



**Local Literacy Plan for
(Hammond Westside Montessori Lower)
Tangipahoa Parish
(Hugh Wallace)
Melissa Stilley, Superintendent
(2026-27)**

LOUISIANA'S LITERACY PILLARS



Literacy Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

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

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.

Literacy Mission Statement

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 cultivate the tools necessary for a happy and successful life.

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?

Section 1B: Literacy 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)

- The Students of Hammond Westside Montessori will:
- enter kindergarten ready according to state assessment measures.
 - will achieve mastery at third grade according to state assessment measures.
 - Increase the percentage of students with disabilities and students of color in attaining mastery or above on state literacy assessments.

Goal 2 (Teacher-Focused)

- The Teachers of Hammond Westside Montessori will:
- implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards.
 - 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.
 - 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.
 - use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.

Goal 3 (Program-Focused)

- The Faculty and Staff of Hammond Westside Montessori will:
- 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 Amira and Lexa Intervention Programs.

Section 1B: Literacy Goals

- 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 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](#)?

Section 2: Explicit Instruction, Intervention and Extension

Amount of time spent on daily literacy skills instruction and how it is used	380 minutes total
English Language Arts textbooks and instructional materials used	CKLA, Wit & Wisdom, Guidebooks, Eureka 2, PHD Science, Bayou Bridges
Tier II	<ol style="list-style-type: none"> 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? 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	Tier II intervention will be provided in small groups based on specific areas of need, including phonemic awareness, phonics, decoding, fluency, vocabulary, and/or reading comprehension. Students will receive 30 minutes of targeted intervention, 5 days per week. Student progress will be monitored regularly using DIBELS, and core curriculum assessments.
List of available interventions and their descriptions	<p>Boost Reading: Provides targeted literacy support for students who need additional practice with foundational reading skills. Instruction is delivered in small groups and focuses on the specific skills identified through student assessment data.</p> <p>Lexia Core: Provides individualized, technology-based literacy practice based on each student's current skill level. The program adjusts to student performance and provides additional instruction and practice in areas such as phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension.</p> <p>Teacher-Led Small Group Intervention: Teachers provide explicit, targeted instruction to students based on identified literacy needs. Small groups are formed using screening, diagnostic, and progress-monitoring data and are adjusted as student needs change. Instruction utilizes</p>

Section 2: Explicit Instruction, Intervention and Extension

	<p>LDOE-approved intervention resources and materials aligned with the school's core literacy curriculum.</p> <p>Amira Learning: Provides students with individualized opportunities to practice oral reading and build fluency. Students receive immediate feedback and reading support while the program collects performance data that teachers can use to monitor growth and identify areas requiring additional instruction.</p> <p>Air Reading: Provides additional small-group reading support focused on strengthening foundational literacy skills. Instruction targets areas such as phonics, decoding, word recognition, and fluency while providing students with additional guided practice based on their individual reading needs.</p>
Tier III	<ol style="list-style-type: none"> 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	<p>Students who demonstrate significant literacy deficits and/or do not make adequate progress with Tier II interventions will receive intensive Tier III literacy intervention. Tier III instruction will be provided in addition to Tier I core literacy instruction and will target each student's specific areas of need.</p> <p>Students will receive 30 minutes of intensive, targeted intervention, 5 days per week, individually or in very small groups. Instruction will focus on identified skill deficits, including phonemic awareness, phonics, decoding, fluency, vocabulary, and/or reading comprehension. Student progress will be monitored frequently using DIBELS, curriculum-based measures. Progress-monitoring data will be reviewed through the SAT process to determine student response to intervention and guide instructional adjustments.</p>
List of available interventions and their descriptions	<p>Targeted Small-Group Intervention: Students receive focused, teacher-led literacy instruction in small groups based on specific needs identified through screening, assessment, and progress-monitoring data.</p>

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August -September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	<p>-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts</p> <p>-lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation</p> <p>-95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data</p> <p>-A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section</p>

Action Plan					
					diagnostic data, culminating student work
2	August-September	Administer BOY literacy screeners to all Pre-K–3 students within the first 30 days of school. Analyze screening and diagnostic data to identify students requiring additional literacy support. Establish differentiated Tier I supports and Tier II/Tier III intervention groups based on identified student needs. Develop a consistent progress-monitoring schedule for students receiving intervention.	ILT, Curriculum Coach, Administration, Classroom Teachers, Intervention Staff	TPSS BOY Screeners, DIBELS 8th Edition, DAZE, Amira, Lexia, Amplify, curriculum-based assessments	100% completion of BOY literacy screeners within the designated assessment window. BOY data analyzed by grade level and student subgroup. Tier II and Tier III intervention groups established based on identified skill deficits. Intervention schedules and student intervention plans are documented. DIBELS and other progress-monitoring reports demonstrate student response to intervention. Walkthroughs provide evidence of differentiated small-group instruction.
3	October-December	Administration, curriculum coaches, and teachers will meet at least every nine weeks to review literacy data and ensure student progress is being consistently tracked. PLC/data meetings will be used to analyze progress-monitoring and curriculum-based assessment data, identify	ILT; Curriculum Coaches; Classroom Teachers CC & Admin	TPSS BOY Screens, Dibels, Daze, Amira, Lexa, Amplify, Grade level EOY Practice Test	Student data trackers are updated consistently. PLC/data meeting documentation demonstrates regular analysis of student performance. Progress-monitoring data demonstrates growth toward individual student literacy goals. Intervention groups are adjusted based on student response and identified needs.

