

Litlife Pelham Dates 2013/14 (total 42 days)

**District Literacy Meeting without LitLife (3 afterschool meetings and one meeting on September conference day)**

	date		day of cycle	school	focus	notes/comments
	Sept	Wed 4		all teachers	Grade Level Meetings 8:30-9:30am to roll out scope and sequence	Litlife not in district
1	Sept	Thurs 19	3	am PD workshop pm Lit coaches	reading workshop basics (am) Literacy coaches (pm) - independent reading to be able to share at a faculty meeting on Oct 16 (PPT for lit coaches to be able to use)	AM workshop optional/by invitation to the PD workshop
2	Sept	Tues 24	6	PHill/Siwanoy		contact principals to work out schedule
3	Oct	Tues 8	4	Colonial/Hutchinson		contact principals to work out schedule
4	Oct	Wed 9	5	Siwanoy/PHill	PHill - environment/schedules gr 3 1:00-1:30 Ms. Morrone 1:30-2:00 all gr 3 - any other concerns 2:00-2:30 Ms. Vasile 2:30-3:00 Ms Kayser	contact principals to work out schedule
	Oct	Wed 16	3	all teachers	Afterschool Faculty meeting in each school facilitated by coaches	Litlife not in district
5	Oct	Thurs 17	4	Hutchinson/Colonial		contact principals to work out schedule
6	Oct	Thurs 24	3	curriculum	curriculum writing day to continue work begun from summer	Cohort of teachers from curriculum work began in Spring 2013 (reps from all schools and grades)*

7	Oct	Wed 30	1	PHill	environment/schedules	
8	Nov	Mon 4	4	Grade Level PD all grade 3 teachers	Grade 3 8.30 - 12noon reflection of units to date review upcoming units with resources  1 - 2.45 pm Conferring and record keeping for the afternoon	bring binders, core ready and explorations in nonfiction  look at toolkits left at Hutchinson
9	Nov	Wed 13	4	Siwanoy		contact principals to work out schedule
10	Nov	Thurs 21	4	Hutchinson/Colonial	Hutch gr 5 and gr 2 obs (explicit modeling in teaching, differentiation during the enrichment block - doing running records - planning small groups using DRA results and knowledge of students	contact principals to work out schedule
11	Nov	Tues 26	1	PD workshop	am gr 4 and 5 Conferring and record keeping pm 1 and 2 Conferring and Record keeping (not open to Colonial Grade 2)	optional/by invitation to the PD workshops Colonial gr 2 have been working on conferring
12	Dec	Tues 3	4	Colonial/Hutchinson	Colonial - am DRA refresher and using the data to guide small group instruction 8.45 - 10.15 gr 2 10.30 - 12 gr 4 Hutchinson - pm DRA refresher and using the data to guide small group instruction 1 - 3pm gr 2 in PD center	contact principals to work out schedule
13	Dec	Mon 9	2	Grade Level PD all grade 4 teachers	Grade 4 reflection of units to date go through new unit - unit 5 - persuasive/expository essay review upcoming units with resources book clubs in afternoon RUBRIC Review	bring binders, core ready and explorations in nonfiction  look at toolkits left at Hutchinson

14	Dec	Wed 11	4	Grade Level PD all grade 5 teachers	Grade 5 reflection of units to date go through new units - unit 4 and 5 - opinion/editorials and poetry/literary essay review upcoming units with resources RUBRIC Review	bring binders, core ready and explorations in nonfiction  look at toolkits left at Hutchinson
15	Dec	Thurs 19	3	Siwanoy	susan to sort out schedule	contact Susan to work out schedule
16	Jan	Tues 7	2	PD workshop	DRA training how to, finding independent level (especially K teachers but anyone else as well) am am K-1 training pm 3-5 DRA training - no Colonial gr 4 or gr 5	optional/by invitation to the PD workshops
	Jan	Thurs 9	4	curriculum No LitLife	curriculum writing am Reps from grade 1 and 4 pm Reps from grades 2 and 3	LL not in district
17	Jan	Tues 14	1	Siwanoy	gr 2 DRA refresher and using the data to guide small group instruction other coaching TBD	contact principals to work out schedule
18	Jan	Thurs 16	3	Hutchinson/Colonial	Hutch - K observation/planning, gr 5 close reading obs, gr 2 obs Colonial gr 5 DRA refresher and using the data to guide small group instruction	contact principals to work out schedule
19	Jan	Tues 21	5	Prospect Hill	8:30-10 DRA Gr 5 10:30-12 Lesson/Coaching Gr 1 (Dibernardo) 1:30-3 DRA gr. 2 - go back on wednesday 29 due to early closure	8:30-10 DRA Gr 5 10:30-12 Lesson/Coaching Gr 1 (Dibernardo) 1:30-3 DRA gr. 2
20	Jan	Tues 28	4	Colonial/Hutchinson	Colonial- gr 2 DRA refresher Diana Spadaro/Anita Adolphus Hutch - 1 - 1.30 observe gr 2 differentiation Christen	contact principals to work out schedule  need to sort out time to go over

