



Local Literacy Plan

for

***Hammond Westside Montessori School
PK-3***

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Mrs. Melissa Stilley, Superintendent

31 May 23





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

Literacy Vision	<i>Hammond Westside Montessori School in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.</i>
Literacy Mission Statement	<i>Hammond Westside Montessori School will provide every student a high-quality education and pathway to success by giving them every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may</i>



cultivate the tools necessary for a happy and successful life.

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 (use the grade bands in your school)?
 - 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 goals?

Goal 1 (Student-Focused)	<p><i>The Students of Hammond Westside Montessori will:</i></p> <ul style="list-style-type: none"> ● <i>will enter kindergarten ready according to state assessment measures.</i> ● <i>will achieve mastery at third grade according to state assessment measures.</i> ● <i>with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.</i>
Goal 2 (Teacher-Focused)	<p><i>The Teachers of Hammond Westside Montessori will:</i></p> <ul style="list-style-type: none"> ● <i>implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards.</i> ● <i>provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs.</i> ● <i>provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students.</i> ● <i>use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.</i>
Goal 3 (Program-Focused)	<p><i>The Faculty and Staff of Hammond Westside Montessori will:</i></p>



- *promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.*
- *implement a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.*
- *ensure that school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs using mClass and iReady Intervention Programs.*
- *provide support and coaching to teachers and Curriculum Facilitator for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).*
- *provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional resources.*
- *expand opportunities for parents and families to be engaged in their children's literacy development through school-based activities.*
- *Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana*

Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school 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?



Member	Role
<i>Hugh Wallace</i>	Principal - SPED & Enrichment Zone Admin.
<i>Sharon Walker</i>	Assistant Principal - 2nd & 3rd Gde Zones Admin.
<i>Leslie Cuti</i>	Assistant Principal-1st Gde Zone Admin.
<i>Paula Wells</i>	Curriculum Support Teacher-MATH/SCI
<i>Hillary Wascom</i>	Montessori Specialist/ Curriculum Support Teacher-ELA & PK-K Zone Admin.
<i>Catherine Inzinna</i>	PreK/K & K Lead Teacher
<i>Lea Carter</i>	3rd Grade Teacher-Math/SCI
<i>Christy Navarra</i>	3rd Grade Teacher-ELA/SS
<i>TBA</i>	2nd Grade Teacher
<i>Lakeisha Penn</i>	1st Grade Teacher
<i>Michelle Hampton</i>	Librarian & Enrichment Chairperson
<i>Claire Brown</i>	SPED



Meeting Schedules

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
<i>Leadership</i>	<i>Weekly</i>	<i>Determined by Needs(Student/Staff, District)</i>
<i>Executive Administration</i>	<i>Bi Weekly/As needed</i>	<i>Determine by Needs of students and teachers</i>
<i>ILT Administration</i>	<i>Weekly</i>	<i>Determine by CC; Admin; and Needs</i>
<i>Collaboration</i>	<i>Weekly</i>	<i>Determine by CC; Admin; and Student Needs. Alternate content with focus needs and lesson implementation developed from collaboration planning.</i>
<i>Grade Level Teacher-Leader</i>	<i>Bi-Monthly</i>	<i>Follow-up modeling for grade levels</i>
<i>General Faculty Meeting</i>	<i>Quarterly</i>	<i>Determine by Needs of students and teachers</i>

Section 2: Complete the Action Plan for Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- 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?
- 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?
- 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

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - June 30	<i>Review prior year PK-3 data to establish school goals.</i> <i>Data will be used to guide next steps - continue what we are doing- make adjustments to instruction</i>	<i>Data manager and Academics team</i>	<i>Literacy screeners; Dibels, Daze, Zearn, Amplify, iReady, LEAP scores</i>	<i>Students and designated CIR and UIR subgroups demonstrate growth in year-to-year data.</i>
2	July 1 - July 31	<i>Communicate School Literacy Plans with Faculty and Staff; Families at Open House and School website</i>	<i>Administration and ILT</i>	<i>HWMSL Literacy Plan</i> <i>2023 LEAP scores</i> <i>TPSS K-2 Data</i>	<i>Students and designated CIR and UIR subgroups demonstrate growth</i>



