



**ST. TAMMANY PARISH PUBLIC SCHOOLS**

# Monteleone Junior High Literacy Plan

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| <b>School</b>        | Monteleone Junior High School |
| <b>Principal</b>     | Jennifer Westcott             |
| <b>Literacy lead</b> | Gail Hindman & Alan Hodges    |
| <b>Grade span</b>    | 7 - 8                         |
| <b>Plan period</b>   | 2026-2029                     |

## School Literacy Team

| <b>Name</b>                | <b>Role</b>             | <b>Plan responsibility</b>                                                       |
|----------------------------|-------------------------|----------------------------------------------------------------------------------|
| Jennifer Westcott          | Principal               | Administrative Oversight, Resource Allocation, and Plan Alignment                |
| Katie Grubb                | Assistant Principal     | Instructional Leadership, Walkthroughs, & Assessment Monitoring                  |
| Gail Hindman & Alan Hodges | Teacher / Literacy Lead | PLC Facilitation, Guidebooks Curriculum Support, Tier II/III Coordination        |
| 7th/8th Grade ELA teachers | Teacher Team            | Tier I HQIM Implementation, Data Analysis, and Disciplinary Literacy Integration |

## 1. District Alignment and School Data Story

| District anchor  | Established STPPS language                                                                                                                                                                                                                                                                                                                                                                          |
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| 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.

| Evidence reviewed                                                                                    | Strength to sustain                                                                              | Highest-priority need/student group                                                                               |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| DIBELS 8, LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, | High student engagement with Tier 1 Louisiana ELA Guidebooks curriculum; strong cross-curricular | Subgroup achievement gaps in LEAP ELA for Students with Exceptionalities (SWE) and English Learners (EL); written |

|                                         |                                              |                                                   |
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| and stakeholder feedback, as applicable | collaboration in Social Studies and Science. | expressional mechanics and complex text analysis. |
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### School Literacy Priority and Rationale

Monteleone Junior High will prioritize strengthening Tier I text-dependent writing and evidence-based analytical responses across all 7th and 8th grade ELA and content-area classrooms, while embedding targeted scaffolds for SWE and EL subgroups. Diagnostic and interim assessment data indicate that while overall literal reading comprehension remains solid, student performance drops significantly on multi-step analytical writing tasks and evidence synthesis on LEAP ELA interim assessments. By protecting core Guidebook instructional time and integrating explicit sentence-level writing frames and cross-curricular writing routines (e.g., CER in Science, DBQs in Social Studies), LMJH will bridge the expressional writing gap for struggling learners while deepening analytical rigor for all students.

## 2. School Goals, Targets, and Action Plan

### Goal 1 - Student Outcomes

| District goal and target                                                                                                                                                                                          | School response                                                                                                                                                                                                                                                                                                                                                                                          |
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| Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.                                                                            | Baseline: LEAP 2025 ELA Mastery or Above rates (63.8% proficient).                                                                                                                                                                                                                                                                                                                                       |
| District target: Increase the percentage of all students and identified subgroups demonstrating proficiency by at least 2 percentage points annually on apLEAP, ELPT, and graduation-readiness literacy measures. | School target: Increase the percentage of 7th and 8th grade students scoring Mastery or Above on LEAP 2025 ELA by 3 to 5 percentage points annually, while decreasing the SWD and EL performance gap by at least 3 percentage points.<br><br>Leading/lagging measures: LEAP 360 Interim assessments, Guidebook Unit Culminating Writing Tasks, i-Ready progress monitoring, and ELPT proficiency growth. |
| Actions                                                                                                                                                                                                           | 1. Implement daily explicit text-dependent writing and evidence-synthesis routines across all ELA sections using Louisiana Guidebooks Tier 1 HQIM.<br>2. Utilize flexible Tier II intervention blocks to deliver skill-specific targeted instruction for SWE                                                                                                                                             |

|                     |                                                                                                                                                                                                                                 |
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|                     | and EL students using district-approved intervention materials.                                                                                                                                                                 |
| Evidence of success | Consistently elevated scores on LEAP 360 interim writing prompts; increased percentage of SWE and EL students meeting growth targets on interim assessments; improved rubric scores on end-of-unit Guidebook Culminating Tasks. |

