

**Local Literacy Plan for
Kentwood High Magnet School
Tangipahoa Parish
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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

At Kentwood High Magnet School, we believe our students will be confident, critical readers and communicators who use literacy to access complex ideas, question the world, and advocate for their future. Through shared commitment across all classrooms, we empower students to master discipline-specific language, engage in rigorous text, and unlock limitless opportunities.

Literacy Mission Statement

At Kentwood High Magnet School, our literacy mission is to empower every student to read critically, write purposefully, and communicate effectively across all disciplines for success in college, career, and life.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

Section 1B: 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)

By May 2027, all students will demonstrate measurable growth in literacy achievement as measured by curriculum-embedded assessments, formative assessments, students work, LEAP, and other state and local assessments.

The school will work toward increasing the percentage of students attaining Mastery or Advanced on LEAP/EOC literacy assessments.

All students:

- With disabilities will demonstrate growth toward attaining proficiency or above on district and state literacy assessments:
- Will demonstrate growth toward attaining proficiency or above on district and state literacy assessments:
- Performing below grade level will increase their literacy achievement through instructional support and targeted interventions.

Measures:

Student progress will be measured through:

- Intervention progress-monitoring measures;
- Student work;
- LEAP data;
- Curriculum-embedded assessments;
- Writing tasks;
- Exit tickets;
- District benchmark assessments.

Goal 2 (Teacher-Focused)

By May 2027, all teachers will demonstrate effective implementation of literacy strategies using high-quality Tier I curriculum.

Section 1B: Literacy Goals

All teachers:

- Will participate in professional learning community meetings and coaching cycles to strengthen literacy instruction focused on analyzing student work, monitoring student progress, and adjusting instruction based on student performance;
- Will utilize student data to differentiate instruction and provide targeted support;
- Will incorporate vocabulary development, reading, writing, questioning, and academic discourse across content areas;
- Will demonstrate effective implementation of literacy strategies through classroom observations, lesson plans, student work, and assessment data.

Evidence of Teacher Growth

Evidence will include:

- Tier I curriculum implementation;
- Classroom walkthrough data;
- Student work;
- Intervention data;
- Professional learning community data and samples;
- Success criteria;
- Standards focused and aligned lesson plans.

Goal 3 (Program-Focused)

By May 2027, KHMS will sustain an integrated, school-wide framework for literacy development, execute empirical, data-driven student intentions, and deliver comprehensive professional learning and instructional coaching.

School leaders and teachers will:

- Align instructional resources and specialized interventions to maximize literacy outcomes;
- Partner with families to cultivate strong student literacy habits at home;
- Track student progress and refine support systems using intervention data, literacy assessments, PLC

Section 1B: Literacy Goals

records, coaching logs, professional development metrics, and family engagement outcomes.

Evidence of Program Success

Evidence will include:

- Tier I implementation;
- Protected invention time and instruction;
- Protected core literacy instruction;
- Student work;
- LEAP growth;
- Walkthrough data;
- Professional learning community implementation;
- Intervention data.

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?
 - a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data.
2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM?
4. Is there a regular walkthrough schedule to determine support around Tier I?
5. Is the ILT responding to data to support a healthy Tier I?
6. Are teachers and leaders effectively trained in unit and lesson preparation ([K-2 Skills Unit](#), [K-2 Skill Lesson](#), [K-2 Knowledge Unit](#), [K-2 Knowledge Lesson](#), [3-12 Unit Preparation](#), [3-12 Lesson Preparation](#))
7. What data and resources are being used to support [extension](#)?

