



ST. TAMMANY PARISH PUBLIC SCHOOLS

Mayfield Elementary School Literacy Plan

School	Mayfield Elementary School
Principal	Katie Singleton
Literacy lead	Danielle Troullier/ Erica Olson
Grade span	Pre-Kindergarten-Grade 6
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
School Principal	Katie Singleton	Leads implementation, protects literacy instructional time, and monitors schoolwide goals and outcomes.
Instructional Coach / Literacy Lead	Danielle Troullier/ Erica Olson	Coordinates HQIM implementation, professional learning, data analysis, progress monitoring, and ILT/PLC literacy cycles.
ELA Teacher / ILT Representative	Grade Level Chairs	Represents classroom implementation, reviews student work and assessment evidence, and supports grade-level collaboration.

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	K-3 students exceeded the 2025-2026 DIBELS goal, with 69% scoring Benchmark or Above at EOY. According to grades 3-6 2025-2026 LEAP scores, reading vocabulary was a strength at 47% proficient.	Foundational literacy remains the highest-priority need, especially for 3rd grade students who were 58% benchmark and above at EOY of 2025-2026; with a 1% increase from BOY. According to grades 3-6 2025-2026 LEAP scores, the school will target writing, which was a weakness at 45.8%.

School Literacy Priority and Rationale

Mayfield will strengthen foundational literacy and grade-level reading/writing outcomes through protected, high-quality Tier I instruction, explicit evidence-based literacy practices, timely data analysis, and responsive Tier II/Tier III support. The priority is supported by 2025-2026 DIBELS results showing 69% of K-3 students at Benchmark or Above and 37.2% proficiency on ELA LEAP.

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: 2025-2026 K-3 Dibels- 69% Benchmark/Above. 2025-2026 ELA LEAP- 37.2% proficient. School target: Increase DIBELS 8 and LEAP ELA proficiency by at least 2 percentage points annually, with particular attention to EL students, students with exceptionalities, and the lowest-performing students. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; aligned HQIM evidence; student work; and subgroup progress.
Actions	1. Administer and analyze DIBELS 8, HQIM/ELA assessments, and other district screeners on schedule; use results in ILT/PLC meetings to identify needs, adjust Tier I instruction, and form flexible targeted-support groups. 2. Provide explicit foundational literacy, reading comprehension, vocabulary, and written-expression instruction with progress monitoring and timely intervention/extension based on student response.
Evidence of success	At least 2 percentage points of annual growth in applicable literacy proficiency measures; improved DIBELS progress-monitoring trends; stronger LEAP/HQIM student work; increased subgroup performance; and documented instructional adjustments based on data.

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: Mayfield has established Science of Reading training, literacy-focused PLC/ILT structures, walkthrough monitoring, and professional learning around evidence-based practices. Ongoing needs include supporting new/untrained staff, strengthening consistent implementation of explicit literacy instruction, HQIM, Teacher Clarity, and data-based decision making. School target: 100% of teachers participate in required literacy/HQIM professional learning; all K-3 educators complete required Science of Reading training; and walkthrough/PLC evidence shows increasingly consistent implementation.

District goal and target	School response
Actions	1. Use district professional learning, curriculum-specialist support, coaching, and school PLC/ILT time to strengthen HQIM preparation, Science of Reading practices, Teacher Clarity, explicit instruction, and analysis of student work. 2. Monitor implementation through lesson/unit preparation artifacts, learning walks/walkthroughs, coaching feedback, PLC products, and student work; provide refreshers and targeted support where evidence shows a need.
Evidence of success	Completion of required learning; intentional lesson/unit preparation; PLC/ILT artifacts; walkthrough evidence of explicit evidence-based literacy practices and Teacher Clarity; improved student engagement/work; and growth on DIBELS, HQIM, and LEAP measures.

