



ST. TAMMANY PARISH PUBLIC SCHOOLS

Florida Avenue Elementary Literacy Plan

School	Florida Avenue Elementary
Principal	Rachel Moreno
Literacy lead	Rachel Moreno/Rebecca Cambre/Samantha Deflanders/Caroline Miller
Grade span	Pre-K-6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Rachel Moreno/Rebecca Cambre	Principal/School Administrator	Lead schoolwide literacy implementation; protect core instruction; monitor goals, schedules, data, and supports.
Samantha Deflanders/Caroline Miller	Literacy/Instructional Lead	Coordinate HQIM implementation, DIBELS/ELA data review, professional learning, and Tier I-Tier III alignment.
Teri Picou	ILT/Teacher Representative	Support PLC cycles, analyze student work and assessment data, and communicate instructional 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	DIBELS: In 25-26, overall proficiency increased from 46% to 53%, while Well Below decreased from 54% to 47%. LEAP ELA: Overall % Proficient increased from 27.2 to 34.6.	Highest priority: improve reading and writing performance and proficiency, English learners, and other subgroups showing declines.

School Literacy Priority and Rationale

Florida Avenue Elementary will strengthen high-quality Tier I literacy instruction and data-responsive small-group support, with particular attention to reading comprehension, written expression/strong claims, and students not yet meeting proficiency. The priority is supported by the decline in the ELA Assessment Index and proficiency, decreases in strong reading performance, and subgroup needs, while building on DIBELS growth and gains for students with exceptionalities. PLCs/ILTs will use DIBELS, district checkpoints, HQIM evidence, student work, and LEAP data to plan core and targeted instruction.

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: DIBELS EOY proficiency is 53% schoolwide (up from 47%); Grade 3 decreased from 54% BOY to 51% EOY. LEAP ELA proficiency increased 7.4% ELL School target: Increase the percentage of all students and identified subgroups demonstrating literacy proficiency by at least 2 percentage points annually on applicable DIBELS 8, LEAP ELA, and ELPT measures, with focused improvement in reading and writing.
Actions	1. Use PLC/ILT cycles to analyze DIBELS, district checkpoints, HQIM assessments, exit tickets, student work, and LEAP/ELPT data; plan responsive core and small-group instruction focused on reading, writing, and strong claims. 2. Provide timely targeted support/high-dosage tutoring using district-approved resources matched to student need, including Amira Learning, S.P.I.R.E., mCLASS/Additional Core Instruction, FUEL/Guidebook supports, and other approved resources as appropriate.
Evidence of success	DIBELS and LEAP/ELPT proficiency and growth improve toward annual targets; fewer students score Well Below; student writing demonstrates clearer claims and stronger use of evidence; district checkpoints, exit tickets, and student work show growth; subgroup gaps narrow.

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 uses ILT and PLC meetings, curriculum-specialist support, learning walks, district data dives, and collaborative planning. The School Advancement Plan identifies a need for teachers to use formative and summative data systematically to adjust core and small-group instruction. Individual staff Science of Reading training status is not identified in the source documents. School target: 100% of teachers will participate in required district/school literacy professional learning and PLC/ILT cycles; all K-3 educators will meet district Science of Reading training requirements; literacy planning and instruction will consistently reflect HQIM, Teacher Clarity, explicit instruction, and data-based decisions.
Actions	1. Provide job-embedded learning through ILT/PLC meetings, district curriculum specialists, learning walks, EDU 20/20/district supports, and collaborative analysis of student work and assessment data. 2. Focus professional learning and coaching on HQIM implementation, Teacher Clarity, explicit instruction, checks for understanding, written expression, assessment literacy, and matching Tier II/Tier III support to identified needs.
Evidence of success	Professional-learning completion records, PLC/ILT products, lesson/unit preparation, walkthrough trends, and student work show stronger implementation; teachers use assessment evidence to adjust instruction; student outcomes improve on DIBELS, checkpoints, HQIM tasks, and LEAP ELA.

