



Mandeville Elementary Literacy Plan

School	Mandeville Elementary School
Principal	Stephanie Franzo
Literacy lead	Mandi Deano, TRT
Grade span	PK-3
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Stephanie Franzo	Principal	Monitor general education students and at-risk 3rd graders
Mandi Deano	TRT/SBLC Chair	Testing coordinator, collect data, address at-risk students
Amy Frederick	Students with Exceptionalities Department Leader	Monitor SWE students
Ellen Cascio	Interventionist/Data Specialist	Review student data, organize tutoring groups, monitor and facilitate high dosage tutoring lessons and progress monitoring, Dyslexia and EL student 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, progress monitoring, walkthroughs, intervention/tutoring schedules, and stakeholder feedback, as applicable	EOY 2025 DIBELS showed 77% of students at or above benchmark, up from the 67% advancement-plan baseline. Students with exceptionalities increased from 59% to 65.9%, and English learners increased from 37.9% to 63.3%. The school has established data-driven small groups, intentional tutoring, and routine progress monitoring.	Sustain DIBELS gains while addressing the decline from 77% at EOY 2025 to 63% at 2025-26 BOY and ensuring growth for students below benchmark. Disability Subgroup: Kindergarten 2025-2026 EOY 2026-2027 33% Well Below Level No Data to Display Yet 40% On Level 27% Above Level First Grade 2025-2026 EOY 2026-2027 BOY 16% Well Below Level 30% Well Below Level 16% Below Level 30% Below Level 31% On Level 20% On Level 37% Above Level 20% Above Level Second Grade 2025-2026 EOY 2026-2027 BOY 23% Well Below Level 30% Well Below Level 13% Below Level 25% Below Level 23% On Level 25% On Level 41% Above Level 20% Above Level Third Grade 2025-2026 EOY 2026-2027 BOY 35% Well Below Level 20% Well Below Level 11% Below Level 15% Below Level 23% On Level 10% On Level 31% Above Level 55% Above Level ELL Subgroup: Kindergarten 2025-2026 EOY 2026-2027 BOY 22% Well Below No Data to Display Yet 76% Above Level First Grade 2025-2026 EOY 2026-2027 BOY 20% Below Level 25% Well Below Level 20% On Level 25% On Level 60% Above Level 50% Above Level Second Grade 2025-2026 EOY 2026-2027 BOY 50% Well Below Level 33% Well Below Level 25% On Level 50% On Level 25% Above Level 17% Above Level Third Grade 2025-2026 EOY 2026-2027 BOY 20% On Level 17% Well Below Level 80% Above Level 33% Below Level 17% On Level 33% Above Level Areas of Need: Kindergarten: Letter Sounds/Decoding First Grade: Reading Accuracy Second Grade: Basic Comprehension Third Grade: Reading Accuracy

School Literacy Priority and Rationale

Mandeville Elementary will strengthen consistent, data-responsive foundational literacy instruction so that more K-3 students meet or exceed DIBELS 8 benchmarks and apply grade-level reading and writing skills. The advancement plan identifies literacy as a schoolwide priority and documents growth through aligned core instruction, flexible small groups, intentional tutoring, progress monitoring, and ILT/PLC data review. The school will protect HQIM, respond quickly to student evidence, and strengthen family understanding of literacy progress and ways to support learning at home.

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 77% of students at or above benchmark on EOY 2025 DIBELS, 63% at 2025-26 BOY, and 73% at 2025-26 MOY. DIBELS 2025-2026 EOY 2026-2027 BOY Grade K 15% Well Below 32% Well Below 5% Below 18% Below 24% On Level 17% On Level 56% Above Level 33% Above Level Grade 1 5% Well Below 15% Well Below 16% Below 17 % Below Level 36% On Level 32% On Level 43% Above Level 36% Above Level Grade 2 11% Well Below 13% Well Below 9% Below 21% Below Level 39% On Level 33% On Level 41% Above Level 33% Above Level Grade 3 8% Well Below 6% Well Below 15% Below 16% Below 33% On Level 34% On Level 44% Above Level 44% Above Level LEAP ELA Baselines: 69% Mastery/Above 14.7% Basic 8.5% Approaching 7.8% Unsatisfactory School target: Increase the percentage of K-3 students At or Above Benchmark on DIBELS 8 by at least 2 percentage points annually from the confirmed 2026 baseline, with annual grade-level and subgroup targets. Increase grade 3 LEAP ELA proficiency by at least 2 percentage points annually. Leading/lagging measures: DIBELS 8 proficiency and growth; grade 3 LEAP ELA proficiency/growth; HQIM assessments and student work; progress-monitoring response; grade-level and subgroup trends.

