

*Quincy Public Schools
Program Improvement Plan*

*Literacy Program
2008 – 2009*

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I. Mission Statement

The mission statement of the QPS Literacy Program is to improve students' reading achievement in grades K-3, thereby maximizing student potential across the curriculum.

Based on assessments, literacy teachers implement multiple, comprehensive research-based intervention programs that meet the individual needs of students.

Literacy Program Description

The Literacy Program has been instituted to provide reading support to struggling readers in grades K – 3. This support is delivered through a three tier model of reading instruction.

Tier One students are all students that receive instruction in the district's SBRR core, which is Trophies by Harcourt Publishers. The Literacy teacher provides professional development, classroom modeling, and assessment analysis. These help classroom teachers learn new, effective instructional strategies and help classroom teachers deliver differentiated instruction. This support aids the struggling readers during small group work within the literacy block.

Tier Two students need some extra support to be successful in reading and learning core program skills and strategies. Literacy teachers are often able to work directly with Tier Two students. This support could take the form of inclusion groups for guided reading or more specific skills based instruction designed for student needs.

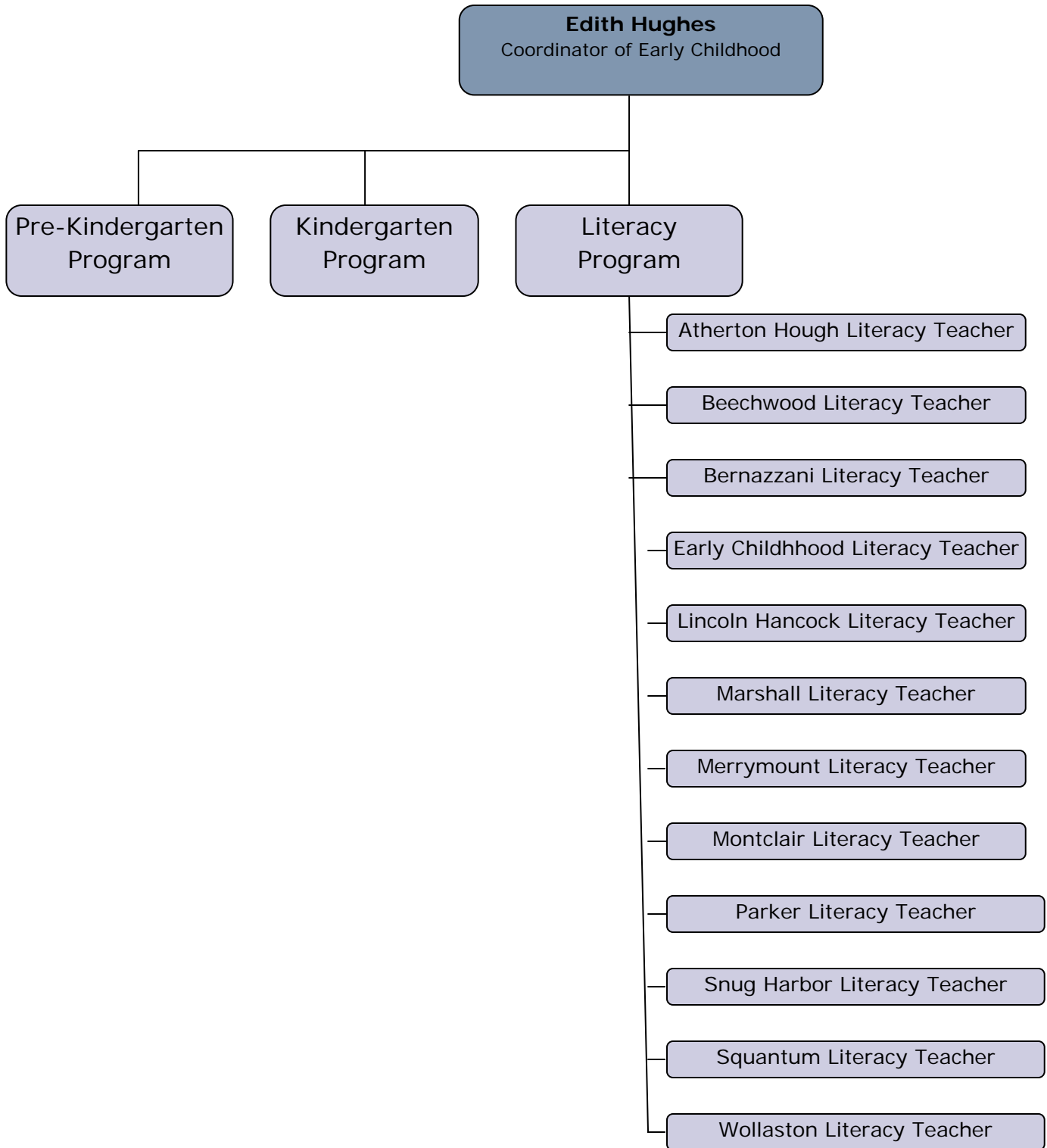
The main focus of the literacy teacher is to teach Tier Three students and implement those SBRR intervention programs that are designed to accelerate student achievement.. These programs are delivered in small (no more than 5 students) , homogenously groups into which students are appropriately placed in programs based on assessment data.

