

**Local Literacy Plan for
Bastrop High School
Dr. Roy Higgins, Principal
Dr. Jesse Winston, Jr., Superintendent
September 1, 2026**

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

Bastrop High School's literacy vision is for every student to develop and demonstrate effective listening, writing, reading comprehension, and fluency skills by participating in high quality, explicit literacy instruction across all content areas.

Literacy Mission Statement

Bastrop High School's literacy mission is that students will have improved literacy outcomes through high-quality, explicit instruction and interactions by effective teachers supported by leaders and families.

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?

Section 1B: Literacy Goals

5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	Bastrop High School will increase the percentage of students demonstrating proficiency in grade-level reading comprehension and evidence-based writing from the previous school year's baseline, as measured by common literacy assessments, classroom performance tasks, and LEAP data, with a specific focus on students performing below grade level.
Goal 2 (Teacher-Focused)	Bastrop High School teachers will implement consistent, evidence-based literacy practices across all content areas and use student literacy data to adjust instruction and provide targeted support, resulting in increased student proficiency in reading comprehension, academic vocabulary, and evidence-based writing.
Goal 3 (Program-Focused)	By May 2027, Bastrop High School will increase the percentage of students demonstrating growth in literacy by implementing a school-wide Grades 9–12 literacy program that includes common literacy practices across content areas, targeted interventions based on student data, quarterly progress monitoring, and ongoing teacher professional development.

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	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
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Section 2: Explicit Instruction, Intervention and Extension

	- Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - 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) - What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	Grades 7-8 will spend 45-60 minutes daily on literacy skills instruction. The time is used to build units around literature and informational texts, develop close reading and text-analysis skills, teach vocabulary and academic language, writing activities such as analytical and argumentative writing, develop speaking and listening through discussions, presentations, debates and other collaborative activities, connect texts to themes, essential questions, and real-world issues, assess students' reading, writing, language, and communication skills.
English Language Arts textbooks and instructional materials used	Grades 7-8 use My Perspectives and its resource materials. Teachers use the literacy program while identifying which standards are not being met using the curriculum. After identifying gaps, we use LDOE planning tools, language tasks, writing resources, assessment guidance and other resources that we use to build instruction around those standards.
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? - 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? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - 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 will be provided by the classroom teacher, interventionist, tutor, or other extensively trained literacy educator who has demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of 30 minutes daily. Curriculum-based measures and assessments embedded within the approved HQIM will be

Section 2: Explicit Instruction, Intervention and Extension

	administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. The specific literacy skill targeted through Tier II intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier II intervention will not routinely be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the student's access to grade-level core instruction. Student progress will be monitored weekly or biweekly, based on the student's level of need and assessment data, to determine whether the Tier II intervention is producing adequate growth.
List of available interventions and their descriptions	Available Tier II literacy interventions include explicit phonics instruction, phonemic awareness intervention, decoding intervention, encoding and spelling intervention, reading fluency intervention, vocabulary intervention, morphology intervention, reading comprehension intervention, text structure intervention, oral reading practice, small-group guided literacy support, word study intervention, high-frequency word intervention, comprehension strategy instruction, writing-to-read intervention, intensive vocabulary and language intervention, and integrated literacy intervention. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in interventions during intervention time (5 days per week for 30 minutes), after school tutoring (3 days per week for 90 minutes, and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day for 10 weeks).
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?