		<p>Review 2023 LEAP data; District EOY data.</p> <p>Data will be used to guide next steps - continue what we are doing- make adjustments to instruction</p> <p>Review HWML Non-Negotiables</p>		HWMSL Non-Negotiables	
3	<p>August 1 -</p> <p>Sept. 30</p>	<p>BOY screeners for PK - 3rd graders in first 30 days of school</p> <p>Dibels 8th Edition; mCLASS progress monitoring and learning resources available in updated platform.</p> <p>Differentiation and the three tiers of interventions.</p>	<p>ILT; Curriculum Coaches; Classroom Teachers</p> <p>CC & Admin</p>	<p>TPSS BOY Screens, Dibels, Daze, iReady Amplify, Grade level EOY Practice Test</p>	<p>PM Reports ; BOY-MOY-EOY</p> <p>Walkthroughs</p>
4	Oct 13	Adminis will meet with teachers every 9 weeks to review dta and insure that it is being tracked.	CC & Admin		
5	Dec 2023	Analyze first semester progress and adjust instructions accordingly based upon student data. Use progress monitoring data to adjust intervention and extension groups	Classroom teachers in conjunction with the ILT will administer MOY assessments.	iReady;Equip; MClass; Mindplay; MOY checkpoints; EOY classroom assessments; MOY Dibels	MOY Growth or regressions of students and subgroups. Continue providing coaching support and feedback to teachers based on observations.
6	Jan 2024	Implement Instructional adjustments where needed. Hold School System Literacy Team meeting. Based on mid-year screening data, assess progress towards initial literacy goals.	Based on mid-year screening data and classroom observation, Classroom	Actionable feedback from Walkthroughs	Progress Monitoring. Gather feedback on materials and professional learning to inform plans for next summer and school year.



		<i>Communicate to families the progress students are making toward their individual literacy goals.</i>	<i>teachers will make adjustments to their professional learning calendars.</i>		
7	Dec 22	<i>Admins will meet with teachers every 9 weeks to review data and insure that it is being tracked.</i>	<i>CC & Admin</i>		
8	Aug-2023 May 2024	<i>All qualifying ELPT students, students with Dyslexia, and SPED students will utilize Mindplay, Amplify, and iReady programs.</i>	<i>ILT; Curriculum Coaches; Classroom Teachers</i>	<i>IN-house TPSS Technology Resources for specific grade bands.</i>	<i>Students and designated CIR and UIR subgroups demonstrate growth</i>
9	Aug-2023 - May 2024	<i>K- 2 Grade levels. Administer mCLASS DIBELS measures three times a year (BOY, MOY, EOY) and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills. Review lesson planning and implementation for teaching and learning in ELA and how ILT will support them.</i>	<i>ILT; Curriculum Coaches; Classroom Teachers</i>	<i>IN-house TPSS Technology Resources for specific grade bands.</i>	<i>Based upon MClass Dibels the following grade bands were achieved. K = Above Avg- 30%; 1st Gde= Above Avg- 31%, Benchmark-15%; 2nd Gde= Above Avg-31%, Benchmark- 19%. In Daze, 58% of 3rd Gde students tested Above Avg. In terms of ELA Progress Monitoring of K-2, 16% were Below Avg., 35% were Basic, and 35% of 311 students were Proficient. Students and designated CIR(Black, Economically Disadvantaged, ESL, Hispanic/Latino, Students with Disabilities, Two or more races, subgroups demonstrate growth. Adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades</i>
10	Aug-2023 -	<i>Administer i-Ready diagnostic three times a year (BOY, MOY, EOY). Administer Acadience Reading (formally DIBELS) state</i>	<i>ILT; Curriculum Coaches; Classroom Teachers</i>	<i>IN-house TPSS Technology Resources for</i>	



