Local Literacy Plan for

Cypress Cove Elementary School

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LOUISIANA'S LITERACY PILLARS



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	Through purposeful literacy instruction using high-quality, research-based materials and practices; meaningful relationships that serve as a catalyst for student motivation and engagement; and lasting partnerships with all stakeholders, every Cypress Cove student will become a confident, proficient reader, writer, speaker, and thinker prepared to succeed at the next stage of their learning.
Literacy Mission Statement	At Cypress Cove Elementary, we are committed to ensuring all students receive high-quality Tier I instruction grounded in evidence-based literacy practices and the Science of Reading, as well as targeted interventions and/or extensions and enrichments based on individual student needs. Through strong Tier I instruction, targeted support, data-driven decision making, ongoing professional learning, and meaningful family partnerships, every student at Cypress Cove Elementary will make meaningful progress toward grade-level literacy proficiency and develop the knowledge, skills, confidence, and

Section 1A: Literacy Vision and Mission Statement	
	perseverance necessary to become successful lifelong readers, writers, speakers, and thinkers.

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)	• By the end of the 2026-2027 school year, 80% of K-2nd graders will score at or above Benchmark on the EOY Dibels Assessment. • By the end of the 2026-2027 school year, 95% of 3rd graders will read 114 WCPM (or their individual growth target) • We will increase the percentage of students reading on or above grade level in grades 3-5 from 48.8% to 55% as measured by curriculum-based assessments and LEAP assessment. • We will increase the percentage of SWD students reading on or above grade level in grades 3-5 from 27.7% to 35% as measured by curriculum-based assessments and LEAP assessment. **Leading Indicators** • Percentage of students meeting benchmark on literacy screener. • Percentage of students making progress toward Individual Reading Improvement Plan goals. • Student attendance in intervention and extension groups.

Section 1B: Literacy Goals	
	• Percentage of students proficient on curriculum-based assessments. **Lagging Indicators** • End-of-year literacy screener results. • LEAP ELA performance. • Percentage of students reading on grade level.
Goal 2 (Teacher-Focused)	By May 2027, 100% of literacy teachers will participate in ongoing professional learning focused on HQIM implementation, including literacy instructional practices, assessment analysis, intervention delivery, and Science of Reading-aligned instruction. **Measurement** • Professional learning attendance records. • Walkthrough data. • Observation feedback cycles. • Teacher collaboration artifacts. • HQIM implementation rubrics. • Monitoring of student progress on HQIM assessments.
Goal 3 (Program-Focused)	90% of weekly ILT and TC meetings will utilize curriculum based assessments from HQIM and/or state provided literacy monitoring resources to evaluate the effectiveness of Tier I core instruction. 100% of literacy teachers will receive continued coaching and feedback around tier I instruction and small group support. **Measurement** • ILT/TC Agendas • Bullseye observation feedback cycles • Bullseye classroom walkthroughs • Intervention progress-monitoring reports.

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?
Amount of time spent on daily literacy skills instruction and how it is used	**Grades K-1** 120 minute literacy block • 75 minutes foundational skills instruction • 45 minutes knowledge-building and comprehension instruction **Grades 2** 120 minute literacy block • 60 minutes foundational skills instruction • 60 minutes knowledge-building and comprehension instruction **Grades 3-5** 90-120 minute literacy block • Whole-group HQIM instruction

Section 2: Explicit Instruction, Intervention and Extension	
	• Small-group reading and writing support • Intervention and extension opportunities based on data Instruction is driven by HQIM, formative assessment, student work analysis, and literacy screener results.
English Language Arts textbooks and instructional materials used	• Louisiana Guidebooks • CKLA Skills (Core Knowledge Language Arts) • District approved HQIM • DIBELS 8 State Literacy Screener • Supplemental intervention resources aligned to core instruction and Science of Reading expectations All materials are aligned to state standards and free of three-cueing practices.
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? To support the established program focused goal, we will 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	Students identified through screening and progress monitoring receive: • *Minimum* 20 minutes daily • 3-5 days per week • Small-group intervention • Explicit instruction focused on identified skill deficits • Progress monitoring every two weeks or more frequently as needed Students continue to receive full Tier I instruction without being removed from core literacy instruction.
List of available interventions and their descriptions	**Intervention**: Foundational Skills Intervention **Description**: Explicit phonemic awareness and phonics instruction