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: Florida Avenue uses district Tier I curricula and an intervention block, with DIBELS progress monitoring, small-group instruction, high-dosage tutoring, Amira, S.P.I.R.E., Project Read, FIRE/FLAME/Equip lessons, and other supports noted in the School Advancement Plan. The district requires targeted support to be additive and not replace core ELA. School target: Protect 100% of required literacy instructional minutes and provide systematic Tier II/Tier III support or extension based on current student evidence, with approximately 80% class-level success used as a signal of effective Tier I instruction.
Actions	1. Protect district Instructional Minutes: K-2 CKLA Knowledge/Skills and Heggerty with a separate targeted-support block; Grades 3-6 Louisiana ELA Guidebooks/The Writing Revolution and required literacy components with separate targeted-support time. 2. Review DIBELS, HQIM/classroom evidence, district checkpoints, student work, and progress-monitoring data in PLC/ILT meetings every 6-8 weeks to regroup, intensify, fade, or extend support.
Evidence of success	Master schedules protect core ELA; targeted support occurs in addition to core; walkthroughs show HQIM, explicit instruction, Teacher Clarity, and responsive small groups; progress-monitoring records show timely adjustments; more classes approach or exceed 80% expected mastery and fewer students require intensive 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
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 district literacy block and separate targeted-support time. K-2: CKLA Knowledge/Skills, Heggerty, The Writing Revolution. Grades 3-6: Louisiana ELA Guidebooks and The Writing Revolution, with FIRE/handwriting/grammar/independent reading as district-directed. Strengthen explicit instruction, checks for understanding, reading comprehension, written expression/strong claims, and data-responsive small groups. Extend learning through deeper HQIM application, complex texts/tasks, writing, and choice for students demonstrating mastery.
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.	Provide targeted support during the campus intervention/Tiger Block or other protected support period, in addition to core ELA, using classroom teachers, tutors, and trained support staff. Match resources to need from the district-approved list, including Additional Core Instruction, mCLASS Instruction, S.P.I.R.E., Lexia, Amira Learning, FUEL/Guidebook supports, Fluency Tasks, Foundations Supports, and SUMMIT K12 for English learners as applicable. Use DIBELS/HQIM/diagnostic evidence and district progress-monitoring schedules; share required Home Connect/IASP updates and progress with families.
Tier III Intensive targeted support	Students with significant needs or an insufficient response to prior support receive explicit, systematic instruction in smaller groups and at greater intensity. Tier III is delivered by a literacy professional with deep conceptual knowledge and specialized training in the selected district-approved resource. It is provided in addition to Tier I and Tier II. Teams coordinate with applicable SBLC, IEP, Section 504, dyslexia, and English learner processes; monitor progress biweekly with an aligned measure; adjust intensity based on evidence; and communicate progress and next steps to families.	Students with significant needs or insufficient Tier II response receive smaller-group, more intensive instruction from appropriately trained literacy personnel, in addition to Tier I and Tier II. Use district-approved specialized resources matched to diagnostic need (including S.P.I.R.E./Lexia when appropriate for characteristics of dyslexia), coordinate through Targeted Assistance Team/SBLC/IEP/504/EL processes, monitor progress at least biweekly, and communicate progress and next steps to families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with explicit vocabulary/language instruction, modeling, visuals, sentence supports, structured speaking/listening, and district-approved EL resources such as SUMMIT K12 as applicable; use ELPS/ELPT evidence to adjust support.
Students with exceptionalities	Provide IEP/504 accommodations and specialized instruction while maintaining grade-level HQIM access; coordinate classroom, special-education, and literacy supports and use approved specialized resources when applicable.
Students with characteristics of dyslexia	Follow K-3 screening and district dyslexia processes; use diagnostic evidence and structured, multisensory literacy support such as S.P.I.R.E. or Lexia when matched to need; coordinate through established school/district processes and monitor response.

