



GRANT PARISH

PUBLIC SCHOOLS

2024-2025
District Literacy Plan
for
Grant Parish School System
PreK-5th

District Literacy Team

July 6, 2024
Updated April 2025

LOUISIANA'S LITERACY PILLARS



**LITERACY
GOALS**



**EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Introduction:

Elementary schools in Grant Parish have transitioned to the DIBELS universal literacy screener for the 2024-2025 school year. Classrooms use high quality instructional materials grounded in the science of reading. Teachers participate in professional learning to drive best practices in literacy, and engage families through all ages and stages. The focus for the 2024-2025 school year is to build the capacity of all stakeholders, embed structures and supports to support student growth, and increase the intentionality of our practices regarding literacy from birth to 12th grade.

Section 1a: Literacy Mission Statement	
<i>Literacy Mission Statement</i>	The Grant Parish School System believes all students will have improved literacy outcomes through inclusive opportunities for all children, high-quality curriculum, and effective instruction grounded in the science of reading supported by leaders and working as partners with families.
Section 1b: Goals	
Goal 1 (Student-Focused)	<p>Grade PreK: 70% of all PreK students will score on or above benchmark on the EOY Grant Parish Phonological Assessment component of the literacy screener by May of 2025.</p> <p>Grade K: 70% of all K students will be benchmark or above on the composite of the DIBELS 8th literacy screener by May 2025 or meet their individual growth targets.</p>

	<p>Grade 1st: 70% of all first grade students will score on or above benchmark on the reading composite of the DIBELS 8th EOY literacy screener by May of 2025.</p> <p>Grade 2nd: 70% of all second grade students will score on or above grade level on the reading composite of the DIBELS 8th EOY literacy screener by May of 2025.</p> <p>Grade 3rd: 70% of all third grade students will score on or above grade level on the reading composite score of the DIBELS 8th EOY literacy screener by May of 2025.</p> <p>Grade 4: The ELA assessment index will increase from 63.6 (3rd grade cohort) to 66.</p> <ul style="list-style-type: none"> ➤ 80% of students will achieve their individual growth target goal set on his/her individual literacy plan as measured by MCLASS/Dibels 8 by the end of May 2025. <p>Grade 5:The ELA assessment index will increase from 65.7 (4th grade cohort) to 68.</p> <ul style="list-style-type: none"> ➤ 80% of students will achieve their individual growth target goal set on his/her individual literacy plan as measured by MCLASS/Dibels 8 by the end of May 2025.
<p>Goal 2 (Teacher-Focused)</p>	<p>All new K -3 teachers, elementary teacher leaders, and elementary administrators in the district will receive professional learning in the Science of Reading during the 2024-2025 school year as evidenced by the completion of a designated course based on the Science of Reading.</p> <p>Braided funding will support the advancement of literacy skills, including pre-literacy skills, reading and writing for all children from birth through grade 12, with a special emphasis on low income families and those with disabilities through literacy coaching, high quality instructional materials, and evidence-based literacy practices.</p>
<p>Goal 3 (Program-Focused)</p>	<p>The Grant Parish School Board will increase inclusive opportunities for children through expanded access to quality early childhood programs that include early literacy skills, as evidenced by the number of birth -four year old seats in the Grant Early Childhood Network.</p> <p>All PreK-5 teachers will implement best practices in the science of reading and utilize curriculum resources as part of the Tier I core instruction during the 2024-2025 school</p>

	<p>year, as evidenced by observations and feedback by school and district leaders.</p> <p>Teachers in all elementary schools in grades K-3 will receive training in the utilization of the Amplify Literacy Screener platform for benchmark testing and progress monitoring in order to enter and analyze data to inform literacy instruction and interventions.</p> <p>Teachers will participate in teacher collaboration as a regular occurrence at all school sites.</p>
--	---

