ST. TAMMANY PARISH PUBLIC SCHOOLS

Pitcher Jr. High Literacy Plan

School	William Pitcher Jr. High
Principal	Brandon Frederick
Literacy lead	Kristina Baiamonte
Grade span	7th-8th
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Brandon Frederick	Principal	Implementation
Caitlyn Lancaster	Asst. Principal	Implementation
Kristina Baiamonte	Instructional Coach	Teacher Mentor, Data Reviewer
Tracey Martinez	TRT	Teacher Mentor, Data Reviewer
Rebecca Williams	SwE-Resource ELA Teacher	Implementation

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	Reading Performance (All students)	Writing performance; SwE students

School Literacy Priority and Rationale

Writing Performance- All students & SwE Subgroup- All students- down 11.8% from 2025; SwE students- down 2.9% from 2025.

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: Writing Performance- 2025: All students- 45.9% proficient,(Reg. Ed- 51.4%, SwE students- 15.9% proficient) 2026: All students- 34.1% proficient (Reg. Ed- 38.3%, SwE students- 13.0% proficient) School target: All student and SwE subgroup will increase in the Writing performance category by 5% points. Leading/lagging measures: DIBELS 8 proficiency/growth; LEAP ELA proficiency/growth; ELPT; graduation-readiness measures; aligned HQIM evidence, as applicable.
Actions	1. Targeted interventions through HQIM, classroom small groups, high-dosage tutoring, study skills interventions, and reading intervention specialists. 2. Focus on written performance in all subject areas, using rubrics and reviewing student writing performance in PLCs weekly.
Evidence of success	Student work samples/data analysis review in PLCs on a weekly basis, classroom (HQIM) assessments, district checkpoints, and mid-year diagnostic reviews.

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: New teacher professional development, both in content area and school-level (related to ILT goals, School target: 100% of teachers will receive content-related writing professional development, which will lead to our overall school goal of increasing writing performance. All teachers will be using HQIM Tier I curriculum 100% of the instructional day. Leading/lagging measures: Learning participation/completion, preparation artifacts, walkthrough trends, student work, educator feedback, and professional-learning evaluation evidence.
Actions	1. Continued PD on HQIM, reading and writing strategies, district-provided PD, curriculum specialists visiting campus for PLCs. 2. PLCs- planning for and reviewing/analysis of student writing on a weekly basis in all content areas, using HQIM and rubrics for each content area.
Evidence of success	Student progress through weekly data/student work analysis- classroom assessments, district checkpoints, etc.

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: 100% of instructional time is used on HQIM by all core content teachers. Guidebooks is the ELA curriculum, however all other content areas incorporate writing through their specific curriculum. Lexia is a district-approved intervention program used by all students on a daily basis. Targeted students receive additional support through small groups within the classroom, study skills classes, and during- and after-school tutoring programs. Small group arrangements and focus on pacing and on priority skill areas need to be an instructional focus at this early stage of the school year to maximize time and efficiency/effectiveness. School target: Maximize instructional time on priority areas and pacing (in-lesson and day-to-day), which is a focus for ILT/PLCs at this early point in the year. Leading/lagging measures: Instructional team learning walks, coaching visits, and formal/informal observations. Master schedules, Instructional Minutes, walkthroughs, HQIM implementation, targeted-support schedules, progress monitoring, and student response.
Actions	1. Conduct learning walks daily (instructional team), focusing on writing in each content area. Continuous review of learning walk data/observations with instructional team. 2. Student work samples & data analysis through the ILT and PLC process.
Evidence of success	Student progress through weekly data/student work analysis-classroom assessments, district checkpoints, and LEAP performance.

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.	Students engage daily with complex grade-level text and meaningful literacy tasks. HQIM is evident. Learning intentions and success criteria support student ownership. Teachers use explicit, evidence-based practices. Class-level assessment patterns show that most students are learning through Tier I, and extension is available when students are ready.
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.	Additional Core Instruction- Lexia and Amira interventions, Resource instruction for SwE students, EL class for 2nd Language Learners, staff support in ELA classes (SwE/Inclusion teacher, EL teacher support, paraprofessional support in classrooms.)
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.	Double-blocked ELA classes, tutoring opportunities via Title I funding and from on-campus staff during school (study skills classes, resource ELA classes)) and after school.

Access for Diverse Learners

Learners	School implementation focus
English learners	All EL learners have access to grade-level HQIM, participating in all core content classes, including double-blocked ELA. EL students have additional EL support classes based on ELPT level and use Amira as a language intervention program, in addition to Lexia and targeted classroom support. The EL teacher also pushes in to ELA classes as additional support during ELA classes.
Students with exceptionalities	The inclusion/resource model is used, with all SwE students being in inclusion ELA classes with a regular ed and SwE teacher, ensuring access to the full and rigorous ELA HWIM. Specific SwE students will have an ELA resource class scheduled for additional supports, but all have targeted supports and interventions within their ELA classes. Lexia is used during ELA time and homeroom time, as well as in-school and after-school tutoring.
Students with characteristics of dyslexia	Targeted support from Resource/Inclusion teacher(s) and Reading interventionists in ELA classes, but also support in all other content areas.

