



ST. TAMMANY PARISH PUBLIC SCHOOLS

Slidell Junior High School Literacy Plan

School	Slidell Junior High School
Principal	Maria Rhodes
Literacy lead	Laura King
Grade span	Grades 7–8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Crystal Dussouy	Administrator / ILT member	Monitor literacy goals, LEAP/checkpoint trends, learning walks, and alignment to the School Advancement Plan.
Tiffany Helfer and Ryan Branton	ELA teacher / PLC representative	Support HQIM implementation, standards-based instruction/assessment, student-work analysis, and common planning.
Nicki Kenworthy	Instructional coach / intervention representative	Support ELA planning and instructional strategies; coordinate intervention evidence, Lexia use, and progress 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	2025 LEAP: 7th-grade ELA proficiency increased 2.4 percentage points from 2024. Hispanic/Latino students' ELA Assessment Index increased from 64.9 to 68.6. ELA PLC work also produced gains on multiple-select items and W.7.3/W.8.3 during 2024-25.	ELA remains an academic priority. Overall ELA proficiency was 42.2% in 2025, below the SAP 2027 target of 49.3%; 8th-grade ELA proficiency decreased 10.6 percentage points from 2024, and SWE ELA Assessment Index decreased from 30.7 to 29.6. The SAP identifies Informational Text as the literacy focus.

School Literacy Priority and Rationale

Strengthen students' ability to comprehend, analyze, and respond to **informational text through consistent standards-based ELA instruction**, with particular attention to **8th-grade students and students with exceptionalities (SWE)**.

ELA is an academic priority, with a goal of increasing ELA proficiency from **46.3% to 49.3% through a focus on the Informational Text substrand**. The need is reinforced by 2025 LEAP results showing that **8th-grade ELA proficiency decreased by 10.6 percentage points** and the ELA Assessment Index for students with exceptionalities decreased from **30.7 to 29.6**. To address these needs, the school will strengthen standards-based instruction through PLC/common planning, instructional coaching, analysis of student work and assessment data, and targeted literacy intervention while maintaining access to grade-level Tier I instruction. The SAP specifically identifies ELA checkpoints, interim assessments, and culminating writing tasks as evidence for monitoring student progress.

2. School Goals, Targets, and Action Plan

Schools establish contributing targets based on their starting points. Limit each goal to the essential actions most likely to improve the school's identified literacy priority.

Goal 1 - Student Outcomes

District goal and target	School response
Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth. District target: Increase the percentage of all students and identified subgroups demonstrating proficiency by at least 2 percentage points annually on applicable DIBELS 8, LEAP, ELPT, and graduation-readiness literacy measures.	Baseline: 2025 ELA proficiency: 42.2%. 2025 ELA Assessment Index: 7th grade 74.2 points; 8th grade 65.5 points. SWE ELA Assessment Index: 29.6 points. School target: Maintain alignment to the SAP goal: increase ELA proficiency to 49.3% by Fall 2027, with annual progress toward the target and attention to 8th grade, SWE, EL, and the lowest-performing 25%. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Actions	1. Use ELA PLC/common planning to analyze district checkpoints, interim assessments, culminating writing tasks, and student work, then adjust standards-based instruction with emphasis on Informational Text. 2. Provide responsive literacy intervention and extension, including Lexia and the school reading-intervention class for students with characteristics of dyslexia, without replacing core ELA.

District goal and target	School response
Evidence of success	Progress toward the 49.3% SAP target; improved 8th-grade and subgroup ELA performance; growth on checkpoint/interim assessments and culminating writing tasks; PLC evidence showing instructional adjustments based on student work.

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 continued ELA PLC/common planning, EDU 20/20, an 8th-grade ELA Building Strong Writers book study, and instructional-coach support for ELA planning and instructional strategies. School target: 100% of ELA teachers participate in school/district professional learning and collaborative data cycles that strengthen HQIM implementation, standards-based instruction/assessment, Teacher Clarity, and responsive literacy support. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Continue ELA PLC/common planning with the instructional coach and district supports to strengthen standards-based planning, HQIM implementation, and analysis of student work. 2. Use learning walks, academic-feedback evidence, checkpoint/interim results, and PLC reflection to identify and address teacher learning needs.
Evidence of success	PLC agendas/artifacts, common planning products, walkthrough evidence, student-work analysis, and documented instructional adjustments; increasing student mastery on checkpoints/interims and writing tasks.