Action Plan					
		trends, and determine necessary instructional or intervention adjustments.			Walkthrough data demonstrates implementation of targeted instructional adjustments. Coaching feedback and follow-up support are provided based on classroom observations.
4	December-January	Analyze first-semester literacy data to determine progress toward schoolwide, grade-level, and individual student literacy goals. Teachers and instructional leaders will use MOY screening, progress-monitoring, and curriculum-based assessment data to adjust core instruction, intervention, and extension groups.	ILT; Curriculum Coaches; Classroom Teachers CC & Admin	TPSS BOY Screens, Dibels, Daze, Amira, Lexa, Amplify, Grade level EOY Practice Test	BOY-to-MOY student growth is analyzed by grade level and subgroup. Updated intervention and extension groups reflect current student needs. Progress-monitoring data demonstrates student response to intervention. Teachers document instructional adjustments based on student data. PLC documentation reflects analysis of student strengths, deficits, and next instructional steps.
5	January-February	Implement instructional adjustments based on MOY literacy data. The School Literacy Team will review progress toward established literacy goals and identify areas requiring additional support. Teachers will	ILT; Curriculum Coaches; Classroom Teachers CC & Admin	TPSS BOY Screens, Dibels, Daze, Amira, Lexa, Amplify, Grade level EOY Practice Test	BOY-to-MOY screening data demonstrates progress toward literacy goals. School and grade-level literacy goals are reviewed and updated as needed. Documentation demonstrates that families received information regarding student literacy progress.

Action Plan					
		communicate individual literacy progress with families and provide strategies families can use to support reading development at home.			Tier II and Tier III intervention plans are adjusted based on MOY results. Progress-monitoring data demonstrates continued growth following instructional adjustments.
6	February-April	Practice: adhere to curriculum embedded student activities, including student skills activity book, repeated oral reading with student readers and CKLA Hub practice activities 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.	ILT; Curriculum Coaches; Classroom Teachers CC & Admin	TPSS BOY Screens, Dibels, Daze, Amira, Lexa, Amplify, Grade level EOY Practice Test	Walkthrough data demonstrates consistent implementation of foundational literacy instruction. Students regularly participate in explicit reading and skill-development activities. DIBELS and progress-monitoring data demonstrate growth in targeted foundational literacy skills. Teachers use student data to differentiate small-group instruction. Student groups are adjusted based on demonstrated mastery and ongoing needs.
8	April-May	Administer LEAP and EOY literacy assessments while maintaining consistent implementation of Tier I core literacy	ILT; Curriculum Coaches; Classroom Teachers	TPSS BOY Screens, Dibels, Daze, Amira, Lexa,	100% completion of required EOY literacy screening. BOY-to-MOY-to-EOY data demonstrates individual, grade-level, and schoolwide literacy growth.

Action Plan					
		instruction. Analyze EOY screening, progress-monitoring, curriculum-based, and state assessment data to determine progress toward school literacy goals. Use EOY data to support student placement, identify students requiring continued intervention, and establish literacy priorities for the following school year.	CC & Admin	Amplify, Grade level EOY Practice Test	EOY DIBELS data is analyzed by grade level, subgroup, and literacy skill. Student intervention outcomes are reviewed to determine effectiveness of Tier II and Tier III supports. EOY data is used to inform student placement and intervention recommendations for the following school year. School Literacy Team identifies areas of success and priority areas for the next Local Literacy Plan.

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 <i>(When can PL 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 PL? Consider also who can redeliver to other teachers/faculty.)</i>
August 2026	<p>HWML Non-Negotiables</p> <p>Professionalism (Be Firm, Be Fair, Be Consistent!)</p> <ol style="list-style-type: none"> 1. Dress professionally (TPSS standards) 2. Commit to the process 3. Trust 4. Be on time for all duty and meetings 5. Bring student data to all SAT and Collaboration meetings 6. Daily Attendance posted timely in SIS 7. 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. 8. Use “inside voice” when dealing with all students. 	<p>Administration Delivered by ILT Members Curriculum Coaches</p>

Section 3A: Professional Learning: Partners (if applicable)

9. Do not get into a “power struggle” with your students.
10. Do not institute Mass punishment for the indiscretion of one or several students.

