

CYPRESS RUN EDUCATION CENTER SCHOOL-WIDE LITERACY PLAN

The Science of Reading: Reflect on Your Process and Practices

School-Wide Literacy Reflection

Keep Doing	Stop Doing
• Keep activating and building background knowledge. • Keep providing explicit direct instruction. • Keep referring to the WIDA “Can-Do” Descriptors when working with and evaluating ELL students. • Keep utilizing gradual release. • Keep configuring your board and including a Language/Reading objective.	• Stop using strategies that pull the beginning reader away from the text to guess instead of using the words on the page. • Stop excluding our ESE and ELL students from high literacy expectations and conversations. • Stop rushing through the curriculum simply to get it done without verifying mastery of skills and knowledge. • Stop isolating teaching; share and show so that others know about the great things happening in our building across the content. • Stop complaining that students’ reading levels are low while not providing the tools necessary for them to improve their levels. • Stop giving students busy work; make it intentional so that our students can demonstrate success.

Start Doing

Gradual Release with a Structural Literacy Focus I Do: Teacher... ✓ Provides direct instruction. ✓ Establishes goals and purpose. ✓ Models. ✓ Thinks aloud. We Do Together: Teacher... ✓ Provides interactive instruction. ✓ Works with students. ✓ Checks, prompts, and clues. ✓ Provides additional modeling. You Do It Together: Teacher... ✓ Provides feedback. ✓ Evaluates. ✓ Determines levels of understanding. You Do: Teacher... ✓ Moves amongst groups. ✓ Clarifies confusion. ✓ Provides Tier 2 instruction.	Writing across the Curriculum Teachers across the curriculum will utilize a set of teaching and learning strategies designed to encourage students to use writing as a tool for thinking, processing those thoughts, and transferring the thoughts into written form.
Vocabulary / Word Wall Word wall should include explicit instruction on etymology, roots, prefixes, and suffixes as it relates to the content vocabulary. The teacher explicitly states what is being taught and effectively models how it is used by a skilled reader.	Interdisciplinary Metacognition across the Curriculum Teachers will instruct students how to interact purposefully with the text. Students should always have a pen, marker, or highlighter in their hands while reading. The teacher will guide students in skills such as highlighting, summarizing, questioning, and note-taking.

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Projected Timeline

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AUGUST / SEPTEMBER Read Aloud (fluency) and Explicitly Pre-Teach Vocabulary (include word walls: vocabulary)	OCTOBER / NOVEMBER Building Background Knowledge (facts, concepts) / Make Predictions about the Text (Inferences, Reasoning)	NOVEMBER / DECEMBER Text Markers / Close Reading (multiple reads of the text, ahh ha moments, confusing words, confusing parts) / Questioning the text (comprehension).
JANUARY / FEBRUARY Read Aloud (for fluency and rapid word recognition) and Pre-teach Vocabulary / Phonemic Awareness (word walls, Frayer Model).	MARCH / APRIL Make Predictions about the Text / Questioning the Text (comprehension / constructing meaning).	MAY / JUNE Text Markers / Close Reading (ahh ha moments, confusing words, confusing parts).

Implementation Emphasis

Across all time periods, instruction emphasizes explicit teaching, purposeful interaction with text, writing as a tool for thinking, vocabulary development, and evidence of student application.

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Implementation Plan: Strategic Action Planning

STUDENT GOALS:	By May 2026, students will increase literacy proficiency based on the 2026-2027 FAST PM III assessment data.
TEACHER GOALS:	By May 2026, all teachers will implement interdisciplinary metacognition across all disciplines with fidelity as evidenced by administrative classroom observations.
RESOURCES TO ACHIEVING THE GOAL:	• SOR Implementation Plan • PLC Meetings for teacher collaboration • Literacy Coach, ESE Support, ELL Support, School Administrators, and District Support Personnel
BARRIERS TO ACHIEVING THE GOAL:	• Adequate training for teachers • Limited common planning time • Resources and materials to implement strategies
STRATEGIES / RATIONALE (IF/THEN):	• Students will show academic success if provided the opportunity to practice and apply strategies and skills taught systematically and explicitly. • If teachers implement strategies and skills learned during Professional Development, students' reading levels will increase and writing ability will improve.

