



ST. TAMMANY PARISH PUBLIC SCHOOLS

Boyet Junior High School Literacy Plan

School	Boyet Junior High School
Principal	Dr. Jennifer Clark
Literacy lead	Mindy Ray
Grade span	7-8 grades
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Mindy Ray	Literacy Lead	Coordinate the School Literacy Plan; Lead Data Analysis; Support Tier 1 Instruction; Facilitate PLC Collaboration; Coordinate PD; Monitor Intervention and Extension; Support Diverse Learners; Monitor and Report Progress
Dr. Jennifer Clark	Principal	Provide Instructional Leadership, Monitor Implementation; Lead ILT, Ensure Effective PLCs; Support Teacher Capacity; Monitor Tiered Support; Use Data to Drive Decisions; Communicate with Stakeholders; Monitor and Revise the plan
Joy Thigpen	Assistant Principal	Support Schoolwide Literacy Leadership; Monitor Tier 1 Instruction; Support PLCs and Teacher Collaboration; Monitor Student Intervention and Progress; Support Student Mastery; Provide Teacher Support; Support Professional Learning; Support Diverse Learners; Communicate with Families; Monitor and Support Progress

1. District Alignment and School Data Story

District anchor	Established STPPS language
Literacy vision	Boyet Junior High School will align its literacy work to the St. Tammany Parish Public School System's vision of developing students who are successful, independent readers and writers who demonstrate the knowledge, skills, confidence, and agency to persist toward their full potential.
Literacy mission	STPPS and Boyet 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, PLC data discussions, walkthroughs, schedules, and stakeholder feedback, as applicable	- A collaborative professional culture through Professional Learning Communities and teacher teams. - A schoolwide commitment to improving student mastery through data-informed instructional decisions. - Established leadership structures, including the Instructional Leadership Team, that can support consistent implementation and monitoring.	Boyet Junior High will prioritize students who are performing below grade-level expectations in literacy, with particular attention to students who demonstrate weaknesses in reading comprehension, vocabulary, written responses, and the ability to independently apply grade-level literacy skills.

School Literacy Priority and Rationale

Priority:

Increase the percentage of Boyet Junior High students demonstrating mastery of grade-level literacy standards by improving the consistency and quality of Tier I literacy instruction and strengthening the school's cycle of assessment, intervention, progress monitoring, and instructional response.

Rationale:

Boyet Junior High will focus on student mastery because students must be able to read complex grade-level texts, determine central ideas, analyze evidence, interpret vocabulary in context, communicate their thinking, and write effectively across content areas.

The school will use LEAP ELA results, classroom assessments, student work, walkthrough evidence, and PLC data cycles to identify specific standards and skills requiring additional attention. When student mastery is below expectations, teams will first examine the quality and consistency of Tier I instruction before determining the need for additional targeted support.

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: The school's 2025–2026 LEAP ELA proficiency and growth results, along with available assessment and student-work evidence, will serve as the baseline for 2026–2027 planning. School target: - Increase overall student literacy proficiency by at least 3 percentage points from the 2025–2026 baseline. -Ensure identified student subgroups demonstrate measurable annual growth. Leading/lagging measures: LEAP ELA proficiency/growth; ELPT; aligned HQIM evidence, as applicable; reading comprehension data; district checkpoints; progress-monitoring results
Actions	1 Establish schoolwide literacy priority standards based on LEAP, assessment, and student-work data. 2 Require PLC teams to analyze student performance by standard and identify students who have mastered, partially mastered, or not yet mastered the skill. 3 Implement common formative assessments aligned to priority standards. 4 Use reteaching, enrichment, and reassessment cycles to respond to student performance. 5 Increase opportunities for students to read complex grade-level texts and provide evidence-based written and verbal responses. 6 Monitor student progress through ILT and administrative data reviews.

District goal and target	School response
Evidence of success	-Increased mastery on common assessments. -Improved quality and complexity of student written responses. -Increased student ability to cite and explain textual evidence. -Increased LEAP ELA proficiency and growth. - PLC documentation showing instructional adjustments based on student data. - Walkthrough evidence showing consistent implementation of agreed-upon literacy practices.

