



GRANT PARISH

PUBLIC SCHOOLS

2025-2026

South Grant Elementary

Literacy Plan





PRIORITIES

01

STUDENTS

Preparing College and
Career Ready Students

02

EDUCATORS

Developing and Retaining
Highly Effective Educators

03

LEADERS

Strengthening Current
and Future Leaders

04

FOUNDATIONS

Providing high-quality
early childhood
foundational
experiences

05

SAFETY & WELL-BEING

Promoting the safety
and well-being of
students and
employees

06

COMMUNITY

Engaging our families
and community.



Introduction

The South Grant Elementary leadership team is committed to supporting teachers as they implement effective core instruction, provide targeted literacy interventions, and provide extension activities to students. We will provide teachers with professional development to support their ability to make data-driven instructional decisions. We will engage families as partners to drive consistent growth and elevate literacy achievement of our students.

Section 1

Literacy Mission Statement

South Grant Elementary faculty and staff believe all students will achieve improved literacy outcomes through inclusive opportunities for every child, high-quality curriculum materials and effective instruction grounded in the science of reading. These efforts are supported by a multi-tiered system of support (MTSS) that addresses the diverse needs of learners.

At South Grant Elementary, our literacy vision is “**Shaping minds, Growing readers, Educating for success through Literacy.**”

Literacy Goals

Student-Focused Goals

- 68.5% of K-3 students will score at or above benchmark on the Reading Composite Score on EOY literacy screener by April 2026.
 - K: 60.6% of students will score at or above benchmark on the EOY DIBELS composite score
 - 1: 72% of students will score at or above benchmark on the EOY DIBELS composite score
 - 2: 71.3 of students will score at or above benchmark on the EOY DIBELS composite score
 - 3: 70% of students will score at or above benchmark on the EOY DIBELS composite score
- The percentage of 3rd-5th grade students scoring mastery or above will increase by 0.8% on the spring 2026 ELA LEAP assessment.
- PreK: 60% of students will meet their end of year letter naming fluency goal. (30+ letters per minute)
- All students (100%) will be able to clearly state their literacy goal and explain the progress they have made towards achieving it.

Teacher-Focused Goals

- All PK-5 teachers (100%) will participate in regular teacher collaboration meetings throughout the school year with the leadership team to increase capacity in implementing best practices in literacy through the Science of Reading.
- All teachers (100%) will analyze student data to set individual goals for student growth (short term and long term), and will monitor students progress towards achieving those goals.
 - Students will be monitored following the GPSB progress monitoring schedule.
- All teachers (100%) will implement the evidence-based activity of pre-teaching to accelerate learning in all classrooms in order to intervene before the lesson to allow struggling students access to the curriculum.

Program-Focused Goals

- All K-5 teachers (100%) will incorporate intervention structures for students who are below and well below based on literacy screeners as evidenced by classroom schedules, observations and feedback by school and district leaders.
- K-3 teachers (100%) will incorporate fluency routines and structures for students who are below and well below based on literacy screeners as evidenced by classroom schedules, observations and feedback by school and district leaders.
- K-5 teachers (100%) will participate in teacher collaborations centered around analyzing and utilizing data (CEA/DIBELS/LEAP) to set individual goals for students, evidenced by teacher collaboration agendas.
- All PK-5 teachers will intentionally plan for effective Tier 1 curriculum implementation by incorporating small group instruction, front loading/pre-teaching strategies and Science of Reading best practices as evidenced through weekly observations and data collections.

South Grant Elementary Literacy Team	
<i>Member</i>	<i>Role and Responsibilities</i>
Brandie Hicks	Principal ● analyze data ● observe and provide feedback to teachers
Jessica Borland	Assistant Principal ● analyze data ● observe and provide feedback to teachers
Valerie Dykes	HSE ● analyze data ● support Tier 1 instruction and interventions through coaching ● Coordinate family engagement opportunities
Marleen Snoddy	Literacy Coach ● analyze data ● Conduct and monitor literacy screener documentation ● support Tier 1 instruction and interventions through coaching ● support implementation of frontloading/pre teaching best practices for Tier 1 instruction ● Monitor student growth and alignment with literacy plan
Kathryn Velotta	Teacher ● Field Test ● Monitor student growth and alignment with literacy plan ● Analyze and monitor literacy screener data
Sydni Noakes	Librarian ● Analyze and monitor literacy screener data ● Monitor student growth and alignment with literacy plan
Diane McCain* (Members of her Sunday School Class)	Community Partner (New Prospect Baptist Church ● Participate in community events ● Participate in monthly team meetings
Andrea Briggs	Teacher ● Monitor student growth and alignment with literacy plan ● Analyze and monitor literacy screener data ● Assist with implementation of Accelerated Reader program
Heather Jordan	Teacher ● Monitor student growth and alignment with literacy plan ● Analyze and monitor literacy screener data ● Assist with implementation of Accelerated Reader program
Melanie Ulmer	Special Education Lead Teacher ● Analyze and monitor literacy screener data ● Monitor student growth and alignment with literacy plan