					1.30 - 2.00 observe gr 2 Kerri 2 - 2.30 debrief with Kerri 2.30 - 3 debrief with Christen	DRA with gr 1 as none attended the PD day as well as Maureen
21	Jan	Thurs 30	6	am PD Workshop  pm Lit Coaches	Lit coaches and reading teachers (am) - share at a faculty meeting on Feb 12 DRA benchmark revisions, tips/guidelines and expectations - top 10  Close Reading 3-5 (pm) #1	optional/by invitation to the PD workshops  DRA revision to current Pelham document, review benchmarks for each grade and administration dates
23	Feb	Mon 10	1	Hutchinson/Colonial	Hutchinson gr 2, gr 4 - small group/intervention block gr 1 DRA refresher Colonial gr 4 - work with them for the afternoon, close reading planning	contact principals to work out schedule
	Feb	Wed 12	3	all teachers	Afterschool Faculty meeting in each school facilitated by coaches	Litlife not in district
25	Feb	Thurs 27	3	Colonial/Hutchinson	Curriculum - am (discuss with Julie) Hutchinson - observe a lesson and then debrief 1.10 - 1.30 5S - model close reading 1.35 - 2.00 5Sa - observe close reading 2 - 2.30 Debrief gr 5 2.30 - 3 meet with Lauren	contact principals to work out schedule
22	Marc h	Mon 3	4	PD workshop	am Collaborative conversation/small group instruction K-2  pm Close Reading 3-5 #2 (repeat)	optional/by invitation to the PD workshops  make up day due to snow
26	Marc	Thursday	1	Curriculum	curriculum writing day	Cohort of teachers from

	h	6				curriculum work began in Spring 2013 (reps from all schools and grades)*
27	March	Tues 11	5	flex day	flex day am - Colonial Gr 3 - discuss units, small group using Data, close reading and anything else they would like to discuss pm curriculum	
28	March	Fri 14	2	Grade Level PD all kgn teachers	K reflection of units to date exploring characters, writing about characters unit 8 record keeping/conferring	
24	March	Tues 18	4	PH	Make up Day from 2/13 Coaching grades 3,4 and 5	Classrooms hosting Demo on close reading 8:45-10:15 Gr. 3 (Morrone) 10:30-12 Gr. 4 (Cirillo) 1:30-3:00 Gr. 5 (Stein)
29	March	Tues 25	3	Grade Level PD all grade 1 teachers	grade 1 reflection of units to date character and writing fiction unit 7 - preview/discuss add a goal setting time to a unit somewhere after Jan or have a reflection piece at the end of the units where they say what they learned Shared reading?	Core Ready K-2 books around character?
30	March	Wed 26	4	Siwanoy	11:30-1:00 meet with principals at Siwanoy	contact principal to work out schedule - K-2 only and in class
31	March	Mon 31	1	Hutchinson	K, gr 1, gr 2 - small group demos and debriefing	contact principal to work out schedule - K-2 only and in class
32	April	Fri 4	5	Prospect Hill	KG - B/C level 10:15-11:45	Classroom Hosting Demo on

