



Cypress Point University Elementary School/ Monroe City Schools

Literacy Plan

Mary Menyweather- DeWitt, Principal

Dr. Sam Moore, Superintendent

August 13, 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.

Section 1a: Literacy Vision and Mission Statement

Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

<i>Literacy Vision</i>	The literacy vision at Cypress Point Elementary University is to provide a learning community that supports students through nurturing and empowering educated children through intentional relationships and rigorous instruction to achieve academic and personal growth.
<i>Literacy Mission Statement</i>	Cypress Point Elementary University is committed to a partnership with students, parents, and the community to empower, motivate, and inspire our students for academic success.



Section 1b: Goals

Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the literacy and language needs of diverse learners?
 - How do you plan to measure teacher performance based on your literacy goal

Goal 1 (Student-Focused)

By May 2027, we will increase the school's K-3 literacy screening benchmark percentage to 80% with a focus on the Louisiana Leadership Rubric Domains and a continuum of learning to positively impact student achievement, teaching, and leading.

Year 1: By May 2025, K-3 students will meet or exceed the yearly growth target, improving the school's literacy screening benchmark percentage from 56% to 64%, through a focus on: developing teacher's abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports

Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans

Results: 66% scored At or Above Benchmark

Year 2: By May 2026, K-3 students will meet or exceed the yearly growth target, improving the school's literacy screening benchmark percentage from 66% to 71%, through a focus on: developing teacher's abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports

Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans

Results: TBD

Year 3: By May 2027, K-3 students will meet or exceed the yearly growth target, improving the school's literacy screening benchmark percentage from 71% to 80%, through a focus on: developing teacher's abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports

Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans

Results: TBD



	By May 2027, we will increase the school’s 3 rd - 6 th LEAP 2025 ELA Mastery percentage to 60% with a focus on the Louisiana Leadership Rubric Domains and a continuum of learning to positively impact student achievement, teaching, and leading.		
	Year 1: By May 2025, all 3 rd – 6 th grade students will meet or exceed the yearly growth target, improving the school’s 3 rd – 6 th LEAP 2025 ELA Mastery percentage from 21.5% to 60% through a focus on: developing teacher’s abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.	Year 2 : By May 2026, all 3 rd – 6 th grade students will meet or exceed the yearly growth target, improving the school’s 3 rd – 6 th LEAP 2025 ELA Mastery percentage from 26.9% to 43.45% through a focus on: developing teacher’s abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.	Year 3: By May 2027, all 3 rd – 6 th grade students will meet or exceed the yearly growth target, improving the school’s 3 rd – 6 th LEAP 2025 ELA Mastery percentage from 43.45% to 60% through a focus on: developing teacher’s abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.
	Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans	Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans	Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, and Instructional Plans
	Results: 26.9%	Results: TBD	Results: TBD



<p><i>Goal 2 (Teacher-Focused)</i></p>	<p>Pre- K – 6th Long Term Goal: By 2027, all K – 6th grade ELA teachers will achieve an overall average score of proficient or higher (3) within the Instruction Domain on the LER with a focus on a continuum of learning to positively impact student achievement, teaching, and leading.</p> <p>Yearly Goal: By the end of the academic school year, all Pre-K – 6th grade teachers will receive 30+ hours of literacy professional development training with a focus on developing teacher’s content knowledge, knowledge of students, and instructional planning abilities to ensure a continuum of learning to positively impact student achievement, teaching, and leading.</p> <p>Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, Planning Instructional Content</p>
<p><i>Goal 3 (Program-Focused)</i></p>	<p>Pre-K – 6th Long Term Goal: By 2027, all ELA teachers will implement the HQIM with integrity promoting responsive decision making and accessibility for all students.</p> <p>Yearly Goal: All Pre-K – 6th grade ELA teachers will participate in content specific weekly teacher collaboration meeting with a focus on high-quality activities and materials, grouping, and academic feedback to increase teacher effectiveness by reviewing assessment data and engaging in the process of lesson internalization</p> <p>Louisiana Educator Rubric Indicators: Activities and Materials, Grouping, Academic Feedback</p>

Section 1c: Literacy Team



Guiding Questions:

1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

<i>Member</i>	<i>Role</i>
<i>Mary Menyweather -Dewitt</i>	Principal
<i>Tammy Lowery</i>	Assistant Principal
<i>Paris Williams- Rolland</i>	Curriculum Coordinator
<i>Kaye Pace</i>	Inclusion Teacher
<i>April Burns- Welch</i>	Kindergarten Teacher
<i>Jaquayia Washington</i>	First Grade Teacher
<i>Hailey Lyons</i>	Second Grade Teacher
<i>Angela Robinson</i>	Third Grade Teacher

