

*Quincy Public Schools
Program Improvement Plan*

Literacy Program

Bridget Vaughan

*Coordinator of
English Language Arts and Literacy*

2021 - 2022

TABLE OF CONTENTS

- I. Mission Statements**
 - a. Quincy Public Schools
 - b. Literacy Program

- II. Program Leader’s Message**

- III. Program Description**
 - a. Program Design
 - b. Measures of Student Achievement
 - c. Curriculum and Instruction

- IV. Program Assessment**
 - a. Reflection of goals (previous year)
 - b. Analysis of Assessments

- V. District Improvement Plan Alignment**
 - a. System Team Alignment Chart
 - b. Team Information
 - Goals, Action Steps, Evidence, and Timeline
 - Related Professional Development
 - Meeting Dates

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.

We strongly believe that the Quincy Public Schools is a school system and learning community that functions with cohesive and unified goals that are understood and shared by all stakeholders. All areas of the school system consistently communicate, collaborate, and cooperate in order to provide the most effective, safe and nurturing environment in which children and young people may grow and learn. We have a long tradition of educational quality and we pride ourselves on being a learner responsive school system. The Quincy Public Schools embrace the challenge of the future while relying upon the foundation of our value rich tradition of excellence.

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, 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 practices 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 an 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 (ILT) members , must analyze data through a holistic approach and create a literacy plan tailored to meet specific student needs.

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.

Throughout the 2020-21 school year, due to the pandemic and effects of COVID-19, literacy support teachers were needed to teach homeroom, general education classes in either remote or in-person settings. As a result, the literacy program was not able to provide support and interventions to students. While teachers were able to screen and assess students, the data reflects the impact that the pandemic has had on literacy. This impact proves that the QPS Literacy Program is crucial to the success of our students.

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 *Amplify mCLASS with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th Edition*, administered in grades K-2, three times per year. The *Northwestern Evaluation Association Measures of Academic Progress (NWEA MAP) Growth Reading Assessment* is also administered to students in grades 2 and 3, three times per year. 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 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 identify tier three students. In addition, literacy teachers provide reading support to many tier two students as well.

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: *Amplify mCLASS with DIBELS 8th Edition* and *NWEA MAP Growth in Reading*.

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 needs. They further develop a reading instruction program that aims to close the achievement gap among grade-level peers. Each program and technique targets a specific deficit based on the five components of effective reading instruction. 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. 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 ELA and 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 needs. 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.

Curriculum Interventions Menu

Phonemic Awareness Instruction	Systematic Phonics Instruction	Fluency Instruction	Vocabulary Instruction	Comprehension Instruction
Orton-Gillingham	Orton-Gillingham	Orton-Gillingham	Orton-Gillingham	Orton-Gillingham
Lexia Core 5	Lexia Core 5	Lexia Core 5	Lexia Core 5	Lexia Core 5
Amplify mCLASS activities	Amplify mCLASS activities	Amplify mCLASS activities	Amplify mCLASS activities	Amplify mCLASS activities
Heggerty Phonemic Awareness for Kindergarten and Primary	Heggerty Phonemic Awareness for Kindergarten and Primary	Read Live- Read Naturally Live	Elements of Reading – Vocabulary	Keys to Literacy The Key Comprehension Routine
Scott Foresman’s Early Reading Intervention	Scott Foresman’s Early Reading Intervention	Scott Foresman’s Early Reading Intervention	Boyles- Lessons and Units for Closer Reading	Boyles- Lessons and Units for Closer Reading
Lively Letters	Lively Letters	Lively Letters	Boyles-Close Reading Links for Small Group Instruction	Boyles-Close Reading Links for Small Group Instruction
LIPS-Lindamood Phoneme Sequencing Program	Read Live- Word Warm-ups Live	Quick Reads		Project Read Story and Report Form
Primary Phonics Program	Primary Phonics Program	Primary Phonics Program	Primary Phonics Program	Primary Phonics Program
Teach Your Monster to Read	Teach Your Monster to Read	Teach Your Monster to Read		
Starfall	Starfall	Starfall		
High Noon Books	High Noon Books	High Noon Books	High Noon Books	High Noon Books

IV. Program Assessment

a. Reflection of Goals (2020 - 2021)