## Goal 2 - Educator Capacity

| District goal and target                                                                                                                                                                                              | School response                                                                                                                                                                                                                                                                                                                                                                                           |
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| Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.                                        | Baseline: 100% core ELA staff trained on Guidebooks; ongoing support needed for cross-curricular writing routines and Teacher Clarity implementation.                                                                                                                                                                                                                                                     |
| 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. | <p>School target: 100% of LMJH core ELA and content-area teachers will participate in targeted literacy professional learning, monthly PLC data-unpacking sessions, and Teacher Clarity coaching cycles.</p> <p>Leading/lagging measures: PLC agendas and student work artifacts, Instructional Leadership Team (ILT) walkthrough feedback, and educator professional development completion records.</p> |
| Actions                                                                                                                                                                                                               | <ol style="list-style-type: none"> <li>1. Conduct bi-weekly ELA PLCs focused on collaborative scoring of student writing, unpacking Guidebook assessment rubrics, and planning explicit scaffolding.</li> <li>2. Provide cross-curricular professional development on embedding Disciplinary Literacy strategies (CER and DBQ routines) in Science and Social Studies.</li> </ol>                         |
| Evidence of success                                                                                                                                                                                                   | 100% teacher participation in literacy PLCs; high fidelity to Guidebook lesson structures observed                                                                                                                                                                                                                                                                                                        |

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|  | during leadership walkthroughs; aligned teacher-developed rubrics and success criteria across all content areas. |
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### Goal 3 - Instructional Program

| District goal and target                                                                                                                                                                                                                                                                                                          | School response                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support.</p> <p>District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.</p> | <p>Baseline: Core 100-minute ELA block established; 30-45 minute targeted intervention/enrichment period built into daily master schedule.</p> <p>School target: 100% compliance with protected Tier I ELA Guidebook instructional minutes and universal access to structured Tier II/III intervention and extension routines.</p> <p>Leading/lagging measures: Master schedule audits, intervention rosters, progress monitoring tracking sheets, and ILT walkthrough logs.</p> |
| Actions                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>1. Enforce strict master schedule protections ensuring 100 daily minutes for core ELA without interruption or pull-out conflict.</li> <li>2. Systematize a flexible 30-45 minute Tier II/III intervention block utilizing data-driven grouping and district-approved intervention resources.</li> </ol>                                                                                                                                   |
| Evidence of success                                                                                                                                                                                                                                                                                                               | 100% fidelity to master schedule time allocations; documented bi-weekly progress monitoring data showing Tier II/III skill movement; high rate of student transition out of intensive interventions.                                                                                                                                                                                                                                                                             |

### 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, IASP requirements, and targeted support guidance. In the chart, schools enter only the operational details that vary by campus.

| Tier                                                | Established STPPS expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | School-specific implementation                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Tier I</p> <p>Core instruction and extension</p> | <p>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.</p> | <p>Schedule Protection: Uninterrupted 100-minute daily ELA Guidebooks block.</p> <p>Focus Practice: Explicit text-dependent writing, Teacher Clarity (learning intentions &amp; success criteria), and embedded vocabulary routines.</p> <p>Extension: Advanced research extensions, complex text analysis choices, and Socratic seminars integrated into Guidebook unit tasks.</p>                               |
| <p>Tier II</p> <p>Targeted support</p>              | <p>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.</p>                                                   | <p>Schedule / Location: Daily 30–45 minute intervention block in ELA classrooms and designated learning labs.</p> <p>Personnel: Core ELA teachers, certified interventionists, and academic tutors.</p> <p>Resources: District-approved intervention materials, i-Ready targeted lessons, and Guidebook support tools.</p> <p>Progress Monitoring: Monthly checks aligned to specific skill deficits; results</p> |

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|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | shared with parents via quarterly progress reports.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Tier III<br>Intensive<br>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. | <p>Schedule / Location: Small group setting (&lt; 1:4) during designated intervention block and specialized pull-out periods.</p> <p>Personnel: Special Education Teachers, and certified intervention specialists.</p> <p>Resources: Reading intervention programs and intensive decoding/comprehension tools.</p> <p>Coordination: Managed through SBLC, IEP, and Section 504 team reviews.</p> <p>Progress Monitoring &amp; Family Comm: Bi-weekly progress monitoring; bi-weekly parent updates.</p> |

### Access for Diverse Learners

| Learners                                  | School implementation focus                                                                                                                        |
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| English learners                          | Visual graphic organizers, bilingual glossaries, scaffolded sentence frames, aligned language supports, and co-teaching in ELA blocks.             |
| Students with exceptionalities            | IEP/504 accommodation fidelity, co-teaching models, assistive technology (text-to-speech, speech-to-text), and chunked writing tasks.              |
| Students with characteristics of dyslexia | Bulletin 1903 multi-sensory structured literacy interventions, extra processing time, assistive reading technology, and explicit decoding support. |

| Confirmation / Need | School Detail |
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| Core protection confirmed | Confirmed: Tier II/Tier III interventions and extension activities are scheduled exclusively outside the core 100-minute Tier I ELA block and do not replace core instruction. |
| District support needed   | None at this time.                                                                                                                                                             |

#### 4. Professional Learning, ILTs, and Teacher Collaboration

| Professional-learning support | Established support/expectation | School focus                                                                                                                                                                                           |
|-------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| District and partner support  | District Standard               | STPPS Curriculum & Instruction department specialists and coaching support.                                                                                                                            |
| School learning priority      | District Standard               | 1. Effective implementation of Louisiana ELA Guidebooks text-dependent writing routines.<br>2. Teacher Clarity: Developing explicit learning intentions and success criteria across all content areas. |
| Evaluation of effectiveness   | District Standard               | Evaluated bi-monthly via ILT walkthrough data, PLC student work protocols, LEAP 360 interim trends, and teacher feedback surveys.                                                                      |