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: Mayfield schedules core literacy, intervention, and tutoring/enrichment and uses CKLA in K-2 and Louisiana Guidebooks in grade 3-6, with literacy integrated across content areas. Progress monitoring and flexible grouping are established; continued focus is needed on protecting core time, maximizing Tier I quality, and ensuring targeted support is additive and responsive. School target: 100% of literacy time is protected for approved HQIM core instruction and systematic, explicit targeted support/extension based on student need; Tier II/Tier III never replaces core ELA.
Actions	1. Protect district Instructional Minutes and use approved HQIM with explicit modeling, guided practice, checks for understanding, purposeful small groups, and extension for students demonstrating mastery. 2. Use DIBELS/HQIM/diagnostic evidence to provide flexible Tier II/Tier III intervention and high-dosage tutoring as applicable, progress monitor at the required frequency, and adjust grouping/intensity through PLC/ILT/SBLC review.
Evidence of success	Master schedules and walkthroughs confirm protected core literacy time; HQIM is implemented consistently; targeted-support blocks are documented; progress monitoring is completed on schedule; flexible groups change in response to evidence; and student literacy outcomes improve.

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 Instructional Minutes. K-2 uses CKLA with Heggerty and handwriting supports; grade 3-6 uses Louisiana Guidebooks with focused writing/handwriting supports, and grade-level approved HQIM is used across the campus. Strengthen explicit instruction, Teacher Clarity, comprehension, vocabulary, and written expression. Provide extension through deeper grade-level tasks, writing, knowledge building, and enrichment without replacing core instruction.

Tier	Established STPPS expectations	School-specific implementation
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 designated intervention/tutoring blocks in addition to core ELA, using flexible small groups led by classroom teachers, interventionists, tutors, and other trained staff. Use district-approved intervention resources matched to DIBELS, diagnostic, HQIM, and classroom evidence. Progress monitor Below Benchmark students at least every four weeks and Well Below Benchmark students at least every two weeks, or according to current district guidance. Share screening/progress information and at-home supports 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.	Provide intensive, explicit, systematic support in smaller groups during intervention/tutoring time in addition to Tier I and Tier II. Interventionists and appropriately trained literacy staff coordinate with SBLC, IEP/504, dyslexia, and EL processes and use district-approved resources aligned to the identified need. Monitor progress at least biweekly, adjust intensity based on response, and communicate progress/next steps with families through meetings, reports, phone/email, and required notices.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with language scaffolds, explicit vocabulary and oral-language support, visuals/modeling, and support from certified ESL teachers/instructional aides as applicable. Provide translated materials/communication and technology support when needed.
Students with exceptionalities	Use district HQIM in core classes with IEP-aligned accommodations/modifications, specialized instruction, and coordinated push-in/pull-out support based on individual needs. General and special educators collaborate through established school processes.
Students with characteristics of dyslexia	Screen kindergarten students and follow district/SBLC and Bulletin 1903 processes when additional screening is needed. Provide structured, multisensory literacy supports aligned to identified needs and coordinate intervention, progress monitoring, and family communication.
Core protection confirmed	Confirmed: Tier II, Tier III, tutoring, intervention, and extension are provided in addition to and do not replace the protected core ELA block.
District support needed	None identified in the source documents; continue district curriculum-specialist, coaching, 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.	Use STPPS Curriculum and Instruction, district ELA curriculum specialists, school/district instructional coaches, EDU 20/20/approved supports, district professional-development days, new-teacher induction, and school-based PLC/ILT learning.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen consistent HQIM implementation, explicit Science of Reading practices, and Teacher Clarity. 2. Strengthen assessment literacy and responsive Tier I/Tier II/Tier III decisions, with emphasis on foundational literacy, literary text comprehension, and written expression.

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 participation/completion, PLC/ILT products, lesson/unit preparation, walkthrough trends, student work, DIBELS/HQIM/LEAP outcomes, and educator feedback at BOY, MOY, and EOY and during ongoing PLC/ILT cycles.

