



## CT Leadership Series



*Follow-up Retreat  
October 21, 2015*

*"America's future walks  
through the doors of our  
schools everyday."*

*-Mary Jean LeTendre*

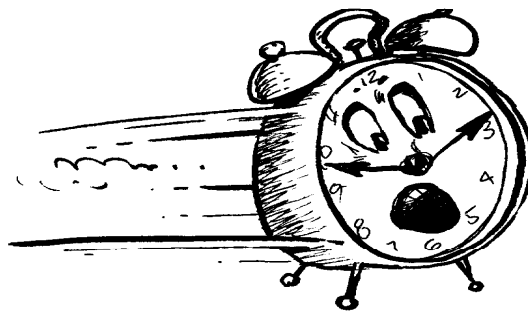
Darci Burns, Ph.D.  
Cindy McGurl, Ph.D.

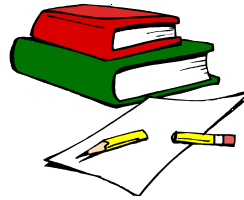
[darci@hillforliteracy.org](mailto:darci@hillforliteracy.org)

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## Leadership for Literacy Agenda





## Materials

1. Presentation and Handout Packet  
(electronic and printed version)
2. HILL Website:
  - o Download from HILL website: <http://bit.ly/CK3LIMaterials>
  - o Password (*case sensitive*): **HILLCK3LI**



## HILL Website

- Moving forward, each participant will have an account on the HILL website.
- Login to download training materials, RSVP, take surveys & more.
- You will be sent an invitation to login in the next couple weeks.
- For any website issues, contact MarcyKate Connolly at [marcykate@hillforliteracy.org](mailto:marcykate@hillforliteracy.org)


The screenshot shows the Hill for Literacy website dashboard. At the top, there is a navigation menu with links for About Us, Services, Resources, Results, and Get Involved. The main heading is "CK3LI Literacy Leadership Training Materials". Below this, there is a section titled "Full Resources by Month" with a sub-heading "The tools and resources discussed in the leadership training are available for download here. We update this page monthly as we move through the leadership training in Connecticut, so check back regularly for the latest downloads." Two download options are shown: "Handout Packet - October 2015" (Download (DOC, 1.48MB)) and "Presentation - October 2015" (Download (PDF, 1.43MB)). At the bottom, there is a section titled "Additional Tools & Resources" with links for "CK3LI Overview" and "Reading Forum 2015 - Margie Gillis, Literacy How".

*Website Dashboard*

*...and Materials Downloads*

The slide features logos for the Connecticut State Department of Education, Hill for Literacy, and CBER (Center for Behavioral Education & Research). The title is "Expected Outcomes for Today". To the left of the list is an illustration of a target with an arrow hitting the bullseye.

1. Review Role of the Leadership Team
2. Refine Literacy Plans for SY15-16
3. Understand the Key Structures to Support the Model
4. Develop and Activity Timeline for SY15-16



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**CBER** Center for Behavioral Education & Research

# Leadership Training

Literacy Leadership Series Follow-up Support for Cohort 1 AD Schools (SY15-16)

**LEADERSHIP RETREATS**

Each school will designate a team of 6 school leaders from their school leadership team to participate in monthly literacy leadership trainings. The team of 6 should represent the following departments/groups: principal, literacy facilitator/coach, one regular education teacher from grades K, 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>, one Special Education teacher, one ELL teacher (if applies), district level curriculum or literacy coordinator. Each school can send the same team as last year or designate new members if deemed appropriate.

**Location:** Institute of Technology and Business Development (ITBD)  
185 Main Street, New Britain, CT 06051

**Time:** 9:00-2:00  
Coffee Provided and Lunch Available with Registration

**Schedule of Meetings**

Leadership Retreats/Room
1/21 (Rm 322)
2/24 (Rm 313)
3/30 (Rm 313)
6/8 (Rm322)

**Retreat Logistics**

An email reminder/RSVP will be sent to each team member. It is the responsibility of each team member to RSVP for the session, order a lunch if so desired, and download handouts for sessions. As session materials will be shared via electronic file sharing systems (e.g. DropBox, FlashDrives, Web) participants are invited to print materials if hard copies are preferred.

**COACHES MEETINGS**

Each school will designate a coach and a teacher leader to attend monthly coaches meetings. The coaches meetings will be focused on the components of the CT K-3 Literacy Model and will be an opportunity for the external coaches to provide direct support to the internal coaches focused on the school literacy priorities and goals.

**Location:** East Hartford Board of Education  
1110 Main Street, East Hartford, CT 06108


**Time:** 9:00-2:00

**Coaches Meetings**

1/4
1/22
3/6
2/3
3/2
3/6
5/4
6/1

**ON-SITE SUPPORT**

An External coach will be assigned to each school to provide to provide consultation/facilitation 1 x per month. The internal coach and literacy leadership team in collaboration with the external coach will determine the focus of the support.