					1H - level 12/14 1:15-2:45 2F - level 20/24 8:30-10:00	small group instruction
33	April	Tues 8	1	Colonial	KH small group demo KM Teacher model small group 5S GM demo close read Meet grade 3 poetry unit 1A and 1C teacher demo small group	Kgn, grade 1 and 2 coaching - around small group similar to the PHILL day
34	April	Wed 23	6	Grade Level PD Grade 2	grade 2 reflection of units to date reading folktales/writing fairy tales unit 6 small group instruction	
35	April	Tues 29	4	curriculum	curriculum writing and revisions  have Alissa do a survey about the units	K- 2 teachers from curriculum work began in Spring 2013*
36	May	Tues 6	3	Prospect Hill	8:30-9:00 5G  9:00-9:30 5Z  9:35-10:05 4Z  10:10-10:40 5S  10:45-11:15 3M  11:25-11:55 4A  LUNCH  1:00-1:30 3V  1:30-2:00 3K  2:15-2:45 4C	3-5 Teachers Model Close Reading grades 3-5
37	May	Thurs 8	5		8:30-10:30 Meet with Linda Puskar and library TAs	Library: How can they support

				pm Lit Coaches	pm Lit coaches to share May 14 at faculty meeting - only meet with Melissa, Michelle and Trica to come up with mentor text list for review at meeting as well as new units/upcoming units to share with grade levels	readers and writers workshop? agenda in ELA folder laptop  Julie to get agenda for 14th as well as ask teachers to bring reflections on units taught to date
38	May	Tues 13	2	Hutchinson	8.30 – 10 gr 2 observation on small group and debrief with individuals in their room 10 – 12 gr 5 observation of close reading and then about 30 mins common debriefing time 1.05 – 1.35 Demo close reading in gr 3 1.40 – 2.00 walk through gr 3 classroom 2 – 3 debrief and close reading planning – bring a text or two	
	May	Wed 14	3	all teachers	Afterschool Faculty meeting in each school facilitated by coaches	Litlife not in district
39	May	Thurs 15	4	Siwanoy	11:30 meet with Peter and Dr Garcia around schedule - content area literacy, timings	contact principals to work out schedule - 3-5 only
40	May	Tues 20	1	Colonial	8:45-9:15 D. Spadaro will demo a close read 9:20-9:50 P. Hattar will demo a close read 10:00-10:30 A. Ventura will demo a close read a 10.40 – 12no0n look at small group resources for the school, curriculum revisions 1:00-2:00 GM will demo a level M small group for C. Cavalli. Sub will be available so Claire and Georgie can talk after 2:00-3:00 GM will demo a close/shared read in 2G and the sub will cover 2D	contact principals to work out schedule - 3-5 only - close reading similar model to PHILL
41	May	Thurs 29	6	curriculum	curriculum writing/revisions	K-5 teachers from curriculum work began in Spring 2013*
42	June	Thurs 5	5	reflection and planning	am - reading teachers - criteria and assessments - revise, which assessment	consider an am or pm with reading and resource room

					pm - planning for 2014/15	teachers

\*Teachers who worked on curriculum beginning Spring 2013 and will continue into 2013-2014

Alissa Schaps

Kathleen McCarthy

Anita Adolphus

Jen DeVico

Jacy Gerhardt

Kerri Gristina

Diane Foglia

Michele O'Neil

Emily Kayser

Melissa Magiet

Shelli Freidberg

Pia Hattar

Tricia Galloway

**LitLife Days  
2012-2013**

1	Friday, February 1 Day 3	Discovery Days K-2 Hutchinson K-2 Colonial K-2	Observation of classrooms and discussion with staff and principals around: Classroom libraries <ul style="list-style-type: none"> <li>• Reading workshop components</li> <li>• Curriculum</li> <li>• Independent reading</li> <li>• Resources</li> <li>• Past PD experience</li> </ul>
2 AM ONLY	Friday, February 8 Day 2 AM ONLY EARLY DISMISSAL	Discovery Days K-2 Prospect Hill K-2	Observation of classrooms and discussion with staff and principals around: Classroom libraries Reading workshop components <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Independent reading</li> <li>• Resources</li> <li>• Past PD experience</li> </ul>
3	Monday, February 11 Day 3	Discovery Days Siwanoy K-2 Hutchinson 3-5	Observation of classrooms and discussion with staff and principals around: Classroom libraries <ul style="list-style-type: none"> <li>• Reading workshop components</li> <li>• Curriculum</li> <li>• Independent reading</li> <li>• Resources</li> <li>• Past PD experience</li> </ul>