District goal and target	School response
Actions	1. Provide flexible, data-driven small-group instruction and intentional targeted tutoring, diagnostic, HQIM, and classroom evidence, with explicit attention to students below benchmark. 2. Use ILT/PLC cycles to review DIBELS 8, HQIM assessment, student work, and progress-monitoring evidence; regroup students and adjust Tier I instruction, intervention intensity, or extension in response.
Evidence of success	An increasing percentage of students meet or exceed benchmark and demonstrate meaningful growth; grade-level and subgroup gaps narrow; progress-monitoring trends show response to support; and student work demonstrates stronger foundational skills, fluency, comprehension, and written expression.

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 identifies ongoing professional learning through PLCs, curriculum-specialist and instructional-coach support, learning walks, and collaborative analysis of student data and work. 98% of faculty has successfully completed Science of Reading training. Targeted support small groups based on data-driven groupings and monitored with frequent progress monitoring and tutoring logs reviewed monthly. School target: Annually, 100% of literacy teachers will participate in identified district/school learning and collaborative follow-up; all K-3 educators will complete required Science of Reading training. Walkthroughs and PLC products will show increasingly consistent use of HQIM, explicit instruction, Teacher Clarity, and evidence-based small groups. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Provide job-embedded learning and coaching on HQIM implementation, explicit foundational-skills and fluency instruction, writing, Teacher Clarity, and the use of HQIM evidence to plan small groups. 2. Use ILT/Grade level/PLC meetings for collaborative lesson preparation, student-work analysis, common checks for understanding, and follow-through on coaching and learning-walk feedback.
Evidence of success	Professional-learning participation and completion records; prepared lessons and PLC/ILT products; walkthrough evidence of explicit instruction, clear learning intentions/success criteria, and aligned small groups; stronger student work and assessment trends; and teacher feedback indicating increased 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 school advancement plan documents a whole-school intervention/tutor model, flexible small groups targeted to DIBELS/literacy needs, intentional progress monitoring, and weekly family communication. (See Attached Master Schedule) Current Intervention Resources: LEXIA, Amira, CKLA, Heggerty, mClass, LDOE Accelerate ELA and Math, Eureka Math, Equip, reteaching, Catalyst Lessons Master Schedule: Copy of MES MASTER SCHEDULE 26- 27 - Google Sheets Providers: Homeroom Teachers, Tutors, SWE Teachers, ELL Teachers Consistency of Implementation: 30 minutes, 4 days/week Tutoring Logs are used for documentation. 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 resources, and documented progress monitoring; and use evidence to adjust groups and intensity throughout the year. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Audit the master schedule and service delivery each semester to protect Tier I ELA and ensure intervention, special services, tutoring, and extension are additive. 2. Maintain a campus targeted-support system that documents entry evidence, skill focus, approved resource, trained provider, dosage, progress-monitoring schedule, student response, regrouping decisions, and required family communication.
Evidence of success	Master schedules show protected core and additive support; walkthroughs show consistent HQIM implementation and differentiated small groups; targeted-support records are current; progress monitoring occurs on schedule; teams adjust support based on evidence; and fewer students require increasing intensity 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 grade level HQIM. Strengthen explicit foundational-skills, fluency, comprehension, and writing instruction; use Teacher Clarity and frequent checks for understanding. Provide flexible data-driven small groups and extension within Tier I. ILTs/PLCs review HQIM assessments, student work, DIBELS patterns, and walkthrough evidence before determining whether Tier I adjustments 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 flexible small group intervention and tutoring without replacing core ELA. Classroom teachers, tutors, and other trained literacy staff will use current DIBELS 8, diagnostic, HQIM, and classroom evidence to identify a precise need and select a district approved resource. Monitor with an aligned measure, regroup based on response, follow IASP/high-dosage tutoring requirements, and communicate progress through required notices, Home Connect information, conferences, and weekly teacher updates. (See Attached Master Schedule)
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 during the intervention period, in addition to Tier I and Tier II, through staff with specialized literacy training. Use district-approved resources matched to diagnostic evidence; monitor progress at least biweekly; and coordinate decisions through SBLC and applicable IEP, Section 504, dyslexia, and English learner processes. Families receive progress and next-step updates. (See Attached Master Schedule)

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM through explicit vocabulary and language instruction, visuals/models, structured oral language, sentence frames as appropriate, and repeated opportunities to read, speak, and write about content. Coordinate with EL staff and review ELPT/classroom evidence with DIBELS/HQIM data when planning support.

Learners	School implementation focus
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, targeted skill instruction, progress monitoring, and family communication through established IEP/SBLC processes.
Students with characteristics of dyslexia	Follow district screening and referral procedures; use diagnostic evidence to identify the specific foundational-skill need; provide explicit, systematic structured-literacy support through trained staff and approved resources; monitor response; and coordinate through established dyslexia, SBLC, Section 504, and special-education processes.