Section 1c: District Literacy Team

<i>Member</i>	<i>Role</i>
Dr. Erin Stokes	Superintendent
Shana Delrie	Elementary Supervisor <ul style="list-style-type: none"> ● analyze data ● coordinate professional learning ● observe and provide feedback to teachers ● monitor implementation of district and school literacy plans ● serve as Lead Agent for the early childhood network to provide inclusive opportunities to children by increasing access to early childhood programs and resources ● coordinate Act 422 ● coordinate and implement Accelerate High Dosage Tutoring Initiative
Rebecca Fletcher	Federal Programs Director <ul style="list-style-type: none"> ● analyze data ● support Tier I instruction and interventions through resources ● coordinate the Highly Skilled Educator program ● coordinate family involvement opportunities ● coordinate and implement Accelerate High Dosage Tutoring Initiative
Denise Young	Special Education Supervisor <ul style="list-style-type: none"> ● data analysis ● observe and provide feedback to teachers ● communicate guidelines related to literacy initiatives ● provide information and support for interventions ● coordinate Act 266 Kindergarten Dyslexia Screening
Kimberly Roberts*	Early Childhood Coordinator <ul style="list-style-type: none"> ● coordinate professional learning for early childhood teachers ● observe and provide feedback ● provide coaching to early childhood teachers ● serve as a liaison between the Lead Agency and the GPSB
Bailey Lott*	Educational Diagnostician

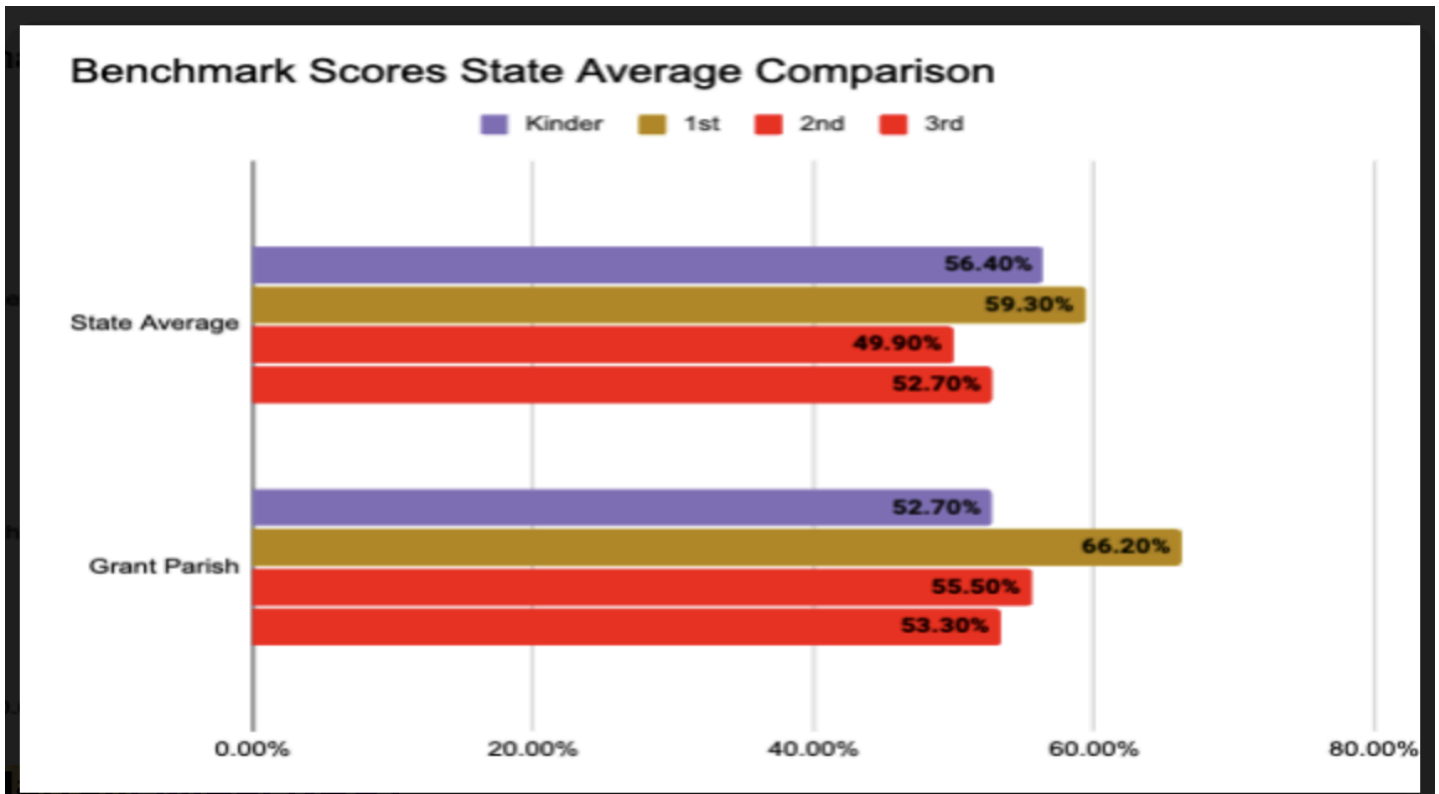
	<ul style="list-style-type: none"> ● develop SBLC referral processes and tools aligned with literacy initiatives ● train and communicate with school level SBLC chairpersons
Jennifer Winsett	Secondary Supervisor <ul style="list-style-type: none"> ● coordinate professional learning ● analyze data ● observe and provide feedback to teachers ● monitor implementation of district and school literacy plans
Gwen Mercer*	Systems Information Manager/District Test Coordinator <ul style="list-style-type: none"> ● disseminate information to school test coordinators ● share data with appropriate personnel
Highly Skilled Educators*	<ul style="list-style-type: none"> ● provide school level guidance and feedback ● promote alignment of district and school literacy plans ● provide instructional coaching and support