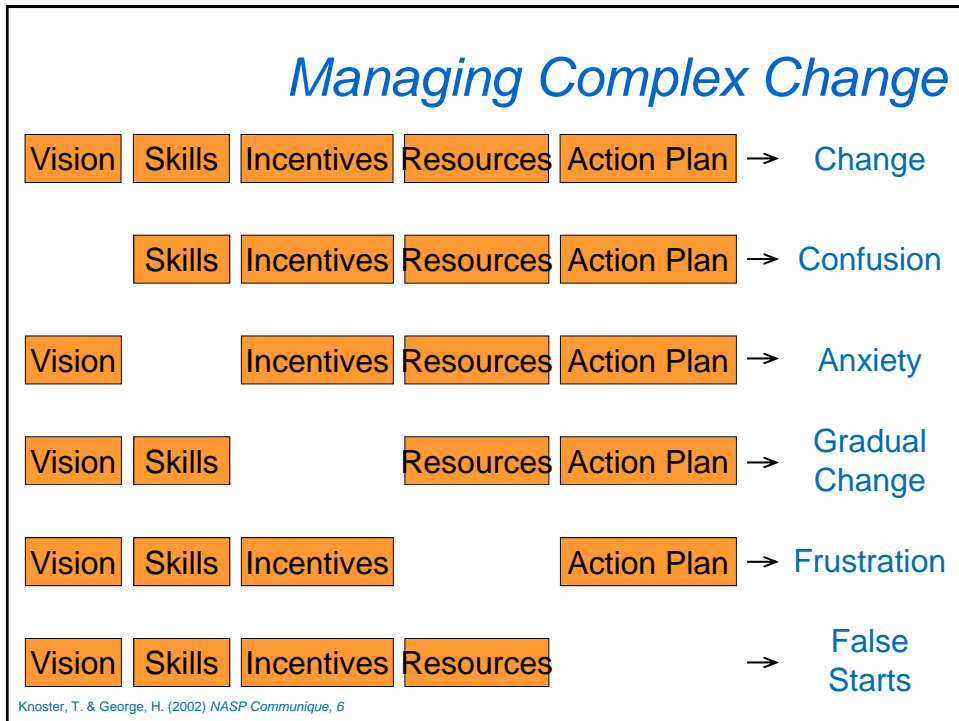
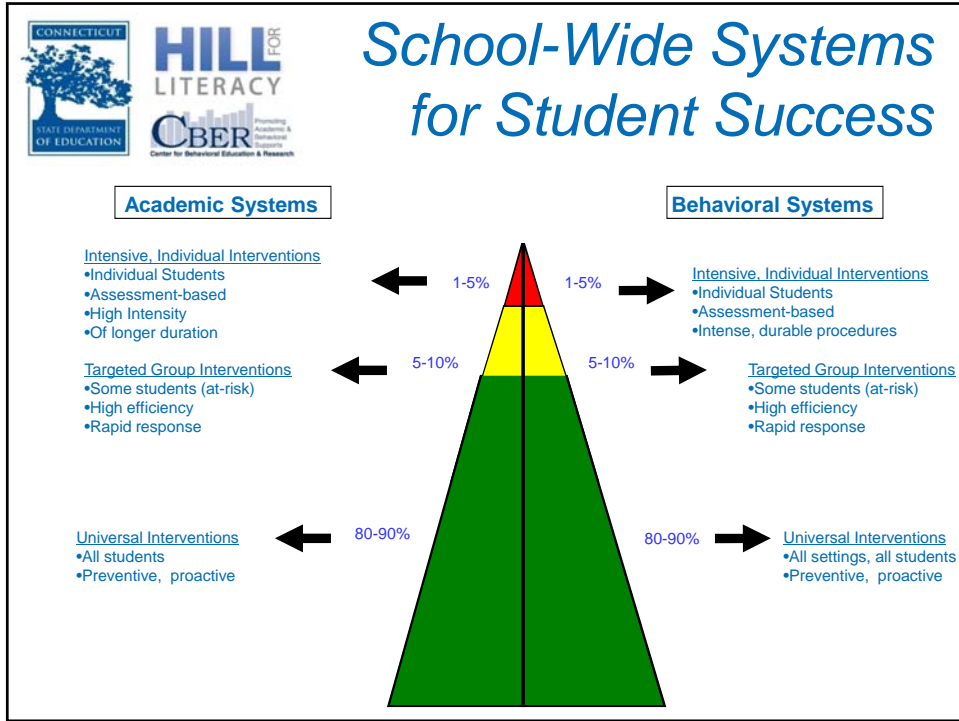
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# Elements of an Effective Model

- Set of **goals**
- Valid and reliable **assessment system** to monitor progress
- Adoption of **research proven materials** and programs
- Adequate, prioritized **instructional time**
- **Differentiated instruction**, grouping, and scheduling
- Strong **instructional leaders** maintaining focus and establishing support mechanisms
- An integrated system of research-based **professional development** and resource allocation.