All Tier Two and Tier Three students who are serviced by the literacy program are progress monitored every two weeks to insure that expected progress is being made or program adjustments will be made. Diagnostic testing of students not making progress may also administered by the literacy teacher.

Literacy teachers are members of the Integrated Learning Teams and it is their responsibility to collect and organize school-wide data for these meetings.

Literacy teachers also conduct Professional Development at the district and school level.

Literacy Staff Organizational Chart



School	2005-2006	2006-2007	2007-2008
ADC/LH	2.5	2	3
Atherton Hough	.5	1	1
Beechwood Knoll	.5	1	.5
Bernazzani	1.5	1.5	.5
Clifford Marshall	2	3	3
Merrymount	1.5	1.5	1.5
Montclair	2	1.5	2
Parker	1	1	1.5
Snug Harbor	1	1.	1
Squantum	.5	1	.5
Wollaston	.5	1	1
Total	13.5	15.5	15.5

Contact Information

Wendy Clouse	Literacy	8923
Susan Richardson	Literacy	8923
Tina Iredale	Literacy	8708
Micah Siegel	Literacy	8708
Denise Carloni	Literacy	8777
Eileen Maver	Literacy	8715
Colleen Dufresne	Literacy	8715
Catherine McLaughlin	Literacy	8715
Margaret MacNeil	Literacy	8797
Ann Collins	Literacy	8706, 8781
Kathy DeMayo	Literacy	8713
Janet Baglione	Literacy	8721
Katie Higgins	Literacy	8721
Ann Donovan	Literacy	8721
Jennifer Hibbard	Literacy	8721
Robin Moreira	Literacy	8710
Liz Bates	Literacy	8710
Johanna Toomey	Literacy	8763
Paula Galvin	Literacy	8791

Literacy Program Assessment

Literacy Program

Standard 1 –Leadership, Governance, and Communication

Indicator 7

The leadership periodically reported to the school committee, staff, and community on the extent of its attainment of the goals in the DIP and the SIPs, particularly regarding student achievement.

Benchmark

Student performance reports to parents are frequent and useful

Sources of Evidence

Student Achievement Plans and Aim lines

Test Wiz Reports

Timeline

On-going

Standard 2- Curriculum and Instruction

Indicator 2

The district's curricula in all disciplines are aligned horizontally and vertically.

Benchmark

Curriculum has been reviewed and revised as needed to address changes in State frameworks and/or fill gaps identified through analysis of MCAS and other standardized student performance assessments, subsequent to each test administration.

Sources of Evidence

Curriculum Frameworks

Timeline

Fall

Standard 3 – Assessment and Program Evaluation

Indicator 1

District assessment policies and practices are characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.

Benchmark

The district has a coordinated assessment program with clear policies, procedures and timetables coordinated with MCAS.

Sources of Evidence

Testing Calendar

Test Wiz MCAS data

Team Goals

Timetable

On going

Indicator 2

District and school leadership require all students to participate in all appropriate assessments.

Benchmark

Students entering first grade demonstrate reading readiness as measures by formal assessments, such as the Kindergarten and Grade 1 DRA

Sources of Evidence

Developmental Reading Assessment

DIBELS

Timeline

Fall Spring

Indicator 3

District and school leaders implement assessment systems to measure the attainment of goals, progress, and effectiveness. Assessment reports are focused on student achievement and are communicated to all appropriate staff.

Benchmark

The district compiles, analyzes and distributes student assessment results.