*Will only attend designated meetings

Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Summer Pupil Appraisal rep, SPED supervisor and elementary supervisor	Create and refine SBLC referral procedures	<ul style="list-style-type: none"> ● SBLC Guidance Document ● SBLC Manual
Summer District Literacy Team	Summer	<ul style="list-style-type: none"> ● Revise district literacy plan ● Develop communication plan guidance for schools ● Create professional development calendar
July September January May	Analyze literacy data and LEAP data	<ul style="list-style-type: none"> ● Literacy data ● LEAP data
Ongoing District Literacy Team/Instructional Leadership Team (ILT)	Monthly	<ul style="list-style-type: none"> ● Implementation of District Literacy Plan ● Support administrators with effective observation/ feedback practices aligned to the Louisiana Educator Rubric

District Literacy EOY Data from 2023-2024



Per the LDOE, the district will administer one universal 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. Student scores are reported as Well Above Level, On Level, Below Level, or Well Below Level.

Literacy Screener Components:

Grade	Measures
Kindergarten	LNF PSF NWF WRF
1st grade	LNF PSF NWF WRF ORF
2nd-3rd grade	NWF WRF

	ORF MAZE
4th grade	ORF MAZE
5th grade	ORF MAZE

Assessment Calendar Timeline

BIRTH–GRADE 8			
GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATE(S)
Birth–Pre-K	GOLD or department-approved alternate assessment	Teacher	Fall Checkpoint Finalized: October 31 Winter Checkpoint Finalized: February 28 Spring Checkpoint Finalized: May 31
K	Kindergarten Entry Assessment (KEA); DRDP-K or GOLD KEA	Teacher	Administer within first 30 school days Data Submission Deadline: (October tentative)
K–3	DIBELS Statewide Literacy Screener	For BOY or MOY, grade 3 must be screened first. For EOY, grade 3 students should be screened as early as possible in the administration window.	Beginning of Year (BOY) Administration: within first 30 school days Middle of Year (MOY) Administration: December 2-20 End of Year (EOY) Administration: April 1-30
K-3	K-3 Literacy Assessment Rescreening for Grade 3	TBA/Teacher	For qualifying students: 2 nd screening in May; 3 rd screening in summer after application of interventions

*Universal Literacy Screener for K-3: LDOE Literacy Screener (DIBELS 8)

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.

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

Interventions:

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 to four 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.

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. The district uses performance data from DIBELS (K-5), Zearn (1st-5th), curriculum embedded diagnostics, and standards based trackers to measure outcomes and monitor progress.

