

**Local Literacy Plan for
Opelousas High School - St. Landry Parish
Alanna Barbour, Principal
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

At Opelousas High School (OHS), we envision a transformation where all students become confident, capable readers and writers prepared to break historical performance cycles. We are committed to creating a literacy-rich environment where Tier I instruction is non-negotiable and grounded in high-quality instructional materials - HQIM (MyPerspectives). To achieve this, OHS will bridge the achievement gap by shifting the cognitive lift from the teacher to the student through Direct and Explicit Modeling. We prioritize the transition of students from Foundational to Intermediate and Advanced literacy levels by anchoring every lesson in intentional teacher think-alouds and Mentor text analysis. Our vision is for every student to move beyond basic comprehension to the Strong Command level of analysis required to exceed state growth targets on the LEAP 2026 assessment.

Literacy Mission Statement

Our mission is to provide every student at OHS with high-quality literacy instruction driven by a disciplined PLC cycle and rigorous HQIM internalization. We will ensure

Section 1A: Literacy Vision and Mission Statement

student growth through:

- Annotated Lesson Exemplars: Ensuring 100% of teachers have a clear roadmap for instruction before entering the classroom.
- Explicit Reading Strategy Instruction: Moving beyond “reading through” lessons to actively modeling how to think.
- Data-Driven Accountability: Utilizing Lexia progress monitoring and Learning Walks to provide real-time feedback and intervention.

Through a unified focus OHS will accelerate literacy outcomes and ensure that high-quality instruction is a daily reality for every 7th and 8th grade student.

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)

Academic Goal: By the end of the 2026-2027 academic year, Opelousas High School (OHS) will break historical performance cycles by increasing the percentage of students scoring Mastery or above by 5 percentage points on the Spring LEAP 2026 assessment. This goal uses the Spring 2025 LEAP results as the baseline, adjusted for our current enrollment of 220 students across 7th and 8th grade.

Academic Target: Full attainment is defined by a 5% increase in Mastery/Advanced and 5-7% increase in Strong Command scores for Written Expression. Progress will be monitored through LEAP School Summary Report and Lexia PowerUp progress monitoring, specifically targeting the movement of students from Foundational to Intermediate/Advanced zones in the Comprehension Strand to close the achievement gap.

Section 1B: Literacy Goals

The Baseline Data and Targets (SY 2025-2026)

Grade Level	Enrollment
7th grade	102
8th grade	118

To achieve this, OHS will implement SAVVAS My Perspectives as the non-negotiable Tier I ELA curriculum. Professional development will be delivered via an ongoing coaching model centered on the High- Quality Professional Learning cycle with a mandate for Direct and Explicit Modeling to shift the cognitive lift to students .

7th Grade Baseline and Targets (102 students):

- **ELA Mastery & Above:** Our baseline is **18%** where 22 out of 123 students scored *Mastery or Advanced*. Therefore, we need to increase that number to **23%** (24 out of 102 students) scoring *Mastery or Advanced* by Spring 2026 ELA LEAP assessment.
- **Writing Expression:** Our baseline is **24%** where 28 out of 123 students demonstrated *Strong Command* on the LEAP writing traits. Our target is to increase this to **29%** (30 out of 102 students) to ensure students achieve *Strong Command*.

8th Grade Baseline and Targets (118 students):

- **ELA Mastery & Above:** Our baseline is **13%** where 20 out of 181 students scored *Mastery or Advanced*; therefore, we need to increase that number to **18%** (21 out of 118 students) scoring *Mastery or Advanced* by Spring 2026 ELA LEAP assessment.
- **Writing Expression:** Our baseline is **20%** where 33 out of 181 students demonstrated *Strong Command* on the LEAP writing traits. Our target is to increase this to **25%** (30 out of 118 students) to ensure students achieve *Strong Command*.