Sources of Evidence

MCAS and other standardized tests

Test Wiz Reports

ILTs

Timelines

Fall, winter, spring

Indicator 4

The district and school leadership regularly uses benchmarks and assessment tools, including MCAS, to measure student progress, and the effectiveness of instructional and support programs. The results are analyzed and disseminated in a timely manner to appropriate staff

Benchmark

Accountability measures include reporting of individual student progress and longitudinal benchmarks of preparation and success in Kindergarten and first grade.

Sources of Evidence

DIBELS

Literacy Assessments

Literacy Benchmarks K-1

Report cards Pre-k & K

Timeline

Fall, winter, spring

Indicator 5

The district and school leadership annually assesses the effectiveness of its programs and service delivery systems

Benchmark

District engages in a systematic program review process, including analysis of student performance results and an evaluation of its progress SMART goals as outlined in the District and School Improvement Plans.

Sources of Evidence

DIP

Program Review

Timeline

Spring

Benchmark

The district avails itself of data for the purpose of measuring trends in student achievement in all subgroups.

Sources of Evidence

Test Wiz

Indicator 6

The system engages in external audits as needed.

Benchmark

The district fully utilizes test results of MCAS and other standardized test results. Classroom teacher assessments are used to improve the curricula and quality of instruction.

Sources of Evidence

Site-Based Assessment Team Agenda and Notes

Test Wiz Reports

Timeline

Fall winter spring

Indicator 8

The district and school leadership uses program evaluation results to initiate, modify, or discontinue programs and services in order to improve delivery of instruction and student achievement.

Benchmark

Design for Learning

Test Wiz reports

Timeline

Spring

Standard 5 – Access, Participation, and Student Academic Support**Indicators**

Indicator 2- At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplemental and/or remedial services that resulted in improved academic achievement and MCAS test proficiency.

Benchmarks

Students in general and identifiable subgroups meet state and local requirements for high school graduation

Sources of evidence

MCAS, DIBELS, GRADE
 Test Wiz Reports
 Integrated Learning Team meetings

Timeline

Fall, Winter Spring

Indicator 3- Early Intervention programs in literacy were provided at the primary education level to ensure that all students were reading at the “Proficient” level on the MCAS test by the end of Grade 3.

Benchmarks

The district is in the process of implementing the Trophies Reading program, a scientifically based reading research program throughout the next three school years.

The district has ensured that all students in grades K-3 have been assessed with the DIBELS at least three times per year, fall, winter and spring. This assessment provides benchmarks indicating if students are at benchmark, some risk or at high risk. Interventions are then put in place for students at some risk and at high risk.

Sources of evidence

Literacy Benchmarks K-3	Three Tier Model
Trophies Intervention Kits	School Literacy Profile sheets
Trophies Core program K-3	Student Achievement Plans & Aim lines
DIBELS	ILT meetings
GRADE	intervention programs
Schools schedules	progress monitoring

Timelines

Fall winter spring
 Progress monitoring – every two weeks

Indicator 4-District administration and staff helped all students make effective transitions from one school, grade level, or program to another. This assistance was focused on maintaining or improving levels of student performance.

Benchmark

The district establishes a screening and intervention program for students who are 3-5 years old. Preschool and Kindergarten teachers use assessments to identify student learning needs and to determine students’ progress. Students entering first grade

demonstrate reading readiness as measured by formal assessments such as the Kindergarten and Grade1 Developmental Reading Assessment.

Sources of Evidence

ESI-R Screenings

Literacy assessments

Literacy Benchmarks K-3

Timeline

Fall , winter Spring

Ongoing progress monitoring

Q-Map

Q- Map for Literacy

Populations and Programs

The students serviced by the Early 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). The literacy team helps schools to implement a Three Tier Model of reading prevention for all students K-3. Information from the DIBELS identify students as :

- Tier One - needing only classroom instruction in an SBRR core program to continue grade level reading development
- Tier Two - at some risk for reading achievement and needs supplemental instruction to be successful in the core program
- Tier Three - at risk for reading achievement and needs intensive instruction in SBRR reading interventions designed to accelerate student achievement

The literacy teachers service all Tier Three students in a school and as many Tier Two students they may be able to schedule into the program.

We find that the students we serve form our schools' subgroup populations. We have more ELL students than ever before. Not only are there more students but the number of various languages that they speak is also increasing.

