

Quincy Public Schools Literacy Program Improvement Plan

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What is the QPS Literacy Program?



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- A program developed to identify and support students who struggle to acquire foundational literacy skills.
- 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, researched-reviewed programs (SBRR), to struggling readers in grades kindergarten through grade four.

A Tiered System of Support



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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.

Intervention Menu



Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Early Reading Inventory	Early Reading Inventory	Great Leaps	Elements of Reading – Vocabulary	Project Read Story Form
Marilyn Adams: Phonemic Awareness	Project Read Phonology	Read Naturally	Nancy Boyles: Close Reading	Project Read Report Form
<u>Lexia Core 5</u>	LIPS	Quick Reads	Guided Reading	Keys to Literacy
Lively Letters	<u>Lexia Core 5</u>	<u>Lexia Core 5</u>	<u>Lexia Core 5</u>	<u>Lexia Core 5</u>
LIPS	Lively Letters	Guided Reading		Guided Reading
	Guided Reading			Nancy Boyles: Close Reading
	<u>Orton-Gillingham</u>			
	Handwriting without Tears			



Reflection on 2016-2017 Goals

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Goal 1:

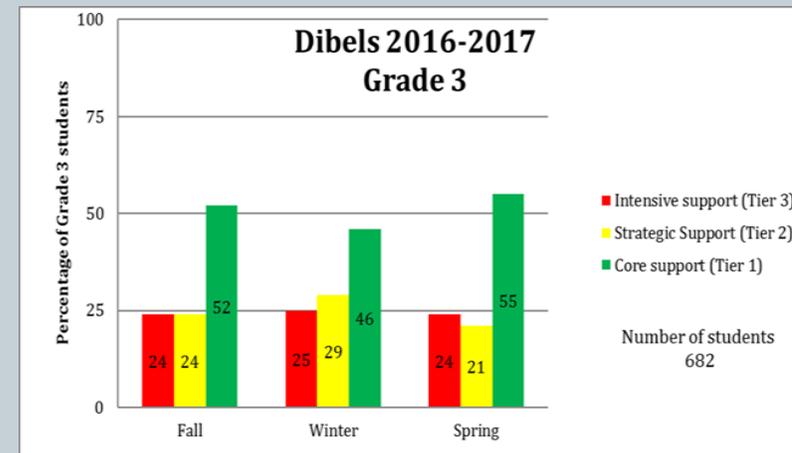
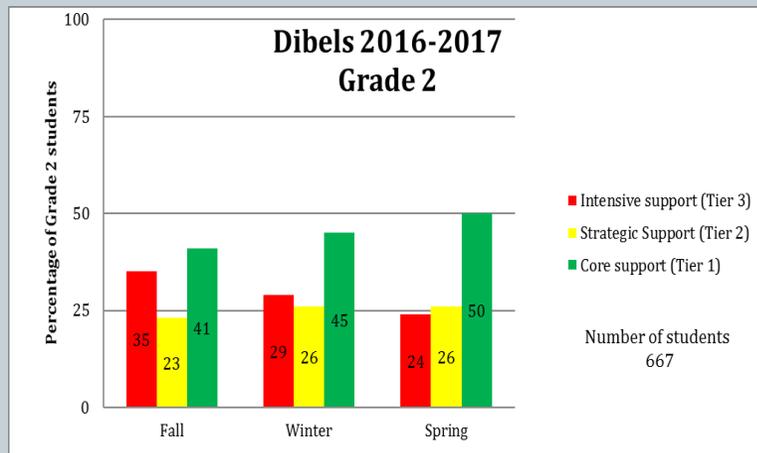
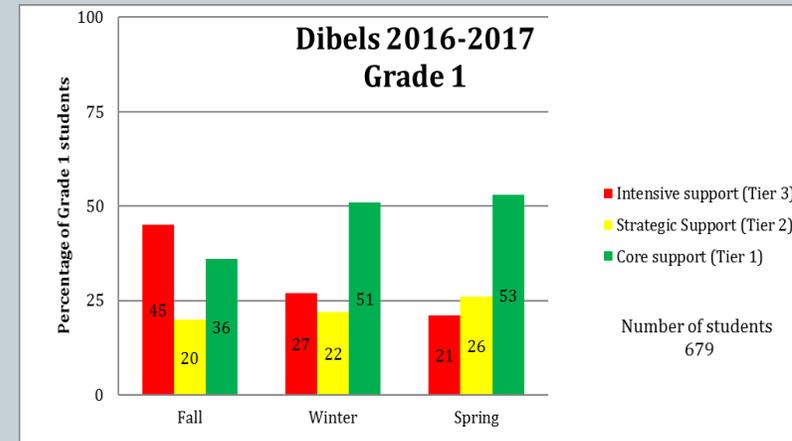
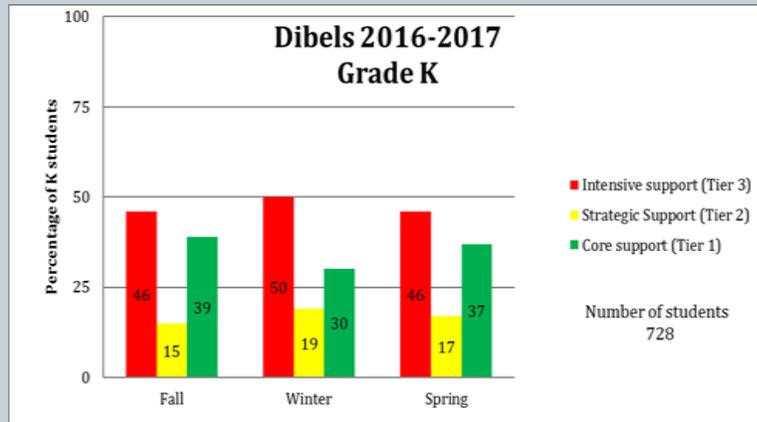
During the 2016-2017 school year, early literacy students will improve their phonemic awareness and phonics skills as evidenced by an overall decrease in the number of Tier 3 students by 3% at each grade level K-3, as indicated by the DIBELS NEXT.

