

*Quincy Public Schools
Program Improvement Plan*

Literacy Program

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Coordinator of English Language Arts

2018 - 2019

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I. Mission Statements

a. Quincy Public Schools Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children explore and discover their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

Our success will be measured by our students who exemplify a life-long love of learning.

b. Literacy Program Mission Statement

The Literacy Program was developed to identify and support students who struggle to acquire foundational literacy skills. Literacy students are selected by the Integrated Learning Team (ILT) based on test assessment results and overall reading performance.

Literacy teachers provide intervention, utilizing scientifically- based, research-reviewed programs (SBRR), to struggling readers in grades kindergarten through grade three. The focus of this intervention is to develop and support students' working knowledge of concepts of print, the alphabetic principle, academic and content specific vocabulary, reading comprehension strategies, and essential elements of the English writing system. Student success rate is monitored through formative and summative assessments.

These foundational skills are a crucial component of a comprehensive literacy program and are designed to develop proficient readers with the ability to read, comprehend, and respond to texts across all disciplines.

The Literacy Team continues to update current practice through active participation in professional development and further extends their knowledge by providing learning opportunities to QPS staff system-wide.

II. Literacy Coordinator's Message

Reading ability is a critical component to a child's overall academic development. Foundational reading skills are established during early learning years. As the student advances in grade level, the reading performance expectation increases. Today's college and career ready learner is required to effectively communicate in terms of: listening, speaking, reading, and writing in relation to varying academic domains, genres, and settings.

Success in advanced learning hinges upon the stability of accomplished early reading foundation. Current research notes a positive correlation between early reading intervention and reading development. Therefore, it is imperative that students in need of additional reading support be identified at the earliest of formative years. Literacy team members, in collaboration with the Integrated Learning Team members (ILT), must analyze data through a holistic approach and create a balanced literacy plan tailored to meet specific student needs.

Literacy team members provide students with necessary explicit instruction in the areas of: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Student success rate is monitored regularly through informal and formal assessment opportunities, formative and summative in nature.

Supporting struggling readers at early stages of development will better position students to attain high functioning reading independence and further promote academic success leading to lifelong learning.

III. Program Description

a. Program Design

The students serviced by the Literacy Program are those students that are determined to be at various risk levels for reading achievement. These students are identified as “at risk” by their performance scores on the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next*, *Measures of Academic Progress (MAP)*, *Developmental Reading Assessment (DRA)*, and *Marie Clay’s Observation Survey*. The Integrated Learning Team (ILT) analyzes assessment data and overall performance level. Students are then tiered in a three-leveled system indicating the degree of support required.

Tier One Currently presents at no risk for low reading achievement and requires no supplemental instruction. The student is provided classroom instruction in an SBRR core program to continue grade level reading development.

Tier Two Currently presents at some risk for low reading achievement and may require some supplemental instruction to be successful in the core program.

Tier Three Currently presents at risk for low reading achievement and requires intensive instruction in SBRR reading interventions designed to accelerate student growth.

Reading support is provided by literacy teachers to identified Tier Three students. In addition, literacy teachers provide reading support to many Tier Two students as well.

Data analysis has revealed that many literacy students also make up our schools’ subgroup populations. Quincy’s EL population continues to increase. Therefore, primary languages other than English have become large in number and rich in diversity. In addition to the influx of EL students, many schools have highly transient populations and have seen increases in the number of students serviced from low socio-economic status groups.

The Literacy Program supports students by:

- Identifying reading ability and performance level
- Analyzing assessment data so as to provide appropriate intervention
- Implementing prescribed intervention programs and strategies
- Monitoring student progress
- Adapting instruction based on formative and summative assessment findings

The Literacy Program supports schools by:

- Organizing and analyzing assessment data
- Facilitating Integrated Learning Team meetings
- Providing reading counsel and professional development as needed

b. Measures of Student Achievement

Literacy Program achievement is based on student growth and outcomes. The goal is to maintain Tier I students throughout the year as well as increase the number of students in Tiers I and II, while decreasing the Tier III population. Our systems of measurement include: *DIBELS Next*, *MAP*, *DRA*, and *Lexia Core 5* in conjunction with classroom performance documentation and MCAS results.

c. Curriculum and Instruction

The Literacy Program utilizes scientifically-based reading interventions and techniques that are designed to increase student progress. Literacy providers make purposeful decisions as to which programs and techniques best target student need. They further develop a balanced approach to reading instruction in an effort to close the achievement gap among student grade-level peers. Each program and technique targets a specific deficit based on the five components of effective reading instruction. The available interventions are research-based and evaluated by the Florida Center for Reading Research out of Florida State University. These programs and techniques are certified by the Literacy Office of the Massachusetts Department of Elementary and Secondary Education. Interventions align with Massachusetts Common Core standards and qualify as research-based programs according to the requirements set forth by the National Reading Panel.

Literacy providers are required to have a solid understanding of each intervention, and remain current in training. Providers deliver appropriate instruction corresponding to student need. Literacy teachers are responsible for the administration and analysis of assessments within each program and technique, and extend assessment findings with both staff and students.