Instructional

1. Set clear, measurable goals for student achievement.
2. Shift from Compliance to Engagement to Ownership.
3. Less DI by you and more student led facilitation.
4. 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.
5. Objectives posted and Discussed!
6. Lesson Plans timely posted and annotated!
7. Checking for Understanding- CFU (Exit Tickets)
8. Pacing within guidelines(range).
9. Word Walls & Word Notebooks
10. Spelling Bees
11. Read Alouds

Communications

1. Every teacher **MUST** make 5 positive parental contacts per week and log them into OnCourse.

Handbook Review/Protocols

Section 3A: Professional Learning: Partners (if applicable)

	<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>	
August 2026	Staff Training on DIBELS LER Rubric	Administration Delivered by ILT Members Curriculum Coaches
September 2026	Goal Setting	Administration Delivered by ILT Members Curriculum Coaches
October 2026	<ul style="list-style-type: none"> • <i>Interventions/PM</i> • <i>Use data to create targeted intervention and extension groups, based upon Progress Monitoring, and documented data driven student needs.</i> 	Administration Delivered by ILT Members Curriculum Coaches
November- December 2026	<ul style="list-style-type: none"> • Imbed coaching for individualized teacher support • Provide opportunities for feedback and reflection. 	Administration Delivered by ILT Members Curriculum Coaches
January-March 2026	<ul style="list-style-type: none"> • Continued interventions, data reviews, and progress monitoring • Best practices 	Administration Delivered by ILT Members Curriculum Coaches

Section 3A: Professional Learning: Partners (if applicable)

April- May	<ul style="list-style-type: none"> • Data Review • Goal Setting for next year 	Administration Delivered by ILT Members Curriculum Coaches
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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?
Cycle 1	Goal Setting	Review teacher-created goals and data trackers during TC/PLC meetings. Monitor progress through DIBELS progress monitoring, curriculum-based assessments, student work, and walkthrough data. ILT will review progress toward identified goals throughout the cycle.
Cycle 2	Standard alignment/Tier 1 Curriculum	ILT and administration will monitor implementation through walkthroughs, lesson/unit preparation documents, student work, formative assessments, and TC/PLC discussions. LER indicators will be used to provide feedback related to standards alignment, instructional delivery,

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

		student engagement, questioning, and differentiation.
Cycle 3	Interventions	Success will be monitored through DIBELS progress-monitoring data, intervention documentation, student work, curriculum-based assessments, and walkthrough observations of small-group instruction. ILT/TC teams will regularly review student response to intervention and adjust groups, instructional focus, frequency, or intensity as needed.

Section 4: Family Engagement Around Literacy

2. 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?
 - 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?
3. 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?
4. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
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Section 4: Family Engagement Around Literacy

September	Open House/ continued parent conferences	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	
December	Holiday Celebrations MOY Literacy Assessment	Communications in English and Spanish	
February	Black History Month Presentations	Communications in English and Spanish	
March	LEAP Night	Communications in English and Spanish	
April	EOY Literacy Assessments Spring Break		
May	Cinco de Mayo Celebration LEAP Assessments	Communications in English and Spanish	

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Section 5: Alignment to Other Initiatives

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
School Improvement Plan	ELA Goal	Students demonstrate growth from BOY to MOY to EOY in CKLA and Wit & Wisdom, and Guidebook Assessments.
Summer School Program	ELA Goal	Students demonstrate growth in CKLA and Wit & Wisdom, and Guidebook Assessments.
PhD Science	Wit & Wisdom Curriculum, CKLA	Students demonstrate growth from BOY-MOY- EOY assessments
Social Studies	Wit & Wisdom, CKLA	Students demonstrate growth from BOY-MOY- EOY assessments
EOY Assessments	CKLA and Wit & Wisdom	Students demonstrate growth in CKLA and Wit & Wisdom, and Guidebook Assessments.

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.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Section 6: Communicating the Plan

Communication Plan		
Stakeholder Group	Plan for Communicating	Timeline
Parents and Guardians	Whirlwind, Social Media, Mandatory teacher contacts per week; Open House; Awards ceremonies; ONcourse and JCampus; Flyers,	Aug 2026 - May 2027
Faculty and Staff	Daily am Announcements; Weekly PLC Collaborations; Emails; As needed Faculty Assembly;	Aug 2026 - May 2027
Students	Daily Announcements; Morning Meetings; Grade Level Meetings by Zone Admins; Grade Level Meetings by Teacher-Leaders; Classroom Teachers	Aug 2026 - May 2027
ILT	Weekly ILT Meetings; Walkthroughs with Actionable Feedback; Collaborations;	Aug 2026 - May 2027