ST. TAMMANY PARISH PUBLIC SCHOOLS

Cypress Cove Elementary Literacy Plan

School	Cypress Cove Elementary
Principal	Jackie Crawford
Literacy lead	Jackie Crawford
Grade span	PreK- First Grade
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Jackie Crawford	Principal / Literacy Lead	Lead literacy plan implementation, ILT cycles, data review, and communication.
Nicole Ford	Instructional Coach	Provide coaching, learning walks, support teacher implementation, and review student work.
Robin Gonzalez	Interventionist	Support DIBELS analysis, targeted-support grouping, progress monitoring, and family data communication.

1. District Alignment and School Data Story

District anchor	Established STPPS language
Literacy vision	STPPS aims for all students to achieve grade-level literacy proficiency and develop the knowledge, skills, confidence, and agency to recognize themselves as successful readers and writers who persist in reaching their full potential - in school, across content areas, and throughout life.
Literacy mission	STPPS recognizes each student's unique strengths, experiences, and literacy needs. Through high-quality instruction, coherent curriculum, protected Tier I instruction, responsive targeted support and extension, continuous professional learning, and meaningful family/community partnerships, STPPS provides equitable opportunities for students to develop and apply literacy independently.

District Commitments

- Protect high-quality Tier I literacy instruction using approved HQIM and district Instructional Minutes.
- Use assessment evidence to strengthen instruction, extend learning, and provide timely targeted support.
- Provide flexible Tier II and Tier III targeted support in addition to, never in place of, core instruction.
- Build educator expertise through professional learning, ILTs, teacher collaboration, coaching, and feedback.
- Partner with families through accessible communication, shared dialogue, and practical literacy resources.

School Data Snapshot

Evidence reviewed	Strength to sustain	Highest-priority need/student group
DIBELS 8, LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, and stakeholder feedback, as applicable	Kindergarten DIBELS growth: 78% at or above benchmark in Spring 2026, an 11-point increase from Spring 2025. First grade reached 81% at or above benchmark in Spring 2025 and 73% in Spring 2026; targeted-support structures have produced documented growth.	Foundational reading skills, especially first-grade performance and identified student groups. Spring 2026: 73% of first graders at/above benchmark; 48% of first-grade EL students and 42% of K/1 SWE students were at/above benchmark. Kindergarten NWF-WRC had 31% below/well below benchmark.

School Literacy Priority and Rationale

School Literacy Priority and Rationale
Strengthen foundational reading instruction and responsive targeted support through consistent use of CKLA, DIBELS data, intentional small-group instruction, and progress monitoring. The SAP identifies foundational reading as an academic priority. Spring 2026 data show 78% of kindergarten students and 73% of first-grade students at/above DIBELS benchmark, with notable subgroup gaps for first-grade English learners and Students With Exceptionalities. Previous SAP reflections show that analyzing BOY/MOY DIBELS data, targeted-support grouping, and additional kindergarten groups contributed to growth, including kindergarten increasing from 67% to 78% EOY.

2. School Goals, Targets, and Action Plan

Schools establish contributing targets based on their starting points. Limit each goal to the essential actions most likely to improve the school's identified literacy priority.

Goal 1 - Student Outcomes

District goal and target	School response
Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth. District target: Increase the percentage of all students and identified subgroups demonstrating proficiency by at least 2 percentage points annually on applicable DIBELS 8, LEAP, ELPT, and graduation-readiness literacy measures.	Baseline: Spring 2026 DIBELS 8: Kindergarten 78% at/above benchmark; First Grade 73% at/above benchmark. Subgroups: Kindergarten EL 75%; First Grade EL 48%; K/1 SWE 42% overall, with 60% of SWE students receiving full inclusion minutes at/above benchmark. School target: Increase the percentage of students at/above DIBELS benchmark by at least 2 percentage points annually, with a 2027 EOY target of at least 80% for Kindergarten and 75% for First Grade; increase identified subgroup proficiency by at least 2 percentage points annually. Leading/lagging measures: DIBELS 8 proficiency/growth, BOY/MOY/EOY results, progress monitoring, CKLA/HQIM evidence, common assessments, and student work.

