



ST. TAMMANY PARISH PUBLIC SCHOOLS

Mandeville Junior High Literacy Plan

School	Mandeville Junior High School
Principal	Gina Brown
Literacy lead	Richelle Acosta, PhD.
Grade span	Grades 7-8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
ILT / school leadership Lauren Vogel	Instructional leadership	Monitor literacy goals, assessment evidence, PLC implementation, and needed adjustments.
ELA Content Leader / ELA PLC representative Jamie Mouton	Literacy instruction	Support The Writing Revolution, Guidebook implementation, analysis of student writing, and instructional planning.
Curriculum specialist / instructional support representative Lauren Rhodus	Professional learning and support	Support ELA professional learning, PLCs, curriculum implementation, and data analysis.

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	Strong overall academic achievement: the school's average LEAP performance range across tested core subjects and grades 7-8 remains at the Mastery level. ELA is a significant overall strength, and ESL students demonstrated substantial prior growth in ELA Assessment Index.	8th-grade ELA Written Expression is the highest-priority literacy need. The school will also closely monitor SWE, ESL, and students in the lowest-performing 25% in ELA so strong overall performance is accompanied by appropriate subgroup growth.

School Literacy Priority and Rationale

Mandeville Junior High School's high-leverage literacy priority is to strengthen 8th-grade Written Expression across content areas. The School Advancement Plan identifies 8th-grade ELA Written Expression as an area for growth and establishes a goal of increasing Strong/Moderate performance from 78% to 83% by 2027. Although overall ELA achievement remains a strength, student writing indicates a continued need to organize and develop ideas, use evidence, explain thinking, and produce complete written responses. The school will address these contributing factors through The Writing Revolution, cross-curricular writing, ELA PLC analysis, student writing samples, district checkpoints, interim assessments, and Guidebook Unit evidence.

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: 8th-grade ELA Written Expression - 78% Strong/Moderate (2024 baseline). Overall LEAP performance across tested core subjects and grades 7-8 is at the Mastery level. The SAP does not provide a DIBELS 8 baseline. School target: Increase 8th-grade ELA Written Expression Strong/Moderate performance to 83% by 2027, with annual progress toward the target; monitor SWE, ESL, and the lowest-performing 25% in ELA for meaningful growth. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.

District goal and target	School response
Actions	1. Consistently implement The Writing Revolution in ELA and provide cross-curricular writing opportunities requiring students to organize ideas, use evidence, explain thinking, and develop complete responses. 2. Use ELA PLCs to analyze student writing, district checkpoints, interim assessments, classroom writing rubrics, Guidebook Unit assessments, and subgroup data; adjust Tier I instruction and intervention based on evidence.
Evidence of success	Students produce increasingly complete, organized, and developed written responses, use relevant evidence, and clearly explain their thinking across content areas. Classroom writing rubrics, student work, checkpoints, interim assessments, Guidebook Unit assessments, and LEAP Written Expression results show growth. PLC evidence demonstrates regular analysis of student work and 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 documents existing use of ELA district professional development, ELA PLCs, ELA Content Leader support, The Writing Revolution, curriculum specialist support, and regular PLC comparison of writing samples. Continued implementation support is needed as new Guidebook Units are introduced and the school deepens its Writing Performance focus. School target: Sustain consistent implementation of The Writing Revolution, cross-curricular writing, HQIM/Guidebook Units, and PLC-based analysis of student writing, with professional learning and curriculum support aligned to identified needs. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.

District goal and target	School response
Actions	1. Continue ELA district professional development, ELA PLCs, ELA Content Leader support, The Writing Revolution learning, and curriculum specialist support. 2. Use PLCs and ILT review cycles to examine writing samples and assessment evidence, identify common needs, and refine instructional strategies as new Guidebook Units are introduced.
Evidence of success	Educators demonstrate consistent use of writing strategies and bring student writing and assessment evidence to PLCs for analysis. Student work shows stronger organization, development, evidence, and explanation. Walkthrough/PLC evidence and assessment results show that professional learning is transferring to classroom practice.