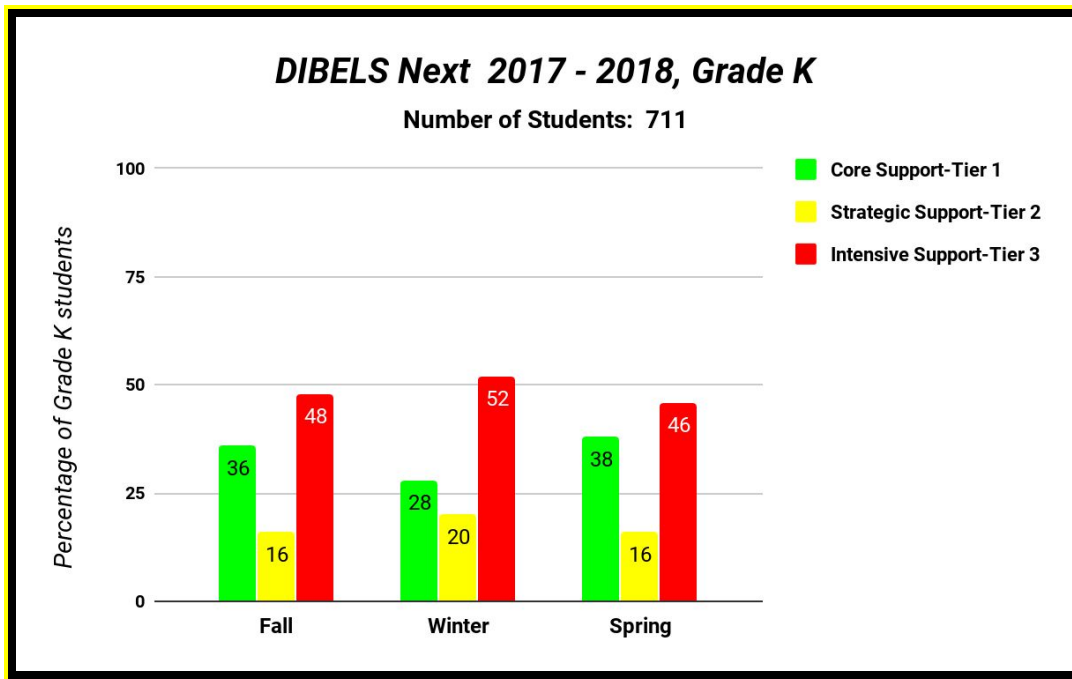
Intervention Menu

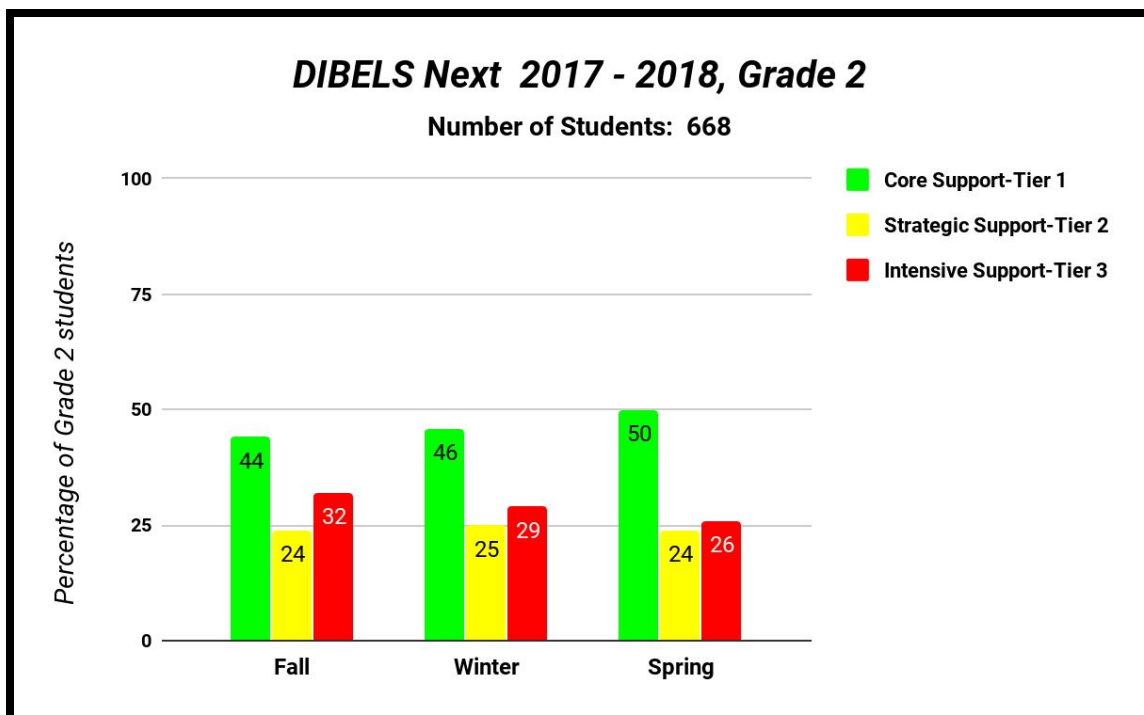
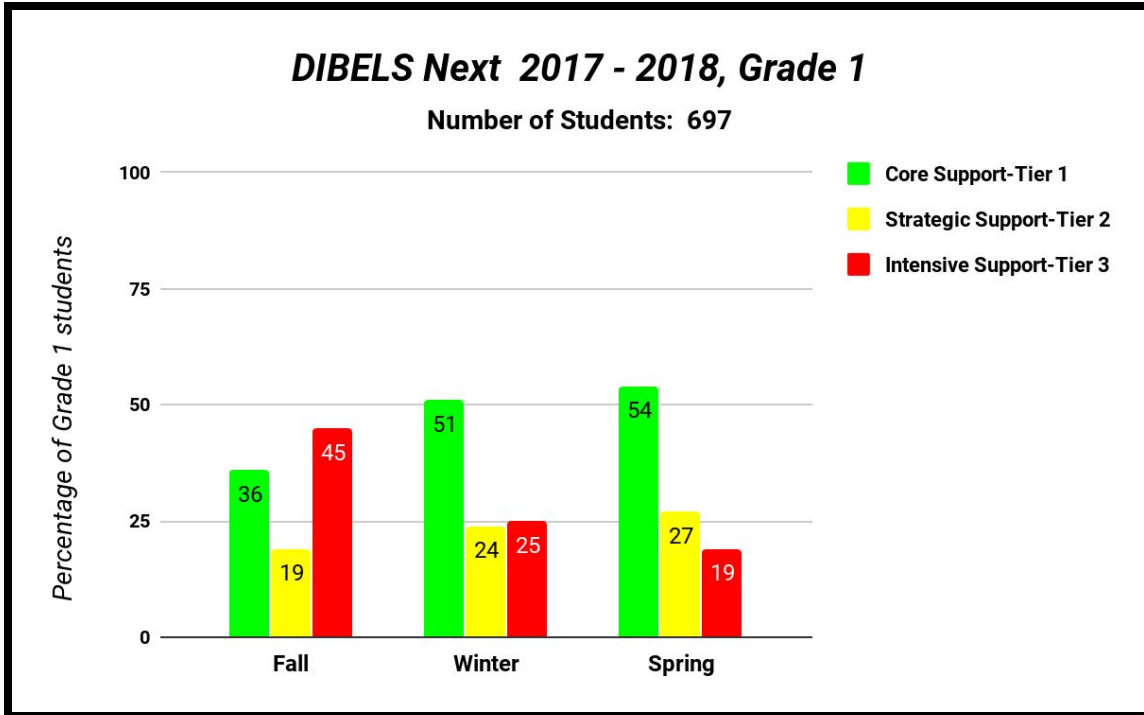
Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Early Reading Intervention	Early Reading Intervention	Great Leaps	Elements of Reading – Vocabulary	Project Read Story Form
Marilyn Adams: Phonemic Awareness	Project Read Phonology	Read Naturally	Close Reading Strategies	Project Read Report Form
Lexia Core 5	LIPS	Quick Reads	Guided Reading	Keys to Literacy
Lively Letters	Lexia Core 5	Lexia Core 5	Lexia Core 5	Lexia Core 5
LIPS	Lively Letters	Guided Reading	Close Reading Links for Small Group Instruction	Guided Reading
	Guided Reading	Close Reading Links for Small Group Instruction	Orton-Gillingham	Close Reading Strategies
	Orton-Gillingham	Dolch Sight Words		Close Reading Links for Small Group Instruction
	Handwriting without Tears	Orton-Gillingham		Read Naturally
	Wilson Reading			Quick Reads
				Reciprocal Teaching Strategies