## *Literacy Leadership Team*

### Members

Principal  
District Administrator  
Teachers  
Reading Coach  
Specialists  
Parents  
Paraprofessionals



## *Challenges ...*

Whenever a new initiative is introduced to a school a general approach is to “form a team/committee” ...

- Few resources, staff, time, etc.
- Duplication of effort with other initiatives
- Lack of clarity regarding purpose/outcomes
- Lack of priority
- Etc..

*Sugai, 2004*



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# Self-Assessment



Committee/Group Self-Assessment  
(DRAFT Sugai, April 26, 2004)

Purpose	Expected Outcomes	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 = low, 5 = high)	Priority (1 = low, 5 = high)
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5
					1 2 3 4 5	1 2 3 4 5



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# Guiding Principles

Give highest priority to any groups that have:

- Data to support or justify their need and priority
- Measureable outcomes/objectives
- Specification of their target audience
- Alignment with school/district improvement goals
- “Full” (>80%) commitment/agreement of school staff
- Priority and support from administration

*Sugai, 2004*



## Steps

1. Identify all committees, teams, groups, etc.. that have literacy improvement as part of all of their purpose
2. Characterize the main features of each committee
3. Evaluate how the committee organization of the school/district could be enhanced
4. Based upon this new/enhanced structure, develop an action plan for putting it in place.

*Sugai, 2004*






## Self-Assess

Committee/Group Self-Assessment  
(DRAFT Sugai, April 26, 2004)

Committee/ Work Group	Purpose	Expected Outcomes	Target Audience	Schedule	Membership	Relation to School Mission & School Improvement Plan (1 = low, 5 = high)	Priority (1 = low, 5 = high)
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5













# Reflect

**Recommendations**

1. What committees/work groups can we eliminate?
2. What committees/work groups can we combine?
3. What committees/work groups need to be supported for improved outcomes and sustained functioning?
4. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?



# Plan

**Action Plan**

5. What needs to be done next to act on the above recommendations?

What	Who	How	By When	Other



## *Literacy Leadership Team*

- Format
  - Monthly
  - Shared agenda and responsibilities
  - Dissemination of Notes – more conversations



## *Reflection*

- What are you hoping this leadership team will accomplish for your school?
- What do feel you can contribute to the process and the team?





## *Shared Vision*

- What is a shared vision?
  - Read excerpt in Participant Handouts p.11
- Purposes for creating a shared vision
  - Addresses pent-up tensions over current problems and concerns
  - “Generative” – conversation about hopes and desires for children
  - Actions – recreate the school together with support from each other

From: Kotter, J.P. & Cohen, D.S. (2002). *The Heart of Change*™. Harvard Business School Press, Boston



## *Get the Vision Right!*

- What Works
  - Trying to see – literally – possible futures
  - Clear - one minute/one page
  - Moving – commitment to serving children
  - Bold strategies – bold vision a reality
  - Carefully attend to pace of introducing change

From: Kotter, J.P. & Cohen, D.S. (2002). *The Heart of Change*™. Harvard Business School Press, Boston



## *Get the Vision Right!*

- What Doesn't Work
  - Assuming that logical plans and budgets are all that is needed
  - Overly analytic, financially based vision exercises
  - Visions of slashing costs – anxiety producing and depressing
  - Giving people numerous logical reasons why they need to create strategies that are bolder than ever before

From: Kotter, J.P. & Cohen, D.S. (2002). *The Heart of Change*. Harvard Business School Press, Boston



## *The Vision Thing*

- “All vision is local vision.” Tip O’Neill
- Regardless of the efficacy of the ‘global vision,’ each unit or team must develop their own vision which guides local action and to which people feel a strong sense of commitment.
- Our goal then is to develop a vision which is Clear, Aligned and to which we feel commitment.
- Timeframe: select something far enough into the future so that real progress is possible and measureable.
- Ask each team member to write his/her own vision statement and present to the group.
- The group identifies the key phrases or ideas with which they resonate.
- Complete this process for everyone.
- Start to consolidate these ‘vision’ elements into the key elements for the group vision.
- Look for real differences in perspective, make them discussable, and let the group chew on them.
- Eventually select the critical elements for inclusion in the vision statement...don’t wordsmith it yet
- Once the group agrees, to the elements, wordsmith it into effective language.
- Test the vision: it should be uplifting, set direction, and call for action.
- The true value in creating a vision statement is for the creators...it never feels the same to those who weren’t in the room



## Strategic Literacy Planning

Determine where the school is going over the next year or more, decide how it is going to get there, work on getting there and describe how it will know if it got there or not.