Core protection confirmed	Tier II/Tier III and extensions do not replace core ELA instructional time.
District support needed	Instructional coaching team support (provided) and ongoing professional development for ELA teachers from district C&I department.

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.	Curriculum specialist and school instructional coach used for ongoing professional development.
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	Increase student achievement in writing performance across all content areas, but with focus on ELA, by 5% school-wide and 2% in SwE students.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	ILT/PLC meeting agendas and sign-ins, list of completed PD opportunities for teachers, etc.

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	ILT long-range plan, meeting agendas/notes, PLC agendas/notes.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	PLC agendas/notes focusing on student work analysis on writing (weekly).
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	List of students needing Tier II interventions- students in study skills classes, receiving tutoring (during and after school), small group data

Cycle	District-aligned focus	School product/evidence
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	Progress checkpoints throughout the year (ILT/PLCs) via HQIM classroom assessment data, district checkpoints, LEAP results, etc.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through surveys, conversations, PTO meetings, MRS survey results (beginning, middle, and end of year).	BOY/MOY/EOY MRA surveys, ongoing conversations through phone calls/email, IEP/504/IASP meetings.
Understandable student data and IASP communication	Keeping families up to date on their individual student's data- classroom grades/progress, test scores (LEAP, checkpoints, etc.) and work samples from the classroom.	Ongoing- LEAP data given at BOY, but new data and academic progress communicated throughout. Parent conference, IEPs, phone conversations/emails & newsletters.
Family literacy learning	Promoting and encouraging families to take part in parent nights and events and keeping them up to date on the academic progress of the school through and their individual students- standardized testing scores, academic progress in each curriculum, including showing them work samples and data from their student that we utilize daily.	PJH Literacy Night- Spring 2027, LEAP Night- Spring, Panther Pizazz/Data Night- Oct. 2026; data chats with students and parents included (ongoing).
Accessible communication	Updates given continuously through robocalls/texts, newsletters, JPAMs, parent meetings, and information sent home (in multiple languages).	Ongoing- Parent access to LEAP and JPAMs reports, monthly parent newsletters.
Community connection	Not applicable currently, but we are working on develop partnerships with community leaders and businesses/programs.	Throughout the year.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments, included targeted students for support and instructional strategies.	Weekly through PLCs, monthly via faculty meetings, and daily through emails, conversations, and learning walk/observation feedback.
Students	Learning goals, success criteria, progress, strengths, and next steps.	Daily during instructional time with classroom teachers, during homeroom time through weekly data chats, and during conversations between students and admin/instructional team.

Audience	What is communicated	When/how
Families/community	Plan priorities, student progress, resources, participation opportunities, and school/curriculum updates.	Open House, monthly newsletters, robocalls/texts to parents, IEP/504 meetings, and parent/family engagement nights.

Alignment to Other Initiatives

School Advancement Plan	Priority Goal #2: From Fall 2024 to Fall 2027, Pitcher Jr. High School will increase the domain/component of Written Expression in ELA from 41% to 55% through a focus on Written Expression in all content areas, but especially in ELA by focusing on constructed/extended response in all subjects, Culminating Writing Tasks in ELA, and daily small group instruction/interventions in all subject areas.
Other initiatives	ILT focuses- success criteria, annotating standards/learning objectives, "PAW" grade/work recovery program, in-school tutoring. Additionally, IASP/Act 771, Teacher Clarity, cross-curricular literacy, and Leader In Me.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	LEAP scores analysis- whole-school, by teacher, and by individual student. Calibrating LEAP data with other assessments, Lexia/i-Ready data, and historical student scores.	August PD days and BOY PLCs.
Midyear	Data review after first round of district checkpoints and mid-year diagnostics in each content area, including student writing samples from BOY & MOY to assess growth using the writing rubric in each content area.	Dec. 2026/Jan. 2027
End of year	Analysis of student results from all checkpoints, diagnostics, and standards-based assessments throughout the year, as well as Lexia growth and writing samples. Also Spring 2027 LEAP data when it is released.	April/May 2027

Reflection

School Review

Principal	Brandon Frederick
Literacy lead/team	Kristina Baiamonte
Faculty/staff review	[Enter date/method]
Family/community input	[Enter date/method]
Plan revision date	[Enter date]

ANNUAL REVIEW

The school literacy plan is reviewed through regular school improvement routines, aligned to the School Advancement Plan, and updated as evidence indicates. District calendars and guidance remain the controlling source for required dates and procedures.