



ST. TAMMANY PARISH PUBLIC SCHOOLS

St. Tammany Jr High Literacy Plan

School	St. Tammany Junior High School
Principal	Vince DiCarlo
Literacy lead	Vince DiCarlo/Ramona Stein
Grade span	Grades 6-8
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Vincent DiCarlo	Principal / School Leader	Plan oversight; alignment to School Advancement Plan; monitoring
Ramona Stein	Literacy Lead / ELA Lead	ELA implementation; PLC facilitation; student-work/data review
Harry Dixon, Leslie Gross-Smith, Aimee Brinson	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	The School Advancement Plan identifies ELA Written Performance as a three-year academic priority and uses The Writing Revolution (TWR), weekly PLCs, common planning, district checkpoint/LEAP 360 analysis, modeled strategies, and curriculum-specialist support. The plan also identifies ELA literary text and writing performance as an opportunity for growth across all grades.	The July 2026 snapshot shows ELA proficiency at 27.1% overall, up from 21.8% in 2025. Grade 6 increased to 26.1%, Grade 7 to 27.7%, and Grade 8 to 27.7%. Although all three grades improved, overall proficiency remains an urgent need. The school will sustain the upward trend while strengthening written performance, literary-text comprehension, and outcomes for English learners, students with disabilities, and the lowest-performing students.

School Literacy Priority and Rationale

St. Tammany Junior High will build on its 2026 ELA improvement through consistent grade-level HQIM, The Writing Revolution, writing across core content areas, Teacher Clarity, explicit instruction, student-work analysis, and responsive targeted support. The 2026 LEAP snapshot shows 27.1% ELA proficiency overall (26.1% Grade 6, 27.7% Grade 7, 27.7% Grade 8), compared with 21.8% overall in 2025. This literacy plan directly supports the School Advancement Plan priority of improving Written Performance and its schoolwide focus on instructional practices, high-quality materials, collaborative planning, and continuous improvement.

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 - 27.1% overall; Grade 6: 26.1%; Grade 7: 27.7%; Grade 8: 27.7%. 2025 overall ELA proficiency was 21.8%. School target: Increase overall LEAP ELA proficiency by at least 2 percentage points annually: 29.1% in 2027, 31.1% in 2028, and 33.1% in 2029, while sustaining grade-level growth and improving identified subgroup outcomes. Measures: LEAP ELA proficiency/growth; district diagnostics/checkpoints; HQIM assessments; written-response performance; student work; targeted-support progress monitoring; subgroup patterns.
Actions	1. Implement grade-level ELA HQIM and The Writing Revolution with frequent writing across content areas, explicit modeling, success criteria, evidence-based responses, sentence-level strategies, and actionable feedback. 2. Use weekly PLCs/common planning with administrators, TRT/instructional coach, and curriculum-specialist support to analyze student work and checkpoint evidence, identify needs, and plan responsive small-group instruction, intervention, acceleration, and extension.
Evidence of success	Annual increases in overall and grade-level LEAP ELA proficiency; improved written-performance results; stronger curriculum-embedded/checkpoint assessments; students produce higher-quality written responses across content areas; students receiving targeted support demonstrate measurable response; subgroup gaps narrow.

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 establishes weekly PLCs, common planning, administrator/TRT/instructional-coach support, curriculum-specialist guidance, TWR professional learning, modeled instructional strategies, and district PD as key structures for improving written performance. School target: 100% of ELA teachers participate in school/district professional learning and PLC/ILT cycles focused on HQIM, TWR, Teacher Clarity, explicit instruction, assessment literacy, literary text, writing, and responsive support. Measures: PL participation; PLC/ILT products; walkthrough trends; student work; written-response data; educator feedback; checkpoint and LEAP outcomes.
Actions	1. Use weekly PLCs to unpack HQIM, model TWR/instructional strategies, calibrate expectations for written responses, and analyze formative/summative student work and district checkpoint evidence. 2. Use ILT/administrator learning walks and coaching feedback to monitor HQIM use and instructional practices, then provide differentiated follow-up through curriculum specialists, instructional coaching, district PD, and school-based modeling.
Evidence of success	Walkthroughs show stronger HQIM fidelity, TWR use, Teacher Clarity, explicit instruction, writing, and checks for understanding; PLC products document instructional adjustments; student writing and assessment performance improve; teachers receive timely actionable feedback.