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 standards-based ELA instruction and assessment, Lexia intervention for students, a reading-intervention class targeting students with characteristics of dyslexia, after-school tutoring, and PAWS support for students struggling in core content. School target: Protect core ELA for all students while providing additional, flexible intervention/extension matched to current student evidence; monitor implementation and student response throughout the year. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Protect grade-level ELA/HQIM instruction and use PLC/ILT review of walkthroughs, checkpoints, interim assessments, and student work to strengthen Tier I before intensifying support. 2. Schedule Lexia, reading intervention, PAWS, and tutoring as additional supports based on student need and progress-monitoring evidence.
Evidence of success	Schedules confirm core protection; walkthroughs show consistent grade-level instruction; intervention rosters and progress-monitoring evidence demonstrate flexible response to need; student outcomes improve on checkpoints, interims, writing tasks, and LEAP.

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 ELA block for grades 7–8 using district-approved HQIM and grade-level standards. Strengthen standards-based instruction/assessment, Informational Text, student engagement, and academic feedback. ELA PLCs/common planning analyze checkpoint/interim evidence and student work; students demonstrating mastery receive extension through grade-level complex texts, writing, and deeper application.
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 targeted support through Lexia, PAWS, and teacher tutoring during/after school as student need indicates. Use checkpoint/interim, classroom, and intervention evidence to form and adjust groups. ELA teachers, intervention staff, and the instructional coach coordinate support and communicate progress through established school channels.

Tier	Established STPPS expectations	School-specific implementation
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 literacy support for students with significant needs, including the reading-intervention class targeting students with characteristics of dyslexia and other district-approved supports as applicable. Coordinate through SBLC/IEP/Section 504/dyslexia/EL processes, monitor progress at the required frequency, adjust intensity based on evidence, and communicate progress to families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level ELA HQIM with language supports, explicit vocabulary/knowledge building, scaffolds, and coordination with EL services; review ELPT/LEAP/classroom evidence to adjust support.
Students with exceptionalities	Provide required accommodations and specialized instruction while maintaining access to grade-level HQIM; coordinate ELA, intervention, and special education services and review SWE student evidence in PLC/ILT cycles.
Students with characteristics of dyslexia	Use established screening/follow-up processes and structured literacy supports; provide the school reading-intervention class targeting students with characteristics of dyslexia and coordinate support through established district processes.
Core protection confirmed	Confirmed. Tier II/Tier III support and extension are scheduled in addition to, not in place of, core ELA instruction.
District support needed	Continue district curriculum-specialist/EDU 20/20 support, instructional coaching, and guidance for HQIM, literacy intervention, and subgroup response 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, the school instructional coach, PLC/common planning, and learning walks to support ELA implementation.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	- Standards-based ELA/HQIM instruction and assessment with emphasis on Informational Text. - Student-work/data analysis and responsive intervention, including writing and academic feedback.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	ILT/PLC review at regular data cycles using checkpoint/interim results, culminating writing tasks, student work, walkthrough evidence, intervention progress, and educator feedback; adjust professional learning based on trends.

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	ELA goal/data review; HQIM/common-planning artifacts; identified Informational Text standards and Teacher Clarity evidence.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Learning-walk evidence; student work; checkpoint/interim analysis; PLC plans addressing explicit instruction, engagement, academic feedback, and writing.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Intervention rosters/schedules; Lexia and classroom progress evidence; subgroup review; documented adjustments to Tier II/Tier III supports.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	LEAP/checkpoint/interim and writing-task outcome review; PLC/ILT reflection; identified practices to sustain and next-year literacy priorities aligned to the SAP.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through PTA meetings, schoolwide events, Parent University, conferences, and feedback connected to Family Literacy and Math Night; use feedback in school improvement routines.	Throughout the year; PTA meetings, school events, conferences, and event feedback.
Understandable student data and IASP communication	Share understandable student progress and required intervention/IASP information through Student Progress Center, progress reports, conferences, failure letters, and direct school communication.	At reporting periods and as intervention/progress updates are required.
Family literacy learning	Family Literacy and Math Night connects families to student curriculum; provide handouts explaining how families can access Lexia from home and support reading.	Family Literacy and Math Night and related family-learning opportunities during the school year.

