

ST. TAMMANY PARISH PUBLIC SCHOOLS

Folsom Elementary Literacy Plan

School	Folsom Elementary School
Principal	Stephanie Alexius
Literacy lead	Julie Dupuy, Interventionist
Grade span	K-5
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Stephanie Alexius	Principal	Assure instructional minutes/literacy instruction is being protected; lead ILT meetings; monitor targeted support fidelity; provide coaching support to teachers
Reneisha Singleton	Assistant Principal	Assure instructional minutes/literacy instruction is being protected; monitor targeted support fidelity; provide coaching support to teachers
Jana Pond	Technology Resource Teacher, Testing Coordinator	Provide timely and accurate data to teachers; assure compliance with reporting data; monitor data tracking through SBLC; monitor targeted support fidelity through ILT learning walks; progress monitor students; facilitate IASP notification
Julie Dupuy	Literacy Interventionist	create and monitor target support schedule utilizing data; supervise tutors who offer targeted support to students; maintain attendance logs for targeted support; monitor targeted support fidelity through ILT learning walks; progress monitor students.
Amanda Badeaux	Instructional Coach	Coach teachers on DIBELS measures and HQIM implementation; monitor targeted support fidelity through ILT learning walks
Phyllis Ibos	SWEDL	Assure IEP compliance; monitor targeted support fidelity through ILT learning walks

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, HQIM assessments/student work, progress monitoring, intervention/enrichment records, ILT/PLC reviews, learning walks and fidelity checks, family engagement evidence, and stakeholder feedback	EOY 2025 DIBELS showed 68% of K-3 students at benchmark; 54% of students who began below benchmark reached benchmark by EOY. Grade-level EOY results included K 68%, grade 1 84%, grade 2 73%, and grade 3 82%. The 2025 grades 3-5 LEAP ELA proficiency rate was 53.6%, and writing was the strongest schoolwide ELA substrand at 63% Mastery or above.	Sustain DIBELS growth while addressing summer slide and uneven grade-level response: 56% of K-3 students were at benchmark at 2025-26 BOY and 66% at MOY. Strengthen reading fluency, informational/literary text comprehension, vocabulary, and written response, with focused support for students with exceptionalities, English learners, and other students below benchmark.

School Literacy Priority and Rationale

Folsom Elementary will strengthen fluent, accurate reading and students' ability to understand and respond to informational and literary text across K-5. The advancement plan documents strong prior growth through fluid intervention and enrichment groups, high-dosage tutoring, daily and weekly fluency practice, student chaining for reading and spelling, progress monitoring, and PLC analysis. The school will protect grade-level HQIM, increase fidelity and consistency of targeted support, strengthen written responses through explicit strategies and exemplars, and help students and families understand literacy goals and progress.

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: The advancement plan reports 68% of K-3 students at benchmark on EOY 2025 DIBELS, 56% at 2025-26 BOY, 66% at MOY, and 72% at EOY. The 2025 grades 3-5 LEAP ELA proficiency rate was 53.6 and the 2026 grades 3-5 LEAP ELA proficiency rate is 52.6. School target: Increase the percentage of K-3 students At or Above Benchmark on DIBELS 8 and grades 3-5 students proficient on LEAP ELA by at least 2 percentage points annually from confirmed 2026 baselines. Establish annual grade-level and subgroup targets, including for students with exceptionalities and English learners. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth and reading/writing substrands; ELPT; HQIM assessments and student work; aligned progress monitoring; grade-level and subgroup trends.
Actions	1. Provide explicit fluency, word-reading, vocabulary, comprehension, and written-response instruction through HQIM, daily/weekly fluency practice, student chaining as appropriate, exemplars, and feedback. 2. Use DIBELS 8, LEAP/HQIM evidence, student work, and progress monitoring in PLCs to form fluid intervention and enrichment groups, provide high-dosage tutoring, and adjust instruction, resources, and intensity based on response.
Evidence of success	More students meet or exceed DIBELS 8 benchmark and LEAP ELA proficiency expectations; grade-level and subgroup gaps narrow; students below benchmark show accelerated growth; progress-monitoring trends support movement among fluid groups; and student work demonstrates stronger fluency, comprehension, conventions, editing/revision, and evidence-based written response.