IV. Program Assessment

a. Reflection of Goals (2017 - 2018)

Goal 1: *During the 2017-2018 school year, early literacy students will improve their phonemic awareness and phonics skills as evidenced by an overall decrease in the number of Tier 3 students by 3% at each grade level K-2, with a focus on continued improvement in grades K, 1, and 2, as indicated by the DIBELS Next.*





Goal 1

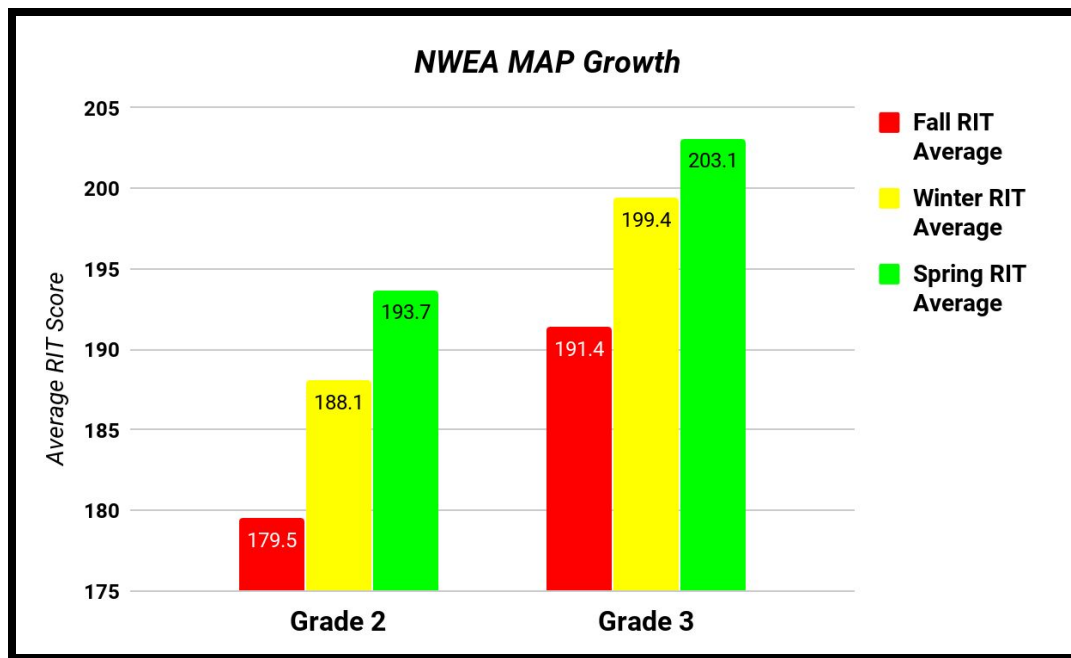
The standard of measure for the successful achievement for goal 1 is the *DIBELS Next* assessment. At the fall benchmarking window, 48% of the students in grade K, 45% of the students in grade 1, and 32% of the students in grade 2 were identified as at serious risk for failure to meet grade level expected scores (Tier 3). Additionally, 36% of the students in grade K, 36% of the students in grade 1, 44% of the students in grades 2, were identified as meeting grade level expected scores (Tier 1).

The goal for the 2017-2018 school year was to decrease the number of Tier 3 students (those in need of intensive support) by 3% at each grade level K-2. The number of students, K-2 in Tier 3 decreased by a total of 34%. More specifically, kindergarten remained relatively the same in Tier 3, with a spring showing of 46%. A concern of the literacy team is that the kindergarten subtests change throughout the course of the school year. Therefore, it is difficult to assess the progress of the Tier 3 kindergarten students, as the skills assessed throughout the year are different. In the fall, kindergarten students are assessed on 2 subtests, First Sound Fluency and Letter Naming Fluency. In the winter, 3 more subtests are added, Phoneme Segmentation Fluency, Nonsense Word Fluency with Correct Letter Sounds and Nonsense Word Fluency with Whole Words Read. In the spring, students are no longer assessed on First Sound Fluency. The only common subtest that is assessed at all benchmarks is Letter Naming Fluency. Kindergarten showed strong growth with a 13% decrease in Tier 3 students from 48% in the fall to 35% on this subtest.

Grade 1 showed a dramatic 26% decrease in Tier 3, with 45% in the fall and 19% in the spring. Grade 1 also demonstrated a significant increase of 18% in Tier 1 students, from 36% in the fall to 54% in the spring. The DIBELS data also demonstrated strong growth in grade 2. The fall showed 32% of second graders at Tier 3 in the fall. The spring grade 2 data noted an 6% decrease in Tier 3 students to 26%. Grade 2 Tier 1 population made considerable gains as well. The fall data reflected a Tier 1 population of 44%, with a 6% increase of Tier 1 in spring, up to 50%.

Since research supports grades K-2 as crucial in foundational skill development and prevention of further reading difficulties, the literacy team will continue with these grades as an area of focus. The literacy team continues to strive towards reducing the percentage of Tier 3 students and increasing the percentage of students in Tier 1, therefore reducing the achievement gap. The team continues to provide students throughout the year with a tiered model of instruction, differentiated core instruction (Tier 1) and additional support from interventionists and special educators using research based programs.

