

**Local Literacy Plan for
North Central High School/ St. Landry Parish
Kyle Sylvester/ Principal Grades 7-12
Milton Batiste/ Superintendent
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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision Statement

Every student graduates as an empowered reader, critical thinker, and articulate communicator, fully equipped to construct meaning, navigate complex texts, and lead in an ever-changing world through daily, equitable literacy experiences.

Literacy Mission Statement

We deliver equitable, high-quality literacy instruction in every classroom, every day. Through Tier 1 instructional materials, we foster environments where students actively engage in complex reading, critical thinking, structured writing, and purposeful academic discourse.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)

Our primary overarching goal is for all students to have improved literacy outcomes through high-quality instruction and interactions by effective teachers supported by their families.

Goal: By Spring 2027, the percentage of 7th–10th grade students scoring Mastery or above on the ELA LEAP exam will increase by 5% per grade level:

- 7th Grade: 46% → 51%
- 8th Grade: 29% → 34%
- 9th Grade: 29% → 34%
- 10th Grade: 17% → 22%"

Goal 2 (Teacher-Focused)

Goal: 100% of teachers will use High-Quality Instructional Materials (HQIM) daily during the 2026–2027 school year, as measured by weekly classroom walkthroughs.

NIET results will demonstrate that educators employ effective teaching practices by meeting each student's individual learning needs, implementing the curriculum with fidelity, and using student achievement data to inform instructional design.

Action Steps:

- Provide continuous professional learning opportunities for educators to strengthen their understanding of evidence-based literacy instruction
- Offer instructional coaching, classroom observations, and constructive feedback to support teacher growth

Section 1B: Literacy Goals

	● Establish uniform teaching approaches and instructional frameworks across all learning environments ● Conduct comprehensive training for all personnel involved in assessment administration to maintain consistency in protocols and data collection accuracy ● Designate dedicated time for educators to examine assessment outcomes and engage in collaborative discussions with colleagues and student support teams ● Enhance students' literacy achievement through strategic implementation of core instructional materials ● School leader will design a master schedule that incorporates timely intervention sessions utilizing Lexia ● School will encourage consistent use of Lexia programming during designated intervention time ● Conduct regular analysis of universal screening assessment data ● Instructional Leadership Team will track and review Lexia and Success Maker usage through student progress reports ● Educators will study and prepare lesson plans in advance to deeply understand curriculum content for effective student instruction
Goal 3 (Program-Focused)	Goal: 100% of teachers will implement the SAVVAS curriculum daily during the 2026–2027 school year, as measured by weekly walkthroughs and unit plan reviews." Grades 7-12 • Observe how curriculum and research-backed instructional methods are being put into practice using both structured and informal (Bullseye) assessments

Section 1B: Literacy Goals

- Follow the pacing schedules established by the District and State for curriculum delivery
- Make changes to how curriculum is aligned to close learning gaps and help students achieve deeper understanding

Grades 7-12

- All regular education and ESS ELA teachers (grades 7-12) will review and examine unit texts to identify central themes and connections to end-of-unit assessments and performance-based writing tasks
- Mark texts to highlight qualitative elements and potential student misconceptions throughout the unit
- Use the standards-aligned unit preparation protocol when delivering curriculum; track progress through Bullseye Education observations (both formal and informal)

Section 2: Explicit Instruction, Intervention and Extension

Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I

1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? Yes. Teachers in grades 7-12 participate in ongoing, hands-on professional development that helps them effectively use the SAAVAS curriculum and its accompanying materials. When Tier I instruction is strong, we expect at least 75% of students in a

Section 2: Explicit Instruction, Intervention and Extension

class to show they have learned the material based on overall assessment results.