Subgroups and Diverse Learner Support

Section 1B: Literacy Goals

	Students most in need of literacy intervention at OJHS include the following subgroups: • Students with Disabilities (SWD); 7% proficiency • Economically Disadvantaged (ED) students; 23% proficiency • English Learners (EL) students; 8% proficiency • Black/African American students; 19% proficiency <u>Intervention Strategy:</u> To support these populations, the school will provide targeted Tier 2 and Tier 3 comprehension interventions. Students identified as being in Lexia PowerUp’s Foundational zone (23% of 7th grade; 29% of 8th grade) will have access to daily small group instruction led by highly effective educators to ensure individualized academic growth. These sessions will focus on bridging foundational gaps while maintaining exposure to grade-level complex texts through LDOE Accelerate resources. Curriculum-Based Supports for Diverse Learners To specifically support SWD and EL populations, OHS utilizes the built-in accessibility features of SAVVAS MyPerspectives. These include point of use scaffolds, such as audio support, leveled text summaries, and visual glossaries. For our EL populations, the curriculum offers “Language Rich” support to bridge primary language knowledge to English academic vocabulary. For students in ED and SWD subgroups, teachers will integrate Lexia recommended lessons during small group rotations to target specific foundational gaps while maintaining the rigor of core Tier 1 instruction.
Goal 2 (Teacher-Focused)	LEADS (<i>Louisiana Educator Advancement and Development System</i>) and LEAP results will reveal that 100% of ELA teachers implement effective teaching practices, specifically in the areas of Direct Modeling, Assessment Literacy, and Success Criteria. This will be monitored through weekly Learning Walks and formal observations, with feedback documented in Bullseye and mapped to the Louisiana

Section 1B: Literacy Goals

Educator Rubric (LER) to ensure consistently across all classrooms.

Action Steps

- **Path to Strong Command:** Implement the “No Highlight without a Note” strategy to enforce evidence-based reasoning required by the LEAP rubrics.
- **Unit Prep Cycle :** Teachers must complete Step 1 of the Unit Prep Protocol before every unit to align daily instruction with the Performance Based Assessment (PBA).
- **Success Criteria Alignment:** Maintain a visible OHS Writing Checklist in every classroom to provide students with clear goals for every Literary Analysis Task (LAT) and Research Simulation Task (RST).
- **Modeled Coaching:** Side-by-side coaching on Step 3 of the Protocol; prioritizing teacher “Think Alouds” anchored in the Mentor Text.
- **Data-Driven Artifact Analysis:** Bi-weekly PLC meetings will analyze student annotations and drafts (artifacts) to monitor the transition from Weak/Moderate to Strong Command.
- **Strategic Intervention:** The instructional leadership team (ILT) will enforce a master schedule for "Mastery Catch" sessions for bubble students (students scoring Basic or Approaching Basic); utilizing explicit annotation drills with the LDOE Accelerate lessons.
- **Mandatory Annotation:** 100% of ELA teachers will submit annotated Teacher Editions to the ILT prior to lesson delivery to verify focus skill identification.

Goal 3 (Program-Focused)

100% of 7th and 8th grade ELA teachers will utilize the SAVVAS Tier 1 curriculum with a specific emphasis on Teacher-Led Planning and Student-Led Execution.

Action Steps

Section 1B: Literacy Goals

- **Teacher Internalization:** Teachers will mark up Teacher Editions to identify vocabulary hurdles and “Think Aloud” points before the unit begins.
- **Reasoning non-negotiable:** Enforce the “No Highlight without a Note” rule to build the analytical stamina required for LEAP success.
- **Monitor Progress:** ILT will conduct weekly Bullseye walks specifically looking for student-generated notes in texts to verify student-led thinking.
- **Pacing and Diagnosis:** Strict adherence to the district pacing guide, supplemented by Momentum Diagnostics to remediate learning gaps immediately.
- **Gradual Release:** Systematic transition from teacher modeling to independent analysis, ensuring students are prepared for the unassisted environment of the LEAP test.

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

Amount of time spent on daily literacy skills instruction and how it is used	As per our Pupil Progression Policy, the following amounts and time are dedicated to core literacy instruction daily, • 7th grade - 90 mins • 8th grade - 90 mins
English Language Arts textbooks and instructional materials used	Savvas My Perspectives
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 intervention consists of 30 minutes of targeted small group instructional time with the classroom teacher, literacy mentor, instructional coach, or state approved intervention program. This time is outside of the Tier 1 instructional minutes.
List of available interventions and their descriptions	• Additional Supports and Interventions ○ Lexia Power Up - accelerates literacy gains for students who are at risk not meeting the College and Career Ready Standards ○ Savvas Successmaker - is a personalized learning 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?