4	Friday, March 1 Day 6	Discovery Days 3-5 Siwanoy 3-5 11:30 Meet with GM, PG, JL Prospect Hill 3-5	Observation of classrooms and discussion with staff and principals around: Classroom libraries <ul style="list-style-type: none"> <li>• Reading workshop components</li> <li>• Curriculum</li> <li>• Independent reading</li> <li>• Resources</li> <li>• Past PD experience</li> </ul>
5	Friday, March 8 Day 5	Discovery Day Colonial 3-5 1:15-2:15 Meeting CO Conference Room Principals Peter Giarrizzo Julie Liebersohn Georgie Marley	Observation of classrooms and discussion with staff and principals around: <ul style="list-style-type: none"> <li>• Classroom libraries</li> <li>• Reading workshop components</li> <li>• Curriculum</li> <li>• Independent reading</li> <li>• Resources</li> <li>• Past PD experience</li> </ul> Update principals and Peter: <ul style="list-style-type: none"> <li>• Curriculum - all wanting at least scope and sequence - skills and standards</li> <li>• Assessment - common assessments and end of unit assessments/PBA</li> <li>• Structures - confusion in schools of what workshop is, different experiences</li> <li>• Environment - some with lots of books, others not, student work - appealing libraries</li> </ul>

6	March 15 Day 4	Meet all day with Literacy Coaches Hutchinson	Plan school wide faculty meetings led by coaches: <ul style="list-style-type: none"> <li>• clear up misconception around components of reading workshop</li> <li>• classroom library ppt</li> <li>• book leveling and resources</li> <li>• plan a book swap</li> </ul>
7	Monday, March 18 Day 5	Julie and Georgie plan	looking at curriculum maps to think about what is actually being done in the schools and what needs to be done look at resources that district do have and how could be used rubicon emails to grade reps to get feedback on proposed skeleton scope and sequence came up with goals and next steps going forward select some staff to work on curriculum as grade level reps
8	Tuesday, April 2 Day 5	k	Create K draft scope and sequence with grade reps
9	Tuesday, April 9 Day 4	2	Create gr 2 draft scope and sequence with grade reps
10	Tuesday, April 16 Day3	1	Create gr 1 draft scope and sequence with grade reps 3pm Meeting with Peter
11	Tuesday, April 23 Day 2	k	Continue K draft scope and sequence with grade reps using feedback from other staff
12	Tuesday, April 30 Day 1	2	Continue gr 2 draft scope and sequence with grade reps using feedback from other staff

13	Friday, May 3 Day 4	1	Continue gr 1 draft scope and sequence with grade reps using feedback from other staff
14	Tuesday, May 7 Day 6	AM: library check up 11:30-12:45 Principals PM library check up	Look at classroom libraries and how they have changed since faculty meeting Principal agenda: update on scope and sequence work DRA
15	Friday, May 10 Day 3	3	Create gr 3 draft scope and sequence with grade reps
16	Friday, May 17 Day 2	4	Create gr 4 draft scope and sequence with grade reps
17	Thursday, May 23 Day 6	5	Create gr 5 draft scope and sequence with grade reps
18	Tuesday, May 28 Day 2	3	Continue gr 3 draft scope and sequence with grade reps using feedback from other staff
19	Thursday, May 30 Day 4	4	Continue gr 4 draft scope and sequence with grade reps using feedback from other staff
20	Thursday, June 6 Day 3	5	Continue gr 5 draft scope and sequence with grade reps using feedback from other staff
21	Tuesday, Jun 11 Day 6	Half day planning Julie and Georgie	Discuss survey sent to staff on PD requests for next year Plan dates for next school year

22 (1/2)	Thursday, June 13 Day 2	continue s/s work. <i>Georgie</i> consult with groups.	Work with grade reps to continue planning some units for next year using common resources to all schools and refining the scope and sequence
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	Month	Date	Day	School	focus	notes/comments
1	Sept	Tues 30	5	AM Reading and RR teachers PM Lit Coach/Rea ding teachers	am - BAS training Reading Teachers and RR teachers pm - how to support struggling readers in the classroom - RTI interventions Coaches and Reading Teachers	GM to put together an agenda for the faculty meeting (attach suggested schedules for the I/E block) GM to send through RtI suggestions as a draft for reference for the future coaches to send blank and filled in sheets to Julie with a blurb and she will collate as a take away for teachers Julie to check on Razz kids access for all students
2	Oct	Thurs 2	1	Siwanoy	8:45 - 9:30 observe Alyssha 9:35 - 10:30 discussion with Alyssha 10:40 - 11 meet with Susan and Alissa 11:15 - 12 gr 5 close reading 1:15 - 2:00 demo for Alyssha/Priscilla 2:00 - 3:00 debrief with Alyssha/Priscilla	
3	Oct	Thurs 9	6	Hutchinson	close reading obs gr 5 gr 4	
4	Oct	Thurs 16	4	PH	Tricia, Richard, Julie Close reading gr 4 - analyze complex texts and come up with TDQs K	gr 1 math meeting afterschool-avoid grade 1?
5	Oct	Tues 21	1	(PLC) <b>GRADE 4</b> <b>All day</b> <b>PD</b>	8.45am meet with principals <ul style="list-style-type: none"> <li>• discuss lit coaches discussion</li> <li>• move the lit meeting to a new date</li> <li>• share what each building is doing - to be done by</li> </ul>	need to look at the ready NY to see where they fit into the curriculum. leave close reading to the