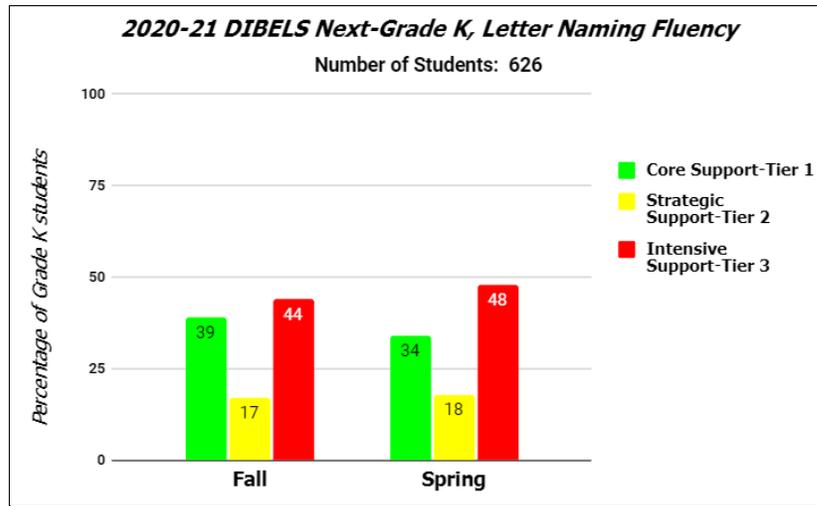
Goal 1: During the 2020-21 school year, early literacy students will improve their phonemic awareness and phonics skills as evidenced by an overall decrease in the number of tier 3 students. This will be measured by a decrease of 5% for kindergarten students in the *DIBELS Next* Letter Naming Fluency Subtest, 10% for grade 1 students in *DIBELS Next* Nonsense Words-Correct Letter Sounds Subtest and 5% for grade 2 students in *DIBELS Next* Oral Reading Fluency-Words Correct as indicated by the *DIBELS Next* Histogram Report.

The standard of measure for the successful achievement for goal 1 was the DIBELS Next assessment. At the fall benchmarking window, 44% of the students in grade K, 50% of the students in grade 1, and 30% of the students in grade 2 were identified as at serious risk for failure to meet grade level expected scores (tier 3). Additionally, 39% of the students in grade K, 31% of the students in grade 1, 50% of the students in grades 2, were identified as meeting grade level expected scores (tier 1).

The goal for the 2020-21 school year was to decrease the number of tier 3 students (those in need of intensive support) by 5% at grade K, 10% at grade 1, and 5% at grade 2, in the specific critical subtests that are assessed in these grade levels 3 times/year. Kindergarten had an increase of 4% of tier 3 students, grade 1 had an increase of 3% of tier 3 students and grade 2 had an increase of 6% of tier 3 students. We did not meet this goal due to the pandemic and the interrupted learning that occurred last year.

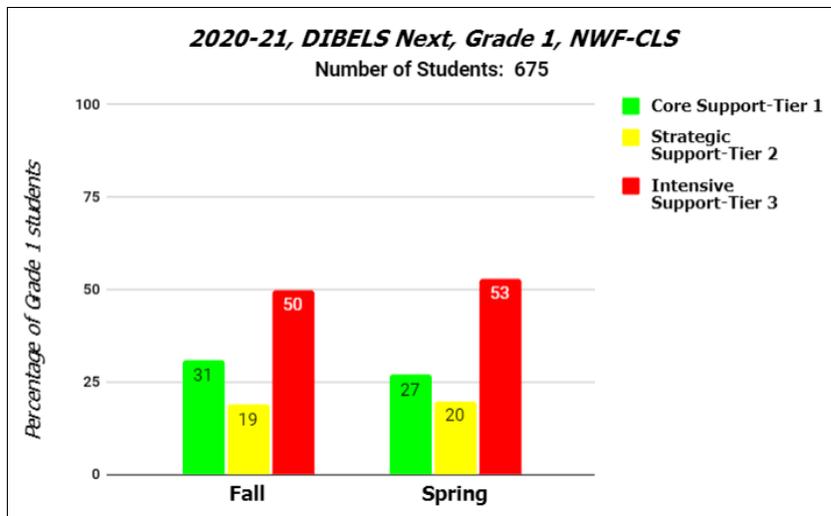
Kindergarten

Kindergarten had an increase of 4% of students in tier 3 and a decrease of 5% of students in tier 1.



