



ST. TAMMANY PARISH PUBLIC SCHOOLS

Magnolia Trace Elementary School Literacy Plan

School	Magnolia Trace Elementary School
Principal	Jamie Breaux
Literacy lead	Heather Raymond, Technology Resource Teacher / Literacy Team Lead
Grade span	Grades 2-3
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Jamie Breaux	Principal	Provide instructional leadership; monitor implementation, schedules, goals, and outcomes.
Stephanie Longman	Assistant Principal	Support walkthroughs, data review, professional learning, and family communication.
Heather Raymond	Technology Resource Teacher / Literacy Team Lead	Facilitate literacy planning, technology-supported data analysis, PLC/ILT collaboration, progress monitoring, and implementation support.

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	<p>DIBELS growth is a strength: in 2024-25, grade 2 students scoring Above Benchmark increased from 36% BOY to 51% EOY; grade 3 increased from 28% to 47%. Grade 2 finished with 83% at/above benchmark and grade 3 with 71% at/above benchmark.</p> <p>In 2025-2026, 73% of students scored at/above benchmark with 76% of grade 3 students scoring at/above benchmark</p>	<p>Reading fluency remains the school literacy priority. Grade 3 EOY 2024-25 benchmark/above performance was 71%, and word reading fluency showed a persistent need. The SAP also identifies ELA growth and subgroup performance as opportunities for continued improvement.</p> <p>Grade 3 EOY 2025-2026 oral reading fluency at/above benchmark performance was 72%. Subgroup categories are an area for improvement.</p>

School Literacy Priority and Rationale

Increase reading fluency through protected, high-quality Tier I instruction and timely, data-based intervention and extension. Magnolia Trace's SAP identifies Reading Fluency as Academic Priority Goal #3, with a goal of increasing Oral Reading Fluency proficiency on DIBELS 8 from 65% in 2024 to 74% by 2027. School data show strong DIBELS growth while indicating continued need to strengthen fluency, especially in grade 3 and for students requiring targeted support.

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
<p>Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.</p> <p>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.</p>	<p>Baseline: SAP baseline is 65% proficient in Oral Reading Fluency on DIBELS 8 (EOY 2023-24). In 2024-25, grade 2 finished at 49% on the SAP ORF measure and grade 3 at 67%. In 2025-2026, 2nd and 3rd grade students finished at 56% on the SAP ORF measure.</p> <p>School target: Meet the SAP trajectory for Oral Reading Fluency proficiency: 71% by EOY 2025-26 and 74% by EOY 2026-27, while increasing proficiency and meaningful growth for identified student groups and the lowest-performing students.</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. Implement approved core literacy resources with fidelity and provide explicit fluency instruction, modeling, guided practice, repeated reading, and feedback within Tier I. 2. Use DIBELS, HQIM/common-assessment evidence, and classroom data to create flexible intervention and extension groups; progress monitor students receiving targeted support and adjust groups/intensity based on response. 3. Use PLC/ILT data cycles and student fluency tracking/goal setting to review progress, identify trends, and plan next instructional steps.

District goal and target	School response
Evidence of success	Increased DIBELS Oral Reading Fluency proficiency toward the 71% and 74% targets; improved word-reading fluency/accuracy and composite outcomes; measurable response to intervention; student fluency goals and progress-tracking artifacts; subgroup and lowest-25% growth.

Goal 2 - Educator Capacity

District goal and target	School response
<p>Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.</p> <p>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.</p>	<p>Baseline: Magnolia Trace has established PLC/ILT routines focused on DIBELS, interventions, fluency, student goal setting, and data analysis. The SAP calls for teachers to work collaboratively with data during PLCs and for the leadership team to strengthen a coaching model.</p> <p>School target: 100% of literacy teachers participate in required district/school professional learning and collaborative data cycles, with implementation evidence showing consistent explicit literacy/fluency practices, Teacher Clarity, and responsive intervention.</p>
Actions	<ol style="list-style-type: none"> 1. Provide/participate in district and school professional learning on HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment/data analysis, and targeted support; ensure new hires complete required training. 2. Use regular PLC/ILT/common-planning time to prepare HQIM lessons, analyze student work and DIBELS/HQIM evidence, and plan instructional responses.
Evidence of success	100% participation/completion; intentional lesson preparation; walkthrough evidence of explicit, evidence-based literacy practices and Teacher Clarity; improved student work, engagement, and literacy outcomes.

