



ST. TAMMANY PARISH PUBLIC SCHOOLS

Clearwood Junior High School Literacy Plan

School	Clearwood Junior High School
Principal	Tania Woods
Literacy lead	Samatha Fotsch, Danielle Barberi
Grade span	4-8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Tania Woods	Principal / School Leader	Plan oversight; alignment to School Advancement Plan; monitoring
Samantha Fotsch/Danielle Barberi	Literacy / ELA Lead	HQIM implementation; PLC facilitation; ELA data and student-work review
Samantha Fotsch	ILT / Student Support Representative	Data cycles; targeted-support coordination; subgroup monitoring

1. District Alignment and School Data Story

District anchor	Established STPPS language
Literacy vision	STPPS aims for all students to achieve grade-level literacy proficiency and develop the knowledge, skills, confidence, and agency to recognize themselves as successful readers and writers who persist in reaching their full potential - in school, across content areas, and throughout life.
Literacy mission	STPPS recognizes each student's unique strengths, experiences, and literacy needs. Through high-quality instruction, coherent curriculum, protected Tier I instruction, responsive targeted support and extension, continuous professional learning, and meaningful family/community partnerships, STPPS provides equitable opportunities for students to develop and apply literacy independently.

District Commitments

- Protect high-quality Tier I literacy instruction using approved HQIM and district Instructional Minutes.
- Use assessment evidence to strengthen instruction, extend learning, and provide timely targeted support.
- Provide flexible Tier II and Tier III targeted support in addition to, never in place of, core instruction.
- Build educator expertise through professional learning, ILTs, teacher collaboration, coaching, and feedback.
- Partner with families through accessible communication, shared dialogue, and practical literacy resources.

School Data Snapshot

Evidence reviewed	Strength to sustain	Highest-priority need/student group
DIBELS 8, LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, and stakeholder feedback, as applicable	The July 2026 snapshot reports overall ELA proficiency of 39.8%, compared with 41.7% in 2025 and 39.7% in 2024. Grade 7 is the strongest 2026 grade at 46.4%; Grade 4 is 40.4%, Grade 8 is 39.3%, Grade 5 is 37.9%, and Grade 6 is 34.6%. The SAP identifies ELA Assessment Index/Reading Performance as an academic priority and emphasizes foundational needs, high-dosage tutoring/interventions, PLCs, common assessment, DIBELS, and schoolwide literacy strategy work.	Sustain and build on Grade 7's relative strength while prioritizing Grade 6, Grade 5, and Grade 8 literacy outcomes and accelerating students below benchmark. Continue the SAP focus on reading performance, DIBELS, common assessment and student-work analysis, high-dosage tutoring/interventions, PLCs, success criteria, and responsive instructional adjustment.

School Literacy Priority and Rationale

Clearwood Junior High School will use a coherent K-8 literacy framework that protects grade-level core instruction, strengthens early foundational literacy, and uses PLC/ILT and targeted support cycles to respond to student evidence. The 2026 snapshot shows 39.8% ELA proficiency overall, with variation by grade: Grade 7 at 46.4% compared with Grade 6 at 34.6% and Grade 5 at 37.9%. The plan extends the SAP priority of increasing literacy achievement through analysis of student data, targeted support, progress monitoring, and instructional adjustment.

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: 2026 LEAP ELA proficiency is 39.8% overall, compared with 41.7% in 2025 and 40% in 2024. School target: Increase overall ELA proficiency by at least 2 percentage points annually: 41.8% in 2027, 43.8% in 2028, and 45.8% in 2029, while increasing the percentage of 4-8 students meeting benchmark and narrowing grade-level gaps. Measures: DIBELS 8/Amplify, LEAP ELA proficiency and growth, district checkpoints, HQIM assessments, common student work/writing, and targeted support progress monitoring.
Actions	1. Protect grade-level HQIM literacy instruction and strengthen complex-text reading, academic discussion, vocabulary, and evidence-based writing across grades 4-8. 2. Use PLC/ILT data cycles and targeted support time to analyze DIBELS/Amplify, LEAP, checkpoints, HQIM assessments, and student work; group students by current need; progress monitor students below benchmark every 2-3 weeks; and adjust instruction, intervention, acceleration, or extension.
Evidence of success	Overall ELA proficiency improves annually; DIBELS outcomes improve; Grades 5 and 6 show accelerated improvement; Grade 7 strength is sustained; Grade 8 readiness improves; students below benchmark demonstrate measurable growth; and targeted support/progress-monitoring evidence shows timely instructional adjustments.