Progress Monitoring:

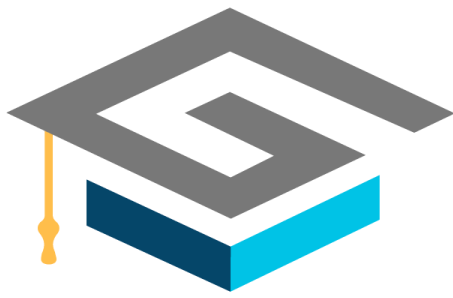
Frequency of Progress monitoring for grades K-3

Grades	Subtests	At Risk (red)	At Some Risk (yellow)
K-3	PSF, NWF, WRF, ORF	every 2 weeks	Every 5 weeks
2-3	Maze	Up to 2 times between benchmarks	Up to 2 times between benchmarks

Frequency of Progress monitoring for grades 4-5 for

Grades	Subtests	At Risk (red)	At Some Risk (yellow)
4	ORF	Every 3 weeks	Every 5 weeks
5	ORF	Every 4 weeks	Every 5 weeks

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



GRANT PARISH PUBLIC SCHOOLS

District Literacy Action Plan

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
1	Summer	<ul style="list-style-type: none"> Review prior year data to establish school system goals 	Data manager District Team	Literacy screeners LEAP scores	<ul style="list-style-type: none"> Students and subgroups demonstrate growth in year to year data.
1-3	Summer	<ul style="list-style-type: none"> Refine/Update district literacy plan Develop and implement communication plan 	Dr. Erin Stokes District Team	District Literacy Plan School Literacy Plans	<ul style="list-style-type: none"> District Literacy Plan Website Meetings with stakeholders -Principal/AP Meeting, HSE meeting, SPED lead teacher meeting, SBLC Chairperson/504 meeting, community meetings, etc.
1	First 30 days of school December April	<ul style="list-style-type: none"> 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 	Shana Delrie Rebecca Fletcher Denise Young School Teams	Statewide Screener LDOE resources (Literacy Library)	<ul style="list-style-type: none"> Literacy screener materials Alternate assessment
1	After each benchmark assessment	<ul style="list-style-type: none"> Administer diagnostic assessments to students in grades K-4 who score below benchmark to inform core instruction and interventions 	Shana Delrie Erin Stokes Teachers	Diagnostic Assessments LDOE resources Curriculum assessments	Diagnostic assessment- Heggerty, CKLA CKLA remediation guide, or CORE phonics
1	Ongoing	<ul style="list-style-type: none"> 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 	District ILT School Assessment Teams	DIBELS 8th	<ul style="list-style-type: none"> Progress monitoring schedule LDOE Literacy Screener platform mCLASS for 4th-5th Intervention lists Literacy data

		<ul style="list-style-type: none"> • Monitor literacy data results and revise goals • Adjust interventions based on literacy data 			
1	After each literacy screener benchmark	<ul style="list-style-type: none"> • Assist schools in creating and adjusting individual literacy plans for students in grades K-4 (according to pupil progression plan) • Inform parents of student proficiency level in literacy and the plan to address deficiencies <p>-Caretaker Report -Home Connect Report -Steve Carter Literacy info.</p>	Shana Delrie R.Fletcher Denise Young	Individual Reading Plan Template Steve Carter Literacy Flyer High Dosage Tutoring Literacy Screener platform-Caretaker Report and Home Connect Report	<ul style="list-style-type: none"> • Literacy screening data • Progress monitoring data • Individual reading plans with signatures of all stakeholders • Steve Carter Literacy QR code/flyer
1	May-June	<ul style="list-style-type: none"> • Provide a summer literacy program for students who meet the eligibility requirements- Act 422 Third Grade Retention prohibits promotion to the fourth grade of certain students whose reading deficiencies have not been remediated by the end of the third grade. 	Shana Delrie R. Fletcher J. Winslett Denise Young	LDOE Summer Guidance PPP	Pre/Post literacy data
2-3	ongoing	<ul style="list-style-type: none"> • Provide professional development around the Science of Reading and implementation of Tier 1 curriculum 	Shana Delrie	CKLA Guidebooks CLL Resources	Usage reports Annotated lessons Student Work Small group instruction plans DIBELS data Coaching plans LEAP data
2	ongoing	<ul style="list-style-type: none"> • New K-3 teachers complete the Foundations of Literacy course 	Delrie Principals	A+Pel Foundations of Literacy or equivalent program	Certificate of Completion
2-3	ongoing	<ul style="list-style-type: none"> • Provide support to literacy coaches, HSEs, and Leadership in order to support teachers and students 	District Literacy Team CLL	LDOE Resources CLSD Guidance Effective Schools Grant	CLSD Grant Agendas Coaching Plans