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>
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Literacy Team Meetings	Monthly	Review Literacy Plan
DIBELS Data Review	Every 4 weeks	DIBELS Progress Monitoring
Benchmark Data Analysis	BOY, MOY, EOY	DIBELS Data
Collaborative Planning & Data Analysis	Weekly (PLCs)	Classroom Assessments/Student Data
Star Reading & Math	Every 4 weeks	Progress Monitoring

Section 2: Explicit Instruction, Interventions, and Extensions



Guiding Questions:

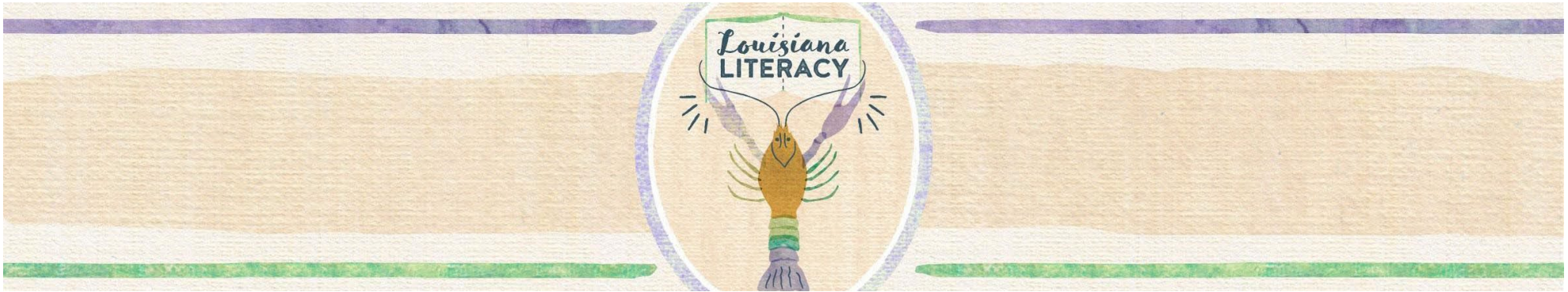
1. For each specific plan and activity around literacy, what is/are your: ■ action steps?
 - timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)? ■
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
 - alignment to current research on foundations of reading and language and literacy? ■
 - cultural responsiveness?
 - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
 - deciding which components will be measured in each grade band or subgroup?
 - how often screeners are administered?
 - progress monitoring?
 - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
 - students with dyslexia?
 - the EL population?
 - special education students?
 - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.

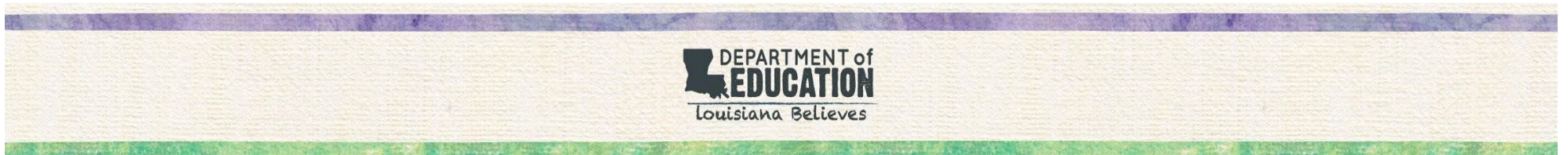
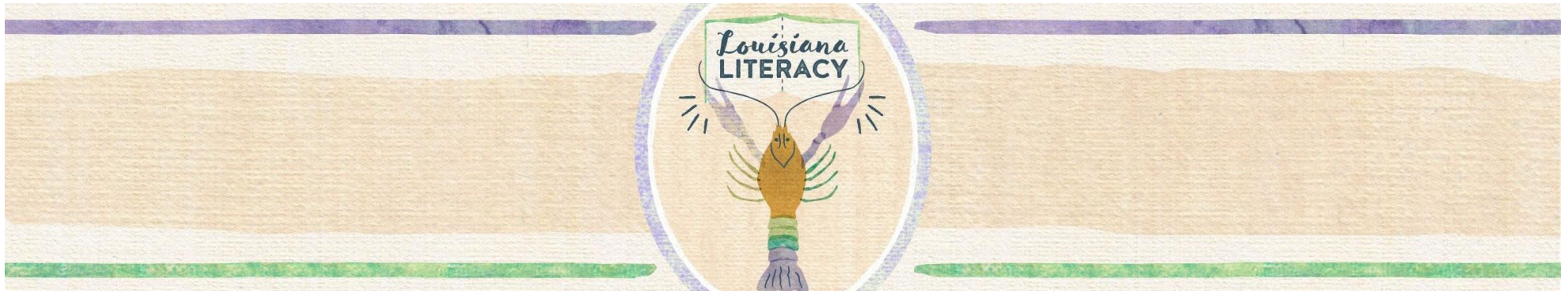


