



ST. TAMMANY PARISH PUBLIC SCHOOLS

Madisonville Junior High Literacy Plan

School	Madisonville Junior High
Principal	Mr. Paul Morlier
Literacy lead	Dr. Katherine Whitlock
Grade span	7th and 8th grades
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Mrs. Tanya Glass	Technology Resource Teacher	Lexia implementation and data review
Ms. Emily Buddy	7th grade ELA Department Head	Ensure Curricular and HQIM implementation in 7th grade
Mr. Robin Shannon	8th grade ELA Department Head	Ensure Curricular and HQIM implementation in 8th grade

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	ELA Reading Performance	Reading Vocabulary/ Students with Disabilities

School Literacy Priority and Rationale

Each student accesses Lexia on a daily basis. In addition to this, our students who struggle with reading comprehension and/or have characteristics of Dyslexia are populated into Study Skills, where they have the opportunity to spend additional time in this program. As a result, our overall ELA LEAP scores continue to climb. See table below.

ELA Proficiency	2024	2025	2026
Overall	62.5	65.7	68.8
7	61.1	69.6	71.1
8	64.3	61.7	65.6

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: Overall ELA percent proficient - 68.8 School target: Overall ELA percent proficient - 72 Leading/lagging measures: LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Actions	1. Structured use of HQIM with fidelity 2. School-wide Lexia use 3. Co-Teaching implementation and training for all ELA teachers
Evidence of success	LEAP ELA proficiency/growth

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: Currently, we have two 7th grade ELA, one 8th grade ELA teacher, and one 7th and 8th grade ELA teacher who has never taught the grade level or content area previously. At this time, we are providing district training, in-house qualified mentors, regular PLC meetings, and co-teaching training. In addition, our Instructional Learning Team will be conducting snapshots and providing feedback. School target: To employ seasoned ELA teachers who implement curriculum/HQIM with fidelity, use data to drive instruction, and professionally collaborate Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Regular PLCs 2. ILT walkthroughs
Evidence of success	Positive ILT data, HQIM implementation, student work samples, LEAP ELA proficiency/growth

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 Master Schedule was created with each student who steps onto our campus in mind. Every ELA teacher is given a section of honors and a section of inclusion, with the exception of our only teacher who has 2 sections is 7th grade and one section of 8th grade. Our inclusion sections have a certified Special Educator assigned to push into the entire block of their assigned classes. This Special Educator is often also the case manager of the students with IEPs in these classes. This allows us to ensure that both the Regular Education and Special Education/caseload managing teacher truly know how to service every single student in these classes. In addition, these teachers are receiving Co-Teaching Professional Development from the district's Special Education Curriculum Specialist. The expectation is that teachers are teaching using Guidebooks and other HQIM with fidelity from bell to bell every single day. The ILT and administration will conduct observations and pull student work to ensure this is happening. School target: Instructional time is preserved, students receive high-quality instruction and support Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Co-Teaching PD 2. Regular PLCs
Evidence of success	Student work samples, LEAP ELA proficiency/growth

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.	All teachers use Guidebooks as primary instruction. The Master Schedule allows each student to access 98 full minutes each day of quality instruction. Lexia is used to support all students. Co-teaching/Inclusion practices are aligned to support students with IEPs. Additional supports and interventions, such as Study Skills classes, are utilized to ensure all student needs are met.
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.	Co-teaching/Inclusion practices are aligned to support students with IEPs. Special Educators are available to provide small group instruction as needed. Additional supports and interventions, such as Study Skills classes, are utilized to ensure all student needs are met.
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.	As students are identified, they will immediately be provided with supports and interventions. The SBLC team will initiate investigations regarding whether or not additional actions should be taken. Students with 504 plans and IEPs will receive all accommodations, modifications, and program services outlined in their plans with fidelity.

Access for Diverse Learners

Learners	School implementation focus
English learners	District EL support, direct instruction from teachers delivering HQIM, access to Lexia, district training for teachers
Students with exceptionalities	Access to Co-Teaching/Inclusion, Resource, or Self-Contained classes as needed, accommodations and modifications given as per the IEP, access to Lexia, Study Skills as needed
Students with characteristics of dyslexia	Access to Lexia, access to Study Skills as needed
Core protection confirmed	While Tier II and Tier III interventions are given to students who require additional support, this does not and will not ever replace their access to Tier I direct instruction, Guidebooks, or HQIM as identified by the state/district.
District support needed	District Guidebook training, ELA Curriculum Specialists, SWE Curriculum Specialists

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.	Provide curricular and co-teaching support from district Curriculum Specialists,
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Strengthen ELA teacher capacity, content knowledge, and HQIM delivery
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	ILT Walkthrough Feedback, PLC Data Analysis and Discussions, Investigations of Student Work

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	Department Meetings, PLC
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Observations, student work
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Student work, 504/IEP data/meetings
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	PLC, LEAP results, SAP

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	At all Family Engagement Nights, a QR code will be presented. This QR code will lead to a questionnaire, allowing parents to give input and ask questions.	At least once a quarter
Understandable student data and IASP communication	Students will track their progress through our Eagle's Nest homeroom classes. This will be done through our weekly data collection sheets.	Weekly
Family literacy learning	During the first quarter, we will host a "Day in the Life of a Junior High Student," where parents will be able to "attend" an ELA class. During this time, they will be able to engage in similar literacy activities that are presented to their students.	First Quarter, date TBD
Accessible communication	Robocalls and Robotexts will be used to communicate Family Engagement opportunities.	At least once a quarter
Community connection	Madisonville Junior High has recently connected with the Madisonville branch of the St. Tammany Parish Public Library. We will build this community connection and promote use of the library.	At least once a quarter

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Monthly faculty meetings, Twice a month PLCs
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily Eagle's Nest (Homeroom) lessons, Broadcast
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Open House, Family Engagement Nights

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan.
Other initiatives	Improving Teacher Clarity, supporting special populations, etc.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	[Confirm baseline, targets, actions, schedules, owners, and communication.]	[Enter adjustment]
Midyear	[Summarize student outcomes, implementation, educator learning, and family feedback.]	[Enter adjustment]
End of year	[Summarize progress toward targets and strongest evidence of impact.]	[Enter next-year priority]

Reflection

[What should the school sustain, adjust, stop, or add? What district support is needed?]
Click or tap here to enter text.

School Review

Principal	[Enter name]
Literacy lead/team	[Enter name(s)]
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.