



ST. TAMMANY PARISH PUBLIC SCHOOLS

Marigny Elementary School Literacy Plan

School	Marigny Elementary School
Principal	Leslie Martin
Literacy lead	Lauren Coxé
Grade span	Pre-K-1
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Leslie Martin	Principal	Provide instructional leadership; monitor implementation, schedules, goals, and outcomes.
Caren Bermudez	Assistant Principal	Support walkthroughs, data review, professional learning, and family communication.
Lauren Coxé	Literacy Lead	Facilitate literacy planning, PLC/ILT collaboration, coaching, data analysis, and progress monitoring.

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	EOY 2024-25 DIBELS: 77% of kindergarten and 80% of first-grade students scored at or above benchmark; growth from BOY to EOY demonstrates strong response to instruction. EOY 2025-26: 87% of kindergarten and 70% of first-grade students scored at or above benchmark; growth from MOY to EOY demonstrates strong response to instruction.	Foundational reading for students below benchmark, with particular attention to students with exceptionalities (SWE) and English learners. At BOY 2025-26, 75% of K SWE and 63% of grade 1 SWE students were below/well below benchmark. At BOY 2026-27,

School Literacy Priority and Rationale

Increase foundational reading proficiency through protected, high-quality Tier I instruction and timely, data-based targeted support. Marigny's SAP identifies foundational reading as an academic priority. EOY 2024-25 DIBELS results were 77% at/above benchmark in kindergarten and 80% in first grade, while BOY subgroup data show continued need for intensive support for SWE students. Teachers will use HQIM, benchmark and progress-monitoring data, common assessments, flexible small groups, high-dosage tutoring/intervention, and enrichment to improve outcomes.

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: EOY 2024-25 DIBELS - Kindergarten: 77% at/above benchmark; Grade 1: 80% at/above benchmark. SWE EOY: K 25% at/above; Grade 1 27% at/above. EL EOY: K 50% at/above; Grade 1 57% at/above. School target: Increase the percentage of all students and identified subgroups demonstrating DIBELS proficiency by at least 2 percentage points annually, while progressing toward the SAP goal of 80% schoolwide proficiency in foundational reading by Spring 2027. Leading/lagging measures: DIBELS 8 proficiency/growth; progress monitoring; HQIM/common assessment evidence; ELPT as applicable.
Actions	1. Implement approved core literacy resources with fidelity and use DIBELS/HQIM evidence to plan flexible small-group instruction, high-dosage tutoring/intervention, and enrichment. 2. Progress monitor students receiving targeted support and review data in PLC/ILT and SBLC processes to adjust groups, resources, and intensity.
Evidence of success	Increased DIBELS benchmark proficiency and growth for all students and subgroups; measurable response to intervention; improved student work and engagement; flexible groups adjusted from current evidence.

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: Marigny has an established professional-learning cycle focused on Science of Reading, evidence-based literacy practices, data analysis, intervention, common planning, and PLC/ILT collaboration. New K-3 teachers/administrators who are not yet trained require Science of Reading completion. School target: 100% of teachers will participate in literacy professional learning and collaborative data cycles; all applicable K-3 educators will be fully Science of Reading trained. Leading/lagging measures: professional-learning completion, planning artifacts, PLC/ILT products, walkthrough trends, student work, educator feedback, and student outcomes.
Actions	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
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: Marigny schedules protected core literacy instruction and separate tutoring/enrichment and intervention time. The prior plan identifies 120 minutes of CKLA plus Heggerty/handwriting in K-1, with additional tutoring/enrichment and intervention blocks. School target: 100% of allocated literacy time will be used for high-quality core instruction and systematic, explicit targeted support and/or extension based on student need; Tier II/Tier III will not replace core ELA. Leading/lagging measures: master schedule, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support rosters/schedules, progress monitoring, and student response.
Actions	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
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 daily core literacy block using district-approved HQIM (PreK On My Way in Pre-K; CKLA, Heggerty, and Learning Without Tears in K-1). Strengthen explicit foundational-skills instruction, Teacher Clarity, checks for understanding, and responsive small groups. Provide extension during the scheduled tutoring/enrichment block through deeper application, knowledge building, and complex literacy tasks.
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/tutoring block, separate from Tier I, in classrooms or designated support spaces. Classroom teachers, and other trained providers use district-approved resources matched to need (e.g., Additional Core Instruction/mCLASS Instruction, Lexia Core5, Amira Learning, as appropriate). Progress monitor students below benchmark at least every 4 weeks and well below benchmark at least every 2 weeks, or more frequently when required. Review results in PLC/ILT/SBLC structures and communicate progress to families through reports, conferences, and required IASP updates.

Tier	Established STPPS expectations	School-specific implementation
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.	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 using a district-approved resource aligned to the identified need (including 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.

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 coaching, district professional-development days, new-teacher induction/orientation, and PLC/ILT structures for HQIM implementation, Science of Reading, data analysis, and targeted support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen explicit foundational-literacy instruction and Teacher Clarity within approved HQIM. 2. Strengthen assessment literacy and data-based decisions for flexible Tier I groups and Tier II/Tier III targeted support.

Professional-learning support	Established support/expectation	School focus
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 PTA executive/general meetings, family events, surveys/sign-in feedback, conferences, 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 content/family learning opportunities with practical guidance and at-home activities that reinforce grade-level foundational literacy 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 (including Starfish Scoop), PTA meetings, 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: increase foundational reading skills. Teachers use core curriculum resources, benchmark/progress-monitoring data, and common assessments to guide small-group high-dosage tutoring/intervention and enrichment.
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 prior-year/BOY DIBELS and subgroup baseline; verify annual +2-point target and SAP trajectory; review protected literacy/intervention schedules, staff responsibilities, approved resources, 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/progress monitoring, HQIM/common assessments, walkthrough trends, student work, educator learning evidence, intervention response, 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 and subgroup outcomes against annual targets and the SAP foundational-reading goal; identify strongest implementation evidence from walkthroughs, student work, progress monitoring, and stakeholder feedback.	Sustain effective Tier I practices and protected schedules; identify the next-year foundational-literacy priority and any resource/professional-learning adjustments based on EOY evidence.

Reflection

Sustain protected HQIM-based core instruction, regular DIBELS/progress-monitoring review, flexible small groups, and PLC/ILT collaboration. Adjust intervention groups, intensity, and professional learning when student response or walkthrough evidence indicates need. Add or strengthen Teacher Clarity and explicit foundational-skills practices where implementation is inconsistent. Continue accessible family communication and literacy-learning opportunities. District support: ongoing curriculum-specialist/coaching guidance and current targeted-support/assessment resources as needed.

School Review

Principal	Leslie Martin
Literacy lead/team	Lauren Cox, Literacy Lead; Caren Bermudez, 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 PTA/family meetings, family events, surveys/feedback, 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.