Core protection confirmed	Confirmed: Tier II, Tier III, intervention, and extension are scheduled in addition to and do not replace the protected core ELA block.
District support needed	Continue district curriculum-specialist, EDU 20/20, assessment, 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.	ILT and PLC meetings; district curriculum specialists; EDU 20/20/district professional learning; learning walks; data dives; collaborative planning with the Slidell High learning community; HQIM and intervention-resource training as applicable.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen Tier I reading and writing instruction through HQIM, Teacher Clarity, explicit instruction, checks for understanding, and analysis of student work. 2. Strengthen assessment literacy and data-based planning for responsive small-group and targeted support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review every 6-8 weeks through PLC/ILT cycles using walkthrough evidence, planning artifacts, student work, DIBELS/HQIM/checkpoint results, progress-monitoring response, educator feedback, and professional-learning evaluations; conduct midyear and end-of-year impact 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	Shared literacy goals/targets; unit/lesson preparation artifacts; baseline DIBELS/HQIM/LEAP data; learning intentions and success criteria evident in plans.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence, common/HQIM assessment results, exit tickets, and student reading/writing work showing stronger explicit instruction, discussion, writing, and checks for understanding.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Updated Tier II/Tier III rosters and groups; matched resources and measures; DIBELS/progress-monitoring records; subgroup review; family communication/IASP documentation.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/LEAP/ELPT outcomes, student-work trends, staff/family feedback, documented effective practices, transition information, and revised priorities for the next year.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family feedback through SAP website link/question form, parent events, conferences, and exit tickets; review feedback in school improvement/ILT planning.	Beginning of year and after family events; ongoing through website/front-office feedback and conferences.
Understandable student data and IASP communication	Explain DIBELS/assessment results and required IASP information in family-friendly language; provide Home Connect letters and individual updates/conferences.	BOY, MOY, and EOY/required district notification windows; additional conferences as needed.
Family literacy learning	Continue DIBELS & Danishes and Read Around FAE to model literacy assessments/strategies and provide practical materials families can use at home.	At least annually, with literacy events scheduled during the school year; DIBELS information aligned to benchmark windows.
Accessible communication	Use teacher newsletters, school webpage, robocalls, flyers, JPAMS, Home Connect letters, and parent-teacher conferences; provide language/access supports as needed.	Ongoing throughout the year and at benchmark/reporting periods; flexible event/conference scheduling.
Community connection	Use existing school/community connections, including family events and Slidell High learning-community collaboration, to reinforce literacy expectations and transitions.	Throughout the year; school events, PLC collaboration, and transition activities.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; recurring ILT/PLC meetings and 6-8 week data cycles; learning walks; midyear and EOY reviews.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; student goal-setting/conferences; assessment and progress-monitoring updates.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Teacher newsletters, webpage, robocalls, flyers, JPAMS, Home Connect letters, conferences, DIBELS & Danishes, Read Around FAE, Open House/Meet & Greet, and other family events.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan through the school improvement focus on increasing Mastery by using PLCs to plan core and small-group instruction from student work, exit tickets, district checkpoints, DIBELS, and LEAP data.
Other initiatives	Teacher Clarity; IASP/Act 771 and high-dosage tutoring; Leader in Me student goal-setting/conferences; cross-curricular writing and vocabulary; 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 DIBELS/LEAP/ELPT baseline data, annual 2-point proficiency-growth target, protected literacy schedules, intervention rosters/resources, PLC/ILT calendar, responsible staff, and family communication plan.	Adjust initial groups, resources, staffing, or schedule protections based on BOY screening/diagnostics and prior-year subgroup patterns; strengthen Tier I first when class-level mastery is below approximately 80%.
Midyear	Review MOY DIBELS/diagnostics, district checkpoints/HQIM evidence, student work, walkthrough trends, targeted-support progress monitoring, professional-learning implementation, and family feedback.	Regroup students; intensify, fade, or change targeted supports; adjust PLC/professional-learning focus and Tier I practices based on response and subgroup evidence.
End of year	Review EOY DIBELS, LEAP ELA/ELPT outcomes, subgroup progress, student work, walkthrough/implementation evidence, targeted-support response, and stakeholder feedback against annual targets.	Prioritize the literacy skill, grade level, or subgroup with the largest remaining gap; sustain practices showing impact and revise Tier I, targeted-support, and professional-learning actions for the next annual cycle.

Reflection

Sustain protected Tier I literacy time, PLC/ILT data cycles, analysis of student work, DIBELS progress monitoring, family literacy events, and targeted supports that demonstrate measurable student response. Adjust grouping, resources, and professional learning when data show insufficient progress; strengthen reading comprehension and written expression/strong claims, especially for Grade 3, Grade 5, English learners, and other subgroups with declining outcomes. Stop or replace supports that do not produce measurable response. Add or intensify district-approved Tier II/Tier III resources when diagnostic evidence indicates a need. Continue district curriculum-specialist, EDU 20/20, assessment, and targeted-support guidance; no additional barrier is identified in the source documents.

School Review

Principal	Rachel Moreno
Literacy lead/team	Rachel Moreno/Rebecca Cambre/Samantha Deflanders/Caroline Miller
Faculty/staff review	Beginning-of-year faculty/ILT review; exact date to be documented by the school.
Family/community input	Family input through website/front-office feedback, conferences, and family events; exact review date to be documented by the school.
Plan revision date	Annual review/revision following EOY outcomes; exact date to be documented by the school.

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.