Goal 2: During the 2017-2018 school year, the literacy team will support the district goal in the area of reading comprehension through the implementation of guided reading and close reading strategies, as evidenced by an increase of 10 points on the RIT (Rasch Unit) scale as indicated by the district level results on MAP (Measures of Academic Progress) Growth.



Goal 2

During the 2017-2018 school year, the literacy team assisted in the third year of implementation of the MAP Growth assessment. This assessment is given 3 times per year to grades 2 and 3 students. The literacy team continued to support the training of the general education teachers on the administration of the MAP. The literacy team assisted in administering the MAP assessment in the fall, winter, and spring and incorporated the MAP reports into their ILT meetings. After reviewing the 2017 -2018 district data, grade 2 had an average Fall RIT score of 179.5 and an average spring RIT score of 193.7. This is an increase of 14.2 points and exceeded the goal of an increase of 10 points. Grade 3 had an average Fall RIT score of 191.4 and an average Spring RIT score of 203.1. This is an increase of 11.7 points and exceeded the above stated goal.

Additionally, the literacy team attended site-based close reading professional development opportunities provided by the district to support the development of reading comprehension skills within their individual buildings. Literacy team members supported both their instruction

and the instruction of the classroom teachers by using programs such as Lexia and Read Naturally.

Goal 3: During the 2017-2018 school year, to support the needs of the most concerning students, the literacy team, in collaboration with their grade level colleagues, special education, and EL Teachers will work with a representative from NWEA on the effective/manageable use of reports and in-depth data analysis to be implemented during ILT and mini ILT meetings.

The literacy team worked together with a representative from NWEA to better understand the data and reports that MAP testing provides. Literacy teachers met in a computer lab while participating in advanced training on the use of MAP reports to better inform their instruction. Focuses of this training were to synthesize the data, content, and instructional resources used to target instruction based on student readiness.

The trainer reviewed each of the reports that MAP offers and shared a website of resources that literacy teachers could share with classroom teachers, EL teachers and special educators. One of these resources was a template that allows teachers to group students based on the data and create learning goals for them. Teachers were able to explore all of the digital and training resources and make note of those that would best suit the needs of their students.

Throughout the year, the literacy team continued to apply this training following each MAP testing period, both prior to and during mini-ILT and ILT meetings. Better use of reports have been implemented. Using the quadrant report, teachers can form groups and create differentiated lessons based on the content area, topic, standard and performance area.

As a logical next step, to support the needs of the most concerning students, the literacy team would like to provide more manageable and effective use of MAP Reports and MAP Resources to classroom, special education and EL teachers and increase communication about this assessment to parents.

b. Analysis of Assessments

Instructional Tiers Based on *Dibels Next* Scores

Fall 2016-Spring 2017

2,131 students					2,073 students			
Fall 2016	Tier 1	Tier 2	Tier 3		Spring 2017	Tier 1	Tier 2	Tier 3
Kindergarten	292	116	346		Kindergarten	268	125	335
Grade 1	248	136	312		Grade 1	361	174	144
Grade 2	281	160	240		Grade 2	333	175	158
Total	821	412	898		Total	962	474	637
	39%	19%	42%			46%	23%	31%

Fall 2017-Spring 2018

2,088 students					2,076 students			
Fall 2017	Tier 1	Tier 2	Tier 3		Spring 2018	Tier 1	Tier 2	Tier 3
Kindergarten	266	111	331		Kindergarten	270	115	326
Grade 1	252	134	319		Grade 1	373	195	129
Grade 2	300	159	216		Grade 2	336	156	176
Total	818	404	866		Total	979	466	631
	39%	19%	42%			47%	23%	30%

The 2016-2017 district analysis of the fall benchmarking assessment identifies 39% of the students in Tier One, with 46% of the students being identified as Tier One in the spring, an increase of 7%. 19% of the students were identified as Tier Two in the fall with an increase to

23% in the spring. 42% of the students scored Tier Three in the fall. This figure dropped to 31% in the spring. Overall, the Tier One population increased, while the Tier Three decreased.