Section 2: Explicit Instruction, Intervention and Extension		
	Fluency Intervention Vocabulary Support Comprehension Intervention Literacy Tutoring	Repeated reading and fluency practice Targeted academic vocabulary development Guided reading and comprehension strategy instruction Additional literacy support aligned to classroom instruction
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?	
Tier III plan, including the amount of time	Students with significant literacy needs receive: • Minimum 30 minutes daily • Individualized or very small-group instruction • Weekly progress monitoring • Alignment with Individual Academic Support Plans Services are adjusted based on ongoing student data review.	
List of available interventions and their descriptions	**Intervention** Intensive Reading Intervention Dyslexia-Focused Support Intensive Fluency and Decoding Support Specialized Literacy Tutoring	**Description** Individualized instruction addressing significant reading gaps Structured literacy intervention aligned to identified needs Daily systematic practice Additional targeted support beyond Tier II Services (SPIRE 3-5)

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August-September	Administer beginning-of-year screeners and create intervention and extension groups	Principal, Literacy Team, Teachers	DIBELS, HQIM Assessments	Screener results, intervention rosters
2	October-May	Monitor progress and adjust intervention groups Conduct monthly literacy-focused teacher collaboration cycles	Literacy Team, Teachers	Progress monitoring tools HQIM	Growth reports, progress monitoring data, TC agendas and notes Teacher artifacts Walkthrough data
3	August-May	Implement coaching and feedback cycles based on individual teachers' areas of reinforcement and refinement	Principal, Assistant Principal, Curriculum Coordinator	Observation tools LEAD Evaluation Rubric	Bullseye coaching logs, observation data
4	Each Semester	Conduct literacy team meetings and implementation reviews	School Literacy Team	Literacy Plan	Meeting minutes, action plans
5	Throughout Year	Host family literacy events and workshops	School Leadership Team, Teachers	Family Literacy Resources	Attendance and survey data Take home resources provided to families

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 *(When can PL be scheduled throughout the school year?)*	**Topics** *(What topics are most needed and should be covered and/or prioritized?)*	**Attendees** *(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)*

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?
Unit Study Protocol	By Sept 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the unit study protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Lesson Preparation Protocol	By October 2026, the ILT will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the lesson preparation protocol resulting in improved teacher planning and instructional coherence as measured by student work analysis.	Student work and assessment analysis
Writing Instruction	By March 2026, the ILT will build its instructional leadership capacity to define, model, and monitor writing embedded in ELA HQIM, resulting in improved delivery of writing instruction as measured by student work analysis.	Writing 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?

Section 4: Family Engagement Around Literacy

   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
Throughout the School Year	Family Lunch and Learn one grade level per month	Open to any family member, option to purchase a lunch from our school	PIE Volunteers
Throughout the School Year	Side by Side We Learn one grade level per month	Only one grade level per time allowing families with multiple children to attend and focus on one child at a time	PIE
Throughout the School Year	Parent Data Meeting Understanding Literacy Data	Screener and assessment explanations, current individual student data given to parents, hosted in conjunction with side by side to help families who work	Literacy Volunteers
October	Bookfair Night	Evening scheduling with options for families to engage in literacy stations	PIE Volunteers
May	Summer Reading Kickoff	Summer resource packets	Public Library
September	Grandparents' Day student led literacy tasks	Appealing to a different crowd other than parents; whole family involvement in literacy	PIE Volunteers

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	Literacy goals embedded in academic priorities	Quarterly goal reviews
Early Childhood Program	Supports readiness and early literacy development	Screener and readiness data
Positive Behavior Supports	Improved engagement and attendance	Attendance and behavior data
Summer Learning	Reduces literacy skill loss and accelerates growth	Summer attendance and literacy growth
Tutoring Program	Provides targeted intervention support	Progress monitoring reports

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.

Section 6: Communicating the Plan

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**
Teachers	Faculty meetings, TCs, email updates, collaboration cycles	Monthly
School Literacy Team	Literacy meetings and implementation reviews	Monthly
Families	Open House, Family Events, conferences, newsletters, website updates, social media	Monthly and Quarterly
School Board/Community	School reports, presentations, public updates	Quarterly, posted on school website
Students	Goal-setting conferences and progress monitoring discussions	Each grading period