



ST. TAMMANY PARISH PUBLIC SCHOOLS

Creekside Jr. High Literacy Plan

School	Creekside Junior High
Principal	Byron Long
Literacy lead	Jennifer Cole
Grade span	Grades 6-8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Byron Long	Principal / School Leader	Plan oversight; schoolwide literacy alignment; monitoring
Jennifer Cole	Literacy Lead / ELA Lead	ELA implementation; PLC facilitation; student-work and data review
Michelle Oestrieher	ILT / Student Support Representative	Walkthroughs; 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	2026 LEAP ELA proficiency is 49.8% overall. Grade 6 is 55.4% and Grade 8 is 53.8%. The School Advancement Plan also documents growth in the schoolwide writing performance score from 47% in 2024 to 52% in 2025.	Grade 7 ELA proficiency is 42.3%, below the schoolwide 2026 rate. The School Advancement Plan identifies ELA writing performance as an academic priority and also identifies lower outcomes for students with exceptionalities and English learners in prior-year data.

School Literacy Priority and Rationale

Creekside Junior High will strengthen grade-level reading, writing, speaking, and thinking skills across ELA and the content areas, with an immediate focus on Grade 7 and continued growth in writing performance in grades 6-8. The school will build on its existing use of HQIM, PLC data review, LEAP-like assessment items, and The Writing Revolution. The 2026 LEAP snapshot shows 49.8% ELA proficiency overall (55.4% Grade 6, 42.3% Grade 7, 53.8% Grade 8). The School Advancement Plan identifies writing performance as Priority Area #3, with a long-term goal of increasing the writing performance score from 47% to 54%; the plan records a 2025 score of 52%. Contributing factors to address include consistency of grade-level task rigor, analysis of student work, explicit writing instruction, and responsive support for students who are not yet meeting expectations.

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 - 49.8% overall; Grade 6: 55.4%; Grade 7: 42.3%; Grade 8: 53.8%. Writing performance: 52% in 2025, with a School Advancement Plan goal of 54% by 2027. School target: Increase overall LEAP ELA proficiency annually, improve Grade 7 performance, and meet or exceed the SAP writing-performance target while narrowing identified subgroup gaps. Leading/lagging measures: LEAP ELA proficiency/growth; district ELA diagnostics and checkpoints; HQIM assessments; writing-performance evidence; student work; subgroup patterns; targeted-support progress monitoring.
Actions	1. Implement approved ELA HQIM with consistent Teacher Clarity, explicit modeling, checks for understanding, discussion, grade-level reading, and frequent evidence-based writing. Continue schoolwide use of The Writing Revolution strategies where aligned to content and task purpose. 2. Prioritize PLC/ILT analysis of diagnostic, checkpoint, HQIM, LEAP-like, and student-work evidence to identify standards and students needing response, with particular attention to Grade 7 and identified at-risk groups.
Evidence of success	Overall and grade-level ELA outcomes improve; Grade 7 closes the gap with the schoolwide rate; writing performance meets or exceeds the SAP target; student writing demonstrates stronger use of evidence, organization, and reasoning; targeted students demonstrate measurable progress.

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: Creekside already uses PLCs, curriculum-specialist support, classroom walkthroughs, HQIM, and The Writing Revolution. The School Advancement Plan calls for PLC meetings to prioritize student data, alignment of assessments to state standards and LEAP-like items, and identification of student strengths and areas for growth. School target: 100% of ELA teachers participate in recurring professional-learning and collaboration cycles focused on HQIM implementation, Teacher Clarity, explicit instruction, assessment literacy, writing, and responsive support. Measures: PLC/ILT artifacts; lesson/unit preparation; walkthrough trends; student work; educator feedback; diagnostic/checkpoint and LEAP outcomes.
Actions	1. Use recurring PLC/ILT cycles to study student work, calibrate expectations, prepare HQIM lessons/units, and plan responses to evidence. 2. Use STPPS approved HQIM, curriculum specialists, EDU 20/20, and school-based walkthrough/feedback cycles to strengthen Teacher Clarity, explicit instruction, writing, and assessment practices.
Evidence of success	Planning and classroom evidence show consistent grade-level HQIM implementation, clear learning intentions/success criteria, explicit modeling, checks for understanding, and aligned writing tasks. PLC products lead to documented instructional adjustments and improved student outcomes.

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: Creekside prioritizes PLC review of student data and requires use of HQIM. School-specific 2026-2027 baseline evidence for the consistency of protected core ELA and targeted-support implementation will be confirmed at the beginning of the year through master schedules, walkthroughs, intervention records, and student-support data. School target: Protect core ELA for all students and implement timely Tier II/Tier III support in addition to core instruction, with progress monitoring and documented adjustments. Measures: master schedule; walkthroughs; intervention rosters/logs; progress-monitoring data; HQIM/classroom evidence; family communication; student outcomes.
Actions	1. Protect the full core ELA block and use flexible, evidence-based small-group support without removing students from grade-level core instruction. 2. Review targeted-support groups and progress-monitoring evidence through PLC/ILT/student-support structures and adjust intensity, grouping, or resources when students do not demonstrate adequate response.
Evidence of success	Schedules confirm protected core ELA; targeted support is additive and aligned to identified need; progress monitoring is current; groups and intensity change in response to evidence; students receiving support demonstrate improved classroom, checkpoint, and LEAP outcomes.