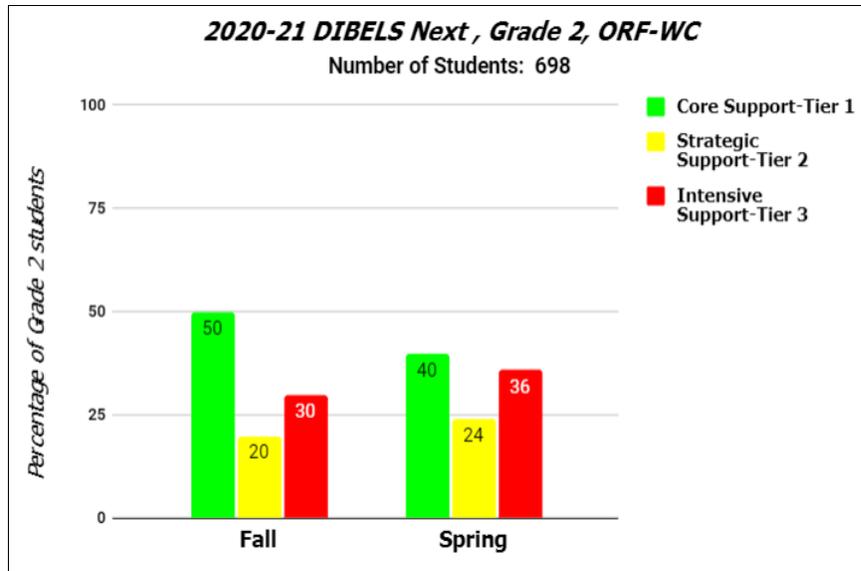
Grade 1

Grade 1 had an increase of 3% of students in tier 3 and a decrease of 4% of students in tier 1.



Grade 2

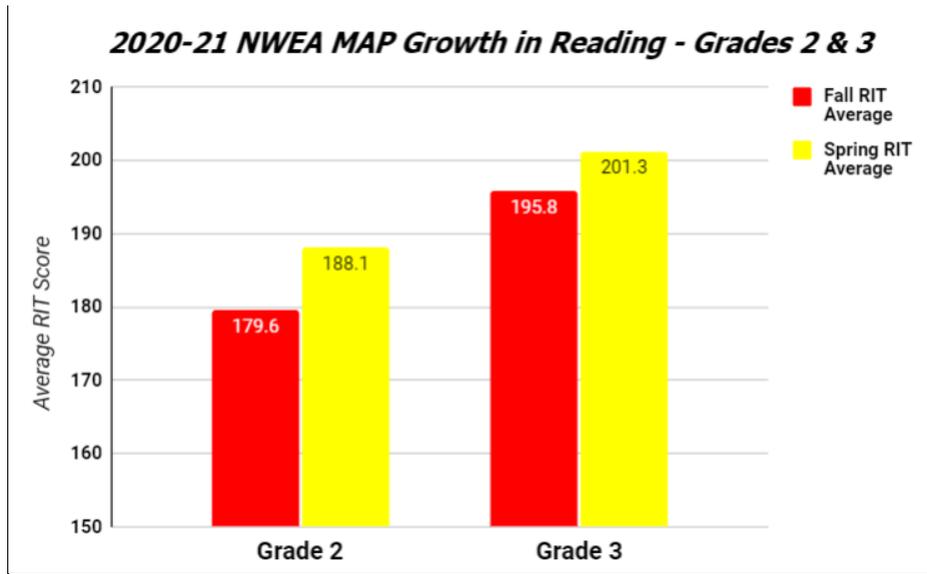
Grade 2 had an increase of 6% of students in tier 3 and a decrease of 10% of students in tier 1.



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 2020-21 school year, the literacy team will support the district goal in the area of reading comprehension through the implementation of small group instruction and close reading strategies, as evidenced by an increase of 15 points for grade 2 and 10 RIT points for grade 3 in MAP Growth Reading assessments as indicated by the *NWEA MAP District Summary Report*.

During the 2020-21 school year, the literacy team was not able to assist with the implementation of the NWEA MAP Growth assessment and was not able to work with small groups of students on comprehension skills. This assessment was still administered 3 times per year to grades 2 and 3 students, both remotely and in-person. After reviewing the 2020-21 district data, grade 2 had an average Fall RIT score of 179.6 and an average spring RIT score of 188.1. This is an increase of 8.5 RIT points and did not meet the goal of an increase of 15 points. Grade 3 had an average Fall RIT score of 195.8 and an average Spring RIT score of 201.3. This is an increase of 5.5 points and did not meet the goal of an increase in 10 points.