Section 2: Explicit Instruction, Intervention and Extension

	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 II consists of more than 30 minutes of the targeted small group instructional time with the classroom teacher, literacy mentor, instructional coach, or a state approved intervention program. This time is outside of Tier 1 instructional minutes.
List of available interventions and their descriptions	• Additional Supports and Interventions ○ Lexia Power Up - accelerates literacy gains for students who are at risk not meeting the 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	-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
2	October – November 2026	Execute Cycle 2 of ILT/TC focused on direct explicit modeling and shifting cognitive lift to students during complex text reading and response.	ILT Team, ELA Department Heads, Instructional Coach, Literacy Mentor	HQIM ELA Units (MyPerspective s), LDOE Modeling Protocols, Walkthrough Rubrics	100% of ELA teacher lesson plans contain annotated think-aloud scripts and explicit modeling strategies for complex text analysis. Bi-weekly ILT walkthrough data shows 90%+ implementation of explicit teacher modeling with clear shift of cognitive lift during guided practice. At least 80% of students demonstrate proficiency on mid-unit formative assessments and text-dependent writing prompts (<i>Evidence: Unit benchmark assessments, student writing samples</i>). Lexia PowerUp progress monitoring shows at least 15% movement of targeted students out of the Foundational zone into Intermediate/Advanced comprehension tiers.
3	December 2026 – January 2027	Conduct Mid-Year Literacy Diagnostic Review and execute Cycle 3 of ILT/TC focused on targeted text-dependent writing traits and rubrics.	Instructional Coach, Assessment Coordinator, ILT Team	Mid-Year Diagnostic Assessments, LEAP Writing Rubrics & Exemplars, Tier 2/3	100% of ELA teachers participate in data-calibration sessions evaluating student mid-year writing performance using LEAP scoring rubrics. Teacher lesson plans reflect embedded differentiated

Action Plan					
				Intervention Guides	small-group instruction tailored to subgroup needs (SWD, EL, ED). Mid-year diagnostic data indicates at least a 10% growth in overall student proficiency compared to baseline section diagnostics (<i>Evidence: Interim diagnostic reports, quarterly benchmark data</i>). Targeted intervention groups show a minimum 70% mastery rate on weekly formative skill checks.
4	February – March 2027	Implement Intensive LEAP Prep & Cycle 4 ILT/TC on high-rigor culminating tasks, timed writing, and test simulation strategies.	ILT Team, ELA Teachers, School Administration	LEAP Practice Tests & Released Items, Culminating Writing Task Exemplars, LDOE Accelerate Resources	Lesson walkthroughs confirm 95%+ teacher fidelity in facilitating timed, text-based writing prompts and high-order questioning strategies. Student practice test results show a minimum 12% increase in students achieving Strong Command on LEAP-aligned essay rubrics compared to Fall benchmarks. Walkthrough data confirms 95% of observed students actively engaged in self-editing and rubric-aligned peer review processes (<i>Evidence: Student exit tickets, mock LEAP score distributions, instructional walkthrough notes</i>).
5	April 2027	Final Pre-Test Readiness, High-Yield Review Sessions, and Execution	Testing Coordinator, ELA Department,	LEAP 2027 Testing Logistics & Materials,	100% compliance with LEAP testing schedules, accommodations, and test administration protocols.