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 SAP identifies instructional leadership and teacher effectiveness as priorities, with teacher and student data from observations, checkpoints, standards-based student work, DIBELS, and LEAP used to select instructional strategies. The leadership team has reviewed LEAP, BOY DIBELS, subgroup data, and implementation evidence. School target: 100% of literacy teachers participate annually in recurring PLC/ILT learning focused on HQIM, Science of Reading/foundational literacy as applicable, DIBELS/Amplify analysis, student-work analysis, Teacher Clarity, and responsive instruction.
Actions	1. Use recurring PLC/ILT meetings to review DIBELS/Amplify, LEAP, checkpoints, HQIM lessons, student work, and subgroup evidence; identify misconceptions; and plan instructional shifts. 2. Continue professional learning aligned to the SAP, including Lexia, S.P.I.R.E. where appropriate, DIBELS analysis, mCLASS/Amplify instructional resources, HQIM implementation, differentiated phonological-awareness/phonics activities, and data-based targeted support grouping.
Evidence of success	PLC/ILT artifacts document data analysis and instructional adjustments; walkthroughs show stronger HQIM fidelity and explicit literacy practices; teachers consistently use progress-monitoring evidence to adjust targeted support groups; and student work, DIBELS/Amplify, checkpoint, and LEAP outcomes improve.

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 SAP calls for meeting foundational needs through high-dosage tutoring/interventions, common planning and PLCs, identifying trends through common assessment, and DIBELS-based short-term targeted supports. In 2024-25, DIBELS intervention counts decreased from BOY to later monitoring in Grades 4-6, while the 2025-26 plan continued high-dosage tutoring, success criteria, Lexia training, and checkpoint monitoring. School target: Protect 100% of required core literacy time and ensure students identified through DIBELS/Amplify, LEAP, checkpoints, HQIM evidence, and classroom performance receive timely, matched intervention, acceleration, or extension. Measures: master schedule, targeted support rosters, progress-monitoring data, walkthroughs, DIBELS/Amplify, LEAP growth, checkpoints/HQIM evidence, and student response.
Actions	1. Strengthen Tier I first through grade-level HQIM, explicit instruction, foundational literacy in primary grades, academic vocabulary, reading/writing/discussion, formative checks, and extension for students demonstrating mastery. 2. Use scheduled high-dosage tutoring/intervention and targeted support in addition to core instruction, using current evidence to match support to need; progress monitor students below/well below benchmark every 2-3 weeks; and adjust group, lesson, intensity, or resource when evidence shows insufficient progress.
Evidence of success	Core literacy time remains protected; targeted groups are evidence-based and responsive; progress-monitoring records show matched need/resource/measure; students below benchmark make satisfactory progress toward individual growth goals; and students already at benchmark receive continued grade-level learning and appropriate extension.

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.	Grades 4-8: protect grade-level HQIM with complex text, vocabulary, academic discussion, and evidence-based writing. Use formative evidence for reteaching and extension without replacing core instruction.
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.	Use scheduled high-dosage tutoring/intervention and other targeted-support structures in addition to core instruction. Group students flexibly from DIBELS/Amplify, LEAP, checkpoints, HQIM assessments, and classroom evidence. Use DIBELS, checkpoints, HQIM assessments, and student work to monitor response and adjust groups, instruction, and intensity based on evidence.
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.	For significant needs or insufficient response, coordinate through applicable SBLC, IEP, Section 504, dyslexia, and English learner processes. Provide smaller-group, more intensive explicit/systematic literacy instruction with district-approved resources, frequent aligned progress monitoring, and family communication; adjust intensity based on evidence.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with language assistance based on English proficiency, explicit vocabulary/language supports, certified ESL services, and district-approved resources matched to need. Monitor ELPT and classroom evidence and provide accessible family communication.
Students with exceptionalities	Maintain access to grade-level HQIM; implement IEP accommodations/modifications and specially designed instruction; coordinate ELA teachers, special educators, case managers, and student-support teams. Monitor literacy outcomes and response to targeted support.
Students with characteristics of dyslexia	Follow established screening/SBLC processes and provide structured, multisensory literacy support matched to need using district-approved resources, aligned progress monitoring, and family communication.

Core protection confirmed	Confirmed. High-dosage tutoring and Tier II/Tier III intervention and extension are scheduled in addition to - never in place of - protected core literacy/HQIM instruction.
District support needed	District ELA curriculum-specialist support; EDU 20/20; Teacher Clarity/success-criteria support; assessment and student-work analysis; targeted-support/resource training; and support for English learners, students with exceptionalities, dyslexia, and progress monitoring 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, EDU 20/20, district curriculum specialists, ILT/PLC structures, learning walks, and approved school-based coaching to strengthen HQIM, DIBELS/Amplify analysis, student-work analysis, and responsive targeted support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Grades 4-8 literacy: HQIM lesson preparation, complex text, vocabulary, academic discussion, evidence-based writing, learning intentions/success criteria, and checks for understanding. 2. Data-responsive instruction: analyze student work and assessment evidence, identify misconceptions, and adjust targeted support groups, reteaching, intervention, acceleration, and extension.

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 every 6-8 weeks through PLC/ILT artifacts, walkthrough evidence, checkpoint/HQIM results, student work, targeted-support progress, subgroup patterns, educator feedback, and LEAP outcomes. Adjust coaching and professional learning based on evidence.