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: Boyet Junior High has established collaborative structures that can be leveraged to strengthen literacy instruction. The primary focus will be increasing consistency in explicit instruction, checks for understanding, student discourse, vocabulary development, reading comprehension strategies, writing expectations, and data-driven instructional responses. School target: By the end of the 2026–2027 school year, 100% of teachers will participate in professional learning and collaborative planning connected to the school's literacy priority, and walkthrough evidence will demonstrate increased consistency in the implementation of identified high-impact literacy practices. Leading/lagging measures: Professional-learning participation; PLC products; Lesson/planning artifacts; Walkthrough data; Student work; Teacher feedback; Student performance data; Implementation of agreed-upon instructional practices
Actions	1. Provide professional learning focused on explicit instruction, Teacher Clarity, vocabulary, comprehension, questioning, checks for understanding, writing, and effective use of assessment data. 2. Use PLCs to collaboratively plan upcoming lessons, anticipate misconceptions, develop checks for understanding, and determine responses to student performance. 3. Conduct focused learning walks followed by timely feedback and coaching. 4. Use the Instructional Leadership Team to monitor implementation and identify professional-learning needs. 5. Share effective instructional practices across departments and grade levels. 6. Provide additional coaching and support to teachers when walkthrough or student-work evidence indicates a need.
Evidence of success	Increased consistency in walkthrough data; PLC agendas and products demonstrate analysis of student learning; Lesson plans reflect clear learning targets and success criteria; Teachers consistently use checks for understanding and adjust instruction; Student work demonstrates increased literacy expectations across content areas; Teachers report increased confidence in using assessment data to plan instruction.

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; Boyet Junior High will review master schedules, instructional minutes, walkthrough data, intervention schedules, and student performance to ensure that students receive protected Tier I instruction and that interventions do not unnecessarily replace core instruction. School target: 100% of students will receive protected grade-level ELA instruction, with targeted support and enrichment provided based on current student evidence. Leading/lagging measures: master schedules, instructional minutes, walkthroughs, HQIM implementations, targeted-support schedules, progress monitoring, and student response
Actions	1. Protect the master schedule and instructional minutes for grade-level ELA instruction; 2. Establish a consistent schoolwide process for identifying students requiring reteaching, intervention, or enrichment; 3. Monitor intervention schedules to ensure Tier II and Tier III support occurs in addition to Tier I instruction; 4. Provide extension opportunities for students demonstrating mastery; 5. Conduct regular administrative walkthroughs focused on instructional alignment, student engagement, learning targets, checks for understanding, and evidence of student thinking.
Evidence of success	-Master schedules demonstrate protected literacy instructional time. -Walkthrough data shows consistent Tier I practices. -Student groups are adjusted based on current data. -Intervention documentation demonstrates progress monitoring. -Students demonstrating mastery receive meaningful extension. -Student achievement data demonstrates 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.	Boyett Junior High will protect grade-level ELA instruction and strengthen consistent Tier I practices across classrooms. PLCs will examine student evidence when approximately 80% or fewer students demonstrate mastery and will first determine whether Tier I instruction needs to be adjusted before referring students for additional intervention.
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.	Boyett Junior High will provide targeted literacy support based on current student evidence. Student progress will be reviewed at regular PLC/data meetings. Students who demonstrate mastery will exit targeted support, while students who continue to struggle will receive adjusted instruction or increased support.
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 with significant literacy needs or insufficient response to Tier II support will receive more intensive, explicit, systematic instruction. Boyett Junior High will coordinate Tier III support with appropriate SBLC, IEP, Section 504, dyslexia, and English learner processes when applicable.

Access for Diverse Learners

Learners	School implementation focus
English learners	Boyett Junior High will provide language supports that allow English learners to access grade-level curriculum without reducing the rigor of the standards.
Students with exceptionalities	Teachers will implement accommodations and specialized instructional supports identified through student plans while maintaining access to grade-level standards and HQIM. Teachers will collaborate with special education personnel to ensure that accommodations are implemented consistently and that students receive appropriate instructional support.
Students with characteristics of dyslexia	Boyett Junior High will follow established district processes for screening, identification, intervention, documentation, and coordination. Students will receive appropriate structured literacy support and progress monitoring based on identified needs.
Core protection confirmed	Tier II and Tier III intervention, enrichment, and targeted support will not replace protected core ELA instruction .
District support needed	Continued access to district literacy specialists, curriculum support, professional learning, approved resources, and guidance for targeted intervention implementation.

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.	Boyett Junior High will utilize STPPS Curriculum and Instruction, EDU 20/20, district curriculum specialists, and approved school-based supports.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	The school's primary professional-learning priorities will be: 1. Increasing student mastery through effective Tier I instruction. 2. Using assessment evidence to make timely instructional decisions. 3. Strengthening explicit literacy instruction across content areas. 4. Improving student reading comprehension, vocabulary, writing, and use of evidence. 5. Strengthening Teacher Clarity and checks for understanding.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Effectiveness will be evaluated through: • Walkthrough data • Student work • PLC products • Teacher feedback • Professional-learning reflections • Assessment results • Student mastery data The ILT will review implementation evidence monthly and identify adjustments as needed.