## Literacy Plan

District Literacy Plan SY15-16

**Goal 1:** Establish a team of literacy leaders with a cohesive knowledge base on the leadership routines necessary to institute evidence-based literacy practices with in a tiered instructional model and that will provide on-site facilitation and establish sustainability for the initiative.

**Activities:**

- 1.1 Establish a District Leadership Team (Principals and Coaches) to meet 4x per year to provide oversight of the literacy initiative
- 1.2 Facilitate monthly coaches meeting to develop tools and support plans to be implemented in each of the schools.
- 1.3 Utilize existing school leadership teams to provide oversight of the literacy initiative at the school level.
- 1.4 Build a cohesive and consistent knowledge base among the district and school leadership teams to make decisions about the current instructional framework and implementation of instructional practices that link to professional development at the district and school levels.
- 1.5 Establish a clear communication plan between district team and school teams to disseminate information and to ensure distributed leadership throughout the district.

**Priority Goal 2:** Collaborate with the district to implement research-based programs within a multi-tiered system of supports framework.

- 2.1 Provide professional development on implementing the district curriculum to teach comprehension, vocabulary and oral language development.
- 2.2 Incorporate the teaching routines in teaching the foundational skills in whole group and/or small group instruction.
- 2.3 Document the components of literacy and teaching routines in the whole/small group templates to ensure alignment between tiers of instruction.
- 2.4 Implement the teacher-led lessons during the small group block in response to student performance reports.
- 2.5 Determine appropriate independent practice activities linked to instruction including technology-based programs and increasing opportunities for student to read independently or with a partner.
- 2.6 Refine the delivery of current interventions for intensive students delivered during the intervention block (i.e., Imagine It intervention, EIR, ELL kit, RAVE-O, Lexia) including student engagement.
- 2.7 Explore school-based interventions and additional interventions as alternative instruction for students not making adequate progress.

**Priority Goal 3:** Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading and writing instruction.

- 3.1 Conduct trainings for coaches and one teacher leader on the literacy content modules utilizing a train-the-trainer model.



## *Literacy Plan-Example*

***Goal 1: Establish a team of literacy leaders with a cohesive knowledge base on the leadership routines necessary to institute evidence-based literacy practices with in a tiered instructional model and that will provide on-site facilitation and establish sustainability for the initiative.***



## *Literacy Plan-Example*

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## *Literacy Plan-Example*

***Priority Goal 2: Collaborate with the district to implement research-based programs within a multi-tiered system of support framework.***



## *Literacy Plan-Example*

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## *Literacy Plan-Example*

***Priority Goal 3: Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading and writing instruction.***



## *Literacy Plan-Example*

- Conduct trainings for coaches and one teacher leader on the literacy content modules using a train-the-trainer model.
- Conduct trainings for teachers and staff that build on the literacy content modules and ensure that instructional practices are internalized and evident in classrooms.
- Explore and adopt instructional practices that support instruction and enhance learning opportunities for English-language learners.
- Provide in-class coaching and support to link information from the workshops to classroom practice.





## *Literacy Plan-Example*

***Priority Goal 4: Collaborate with the school leaders to establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom and individual student levels.***



## *Literacy Plan-Example*

- Engage all teachers and staff in administering DIBELS Benchmark and Progress Monitoring Testing
- Train all teachers and staff to utilize the DIBELS Data System including data entry and generating reports for data meeting.
- Incorporate Lexia data into the assessment framework and data grouping workbook to determine instructional focus and student grouping.
- Determine and incorporate comprehension/vocabulary-district measures into data grouping workbooks.
- Refine Data Grouping Workbook Process
- Implement a gradual release of responsibility from External Coaches to Internal Coach and 1 other leader for facilitating the pre and grade level data meetings 5x per year.



## *Literacy Plan-Example*

***Priority Goal 5: Develop and implement a school-home/family model for student support***



## *Literacy Plan-Example*

- Provide training and resources to parents on data and how to support literacy development at home.
- Establish protocols for communicating with families about student progress.
- Design literacy activities for families to use home that will support classroom practices.
- Collaborate with technology trainers to train parents on how to access literacy activities and instruction through the web at home.