2. Tier I is considered successful when 75% or more of students in grades 7-12 show they have mastered the content on Amplify SAVVAS Unit Assessments and mid/end-of-year benchmark tests. If Tier I mastery drops below 75%, grade-level teams make changes to the instructional pace, increase the amount of modeling teachers do during close-reading activities, and strengthen whole-class work with vocabulary and word structure skills instead of depending primarily on Tier II small-group instruction.
3. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
 - a. Yes. Teachers administer SAVVAS curriculum-based assessments at the end of the unit. These embedded writing prompts, student book checks, and comprehension assessments are analyzed bi-weekly to measure student grasp of core content knowledge and complex text analysis.
4. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
 - a. Yes. The ILT undergoes specific administrative training for SAVVAS 7-12, focusing on key look-fors such as explicit vocabulary instruction, text-dependent questioning, student discussion, and integrated writing.
 - b. Is there a regular walkthrough schedule to determine support around Tier I?
 - c. Yes. The ILT conducts weekly scheduled and non-evaluative Tier I literacy walkthroughs in Grades 7-12 using a SAVVAS aligned fidelity rubric. Walkthrough data is collated to identify immediate coaching needs, schedule peer observations, and ensure daily dedicated time for core literacy blocks.
5. Is the ILT responding to data to support a healthy Tier I?
 - a. Yes. The ILT convenes each week as part of data review cycles to examine assessment patterns across units and review samples of student work. When the team identifies learning gaps that affect many students in particular areas—such as word structure or

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	understanding difficult texts—they work together with teachers to modify lessons, demonstrate skills directly, or shift how much time is spent on different topics. This happens before students are placed in small-group intervention programs. 6. Are teachers and leaders effectively trained in unit and lesson preparation (3–12 Unit Preparation, 3–12 Lesson Preparation)? Some teachers are trained while others are supported through the Instructional Coach and the Literacy Mentor. 7. What data and resources are being used to support extension? a. Teachers in grades 7–12, along with literacy coaches and instructional leaders, participate in professional routines that align with LDOE standards. They study the main ideas within each content area, mark up key texts, break down difficult words, and plan daily student writing tasks. Using SAVVAS Year and Unit Overviews, they work backward from learning goals to design their instruction. b. Teachers in grades 7–12 use information from Lexia Powerup and Success Maker—including skill-builder activities, how often students engage with the program, and automatic placement results—to guide their choices about which students need extra help and to provide focused instruction to small groups.
Amount of time spent on daily literacy skills instruction and how it is used	Grades 7-8 • 90 minute ELA blocks Grades 9-12 • 55 minute ELA class periods
English Language Arts textbooks and instructional materials used	• Grades 7-12: Savvas
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention?

Section 2: Explicit Instruction, Intervention and Extension

	5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	Tier II intervention (RTI) consists of 25 minutes of targeted small group instructional time with the classroom teacher or certified resource teacher. This time is outside of Tier 1 instructional minutes. School leaders and teachers implement Individual Academic Support Plans and parent reporting to ensure targeted Tier II interventions are implemented and literacy goals are met.
List of available interventions and their descriptions	Lexia (Grades 7-12)-- Powerup is an evidence-based program designed to strengthen literacy development in students across all skill levels, enabling them to transition from decoding text to using reading as a tool for learning who are at risk of not meeting College-and-Career Ready Standards. SAVVAS Successmaker (Grades 7-8) is a personalized and adaptive learning program for reading intervention and differentiation.
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	Tier III includes over 20 minutes of focused small group instruction delivered by the classroom teacher, a certified specialist at the learning center, or an approved state intervention initiative. Most external vendor programs adapt their instruction to match each student's unique requirements. These sessions occur separately from standard Tier 1 classroom instruction. Building administrators and instructional staff use Individualized Academic Support Plans and communicate with families to

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	confirm that Tier II support strategies are in place and that reading and writing objectives are achieved.
List of available interventions and their descriptions	Lexia (Grades 7-12)---Power Up is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn for students who are at risk of not meeting College-and-Career-Ready Standards. SAVVAS Successmaker is a personalized learning and adaptive learning program for reading intervention and differentiation.

Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/ Instructional Coach/Literacy Mentor	3-12 Unit Preparation 3-12 Lesson Preparation SIP	- Teacher preparation materials will reflect comprehension of competencies derived from high-quality instructional materials, assessment tools, sample work, and instructional texts - Lesson notes will clarify the instructional intent, expected proficiency levels, explicitly taught segments, and supports for diverse learners - At least 95% of students observed will actively participate and show learning through reading, speaking, listening, or writing connected directly to the day's objective and unit's core competencies - Data sources: Student exit tickets, daily formative checks, and observation notes - Student achievement will show measurable growth between initial diagnostic assessments and final writing

Action Plan

					assessments, with a minimum 10% rise in students achieving proficiency or higher Data sources: Initial diagnostic results, completed student work samples
1,3	Fall (August) BOY Winter (December) MOY Spring (April) EOY ACT 422 - grades 7-12 - May and June for students who score 'Well Below'	Promote the administration of the Lexia Powerup Initial Placement Exam identifying skills to target for instructional support; - progress monitoring at-risk students while they receive additional, targeted instruction; and - examining the effectiveness of school-wide literacy supports	School administrator Literacy Mentors District Leaders ELA teachers in grades 7-12	Resource Center Teachers LDOE released probes and directives	Progress monitoring
2	Weekly/Bi-Monthly (August-May)	Literacy Mentors and ELA instructional specialists will conduct professional development workshops focused on breaking down	Administration Instructional Coach Literacy Mentors	3-12 Lesson Preparation Assessment Remediation Guide	All teachers will engage in unit preparation which will guide teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts Evidence: Agendas, Sign

Action Plan

		units and domains. Teachers can access materials from LDOE's Literacy Library. Staff will participate in collaborative learning groups that examine best practices in instruction and explore connections between curriculum objectives, standards, subject matter, evaluations, and instructional methods.	Instructional Specialists	Savvas Resources	in sheets, artifacts, Lesson Annotations
	August-May	Daily targeted small group intervention • Lexia Power Up	Learning Beyond the Bell program Fluent Flyers Learning Beyond the Bell Tutoring Program Teachers and facilitator	Administration Instructional Coach Literacy Mentors Classroom Lead Teacher Teachers	Teachers will utilize the Lexia Powerup platform to monitor student performance and use the data to ensure that students receive explicit intervention activities based on individual students' needs. Evidence: student performance data Teacher Observation Formative assessments–SAVVAS Curriculum Implementation Grade 7-12 • Lexia performance and implementation data –Utilize resources (lessons) within the platform to guide teacher intervention.

Section 3A: Professional Learning: Partners (if applicable)

1. **Have teachers received initial implementation and launch training on their HQIM?** Yes. Grades 7-12 classroom teachers at North Central receive systematic initial implementation and launch training on their adopted High-Quality Instructional Materials (HQIM), focusing on unit/lesson preparation protocols.
2. **Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?**
 - **Ongoing Professional Learning:** Yes. Ongoing professional development is provided through scheduled sessions throughout the school year covering Tier I curriculum implementation, assessment analysis (Lexia PowerUp for Grades 7-12), and lesson preparation protocols. Teachers also participate in bi-monthly Teacher Collaboration (TC) meetings focused on unit and domain unpacking.
 - **Evaluation of PL Effectiveness:** Leadership evaluates professional learning effectiveness through:
 - Reviewing Teacher Collaboration agendas, sign-in sheets, and annotated lesson plans/unit study tools.
 - Weekly non-evaluative Tier I literacy walkthroughs using HQIM-aligned fidelity rubrics to verify that at least 85–95% of observed students are actively engaged in text-aligned tasks.
3. **Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?** Yes. Professional development is specifically designed to build teacher knowledge in the Science of Reading, advanced vocabulary development, and text-dependent written analysis relevant to intermediate grades (Grades 7-12). Teachers are also trained in delivering targeted Tier II/III interventions and utilizing platform-specific intervention tools (e.g., Lexia PowerUp skill builders).
4. **Are coaching days provided by the [Louisiana Professional Learning Partners](#)?** Yes. Coaching support, observation feedback, and dedicated professional development sessions are structured into the plan using state-aligned training and LDOE literacy framework guidance across the school year.
5. **Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?** Yes. The plan confirms that all professional learning partners and external vendors providing support or High-Dosage Tutoring (HDT) are state-approved and evaluated using state ELA efficacy criteria and indicators to ensure full alignment with Louisiana's literacy standards.

