

**Local Literacy Plan for
Franklinton Elementary School
Washington Parish School System**

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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 Franklinton Elementary School, our vision is to help students in grades 4–6 become confident readers and writers who are prepared for continued success. Through strong literacy instruction, students will build the skills needed to understand, think critically, and communicate across all content areas.

Literacy Mission Statement

At Franklinton Elementary School, our mission is to help every student in grades 4–6 become a confident and successful reader. Through strong, standards-aligned literacy instruction, collaboration, assessment, and targeted support, we meet student needs and promote growth. We prepare students with the reading and communication skills they need for continued success.

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?

Section 1B: Literacy 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)

- a. All 4th- 6th grade students are proficient readers according to Acadience benchmarks (scoring benchmark or above).
- b. All 6th grade students are proficient readers according to Star benchmarks (scoring benchmark or above).
- c. All 4th- 6th grade students meet grade-level college and career expectations as evidenced by scoring Mastery or above and meeting growth to mastery targets on LEAP summative assessments.

Goal 2 (Teacher-Focused)

- a. All ELA teachers are knowledgeable about instructional methods that support diverse learners.
- b. Administrators and leaders are educated in the Science of Reading
- c. Elementary literacy coaches actively coach teachers to improve core and/or intervention instruction. Coaches effectively oversee data analysis, intervention grouping and instruction.
- d. All administrators are highly effective based on LDOE evaluation protocols.

Goal 3 (Program-Focused)

- a. Administrators and leaders are educated in the Science of Reading
- b. Elementary literacy coaches actively coach teachers to improve core and/or intervention instruction. Coaches effectively oversee data
- c. Administrators effectively support literacy coaches and literacy efforts.
- d. All administrators are highly effective based on LDOE evaluation protocols.

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.

Section 2: Explicit Instruction, Intervention and Extension

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? - 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	- All students in 4th and 5th grades receive 130 minutes of uninterrupted core instruction. - LDOE's Guidebook curriculum has been implemented in grades 6th with students receiving 110 minutes of core ELA instruction.
English Language Arts textbooks and instructional materials used	LDOE Guidebooks
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	FES uses an established 3-tiered system of instructional support in grades 4-5 that includes additional blocks of time (up to 45 min per day) for students to receive targeted interventions in areas of need as indicated by Acadience universal screener and additional diagnostic

Section 2: Explicit Instruction, Intervention and Extension

	assessments by WPSS. - FES uses literacy intervention programs aligned to the Science of Reading in grades 4-5, with programs targeting specific strands of Scarborough's Reading Rope. <i>Renaissance Freckle</i> as a computer based reading intervention in grades 6 for students struggling with skills outlined in the word recognition component of Scarborough's Reading Rope.
List of available interventions and their descriptions	Acadience, Really Great Reading programs. Renaissance programs
Tier III	- 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? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III 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 III intervention? - 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	- FES will use the WPSS 3-tiered system of instructional support in grades 4-5 that includes additional blocks of time (up to 45 min per day) for students to receive targeted interventions in areas of need as indicated by Dibels/Acadience universal screener and additional diagnostic assessments. - FES uses literacy intervention programs aligned to the Science of Reading in grades 4-5, with programs targeting specific strands of Scarborough's Reading Rope. - FES uses <i>Renaissance Freckle</i> as a computer based reading intervention in grades 6 for students struggling with skills outlined in the word recognition component of Scarborough's Reading Rope.
List of available interventions and their descriptions	Acadience- Literacy Screener Really Great Reading programs- Research based Decoding Instruction Read Naturally Live- Online Fluency & Comprehension Program Ready ELA- Comprehension & Writing Enrichment

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1, 2, 3	Weekly Planning meetings focused on teacher and student needs	Conduct collaborative grade-level ELA planning meetings focused on analysis of student performance data, identification of instructional priorities, and development of targeted supports. Guidebook lesson planning will emphasize fidelity to the adopted Tier 1 curriculum, alignment to Louisiana Student Standards, preservation of grade-level rigor, and intentional planning for student mastery of essential literacy skills and standards.	Administration, FES Literacy Coach, Teachers	Student achievement data; curriculum guides; Louisiana Student Standards; assessment data	Administrative and literacy coach observations demonstrate evidence of standards-aligned instruction and intentional differentiation for diverse learners. Lesson plans and instructional delivery reflect appropriate accommodations, modifications, scaffolds, and adjustments based on identified student needs. Increased percentage of students in grades 4–6 demonstrating Mastery or Advanced performance on LEAP assessments. Increased percentage of students with disabilities and 504 students meeting or exceeding established growth-to-mastery targets on LEAP.
1, 2, 3	During the 2026–2027 school year and ongoing as needed	Provide professional learning and ongoing instructional support to teachers and interventionists in evidence-based foundational literacy interventions, including Really Great Reading programs. Training will emphasize appropriate program implementation, instructional fidelity, systematic	FES Literacy Coach	Foundational literacy intervention programs; professional learning materials; student progress-monitoring data	Classroom and intervention observations demonstrate effective implementation of foundational literacy interventions with fidelity to program expectations. Progress-monitoring data demonstrate consistent student growth in foundational reading skills. Increased Acadience benchmark and progress-monitoring performance indicates