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 advancement plan documents grade-level and subject area PLCs, DIBELS skill/data learning, NIET learning walks, fidelity checks, instructional-coach/interventionist support, and collaboration around fluency, targeted instruction, academic feedback, RACE, FIRE, and exemplars. School target: Annually, 100% of literacy teachers participate in identified district/school learning and collaborative follow-up; all K-3 educators complete required Science of Reading training. Walkthroughs, fidelity checks, and PLC products show increasingly consistent HQIM implementation, explicit instruction, actionable academic feedback, and evidence-based grouping/support. Leading/lagging measures: Learning participation/completion, preparation artifacts, NIET/fidelity-check trends, student work, educator feedback, and professional-learning evaluation evidence.

District goal and target	School response
Actions	1. Provide job-embedded learning and coaching on DIBELS skills/data, HQIM implementation, fluency and word reading, informational/literary text response, writing conventions and revision, Teacher Clarity, academic feedback, and progress-monitoring decisions. 2. Use PLCs, ILT learning walks, fidelity checks, and coaching cycles for collaborative preparation, student-work analysis, common look-fors, feedback, regrouping, and follow-through on identified refinements.
Evidence of success	Professional-learning participation/completion; PLC and preparation products; learning-walk and fidelity-check evidence; consistent explicit instruction, Teacher Clarity, academic feedback, and aligned targeted groups; stronger student work and outcomes; and educator feedback showing greater confidence and consistency.

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: The advancement plan documents consistent core-curriculum fidelity checks; fluid intervention and enrichment groups; high-dosage tutoring; a testing team; DIBELS progress monitoring; daily and weekly fluency passages; chaining; and supports including, S.P.I.R.E., Lexia, mCLASS/Amplify resources, CKLA/Guidebook fluency and foundational tasks. School target: Protect the full district-required core literacy block for every student; provide extension and Tier II/Tier III support in addition to core; maintain current rosters, aligned approved resources, and documented progress monitoring; and adjust groups, resources, and intensity throughout the year. Leading/lagging measures: Master schedules, Instructional Minutes, fidelity checks/walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, group movement, and student response.
Actions	1. Audit the master schedule and service delivery each semester to protect Tier I ELA and ensure intervention, special services, high-dosage tutoring, and enrichment are additive. 2. Maintain a campus targeted-support system documenting entry evidence, precise skill need, approved resource, trained provider, dosage, progress-monitoring schedule, response, regrouping/exit decisions, and required family communication.
Evidence of success	Schedules show protected core and additive support; fidelity checks show consistent HQIM and explicit instruction; intervention/enrichment records and rosters are current; progress monitoring occurs on schedule; students move among groups based on evidence; and more students exit intervention or require less intensive support over time.