Action Plan					
		of Late-April LEAP Testing Window.	Administration, ILT Team	Targeted Review Practice Bundles, Student Goal Tracking Sheets	Student attendance during the Late April 2027 LEAP testing window reaches 98% or higher. 100% of ELA teachers conduct daily pre-test motivation and strategy reinforcement checks prior to testing sessions (<i>Evidence: Testing logs, attendance records, schoolwide testing fidelity checklists</i>).
6	May 2027	Post-Assessment Data Reflection, Year-End Literacy Audit, and Planning for 2026-2027 ILT Cycles.	Principal, Instructional Coach, ILT Team	End-of-Year Student Artifacts, Lexia Year-End Summary Reports, 2026-2027 Planning Templates	Completed EOY Literacy Audit summarizing teacher implementation metrics, walkthrough data, and curriculum coverage. Lexia PowerUp final data displays significant reduction (minimum 15% decrease) in students remaining in the Foundational reading zone. Preliminary student reflection and exit data show high student confidence and completion rates on culminating EOY literacy tasks (<i>Evidence: EOY literacy report, ILT reflection notes, 2026-2027 preliminary action plan draft</i>).

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>
3 Sessions throughout the year	Savvas Curriculum Implementation	Grades 7-8 ELA Teachers, Literacy Mentors, Instructional Coaches, Administrators
2 Sessions throughout the year	Savvas Successmaker	Grades 7-8 ELA Teachers, Literacy Mentors, Instructional Coaches, Administrators
1 session at the beginning of the year	Savvas Modeled Lesson MyView MyPerspectives	Grade 7-8 ELA 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?

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (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 <i>(August – September 2026)</i>	By the end of the 6-week cycle, the Instructional Leadership Teams will build leadership capacity to define, model, and monitor high-quality HQIM implementation using the 3–12 HQIM Unit and Lesson Preparation Protocols. This will result in improved teacher planning and instructional coherence, leading to increased student mastery.	Review TC Long-Range Plan, TC agendas, 3–12 Unit Preparation Protocols, lesson plans, and teacher annotations. 80% of teachers will demonstrate lesson internalization and effectively identify desired learner outcomes. Observe lessons to confirm alignment between daily formative assessment tasks/questions and targeted skills/objectives via walkthrough data.
Data-Driven Explicit Literacy Instruction <i>(October – November 2026)</i>	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 and writing skills to shift the cognitive lift to students.	Progress Monitoring Analysis: Review biweekly progress monitoring scores (e.g., Lexia PowerUp) alongside teacher roster plans to ensure student groups and targeted activities update based on real-time needs. Student Work Sampling (Grades Pre-K–12): Analyze student

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

		responses on daily formative tasks and section diagnostics to evaluate mastery levels and determine re-teaching or acceleration needs.
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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
November 2026	Family Poetry & Reading Night: An informal evening on campus where students read poems aloud and teachers share 2–3 simple reading tips parents can use at home.	Held after school with light snacks provided. Teachers show parents quick ways to ask questions and mark key ideas while reading together.	Parent/Guardians, ELA Teachers.
April 2027	Campus Literacy Picnic: An outdoor gathering on the school grounds where families bring or pick up a	Outdoor, casual setting after school. Students show their parents a favorite class reading activity or lesson	Parent/Guardians, ELA Teachers.

Section 4: Family Engagement Around Literacy

	light meal and read together.	notebook, and teachers share a quick tip sheet for home reading.	
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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
 - Early childhood programs
 - 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 (SIP)	Directly mirrors literacy goals by targeting a 5 percentage point increase in students scoring Mastery or above on LEAP assessments through HQIM internalization and explicit modeling.	Bi-weekly administrator and coach walkthrough data; quarterly benchmark reviews; section diagnostic growth tracking.
Cross-Curricular Disciplinary Literacy (Social Studies & Science)	Applies text-dependent writing, annotation strategies, and academic vocabulary building across Bayou Bridges Social Studies and Science texts.	Cross-curricular student work sampling; walkthrough observations verifying literacy strategy implementation in non-ELA classes.

Section 6: Communicating the Plan

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

- Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
- Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.

Section 6: Communicating 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 bi-weekly ILT planning sessions to review walkthrough data, lesson internalization compliance, and 6–9 week cycle targets.	Bi-Weekly (August 2026 – May 2027)
Teachers (ELA & Cross-Curricular)	Facilitate weekly Teacher Collaboration (TC) meetings focused on HQIM unit/lesson preparation, annotated think-alouds, and student work sampling.	Weekly (August 2026 – May 2027)