-level expectations. Prioritizing explicit, consistent literacy instruction and data-driven small-group interventions will help address gaps in foundational skills, vocabulary, and comprehension while increasing the number of students reading at or above grade level.**This should enhance 3rd-5th grade LEAP scores, which is our SAP goal.**

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

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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:** **2nd Grade: 65% proficient; 3rd Grade: 54% proficient. Overall baseline = 59.5%.** **School Target:** **Increase overall Grades 2–3 literacy proficiency from 59.5% to at least 70%, with a goal of 75% proficiency in 2nd grade and 65% in 3rd grade.** **Leading Measures:** • % of students demonstrating growth on DIBELS 8/progress monitoring • % of students meeting weekly/biweekly literacy learning targets • % of students receiving targeted small-group instruction based on data • % of classrooms implementing HQIM-aligned literacy lessons/tasks

	• Student mastery of priority literacy standards **Lagging Measures:** • DIBELS 8 proficiency/growth • LEAP ELA proficiency/growth • ELPT proficiency/growth for English Learners
Actions	**Analyze student data by skill/standard** • Review DIBELS, LEAP, classroom assessments, and student work to identify the specific literacy skills students are struggling with. • Identify priority students in each grade for additional support. **Strengthen Tier 1 literacy instruction** • Ensure daily instruction includes explicit teaching of foundational skills, vocabulary, fluency, and comprehension. • Use HQIM consistently and align instruction to grade-level standards. **Implement targeted small-group intervention** • Provide scheduled, skill-based small groups for students below proficiency. • Group students based on specific needs rather than overall reading level. **Use frequent progress monitoring** • Monitor identified students every 2–4 weeks using DIBELS and/or common formative assessments. • Adjust groups and interventions based on student progress. **Establish common literacy expectations across Grades 2–3** • Collaboratively plan essential standards, common assessments, and instructional strategies. • Pay particular attention to the transition from 2nd to 3rd grade given the **11-point proficiency gap**. **Provide professional learning and collaborative planning** • Use PLCs to examine student work, analyze assessment data, and identify high-impact instructional strategies. • Share effective literacy practices across grade levels. **Engage families in literacy growth** • Communicate students' reading goals and progress with families. • Provide simple, grade-appropriate strategies and resources families can use to support reading at home.

Evidence of success	DIBELs growth/LEAP growth

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 school will establish a baseline of educator readiness by identifying **new teachers, staff needing Science of Reading (SOR) training, and educators requiring additional support with approved HQIM, Teacher Clarity, evidence-based literacy practices, and data-based instructional decision-making.** Baseline walkthrough and professional-learning data will be used to identify areas where implementation is inconsistent and where additional coaching or support is needed. **School Target:** **100% of teachers will participate in and complete required professional learning related to district curricula/resources, evidence-based literacy practices, HQIM, Teacher Clarity, assessment literacy, and data-based decision-making. 100% of K–3 educators will complete required Science of Reading training.** By the end of the year, walkthrough and student-work evidence will demonstrate increasingly consistent implementation of these practices across classrooms. **Leading Measures:** • % of teachers completing required professional learning • % of K–3 educators completing SOR training • Professional-learning attendance and participation • Completion of preparation/planning artifacts • HQIM and Teacher Clarity implementation during walkthroughs • Coaching cycles and feedback provided • PLC/data-meeting participation and evidence of data use **Lagging Measures:** • Walkthrough trends showing increased consistency of evidence-based literacy practices • Quality and alignment of student work • Educator feedback and confidence following professional learning • Professional-learning evaluation results • Improvement in DIBELS 8 and LEAP ELA student outcomes

District goal and target	School response
Actions	**Baseline:** The school will establish a baseline of educator readiness by identifying **new teachers, staff needing Science of Reading (SOR) training, and educators requiring additional support with approved HQIM, Teacher Clarity, evidence-based literacy practices, and data-based instructional decision-making.** Baseline walkthrough and professional-learning data will be used to identify areas where implementation is inconsistent and where additional coaching or support is needed. **School Target:** **100% of teachers will participate in and complete required professional learning related to district curricula/resources, evidence-based literacy practices, HQIM, Teacher Clarity, assessment literacy, and data-based decision-making. 100% of K–3 educators will complete required Science of Reading training.** By the end of the year, walkthrough and student-work evidence will demonstrate increasingly consistent implementation of these practices across classrooms. **Leading Measures:** • % of teachers completing required professional learning • % of K–3 educators completing SOR training • Professional-learning attendance and participation • Completion of preparation/planning artifacts • HQIM and Teacher Clarity implementation during walkthroughs • Coaching cycles and feedback provided • PLC/data-meeting participation and evidence of data use **Lagging Measures:** • Walkthrough trends showing increased consistency of evidence-based literacy practices • Quality and alignment of student work • Educator feedback and confidence following professional learning • Professional-learning evaluation results • Improvement in DIBELS 8 and LEAP ELA student outcomes