## *Team Work*

- Refine School Literacy Plan
  - Leadership Goal and Action Steps (Global)
  - Tiered Instruction Goal and Action Steps
  - Teacher Knowledge Building/PD Goal and Action Steps
  - Assessment Goal and Action Steps
  - Parent Engagement Goal and Action Steps



## *Necessary Leadership Structures & Teams*

- Administrative Team
- School-Based Teams
- Grade Level Teams
- Literacy Coaching
- Data Manager
- Professional Development



## *Building the Model*

### Key Ingredients:

- School Schedules
- Interventionist Schedules
- Managing the Literacy Block
- Grade Level Team Meetings
- Data Meetings



## *Building the Model*

### **School Schedules**

*Schedules should be based on what is best for academics  
not what is best for specialists or lunch*

### Academic Blocks:

- Literacy (Whole Group, small group, intervention)
- Math
- Writing
- Science/Social Studies

Teacher Collaboration/Meeting Time



## Building the Model


### School Schedules *continued*

#### Intervention Blocks

- Literacy intervention 45 minute blocks
- Math

#### Creating Schedules:

- Begin with 1<sup>st</sup> grade and work up
- Grades 3-5 needs at least 30-45 minutes for literacy block before intervention block
- 1<sup>st</sup> grade intervention works well in the afternoon
- K-shorter intervention block (20-30 min)



### Scheduling Literacy Blocks

	8:45 AM	9:00 AM	9:15 AM	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM	10:45 AM	11:00 AM	11:15 AM	11:30 AM	11:45 AM	12:00 PM	12:15 PM	12:30 PM	12:45 PM	1:00 PM	1:15 PM	1:30 PM	1:45 PM	2:00 PM	2:15 PM	2:30 PM	2:45 PM
K										Lunch															Specials
Grade 1	M	Lit Block	Grammar	Int	Specials	Math	Lunch	Sci/SS	Dis																
Grade 2	M	Math	Specials	Lit Block	Int	Lunch	Grammar	Sci/SS	Dis																
Grade 3	M	Lit Block	Grammar	Math	Lunch	Specials	Int	Sci/SS	Dis																
Grade 4	M	Specials	Math	Lunch*	Sci/SS	Lit Block	Grammar	Int	Dis																
Grade 5	M	Int	Lit Block	Grammar 2	Lunch**	Math	Sci/SS	Specials	Dis																

\* Grade 4 Elementary Dining Room four classes

1	2	3	4A
8:40-8:50 Morning Activities	8:40-8:50 Morning Activities	8:40-8:50 Morning Activities	8:40-8:50 Morning Activities
8:50-9:50 Literacy Block	8:50-9:50 Math	8:50-9:50 Literacy Block	8:50-9:30 Special
9:50-10:30 Grammar and Writing	9:50-10:30 Special	9:50-10:35 Grammar and Writing	9:30-10:45 Math
10:30-11:15 Intervention	10:30-11:30 Literacy Block	10:35-10:50 Recess	10:45-11:00 Recess
11:15-11:55 Special	11:30-12:15 Intervention	10:50-12:00 Math	11:00-11:30 Lunch
11:55-1:00 Math	12:15-12:30 Recess	12:00-12:30 Lunch	11:30-12:10 Science/Social
1:00-1:30 Lunch	12:30-1:00 Lunch	12:30-1:10 Specials	12:10-1:10 Literacy Block
1:30-1:45 Recess	1:00-1:45 Grammar and Writing	1:10-1:55 Intervention	1:10-1:55 Grammar and Wr
1:45-2:20 Science/Social Studies	1:45-2:20 Science/Social Studies	1:55-2:30 Science/Social Studies	1:55-2:40 Intervention
2:20 Dismissal-Prep	2:20 Dismissal-Prep	2:40 Dismissal	2:40 Dismissal

4B	5
8:40-8:50 Morning Activities	8:40-8:50 Morning Activities
8:50-9:30 Special	8:50-9:35 Intervention
9:30-10:45 Math	9:35-10:35 Literacy Block
10:45-11:30 Science/Social Studies	10:45-11:15 Grammar and Writing
11:30-12:00 Lunch	11:15-11:30 Recess
12:00-12:10 Recess	11:30-12:00 Lunch
12:10-1:10 Literacy Block	12:00-12:40 Science/Social Studies
1:10-1:55 Grammar and Writing	12:40-2:00 Math
1:55-2:40 Intervention	2:00-2:40 Special
2:40 Dismissal	2:40 Dismissal



## Building the Model

### School Schedules *continued*

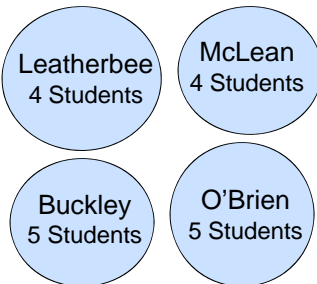
#### Intervention Schedules

- Identify total number of interventionists available at each grade level to deliver intervention.
- Identify total number of students requiring intervention at each grade level.
- Organize an intervention schedule.