Action Plan

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Evidence of Success</i>
1	<ul style="list-style-type: none"> Progress Monitoring will occur every 4 weeks or weekly depending on the Tier. Aug. -Master schedules will reflect specific times designated for HDT, small groups, and intervention. Teachers receive PD on standards and Tier 1 instructional materials. Sept.-May- Teachers engage in collaborative team meetings, data meetings, and individual coaching meetings. Benchmark Assessments- Aug., Dec., & April 	<ul style="list-style-type: none"> Pre- K-6th grade teachers receive ongoing professional development. Students scoring below grade level on DIBELS will receive explicit and systematic intervention. Student work/ progress monitoring will be analyzed to provide academic feedback aligned to learning standards. Lexia Core 5 & Lexia English will address the needs of diverse students' needs. 	<ul style="list-style-type: none"> Classroom Teachers DIBELS Team Literacy Team 	<ul style="list-style-type: none"> Success will be measured by progress monitoring and DIBELS benchmarks Proficiency levels in DIBELS and Benchmark Assessments will increase Student individual growth will be measured by their growth target



2	<ul style="list-style-type: none"> September through May weekly Collaborative Planning Meetings 	<ul style="list-style-type: none"> Teachers receive professional growth opportunities aligned to effective acceleration and intervention practices Teachers receive professional growth opportunities aligned to unpacking student standards Teachers receive ongoing job embedded literacy coaching support on standards and lesson internalizations Teachers engage in student work analysis to inform instruction 	<ul style="list-style-type: none"> Classroom Teachers Administration 	<ul style="list-style-type: none"> Success will be measured by progress monitoring and DIBELS benchmarks, weekly assessments, & district assessments.
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		<ul style="list-style-type: none"> Annotated lesson plans will indicate the internalization of the curriculum as aligned to standards 		
3	<ul style="list-style-type: none"> August through April professional development August through May ongoing embedded coaching 	<ul style="list-style-type: none"> Curriculum professional development across content areas will be offered to teachers Curriculum coaching will be provided to teachers Students will acquire target units in Lexia Core 5 & Lexia English 	1. Administration 2. Literacy Team 3. DIBELS Team	<ul style="list-style-type: none"> Walkthrough data will indicate that teachers are using the designated programs for literacy instruction Progress monitoring data will indicate an increase in proficiency Data for Lexia Core 5 will indicate an increase in proficiency



Section 3: Ongoing Professional Growth

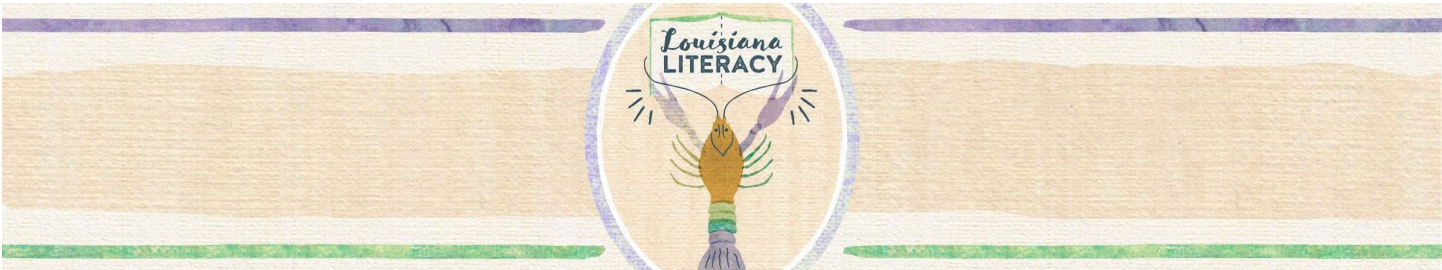
Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date <i>(When can PD 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 PD? Consider also who can redeliver to other teachers/faculty.)</i>
August, January	Science of Reading Training	K-3 rd Teachers
August, December, April	DIBELS Data Analysis	Leadership Team/ Teachers
August - May	Embedded Observation Cycles	Literacy Coach/ Administration