Action Plan					
		skill development, and the use of progress-monitoring data to inform instructional decisions.			improved literacy outcomes and movement toward grade-level proficiency.
1, 2, 3	Ongoing 2026-2027	Franklinton Elementary School will implement a comprehensive literacy framework designed to provide targeted remediation, intervention, and enrichment based on the individual literacy needs of every student. Student instructional plans will align with the Washington Parish School System three-tiered model and will be informed by multiple measures of student achievement. Literacy performance data, intervention plans, and instructional pathways will be communicated consistently to students, families, and other relevant stakeholders.	Administrators, Literacy Coach, and ELA Teachers	Possible subs to allow school literacy teams to meet.	School literacy plans are developed and implemented with measurable goals aligned to district literacy priorities. School literacy plans document targeted interventions, enrichment opportunities, progress-monitoring procedures, and stakeholder communication. Documentation of participation is maintained for literacy planning meetings and stakeholder engagement activities. Parents receive and acknowledge student literacy screening information and instructional recommendations.
1, 2, 3	Spring semesters '26-27 - ongoing	Administer a literacy needs assessment to students, families, and other stakeholders to identify barriers to literacy development and determine current levels of family engagement in supporting literacy at home. Use survey findings to develop targeted family engagement initiatives that provide parents	School Administrators, School Literacy Coach, ELA teachers, Parents	Literacy needs assessment; stakeholder survey data; family literacy resources	Strong stakeholder participation in the literacy needs assessment. Survey data are analyzed to identify trends, barriers, and areas of need. A targeted family literacy engagement plan is developed based on identified needs. Evidence demonstrates increased opportunities for families to support literacy development beyond the school setting.

Action Plan					
		with practical strategies for supporting reading comprehension, vocabulary development, fluency, and reading across content areas. Person(s) Responsible:			
1, 2, 3	2026-2027	Strengthen family communication regarding literacy screening and student performance in grades 4–5 by providing clear, accessible, and timely Acadience reading reports three times annually. Communication will include student performance information, growth indicators, and appropriate next steps to help families understand their child's literacy development and support continued progress.	Administration, Literacy Coach, ELA Teachers, Parents and Students	None	Parent feedback surveys indicate increased understanding of literacy screening results and student literacy development. Families demonstrate increased awareness of student strengths, areas for growth, and recommended instructional support. Documentation confirms that literacy screening results are communicated to families three times annually. Parent feedback is used to refine and improve the clarity and effectiveness of literacy communications.

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>
July 13th	Unit 1 Ownership for NEW ELA Teachers	4th-6th All new hires in GB grades, teachers that were moved to a new grade and will be teaching different GB units
July 14th	Writing PD w/EDU 20/20	4th-8th ELA 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?
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Differentiation Within HQIM	Using built-in scaffolds for struggling readers Extensions for advanced learners without abandoning core materials	Instructional Walkthroughs Data Snapshots
Assessment Literacy	Analyzing student work to inform instruction Using formative assessments embedded in HQIM	Instructional Walkthroughs Data Snapshots
Student Engagement During Literacy Block	Active learning strategies, student discourse Maximizing student talk time	Instructional Walkthroughs Data Snapshots

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?

Section 4: Family Engagement Around Literacy

- 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
August/September 2026	Open House	Face to face, flyers, social media, school messenger, digital	Students, Families, Community at large, Teachers, Staff
By Spring 2027	LEAP informational meetings	Face to face, flyers, social media, school messenger, digital	Students, Families, Community at large, Teachers, Staff
Ongoing	Parent and Student Surveys	Face to face, flyers, social media, school messenger, digital	Students, Families, Community at large
July and August 2026	Prep Days and Meet the teacher	Face to face, flyers, social media, school messenger, digital	Students, Families, Community at large, Teachers, Staff
May 2027	End of Year ceremonies	Face to face, flyers, social media, school messenger	Students, Families, Community at large, Teachers, Staff
Ongoing as needed	In Person Conferences	Face to face	Students, Families, Teachers, Staff
August, December, April	Universal Screening Reports	Reports sent home three times a year	Students, Families, Teachers, Staff
Ongoing	JCampus and JConnect	Digital	Students, Families, Teachers, Staff

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
School Improvement Plan	- Intervention program purchases (Tier 2/3 materials) - Assessment tools (screeners, progress monitoring)	Ongoing monitoring with data as evidence of success
Science of Reading Training- Act 108 (2021) and Act 964 (2026)	The training is the operational framework to achieving literacy.	Ongoing monitoring with data as evidence of success
Single Universal Screener- Act 520 (2022) replacing Act 438 (2021)	A universal screener measures key predictive indicator skills that correlate with reading success.	Ongoing monitoring with data as evidence of success
High Dosage Tutoring- Act 771 (2024)	Operationalizes Science of Reading principles through targeted, high-frequency practice.	Ongoing monitoring with data as evidence of success

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.

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
Students, Families, Community at large, Teachers, Staff	Open House	August/September 2026
Students, Families, Community at large, Teachers, Staff	LEAP informational parent meetings	Ongoing as School Literacy Teams hold parent meetings
School Board members, Students, Families, Community at large, Teachers, Staff	Website	September 2026