District goal and target	School response
Evidence of success	• **100% completion of required professional learning** by teachers • **100% of K–3 educators completing Science of Reading (SOR) training** • Professional-learning attendance, completion records, and certificates • **Teacher planning/preparation artifacts** showing use of approved HQIM and evidence-based literacy practices • **Walkthrough data showing increased consistency** in HQIM, Teacher Clarity, explicit literacy instruction, and responsive teaching • PLC agendas, data-analysis protocols, and documentation showing teachers are using assessment data to adjust instruction • **Student work samples** demonstrating alignment to grade-level literacy standards and learning targets • Intervention/small-group plans based on student assessment data • **DIBELS 8 progress-monitoring data** showing student 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.	**Baseline:** Current literacy proficiency is **65% in Grade 2 and 54% in Grade 3**, indicating a need for greater consistency in core literacy instruction and responsive support. The school will establish implementation baseline data through master schedules, instructional-minute reviews, walkthroughs, HQIM implementation evidence, and targeted-support schedules. **School Target: 100% of scheduled literacy instructional time will be protected and focused on approved HQIM, grade-level core instruction, systematic targeted support, and/or meaningful extension based on student need.** By the end of the year, walkthrough and schedule evidence will demonstrate consistent implementation across classrooms. **Leading/Lagging Measures:** Master schedules; instructional minutes; walkthrough trends; HQIM implementation; targeted-support schedules; DIBELS 8 progress monitoring; student work; and student response to intervention/extension.
Actions	**1. Protect the literacy block:** Review master schedules and minimize interruptions, pull-outs, and missed instructional minutes to ensure students receive the full protected literacy block using approved HQIM. **2. Strengthen Tier I implementation:** Provide coaching, PLC support, and walkthrough feedback focused on explicit instruction, Teacher Clarity, checks for understanding, guided practice, and grade-level student work. **3. Strengthen responsive support:** Use DIBELS, HQIM assessments, classroom data, and student work to identify students needing Tier II/Tier III intervention or extension. Adjust flexible groups based on progress-monitoring data. **4. Provide meaningful extension:** Ensure students demonstrating mastery receive enrichment through deeper application, knowledge building, complex tasks, independent reading/writing, and student choice.
Evidence of success	**Educator evidence:** 100% of classrooms demonstrate protected literacy time; walkthroughs show consistent use of approved HQIM, explicit instruction, Teacher Clarity, checks for understanding, and responsive small-group instruction; intervention/extension schedules reflect student needs; and PLCs document data-based instructional adjustments. **Student evidence:** Increased student mastery on HQIM/common assessments, DIBELS 8 growth, improved student work quality, and increased LEAP ELA proficiency. The school will work toward increasing overall Grades 2–3 literacy proficiency from the current **59.5% baseline to at least 70%**, with particular attention to the Grade 3 baseline of **54%**.

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.

