



ST. TAMMANY PARISH PUBLIC SCHOOLS

Fontainebleau Junior High School Literacy Plan

School	Fontainebleau Junior High School
Principal	Michael Astugue
Literacy lead	Colleen Bordelon, Assistant Principal
Grade span	7 th and 8 th
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Heather Riviere	Technology Resource Teacher	Lexia implementation and data review
Carly Skinner	7th grade ELA Department Head	Ensure Curricular and HQIM implementation in 7th grade
Dale Seminara	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
LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, and stakeholder feedback, as applicable	ELA Reading Performance	Writing/Vocabulary Students with Disabilities

School Literacy Priority and Rationale

Students access Lexia multiple times a week. In addition to this, some 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. Our overall ELA LEAP scores continue to decline supporting the need for continued access to Lexia. Although we have seen a small decline in proficiency, we have experienced an increase in growth. See table below.

ELA Proficiency	2024	2025	2026
Overall	70.4	69.3	68.4
7	69.0	70.2	69.0
8	71.8	68.4	67.8

Growth: 2024 English 43.1 to 2025 English 50.0

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: LEAP proficiency data: 68.4 School target: 76.4 (2027 SAP Goal) 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

District goal and target	School response
Evidence of success	1. LEAP proficiency/growth 2. District Checkpoints/Interims 3. Lexia Reports

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, our ELA team consists of two 7th-grade ELA teachers and one 8th-grade ELA teacher who is new to both the grade level and content area. To support teacher development and ensure instructional success, we are providing access to district training, qualified in-house mentors, regular Professional Learning Community (PLC) meetings, and co-teaching training. Additionally, our Instructional Learning Team will conduct instructional snapshots and provide targeted feedback to support continuous growth. School Target: Recruit and retain experienced ELA teachers who implement the adopted curriculum/High-Quality Instructional Materials (HQIM) with fidelity, use student data to drive instruction, and engage in meaningful professional collaboration. Leading and Lagging Measures: • Professional-learning participation • Student Work artifacts analysis • Instructional walkthrough trends • Evidence from professional-learning evaluations

District goal and target	School response
Actions	1. ILT/PLC 2. HQIM Professional Learning Opportunities 2. Lexia Training 3. Mentor Teaching
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 intentionally designed with the needs of every student. Students receive 96 minutes of ELA instruction daily, ensuring adequate time for standards-aligned, high-quality literacy instruction. Inclusion sections are supported by a certified Special Education teacher who pushes into the full instructional block for their assigned classes. In many cases, the Special Education teacher also serves as the case manager for students with IEPs in those classes. This structure promotes strong collaboration between the General Education and Special Education teachers and ensures that both educators have a comprehensive understanding of student needs, accommodations, and instructional supports. Teachers are expected to implement Guidebooks and other High-Quality Instructional Materials (HQIM) with fidelity. The ILT and administration will conduct regular learning walks and observations, review instructional practices and student work, and provide feedback to monitor implementation and ensure that instructional time is protected and used effectively. School Target: Instructional time is protected and maximized so that all students receive consistent, high-quality, standards-aligned instruction and the supports necessary to access grade-level content. Leading/Lagging Measures: • Master schedule and daily instructional minutes • Evidence that scheduled instructional time is consistently protected • Instructional walkthrough and observation trends • Fidelity of Guidebooks and other HQIM implementation • Targeted-support and intervention schedules • Student progress-monitoring data • Student work and evidence of student response to instruction • Evidence of effective inclusion and co-teaching practices
Actions	1. Co-Teaching Model 2. Regular PLCs 3. HQIM Professional Development Opportunities
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 96 full minutes each day of quality ELA 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	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.	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.	EDU 20/20 PD (district), 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, PLC
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, Advisory Meeting, ILT, PLC
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Observations, student work
3. Respond and intensify	Screener/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	Gather family input through surveys, individual conferences, phone calls, newsletters, emails, and other ongoing communication. Use feedback to identify barriers, student needs, and opportunities to strengthen academic support.	Beginning, middle, and end of year through MRA surveys; ongoing through school-based communication. Hurricane Highlights (March 2027)
Understandable student data and IASP communication	Provide families with clear, understandable information about student progress, assessment results, learning goals, interventions, and required IASP updates.	Progress reports/report cards each grading period; individual communication as needed; IASP updates shared according to required timelines.

Required priority	School approach	When/how
Family literacy learning	Provide families with practical grade-level literacy strategies and resources they can use at home, such as reading recommendations, comprehension strategies, vocabulary activities, and ways to discuss texts with students (Lexia information). Student work expo night.	Resources shared through parent communication platforms, monthly newsletters, and teacher communication throughout the school year. Hurricane Highlights (March 2027)
Accessible communication	Use multiple communication methods and provide information in accessible formats and languages based on family needs. Offer flexible opportunities for communication, including phone, email, messaging, and in-person or virtual conferences.	Ongoing throughout the school year; communication provided as needed and during scheduled progress-report and conference periods.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Faculty meetings/monthly ILT/biweekly PLCs/weekly
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily STORM class (Homeroom) lessons, Broadcast
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Open House (Fall 2026) Hurricane Highlights (March 2027)

Alignment to Other Initiatives

School Advancement Plan	SAP Goal: From Fall 2024 to Fall 2027, Fontainebleau Junior High School will increase the percent proficiency in ELA from 70.4% proficient to 76.4% proficient through a focus on Vocabulary for 7th Grade ELA and Written Expression (Written Performance as of 2025) for 8th Grade ELA. <table><tr><th>ELA Proficiency</th><th>2024</th><th>2025</th><th>2026</th></tr><tr><td>Overall</td><td>70.4</td><td>69.3</td><td>68.4</td></tr><tr><td>7</td><td>69.0</td><td>70.2</td><td>69.0</td></tr><tr><td>8</td><td>71.8</td><td>68.4</td><td>67.8</td></tr></table>	ELA Proficiency	2024	2025	2026	Overall	70.4	69.3	68.4	7	69.0	70.2	69.0	8	71.8	68.4	67.8
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Other initiatives	Improving Teacher Clarity, HQIM PD, supporting special populations, etc																

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps																
Beginning of year August 2026	<table><tr><th>ELA Proficiency</th><th>2024</th><th>2025</th><th>2026</th></tr><tr><td>Overall</td><td>70.4</td><td>69.3</td><td>68.4</td></tr><tr><td>7</td><td>69.0</td><td>70.2</td><td>69.0</td></tr><tr><td>8</td><td>71.8</td><td>68.4</td><td>67.8</td></tr></table> Growth: 2024 English 43.1 to 2025 English 50.0	ELA Proficiency	2024	2025	2026	Overall	70.4	69.3	68.4	7	69.0	70.2	69.0	8	71.8	68.4	67.8	Next Steps: Progress Monitor, track student progress, PLC (student work analysis)
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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?]
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School Review

Principal	Michael Astugue
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.