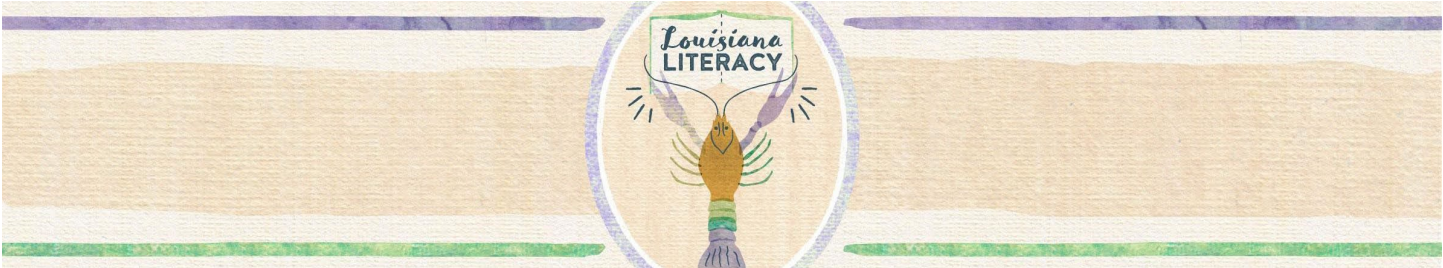
Section 4: Family Engagement Around Literacy



Guiding Questions:

1. To improve [family engagement around literacy](#), how are you:
 - including families in focus groups and other discussions with teachers, students, and leaders around:
 - specific programs to address the school's mission?
 - families' concerns about literacy achievement?
 - students' attitudes toward reading and writing?
 - teachers' beliefs about student literacy and learning?
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges in regard to communication, technology, transportation, etc.?
 - using communication methods that accommodate all families?
2. How are you working directly with community partners to:
 - engage families and the community?
 - invest in the literacy of our youth? ■
 - improve access to resources?
3. What resources and tools are you sharing with families and community partners to enhance literacy?

<i>Month/Date</i>	<i>Activity</i>	<i>Accessibility Opportunities</i>	<i>Community Partners</i>
August	Meet the Teacher	In person	Teachers/ Parents
September	Open House/Curriculum Night	In person	Teachers/ Parents
November	Literacy Night	In person	Teachers/ Parents
October	Parent Teacher Conference	In person	Teachers/ Parents
Sept-April	Grade Level Parental Engagement	In person	Teachers/ Parents



Aug.- May	Remind/ Parent Renaissance/ Teacher Websites	Phone/ Technology	Teachers/ Parents
November & March	Education Week/ Read Across America	In Person	Community Volunteers



Section 5: Alignment to other Initiatives

Guiding Questions:

1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:
 - School Improvement Plan
 - Early childhood programs
 - Cross-curricular connections
 - Community programs
 - Alignment across schools within the system

Initiative Alignment

<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
School Improvement Plan	All students will read proficiently by the 3rd grade. <i>Road to Mastery 3rd – 6th Grade.</i>	Student performance on benchmark assessments, progress monitoring assessments, ELA LEAP 2025.
<i>Parental Engagement</i>	The school and parents share responsibilities and develop activities that will enhance student academic achievement.	<i>Parental Involvement Activities & Turn- Out</i>
<i>Public Library</i>	<i>Increasing proficiency in reading</i>	<i>Building a love for Reading</i>
<i>21st Century Tutors</i>	All students will read proficiently by the 3rd grade.	Student performance on benchmark assessments and progress monitoring assessments



<i>Children's Coalition (Al's Pals)</i>	<i>Helping with SEL</i>	<i>Introducing fun ways to helping students with SEL</i>



Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Leadership Team</i>	<i>Leadership Team Meetings</i>	<i>Weekly</i>
<i>Literacy Team</i>	<i>Literacy Team Meetings</i>	<i>Monthly</i>
<i>Parents/ Community</i>	<i>Conferences/ Parental Engagement</i>	<i>Quarterly</i>
<i>Teachers</i>	<i>Data Analysis Meeting</i>	<i>Weekly</i>
<i>Teachers/ Community</i>	<i>Facebook</i>	<i>Daily</i>
<i>Parents</i>	<i>Remind</i>	<i>Daily</i>

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.

For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov.

Updated A 2022