--

Section 3: Ongoing Professional Growth

Professional Development Planning

Month/Date	Topics	Attendees	Person(s) Responsible/Person(s) Delivery PD
Summer	Effective Practices and the Science of Reading Update literacy plans for the district and elementary schools	Elementary Literacy Leadership Teams	The Center for Literacy and Learning (Effective Schools Grant) Shana Delrie
Summer	Summer Literacy Tour by LDOE	Literacy coaches, HSEs	LDOE
July	CKLA -Implementation Reset	HSEs, Literacy Coaches, Elementary Supervisor	CKLA Coach Shana Delrie
July	Orientation with CLSD coaches and principals	Literacy coaches and principals	Rebecca Fletcher Shana Delrie
July 31	SPARK Conference - Literacy Topics at sessions	District-wide	District Team
July 31	Kindergarten - Year at a Glance ➤ Revised Report Card ➤ CKLA	Kindergarten teachers	Shana Delrie Valerie Dykes
August 5-7	CLASS Certification- Infants/Toddlers	Kimberly Roberts	The Orchard Foundation
July-September	Administration and Using Reports- Louisiana Literacy Screener	School Assessment Teams	Highly Skilled Educators Interventionists (LDOE resources)
August 23	Planning Using your HQIM to Support All Learners How to Maximize Student Growth Through Data Cycle	Literacy Coaches Highly Skilled Educators District Leaders Principals	LDOE Literacy Team- Erin Hughes
August 26	Introduction to TS GOLD	Early Childhood Teachers (new hires)	The Orchard Foundation
August -October	Science of Reading asynchronous course	New teachers New administrators PreK teachers	A+PEL or equivalent program on Canopy
August - December	MMCI Group Coaching	PreK teachers	The Orchard Foundation Kimberly Roberts
August -December	Train teachers in the components of DIBELS 8th at SPARK Conference and teacher collaboration	PreK-5 teachers	Highly Skilled Educators Interventionists

			(LDOE resources)
August - December	Recertification of Early Childhood Coordinator and Elementary Supervisor in CLASS Observation Tool	Shana Delrie Kimberly Roberts	Teachstone
September 12	CLASS- Instructional Support Essentials for PreK	Early Childhood Teachers	The Orchard Foundation
September 26	CLASS- Instructional Support Strategies: Feedback Strategies	Early Childhood Coordinator, Type III Directors	The Orchard Foundation
September- October	Train personnel on the Ages and Stages Questionnaire (early intervention)	Head Start Type III child care directors Public PreK	Bailey Lott Deloris Slaughter (Trainer of Trainers)
October 4-5	Plain Talk About Dyslexia	Elementary Supervisor Sped Supervisor Pupil Appraisal Rep	The Center for Literacy and Learning
October 5	Teaching Strategies- Unlocking the Power of Assessment	Early Childhood Teachers	The Orchard Foundation
October 23	Early Literacy Skills /CKLA with CLASS Dimensions Overview and Application	PreK/K teachers	The Center for Literacy and Learning (CLL)
February	Data deep dive to analyze winter benchmark data to inform literacy instruction and interventions	K-5	Shana Delrie Administrators Highly Skilled Educators Interventionists Teacher leaders
February	Promoting early literacy in health care settings	Local healthcare providers and other community stakeholders	Dr. Erin Stokes Shana Delrie Kimberly Roberts Denise Young Dee Dee Savoy -speech
August - Ongoing	Tier I Curriculum Coaching <ul style="list-style-type: none"> ● Creative Curriculum ● CKLA ● Guidebook ● Eureka2 Aligned with Pre-Teaching Intervention	PreK-5th grade teachers, literacy coaches, HSEs, school leaders	Shana Delrie Rebecca Fletcher Jennifer Winslett Specific vendors- Coaching days (See Coaching Schedule)
August - Ongoing	Ongoing literacy coaching support to school literacy coaches, Highly Skilled Educators, and leadership on implementation of school literacy plans	Elementary Literacy Leadership Teams	The Center for Literacy and Learning (Effective Schools Grant)