Core protection confirmed	Confirmed as the school expectation: Tier II, Tier III, special services, tutoring, and extension 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/data analysis, HQIM and targeted support alignment, Science of Reading completion, coaching, and resource/provider matching. None

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; EDU 20/20 and district learning; ILT/PLC facilitation; and classroom learning walks, coaching, and feedback 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 and explicit foundational skills, fluency, comprehension, and writing instruction using Teacher Clarity. 2. Using DIBELS 8, HQIM evidence, student work, and progress monitoring to plan, regroup, and intensify small-group support.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review participation, preparation/PLC products, educator feedback, walkthrough trends, student work, DIBELS/HQIM evidence, and targeted-support response at least quarterly and during BOY, MOY, and EOY data 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 walkthrough and student-work baseline.

Cycle	District-aligned focus	School product/evidence
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Grade-level lesson preparation and student-work analysis; walkthrough evidence of explicit instruction, checks for understanding, aligned small groups, fluency/writing practice, and extension.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Updated student groups and rosters; documented skill focus, resource, provider/dosage, progress-monitoring graphs, response 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 feedback through the MRA/parent survey, post-event feedback, PTA meetings, conferences, and questions shared with teachers; use themes to adjust communication and family-learning supports.	At least BOY, after each family event, and during annual plan review
Understandable student data and IASP communication	Share family-friendly DIBELS/Home Connect information, LEAP results, classroom/HQIM evidence, IASP notices and updates when applicable, strengths, needs, and next steps.	Required district windows; report cards/interims; conferences; and ongoing teacher communication
Family literacy learning	Continue Family Learning Night with practical literacy stations and take-home strategies connected to foundational skills, fluency, comprehension, vocabulary, and writing.	At least annually, with timing aligned to screening and family-engagement calendars
Accessible communication	Use plain language, multiple formats, translated/interpreted communication when needed, accessible digital/print options, and varied meeting opportunities.	Throughout the year; supports arranged in advance for meetings/events
Community connection	Coordinate with PTA, feeder schools, and existing school/community partners to support Family Learning Night, literacy resources, and participation.	PTA meetings and planned family events; review annually

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Launch at beginning-of-year faculty/ILT/PLC meetings; review evidence and adjustments in regular ILT/PLC cycles and at least quarterly.

Audience	What is communicated	When/how
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily Teacher Clarity routines and feedback; student leadership portfolios and grade-level reading WIGs; goal setting and reflection after key assessments and progress checks.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Weekly teacher communication, Home Connect letters, standards based assessment information, website/front-office communication, JPAMS, required notices, conferences, PTA meetings, Morning Meeting, Gallery Night, and Family Learning Night.

Alignment to Other Initiatives

School Advancement Plan	Aligned to Priority Area #3: increase the percentage of K-3 students At or Above Benchmark on DIBELS through aligned core instruction, data-driven small groups, intentional tutoring, and progress monitoring. Also aligned to the leadership action of using ILT/PLC analysis of student data and work to guide instruction and monitor goals.
Other initiatives	Leader in Me/student leadership portfolios and grade-level reading WIGs; IASP/high-dosage tutoring requirements; Teacher Clarity; cross-curricular literacy; and support 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 2025-26 EOY and 2026-27 BOY DIBELS 8/LEAP/HQIM baselines by grade and subgroup; establish annual targets; verify master schedule, staff roles, support rosters/resources, progress-monitoring calendar, professional learning, and family communication.	Revise targets and actions to reflect current evidence; address scheduling, training, staffing, or resource gaps before or early in implementation.
Midyear	Review MOY DIBELS 8, HQIM evidence, student work, progress monitoring response, walkthrough/PLC trends, professional learning follow-through, subgroup patterns, and family feedback/participation.	Regroup students; adjust Tier I practice, resource, dosage, provider support, or professional learning; communicate updated strengths and next steps.
End of year	Review EOY DIBELS 8, grade 3 LEAP ELA when available, 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, small-group, tutoring, progress-monitoring, professional-learning, student ownership, and family-engagement practices should be sustained, adjusted, stopped, or added. Use grade-level and subgroup evidence—not activity completion alone—to judge impact. Request district support when barriers involve HQIM implementation, data analysis, provider training, approved resource selection, scheduling, or specialized learner needs.

School Review

Principal	Stephanie Franzo
Literacy lead/team	Stephanie Franzo, Mandi Deano, Ellen Cascio, Amy Frederick
Faculty/staff review	Last Thursday of each month; ILT Meeting
Family/community input	MRA/parent survey, PTA and family-event feedback, and/or stakeholder review – April 2026; April 2027
Plan revision date	August 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.