District goal and target	School response
Actions	1. Use BOY, MOY, EOY, and progress-monitoring data to identify specific foundational reading needs and create/adjust flexible targeted-support groups. 2. Use CKLA/core curriculum resources, small-group instruction, high-dosage tutoring when applicable, and enrichment/extension to address student needs while protecting Tier I.
Evidence of success	Students demonstrate growth on DIBELS and aligned classroom assessments; students move out of targeted support when evidence indicates readiness; subgroup gaps narrow; student work shows stronger foundational reading skills; ILT/PLC notes document data-based instructional adjustments.

Goal 2 - Educator Capacity

District goal and target	School response
Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support. District target: 100% of teachers receive professional learning related to district curricula/resources, evidence-based strategies, and data-based decisions; all K-3 educators are fully Science of Reading trained.	Baseline: The SAP documents weekly PLCs involving administration, interventionist, teachers, TRT, and instructional coach; CKLA representative training; one-on-one instructional coaching; learning walks; and repeated use of DIBELS data to plan targeted support. Continued need: strengthen consistent implementation of data-driven small-group instruction and evidence-based foundational reading practices. School target: 100% of K-1 literacy educators participate in required district/school literacy professional learning and PLC/data cycles and demonstrate implementation of agreed-upon CKLA, Science of Reading, Teacher Clarity, and responsive small-group practices. Leading/lagging measures: PLC artifacts, coaching/learning-walk evidence, lesson preparation, student work, DIBELS response, educator feedback, and professional-learning evaluation evidence.

District goal and target	School response
Actions	1. Use weekly PLCs and ILT cycles to study DIBELS/HQIM evidence, plan targeted instruction, and review student work. 2. Provide ongoing coaching, learning walks, CKLA/district training, and feedback focused on explicit foundational reading instruction and effective small-group practice.
Evidence of success	All literacy educators participate in required learning; PLC notes show data-based decisions; coaching and learning-walk evidence shows stronger implementation; lesson plans reflect targeted skills; student work and assessment results show improved learning.

Goal 3 - Instructional Program

District goal and target	School response
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support. District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.	Baseline: Cypress Cove has established Tier I CKLA instruction and targeted-support structures. Spring 2026 DIBELS results were 78% K and 73% first grade at/above benchmark. SAP reflections document that targeted-support grouping based on DIBELS data and additional kindergarten groups contributed to growth. School target: Protect 100% of the scheduled literacy block and provide systematic, explicit targeted support and/or extension based on student need. Review class-level success and Tier I effectiveness at each data cycle, with the goal of at least 80% of students demonstrating expected mastery whenever applicable. Leading/lagging measures: master schedules, literacy time, CKLA implementation, targeted-support schedules, progress monitoring, student response, and walkthrough evidence.
Actions	1. Protect the core literacy block and use ILT/PLC review of DIBELS, CKLA, student work, and walkthrough evidence to strengthen Tier I instruction before increasing intervention intensity. 2. Schedule flexible targeted-support groups using teachers/tutors/intervention staff as available, align resources to identified needs, monitor response, and provide extension for students demonstrating mastery.
Evidence of success	Schedules show protected core literacy time; targeted support is additive to Tier I; groups are formed and adjusted from current evidence; walkthroughs show consistent CKLA/Tier I practices; students demonstrate measurable response to support or receive appropriate extension.

3. Tier I Instruction, Extension, and Targeted Support

DISTRICT EXPECTATIONS ALREADY ESTABLISHED

Tier I, Tier II, and Tier III expectations are the same across STPPS. Schools implement the district framework, approved curricula/resources, Instructional Minutes, assessment schedules, K-3 DIBELS guidance, IASP

requirements, and targeted support guidance. In the chart, schools enter only the operational details that vary by campus.