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 school has established ELA PLCs, district assessment use, student-work review, The Writing Revolution, cross-curricular writing, and intervention/progress-monitoring routines. The SAP identifies continued need to strengthen Written Expression and to monitor SWE, ESL, and the lowest-performing 25% while maintaining strong Tier I achievement. School target: Protect grade-level core ELA instruction and consistently provide responsive extension and targeted literacy support based on classroom, checkpoint, interim, PLC, and student-work evidence. Leading/lagging measures: Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Protect core ELA/HQIM instruction and strengthen written expression through The Writing Revolution, Guidebook Units, and repeated cross-curricular writing opportunities. 2. Use classroom assessments, district checkpoints, interim assessments, PLC data, and student work to identify students needing additional support; monitor response and adjust intervention groups or instructional strategies.
Evidence of success	Core instruction remains intact while students receive support matched to identified needs. Students demonstrate stronger written responses and growth on classroom, checkpoint, interim, Guidebook Unit, and LEAP measures. PLC and intervention records show timely identification, progress monitoring, and adjustment of supports.

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 grade-level ELA/HQIM instructional block. Strengthen Written Expression through The Writing Revolution, Guidebook Units, explicit writing expectations, and cross-curricular opportunities. ELA PLCs review student writing, checkpoints, interim assessments, and subgroup patterns. Students demonstrating mastery receive deeper application through increasingly complex writing and content tasks.

Tier	Established STPPS expectations	School-specific implementation
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 classroom assessments, district checkpoints, interim assessments, PLC data, and student work to identify students requiring additional literacy support. Teachers collaborate through PLCs to provide targeted support focused on written-response development, organization, evidence, and explanation and to monitor student response. The SAP does not specify a separate Tier II campus schedule/location or named intervention resource; those operational details should follow district-approved intervention procedures. Families receive progress information through JCampus, emails/phone calls, report cards, and conferences.

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.	Students showing significant needs or insufficient response to prior support will receive increased intensity coordinated through established district/school processes. PLC and intervention data will be reviewed regularly to determine whether students need additional intervention, a change in instructional strategy, or are ready to exit support. The SAP does not identify a specific Tier III schedule, provider, or resource; these must follow district-approved processes and applicable student plans. Families receive progress and next-step communication through established school channels and conferences.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM while monitoring English learner performance through classroom, checkpoint, interim, student-work, and available language-proficiency evidence. Provide language supports within instruction so students can organize ideas, use evidence, explain thinking, and participate in grade-level writing tasks. The SAP identifies ESL as a group for continued monitoring.
Students with exceptionalities	Provide accommodations and specialized instruction required by each student's IEP while maintaining access to grade-level HQIM and writing expectations. Monitor SWE performance through PLC, assessment, student-work, and intervention data and coordinate supports with special education staff. The SAP identifies SWE as a group requiring continued monitoring.
Students with characteristics of dyslexia	Follow established district screening, dyslexia, and intervention processes and provide structured literacy support when indicated while protecting access to grade-level core ELA. The SAP does not identify a separate dyslexia-specific school initiative or resource.
Core protection confirmed	Confirmed. Tier II/Tier III support and extension will be provided in addition to, not in place of, core ELA/HQIM instruction.
District support needed	Curriculum specialist support for ELA PLCs, The Writing Revolution, Guidebook implementation, student-work analysis, and intervention alignment, 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.	ELA district professional development; ELA PLCs; ELA Content Leader support; The Writing Revolution; curriculum specialist support; and school ILT monitoring of instructional goals.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Written Expression across content areas, including organization/development, evidence, explanation of thinking, and consistent implementation of The Writing Revolution and Guidebook writing tasks.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review educator implementation and impact through PLC artifacts, student writing samples, classroom writing rubrics, district checkpoints, interim assessments, Guidebook Unit assessments, walkthrough/ILT evidence, and LEAP results. Review during PLCs throughout the year, at midyear, and at end of year.

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	Beginning-of-year review of LEAP/district data; PLC monitoring plan; shared Written Expression focus; preparation for The Writing Revolution and Guidebook writing expectations.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	PLC evidence of consistent writing strategies; student writing samples demonstrating organization, evidence, and explanation; checkpoint/interim results; classroom writing rubric evidence.

