ST. TAMMANY PARISH PUBLIC SCHOOLS

Lyon Elementary Literacy Plan

School	Lyon Elementary
Principal	Ben Strohl
Literacy lead	Michelle Folse and Kaci Puglia
Grade span	Pre-K-3rd
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Ben Strohl	Principal	Review data and create plan/goals. Fidelity checks of required actions.
Michelle Folse	AP	Review data and create plan/goals. Fidelity checks of required actions.
Kaci Puglia	AP	Review data and create plan/goals. Fidelity checks of required actions.

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	DIBELS 8 results show the school's greatest strength is the percentage of students performing at benchmark. Lyon meets or exceeds the state at benchmark in every grade level.	The highest-priority is fluency, this is our highest-leverage instructional opportunity.

School Literacy Priority and Rationale

High-Leverage School Literacy Priority: Improve students' reading fluency, particularly rate and automaticity. DIBELS 8 data indicate that many students read accurately but at a slow rate and demonstrate weak comprehension. Contributing factors may include insufficient opportunities for repeated oral reading, modeled fluent reading, and targeted practice with phrasing, expression, and automatic word recognition.

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: Based on the EOY 2025–2026 DIBELS 8 data, proficiency—students scoring **at benchmark or above benchmark**—is: • Kindergarten: **61%** (34% benchmark + 27% above) • Grade 1: **65%** (33% + 32%) • Grade 2: **62%** (39% + 23%) • Grade 3: **58%** (29% + 29%) The simple schoolwide average is approximately **62% proficient**. School target: 68% of students in grades K–3 will score at or above benchmark on DIBELS 8. Leading/lagging measures: **Lagging measure:** The percentage of K–3 students scoring at 68% or above on the end-of-year DIBELS 8 assessment. Leading: Dibels BOY, MOY, frequency of target instruction, intervention blocks.
Actions	1. Dibels 8 Progress Monitoring 2. Analyze DIBELS data and create targeted instructional and intervention groups.
Evidence of success	Dibels 8 Data- EOY at 68% or above across grade levels.

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: DIBELS 8 data indicate that approximately 62% of K–3 students are at or above benchmark. Many students demonstrate adequate reading accuracy but need increased rate, automaticity, and comprehension. Lyon faculty needs continued professional learning and coaching in Science of Reading practices, effective fluency instruction, and HQIM implementation. Lyon has new teachers who are currently going through the SOR training. School target: 100% of teachers are fully Science of Reading trained. Walkthroughs will demonstrate consistent implementation of HQIM and evidence-based literacy practices. Leading/lagging measures: Professional-learning participation and completion Collaborative planning and PLC artifacts Literacy walkthrough trends Evidence of learning intentions and success criteria Student work and progress-monitoring data Teacher feedback and completion of PD opportunities Percentage of students scoring at or above benchmark on DIBELS 8
Actions	1. Provide ongoing professional learning and coaching focused on Science of Reading, HQIM implementation, and evidence-based fluency practices 2. Use PLCs and walkthroughs to monitor implementation, analyze DIBELS and student-work data, identify students' specific needs, plan targeted instruction, and provide timely feedback and support to teachers.

District goal and target	School response
Evidence of success	All K–3 educators complete required literacy and Science of Reading training. Walkthrough data demonstrate increasingly consistent use of HQIM, and evidence-based literacy practices. PLC artifacts show regular analysis of student data. Student work and progress-monitoring data demonstrate improved fluency, comprehension, and movement toward the schoolwide goal of at least 68% of students scoring at or above benchmark on DIBELS 8.