Many schools that are serviced by the literacy program have highly mobile populations. Many students that we teach move into our schools from other districts. We are servicing more students from low SES groups as well as traumatized students.

The Early Literacy Program helps meet the needs of our students by:

- identifying students who need supplemental or intensive instruction
- analyzing assessment data to provide the appropriate interventions for students
- implementing the prescribed intervention programs
- progress monitoring student progress

The Early Literacy Program helps school to implement the Three Tier Model by:

- organizing assessment data
- serving as a member of the Integrated Learning Team
- helping staff analyze student data
- providing advice and support to staff concern reading instruction
- provide professional development as needed, both school- based and system –wide

Q 2 Achievement

Achievement of students who participate in the Early Literacy program is measured by several assessment types. Progress monitoring using both intervention program assessments, as well DIBELS monitoring every two weeks, inform literacy teachers of student achievement. These scores are plotted along a student's aim line for achieving benchmark. The assessments also allow teachers to alter or refine instruction for each student as needed.

Grade level benchmarking also takes place three times throughout the year.

This year the Early Literacy Program was able to complete student reading profiles with the administration of the Group Reading and Diagnostic Evaluation (GRADE) in grades 2 and 3. This standardized test help identify students who may need extra support in developing oral language skills, increasing vocabulary development, and learning comprehension strategies.

Q 3 Teacher Quality

Teacher quality in the Early Literacy Program varies from year to year. This is a weakness of the program. We have experienced much turn over in the past 3-4 years. The time that we are able to devote to training new staff is getting harder to schedule. The level of teacher expertise varies within the program.

Teachers, who wish to remain in the Early Literacy Program, are now required to secure a Reading Specialist license. We also ask for a 3-5 year commitment to the program when we hire or transfer staff.

Each new literacy teacher is assigned a literacy mentor. This allows novice literacy teachers the ability to watch expert interventionists teach groups. It allows them the ability to question and discuss programs, or assessments and strategies for specific students they may find difficult to remediate.

Q 4 Professional Development

The Professional Development provided for the Early Literacy teachers align directly with district needs. This year the teachers were provided training on the implementation of Project Read Story Form and Project Read Report Form. This enabled our teachers to better service students who are able to read connected text but have not developed the comprehension strategies necessary to construct meaning and/or respond in writing to the text they are reading. These programs were implemented to help students improve their comprehension and also perform better on the GRADE and MCAS assessments.

Professional development this year also included sessions on analyzing the new GRADE test. This helps literacy teachers to analyze students' strengths and weaknesses. It also allows them to help classroom teachers understand and utilize this data.

Other Professional Development for the Literacy team included sessions that allow the team to complete the yearly goals:

- To keep the team and district current in the field of literacy
- To establish a system of communication between the classroom teachers and the support staff with the literacy teachers

Q 5 Curriculum, Instruction, and Assessment

The Early Literacy Program has established the use of scientifically –based reading interventions that are designed to accelerate student progress. We understand that the students we service must make AYP and beyond to close the achievement gap with their peers. Each program targets a specific deficit based on the 5 components of effective reading instruction. The chosen programs have all been researched and evaluated by the Florida Center for Reading Research out of Florida State University. These program are also on approved intervention list compiled by the Reading Office of the Mass. Dept. of Ed. These programs are aligned with the Mass. Curriculum frameworks as well as qualifying as research- based programs according to the requirements set forth by the National Reading Panel.

It is the obligation of the literacy teachers to know and understand each intervention and deliver it with fidelity. By truly understanding a program, literacy teachers are able to make accommodations within the programs for individual students as necessary. Literacy teachers understand the administration and analysis of all the assessments utilized in the program. and use that knowledge to provide services to staff and student alike.

Literacy Team Goals

Goal 1: Beginning at the fall 2008 benchmarking period, the literacy team will implement a new system for identifying students' placement into the appropriate Tier levels for all students in the district grade K-3.