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	Shared literacy goals; BOY DIBELS/Amplify and LEAP review; identify needs and priorities Grades 4-8; review subgroup evidence; establish targeted support groups; prepare HQIM and learning intentions/success criteria.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Learning walks/walkthroughs; explicit foundational-skills instruction where applicable; complex text and evidence-based writing; academic discussion; checks for understanding; common student-work, DIBELS/Amplify, and checkpoint/HQIM analysis.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Intervention/tutoring rosters; matched resources/measures; progress-monitoring records for students below benchmark; subgroup review; reteaching, acceleration, and extension plans; family communication.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS/Amplify and LEAP outcomes; K-8 vertical review; PLC/ILT reflection; intervention/core-time schedule review; documented refinements and next-year priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through SAP/Title I parent meetings, PTSA, conferences, family events, surveys, and school communication. Review feedback during literacy monitoring and use it to refine supports and communication.	At plan launch, family events, benchmark reviews, and annual SAP/literacy review.
Understandable student data and IASP communication	Share DIBELS/Amplify, LEAP, checkpoint/HQIM, classroom, and targeted support progress information in family-friendly language. Continue opportunities such as Title I Parent & Family Engagement Literacy Night to help families understand assessment reports and practical ways to support literacy at home.	Beginning of year; benchmark/progress-report periods; conferences; targeted-support updates.
Family literacy learning	Use family-learning opportunities, including family literacy sessions, Leadership Portfolios, summer reading resources, and school events, to explain literacy expectations and practical reading/writing support at home.	At least annually, with literacy resources shared throughout the year.
Accessible communication	Use teacher newsletters, digital/print communication, progress reports, phone/email, conferences, Open House/family events, and surveys. Provide language access and varied formats/times as needed.	Ongoing throughout the year.
Community connection	Connect families with St. Tammany Parish Library reading programs, summer reading, and other community literacy resources and opportunities when available.	Throughout the year, especially before school breaks and summer.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; monthly ILT meetings and recurring PLCs; faculty meetings; learning walks; frequent data reviews; coaching and feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; student goal setting; conferences; assessment and targeted-support progress reviews.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Teacher newsletters and digital/print channels; progress reports; phone/email; conferences; Open House/family events; SAP feedback opportunities.

Alignment to Other Initiatives

School Advancement Plan	The literacy plan directly extends Clearwood Junior High School's School Advancement Plan. The SAP identifies literacy/DIBELS as an academic priority, emphasizes instructional leadership and teacher effectiveness through analysis of student data and standards-based work, and uses DIBELS, high-dosage tutoring/interventions, common assessment, PLCs, success criteria, and responsive grouping to respond to need. The literacy plan preserves those structures while responding to the 2026 ELA grade-level variation and strengthening K-8 coherence.
Other initiatives	Louisiana-approved ELA HQIM; DIBELS 8/Amplify; Lexia and S.P.I.R.E. where appropriate; High-dosage tutoring/interventions; Teacher Clarity and success criteria; ILT/PLC collaboration; district curriculum specialists; learning walks; targeted support/IASP; special populations services; Leadership Portfolios/student goal setting; family literacy events and summer reading.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 baselines, identify needs and priorities Grades 4-8, annual targets, core literacy schedule protections, targeted support rosters, PLC/ILT calendar, owners, and family communication plan. Establish BOY DIBELS/Amplify, LEAP, HQIM, and student-work evidence.	Use BOY evidence to finalize flexible targeted support groups and professional-learning priorities; sustain Grade 7's relative strength while prioritizing students and grades below benchmark/proficiency expectations.
Midyear	Review DIBELS/Amplify progress monitoring and benchmark results, district checkpoints/HQIM assessments, student work/writing, walkthrough trends, intervention/tutoring response, subgroup outcomes, educator learning, and family feedback.	Adjust lessons, adjust targeted support groups, intervention intensity/resources, reteaching/extension, coaching, and family communication based on evidence; document PLC/ILT decisions and student response.
End of year	Review EOY DIBELS/Amplify and LEAP ELA proficiency/growth, grade and subgroup outcomes, student-work evidence, intervention/tutoring response, HQIM implementation, and stakeholder feedback.	Sustain practices showing impact; revise targets/supports for the next year; identify grade/subgroup priorities and needed district support; strengthen K-8 vertical coherence and successful intervention/progress-monitoring routines.

Reflection

Sustain: protected HQIM, strong Grade 7 ELA literacy performance, explicit instruction, PLC/ILT data cycles, DIBELS/Amplify progress monitoring, high-dosage tutoring/interventions, complex-text reading, evidence-based writing, and student goal setting. Adjust: flexible targeted support groups, intervention intensity/resources, reteaching/extension, coaching, and professional learning based on evidence. Strengthen: Grades 5 and 6 ELA proficiency, Grade 8 readiness, 4-8 benchmark attainment, subgroup response, and K-8 vertical coherence.

School Review

Principal	Tania Woods
Literacy lead/team	Samantha Fotsch/Danielle Barberi
Faculty/staff review	[Enter date/method]
Family/community input	[Enter date/method]
Plan revision date	[Enter date]

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.