##### 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                        | Unpacked Guidebook unit maps, posted learning targets, and semester PLC schedules. |
| 2. Strengthen Tier I  | Explicit instruction, checks for understanding, and student literacy work | Collaboratively scored student writing samples, walkthrough feedback               |

|                          |                                                                         |                                                                                                          |
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|                          |                                                                         | summaries, and check-for-understanding logs.                                                             |
| 3. Respond and intensify | Screeners/HQIM evidence, Tier II/III alignment, and progress monitoring | Interim assessment data walls, Tier II/III intervention rosters, and progress monitoring growth charts.  |
| 4. Evaluate and sustain  | Outcome review, vertical coherence, and next-year priorities            | End-of-year LEAP ELA analysis report, vertically aligned writing expectations, and SAP priority updates. |

## 5. Family Engagement, Communication, and Initiative Alignment

| Required priority                                  | School approach                                                                                                                                                 | When/how                      |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Family voice and partnership                       | Input gathered via annual parent literacy surveys, SBLC meetings, and PTA/Family Night feedback forms.                                                          | Quarterly / Ongoing           |
| Understandable student data and IASP communication | Individual Academic Improvement Plans (IASP) and interim assessment letters distributed with clear explanations of growth and supports.                         | Following BOY/MOY assessments |
| Family literacy learning                           | Monteleone Family Literacy supports discussed at Open House and Leader In Me WIG/Goal Setting discussion opportunities                                          | Quarterly/Ongoing             |
| Accessible communication                           | All literacy communications translated into primary home languages via district translation services; digital communications sent via JPAMS and school website. | Ongoing / As needed           |
| Community connection                               | Partnership with St. Tammany Parish Public Library (Mandeville Branch) for student e-card registration and summer reading initiatives.                          | Seasonal / Year-round         |

### Communication Plan

| Audience           | What is communicated                                                                             | When/how                                                                           |
|--------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Faculty and staff  | Literacy goals, Guidebook expectations, interim assessment data, and PLC schedules.              | Weekly staff notes, monthly faculty meetings, & weekly PLCs                        |
| Students           | Individual learning goals, writing success criteria, LEAP 360 feedback, and reading targets.     | Daily classroom instruction & student goal-setting conferences (homeroom tracking) |
| Families/community | School Literacy Plan priorities, student progress reports, literacy tips, and event invitations. | Monthly Robo calls, school website, JPAMS, & Family Nights                         |

| Initiative Area         | Alignment Detail                                                                                                                                    |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| School Advancement Plan | Literacy goals and actions are fully embedded in the Monteleone Junior High School Advancement Plan (SAP).                                          |
| Other initiatives       | Aligned with Teacher Clarity initiatives, Act 771/IASP requirements, middle school STEM/disciplinary literacy, and PBIS positive behavior supports. |

## 6. Monitoring, Reflection, and Revision

| Review point      | Evidence and progress toward targets                                                                                                   | Adjustments/next steps                                               |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Beginning of year | Confirm baseline data (LEAP), finalize targets, establish intervention rosters, review master schedule, and communicate plan to staff. | Adjust intervention schedules and PLC calendars as needed.           |
| Midyear           | Analyze MOY LEAP 360 interim data, evaluate progress monitoring growth, review ILT walkthrough trends, and collect family feedback.    | Modify Tier II/III intervention groups and adjust PD coaching focus. |

|             |                                                                                                                           |                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| End of year | Analyze summative LEAP 2025 ELA data, evaluate goal attainment against targets, and review overall program effectiveness. | Identify next-year priorities and update School Advancement Plan. |
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**Reflection**

Monteleone Junior High will sustain its strong commitment to protected Tier I Louisiana Guidebooks ELA instruction and the collaborative culture of bi-weekly PLCs. We will adjust our instructional focus to ensure greater cross-curricular literacy integration in Science and Social Studies, providing students with consistent text-dependent writing frameworks across the school day. We will add structured, weekly progress monitoring protocols for Tier II literacy groups to ensure timely fluid movement between intervention tiers. Continued district support in providing high-quality interdisciplinary writing professional development and Guidebook coaching will support these goals.

| Review Role / Event    | Details                                                     |
|------------------------|-------------------------------------------------------------|
| Principal              | Jennifer Westcott                                           |
| Literacy lead/team     | Gail Hindman & Alan Hodges                                  |
| Faculty/staff review   | August Staff Professional Development Day / Faculty Meeting |
| Family/community input | August Open House & Parent Advisory Council Meeting         |
| Plan revision date     | August 2026                                                 |

**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.