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 SAP protects common planning and includes intervention time, student goal setting, data review, and targeted instructional support. District expectations require protected core ELA and additive targeted support. School target: Protect 100% of required core ELA time and ensure students identified through current evidence receive timely, matched intervention, acceleration, or extension. Measures: master schedule; instructional minutes; walkthroughs; HQIM implementation; targeted-support rosters; progress monitoring; student response.
Actions	1. Protect grade-level HQIM instruction and strengthen literary-text comprehension, writing, explicit modeling, checks for understanding, discussion, and responsive small groups within Tier I. 2. Establish flexible targeted-support groups using diagnostics, HQIM assessments, district checkpoints, classroom evidence, student writing, and progress monitoring; review response every 6-8 weeks and adjust intensity/resources when needed.
Evidence of success	Core ELA time is protected; grade-level HQIM is consistently visible; targeted-support records show matched need/resource/measure; students demonstrate measurable reading/writing growth; students demonstrating mastery receive acceleration and extension.

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 daily grade-level ELA/HQIM. Strengthen literary-text comprehension, The Writing Revolution, writing across content areas, Teacher Clarity, explicit instruction, checks for understanding, discussion, and small-group support within Tier I. PLCs/ILT review HQIM assessments, checkpoints, student work, walkthrough evidence, and subgroup patterns. Students demonstrating mastery receive acceleration and extension.
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 intervention based on diagnostic, HQIM, checkpoint, classroom, and student-writing evidence. Use district-approved literacy resources matched to the identified need. Monitor progress regularly through PLC/student-support review, adjust groups/resources based on response, and communicate progress to families.
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.	For students with significant needs or insufficient response, coordinate through applicable SBLC/Targeted Assistance Team, IEP, Section 504, dyslexia, and English learner processes. Provide smaller-group, more intensive explicit instruction using district-approved resources and trained personnel; monitor progress at least biweekly and adjust intensity based on evidence.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level HQIM with language assistance based on English proficiency, explicit vocabulary/language supports, certified ESL services, and district-approved resources matched to need. Monitor EL/ELPT evidence and provide accessible family communication.
Students with exceptionalities	Maintain access to grade-level HQIM; implement IEP accommodations/modifications and specially designed instruction; coordinate ELA teachers, special educators, case managers, and student-support teams. Monitor SWE literacy outcomes and response to targeted support.
Students with characteristics of dyslexia	Follow established screening/SBLC processes and provide structured, multisensory literacy support matched to need using district-approved resources, aligned progress monitoring, and family communication.

Core protection confirmed	Confirmed. Tier II/Tier III intervention, acceleration, extension, and special services are scheduled in addition to - never in place of - protected core ELA/HQIM instruction.
District support needed	District ELA curriculum-specialist support; TWR/Teacher Clarity learning; instructional coaching; targeted-support/resource training; support for English learners, students with exceptionalities, structured literacy, and progress monitoring 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.	Use STPPS Curriculum and Instruction, district ELA/ESL/SWE specialists, school instructional coaching, ILT/PLC structures, and approved district/school PD to strengthen HQIM, TWR, literary-text instruction, writing across content areas, and responsive support.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. The Writing Revolution and written performance: sentence strategies, evidence-based responses, writing across content areas, common expectations, and student-work analysis. 2. Teacher Clarity, explicit instruction, formative assessment, literary-text comprehension, small-group instruction, and data-based intervention/acceleration.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review every 6-8 weeks through PLC/ILT artifacts, walkthrough trends, district checkpoint/HQIM results, student writing, targeted-support progress, subgroup patterns, educator feedback, and LEAP outcomes. Adjust coaching, grouping, and professional learning based on evidence.