Section 4: Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
ongoing	Dolly Parton Imagination Library	Children ages birth to five through application process	Dolly Parton Foundation Donations from individual school employees and community stakeholders
September 2023 January 2024	Read to Soar - eight session reading program for children ages birth to five and their parents or caregivers	Children ages birth to five through application process	The Orchard Foundation
August- June	Assist families in understanding developmental milestones and next steps for what to do when children do not meet them	Share information and resources with families at locally attended events and sites, including milestone brochures and development bags (ex. EC events, local festivals, local clinics, local ballgames, etc.)	Families Helping Families Local health care providers Grant Early Childhood Network GPSB Pupil Appraisal
September-May	Assist families with ASQ	All families in Early Childhood Network	Type III Child Care Centers Head Start programs Public PreK
August - June	Quarterly Literacy Activities	GPSB website Flyers	LDOE resources Local Healthcare Providers QOZ community partners
April - May	Coordinated enrollment in early childhood programs	GPSB website Local newspaper Jtext Flyers Signage in community Events	Lead Agency Head Start Type III child care centers
August -ongoing	School Literacy Events (Literacy Night, Book Fair, etc.)	Jtext Flyers GPSB website	QOZ community partners
September - ongoing	Early Literacy Initiatives	Flyers Website Type III Child Care Centers	Grant Parish Library

Section 5: Alignment to other Initiatives

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
District Strategic Plan	Reading goals	District Instructional Leadership Team monitors progress as evidenced by level of implementation and analysis of student data
Early Identification through Early Childhood initiatives	Ages and Stages Questionnaire (ASQ)	Early Identification Initiative document ASQ results Early Steps referrals GPSB Pupil Appraisal
Increase access to early childhood programs through Early Childhood Initiatives	Early literacy skills ECE funds	Coordinated enrollment applications Number of early childhood seats Local Match Report to The Rapides Foundation
Effective Schools Grant through The Rapides Foundation	High quality professional learning around a structured literacy approach	Professional Development Evaluations through The Rapides Foundation Literacy data
The Orchard Foundation	High quality professional learning related to CLASS, TS GOLD, and other related early childhood topics	Professional development evaluations CLASS data Literacy data (including TS GOLD)
Ready Start Network	Implementation of RSN to empower local lead agency to build a culture of high quality, comprehensive early childhood services through engagement and partnerships with families, educators, and community members.	Early Childhood Blueprint Goals and Objectives Early Childhood Events
CLSD Grant	Competitive grant to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special	CLSD Goals and Objectives

	emphasis on highest-risk children, children from low income families, as well as children with disabilities and ELL.	
Accelerate 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.	DIBELS data Curriculum-based assessments Innovative Assessment Data
Sparking Success: Lighting the Way	Sparking Success: Lighting the Path is the district induction program designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The program will provide both direct supports to teachers and system supports to mentors to improve student achievement by improving beginning teacher effectiveness and teacher retention.	HSEs will coordinate at the school level Coaching cycles Literacy Screener data LEAP data EOC data

Section 6: Communicating the Plan

Communication Plan		
<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
Grant Early Childhood Network	Quarterly meetings	Quarterly
Elementary Schools	School Literacy Plan posted to website	October 1
Elementary Schools	School-wide meetings	August- First two weeks of

	Teacher collaboration	school January - Mid-year reflection May - End of year reflection
School Families	District/School website Informational flyers Literacy data posted	August - ongoing
The Rapides Foundation	<ul style="list-style-type: none"> ● Share district literacy plan ● ECE Reports ● Effective Schools reports ● Participate in Grant Showcase at Symposium 	August - June
Local health care providers	Informational meeting with local health care providers to share plan and establish partnerships in promoting literacy	September/January
Early Childhood Advisory Council	Share goals and activities; Provide updates	Fall/Spring
Grant Parish School Board	Share goals and action plan	Fall /Spring
Chamber of Commerce	Share goals and action plan	Fall and Spring
Local and Civic Events	Share goals and activities (ex. Woodmen, local festivals/boards, Health Fairs, etc.)	ongoing