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	BOY goals/targets confirmed; master schedule and core-time protections verified; HQIM unit/lesson preparation and learning intentions/success criteria evident in PLC/ILT products.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough and student-work evidence shows explicit instruction, checks for understanding, grade-level reading/writing, and stronger implementation of foundational literacy and written expression.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS/HQIM/diagnostic data reviews document flexible Tier II/Tier III groups, aligned intervention resources, required progress monitoring, family notification, and instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/LEAP/HQIM outcomes, subgroup patterns, walkthrough trends, and stakeholder feedback are reviewed; effective practices and next-year literacy priorities are documented.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through school events, parent-teacher conferences, surveys/exit tickets, and ongoing communication; use feedback to improve literacy supports and participation opportunities.	Throughout the year; conferences, family events, surveys/exit tickets, email/phone communication.
Understandable student data and IASP communication	Share DIBELS/assessment results, proficiency levels, progress, required IASP information/updates, and next steps in understandable language; provide at-home activities when students are not yet reading at grade level.	BOY/MOY/EOY and as required; reports/notices, conferences, Bear Paw Envelopes, JPAMS, email, and phone.
Family literacy learning	Provide practical literacy guidance through content/family learning events, intervention information sessions, at-home reading supports, and summer reading resources.	August-May family events; spring/summer reading information April-July.
Accessible communication	Use translated materials/native-language communication for families as needed and offer multiple formats and contact methods, including in-person conferences, paper notices, JPAMS, email, and phone.	Ongoing throughout the year and at required assessment/meeting points.
Community connection	Connect families with St. Tammany Parish Library summer reading information and other school/community literacy opportunities.	May-July for summer reading; other opportunities shared throughout the year.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Weekly/biweekly/monthly PLC/ILT/common-planning structures, faculty meetings, professional-development days, walkthrough feedback, and BOY/MOY/EOY data reviews.

Audience	What is communicated	When/how
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily through Teacher Clarity, learning intentions/success criteria, feedback, goal setting, student work review, and student-led conferences as applicable.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Throughout the year through family events, conferences, Bear Paw Envelopes, JPAMS, school communications, reports/notices, email/phone, and spring/summer literacy resources.

Alignment to Other Initiatives

School Advancement Plan	Aligned to Priority Goal #2: increase K-3 DIBELS proficiency through foundational literacy skills and improve grades 3-6 ELA outcomes through a focus on written expression; literacy actions include DIBELS training/data use, PLCs, small-group instruction, intervention/high-dosage tutoring, professional development, and learning walks.
Other initiatives	Teacher Clarity; IASP/Act 771 and targeted-support processes; Science of Reading; cross-curricular literacy; Leader in Me/student goal setting; 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	As of 8/27/26: 48% of K-3 BOY Dibels benchmark and above and current LEAP/subgroup baselines; verify annual +2-point targets, protected literacy schedules, HQIM/resources, intervention/tutoring blocks, progress-monitoring routines, responsible staff, and family communication processes.	Use BOY evidence to refine flexible groups, identify staff learning needs, and adjust Tier I supports while preserving core instruction.

Review point	Evidence and progress toward targets	Adjustments/next steps
Midyear	Review MOY DIBELS/HQIM evidence, subgroup response, walkthrough trends, PLC/ILT products, professional-learning implementation, targeted-support progress monitoring, and family feedback/participation.	Regroup students, adjust intervention intensity/resources, provide targeted coaching/professional learning, and strengthen family support based on evidence.
End of year	Compare EOY DIBELS/LEAP/HQIM and subgroup outcomes with annual targets; review student work, walkthrough evidence, educator learning, targeted-support response, and family/community feedback to identify the strongest evidence of impact.	Sustain effective Tier I and data-response practices; set the next annual +2-point proficiency target and prioritize remaining foundational literacy, comprehension, written-expression, and subgroup needs.

Reflection

Sustain protected HQIM-based core instruction, DIBELS/HQIM data cycles, flexible intervention, progress monitoring, PLC/ILT collaboration, and family communication. Adjust grouping, intervention intensity, professional learning, and Tier I supports when student response or walkthrough/student-work evidence indicates a need. Add targeted support for persistent subgroup gaps and continue strengthening foundational literacy, literary-text comprehension, and written expression. District curriculum-specialist, coaching, assessment, and targeted-support guidance should be used as needed.

School Review

Principal	Katie Singleton
Literacy lead/team	Danielle Troullier, Erica Olson, Dawn Denardo, Christina Quigg, Lisa Catron, Gwen Kuchler
Faculty/staff review	Annual faculty/staff review through ILT/PLC and school improvement routines; specific date to follow district/school calendar.
Family/community input	Family/community input gathered throughout the year through conferences, family events, surveys/exit tickets, and ongoing communication; annual review input included before revision.
Plan revision date	Reviewed and revised annually; specific date follows district calendar and guidance.

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.