**Attends at least one meeting per month.*

Meeting Schedule		
<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Attendees</i>	<i>Topic(s)</i>
September 24, 2025	Entire Team	Literacy Plan, AR & Zearn,

Section 2	
Explicit Instruction, Interventions, and Extensions	
Per the LDOE, our school stall will administer one universal literacy screener to students in grades K-3. The assessment provides teachers with information on student reading levels and how well students are progressing on particular skills. The screener is given through a secure administration and measures skills predictive to reading success as a student progresses through school. Student scores are reported as Well Above Level, On Level, Below Level, or Well Below Level. The assessments provide teachers with information on student reading levels and how well students are progressing on particular skills. Screeners are given through a secure administration and measure skills predictive to reading success as a student progresses through school.	
Literacy Screener Components:	
Grade	Measures
Kindergarten	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency (sounds and words) Word Reading Fluency
1st	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency (sounds and words) Word Reading Fluency Oral Reading Fluency (words and accuracy)
2nd and 3rd	Nonsense Word Fluency (sounds and words) Word Reading Fluency Oral Reading Fluency (words and accuracy) Maze
4th and 5th (Students with individual literacy plan.)	Oral Reading Fluency (words and accuracy) Maze

Elementary

Per the LDOE, the district will administer the literacy screener to students in grades K-3. The assessments provide teachers with information on student reading levels and how well students are progressing on particular skills. Screeners are given through a secure administration and measure skills predictive to reading success as a student progresses through school. Student scores are reported as Well Above Level, On Level, Below Level, or Well Below Level.

The assessments provide teachers with information on student reading levels and how well students are progressing on particular skills. Screeners are given through a secure administration and measure skills predictive to reading success as a student progresses through school.

Diagnostic assessments shall be given to students scoring below benchmark after each benchmark assessment to assess specific skills or components of reading. The results of the diagnostic assessments will be used to inform instruction and intervention.

Diagnostic Assessment Menu:

Heggerty Phonemic Awareness Screener Assessment
CORE Phonics Survey
CKLA curriculum embedded assessments
Anita Archer Placement Test

Dyslexia:

Dyslexia screening requirements involve administering universal screeners to **kindergarteners** during the second half of the school year. Any **third grade students** who do not score above the lowest achievement level (well below) on the literacy screener after three attempts shall be screened for dyslexia . Other grades may be screened upon request or when deemed appropriate.

Instruction

Elementary

The Tier I ELA curriculum implemented in K-2 is CKLA (Skills and Knowledge). All students receive at least 180 minutes of ELA instruction by a regular education teacher trained in the science of reading. The ELA curriculum implemented in grades 3-5 is Guidebook (2022). All students receive at least 110 minutes of ELA instruction.

Interventions

Elementary

Tier 1: Core instruction, including intentional small group instruction, for all students with Tier I curriculum

Tier II: Students who demonstrate some risk (yellow) -Intervention groups based on benchmark assessments and diagnostic assessments to address specific skills and components using Tier I curriculum and high quality materials for up to 30 minutes per day.

Tier III: Students who demonstrate significant risk (red)- One-on-one or 2-3 students in a group receive interventions/high dosage tutoring with quality materials at least 3 days per week by a qualified teacher or tutoring provider .

*Students with characteristics of dyslexia shall receive interventions with an approved multisensory reading program.

Extensions

The evidence-based activity of pre-teaching is used to accelerate learning in ELA and Math classrooms. When intervening after a lesson, the student has already struggled and feels defeated. This innovation is intended to prevent that from happening. We use performance data from DIBELS (K-3), Zearn (K-5), curriculum embedded diagnostics, and standards based trackers to measure outcomes and monitor progress.