b. Analysis of Assessments

Instructional Tiers, Based on DIBELS Next Scores over a Three-year Period

2018-19				2018-19			
2,102 students				2,084 students			
Fall	Tier 1	Tier 2	Tier 3	Spring	Tier 1	Tier 2	Tier 3
Grade K	319	111	296	Grade K	290	123	307
Grade 1	232	128	339	Grade 1	363	177	146
Grade 2	301	157	219	Grade 2	352	167	159
Total	852	396	854	Total	1005	467	612
%	40.5	19	40.5	%	48	23	29

2019-20				2019-20			
2,155 students				- students			
Fall	Tier 1	Tier 2	Tier 3	Spring	Tier 1	Tier 2	Tier 3
Grade K	307	99	317	Grade K	-	-	-
Grade 1	275	125	341	Grade 1	-	-	-
Grade 2	300	172	219	Grade 2	-	-	-
Total	882	396	877	Total	-	-	-
%	40.9	18.3	40.8	%	-	-	-

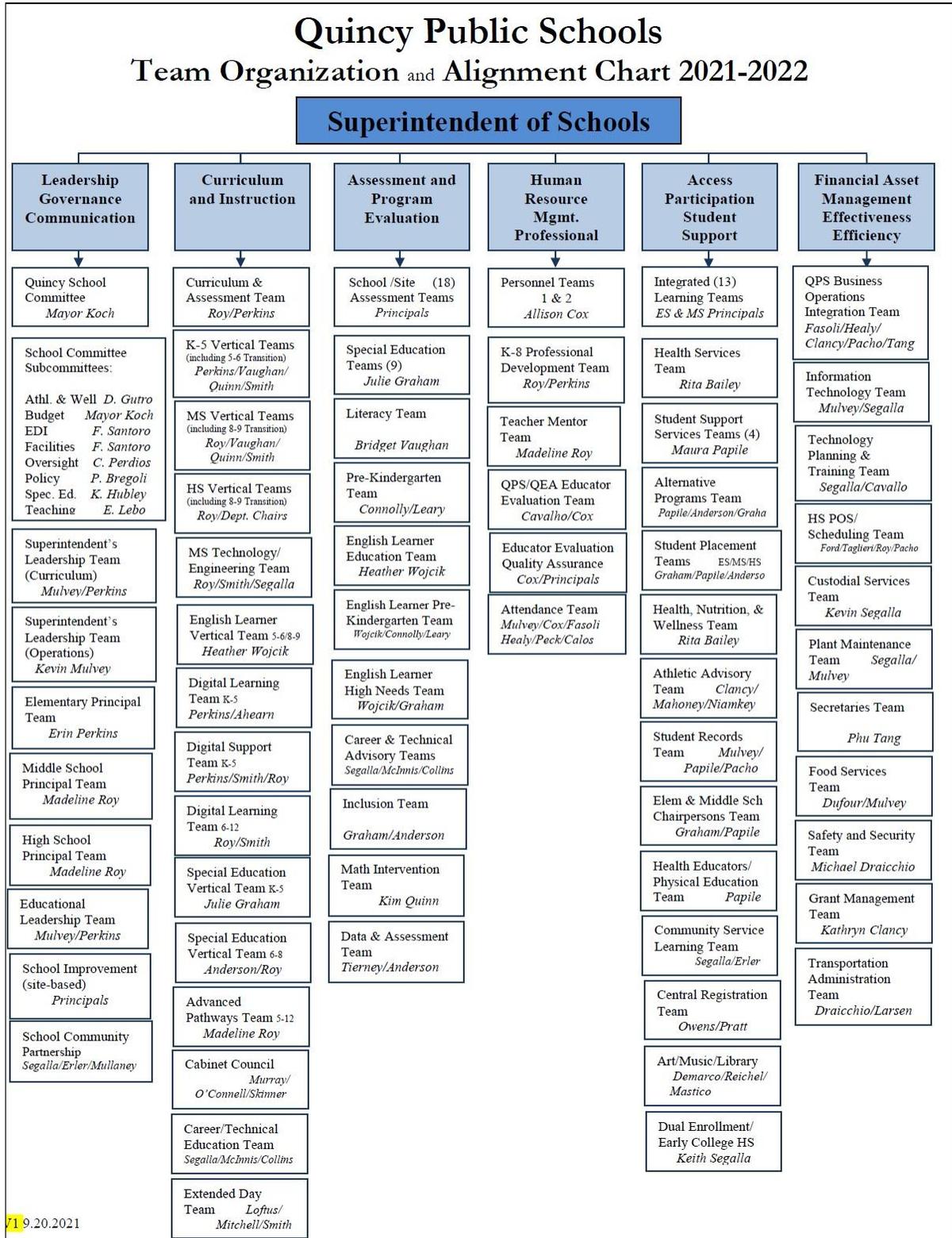
2020-21				2020-21			
1,987 students				1,938 students			
Fall	Tier 1	Tier 2	Tier 3	Spring	Tier 1	Tier 2	Tier 3
Grade K	242	102	270	Grade K	210	117	299
Grade 1	208	127	340	Grade 1	184	133	363
Grade 2	349	138	211	Grade 2	261	164	234
Total	799	367	821	Total	655	414	896
%	40.3	18.4	41.3	%	33.7	21.3	45