				<p>principals - need to also say that staff are feeling overwhelmed on the whole and that need to make sure that foundational skills such as components of workshop are solid before embarking on new skills such as close reading with teachers.</p> <ul style="list-style-type: none"> <li>informal obs checklist to help with informal obs that support the work they have been doing</li> <li>engaging lit coaches in each building to help with schedules on days that I am there and also as a go between in between my visits - <i>would like to give more contact time with teachers, using them as a model - stumbling block is that the culture isn't very learning based. Need some release time. At the moment used more for planning and faculty meetings.</i></li> </ul> <p>10.30 - gr 4:</p> <ul style="list-style-type: none"> <li>reflect on unit/s to date</li> </ul> <p>bring student writing samples - High, medium, low to discuss</p> <ul style="list-style-type: none"> <li>plan end of unit assessment/pba/rubric for unit 3 (fictions) and if time unit 2 (informative writing) using the rubrics Julie has as a guide</li> <li>using Ready NY fit into units of study so they have more of a purpose and not just for test prep - split into 3 groups to do this. Can use some as an end of unit assessment/pre assessment/mid unit assessment</li> <li>preview upcoming unit - plan what they need and how they will adapt for their classes and schools</li> </ul>	<p>building days. have staff really look at upcoming units to plan what they need and how they will adapt for their classes and schools rubric for students writing for unit 2</p> <p>send through lesson template with the objective and standard.</p> <p>Think about adding a conference section to the obs checklist</p> <p>Would like baseline for each writing unit - spend a day at the beginning - use one of the flex days confusion about end of unit assessment for uni 1 - not everyone did the personal narrative. Maureen not sure where the personal narrative rubric is from unit 1.</p> <p>adding a purpose part to the student self assessment as well as a section on the rubric - need to get language added to the rubric</p> <p>Check resources for students building <a href="http://www.benchmarkeducation.com/catalogsearch/result/index/?grade_level=50&amp;q=classic+tales">http://www.benchmarkeducation.com/catalogsearch/result/index/?grade_level=50&amp;q=classic+tales</a> <a href="http://www.mondopub.com/c/@vrvoVJtw9M.5E/Pages/product.html">http://www.mondopub.com/c/@vrvoVJtw9M.5E/Pages/product.html</a></p>
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6	Oct	Tues 28	6	Colonial	am gr 4 close reading in content areas pm gr 5 close reading in content areas meet with Tonia, Nancy	
	Oct	Wed 29		Literacy Faculty meeting	SBRC	
7	Oct	Thurs 30	2	Siwanoy	8.45 - 10 Flex time 10 - 12 gr 4 1 - 3 gr 3	
8	Nov	Thurs 6	1	Hutchinson	Gr 1 E/I Gr 3 Close Reading Gr 2 Close Reading	Proposed Schedule: 10-10:30 Demo lesson in Gr 3 Close Reading 10:30-12 Team debrief and Planning 1:15-1:45 Demo lesson Gr 2 Close Reading (are they sticking with this topic?) 1:45-3 Team Debrief and planning
9	Nov	Thurs 13	4	Colonial	am gr 4 pm gr 3 - close reading demo in class by one of the gr 3 teachers	
10	Nov	Tues 18	1	(PLC) PH	gr 3/5 teachers on close reading during PLC - analyze text gr 4 - observe close reading	