3. District-Aligned Tiered Literacy Support - Continued

Tier	Established STPPS expectations	School-specific implementation
Tier I Core instruction and extension	All students receive the full, protected literacy block using approved HQIM and grade-level standards. Instruction includes explicit modeling, guided practice, independent application, Teacher Clarity, and whole-group, small-group, or individual support within Tier I. Students demonstrating mastery receive extension through deeper application, knowledge building, choice, and complex tasks. ILTs and teacher teams review HQIM assessments, student work, walkthroughs, and subgroup patterns; when fewer than approximately 80% demonstrate expected mastery, teams first examine Tier I instruction.	Use the protected CKLA literacy block for all students. Strengthen explicit foundational reading instruction, data-based small groups within Tier I, and Teacher Clarity. Extension will be provided through deeper application, knowledge building, choice, and complex literacy tasks for students demonstrating mastery. Weekly PLC/ILT review will examine DIBELS, student work, and classroom evidence.
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screener, diagnostic, HQIM, and classroom evidence. Tier II is provided in addition to Tier I by a classroom teacher, tutor, or other extensively trained literacy educator. The identified need, district-approved resource, provider expertise, and progress-monitoring measures are aligned. Groups and support change in response to timely evidence; established IASP/high-dosage tutoring and Targeted Assistance Team requirements are followed when applicable.	Targeted support will be provided during the school's scheduled targeted-support time without replacing core ELA. The SAP documents non-homeroom teachers and tutors supporting kindergarten targeted groups and the interventionist helping teachers determine groups. Use DIBELS/progress-monitoring evidence and district-approved resources, including Amplify where applicable. Review groups regularly and communicate benchmark/progress information to families.

Tier	Established STPPS expectations	School-specific implementation
Tier III Intensive targeted support	Students with significant needs or an insufficient response to prior support receive explicit, systematic instruction in smaller groups and at greater intensity. Tier III is delivered by a literacy professional with deep conceptual knowledge and specialized training in the selected district-approved resource. It is provided in addition to Tier I and Tier II. Teams coordinate with applicable SBLC, IEP, Section 504, dyslexia, and English learner processes; monitor progress biweekly with an aligned measure; adjust intensity based on evidence; and communicate progress and next steps to families.	Students needing greater intensity will be considered through established school/district processes, with support coordinated by the interventionist, instructional staff, and applicable student-support teams. Use diagnostic/progress-monitoring evidence to match the intervention and monitor response; communicate progress and next steps with families. The SAP does not specify a separate Tier III schedule or named resource, so district procedures will govern those details.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain access to grade-level CKLA/HQIM with appropriate language supports. Monitor DIBELS performance and adjust targeted support; Spring 2026 EL performance was 75% K and 48% first grade at/above benchmark.
Students with exceptionalities	Provide accommodations, specialized instruction, and coordination consistent with student plans. Review subgroup data; Spring 2026, 60% of K/1 SWE students with full inclusion minutes and 42% of K/1 SWE students overall were at/above DIBELS benchmark.
Students with characteristics of dyslexia	Use established dyslexia screening/follow-up processes and structured literacy supports as indicated by student need. The SAP includes review of the Shaywitz dyslexia indicator and intervention planning.

Core protection confirmed	Confirmed: targeted support and extension will be scheduled in addition to, and will not replace, the protected Tier I literacy block.
District support needed	None specifically identified in the SAP; continue to use district Curriculum and Instruction, intervention, coaching, and approved resource support as needs emerge.

4. Professional Learning, ILTs, and Teacher Collaboration

Professional-learning support	Established support/expectation	School focus
District and partner support	STPPS Curriculum and Instruction, EDU 20/20, district curriculum specialists, and approved school-based supports provide implementation of learning, coaching, and resources.	Use weekly PLCs with administration, interventionist, teachers, TRT, and instructional coach; CKLA/district training; one-on-one instructional coaching; learning walks; and district/EDU 20/20 support as available.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Strengthen foundational reading instruction through CKLA, Science of Reading practices, explicit instruction, Teacher Clarity, and effective small-group instruction. 2. Strengthen data-driven targeted support through DIBELS analysis, progress monitoring, grouping, and adjustment.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review PLC/coaching artifacts and learning-walk evidence monthly; review student work and DIBELS progress at BOY/MOY/EOY and intervening progress-monitoring cycles; use educator feedback to adjust support.

ILT and Teacher-Collaboration Long-Range Cycle

Cycle	District-aligned focus	School product/evidence
1. Launch and prepare	Goal review, HQIM preparation, and Teacher Clarity	Shared literacy goal/data review, CKLA lesson/unit preparation, Teacher Clarity look-fors, and beginning-of-year DIBELS baseline documented in PLC/ILT notes and planning artifacts.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Learning-walk evidence, lesson annotations, student work, common assessment review, and PLC notes showing explicit instruction and stronger foundational reading tasks.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	DIBELS data reviews, targeted-support rosters, progress-monitoring records, subgroup analysis, and documentation of group/resource adjustments.