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: Lyon has intervention blocks within the master schedule. However, consistent protection of instructional minutes, implementation of HQIM, and delivery of targeted support remain areas for continued improvement. School target: 100% of literacy time focuses on high-quality core instruction and explicit targeted support and/or extension based on student need. Leading/lagging measures: **Leading measures:** Evidence of HQIM implementation during walkthroughs Percentage of students receiving scheduled targeted-support or extension time Completion of progress monitoring PLC evidence showing data analysis, instructional planning, and regrouping Analysis of growth during targeted instruction **Lagging measure:** Percentage of K–3 students scoring at or above benchmark on EOY DIBELS 8 assessments, with a schoolwide EOY target of at least 68% proficient.
Actions	1. Protect the daily intervention blocks and targeted-support time by monitoring classroom implementation through regular walkthroughs. Provide teachers with feedback and support to strengthen consistent HQIM implementation. 2. Use DIBELS 8, progress-monitoring results, and student work during PLCs to identify skill needs, monitor work with targeted instructional groups and adjust as necessary.
Evidence of success	Walkthrough/observatioin data demonstrates protected literacy and intervention time, as well as consistent HQIM implementation. PLC documentation shows regular data analysis, responsive grouping, and instructional adjustments. Progress-monitoring data demonstrate improved fluency and comprehension, fewer students performing below or well below benchmark, and at least 68% of K–3 students scoring at or above benchmark on the EOY DIBELS 8 assessment.

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.	All K–3 classrooms will protect the full ELA and targeted intervention blocks and use district-approved HQIM aligned with grade-level standards. The school will strengthen explicit instruction in reading fluency. Administrators and the ILT will monitor instructional minutes, and HQIM implementation through walkthroughs, student work, and assessment data. Students who demonstrate mastery will extend their learning through increasingly complex texts and tasks that promote deeper thinking, application of skills, and knowledge building.
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.	Students identified through DIBELS 8, HQIM assessments, classroom performance, and student work will receive additional targeted instruction during the school's protected intervention/enrichment block without missing core l instruction. Classroom teachers, interventionists, tutors, and other trained literacy personnel will provide small group instruction. Students will be progress-monitored, and groups will be reviewed and adjusted as needed.
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 literacy needs or an insufficient response to Tier II support will receive intensive and explicit instruction in smaller groups, with increased time and frequency. Services will be provided during the protected intervention block by a highly trained literacy teacher, interventionist, special education teacher, or other qualified provider using district-approved materials.

Access for Diverse Learners

Learners	School implementation focus
English learners	Classroom teachers and EL staff will coordinate instruction and monitor language development and literacy progress.
Students with exceptionalities	Provide grade-level core instruction with accommodations and specialized instruction aligned with each student's IEP. General education teachers, special education teachers, interventionists, and related-service providers will collaborate to plan instruction, review student work and progress-monitoring data, and adjust support while maintaining access to grade-level content.
Students with characteristics of dyslexia	Review data to identify students needing additional support. Student progress will be monitored regularly through established TAT, SBLC, 504, and special education processes as applicable.

Core protection confirmed	Tier II and Tier III interventions and literacy extensions will be provided in addition to—not in place of core ELA instruction.
District support needed	Professional Development Opportunities for staff.

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.	Support will include professional learning, instructional coaching, modeling, collaborative planning, and access to district-approved resources.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Teachers will also strengthen their use of DIBELS 8 and classroom data to provide responsive targeted support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	The ILT and administrators will review PD participation, PLC artifacts, walkthrough data, student work. DIBELS 8 results will be reviewed at BOY, MOY, and EOY to evaluate student growth and determine whether professional learning is improving student 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	School literacy goals and grade-level expectations are communicated and reviewed.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough data, student work analysis ,consistent HQIM implementation, and PLC documentation identifies instructional strengths, areas for improvement, and next steps.