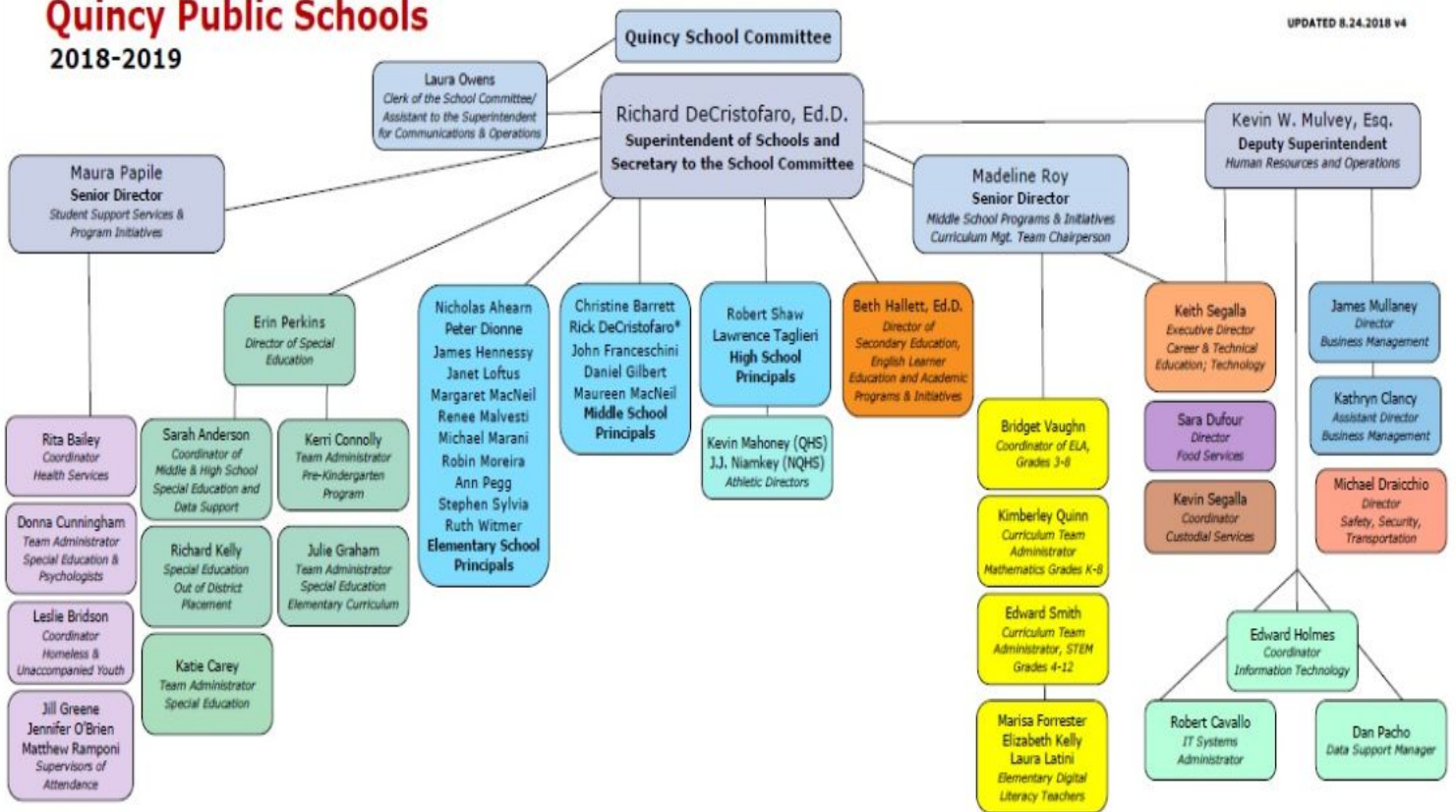
The 2017-2018 district analysis of the fall benchmarking assessment identified 39% of the students in Tier One, with 47% of the students being identified as Tier One in the spring, an increase of 8%. 19% of the students were identified as Tier Two in the fall with an increase to 23% in the spring. 42% of the students scored in Tier Three in the fall. This number decreased to 30% in the spring. In general, results of this data indicate a significant decrease out of Tier Three and conversely significant increases in Tier One students throughout the course of the year. Therefore, the team feels confident that the current model of literacy intervention is achieving the desired outcome of developing proficient students.

V. District Improvement Plan Alignment

a. System Team Alignment Charts

Quincy Public Schools
2018-2019

UPDATED 8.24.2018 v4



Team Assignments:
 Student Support Services Teams
 Health Educators
 Physical Education
 Health Services
 Special Education Support Teams
 Alternative Programs Team
 Student Placement Teams
 Health, Nutrition, Wellness
 Student Records Teams
 Chairpersons Team

Team Assignments:
 Special Education Program Teams & Vertical Teams
 Elementary Vertical Teams
 Elementary Principal Team
 Elementary Digital Learning Team
 Literacy Team
 Pre-Kindergarten Team
 EL High Needs Team
 EL Pre-Kindergarten Team

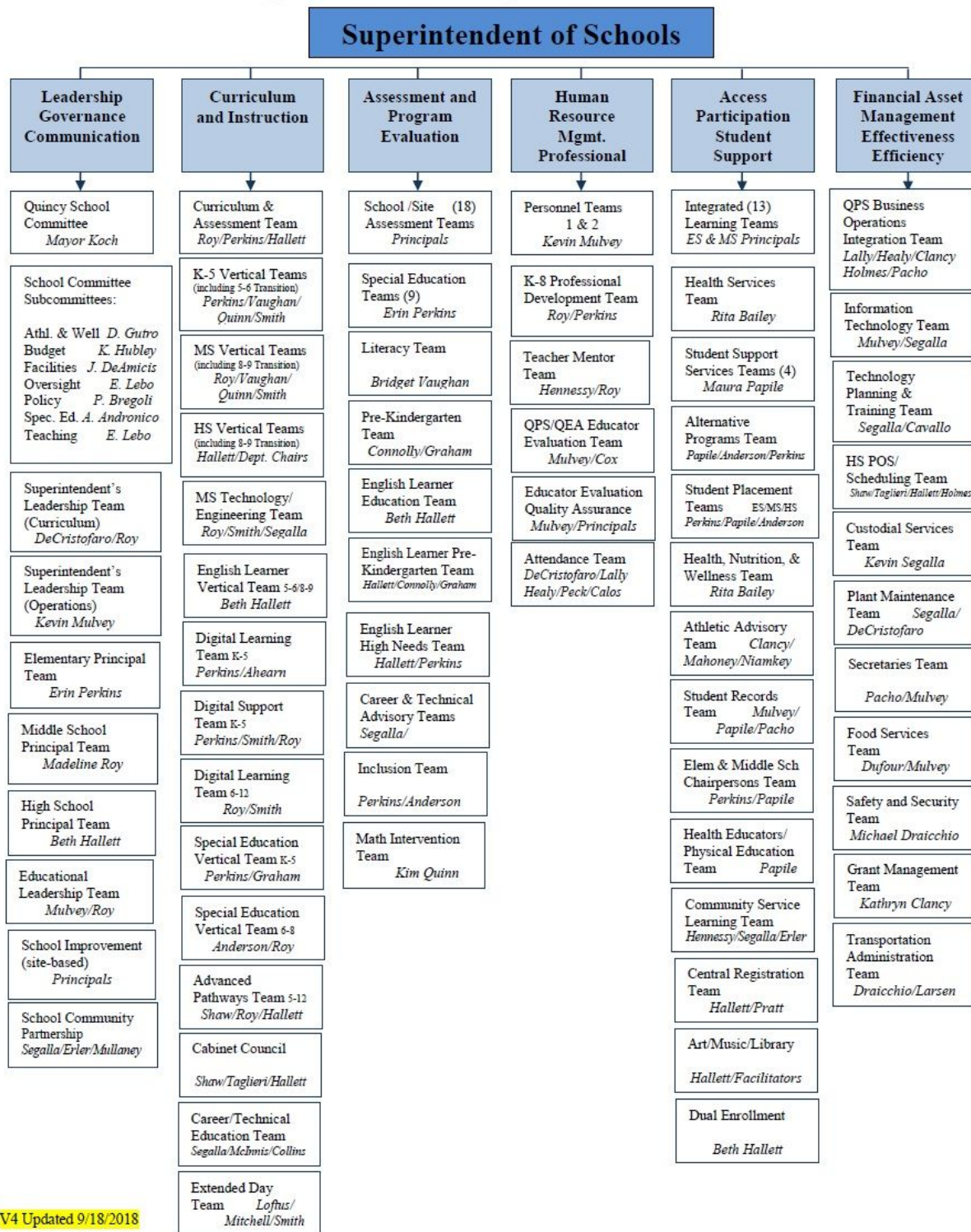
Team Assignments:
 Curriculum & Assessment Mgt. Team
 Middle School Vertical Teams
 Middle School Principal Team
 Middle/High School Digital Learning Team
 Advanced Pathways Team
 Professional Development Team, K-8
 Teacher Mentor Team
 Middle School Tech/Engineering Team