Reflection:

The goal for the 2016-2017 school year was to decrease the number of Tier 3 students (those in need of intensive support) by 3% at each grade level K-3. The number of students, K-3 in Tier 3 decreased by 35% total.

Reflection on 2016-2017 Goals

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Reflection on 2016-2017 Goals

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Goal 2:

During the 2016-2017 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 scale as indicated by the district level results on MPG and MAP.

Reflection:

After reviewing the 2016 -2017 district data, grade 3 had an average Fall RIT score of 191.9 and an average Spring RIT score of 202.4. This is an increase of 10.5 and exceeded the goal of an increase of 10 points. Grade 2 had an average Fall RIT score of 180 and an average Spring RIT score of 194.9. This is an increase of 14.9 and exceeded the above stated goal.

Reflection on 2016-2017 Goals

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Goal 3:

During the 2016-2017 school year, so as to support classroom teachers in identifying and addressing the needs of the most concerning students, the Literacy Team will analyze the Integrated Learning Team Meeting process and create a uniform comprehensive protocol as evidenced by the Integrated Learning Team Meeting Guide Document.

Reflection:

ILT process improvements include identifying assessment results by grade level, collaborating with Special Education and Guidance to draft a list of assessments for future ILT meetings and working with the High Needs Team to revise the Individual Accommodation Plan (ICAP), piloted in grade 3 and used at ILT and student support meetings.

Goals for 2017-18

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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 on grades K, 1, and 2, as indicated by the DIBELS NEXT.



Goals for 2017-18

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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 scale as indicated by the district level results on MPG and MAP.



Goals for 2017-18

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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.



Professional Development

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- ❖ *Close Reading with Dr. Nancy Boyles*
- ❖ *Landmark Writing*
- ❖ *MAP (Measures of Academic Progress) testing essential reports training and Data Coaching with Tim Neville of NWEA (Northwest Evaluation Association)*
- ❖ *Literacy Team Meetings*

Literacy Team

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School	Teacher	FTE	Funding
Atherton Hough	Kathleen <u>Synnott</u>	1.0	QPS
<u>Beechwood Knoll</u>	Kathleen <u>DeMayo</u>	1.0	QPS
<u>Bernazzani</u>	Eileen <u>Maver</u>	1.0	QPS
Clifford Marshall	Ann Donovan	1.0	QPS
	Kelly <u>Antonellis</u>	1.0	QPS
	Jennifer Russell	1.0	QPS
	Jennifer Masterson	1.0	QPS
Lincoln Hancock	Colleen Dufresne	1.0	.6 Title I
	Mary Kay White	.5	.5 Title I
	Sarah Magnuson	1.0	Title I
	Maria <u>Coughlin-Lok</u>	1.0	QPS
<u>Merrymount</u>	Ellen Wallace	1.0	QPS
	Kathleen Higgins	.5	QPS
Montclair	Judith <u>Iredale</u>	1.0	QPS
	Susan <u>Ramponi</u>	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 <u>Baglione</u>	1.0	QPS



Thank you!

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