Assessment Calendar Timeline

Pre-K to Grade 8			
Grade Level(s)	Assessment	Delivery	Date(s)
Pre-K	Gold or Department-Approved Alternative	Teacher	Fall Checkpoint Finalized: October 31 Winter Checkpoint Finalized: February 28 Spring Checkpoint Finalized: May 30
Kindergarten	Kindergarten Entry Assessment (KEA); DRDP-K or Gold KEA <i>(Pending future BESE policy to streamline Kindergarten assessments)</i>	Teacher	Administer within first 30 school days Data Submission Deadline: (October tentative)
K-3	K-3 Statewide Literacy And Numeracy Screening	CBT: For BOY or MOY, administer grade 3 first. For EOY, administer grade 3 as early as possible in the administration window.	Beginning of Year (BOY): First 30 days of school Middle of Year (MOY): December 1-31 End of Year (EOY): April 1-30
3	Grade 3 Literacy Rescreening	CBT	For qualifying grade 3 students: Last week of school through June 30. (Minimum two week wait between 2 nd and 3 rd Grade 3 EOY administrations)
3-8	LEAP 2025	PBT: Grade 3 only CBT: Grades 3-8	CBT: April 1-May 15 PBT: Grade 3: April 15-17 (ELA/math) April 20-22 (science and social studies)

Progress Monitoring

Grades	At Risk (red)
K-3	Every 2 Weeks
4-5	Every 2-3 Weeks

*Grade 4 and Grade 5 students with an individual literacy plan will receive progress monitoring

Section 3

Literacy Action Plan

Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Summer	Review prior year data to establish school system goals	ILT	Literacy screeners LEAP scores	Students and subgroups demonstrate growth in year to year data.
Summer	- Refine/Update district literacy plan - Develop and implement communication plan	ILT	SGE Literacy Plan	Posted on SGE website
First 30 days of school December April	- Administer Statewide Literacy Screener to all students in grades K-3 and administer DIBELS to targeted students in grade 4-5 - Administer literacy alternate assessment to students who meet specific criteria in grades K-5	Literacy Coach HSE SPED Teachers	Statewide Screener LDOE resources (Literacy Library)	- Literacy screener materials - Alternate assessment - mClass Data
First 30 days of school	Administer District Dyslexia Screener to any third grade student who scored well below on literacy screener after three attempts	HSE Literacy Coach	District Dyslexia Screener	- Results of District Dyslexia Screener - SBLC Meeting - IEP Amendments
After each benchmark assessment	Administer diagnostic assessments to students in grades K-5 who score below benchmark to inform core instruction and interventions	Teachers	Diagnostic Assessments LDOE resources Curriculum assessments	Curriculum Embedded Assessments, Phonics for Reading, Core Phonics Survey
Ongoing	- Progress monitor students K-3 (NSF, NWF, WRF, ORF) Grade 4 (ORF) at risk (red) every 2 weeks and at some risk (yellow) every 4 weeks - Monitor literacy data results and revise goals - Adjust interventions based on literacy data	Principal HSE Literacy Coach	DIBELS 8th	- Progress monitoring schedule - LDOE Literacy Screener platform - mCLASS for 4th-5th - Intervention lists - Literacy data
ongoing	Provide professional development around the Science of Reading and	Principal District Literacy Team	CKLA Guidebooks CLL Resources	Usage reports Annotated lessons Student Work HDT

	implementation of Tier 1 curriculum			DIBELS data Coaching plans LEAP data
ongoing	Provide professional learning on interventions	District Team Literacy Coach	CKLA Phonics for Rdg.	Agendas Sign-ins
ongoing	New K-3 teachers complete the Foundations of Literacy course	Principal District Literacy Team	Canopy	Certificate of Completion