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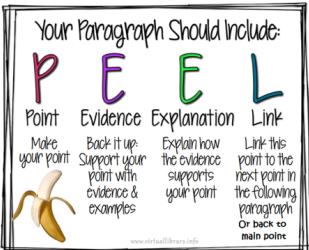
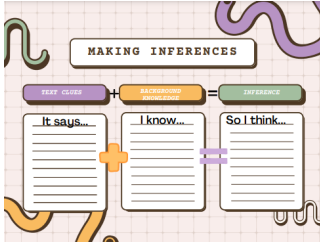
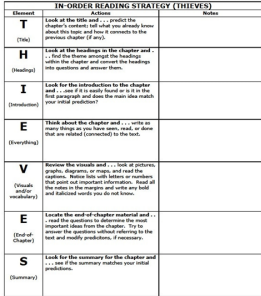
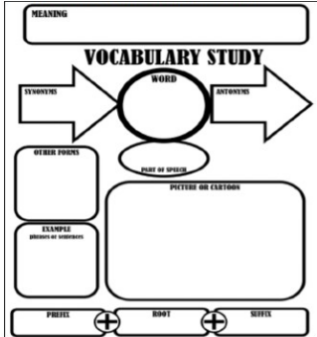
Implementation Plan Continued

ACTION STEPS:	Gradual Release with a Structured Literacy Focus	Writing across the Curriculum	Explicit Vocabulary (Word Wall)	Interdisciplinary Metacognition across the Curriculum
PERSON RESPONSIBLE:	- Admin: Mr. Howard and Ms. Jackson - Literacy Coach: Ms. Hutchinson	- Admin: Mr. Howard and Ms. Jackson - Literacy Coach: Ms. Hutchinson	- Admin: Mr. Howard and Ms. Jackson - Literacy Coach: Ms. Hutchinson - Department: Ms. Wilson, Mr. Freudenberg, Ms. Dawson, & Mrs. Kates-Glasgow	- Admin: Mr. Howard and Ms. Jackson - Literacy Coach: Ms. Hutchinson
ACTION SCHEDULED:	Teachers will participate in Professional Development training.	Teachers will participate in ongoing training (in-house training and SOR).	Teachers will participate in ongoing training (in-house training and SOR).	Teachers will participate in Professional Development Training (SOR).
EVIDENCE:	- Gradual release steps are noted in teachers' lesson plans. - Gradual release steps are included on board configuration. - Teachers use gradual release language as part of daily conversations with students.	Student work samples demonstrate writing strategies utilized across the curriculum.	- Word walls include content-specific and standard-specific vocabulary. - Student work provides evidence of explicit vocabulary being taught.	- Student work product will exhibit evidence of purposeful interaction with the text. This could look like: - Highlighting - Summarizing - Questioning - Note-taking
STATUS:	Some Evident; In Progress	In Progress	Some Evident; In Progress across Content	In Progress
REVIEW DATES:	Monthly Reviews	Quarterly Reviews: October, January, March, and May	Monthly Reviews	Quarterly Reviews: October, January, March, and May
S.O.R COMPONENT:	Text Comprehension & Written Expression	Text Comprehension & Written Expression	Text Comprehension & Written Expression	Vocabulary and Morphology

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S.O.R. Components: Graphic Organizers & Resources

S.O.R Component Text Comprehension & Written Expression	S.O.R Component Text Comprehension & Written Expression	S.O.R Component Text Comprehension & Written Expression	S.O.R Component Vocabulary and Morphology
Graphic Organizer / Resources  • P.E.E.L Resources • P.E.E.L Writing Video	Graphic Organizer / Resources  • Making Inferences in Literary Texts • Making Inferences in Informational Text	Graphic Organizer / Resources  • THIEVES Video • THIEVES Worksheet	Graphic Organizer / Resources  • Vocabulary Graphic Organizer Link

Note: The original Vocabulary Graphic Organizer hyperlink pointed to a local file path on the original creator's computer; the organizer image is retained here, but the original link is not portable.