Cycle	District-aligned focus	School product/evidence
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	EOY DIBELS review, student growth summary, teacher reflection, family feedback, and documented priorities/actions for the next annual plan.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Use PTA/MRA feedback, family surveys/exit tickets from literacy events, parent questions, and participation data to adjust communication and family supports.	Ongoing; review after family events and during annual/MRA reflection cycles.
Understandable student data and IASP communication	Send DIBELS benchmark results at BOY/MOY/EOY; use DIBELS and Donuts to explain data and Home Connect letters; provide IEP/progress-report information as applicable.	BOY/MOY/EOY; DIBELS and Donuts; IEP meetings and conferences as needed.
Family literacy learning	Family Math and Literacy Night with foundational reading stations and take-home practice ideas; DIBELS and Donuts with home activities; weekly newsletters with learning and support ideas.	Family Math and Literacy Night February 2027; DIBELS and Donuts during the school year; weekly newsletters.
Accessible communication	Use newsletters, school-home letters, conferences, IEP meetings, and school events; provide information in accessible formats and through established school communication channels. The SAP does not specify additional translation/interpreter needs.	Weekly newsletters; BOY/MOY/EOY data letters; conferences/IEP meetings; family events.
Community connection	Existing family/community engagement structures are documented in the SAP; no specific ongoing literacy community partner is named. Continue to leverage school events and PTA/community participation.	Throughout the year; review participation and feedback annually.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Weekly PLCs/ILT meetings; staff meetings; beginning-of-year launch; benchmark reviews; coaching and learning walks.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily instruction, feedback, goal-setting, Habit Huddles, and classroom discussions using Leader in Me language.
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	BOY/MOY/EOY DIBELS letters; weekly newsletters; Open House; DIBELS and Donuts; Family Math and Literacy Night; conferences/IEP meetings.

Alignment to Other Initiatives

School Advancement Plan	Aligned literacy goal/action: Priority Goal #3—Increase students' foundational reading skills. The SAP calls for CKLA/core curriculum instruction, DIBELS/benchmark/progress-monitoring analysis, small-group high-dosage tutoring and/or enrichment, weekly PLCs, CKLA training, coaching, and learning walks.
Other initiatives	Leader in Me, IASP/targeted support, early childhood transition supports, special populations services, and family engagement. The SAP also documents monthly ILT/Lighthouse structures and family literacy events.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	BOY DIBELS and classroom evidence; confirm K/1 baseline, subgroup needs, targeted-support groups, schedules, CKLA expectations, and family communication.	Establish/adjust groups and supports; confirm protected literacy time; launch PLC/coaching priorities and family communication.
Midyear	MOY DIBELS/progress-monitoring data, student work, walkthroughs, PLC evidence, targeted-support response, and family feedback.	Adjust groups, instruction, professional learning, resources, and intensity based on evidence; communicate updates to families.
End of year	EOY DIBELS, student work, implementation evidence, subgroup outcomes, educator reflection, and family feedback. Compare results with annual targets and SAP foundational-reading priority.	Celebrate growth; identify practices to sustain/adjust; establish next-year literacy targets and supports.

Reflection

Reflection
Sustain the use of DIBELS data to drive instruction, teacher preparation, and targeted-support cycles; continue CKLA implementation, weekly PLC collaboration, coaching, learning walks, and family literacy opportunities. Adjust targeted-support grouping and intensity as evidence changes, with particular attention to first-grade students, English learners, and Students With Exceptionalities. Continue strengthening family participation and clear communication of literacy data and home supports. District support should continue through Curriculum and Instruction, approved literacy resources, professional learning, coaching, and targeted-support guidance.

School Review

Principal	Jackie Crawford
Literacy lead/team	Jackie Crawford / School Literacy Team
Faculty/staff review	To be completed during annual staff review
Family/community input	To be completed after annual family/community input

Plan revision date	Annual review; date to be determined

ANNUAL REVIEW

The school literacy plan is reviewed through regular school improvement routines, aligned to the School Advancement Plan, and updated as evidence indicates. District calendars and guidance remain the controlling source for required dates and procedures.