RIT Growth, Based on NWEA MAP Growth Reading Scores over a Three-year Period

2018-2019				
Grade	Fall	Winter	Spring	Growth
2	178.4	188.4	195.3	16.9
3	191.5	198.5	202.4	10.9
2019-2020				
Grade	Fall	Winter	Spring	Growth
2	183.2	193.2	–	10
3	191.3	198.5	–	7.2
2020-2021				
Grade	Fall	Winter	Spring	Growth
2	179.6	184.4	188.1	8.5
3	195.8	199.1	201.3	5.5

V. District Improvement Plan Alignment

a. System Team Alignment Chart



b. Team Information

- Literacy Organizational Chart and Staffing |

Bridget Vaughan, District Coordinator of ELA and Literacy
 2021-22 Literacy Teachers Staff List

School	Teacher
Atherton Hough	Kathleen Divaio
Beechwood Knoll	Kathleen DeMayo
Bernazzani	Elizabeth Good
Clifford Marshall	Nancy McPartlin
	Kelly Antonellis
	Jennifer Russell
	Lee anne Maki
Lincoln Hancock	Sara Lane
	Alana Sullivan
	Kristyn Pieper
	Maria Coughlin-Lok
Merrymount	Catherine McLaughlin
	Kathleen Higgins
Montclair	Jennifer Masterson
	Michelle Ramponi
Parker	Elizabeth Bates
	Wendy Cardia
Snug Harbor	Erina Glavin
Squantum	Johanna O'Connor
Wollaston	Susan Shea Connor

● Goals/Action Steps/Evidence/Timeline

Goal 1: During the 2021-22 school year, K-2 students will improve their foundational reading skills as evidenced by an overall decrease in the number of tier 3 students. This will be measured by a decrease of 5% for K-2 students as indicated by the *Amplify mCLASS with DIBELS 8th Edition Comparing Populations Report*.

Action Steps	Evidence	Timeline
CAMT will import students into the new Amplify mCLASS system.	Amplify mCLASS Rosters	September
The literacy team will attend a train-the-trainer professional development with Amplify.	Training notes and demo class assessments.	September
The literacy team will train K-2 teachers in administration of Amplify mCLASS with DIBELS 8th edition and mCLASS dyslexia measures.	Training Presentations and materials	September
The literacy team will meet system-wide to reflect on last year's goals, and update goals for the new school year.	Meeting agenda and notes	September
The literacy team will assess students, support K-2 with assessment and analyze mCLASS reports by aggregated and disaggregated scores.	Amplify reports	September and October
Literacy teachers will implement learned Orton-Gillingham strategies.	OG lesson plans, created materials, evaluation notes	September-June
The literacy team will assist in creating classes for Lexia Core 5.	Lexia Core 5 class rosters	September and October
The literacy team will facilitate building ILT meetings.	Amplify reports	September and October
The literacy team will progress monitor literacy students based on	Progress monitoring reports	September-June

BOY, MOY and EOY data from Amplify mCLASS.		
The literacy team will target and implement interventions from the intervention menu to identified students needing literacy support.	Student intervention log list	September-June
Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.	Amplify reports and meeting notes	November and December
The literacy team will assess students, support K-2 with assessment and analyze mCLASS reports by aggregated and disaggregated scores.	Amplify reports	January
The literacy team will facilitate building ILT meetings, reassess students' progress and make instructional changes in interventions.	Amplify reports	January and February
Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.	Amplify reports and meeting notes	March
The literacy team will assess students, support K-2 with assessment and analyze mCLASS reports by aggregated and disaggregated scores.	Amplify reports	April
The literacy team will facilitate building ILT meetings, reassess students' progress and make instructional changes in interventions.	Amplify reports	May
Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.	Amplify reports and meeting notes	May and June

The literacy team will collect the results of spring Amplify mCLASS and NWEA MAP data and assess Goals 1 and 2.	Amplify and NWEA MAP reports	June
-----------------------------------------------------------------------------------------------------------------	------------------------------	------

Goal 2: During the 2021-22 school year, the literacy team will support the district goal of combatting learning loss in the area of reading comprehension through small group instruction and implementation of targeted reading interventions, as evidenced by an increase of 10 RIT points for grades 2 and 3, as indicated by the NWEA MAP District Growth Summary Report.