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 ELA block and implement approved K-5 HQIM. Strengthen explicit word reading, fluency, vocabulary, comprehension, and writing across content areas using Teacher Clarity, exemplars, academic feedback, and frequent checks for understanding. Provide flexible small groups and enrichment within Tier I. PLCs/ILTs review HQIM assessments, student work, DIBELS/LEAP patterns, and fidelity evidence before determining whether Tier I changes or additional support are needed.
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 additional fluid small-group intervention and high-dosage tutoring without replacing core ELA. Teachers, tutors, the interventionist, and other trained staff use DIBELS 8, diagnostic, HQIM, LEAP/checkpoint, and classroom evidence to identify a precise need and select a district-approved resource. Monitor with aligned measures, use student goals and progress graphs, regroup/exit students based on response, follow IASP/high-dosage tutoring requirements, and communicate through required notices, Home Connect, Tiger Roars, and conferences. Targeted Support occurs daily from 9:00-9:40 for Kindergarten, 9:45-10:25 for 2 nd Grade, 10:30-11:10 for 1 st Grade, 11:15-11:45 for 3 rd Grade; 11:45-12:15 for 4 th Grade, and 12:30-1:00 for 5 th Grade. Targeted Support is lead by our grade level teachers, tutors, interventionist, and SWE teachers.
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 smaller-group, more intensive and systematic instruction in addition to Tier I and Tier II through staff with specialized literacy training. Match district-approved resources to diagnostic evidence; monitor progress at least biweekly; intensify dosage and explicitness based on response; and coordinate through TAT/SBLC and applicable IEP, Section 504, dyslexia, and English learner processes. Families receive progress and next-step updates.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM through explicit vocabulary/language instruction, visuals/models, structured oral language, sentence supports as appropriate, and repeated opportunities to read, discuss, and write about content. Coordinate with EL staff and review ELPT, DIBELS, LEAP/HQIM, and classroom evidence when planning support.
Students with exceptionalities	Implement IEP accommodations, modifications when required, and specially designed instruction while protecting access to grade-level core literacy. General and special educators coordinate HQIM lessons, explicit foundational/fluency support, targeted written response, progress monitoring, and family communication through established IEP/TAT/SBLC processes.
Students with characteristics of dyslexia	Follow district screening and referral procedures; use diagnostic evidence to identify specific foundational-skill needs; provide explicit, systematic structured-literacy support through trained staff and approved resources; monitor response; and coordinate through established dyslexia, TAT/SBLC, Section 504, and special-education processes.
Core protection confirmed	Confirmed as the school expectation: Tier II, Tier III, special services, high-dosage tutoring, and enrichment will be scheduled in addition to and will not replace the full core ELA block.
District support needed	District support requested as needed for DIBELS/LEAP data analysis, HQIM and targeted-support alignment, Science of Reading completion, coaching, and resource/provider matching.

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.	District curriculum-specialist support; school-based instructional coaching and interventionist support; EDU 20/20/district learning; DIBELS skill and data learning; PLC/ILT facilitation; NIET learning walks; fidelity checks; and approved partner/resource training aligned to the literacy priority.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Consistent HQIM, fluency/word-reading, comprehension, and written-response instruction using Teacher Clarity, academic feedback, and exemplars. 2. Using DIBELS 8, LEAP/HQIM evidence, student work, and progress monitoring to form, regroup, intensify, and exit intervention/enrichment groups.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review participation, PLC/preparation products, educator feedback, NIET/fidelity-check trends, student work, DIBELS/LEAP/HQIM evidence, and targeted-support response at least quarterly and during BOY, MOY, and 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	Confirmed 2026 baselines/targets; protected master schedule; grade-level HQIM preparation; common learning intentions/success criteria; BOY DIBELS/LEAP/HQIM, walkthrough, and student-work baseline.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Grade-level lesson preparation and student-work analysis; learning-walk/fidelity evidence of explicit literacy instruction, checks for understanding, academic feedback, fluency practice, written response, small groups, and enrichment.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Updated intervention/enrichment rosters; documented skill focus, resource, provider/dosage, progress-monitoring graphs, student goals, response/regrouping/exit decisions, IASP coordination, and family communication.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS 8/LEAP/HQIM and subgroup analysis; implementation and family-feedback summary; practices to sustain/adjust; vertically aligned priorities for the next year. Repeat annually through 2029.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather input through New Parent Orientation, Meet and Greet, Open House, family events, surveys/feedback forms, conferences, and ongoing questions shared through teachers and school communication; use themes to refine literacy supports.	At BOY, after family events, and during annual plan review
Understandable student data and IASP communication	Share family-friendly DIBELS/Home Connect information, LEAP results, HQIM/classroom evidence, IASP notices and updates when applicable, graded work with actionable feedback, strengths, needs, and next steps.	Required district windows; weekly Tiger Roars; report cards/interims; conferences; and ongoing teacher communication
Family literacy learning	Continue Family Literacy Night/DIBELS literacy stations with a brief data explanation, grade-level make-and-take games, fluency and comprehension practice, and follow-up activities families can use at home.	At least annually; align timing to screening and family-engagement calendars
Accessible communication	Use plain language, illustrations/models, multiple digital and print formats, translated/interpreted communication when needed, and varied opportunities for participation.	Throughout the year; access supports arranged in advance
Community connection	Coordinate with PTO, feeder schools, and current community partners (Village of Folsom, Magnolia Park, Folsom Kiwanis Club) to support literacy events, resources, and participation.	Planned family events and annual review