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	Shared literacy goals; HQIM preparation; TWR expectations; Teacher Clarity; BOY student-writing/assessment baseline; identify priority standards and student groups.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough evidence of explicit instruction, literary-text work, discussion/writing, checks for understanding, and effective small groups; common assessment/student-work analysis.
3. Respond and intensify	Screeners/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Targeted-support rosters; matched resources/measures; progress-monitoring records; SWE/EL/lowest-performing student review; family communication; documented instructional adjustments.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	LEAP/checkpoint outcomes; vertical review of Grades 6-8 writing/literacy needs; school reflection; documented refinements and next-year priorities.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through school/SAP surveys, Leader in Me and family engagement opportunities, conferences, and literacy-related events. Review feedback during school improvement/literacy monitoring and use it to adjust communication and supports.	At plan launch, family engagement events, and annual/benchmark plan reviews.
Understandable student data and IASP communication	Share LEAP, district checkpoint, classroom/HQIM, progress-monitoring, and targeted-support information in family-friendly language. Use student goal-setting structures to help students communicate progress, strengths, and next steps.	Beginning of year; benchmark/progress-report periods; conferences; targeted-support updates.
Family literacy learning	Provide practical family learning on grade-level reading/writing expectations, The Writing Revolution strategies students use at school, and ways families can support reading comprehension and written responses at home.	At least once annually, with resources shared throughout the year.
Accessible communication	Use school newsletters, digital/print communication, progress reports, phone/email, conferences, family events, and surveys. Provide language access and varied formats/times as needed.	Ongoing throughout the year.
Community connection	Connect families with St. Tammany Parish Library literacy programs, summer reading, and other community literacy resources and opportunities when available.	Throughout the year, especially before school breaks and summer.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	BOY launch; weekly PLC/common planning; recurring ILT meetings; faculty meetings; every 6-8 week data reviews; coaching and walkthrough feedback cycles.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning intentions/success criteria and feedback; student goal setting; conferences; written-response feedback; assessment and intervention progress reviews.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	School newsletters, digital/print communication, progress reports, phone/email, conferences, family events, Leader in Me structures, and surveys.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in the School Advancement Plan. The literacy plan directly supports Priority Area #2: increasing the percentage of students scoring strong in Written Performance through The Writing Revolution. It also reinforces the SAP's weekly PLCs, common planning, administrator/TRT/instructional-coach support, curriculum-specialist guidance, district checkpoint analysis, modeled instructional strategies, writing across core content areas, and curriculum-embedded assessment growth.
Other initiatives	Louisiana ELA HQIM; The Writing Revolution; Teacher Clarity; ILT/PLC collaboration; Leader in Me student goal setting; targeted support/IASP; special populations services; cross-curricular literacy and writing.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm 2026 LEAP baseline (27.1% overall), grade/subgroup needs, annual targets, core ELA schedule protections, targeted-support rosters, TWR expectations, PLC/ILT calendar, owners, and family communication plan.	Use BOY diagnostic/HQIM/student-work evidence to establish flexible groups and professional-learning priorities. Preserve the SAP emphasis on written performance and instructional practices.
Midyear	Review district checkpoints/HQIM assessments, student writing, literary-text evidence, walkthrough trends, targeted-support response, subgroup outcomes, educator learning, and family feedback.	Adjust lessons, small groups, intervention/acceleration intensity, resources, coaching, and family communication based on evidence; document PLC/ILT decisions and student response.
End of year	Review LEAP ELA proficiency/growth, grade and subgroup outcomes, written-performance evidence, targeted-support response, HQIM/TWR/Teacher Clarity implementation, student goal setting, and stakeholder feedback.	Sustain practices showing impact; revise targets and supports for the next year; identify grade/subgroup priorities and needed district support; continue strengthening written performance and overall ELA proficiency.

Reflection

Sustain: grade-level HQIM, The Writing Revolution, writing across content areas, weekly PLC/common planning, student-work analysis, administrator/instructional-coach feedback, and student goal setting. Adjust: grouping, intervention/acceleration resources and intensity, coaching, and professional learning every 6-8 weeks based on evidence. Strengthen: literary-text comprehension, consistent Teacher Clarity, explicit instruction, and high-quality written responses across content areas. District support should be requested as needed for ELA curriculum, TWR, targeted support, English learners, students with exceptionalities, structured literacy, and progress monitoring.

School Review

Principal	Vince DiCarlo
Literacy lead/team	Harry Dixon, Leslie Gross-Smith, Ramona Stein, Aimee Brinson
Faculty/staff review	Skai Buckley, John McCarary, Teelah McCoy, Penny Johnson, Clarisa Sunsin, Jasmine Brown
Family/community input	Trisha Lore (8) Kalyn Coleman (7) Chante Dobard (6)
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. District calendars and guidance remain the controlling source for required dates and procedures.