Required priority	School approach	When/how
Accessible communication	Use multiple formats and access points, including electronic signage, robo calls, Student Progress Center, Google Classroom, agendas, conferences, and school events; provide required language/access supports.	Ongoing and at scheduled school events/reporting periods.
Community connection	Use existing school/community and feeder-school partnerships connected to Open House, Parent University, Family Literacy and Math Night, Tiger Walk, and transition activities.	Across the school year according to the school event/transition calendar.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	ILT meetings, ELA PLC/common planning, faculty communication, professional learning, and learning-walk/data-review cycles throughout the year.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily classroom Teacher Clarity; feedback on student work; checkpoint/interim results; goal setting and progress discussions during instruction/intervention.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Open House, Parent University, Family Literacy and Math Night, Student Progress Center, conferences, progress reports/failure letters, robo calls, Google Classroom, agendas, and electronic signage.

Alignment to Other Initiatives

School Advancement Plan	Directly aligned to SAP Priority Area #3 (ELA): increase student proficiency in ELA from 46.3% to 49.3% by Fall 2027 through a focus on Informational Text. Aligned actions include standards-based instruction/assessment, Family Literacy Night, Lexia home access, reading intervention for students with characteristics of dyslexia, PLC/common planning, instructional coaching, and review of checkpoints/interims/student work.
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Other initiatives	Teacher Clarity; cross-curricular literacy; IASP/targeted assistance processes; supports for SWE, EL, dyslexia, and the lowest-performing 25%; Leader in Me/student goal setting and engagement; Title I family engagement and tutoring supports.
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6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2025 LEAP baseline (42.2% ELA proficiency), SAP target (49.3% by Fall 2027), subgroup needs, core ELA protection, intervention schedules, PLC/ILT ownership, and family communication structures.	Use BOY evidence and early checkpoint/student-work trends to refine Informational Text focus, intervention groups, and professional-learning priorities without changing district expectations.
Midyear	Review checkpoint/interim outcomes, culminating writing tasks, learning-walk trends, Lexia/intervention progress, subgroup evidence, PLC implementation, and family-event feedback.	Adjust Tier I instructional emphasis, PLC supports, intervention grouping/intensity, and coaching based on evidence; maintain core ELA protection.
End of year	Review LEAP ELA proficiency/growth, subgroup outcomes, checkpoint/interim and writing-task evidence, walkthrough trends, intervention response, educator learning, and family engagement evidence against the SAP goal.	Sustain effective practices and identify the next literacy priority through the annual SAP/literacy-plan review; revise school-specific actions as evidence indicates.

Reflection

Sustain ELA PLC/common planning, standards-based instruction and assessment, instructional-coach support, learning walks, Family Literacy and Math Night, and targeted intervention structures that demonstrate impact. Adjust instructional focus and intervention intensity using checkpoint/interim, student-work, subgroup, and LEAP evidence. Continue district curriculum-specialist/EDU 20/20 support as needed. Do not add or discontinue practices without reviewing implementation and student-response evidence through the school improvement cycle.

School Review

Principal	Maria Rhodes
Literacy lead/team	Laura King, Tiffany Helfer, Ryan Branton, Crystal Dussouy, Nicki Kenworthey
Faculty/staff review	September 16 th and September 17 th view through faculty/PLC/ILT school-improvement routines.
Family/community input	September 1 st and March 16 th input through PTA, schoolwide events, conferences, and Family Literacy and Math Night feedback.
Plan revision date	May 27 th — annual review aligned to the School Advancement Plan and current evidence.

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.