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 daily core ELA block using approved HQIM. Strengthen explicit modeling, Teacher Clarity, checks for understanding, discussion, evidence-based writing, and analysis of student work. Provide extension through deeper application, complex texts/tasks, student choice, and leadership/ownership opportunities.
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 flexible small-group support during campus intervention/support structures based on current diagnostic, checkpoint, HQIM, classroom, and LEAP evidence. Classroom teachers and other trained staff use district-approved resources aligned to the identified need. Monitor progress on an aligned measure and review groups routinely; communicate progress to families through established school channels and required IASP processes when applicable.
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 more intensive, explicit, systematic support in smaller groups for students with significant needs or insufficient response. Coordinate through applicable student-support, IEP, Section 504, dyslexia, English learner, and IASP processes. Use district-approved resources, monitor progress at least biweekly when required by the district framework, adjust intensity from evidence, and communicate progress and next steps to families.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with explicit vocabulary and language supports, modeling, structured discussion, visuals/organizers as appropriate, and opportunities to read, write, speak, and listen about grade-level content. Coordinate with English learner staff and monitor ELPT/classroom evidence.
Students with exceptionalities	Provide IEP/504 accommodations and specialized instruction while maintaining access to grade-level HQIM. General and special educators coordinate planning, scaffolds, assessment access, targeted support, and progress review.
Students with characteristics of dyslexia	Use established screening/follow-up processes and structured-literacy supports aligned to identified needs. Coordinate classroom, intervention, dyslexia, IEP/504, and family communication so support is explicit, systematic, and connected to grade-level learning.
Core protection confirmed	Confirmed: Tier II/Tier III support and extension are provided in addition to, not in place of, protected core ELA.
District support needed	None identified at plan development; use district curriculum, literacy assessment, and targeted-support assistance as needs emerge.

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, district curriculum specialists, EDU 20/20, and approved school-based coaching/feedback to support HQIM implementation, writing instruction, Teacher Clarity, assessment analysis, and targeted support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Consistent HQIM implementation with Teacher Clarity and explicit instruction. 2. Use of student data including writing assessments to drive instructional response.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review PLC/ILT products and educator feedback routinely; review walkthrough trends and student work at least quarterly; connect implementation evidence to district diagnostics/checkpoints, writing performance, and annual LEAP outcomes.

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	BOY goal/data review; shared unit/lesson preparation; success criteria; baseline walkthrough and student-work evidence.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	PLC/ILT artifacts showing stronger modeling, checks for understanding, discussion, writing, and aligned student tasks; walkthrough and student-work trends.

Cycle	District-aligned focus	School product/evidence
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Current intervention groups, aligned supports, progress-monitoring records, subgroup review, and documented instructional/support adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY outcome review, vertical/grade-level reflection, practices to sustain or revise, and documented priorities for the next annual plan update.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family questions and feedback during school events and through surveys/feedback opportunities; use feedback to refine communication, access, and family-learning supports.	At least quarterly and during major family events, including orientation/open house and family/community events.
Understandable student data and IASP communication	Share student progress, diagnostic/checkpoint/LEAP information, strengths, next steps, and required IASP updates in family-friendly language.	At reporting/benchmark points, through conferences, required notifications, and as student-support plans are reviewed.
Family literacy learning	Use family events to demonstrate grade-level literacy expectations and practical reading/writing strategies families can reinforce at home; connect to Creekside student-work showcases such as the Gator Gala when scheduled.	At least one literacy-connected family learning opportunity each year with resources shared through school communication channels.
Accessible communication	Use multiple communication formats/channels and provide language/access supports consistent with family needs; offer opportunities at varied times when feasible.	Ongoing throughout the year and for all major plan/progress communications.
Community connection	Connect families to St. Tammany Parish Library literacy resources and to existing Creekside family/community events and student showcases.	Throughout the year; emphasize summer reading/resources before the end of school.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; recurring faculty meetings/emails, PLCs/ILTs, walkthrough feedback, and benchmark/annual reviews.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction through learning goals/success criteria and feedback; student goal-setting, Gator-Aid/advisory structures, conferences, and progress reflection as applicable.

Audience	What is communicated	When/how
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Orientation/open house; benchmark/reporting updates; conferences; family/community events; digital/print communication; required IASP notifications and progress updates.

Alignment to Other Initiatives

School Advancement Plan	Aligned to the Creekside School Advancement Plan academic priority for ELA writing performance: increase the writing performance score from 47% to 54%. The SAP emphasizes HQIM, PLC analysis of student data, alignment to state standards and LEAP-like items, and curriculum-specialist support. This literacy plan extends those actions through 2026-2029 and connects them to broader ELA proficiency, Grade 7 needs, and responsive support.
Other initiatives	Teacher Clarity; The Writing Revolution/cross-curricular writing; IASP/Act 771 supports; special-populations services; PLC/ILT cycles; student leadership/empowerment structures; family and community engagement.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 LEAP results and writing baselines, annual targets, master schedule/core protection, PLC/ILT calendar, targeted-support rosters, and family communication plan.	Midyear the team will review the plan, review student data and look for evidence and progress toward targets and create next steps.
Midyear		
End of year		

Reflection

At each review point, determine which literacy practices should be sustained, adjusted, stopped, or added based on student outcomes, subgroup evidence, student work, walkthrough trends, progress monitoring, educator learning, and family feedback. Request district support when school evidence identifies a specific implementation, curriculum, assessment, or targeted-support need.

School Review

Principal	Byron Long
Literacy lead/team	Jennifer Cole
Faculty/staff review	Jessica Dickens
Family/community input	Lindsay Fraizer
Plan revision date	January 2027

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.