	May 2024	<p><i>required measures three times /year and report student literacy development and progress to parents every 5th and 9th week each 9 week period.</i></p> <p><i>The data to families includes universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.</i></p>		specific grade bands.	
11		<p><i>Data review: 2nd grade Data (Benchmark, mCLASS DIBELS, final grades), DAZE, i-Ready diagnostic</i></p> <p><i>Determine level of support for instructional planning (Above, Proficient, Below)</i></p>	<p><i>ILT; Curriculum Coaches; Classroom Teachers</i></p>	<p><i>IN-house TPSS Technology Resources for specific grade bands.</i></p>	
12		<p><i>Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers and CKLA Hub practice activities</i></p> <p><i>Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student</i></p>	<p><i>ILT; Curriculum Coaches; Classroom Teachers</i></p>	<p><i>IN-house TPSS Technology Resources for specific grade bands.</i></p>	



		<i>work) collected as students engage in the work of the curriculum.</i>			
13		<p><i>K-2 - Wit & Wisdom (WW) (90 minutes)</i></p> <p><i>Planning: backward design, annotating lessons for class trends using assessment data, pacing guides, calendar</i></p> <p><i>Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Wit & Wisdom</i></p> <p><i>Differentiated Instruction: embedded supports to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.</i></p>	<p><i>ILT; Curriculum Coaches; Classroom Teachers</i></p>	<p><i>IN-house TPSS Technology Resources for specific grade bands.</i></p>	

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>
July/ 2023	<p><i>TPSS Grade level Non-Negotiables-District Handouts Gde Level Teacher-Leaders will review TPSS Non-Negotiables with respective Grade level bands</i></p> <p><i>HWMSL Non- Negotiables</i></p> <p>Professionalism (Be Firm, Be Fair, Be Consistent!)</p> <p><i>1. Dress professionally(TPSS standards)</i></p>	<p><i>ILT</i></p> <p><i>ILT</i></p> <p><i>All Teachers would benefit.</i></p>



	<ol style="list-style-type: none"> 2. <i>Commit to the process</i> 3. <i>Trust</i> 4. <i>Be on time for all duty and meetings</i> 5. <i>Bring student data to all SAT and Collaboration meetings</i> 6. <i>Daily Attendance posted timely in SIS</i> 7. <i>Teachers will facilitate all non violent Level 1 offenses and make first contact with parents in addition to logging incidents in the Notes section of SIS.</i> 8. <i>Use “inside voice” when dealing with all students.</i> 9. <i>Do not get into a “power struggle” with your students.</i> 10. <i>Do not institute Mass punishment for the indiscretion of one or several students.</i> <p style="text-align: center;"><i>Instructional</i></p> <ol style="list-style-type: none"> 1. <i>Set clear, measurable goals for student achievement.</i> 2. <i>Shift from Compliance to Engagement to Ownership.</i> 3. <i>Less DI by you and more student led facilitation.</i> 4. <i>Must see more use of items in your “Toolbox”, such as .Equity Sticks, Whiteboards, Hand Responses, Short Answers, Pair Share,, Turn and Talk, etc. These MUST be utilized consistently and not just when being observed.</i> 	<p><i>Delivered by Selected Teachers, Admin, CC, Teacher Leaders ILT</i></p>
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	<p>5. <i>Objectives posted and Discussed!</i></p> <p>6. <i>Lesson Plans timely posted and annotated!</i></p> <p>7. <i>Checking for Understanding- CFU (Exit Tickets)</i></p> <p>8. <i>Pacing within guidelines(range).</i></p> <p>9. <i>Word Walls & Word Notebooks</i></p> <p>10. <i>Spelling Bees</i></p> <p>11. <i>Read Alouds</i></p> <p><i>Communications</i></p> <p>1. <u><i>Every teacher MUST make 5 positive parental contacts per week and log them into OnCourse.</i></u></p> <p><i>Handbook Review/Protocols</i></p> <p><i>Lesson Planning and Expectations for Annotations models with Tier 1 Curriculums</i></p> <p><i>Learning Walks and Actionable Feedback</i></p> <p><i>Classroom Protocols and Classroom Management</i></p> <p><i>BOY- MOY-EOY Testing Schedule</i></p>	
<i>August / 2023</i>	<p><i>Review of NIET Rubric</i></p> <p><i>A review of our observational data in EEPASS illustrates that this year's top three areas of Reinforcement observed were MOT (Motivating Students- 37%); ESMB (Engaging Students and Managing Behavior-</i></p>	<p><i>Administration</i></p> <p><i>Delivered by ILT Members</i></p> <p><i>Curriculum Coaches</i></p>