## Scheduling: Tiered Instruction Up Close & Personal 7 Classrooms – 13 Staff – 129 Students

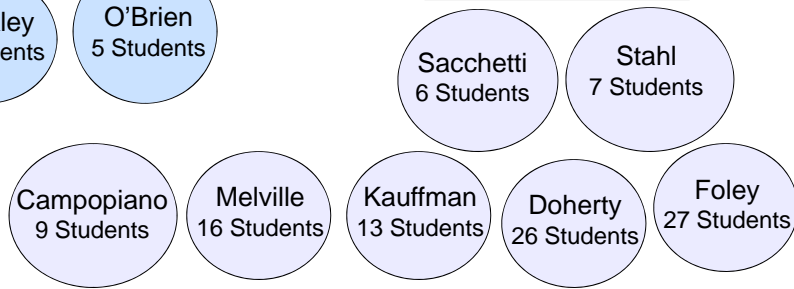
#### Reading Teachers



#### SPED Teachers



#### Classroom Teachers





## Building the Model

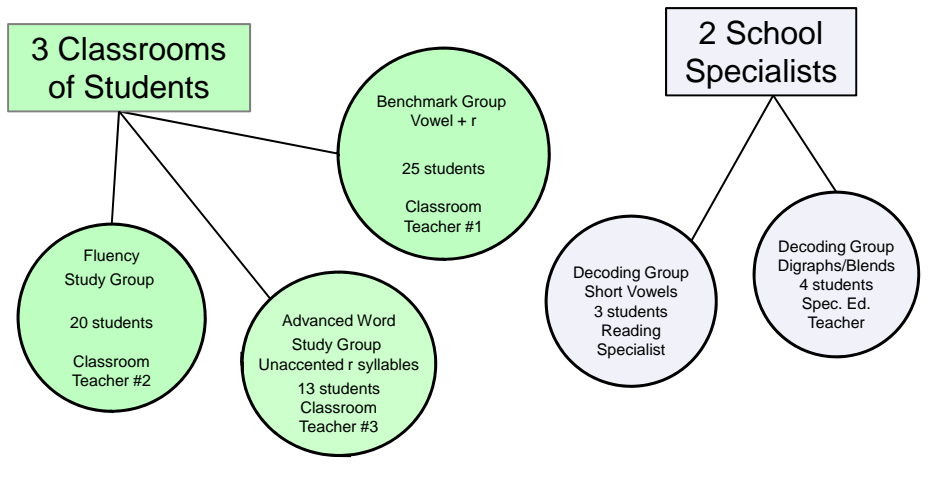
### School Schedules *continued*

#### Special Education Schedules

- Organize special education IEP requirements for each student on a grid
- Create special education/intervention teacher schedules based on IEP requirements and intervention schedule



## Sample Intervention Class Grouping 3 Classrooms -65 Students





## *Building the Model*

### Grade Level Team Meetings

- Who: regular education teachers, interventionists that support that grade level, administration
- When: 1-2 x per month

#### Purpose:

- Improve Tier 1 implementation
- Improve alignment between Tier 1 and Tier 2 instruction
- Communication between grade level and literacy team



## *Building the Model*


### Data Meetings (grade level)

- Who: regular education teachers, interventionists that support that grade level, administration
- When: Every 10 Weeks (follow intervention schedule)

#### Purpose:

- Review progress monitoring data
- Make adjustments to intervention groups based on data





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# Infrastructure Survey

## Literacy Block & People Resources

- People Resources
  - People that can serve as interventionists
  - Talents
  - Availability
- Scheduling
  - Literacy Block/Intervention Block
- Determining Access to Resources

HILL for Literacy  
Building Tiered Systems of Support  
Existing Infrastructure Survey

School: \_\_\_\_\_ Date: \_\_\_\_\_

Grades Served: \_\_\_\_\_ Sections per Grade Level: \_\_\_\_\_

Please refer to the following documents when completing this form:

1. School/district literacy plan
2. School calendar (if there are any differences from the district calendar)
3. Staff Roster
4. Master Schedule


Literacy Block & People Resources:

1a. Please list all individuals that serve as interventionists (e.g., Title I, SPED, Reading Teachers, Paraprofessionals) – Next to their names, please indicate if these individuals have any specialized training or experience with specific interventions.

1b. Are there any restrictions, legal or otherwise, that limit who these interventionists can work with?

2. How/when are interventions presently provided (i.e., embedded in the classroom during the literacy block, outside the general education classroom, at a time designated beyond and outside of the literacy block)?

3. Who, when, and how are decisions made about who receives intervention?



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# Infrastructure Survey

## Meeting Structures & Time

HILL for Literacy  
Building Tiered Systems of Support  
Existing Infrastructure Survey

School: \_\_\_\_\_ Date: \_\_\_\_\_

Grades Served: \_\_\_\_\_ Sections per Grade Level: \_\_\_\_\_

Literacy Meeting Structures (Data Meetings/PLCs/Planning Meetings)


1. Please review the following list of meetings/planning sessions that many schools use as vehicles to drive their literacy programming. Next to each meeting/planning session that your school uses please fill out the purpose, frequency/duration of these meetings, who participates, and what the expected outcomes/products of these meetings. If this is not a structure your school currently employs please skip it.
2. If your school does use this structure but you call it something different, please indicate so.
3. If your school holds other meetings, particularly ones with a literacy focus, please add them below.