Section 2: Explicit Instruction, Intervention and Extension

	Tier I - Core Instruction for All Students Every student engages in daily, rigorous ELA instruction delivered by an educator utilizing Louisiana-approved Tier I curriculum, with a target benchmark of 80% or greater mastery on grade-level assessments each grading cycle.
Amount of time spent on daily literacy skills instruction and how it is used	Daily ELA Instructional Time : 90 minutes A/B days Daily Intervention Time: 30 minutes A/B days Additional ELA intervention time: 90 minutes A or B day
English Language Arts textbooks and instructional materials used	ELA instructional Materials Used: • ELA Guidebooks
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? 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 interventions offer targeted, supplemental support for students working toward grade-level benchmarks. This strategic intervention is scheduled outside of the core Tier I ELA block, protecting vital core instructional time for all students. Tier II Instruction occurs every other day for 90 minutes. The instruction is led by the Core ELA teacher. The targeted skills are addressed in order for students to gain proficiency.
List of available interventions and their descriptions	Lexia

Section 2: Explicit Instruction, Intervention and Extension

	• A personalized online literacy program used during Advisory and rotating days (A or B) to strengthen students' foundational reading skills, fluency, vocabulary, and comprehension. The program adjusts activities based on each student's performance and provides data that teachers can use to monitor progress and address individual learning gaps.
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 is for students with most significant literacy needs. They are not pulled from direct Tier I instruction. They are provided additional support time during the Advisory class (30 minutes) and an additional 90 minute intervention block. Process Educators will leverage Lexia data to identify and deliver targeted lessons addressing specific, program-identified skill deficits. Instruction directly maps to individual literacy needs based on current assessment metrics. To evaluate intervention efficacy and inform instructional shifts, teachers consistently monitor progress using Lexia data, curriculum-based measures, and Tier I assessments. Performance reviews occur at least weekly to ensure students pace toward targeted skill mastery. If growth is insufficient, teachers dynamically adjust instruction, deploy additional scaffolding, or pivot to alternative data-identified needs. Tier III interventions occur exclusively during designated intervention blocks, protecting student access to core Tier I literacy instruction and ensuring targeted, data-driven support."

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions

Lexia

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Teacher-Led Small - Group Instruction (Tier II)

- During the designated intervention period, teachers deliver focused, skill-based instruction informed by assessment analytics, Lexia performance data, and Tier I core curriculum metrics. Educators cluster students into flexible groups based on shared skill deficits, providing highly targeted instruction, explicit reteaching, and deliberate practice to close identified literacy gaps.

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	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
1	August - May	Administer BOY, MOY, and EOY literacy assessments and analyze results to establish student growth goals.	ILT team members,, Curriculum Facilitator	LEAP Data, Lexia Data, Benchmark Assessment data, Writable data	- Professional Learning Community (PLC) documentation confirms that teachers analyzed student performance data to make specific instructional adjustments. - Student growth data proves clear, measurable academic improvement from the beginning of the year (BOY) to the end of the year (EOY).
1	Weekly	Provide high-quality core classroom instruction (Tier I) alongside targeted small-group and individual support (Tiers II and III) to speed up literacy growth for all students, with a special focus on struggling learners.	Classroom teacher	Tier I core curriculum, Guidebooks, Lexia data	- Professional Learning Community (PLC) documentation confirms that teachers analyzed student performance data to make specific instructional adjustments. - Student growth data proves clear, measurable academic improvement from the beginning of the year (BOY) to the end of the year (EOY).

Action Plan					
2	August - May	Deliver continuous professional development, instructional coaching, and collaborative lesson preparation to reinforce high-quality Tier I teaching and evidence-based literacy practices.	ILT team members, Curriculum Facilitator	Tier I core curriculum, Coaching Resources	Classroom walkthroughs, formal observations, and daily lesson plans provide clear evidence that teachers are consistently using agreed-upon literacy strategies across all classrooms.
2	Weekly/monthly	Lead productive Professional Learning Communities (PLCs) and data meetings where teachers study student artifacts, evaluate assessment results, and design targeted, differentiated lessons.	ILT team members, Curriculum Facilitator	Student work, Assessment data	Classroom walkthroughs, formal observations, and daily lesson plans provide clear evidence that teachers are consistently using agreed-upon literacy strategies across all classrooms.
3	August - May	Sustain and protect school-wide literacy structures by conducting routine Instructional Leadership Team (ILT) meetings, reviewing intervention data, providing instructional	ILT team members, Curriculum Facilitator	Walkthrough tools, district literacy plan, data platforms	ILT meeting records, PLC meeting records, ILT long range plans, PLC long range plans