Team Assignments:
 High School Vertical Teams
 High School Principal Team
 Cabinet Council Team
 High School POS Team
 English Learner Education & ELE Vertical Teams
 EL High Needs Team
 Academic Programs Team
 Central Registration Team
 Athletics Advisory Team
 CTE Team & CTE Advisory Teams

Team Assignments:
 Personnel Teams
 QPS/QEA Educator Evaluation Team
 Secretaries Team
 Transportation Administration Team
 Business Operations Integration Team
 Technology & Training Team
 Custodial Services Team
 IT Techs Team
 Food Services Team
 Safety & Security Team
 Grant Administration Team
 School-Community Partnership Team

* Sponsored by Equity Superintendents

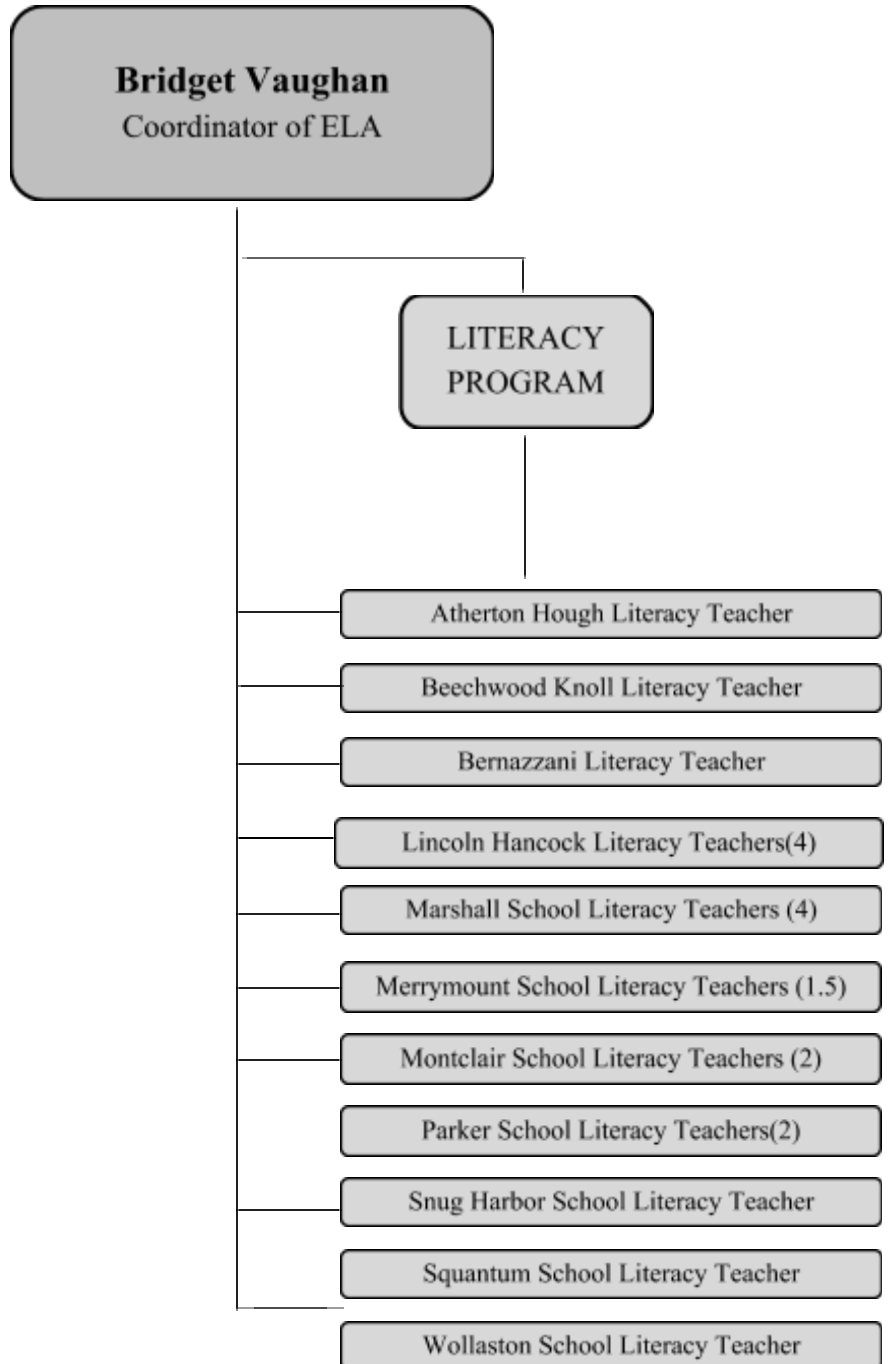
Quincy Public Schools Team Organization and Alignment Chart 2018-2019



V4 Updated 9/18/2018

b. Team Information

- Literacy Organizational Chart and Staffing



2018-19 Literacy Teachers Staff List

School	Teacher	FTE	Funding
Atherton Hough	Kathleen Synnott	1.0	QPS
Beechwood Knoll	Kathleen DeMayo	1.0	QPS
Bernazzani	Eileen Maver	1.0	QPS
Clifford Marshall	Nancy McPartlin	1.0	QPS
	Kelly Antonellis	1.0	QPS
	Jennifer Russell	1.0	QPS
	Jennifer Masterson	1.0	QPS
Lincoln Hancock	Colleen Dufresne	1.0	.6 Title I
	Megan Duff	1.0	.5 Title I
	Jennifer Griffith	1.0	Title I
	Sara Lane	1.0	QPS
Merrymount	Catherine McLaughlin	1.0	QPS
	Kathleen Higgins	.5	QPS
Montclair	Judith Iredale	1.0	QPS
	Susan Ramponi	1.0	QPS
Parker	Elizabeth Bates	1.0	QPS
	Wendy Cardia	1.0	QPS
Snug Harbor	Ann Collins	1.0	QPS
Squantum	Johanna O'Connor	1.0	QPS
Wollaston	Janet Baglione	1.0	QPS