**\*\*IMPORTANT NOTES\*\***

1. Just because a meeting structure is listed DOES NOT necessarily mean that this structure should be in place in your building. These are simply some structures that have been observed in many buildings.
2. It is NOT expected that all of the meetings listed (e.g. staff meetings) are dedicated to exclusively literacy but please indicate the frequency/duration of these meetings regardless and note, if possible, how often these meetings may be dedicated to literacy topics.

Meeting/Planning Session	Purpose	Frequency/Duration	Who Participates	Expected Outcomes/Products
Grade Level Data Meetings				
School Level Data Review/Meetings				
Grade Level Planning/Implementation Meetings (dedicated to literacy)				
Staff Meetings				

- Meetings are the vehicle for:
  - communication
  - collaboration
  - accomplishing work
  - ongoing professional development






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## Before we go any further A Note about Semantics

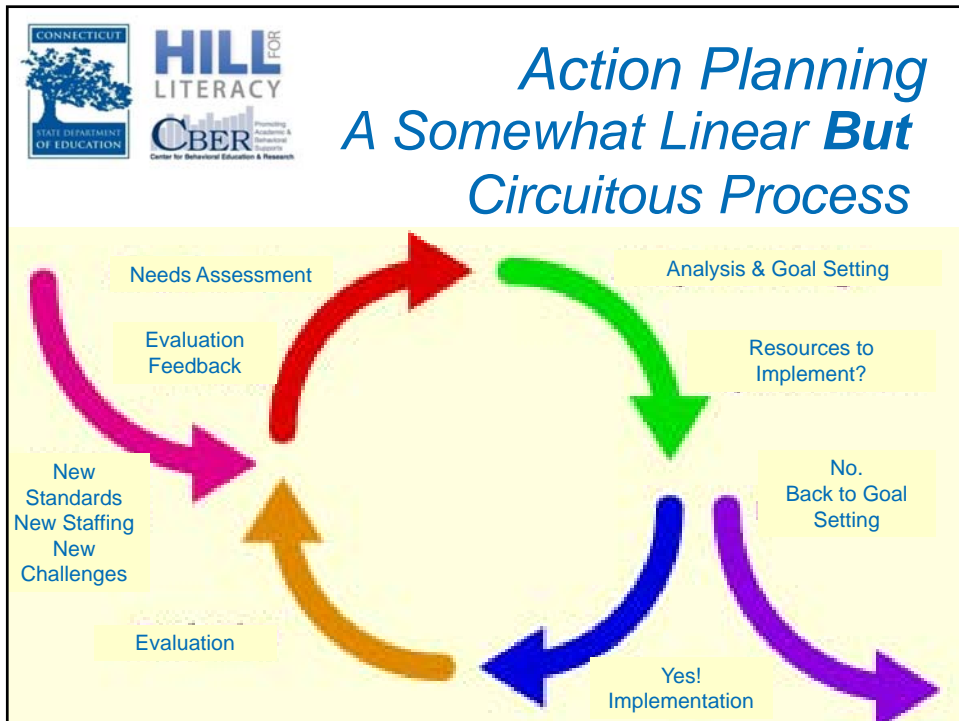
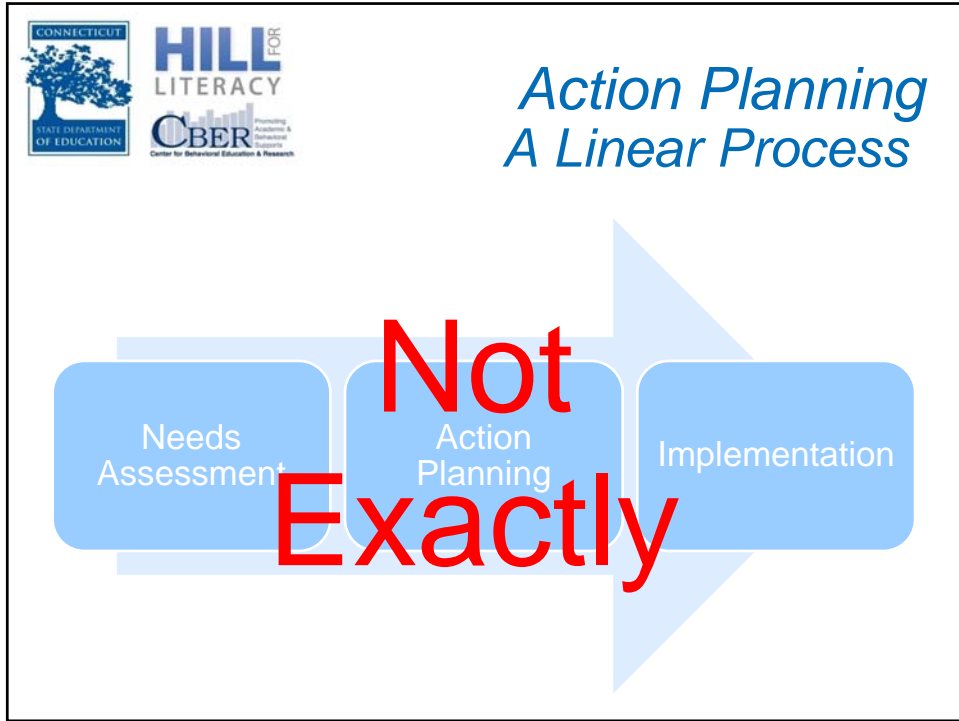