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.	**Schedule Protections:** Protect a daily, uninterrupted literacy block in Grades K–3 and minimize interruptions, pull-outs, and missed instructional time. **Tier I Practice to Strengthen:** Strengthen explicit, systematic literacy instruction using approved HQIM, with a focus on Teacher Clarity, explicit modeling, guided practice, vocabulary, comprehension, and frequent checks for understanding. Teachers will use assessment data to provide flexible small-group support within Tier I. **Responsive Instruction:** Grade-level teams and ILTs will regularly analyze HQIM assessments, DIBELS data, student work, and walkthrough evidence. When fewer than approximately 80% of students demonstrate mastery, teams will first examine and adjust Tier I instruction before determining additional supports. **Extension:** Students demonstrating mastery will receive enrichment through deeper text analysis, knowledge-building tasks, independent reading, writing, choice, and complex grade-level application rather than additional remediation. **Progress Monitoring:** The school will monitor implementation through walkthroughs, lesson plans, student work, PLC documentation, and student achievement data, with particular attention to improving the current **65% proficiency in Grade 2 and 54% proficiency in Grade 3**.
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.	**Schedule/Location:** Tier II intervention will be provided during a protected intervention/enrichment block, with additional support scheduled to minimize missed core literacy instruction. **Personnel:** Classroom teachers, interventionists, and trained support staff will provide targeted instruction based on identified student needs. **Resources:** Staff will use district-approved HQIM intervention resources and evidence-based literacy materials aligned to the specific skill deficit. **Progress Monitoring:** Student progress will be monitored at least every 2–4 weeks using DIBELS 8, diagnostic assessments, HQIM assessments, and/or skill-specific progress-monitoring tools. Intervention groups will be adjusted based on student response to instruction. **Data Teams:** Grade-level teams and ILTs will review intervention data regularly to determine whether students should continue, intensify, reduce, or exit Tier II support. **Family Communication:** Families will be informed when students begin Tier II support and will receive regular updates regarding the student's identified literacy need, intervention provided, progress, and recommended ways to support literacy development at home.
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.	**Schedule/Location:** Tier III support will be provided during a protected intervention block in a designated intervention space while maintaining access to core Tier I instruction. **Personnel:** Interventionists, reading specialists, dyslexia-trained staff, and other appropriately trained literacy professionals will provide intensive support. **Resources:** Staff will use district-approved, evidence-based literacy resources aligned to each student's identified needs and instructional goals. **Coordination:** Grade-level teams, ILTs, intervention staff, and appropriate support teams will collaborate to review student data and coordinate services with SBLC, IEP, Section 504, dyslexia, and English learner processes, as applicable. **Progress Monitoring:** Student progress will be monitored **biweekly** using an aligned progress-monitoring measure such as DIBELS 8 or a skill-specific assessment. Data will be used to increase, decrease, or adjust intervention intensity. **Family Communication:** Families will be informed when Tier III support begins and will receive regular updates regarding the student's needs, intervention plan, progress, and next steps.

Access for Diverse Learners

Learners	School implementation focus
English learners	English Learners (ELs) engage in the same high-quality core instructional materials and instruction as their peers. ELs are identified within thirty (30) days of school enrollment if participation in a specialized language assistance program is needed based on their English proficiency. They are supported by certified English as a Second Language (ESL) teachers and Instructional Aides in core classes as well as in pull-out models. 1:1 technology in school and home use as well as access to programs provide additional support. Parents with limited English are assisted with translated materials or a trained interpreter.
Students with exceptionalities	Students with Exceptionalities utilize all district high-quality instructional materials and instruction in core classes and pull-out models with accommodations and/or modifications based on individual needs.
Students with characteristics of dyslexia	All kindergarten students are screened for characteristics of dyslexia. If additional screening is required through the SBLC process, then Bulletin 1903 will be followed. Students are supported through multisensory strategies including a combination of visual, auditory, kinesthetic, and tactile learning to increase language processing proficiency.

Core protection confirmed	**Tier II and Tier III interventions, as well as extension activities, will be provided in addition to—not in place of—the protected Tier I core ELA/literacy block. Students will continue to receive grade-level instruction using approved HQIM and standards-aligned materials. Targeted interventions will occur during designated intervention/enrichment times whenever possible so students do not lose access to core literacy instruction.** |
District support needed	1. **Science of Reading Professional Learning** ○ Ensure all K–3 educators have access to required SOR training. ○ Provide ongoing, job-embedded training on evidence-based literacy practices. 2. **HQIM Training and Implementation Support** ○ Provide training on effective use of the district-approved literacy curriculum. ○ Offer modeling, demonstration lessons, and coaching to support consistent HQIM implementation. 3. **Literacy Coaching** ○ Provide literacy specialists/coaches to conduct coaching cycles, model lessons, co-plan with teachers, and provide feedback based on walkthrough data. 4. **Assessment and Data Support** ○ Support teachers and school leaders in interpreting **DIBELS 8, LEAP ELA, and formative assessment data**. ○ Provide common data protocols and tools for identifying students needing Tier II and Tier III support. 5. **Tier II and Tier III Intervention Resources** ○ Ensure schools have access to district-approved intervention materials and progress-monitoring tools. ○ Provide training for staff delivering intensive literacy intervention. 6. **Teacher Clarity Support** ○ Provide professional learning and resources for developing clear learning intentions, success criteria, and aligned assessments. 7. **PLC and ILT Support** ○ Provide protocols and training for effective PLCs and Instructional Leadership Teams focused on student work, assessment data, and Tier I instructional improvement. 8. **Walkthrough and Feedback Support** ○ Conduct collaborative district/school walkthroughs focused on HQIM implementation, evidence-based literacy practices, and Teacher Clarity. ○ Provide actionable feedback and follow-up coaching. 9. **Support for New Teachers** ○ Provide an onboarding pathway focused on literacy curriculum, SOR, classroom routines, assessment practices, and intervention systems. 10. **Family Literacy Resources** ● Provide family-friendly literacy resources and guidance that schools can use to support reading development at home.