Action Plan					
		coaching, and monitoring daily implementation			
3	Semester	Partner with families by providing home literacy resources while continuously evaluating assessment, intervention, PLC, and coaching data to optimize student support systems.	All stakeholders	Data Reports, Literacy Resources, Family communication tools	Semester data reviews, family participation surveys

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

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August	Review school-wide literacy goals, high-quality teaching practices, lesson planning requirements, clear expectations, and specific procedures for executing literacy interventions during advisory periods	All teachers, support staff, and ILT members
Sept. - Oct.	Embed robust literacy strategies into every subject—including math, science, social studies, and the arts—by explicitly teaching academic vocabulary, reading comprehension, writing, purposeful questioning, and structured student discussion.	All teachers, support staff, and ILT members
Nov. - Jan.	Analyze Lexia, Benchmark, and daily classroom data to pinpoint specific student gaps, design targeted Tier II and Tier III intervention groups, and track individual growth during the advisory period.	ELA and intervention teachers

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

Feb. - March	Examine student reading and writing artifacts systematically to diagnose specific learning gaps, thereby strengthening reading comprehension, written responses, and text evidence usage to prepare students for success on LEAP and End-of-Course (EOC) assessments.	ELA teachers, Curriculum facilitator, and ILT members
April - May	Examine school-wide literacy scores, intervention data, classroom observation trends, and student work artifacts to measure overall progress and strategically establish literacy priorities for the upcoming school year	ILT members and teachers`

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?
Embed robust reading, writing, and vocabulary practices into all academic disciplines—including math, science, social studies, and the arts—ensuring every	Strengthen the implementation of core Tier I curriculum by deeply embedding explicit instruction in academic vocabulary, reading comprehension, text evidence, writing, purposeful questioning, and structured student discussion.	Monitor classroom walkthrough data, ILT/PLC data, Lesson plans. Student work, LER indicators

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

teacher is an instructor of literacy within their own subject area.		
Analyze screening, diagnostic, and daily progress data to systematically identify student reading needs, form flexible intervention groups, and tailor instruction to accelerate student growth.	Analyze Lexia, benchmark scores, ongoing classroom assessments, and authentic student work artifacts to identify precise reader needs, deliver targeted Tier II and Tier III interventions, track growth, and dynamically adjust instruction.	Monitor intervention data, student work, benchmark assessments, ILT/PLC data

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

Fall 2026	Welcome families to our annual Title I Fall Open House, featuring an interactive literacy resource hub designed to equip parents with tools, data insights, and activities to support reading success at home.	Robocall, Email, text, social media platforms, phone call, newsletters and provide resources that can be accessed at home.	Community organizations
Spring 2027	Host a strategic springtime community event that combines crucial scheduling information for the upcoming school year with practical, evidence-based literacy strategies to prepare students for the Louisiana Educational Assessment Program (LEAP) exams.	Robocall, Email, text, social media platforms, phone call, newsletters and provide resources that can be accessed at home.	Community organizations

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. 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
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Section 5: Alignment to Other Initiatives

School Improvement Plan	Integrate core literacy targets seamlessly into overarching school-wide priorities to drive overall student achievement, accelerate reading growth, and maximize the impact of daily Tier I instruction	ILT progress reviews (monthly), LEAP 2025 data (annual)
Tier I curriculum	Guarantee that all teachers consistently utilize high-quality instructional materials (HQIM) to deliver standards-aligned instruction in reading, writing, vocabulary, and comprehension across every academic discipline.	LER indicators, lesson plans, student work and teacher collaboration cycles

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
School leaders & ILT	Conduct weekly Instructional Leadership Team (ILT) meetings to systematically evaluate classroom walkthrough data, audit Tier I curriculum implementation, analyze student assessment results, and dynamically adjust teacher coaching plans	Weekly (26 - 27 school year)
District leadership & community partners	Systematically report school-wide literacy progress, School Improvement Plan (SIP) benchmarks, standardized	Monthly

Section 6: Communicating the Plan

	testing data, and community engagement updates to all stakeholders.	
Teachers	Direct the systematic rollout of mandatory literacy expectations, Tier I curriculum pacing guides, and school-wide assessment protocols using weekly PLC meetings, grade-level collaboration sessions, and routine faculty updates.	Weekly during PLC meetings