Goal 3 - Instructional Program

District goal and target	School response
<p>Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support.</p> <p>District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.</p>	<p>Baseline: Magnolia Trace provides protected core literacy instruction with separate intervention/tutoring and enrichment time. The SAP leadership focus includes developing intervention time in the master schedule and a system for monitoring student growth.</p> <p>School target: 100% of scheduled literacy time is protected for HQIM-based core instruction and systematic, explicit intervention/extension; all targeted supports occur in addition to Tier I and are monitored for student response.</p>
Actions	<ol style="list-style-type: none"> 1. Protect the full Tier I literacy block and maintain separate intervention/tutoring/enrichment blocks with minimal interruptions. 2. Monitor HQIM implementation, reading strategies, targeted-support fidelity, and student response through weekly walkthroughs/lesson-plan review and recurring PLC/ILT data review.
Evidence of success	Walkthroughs confirm protected instructional minutes and consistent HQIM implementation; intervention/enrichment occurs in addition to core; students show improved assessment performance, engagement, and response to support.

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
<p>Tier I Core instruction and extension</p>	<p>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.</p>	<p>Protect the daily core literacy block using district-approved HQIM for grades 2-3 (CKLA in grade 2 and Louisiana ELA Guidebooks in grade 3, with approved foundational/handwriting supports as applicable). Strengthen explicit fluency instruction, Teacher Clarity, checks for understanding, and responsive small-group instruction based on current evidence.</p>
<p>Tier II Targeted support</p>	<p>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.</p>	<p>Provide targeted support during the schoolwide intervention/tutoring block, separate from Tier I. Classroom teachers, interventionists, and other trained providers use district-approved resources matched to the identified need. Use DIBELS progress monitoring, classroom evidence, and student fluency tracking to adjust groups and intensity.</p>

Tier	Established STPPS expectations	School-specific implementation
<p>Tier III Intensive targeted support</p>	<p>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.</p>	<p>Provide intensive support in smaller groups during the scheduled intervention block, in addition to Tier I and Tier II, led by appropriately trained literacy personnel/interventionists using a district-approved resource aligned to the identified need (including S.P.I.R.E./Lexia when appropriate for characteristics of dyslexia). Coordinate through SBLC and applicable IEP/504/dyslexia/EL processes; progress monitor at least biweekly and adjust intensity based on response. Families receive ongoing progress updates and participate in planning/meetings as applicable.</p>

Access for Diverse Learners

Learners	School implementation focus
English learners	English learners receive the same grade-level HQIM as peers with language scaffolds, explicit vocabulary/oral-language support, visuals/modeling, and support from ESL teachers/instructional aides in core and pull-out settings as appropriate. ELPS/ELPT evidence guides language support; translated materials/interpreters are provided for families when needed.
Students with exceptionalities	Students with exceptionalities receive grade-level HQIM with accommodations and specialized instruction aligned to IEP needs. General and special educators coordinate core access, small-group support, progress monitoring, and targeted instruction without reducing grade-level expectations.
Students with characteristics of dyslexia	All kindergarten students receive the required dyslexia screening. Follow-up occurs through established SBLC/Bulletin 1903 processes. Students receive structured, multisensory literacy supports and district-approved resources matched to identified needs, with coordination among teachers, interventionists, specialists, and families.

Core protection confirmed	Confirmed. Tier II, Tier III, tutoring, intervention, and extension are scheduled in addition to and do not replace the protected core ELA/literacy block.
District support needed	None identified at this time; continue district curriculum-specialist, assessment, coaching, and targeted-support guidance 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 support, district ELA curriculum specialists, school leadership/technology support, district professional-development days, and PLC/ILT structures for HQIM implementation, Science of Reading, fluency instruction, data analysis, intervention, student goal setting, and Teacher Clarity.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	<ol style="list-style-type: none"> 1. Strengthen explicit oral-reading and word-reading fluency instruction within approved HQIM. 2. Strengthen assessment literacy and data-based decisions for flexible Tier I groups and Tier II/Tier III targeted support. 3. Strengthen student fluency goal setting, progress tracking, and feedback so students understand their growth and next steps.
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 artifacts during each cycle; examine walkthroughs, lesson preparation, student work, DIBELS/HQIM evidence, and educator feedback every 6-8 weeks and at BOY/MOY/EOY reviews.