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.	The school will utilize STPPS Curriculum and Instruction and district curriculum specialists for Science of Reading and HQIM professional learning, literacy coaching, assessment/data support, and implementation monitoring. EDU 20/20 and approved school-based supports will be used for additional professional learning, coaching, and targeted student support. The school will also leverage district-approved literacy resources, intervention materials, and progress-monitoring tools to strengthen Tier I, Tier II, and Tier III literacy instruction
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen consistent implementation of approved HQIM and Science of Reading practices through explicit literacy instruction, Teacher Clarity, and effective use of formative assessment data. 2. Strengthen data-driven Tier I, Tier II, and Tier III instruction by using DIBELS, HQIM assessments, student work, and progress-monitoring data to provide targeted support and increase reading proficiency.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Professional-learning participation and completion records, educator feedback/evaluations, coaching logs, lesson plans and HQIM preparation artifacts, walkthrough data, PLC/data-team documentation, student work, DIBELS 8 progress-monitoring data, and LEAP ELA results. **Review Timing:** School leaders and ILTs will review implementation evidence **monthly**, analyze student work and formative assessment data **every 4–6 weeks**, and review DIBELS progress-monitoring data **every 2–4 weeks** for identified students. The school will conduct **quarterly reviews** of overall implementation and student outcomes to determine needed adjustments to professional learning, Tier I instruction, and targeted interventions. **End-of-Year:** Evaluate overall effectiveness using LEAP ELA and DIBELS outcomes, educator feedback, and implementation trends to determine next steps for the following school year.

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	School literacy priority and goals finalized; baseline data (2nd grade 65% and 3rd grade 54%) reviewed with staff; approved HQIM resources identified; literacy pacing and protected instructional blocks confirmed; Teacher Clarity expectations established; PLC/data-meeting calendar developed; and professional-learning/SOR training needs identified. Evidence will include meeting agendas, data-analysis documents, instructional schedules, HQIM planning artifacts, and Teacher Clarity lesson-planning samples.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough data showing implementation of explicit modeling, guided practice, checks for understanding, and Teacher Clarity; HQIM-aligned lesson plans and planning artifacts; student work samples demonstrating grade-level literacy standards; common formative assessment results; PLC documentation showing analysis of student work and instructional adjustments; and evidence of differentiated small-group support within Tier I. |
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	IBELS 8 and HQIM assessment data used to identify students needing additional support; documented Tier II/Tier III intervention plans and flexible groups; district-approved intervention resources aligned to identified literacy needs; biweekly progress-monitoring data for Tier III and every 2–4 weeks for Tier II; PLC/ILT data-review documentation showing adjustments to intervention intensity; student progress data; and family communication records documenting intervention updates and next steps
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	End-of-year review of DIBELS 8 and LEAP ELA proficiency and growth data; comparison of results to the baseline of **65% proficiency in Grade 2 and 54% in Grade 3**; walkthrough and implementation trend data; student work and assessment evidence; educator feedback and professional-learning evaluations; PLC/ILT reflections; and documentation of vertical alignment between Grades 2–3. The school will identify successful practices, areas requiring additional support, and **next-year literacy priorities and professional-learning needs** based on the evidence.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input regarding literacy goals, student needs, and intervention through surveys, conferences, and opportunities for feedback. Use feedback to adjust family supports and communication practices.	**Beginning, middle, and end of year** through family surveys, conferences, and feedback forms.
Understandable student data and IASP communication	Share student literacy data in family-friendly language, including DIBELS/LEAP progress, intervention goals, supports being provided, and next steps. Provide required IASP/intervention updates as applicable.	**Each assessment/progress-monitoring period** through progress reports, conferences, phone calls, email, or family meetings.
Family literacy learning	Provide families with practical strategies and resources to support grade-level reading at home, including reading routines, vocabulary development, comprehension questions, and ways to discuss texts with students.	**Quarterly** through family literacy resources, workshops, take-home activities, and/or digital resources.
Accessible communication	Provide communication in families' preferred language and use multiple formats, including paper, digital, phone, and in-person options. Offer flexible meeting times and interpretation/translation support as needed.	**Ongoing**, with communication provided through newsletters, Remind/email, phone calls, conferences, and school events.
Community connection	Partner with the **St. Tammany Parish Public Library** or another local literacy/community organization to provide students and families with access to books, reading programs, and literacy resources.	**At least once per semester**, through shared literacy resources, family events, or community reading opportunities.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	PLC
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily through Teacher Clarity and learning targets; progress conferences/check-ins each grading period; student data chats as appropriate
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Newsletters/PFEs