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Launch at BOY faculty/ILT/PLC meetings; review evidence and adjustments during regular PLCs, staff meetings, learning walks, fidelity checks, and at least quarterly.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily Teacher Clarity and academic-feedback routines; individual self-assessment, literacy goal setting, progress graphs, one-to-one conferences, and reflection after assessments/progress checks.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Weekly Tiger Roars/newsletters, email/phone, administrator texts/calls, JCampus posts, flyers, website, Home Connect/required notices, conferences, New Parent Orientation, Meet and Greet, Open House, and Family Literacy Night.

Alignment to Other Initiatives

School Advancement Plan	Aligned to Priority Goal #2: increase ELA/DIBELS proficiency through word reading, reading fluency, and responding to informational text across content areas. Actions include fluid intervention/enrichment groups, high-dosage tutoring, PLC data analysis, student goals/conferences, fluency practice, chaining, and family literacy learning.
Other initiatives	Academic Feedback/Instructional Efficacy goal and NIET learning walks; student goal-setting binders; IASP/high-dosage tutoring; Teacher Clarity; cross-curricular literacy; Title I family engagement; and support for ELs, 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 2025-26 EOY and 2026-27 BOY DIBELS 8, 2026 LEAP ELA, ELPT, HQIM, and subgroup baselines; establish annual targets; verify master schedule, staff roles, rosters/resources, progress-monitoring calendar, professional learning, and family communication.	Revise targets/actions using current evidence; address scheduling, training, staffing, fidelity, or resource gaps early in implementation.
Midyear	Review MOY DIBELS 8, HQIM/checkpoint evidence, student work, progress-monitoring response, group movement, NIET/fidelity-check and PLC trends, educator learning, subgroup patterns, and family feedback/participation.	Regroup or exit students; adjust Tier I practice, resource, dosage, provider support, enrichment, or professional learning; communicate updated strengths and next steps.

Review point	Evidence and progress toward targets	Adjustments/next steps
End of year	Review EOY DIBELS 8, LEAP ELA and reading/writing substrands, ELPT, HQIM/student-work outcomes, subgroup growth, targeted-support response, implementation evidence, educator feedback, and family engagement.	Identify practices to sustain and the highest-leverage next-year need; update baselines, targets, schedules, learning, and support plans for the next annual cycle.

Reflection

Annually determine which core, fluency, written-response, intervention/enrichment, high-dosage tutoring, progress-monitoring, educator-learning, student-goal, and family-engagement practices should be sustained, adjusted, stopped, or added. Judge impact through grade-level and subgroup evidence, student response, and fidelity—not activity completion alone. Request district support when barriers involve HQIM, data analysis, provider training, approved resources, scheduling, or specialized learner needs.

School Review

Principal	Stephanie Alexius
Literacy lead/team	Julie Dupuy-Lead, Reneisha Singleton, Jana Pond, Amanda Badeaux, Phyllis Ibos
Faculty/staff review	PLC Meetings, September 2026
Family/community input	Family-event feedback, New Parent Orientation/Open House input, survey and/or stakeholder review
Plan revision date	May 2027

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.