Action Steps	Evidence	Timeline
CAMT will import roster and program files into the NWEA MAP system.	NWEA MAP rosters	September
The literacy team will meet system-wide to reflect on last year’s goals, and update goals for the new school year.	Meeting agenda and notes	September
The literacy team will assess students, and analyze MAP Growth data reports by aggregated and disaggregated scores.	NWEA MAP reports	September and October
The literacy team will facilitate building ILT meetings.	NWEA MAP reports and meeting notes	September and October
The literacy team will analyze data and share findings at Assessment Day #1, building ILT meetings, and group students according to need, making note of comprehension concerns.	NWEA MAP reports and meeting notes	September and October
Literacy teachers will model and engage students in guided reading and close reading strategies.	Lesson plans	September-June
The literacy team will assist in creating classes for Lexia Core 5.	Lexia Core 5 class rosters	September and October

The literacy team will target and implement interventions from the intervention menu to identified students needing literacy support.	Student intervention log list	September-June
Literacy teachers will progress monitor students in the area of comprehension, based on BOY, MOY and EOY data, through the use of informal and formal assessments utilizing both verbal and written responses.	Informal observational notes based on dialogue and student written responses	September-June
Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.	NWEA MAP reports and meeting notes	November and December
The literacy team will assist in administering NWEA MAP benchmark assessments.	NWEA MAP reports	January
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.	NWEA MAP reports and meeting notes	January and February
Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.	NWEA MAP reports and meeting notes	March
The literacy team will assist in administering NWEA MAP benchmark assessments.	NWEA MAP reports	April
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
The literacy team will facilitate	NWEA MAP reports	May

<p>building ILT meetings, reassess students' progress and make instructional changes in interventions.</p>		
<p>Following progress monitoring, the literacy team will facilitate building mini-ILT meetings to discuss student progress and next steps.</p>	<p>NWEA MAP reports and meeting notes</p>	<p>May and June</p>
<p>The literacy team will collect the results of spring Amplify mCLASS and NWEA MAP data and assess Goals 1 and 2.</p>	<p>Amplify and NWEA MAP reports</p>	<p>June</p>

● Professional Development

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal
8/30 8/31 9/1 9/2 9/13 9/14 9/15	8-2:30	Virtual	Literacy, Special Education, and EL Teachers	Orton Gillingham Seminars	Mary Briggs, Lisa Brooks	1
9/9	9-2	Coddington	Literacy Team	Amplify Train-the-trainer	Sandra Trojak-Laszkiwicz	1
10/1	8:30-3	Virtual	Literacy, Special Education, and EL Teachers	Orton Gillingham Seminar	Mary Briggs Lisa Brooks	1
10/27	12:45-3:45	Virtual	3-5 ELA teachers and Literacy Team	Mass Dyslexia Guidelines and Uncovering the Login of English	Erin Perkins, Bridget Vaughan and Denise Eide	1,2
1/7	8:30-3	Virtual	Literacy, Special Education, and EL Teachers	Orton Gillingham Seminar	Mary Briggs Lisa Brooks	1
1/26	12:45-3:45	TBD	All teachers K-5	Effective use of Amplify mCLASS Reports and NWEA MAP Class Profile Reports	Amplify Presenter	1,2
4/29	8:30-3	Virtual	Literacy, Special Education, and EL Teachers	Orton Gillingham Seminar	Mary Briggs Lisa Brooks	1

● Literacy Team Meeting Schedule

Meeting Dates	Times	Location
Wednesday, September 9, 2021	9:15-2:30	Coddington
Wednesday, September 29, 2021	9:30-10:30	Virtual
Wednesday, October 27, 2021	12:45 - 3:45	Virtual
Wednesday, November 17, 2021	9:30 – 10:30	Coddington
Wednesday, January 26, 2022	12:45 - 3:45	TBD
Wednesday, February 9, 2022	9:30 – 10:30	Coddington
Wednesday, April 6, 2022	9:30 – 10:30	Coddington
Wednesday, June 1, 2022	9:30 – 10:30	Coddington