Section 2: Explicit Instruction, Intervention and Extension

Tier III plan, including the amount of time	Tier III intervention will be provided by the reading interventionist/specialist and teachers who are trained to work with diverse learners – who have demonstrated knowledge of evidence-based literacy practices and appropriate use of the district-approved HQIM for a minimum of three times weekly at 30 minutes each session. This support will occur within the computer lab. Curriculum-based measures and assessments embedded within the approved HQIM will be administered consistently and with fidelity to determine whether the intervention is improving student literacy outcomes. Students receive MTSS/highly individualized, one-on-one or small group help for deep or persistent learning. The specific literacy skill targeted through Tier III intervention and the progress-monitoring measure will directly address the student's documented area of need. Students receiving Tier III intervention will not be removed from Tier I core literacy instruction. Intervention schedules will be structured to provide additional instruction while preserving the student's access to grade-level core instruction. Student progress will be monitored weekly as determined by the student's level of need and assessment data.
List of available interventions and their descriptions	Available Tier III literacy interventions include Tier II interventions plus IXL and Savvas learning support. Each intervention will be selected based on the student's specific literacy needs as identified through current assessment data. Students will participate in Tier III interventions during intervention time for at least 30 minutes once a week in addition to and/or around after school tutoring (3 days per week for 90 minutes), tutoring (5 days per week 30 minutes daily) and high-dosage tutoring from LDOE approved vendor (3 days per week for 30 minutes each day). Furthermore, students who have been identified as low functioning will receive additional intervention support from the literacy specialist using the Sonday System.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August - May	Students will read independently, identify central ideas, themes, claims, and supporting evidence, and cite textual evidence	Teachers Instructional Facilitators Administrators Students	HQIM Curriculum	Lesson plans, assessments, walkthroughs, and student work
1	August - May	Students will analyze and compare information from multiple sources, use academic vocabulary, write evidence-based responses, and apply literacy skills.	Teachers Instructional Facilitators Administrators Students	HQIM Curriculum	Lesson plans, assessments, walkthroughs, and student work
2	July - May	Teachers will participate in ongoing, job-embedded literacy professional development	Teachers Instructional Facilitators Administrators	HQIM Curriculum	Sign-in sheets, evaluations, conference notes, and redelivery opportunities
2	September - May	Teachers will analyze student work and	Teachers	HQIM Curriculum	Assessments and student work

Action Plan					
		assessment data during ILT/TC meetings	Instructional Facilitators Administrators		
3	August - May	Implement school-wide literacy framework	Teachers Instructional Facilitators Administrators	HQIM Curriculum	Lesson plans, assessments, walkthroughs, and student work
3	August - May	Provide targeted interventions	Teachers Instructional Facilitators Administrators	HQIM Curriculum IXL iReady	Intervention schedule and progress monitoring data reports

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 7, 2026	My Perspective: Disciplinary Literacy Close Reading and Text Analysis (Savvas)	7-8 Grade Teachers
September 29-30, 2026	<u>My Perspective:</u> Literacy Coaching (Savvas)	7-8 Grade Teachers
Oct 1, 2026	<u>My Perspective:</u> Literacy Coaching (Savvas)	7-8 Grade Teachers
December 1-3, 2026	<u>My Perspective:</u> Literacy Coaching	7-8 Grade Teachers
January 12-14, 2027	<u>My Perspective:</u> Literacy Coaching	7-8 Grade 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?
Analyze Literacy Data	To identify students' individual strengths and weaknesses, effectively plan progress monitoring, and identify appropriate personnel for tiered interventions.	Data reports, sign-in sheets, agendas, and evaluations from ILT/TC meetings
Professional Development on HQIM and LER	Build teacher capacity to effectively implement HQIM and LER to ensure adequate literacy instruction and improve student literacy achievement	Lesson plans, coaching logs, student work samples, walkthroughs, and formative and summative assessments

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?

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
September-April	LEAP Boot Camp	Flyers/Agendas/Resources will be available in various languages in person and on the website/Automated calls/Facebook page	Morehouse Parish Library Clubs
September-April	Parent/Teacher Conferences	Flyers/Agendas/Resources will be available in various languages Morning/Evening times to accommodate families/Automated calls/Facebook page	N/A
September-April	Family Literacy Night	Flyers/Agendas/Resources will be available in various languages Morning/Evening times to accommodate families/Automated calls/Facebook page	Morehouse Parish Library Civic Clubs Community Organizations Local Universities

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

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
IXL	Use assignments in IXL that target individual troubled area(s)	Use student individual score from assignment to evaluate and monitor.
iReady	Use assignments in IXL that target individual troubled area(s)	Use student individual score from assignments.

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
Literacy Team	Email, text, meetings	August 2026 thru May 2027
Parents	Back to school, literacy night, Weekly/Monthly newsletters	September 2026 thru May 2027
Staff	ILT/TC meetings	September 2026 thru May 2027