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## Infrastructure Survey Meeting Structures & Time

Meeting/ Planning Session	Purpose	Frequency/ Duration	Who Participates	Expected Outcomes/ Products
Grade Level Data Meetings:				
School Level Data Review/Meetings:				
Grade Level Planning/ Implementation Meetings (dedicated to literacy):				
Staff Meetings:				
Literacy PD:				
Problem Solving Meetings (CST, IST, etc.):				
Interventionist Meetings:				
Coach/Principal Meetings:				
Other:				










## Activity Timeline

Activity Timeline  
2015-2016

*Blue-Leadership, Pink-Instruction, Orange-PD, White-Assessment*

Date	Time/Hours	Activity/Topic	Materials Needed	Facilitator	Attendees	Goal
8/25	1:00-3:30	DIBELS Training	Training Materials	Cindy Kathy	Coaches Interventionists	4
8/25	1:00-3:00	Principal Meeting	DLP Timeline PD Plan	Burns CK3LI Coaches	Principals and Coaches	1-4
9/15-9/25		DIBELS Next Testing	Testing Materials Stopwatches	Teachers	Students K-3	4
9/18	8:30-12:00	Coaches Meeting	Calendars, Activity Timelines, SLP	CK3LI Coaches	Internal Coaches	1
9/21 & 9/28	3:00	Staff Meeting Kick-off at individual schools	Calendars Testing Schedules Reading Groupings	CK3LI Coaches ELA Coaches	Building Lit Team, Coach	1
9/20	3:00-5:00	PD Session: Overview of PA Routines	PA Presentation	CK3LI Coaches	K-3	3
9/22	2:30	Supr. and Principals Meeting	DLP Activity Timeline	CK3LI Coaches	Principals	1
Week of 9/28		Data Entry Due Date	Data System	Coaches Teachers		4
Weeks of 10/6-10/27		Fall PM Data Meetings	Workbooks, DDS reports	CK3LI Coaches ELA Coaches ICS	Teachers, Interventionists, SPED, RT	4
10/20	2:30	Principals meeting with Superintendent	DLP Activity Timeline Data Grouping Workbooks Instructional Goals	Dr. Garcia Darci	Elementary Principals	1

## Building an Activity Timeline

- Backward planning approach
- Literacy Leadership Team Meetings
- Assessment:
  - Testing Windows (BOY, MOY, EOY)
  - Schedule Data Meetings (BOY, PM, MOY, PM, EOY)
  - District Data Review (BOY, MOY and EOY)



## *Building an Activity Timeline*

- Professional Development Time
  - Early release or full days devoted to literacy
- Parent Engagement Activities
- Implementation Meetings:
  - Follow-up meeting to data meetings focused on instruction
  - Monthly grade level implementation meeting focused on instruction within the tiered instruction
  - Monthly interventionists meetings focused on tiered instruction (primarily tier 2 and tier 3)



## *Team Work*

- Build Activity Timeline for each Goal
- Organize by month
- Leave place holder for activity and confirm dates at leadership team meeting if needed.



## *What To Bring*

- Presentation and Handouts (electronically or printed)
- Laptop or tablet
- Assessment framework or calendar



## *HILL Website*

- PowerPoint presentation and handout packet (electronically or printed)
  - Download from HILL website: <http://bit.ly/CK3LIMaterials>
  - Password (*case sensitive*): **HILLCK3LI**



## *Monthly Emails*

- Each month you'll receive a reminder email
- Must RSVP by a week prior to the training in order to reserve a boxed lunch.
  - RSVP through your dashboard on the HILL website



## *Evaluation*

- Feedback Survey Link:  
<http://bit.ly/CTC1Oct15Eval>



*“We are not  
where we want  
to be,  
We are not  
where we are  
going to be,  
But we are not  
where we were.”*

*Rosa Parks*