14%); PIC (Presenting Instructional Content-12%). Conversely, the top three areas of Refinement also observed were PIC(Presenting Instructional Content-31%);LS(Lesson Structure-12%); QU(Questioning-12%); and FEED(Academic Feedback-12%). All this is a clear indication that our future focus will be in the areas of improving the quality of instructions being presented by having teachers regularly provide differentiated instructional methods and content to insure that all students have the opportunity to master what is being taught. This will be accomplished by creating support plans for teachers to assist them differentiate instructional practices based on the needs of the students. These efforts will also aid in motivating students in increasing their academic performance and growth, especially students who are currently struggling in our Red category.

Planning session for teachers on NIET Rubric

Data Based Annotations

ILT Members in teacher collaboration will build capacity for teachers by modeling suggested forms of annotations for teachers and then have the teachers practice and present lesson annotations in future collaborations.

ILT



	<p><i>All applications and programs that students can access through CLASSLINK (Boost, Learning Ally, iREADY)</i></p> <p><i>Set well-defined and measurable goals for curriculum implementation (including timelines and strategies for monitoring the implementation and ensuring continuous improvement and evaluation).</i></p> <p><i>On PD Days</i></p> <p><i>Lesson Planning Expectations</i></p> <p><i>Model with Tier 1 Curriculum</i></p>	
<i>September / 2023</i>	<p><i>Staff Training on DIBELS 8th Edition (Turnkey plan from district training)</i></p> <ul style="list-style-type: none"> <i>• New Measures (Word reading, MAZE in 2nd grade, gatekeeping measures)</i> <i>• Emphasis on understanding that this assessment is a screener that identifies areas of need for students.</i> <i>• New BOY, MOY, and EOY Goals.</i> <i>• Adjusted scoring rules</i> <i>• mCLASS portal and practice in assessing students in this program.</i> 	<p><i>All K-2 Teachers & Para-interventionist</i></p> <p><i>Delivered by ELA Curriculum Facilitator and Teacher Leaders</i></p>
<i>October / 2023</i>	<p><i>Analysis of Intervention groups and students progress in those groups using PM data provided in mCLASS portal.</i></p>	<p><i>All Teachers & ILT Collaborations</i></p>
<i>October- November / 2023</i>	<p><i>K-2 CKLA Individual School On-Site Literacy Coaching-</i></p>	<p><i>TPSS Staff Certified ILT Members</i></p>



<p>Aug 2023 - May / 2024</p>	<ul style="list-style-type: none"> ● <i>Use data and flexible scheduling to create targeted intervention and extension groups based upon Progress Monitoring, and documented data driven student needs.</i> ● <i>Establish well-organized equitable classrooms that exhibit clear routines and where all students receive access to high-quality literacy materials that support diverse learning activities.</i> ● <i>Train teachers on Literacy Implementation Pillars and Literacy Instructional Practices</i> ● <i>Imbed coaching for individualized teacher support</i> ● <i>Provide opportunities for feedback and reflection.</i> ● <i>Act 108 training.</i> ● <i>Provide collaborative learning opportunities.</i> <p><i>Incorporate varied experiences.</i></p>	<p>Teachers, CC, ILT Members</p>
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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 regards 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?