Cycle	District-aligned focus	School product/evidence
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Student lists and intervention plans based on classroom, checkpoint, interim, PLC, and student-work evidence; progress-monitoring records for SWE, ESL, lowest-performing 25%, and other students needing support; documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	End-of-year review of LEAP, checkpoints, interim assessments, writing rubrics, student work, subgroup/intervention data, and PLC evidence; identify strategies to sustain and next-year Writing Performance priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through the LIM Parent Survey, emails/phone calls, conferences, JCampus communication, and feedback from school events; use feedback to inform school improvement and family communication.	Throughout the year through surveys, conferences, direct communication, and school events.
Understandable student data and IASP communication	Share student progress and assessment information through JCampus, report cards, emails, newsletters, robocalls, and parent conferences. Required IASP communication will follow district procedures when applicable.	Ongoing; formal reporting periods and conferences, with additional communication as student needs arise.

Required priority	School approach	When/how
Family literacy learning	Use Open House and Future Focus Family Night as opportunities to connect families to grade-level academic expectations, student progress, and ways to support literacy/written expression at home.	At scheduled school events during the year; reinforce resources through school communication platforms.
Accessible communication	Use multiple communication formats - JCampus, emails, robocalls, newsletters, report cards, conferences, and school platforms. Language/access supports will be provided through established district processes as needed; specific supports are not detailed in the SAP.	Ongoing, with conferences and direct communication scheduled as needed.
Community connection	Future Focus Family Night and Student Lighthouse/Student Voice family activities provide school-family connections. A separate community literacy partnership is not identified in the SAP.	During scheduled family/community events.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Faculty meetings, ILT meetings, and ELA PLCs throughout the year; review LEAP/district data at beginning of year, midyear progress in January, subgroup/intervention progress in spring, and annual outcomes at end of year.
Students	Learning goals, success criteria, progress, strengths, and next steps	During daily instruction through learning goals/success criteria and teacher feedback; progress is reinforced through classroom writing rubrics, writing samples, checkpoints, and other assessment evidence.

Audience	What is communicated	When/how
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	JCampus, newsletters, emails, robocalls, report cards, conferences, Open House, Future Focus Family Night, and other school communication/events throughout the year.

Alignment to Other Initiatives

School Advancement Plan	Aligned SAP goal: increase 8th-grade ELA Written Expression Strong/Moderate performance from 78% to 83% by 2027 through The Writing Revolution in ELA and cross-curricular writing. Aligned actions include ELA PLCs, curriculum specialist support, student-writing analysis, checkpoints/interims, and Guidebook Unit evidence.
Other initiatives	Cross-curricular writing; The Writing Revolution; new Guidebook Unit implementation; Student Lighthouse/LIM student voice; and focused monitoring of SWE, ESL, and the lowest-performing 25%.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm the 78% 8th-grade Written Expression baseline, annual trajectory toward 83%, PLC monitoring plan, core instruction protections, The Writing Revolution/Guidebook expectations, subgroup monitoring, intervention processes, and communication structures.	Use beginning-of-year LEAP and district assessment review to refine the writing focus, establish PLC evidence expectations, and identify students/subgroups requiring closer monitoring.
Midyear	Review interim/checkpoint results, classroom writing rubrics, student writing samples, PLC implementation evidence, intervention/subgroup progress, educator learning, and available family feedback.	Adjust writing strategies, PLC focus, intervention groups, and instructional supports based on midyear evidence; request curriculum specialist support where common needs are identified.
End of year	Review LEAP/Written Expression outcomes, district checkpoints, interim and Guidebook assessments, writing rubrics, student work, subgroup/intervention data, and PLC evidence to determine progress toward the 83% target and identify the strongest practices.	Sustain effective Writing Revolution and cross-curricular writing practices; refine supports for students/subgroups not demonstrating expected growth; establish the next year's Writing Performance priority from end-of-year evidence.

Reflection

Sustain the school's strong overall ELA performance, regular ELA PLC collaboration, The Writing Revolution, cross-curricular writing, and analysis of student writing. Adjust instruction and intervention when checkpoints, interim assessments, classroom writing rubrics, Guidebook Unit assessments, or subgroup data show insufficient progress. Add or intensify support for SWE, ESL, the lowest-performing 25%, and other students not demonstrating expected growth. District support should include continued ELA professional development, curriculum specialist support, and assistance with Guidebook implementation, writing calibration, and alignment of targeted literacy supports.

School Review

Principal	Gina Brown
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Literacy lead/team	Richelle Acosta / Jamie Mouton, Lisa Bourgeois, Lauren Vogel
Faculty/staff review	Faculty meetings, ILT meetings, and PLC review
Family/community input	LIM Parent Survey, conferences, JCampus/direct communication, and school-event feedback;
Plan revision 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.