● Goals/Action Steps/Sources of Evidence

Goal #1

During the 2018-2019 school year, early literacy students will improve their phonemic awareness and phonics skills as evidenced by an overall decrease in the number of Tier 3 students by 3% at each grade level K-2, with a focus on continued improvement in grades K, 1, and 2, as indicated by the *DIBELS Next* (Grades 1 and 2-all subtests, Grade K- Letter Naming Fluency).

Steps	Action/Strategies/Timeline	Sources of Evidence	Teams/persons
a.	The district will migrate students into their new school year database, and enter student special codes to allow for disaggregated data.	DIBELS and MAP rosters	Curriculum and Assessment Management Team
b.	In September, literacy teachers will assess students, and analyze DIBELS Next reports and MAP data reports by aggregated and disaggregated scores.	Printed DIBELS and MAP data reports	Literacy Team
c.	In September and October, literacy team members will facilitate building ILT meetings and group literacy students according to need.	DIBELS and MAP data, informal meeting notes	Literacy Team ILT members
d.	Literacy teachers will continue to implement learned Orton-Gillingham strategies.	OG lesson plans, created materials, evaluation notes	Literacy Team
e.	In November and December, literacy team members will facilitate building mini-ILT meetings to discuss student progress and next steps.	DIBELS and MAP data, informal meeting notes	Literacy Team ILT members
f.	Literacy teachers will continue to implement learner LIPS strategies within their intervention blocks.	LIPS lesson plans, created material	Literacy Team
g.	The literacy team will facilitate ILT meetings, reassess students' progress at winter benchmark in January, make instructional accommodations, and intervention changes.	DIBELS and MAP data reports, and informal notes	Literacy Team, ILT members

h.	In March and April, literacy team members will facilitate building mini-ILT meetings to discuss student progress and next steps.	DIBELS and MAP data, informal meeting notes	Literacy Team ILT members
i.	In May and June, the literacy team will collect the results of spring DIBELS and MAP data and assess Goals 1 and 2.	DIBELS and MAP data reports	Literacy Team
j.	The literacy team will facilitate ILT meetings, reassess students' progress at spring benchmark in May and June, make instructional accommodations, and intervention changes.	DIBELS and MAP data reports, and informal notes	Literacy Team, ILT members

Goal #2

During the 2018-2019 school year, the literacy team will support the district goal in the area of reading comprehension through the implementation of guided reading and small group close reading strategies, as evidenced by an increase of 10 points on the RIT scale for grades 2 and 3 as indicated by the district level results on MAP Growth Assessments.

Steps	Actions/ Strategies/Timeline	Sources of evidence	Teams/ Persons
a.	In September, literacy teachers and kindergarten teachers will participate in close reading professional development.	Contract with QPS and Nancy Boyles, sign-in sheets, notes from training	Julie Graham Nancy Boyles Literacy Teachers Classroom Teachers
b.	In September and October, literacy teachers and grades 3-5 classroom teachers will participate in making text connections in small group close reading site-based professional development.	Contract with QPS and Nancy Boyles, sign-in sheets, notes from training	Bridget Vaughan Nancy Boyles Literacy Teachers Classroom Teachers
c.	In September, the district will migrate students into their new school year via the NWEA MAP database.	MAP rosters	Curriculum and Assessment Management Team
d.	In September and October, the literacy team will assist in administering MAP online benchmark assessments.	Printed MAP data results	Literacy Teachers
e.	In September and October, the literacy team will analyze data, share findings at Assessment Day #1, building ILT meetings, and group	DIBELS and MAP data, informal meeting notes	Literacy Teachers

	students according to need, making note of comprehension concerns.		
f.	In October, literacy teachers will meet system-wide to analyze fall data, reflect on last year’s goals, and update goals for the new school year.	DIBELS and MAP data, updated goals	Erin Perkins Bridget Vaughan Literacy Teachers
g.	In October and November, literacy teachers and grades 1 and 2 classroom teachers will participate in whole group close reading with social emotional learning site-based professional development.	Contract with QPS and Nancy Boyles, sign-in sheets, notes from training	Julie Graham Nancy Boyles Literacy Teachers Classroom Teachers
h	From October through January, literacy teachers will model and engage students in guided reading and close reading strategies.	Lesson plans	Literacy Team
i.	From October through January, literacy students will engage in on-line differentiated instruction independently utilizing the Lexia Core 5 technology.	Lexia Student Reports	Literacy Team
j.	From October through January, literacy teachers will progress monitor students in the area of comprehension through the use of informal and formal assessments utilizing both verbal and written responses.	Informal observational notes based on dialogue and student written responses	Literacy Team
k.	In January, the literacy team will assist in administering MAP online benchmark assessments.	Printed MAP data results	Literacy Team
l.	In January and February, the literacy team will analyze data, share findings at building ILT meetings, and group students according to need, note comprehension concerns, and make necessary adjustments to established groups.	DIBELS and MAP data, informal meeting notes	Literacy Team
m.	In January, literacy teachers and grades 3-5 classroom teachers will participate in connecting reading and writing through author’s craft site-based professional development.	Contract with QPS and Nancy Boyles, sign-in sheets, notes from training	Bridget Vaughan Nancy Boyles Literacy Teachers Classroom Teachers

n.	In February and March, literacy teachers and grades 3-5 classroom teachers will participate in whole group close reading with social emotional learning site-based professional development.	Contract with QPS and Nancy Boyles, sign-in sheets, notes from training	Bridget Vaughan Nancy Boyles Literacy Teachers Classroom Teachers
o.	From January through June, literacy teachers will model and engage students in guided reading and close reading strategies.	Lesson plans, informal observation notes based on dialogue and student written responses	Literacy Team
p.	From January through June, literacy students will engage in on-line differentiated instruction independently utilizing the Lexia Core 5 technology.	Lexia Student Reports	Literacy Team
q.	From January through June, literacy teachers will progress monitor students in the area of comprehension through the use of informal and formal assessments utilizing both verbal and written responses.	Informal observational notes based on dialogue and student written responses	Literacy Team
r.	In May, the literacy team will assist in administering MAP online benchmark assessments and analyze year-end results.	Printed MAP data results	Literacy Team

Goal #3

During the 2018-2019 school year, to support the needs of the most concerning students, the literacy team will provide more manageable and effective use of MAP reports and MAP resources to classroom, special education and EL teachers and parents.