Steps	Strategies/ Activities	Time Line	Team/ Persons Responsible
1.	Using all pertinent assessments currently administered to students, refine the tier specifications.	April 2008	Literacy team
2.	Create a Student Tier History form to record tier levels and assessment data for students to follow them from kindergarten through grade3.	April 2008	Literacy team
3.	Submit proposed tier refinements to district administrators for approval	April 2008	Literacy team
4.	Design a district assessment timeline to reflect the use of additional data	May 2008	Literacy Team Assessment Team SLT
5.	Set schedule to provide instruction and recalibration of additional assessments for all literacy staff.	June 2008	Literacy team
6.	Use building PD to inform teachers of new tiering system.	Sept. 2008	Literacy Team Principals
7.	Literacy teachers will utilize new tier descriptions to group students.	Sept-Oct 2008	Literacy team
8.	Utilize and evaluate the new tiers at the fall, winter and spring ILTs	Sept 2008- June 2009	Literacy team Principals Classroom teachers
9.	Plan professional development for classroom teacher to learn and understand the new tiers. Provide support for teachers who may wish to learn and group their own students using the new tier descriptors	Sept.- 2009	Literacy teachers Classroom teachers

Goal 2: During 2008- 2009, the literacy team will work with the Assessment Specialist and the Department of Information, Technology and Media Services, to most effectively store and disseminate assessment data for monitoring progress and instructional decision making.

Steps	Strategies/Activities	Time Line	Team/ Persons Responsible
1.	Explore the idea of a data center	Spring 2008	Edie/ Mary
2.	Explore other possible options For collecting, storing and disseminating data	Spring/ summer 2008	Edie/ Mary
3.	Meet with Assessment specialists and DITMS to fin the most efficient, economical method for storing data and creating reports teachers can use	Summer 2008	Edie/ Mary/ Rich
4.	Create an Assessment Budget from the Literacy supply line.	Summer	Edie
5.	Choose and purchase reporting systems	Summer	Edie/ Mary
6.	Train scanners to input data	Fall	Mary
7.	Utilize system and evaluate for fall benchmarking	Fall	Mary/ Literacy staff

Literacy Goal 2008-2009

Possible Professional Development for Literacy Team 2008-2009

Presented by Literacy Staff

The literacy team will implement and refine the new three tier model using designated grade level assessments as outlined in the tier guidelines, in order for students in K-3 to be placed in the appropriate tier at each benchmarking period during the 2008-2009 school year.

	What	Who	When
1	TRA	Edie	Summer
2	Running Records	Margaret, Colleen	9/3
	DRA		9/4
3	Ob. Survey	Janet, Robin	9/5
4	Guided Reading GRADE analysis	Robin, Heather K. Lord	10/7
5	Reading Recovery Lesson Model/Early Literacy Skills	Colleen, Margaret, Janet	10/21
6	CTOPP	Edie, Denise	11/4
	Project Read/Phonology	Tina, Ann	12/2
7.	Reading /writing Connection	Consultant	1/20
8.	Reciprocal Teaching Beck Vocabulary	TBA Edie	2/26

Goal 2: During 2008- 2009, the literacy team will work with the Assessment Specialist and the Department of Information, Technology and Media Services, to most effectively store and disseminate assessment data for monitoring progress and instructional decision making.

	What	Who	When
1.	Utilizing data to identify appropriate student Tiers	Literacy team	9/16/08
2	GRADE analysis An in depth study of each subtest and how it relates to student achievement in reading	K. Lord	10/7/08
3.	Test wiz training	J. Baglione	11/18/08
4.	GRADE Reports Helping classroom teachers analyze the GRADE Reports	Edie, Colleen D.	12/16/08
5.	Using data for instructional groupings Using data to group for differentiated instruction for both Skill specific instruction and Reciprocal Teaching	Edie, Colleen D	1/6/09
6.	Mentoring the classroom teachers Helping teachers to use GRADE data to drive their instruction for all types of teaching Whole class, small group and individualized	Team	2/3/09

Evidence

Literacy Program Handbook
Mission Statement
Job Description
Literacy Staff
Contact Information
Three Tier Reading Model
Narrative
Graphic Power Point
Program Descriptions
Core
Supplemental
Intensive
Interventions with Accommodations
Assessments
DIBELS
Quick Phonics Screener
GRADE
CTOPP

Reports

DIBELS – use Excel
DIBELS- Benchmark Charts
Student Achievement Plans
School Literacy Profile
Class Data Sheets
Scheduling Templates
Early Schools
Late Schools
Trophies Pacing Guides

Standard Forms

Consent for Interventions
Exit from Interventions
Inclusion Consent Forms
Conference Slip
Aim Lines

Calendar of Events

Team Meetings
Professional Development- District
Benchmark Dates