Potential Professional Learning Planning

Month/Date (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)

Section 3A: Professional Learning: Partners (if applicable)

3 sessions during the 26-27 school year	Lexia (Implementation, Data Analysis, Monitoring)	Grades 7-12 teachers, administration, literacy mentor, instructional coach
3 Sessions throughout the year	Savvas Curriculum Implementation	Grades 7-12 Teachers, Literacy Mentors, Instructional Coaches, Administrators
2 Sessions throughout the year	Savvas Successmaker	Grades 7-8 Teachers, Literacy Mentors, Instructional Coaches, Administrators
1 session at the beginning of the year	Savvas Modeled Lesson MyView MyPerspectives	Grade 7-12 Teachers, Literacy Mentors, Instructional Coaches, Administrators

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Planning & Preparation	By the end of the 6-week cycle, the District Leadership Team (DLT) will build its instructional leadership capacity to define, model, and monitor High-quality 3-12 HQIM Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery	Review TC Long-Range Plan, TC agendas, Completed K-2 Unit Study tool, 3-12 Unit Protocol, Lesson plans, and teacher annotations. 80% of teachers will demonstrate lesson internalization and be able to effectively identify desired learner outcomes. Observe

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

		lessons to determine if there is alignment in daily formative assessment tasks/questions with the targeted skills and lesson objectives. Walkthrough data and lesson plans/annotations will be reviewed.
Data-Driven Explicit Literacy Instruction	By the end of the 6-week cycle, 80% of teachers will systematically use literacy data to drive small-group instruction, align unit assessments, and deliver explicit daily instruction on priority reading skills.	Student Work Sampling (Grades 7-12): Analyze student responses on daily formative tasks to evaluate mastery levels and determine if instruction requires re-teaching or acceleration.

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
 - a. include families in focus groups and other discussions with teachers, students, and leaders around:
 - i. school literacy priorities and programs aligned to the [school's mission](#)?
 - ii. family access to interpret literacy data (screener and LEAP) and resources available?
 - b. using communication and methods that accommodate all families?
 - c. providing ongoing support and communication to families regarding the progress of their child's IASP?
 - d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
 - a. engage families and strengthen the connections between school and community?
 - b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - c. expand access to literacy resources?
3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
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Section 4: Family Engagement Around Literacy

August 2026 - May 2027	Utilize the LDOE Family Engagement Around Literacy Guide to build strong home-school partnerships and enhance family and community support for student reading and writing.	LDOE: family engagement around literacy	Administration Literacy Mentor Staff Faculty Parent Involvement Committee
August 2026 - May 2027	Literacy resources and support updated on the school website	LDOE Family Engagement Framework & Website Updates and teachers regarding student fluency goals and progress.	Administration Literacy Mentor Parents
August 2026 - May 2027	School-Based Family Literacy / Reading Night	Promoted via letter, Apptegy, and Rooms	Local Community Sponsors, School Literacy Team

Section 5: Alignment to Other Initiatives

- To successfully implement, communicate, and monitor this literacy plan, what is the plan to:
- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
 - Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
 - Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan	Literacy goals are included in the School Improvement Plan	Plan to monitor through classroom observations, annotated lesson plans, and progress monitoring. Evidence of success is

Section 5: Alignment to Other Initiatives

		student growth, as shown by the data
Statewide priorities across schools	Literacy goals are aligned with Science of Reading and High-Quality Core Instructions, Targeted Interventions, Data- Driven Literacy Goals, & Progress monitoring	Plan to monitor through classroom observations, annotated lesson plans, and progress monitoring. Evidence of success is student growth, as shown by the data

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
District Academic Team	A copy of our Literacy Plan will be shared with the District Academic Team for review and feedback	September 2026
School Administration, Faculty, and Staff	A copy of our Literacy Plan will be shared with our School Administration, Faculty, and Staff for review, feedback, and implementation purposes	September 2026
Family & Community Stakeholders	A copy of our Literacy Plan will be shared with our family and community stakeholders via our school website	Ongoing