Cycle	District-aligned focus	School product/evidence
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS 8, HQIM assessments, progress-monitoring results, and student work are used to create and adjust intervention schedules and plans based on each student's identified need.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	End-of-year DIBELS 8 results, student work, walkthrough trends, and intervention outcomes will show progress toward the schoolwide literacy goal.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input about literacy needs, communication preferences, and opportunities for family involvement.	Family surveys at the beginning and end of the year, feedback forms following school events.
Understandable student data and IASP communication	Share DIBELS 8 and classroom assessment results in family-friendly language, clearly explaining student strengths, needs, goals, and available support. Families of students with an IASP will receive all required updates regarding interventions and progress.	Following BOY, MOY, and EOY screening; and at required IASP progress-update intervals through written reports, phone calls, or conferences.
Family literacy learning	Provide families with practical strategies and resources for supporting grade-level reading at home. Lyon Lagniappe Night will be used to provide families with strategies.	Through a family literacy event, take-home resources, newsletters, the school website, and activities connected to the book fair and other family events throughout the year.
Accessible communication	Provide clear, family-friendly communication in families' preferred languages and accessible formats. Offer translated materials, interpretation when needed.	Ongoing through phone calls, robo text messages, email, and flyers, and conferences, Communication in Spanish as well to serve ELL population.
Community connection	Collaborate with community organizations like the PTA, to create family-learning opportunities. Review MRA data.	Partnerships and literacy initiatives will be coordinated throughout the year, with resources shared during family events, book fairs, and schoolwide literacy activities. PTA social media pages will help push out initiatives to the community.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Introduced during beginning-of-year professional learning and reinforced through weekly communications (Admin. Newsletter), monthly faculty meetings, PLCs, ILT meetings, coaching, and feedback from walkthroughs. Data will be formally reviewed following BOY, MOY, and EOY assessments.
Students	Learning goals, success criteria, progress, strengths, and next steps	Communicated during literacy instruction goal-setting, progress-monitoring conversations, and feedback on student work.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates.	Shared throughout the year through newsletters, school to home communication, family literacy events, conferences, progress reports, DIBELS 8 parent reports, the school website, phone calls, and translated and/or printed communication as needed. A QR code with a link to the literacy plan will be posted in the main office and be available during events on campus.

Alignment to Other Initiatives

School Advancement Plan	From Fall 2024 to Fall 2027, Lyon Elementary School will increase the percentage of students proficient in DIBELS from 53% to 68% through a focus on the tier one curriculum, intentional interventions and small group instruction aimed at embedding early literacy skills.
Other initiatives	**IASP/Act 771** will be aligned with this literacy plan to ensure students with identified reading difficulties receive timely, targeted, evidence-based support. DIBELS 8 and classroom data will be used to identify needs, develop appropriate interventions, monitor progress, and adjust instruction based on student response.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Review BOY DIBELS 8 and HQIM assessment data to confirm the schoolwide baseline and grade-level needs. Communicate literacy targets, actions, schedules, staff responsibilities, progress-monitoring expectations, and family-communication procedures.	Adjust instructional groups and intervention schedules based on BOY data. Provide additional professional learning, resources, or coaching where implementation needs are identified.
Midyear	Review MOY DIBELS 8 results, progress-monitoring data, student work, walkthrough trends, PLC artifacts, and PD evidence. Determine progress toward the 68% proficiency target.	Refine Tier I instruction, provide focused coaching, and strengthen family resources and communication based on identified needs. Adjust interventions as needed based on data.
End of year	Determine whether the school met its instructional implementation targets and the goal of at least 68% of K–3 students scoring at or above benchmark on Dibels 8.	Identify effective practices and remaining gaps requiring attention. Establish the next year's literacy priority, professional-learning focus based on EOY data.

Reflection

The school should **sustain** protected ELA and intervention blocks, consistent HQIM implementation, collaborative data reviews during PLC, and targeted support based on student needs. The school should **adjust** intervention groups, instructional intensity, and professional learning in response to DIBELS 8, progress-monitoring, walkthrough, and student-work data. The school should **stop** practices that interrupt core literacy instruction or provide support that is not aligned with identified skill deficits. District support is needed through continued coaching, professional learning, data-analysis assistance, and guidance on district-approved resources for fluency and intensive literacy intervention.

School Review

Principal	Ben Strohl
Literacy lead/team	Michelle Folse and Kaci Puglia
Faculty/staff review	Review during faculty meeting, grade-level PLCs, and ILT meeting
Family/community input	Input gathered through a family survey and feedback during school events and parent meetings.
Plan revision date	Revise as needed based on school data.

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. Literacy Plan is posted to school website for community members to review.