Month/Date	Activity	Accessibility Opportunities	Community Partners
September	Open House and continued Parent Conferences around Literacy.	Communications in English and Spanish	
October	Hold Parent Conferences to address student's current Intervention Level and Reading Plan.	Communications in English and Spanish	
November	Family Literacy Night Thanksgiving Dinner with Family	Communications in English and Spanish	Tangipahoa Parish Public L:ibrary
December	Holiday Celebrations MOY Literacy Assessment	Communications in English and Spanish	
Aug-May	Guests Readers Also,one on one Parent conferences in the first weeks of school to know the reading current reading level of their child.and what they can do to assists.	Communications in English and Spanish	Parents, community members, Board Member. Invited Outside Guest Personalities.
February	Black History Month Presentations	Communications in English and Spanish	
March	LEAP Night	Communications in English and Spanish	



<i>April</i>	<i>EOY Literacy Assessments Spring Break</i>	<i>Communications in English and Spanish</i>	
<i>May</i>	<i>Cinco de Mayo Celebration LEAP Assessments</i>	<i>Communications in English and Spanish</i>	

Section 5: Alignment to other Initiatives

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
<i>School Improvement Plan</i>	<i>ELA Goal</i>	<i>Students demonstrate growth from BOY to MOY to EOY in CKLA and Wit & Wisdom, and Guidebook Assessments.</i>
<i>Summer School Program</i>	<i>ELA Goal</i>	<i>Students demonstrate growth in CKLA and Wit & Wisdom ,and Guidebook Assessments.</i>
<i>Phd Science</i>	<i>Wit & Wisdom Curriculum, CKLA</i>	<i>Students demonstrate growth from BOY-MOY- EOY assessments</i>
<i>Social Studies</i>	<i>Wit & Wisdom, CKLA</i>	<i>Students demonstrate growth from BOY-MOY- EOY assessments</i>
<i>EOY Assessments</i>	<i>CKLA and Wit & Wisdom</i>	<p><i>Based upon MClass Dibels the following grade bands were achieved.</i> <i>K = Above Avg-16%, Benchmark- 30%;</i> <i>1st Gde= Above Avg- 31%, Benchmark-15%;</i> <i>2nd Gde= Above Avg-31%, Benchmark- 19%.</i> <i>In Daze, 3rd Gde students tested Above Avg - 58%.</i> <i>In terms of ELA Progress Monitoring (SLT Calculation)of K-2,</i> <i>16% were Below Avg.,</i> <i>35% were Basic, and</i> <i>35% of 311 students were Proficient.</i> <i>2023-24 Goals:</i></p>



		<i>K - Above Avg - 20% Benchmark - 35%</i> <i>1st - Above Avg - 36% Benchmark - 20%</i> <i>2nd - Above Avg - 36% Benchmark - 25%</i> <i>ELA PM - Below Avg - 10%</i> <i>- Basic - 40%</i> <i>- Proficient - 40%</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

Stakeholder Group	Plan for Communicating	Timeline
<i>Parents and Guardians</i>	<i>Whirlwind, Social Media, Mandatory teacher contacts per week; Open House; Awards ceremonies; ONcourse and JCampus; Flyers,</i>	<i>Aug 2023 - May 2024</i>



Section 6: Communicating the Plan

<i>Faculty and Staff</i>	<i>Daily am Announcements; Weekly PLC Collaborations; Emails; As needed Faculty Assembly;</i>	<i>Aug 2023 - May 2024</i>
<i>Students</i>	<i>Daily Announcements; Morning Meetings; Grade Level Meetings by Zone Admins; Grade Level Meetings by Teacher-Leaders; Classroom Teachers</i>	<i>Aug 2023 - May 2024</i>
<i>ILT</i>	<i>Weekly ILT Meetings; Walkthroughs with Actionable Feedback; Collaborations;</i>	<i>Aug 2023 - May 2024</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