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	Goal/target confirmation; prepared HQIM units/lessons with learning intentions and success criteria; BOY DIBELS/data-analysis products.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough trends and student-work samples showing explicit instruction, checks for understanding, foundational-skills practice, and responsive Tier I grouping.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Updated intervention rosters/groups, aligned resources, progress-monitoring graphs, SBLC/IASP documentation as applicable, and documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/outcome review, subgroup analysis, family/educator feedback, strengths to sustain, and documented priorities for the next annual revision.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through school family events, surveys/sign-in feedback, conferences, school improvement/literacy discussions, and questions; use feedback to adjust supports and communication.	Throughout the year; PTA meetings, family events, surveys/conferences; SAP/plan updates shared through school communication.
Understandable student data and IASP communication	Share DIBELS/screener and progress-monitoring results in family-friendly language; provide required IASP notifications, progress updates, and opportunities for family participation.	BOY/MOY/EOY and as required; reports sent home, conferences/meetings, phone/email/digital communication.
Family literacy learning	Offer family learning opportunities with practical guidance and at-home activities that reinforce grade-level reading fluency, comprehension, vocabulary, and reading habits.	August-May through family nights/events and take-home/digital resources; summer reading information April-July.
Accessible communication	Provide translated materials and trained interpreters as needed; use multiple formats/channels and flexible meeting/event options to support access.	Ongoing; school messages, reports, meetings, digital/print communication, interpreter/translation support.
Community connection	Connect families with St. Tammany Parish Library summer reading programs and related community literacy resources.	May-July; school/district communication and summer reading information.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Launch/BOY staff meetings and professional learning; recurring PLC/ILT/common-planning meetings; walkthrough/data reviews every 6-8 weeks; MOY/EOY reviews.

Audience	What is communicated	When/how
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction through learning intentions/success criteria, models, feedback, goal setting, and student conferences; progress discussed after benchmark/common assessments.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School website/newsletters and digital communications, family events, reports/conferences, and direct communication at BOY/MOY/EOY and as needs arise.

Alignment to Other Initiatives

School Advancement Plan	Aligned to SAP Priority Goal #3: Reading Fluency. Magnolia Trace aims to increase DIBELS 8 Oral Reading Fluency proficiency from 65% to 74% by 2027 through interventions and extensions of learning. The SAP also emphasizes intervention time in the master schedule, collaborative PLC data use, student goal setting, and monitoring student growth.
Other initiatives	Teacher Clarity; IASP/Act 771 targeted support; early childhood foundational literacy; cross-curricular literacy; and coordinated supports for English learners, students with exceptionalities, and students with characteristics of dyslexia.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm BOY DIBELS/fluency and subgroup baselines; verify the annual SAP ORF target (71% for EOY 2025-26, then 74% by EOY 2026-27); review protected literacy/intervention schedules, staff responsibilities, approved resources, student goal-setting systems, and family communication plan.	Adjust flexible groups and intervention intensity after BOY screening; provide refresher training/coaching where walkthroughs or data show need; ensure families of students needing support receive timely information.
Midyear	Review MOY DIBELS/fluency progress, HQIM/common assessments, walkthrough trends, student work, student fluency goals/graphs, educator learning evidence, intervention response, subgroup/lowest-25% growth, and family communication/feedback.	Regroup students; continue, intensify, fade, or change targeted support based on evidence; adjust professional learning/coaching and family supports for identified barriers.
End of year	Review EOY DIBELS Oral Reading Fluency and subgroup outcomes against the SAP trajectory; identify strongest implementation evidence from walkthroughs, student work, progress monitoring, student goal tracking, and stakeholder feedback.	Sustain effective Tier I fluency practices and protected schedules; identify the next-year literacy priority and any resource/professional-learning adjustments based on EOY evidence and progress toward the 74% ORF goal.

Reflection

Sustain protected HQIM-based core instruction, explicit fluency practice, regular DIBELS/progress-monitoring review, student goal tracking, flexible small groups, and PLC/ILT collaboration. Adjust intervention groups, intensity, and professional learning when student response or walkthrough evidence indicates a need. Continue monitoring subgroup and lowest-performing student growth as part of annual revision.

School Review

Principal	Jamie Breaux
Literacy lead/team	Heathery Raymond, Technology Resource Teacher / Literacy Team Lead; Stephanie Longman, Assistant Principal; school ILT/PLC team
Faculty/staff review	Annually through faculty/ILT/PLC review during school improvement and literacy planning routines.
Family/community input	Annually through family meetings/events, surveys/feedback, conferences, and school communication channels.
Plan revision date	Reviewed and revised annually, with updates as evidence indicates during the 2026-2029 plan period.

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.