Alignment to Other Initiatives

School Advancement Plan	From Fall 2024 to Fall 2027, Riverside Elementary School will increase the percent proficient on the ELA LEAP 2025 assessment from 52.5% to 58.5% (2 percent points a year) through a focus on literacy.
Other initiatives	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	Confirm the literacy baseline (**65% Grade 2 proficiency; 54% Grade 3 proficiency**), school targets, Tier I–III action steps, protected literacy/intervention schedules, staff responsibilities, HQIM expectations, SOR training needs, and family communication plan.	Adjust professional learning, intervention schedules, student groupings, and coaching priorities based on beginning-of-year DIBELS, diagnostic, and classroom data.
Midyear	Review DIBELS and formative assessment growth, HQIM implementation, walkthrough trends, student work, PLC/ILT data discussions, educator professional-learning progress, and family feedback.	Intensify or adjust Tier II/Tier III supports for students not demonstrating adequate growth; provide additional coaching or professional learning where implementation gaps are identified; revise student groups based on current data.
End of year	Evaluate progress toward the school target of **70% or higher overall Grades 2–3 literacy proficiency**, including DIBELS 8 and LEAP ELA results, implementation trends, student work, educator feedback, and family engagement evidence.	**Next-Year Priority:** Continue strengthening evidence-based Tier I literacy instruction, HQIM implementation, Teacher Clarity, and data-driven intervention, with a specific focus on closing any remaining Grade 2–3 proficiency gaps and sustaining gains.

Reflection

Sustain: Continue the protected daily literacy block, use of approved HQIM, Science of Reading practices, Teacher Clarity, explicit instruction, PLC/data-team collaboration, and regular progress monitoring. Continue providing targeted Tier II and Tier III support without replacing core Tier I instruction.

Adjust: Increase consistency in Tier I literacy implementation and strengthen the use of DIBELS, HQIM assessments, student work, and formative data to make timely instructional adjustments. Increase collaboration between Grades 2–3 to address the current proficiency gap (**65% in Grade 2 compared to 54% in Grade 3**).

Stop: Stop practices that result in inconsistent use of HQIM, missed protected literacy time, or interventions that remove students from core grade-level ELA instruction whenever avoidable.

Add: Add job-embedded coaching, demonstration/modeling, collaborative planning, and targeted professional learning focused on Science of Reading, explicit instruction, comprehension, vocabulary, Teacher Clarity, and assessment literacy. Strengthen enrichment opportunities for students demonstrating mastery.

District Support Needed: Continue support from **STPPS Curriculum and Instruction, district curriculum specialists, EDU 20/20, and approved school-based supports** for SOR training, HQIM implementation, literacy coaching, assessment/data analysis, intervention resources, and professional learning. District support should include ongoing coaching and monitoring to ensure consistent implementation and help the school move toward its **70%+ Grades 2–3 literacy proficiency target**.

School Review

Principal	Donna Jones

Literacy lead/team	Jennifer Manuel
Faculty/staff review	**August 2026** – Review during staff meeting/PLC; gather feedback on literacy priorities, action steps, schedules, HQIM implementation, and professional-learning needs.
Family/community input	**September 2026 and January 2027** – Gather input through family surveys, conferences, PFEs, and/or digital feedback forms.
Plan revision date	**January 2027** – Revise the plan based on midyear student data, implementation evidence, educator feedback

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.