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Section 4

Ongoing Professional Growth

Professional Development Planning

Month/Date	Topics	Attendees	Person(s) Responsible/Person(s) Delivery PD
Summer	Data Dig with The Center for Literacy and Learning	Elementary Literacy Leadership Teams	The Center for Literacy and Learning (Effective Schools Grant) Shana Delrie
July	CKLA Partnership	HSEs, Literacy Coaches, Elementary Supervisor	CKLA Coach Shana Delrie
July 28	CKLA Coaching Session - Partner Reading	Instructional Coaches	Shana Delrie Dr. Brittney Bills
July	Orientation with CLSD coaches and principals	Literacy coaches and principals	Rebecca Fletcher Shana Delrie
August 4	SPARK Conference - Literacy Topics at sessions	Teachers	District Team
August/Sept.	K-3 Literacy screener/3-5 literacy data How to analyze data and implement interventions/progress monitoring based on that data	CLSD Literacy Coach HSE Principal Assistant Principal	CLSD Literacy Coach HSE Principal
August - Ongoing	Tier I Curriculum Coaching • Creative Curriculum • CKLA • Guidebook • Eureka2 Aligned with Pre-Teaching Intervention	PreK-5th grade teachers, literacy coaches, HSEs, school leaders	Shana Delrie Specific vendors- Coaching days (See Coaching Schedule)
August-May	Tier 1 curriculum; How to plan your literacy block; mirco-scheduling-incorporating small groups in core, and front loading in core	CLSD Literacy Coach HSE Principal	CLSD Literacy Coach HSE Principal
August 28	CKLA Coaching Session-Unit Planning Session KG Skills for 1 & 2	Principals, HSEs, and Literacy Coaches	Shana Delrie Dr. Brittney Bills
August - December	Science of Reading Course on Canopy	New teachers New administrators PreK teachers	Shana Delrie

September 4	CKLA Coaching Session- Unit Planning Session KG Skills 3-5	Instructional Coaches	Shana Delrie Dr. Brittney Bills
October 1-3	Plain Talk About Dyslexia	Literacy Coach Pupil Appraisal Rep	The Center for Literacy and Learning
October 16	CKLA Coaching Session- Unit Planning Session KG Skills 6	Instructional Coaches	Shana Delrie Dr. Brittney Bills
January	Data deep dive to analyze winter benchmark data to inform literacy instruction and interventions	K-5	Shana Delrie Administrators Instructional Coaches
February 12	Coaching Session- Unit Planning Session KG Skills 8	Instructional Coaches	Shana Delrie Dr. Brittney Bills
April 30	Coaching Session- Unit Planning Session KG Skills 9	Instructional Coaches	Shana Delrie Dr. Brittney Bills

Section 5

Family Engagement Around Literacy

Month/Date	Topics	Attendees	Person(s) Responsible/Person(s) Delivery
ongoing	Dolly Parton Imagination Library	Children ages birth to five through application process	Dolly Parton Foundation Donations from individual school employees and community stakeholders
Summer	Create school level literacy plan	ILT Team	Principal, Assistant Principal, HSE, Literacy Coach
October 23, 2025	Fall Literacy Night	Families; Community members	Principal, Assistant Principal, HSE, Literacy Coach, teachers
September February May	Analyze literacy data and LEAP 2025 Data	Parents	Principal, Assistant Principal, HSE, Literacy Coach, teachers

Section 6

Initiative Alignment

Other Programs/Initiatives	Connection to Literacy	Plan to Monitor/Evidence of Success
School Wide Plan	Reading Goals	School leadership team monitors progress as evidenced by level of implementation and analysis of student data
School level Instructional Leadership Team	Literacy Goals, PD< collaboration with teachers	ILT monitors progress, analyzes data and provides professional development on best practices linking Tier 1 curriculum

		and Science of Reading research
Center for Literacy and Learning	Literacy goals, scene of reading best practices, implementation of HQIM	Monthly meetings, monitor progress of field test classrooms/student data, data from coaching cycles
High Dosage Tutoring	The Accelerate High-Dosage Tutoring Initiative provides high-dosage tutoring for eligible low-performing students in grades K-5. This program helps students address unfinished learning by providing tutoring support during the school day.	Literacy and Numeracy Data
Elevate2Educate	Elevate2Educate -mentor/mentee program designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The program will provide both direct support to teachers and system support to mentors to improve student achievement.	HSEs will coordinate at the school level Coaching cycles Achievement Data Teacher Retention Data

Section 7		
Communicating the Plan		
Stakeholder Group	Plan for Communicating	Timeline
School Faculty and Staff	School-wide meetings Teacher collaboration School Website Google Drive	Ongoing, but enhanced focus in: August- First two weeks of school January - Mid-year reflection May - End of year reflection
School Families	School website Informational flyers Literacy data send home Parent/Teacher Conferences	August - ongoing
Community Members	Literacy Team Meetings (Community Partner) School website	August-ongoing