ILT and Teacher-Collaboration Long-Range Cycle

Cycle	District-aligned focus	School product/evidence
1. Launch and prepare	- Review literacy goals. - Analyze baseline data. - Identify priority standards. - Establish common expectations. - Plan HQIM instruction. - Establish Teacher Clarity expectations.	- School literacy goals - Data profile - Priority-standard list - PLC calendar - Professional-learning plan
2. Strengthen Tier I	- Explicit instruction - Checks for understanding - Student discourse - Vocabulary - Reading comprehension - Writing - Analysis of student work	- PLC lesson plans - Common assessments - Student-work protocols - Walkthrough data - Teacher reflection
3. Respond and intensify	- Identify students requiring additional support. - Adjust Tier II/Tier III groups. - Monitor student progress. - Reteach priority standards. - Provide extension for students demonstrating mastery.	- Flexible-group rosters - Intervention data - Progress-monitoring records - Reteaching plans - Student mastery data
4. Evaluate and sustain	- Review student outcomes. - Evaluate instructional implementation. - Identify successful practices. - Determine next-year priorities. - Strengthen vertical alignment.	- End-of-year data analysis - Reflection - Best-practice inventory - Recommendations for 2027–2028 - Updated school improvement priorities

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Boyet Junior High will provide opportunities for families to provide feedback regarding student literacy needs, communication, and available supports.	- Parent surveys - School events - Parent-teacher conferences - Individual student communication - School communication platforms
Understandable student data and IASP communication	Families will receive understandable information regarding student performance, strengths, areas for improvement, and available support.	- Report cards - Progress reports - Parent conferences - Individual communication - Schoolwide communication platforms
Family literacy learning	Boyet Junior High will provide families with practical strategies for supporting reading and literacy at home.	- Encouraging daily reading - Discussing texts - Asking students to explain their thinking - Practicing academic vocabulary - Encouraging students to support answers with evidence - Providing access to age-appropriate reading materials

Required priority	School approach	When/how
Accessible communication	Communication will be provided using accessible formats and, when needed, appropriate language supports.	-translators for in-person or zoom meetings -letters home in home language
Community connection	Boyett Junior High will continue to seek opportunities to connect literacy learning to community partnerships, authentic experiences, and student leadership.	[Enter timing/method]

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM expectations, assessment evidence, intervention needs, and instructional adjustments	Faculty meetings, PLCs, ILT meetings, email, professional learning
Students	Learning goals, success criteria, progress, strengths, and next steps	Classroom instruction, conferences, student data reflection, announcements
Families/community	Literacy priorities, student progress, resources, intervention information, and opportunities for participation	Parent conferences, school communication platforms, newsletters, individual communication

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions will be embedded within the Boyett Junior High School Advancement Plan and aligned to the school's broader student-achievement priorities. The literacy priority will support the school's focus on increasing student mastery through: • High-quality Tier I instruction • Data-driven PLCs • Instructional Leadership Team monitoring • Student engagement • Professional learning • Targeted intervention • Student ownership of learning
Other initiatives	Literacy will be intentionally integrated across content areas through: • Cross-curricular reading and writing • Academic vocabulary • Evidence-based responses • Teacher Clarity • Student discussion • Content-specific literacy practices • Support for diverse learner

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	-Establish 2025–2026 baseline data. -Identify priority literacy standards. - Establish student-performance targets. - Review master schedules and instructional minutes. - Establish intervention and extension procedures. - Establish PLC and ILT monitoring cycles.	[Enter a Finalize baseline percentages from official LEAP and available assessment reports and establish grade-level/subgroup targets.]
Midyear	-Common assessment results - Student mastery - LEAP interim/available data - Student work - Walkthrough trends - PLC implementation - Intervention progress - Teacher feedback	-Reteach standards with low mastery. - Adjust intervention groups. - Increase professional learning where walkthrough evidence identifies a need. - Share effective instructional practices. - Increase support for identified student groups.
End of year	- LEAP ELA results - Student growth - Common assessment performance - Student work - Walkthrough implementation trends - Intervention effectiveness - PLC effectiveness - Teacher feedback	- Practices to sustain - Practices to adjust - Practices to discontinue - New literacy priorities - Professional-learning needs - Intervention needs for the following school year

Reflection

Boyett Junior High will sustain practices that demonstrate a positive impact on student mastery, including collaborative PLC structures, data-informed instructional planning, focused professional learning, and consistent monitoring of student progress.

The school will adjust practices when evidence indicates that students are not mastering grade-level standards. The school will stop or streamline practices that do not demonstrate a clear connection to student learning and will add supports when student evidence identifies an unmet need.

The primary focus will remain on strengthening Tier I instruction so that intervention is a strategic supplement rather than a replacement for high-quality core instruction.

School Review

Principal	Dr. Jennifer Clark
Literacy lead/team	Boyett's ILT and ELA department chair
Faculty/staff review	September PLC meetings
Family/community input	PTA communication and Parent Info meetings throughout the 2026-2027 school year.

Plan revision date	Reviewed throughout the 2026–2027 school year and formally revised based on end-of-year evidence.
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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.