Steps	Actions/ Strategies/Timeline	Sources of evidence	Teams/ Persons
a.	In September and October, literacy teachers will facilitate fall ILT meetings.	Informal ILT Team reflection notes	Literacy Team
b.	In October, literacy teachers will meet as a team to review data, goals and interventions and give updates from fall ILT meetings.	Sign-in sheet, literacy team meeting notes	Literacy Team
c.	In October, literacy teachers will meet to develop user-friendly documents on the effective and manageable use of MAP	Sign-in sheet, literacy team meeting notes,	Literacy Team

	reports and resources by creating a Google Drive.	MAP Report and Resources Google Drive	
d.	In November and December, literacy teachers will participate and facilitate mini-ILTs.	Sign-in sheet, team meetings notes	Literacy Team
e.	In December, literacy teachers will continue to work on the MAP Reports and Resources Google Drive and discuss the best way to share, distribute, and explain this to colleagues to increase parent communication about MAP data.	Team meeting notes, additional documents within the MAP reports and resources Google Drive	Literacy Team
f.	In January and February, literacy teachers will facilitate ILT team meetings using identified reports.	Informal ILT reflection notes	Literacy Team
g.	In January, literacy teachers will finalize the MAP Reports and Resources Drive to with colleagues.	Sign-in sheet, team meeting notes, finalized MAP Reports and Resources Drive	Literacy Team
h.	In March and April, literacy teachers will facilitate mini-ILTs to discuss student progress.	Sign-in sheet, team meeting notes	Literacy Team
i.	In May, the literacy team will conduct the spring MAP assessment.	Assessment calendar, school assessment schedule	Literacy Team
j.	In May and June, the literacy team will hold spring ILT meetings.	Team meeting notes	Literacy Team
k.	In June, the literacy team will meet as a team to reflect on goals for the year and discuss possible new goals.	Team meeting notes	Literacy Team

● Professional Development

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal Number
9/6/18	8:00-2:30	Bernazzani and Snug Harbor	Literacy Team, Special Education Teachers, Kindergarten Teachers	Whole Group Close Reading	Nancy Boyles	2
9/26/18	8:00-2:30	Coddington PD Room	Literacy Team, Special Education Teachers, Grades 1 and 2 Teachers	Close Reading Lesson Creation	Nancy Boyles	2

9/27/18	8:00-2:30	Parker	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading Small Group Text Connections	Nancy Boyles	2
9/28/18	8:00-2:30	Merrymount	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading Small Group Text Connections	Nancy Boyles	2
10/3/18	8:00-2:30	Squantum	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading Small Group Text Connections	Nancy Boyles	2
10/4/18	8:00-2:30	Clifford Marshall	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading Small Group Text Connections	Nancy Boyles	2
10/16/18	9:00-11:00	Coddington Hall	Literacy Team	Review Goals for 2017-2018, analysis of fall data, share case studies	Literacy Team	1,2,3
10/23/18	12:45-3:45	Parker	Literacy Team	MAP Report and Resources Draft	Literacy Team	1,2,3
10/25/18	8:00-2:30	Parker	Literacy Team, Special Education Teachers, Grades 1 and 2 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
10/26/18	8:00-2:30	Merrymount	Literacy Team, Special Education Teachers, Grades 1 and 2 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
11/1/18	8:00-2:30	Squantum	Literacy Team, Special Education Teachers, Grades 1 and 2 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
11/2/18	8:00-2:30	Clifford Marshall	Literacy Team, Special Education Teachers, Grades 1 and 2 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
12/11/18	9:00-11:00	Coddington Hall	Literacy Team	Analysis of Progress Monitoring and Continued Progress on MAP Report and Resources Document	Literacy Team	1,2,3

1/3/19	8:00-2:30	Parker	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Author's Craft in Writing	Nancy Boyles	2
1/4/19	8:00-2:30	Merrymount	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Author's Craft in Writing	Nancy Boyles	2
1/10/19	8:00-2:30	Squantum	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Author's Craft in Writing	Nancy Boyles	2
1/11/19	8:00-2:30	Clifford Marshall	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Author's Craft in Writing	Nancy Boyles	2
1/22/19	12:45-3:45	Parker	Literacy Team	Finalizing MAP Reports and Resources Drive	Literacy Team	1,2,3
2/12/19	9:00-11:00	Coddington Hall	Literacy Team	Analysis of winter data and Draft of MAP Resources Document	Literacy Team	1,2,3
2/28/19	8:00-2:30	Parker	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
3/1/19	8:00-2:30	Merrymount	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
3/7/19	8:00-2:30	Squantum	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
3/8/19	8:00-2:30	Clifford Marshall	Literacy Team, Special Education Teachers, Grades 3-5 ELA Teachers	Close Reading and Social Emotional Learning	Nancy Boyles	2
4/9/19	9:00-11:00	Coddington Hall	Literacy Team	Analysis progress monitoring data, share case studies, focus on grades k, 1, and 2 progress	Literacy Team	1,2,3
6/11/19	9:00-11:00	Coddington Hall	Literacy Team	Analyze spring data, review goals,	Literacy Team	1,2,3

				discuss possible goals for next year.		
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● Literacy Team Meeting Schedule

Meeting Dates	Times	Location
Tuesday, October 16, 2018	9:00 – 11:00	Coddington Hall
Tuesday, December 11, 2018	9:00 – 11:00	Coddington Hall
Tuesday, February 12, 2019	9:00 – 11:00	Coddington Hall
Tuesday, April 9, 2019	9:00 – 11:00	Coddington Hall
Tuesday, June 11, 2019	9:00 – 11:00	Coddington Hall