					K - follow up from Oct meeting	
11	Nov	Thurs 20	3	<b>GRADE 5 All Day PD</b>	<p>8.30 - 9.30 review units taught to date</p> <p>9.30 - 10 Safari Magazine - how to use - other resources to use during the I/E time with small groups - cricket, storyworks</p> <p>10.15- 11 look at student writing samples - everyone to bring some different pieces to look at as an intro to be able to look at creating writing rubrics</p> <p>PH and Hutch like the teacher resources that come with Storyworks</p> <p>need to check up on the magazines as Siwanoy only has one so far</p> <p>gr 5 - unit 2 writing change language to be write a response to a text in the daily lessons rather than write a book</p> <p>review/response to a book</p> <p>Reading Unit 1 - reading timing good as it does allow you to do your assessment</p> <p>Unit 1 - Colonial switch the unit and have them do responses during the first month - exploration was a good example</p> <p>Unit 2 - theme in literature - maybe a bit too poetry heavy - use some of the other mentor texts suggested maybe too intense</p> <p>some of the text examples - text selection and if going to use a novel need to have read prior to starting the unit - can use storyworks</p> <p>change language for unit 2 writing to be response to a text</p> <p>Siwanoy - only just starting theme at the moment - Rachel must be doing something else during these months - should check in with Susan</p> <p>Vocabulary/grammar instruction - going to have schools volunteer to try different programs - Wordly Wise, GUM, Learn Zillion</p> <p>most want to get rid of spelling and focus on vocab/grammar - is this a district thing?</p> <p>PH pulling different things</p> <p>Hutch using GUM</p> <p>Colonial doing Sitten</p> <p>Siwanoy doing Sitten</p> <p>11 - 12 create writing rubrics</p>	<p>Colonial had students write about reading during the writing launch and then went to personal narrative along with the theme during the second writing unit still too much emphasis on the personal narrative</p> <p>Gina doesn't have Core DRA books - still missing some texts</p> <p>PHILL - tricia and Deirdre are going to have students research science topics, Brian their country in prep for international lunch - going to have students bring in resources to use - at least one book/magazine/newspapers and also an internet site</p> <p>Siwanoy - possibly celebrations and history behind them. Again gather materials/resources at home and then use in school</p> <p>Colonial - circulatory system - go to library to get resources but also think about incorporating some more articles</p>

					1 - 2 NY Ready integration/discussion report card - indicators - what are you thinking about using to assess each indicator - writing easier with rubric 2 - 3 prep for upcoming units	
12	Dec	Tues 9	2	Siwanoy	K Gr 1	gr 5 math meeting afterschool-avoid grade 5?
13	Dec	Thurs 11	4	Hutchinson	gr 4 am gr 5 pm	
14	Jan	Thurs 8	4	Hutchinson	gr 2 am gr 3 pm	
15	Jan	Tues 13	1	(PLC) PH	8:30-10:00 GM Meet with grade 2 teachers in Library- Implementing the Reading and Writing Units 10:30-11 GM observe T. Galloway Close Reading Lesson 11-11:30 GM observe D. Stein Close Reading Lesson 11:30-12 GM observe B. Zweig Close Reading Lesson 12-1 Lunch 1:00-1:45 Debrief with Grade 5 Teachers in AIS Room 1:45-3:00 Meet with Grade 1 teachers on E/I Block in AIS Room	
16	Jan	Thurs 15	3	Colonial	am gr 5 pm gr 3	
17	Jan	Thurs 22	1	Reading Teachers	Reading teachers: criteria in and out of program. discuss criteria, RTI interventions as well as creating easy access to interventions by classroom teachers. <ul style="list-style-type: none"> <li>reflection on the Benchmark assessment - please bring any questions <ul style="list-style-type: none"> <li>writing and rate often impacts the level that they come out at.</li> <li>often problems with classroom teachers thinking that just because a student can't write about their reading that they should receive services</li> <li>all of the reading teachers are starting the assessment using their DRA result rather than the word list</li> </ul> </li> </ul>	Julie likes the fact of finding student instructional reading level as it helps with knowing what to teach Tamara is also asking the students the DRA questions on the back of the assessment just so they get ready to do the assessment. Do we think as a district that the DRA should have the teachers let the students use the book Tamara assesses all of the new students in the fall but isn't using

				<ul style="list-style-type: none"> <li>• quick discussion on how using the Leveled Literacy Intervention resources and pros and cons <ul style="list-style-type: none"> <li>○ LLI – challenge of doing it as it is suggested.</li> <li>○ Use the foundations for word work rather than the Word work from LLI. Expectation is that they are getting double dosed with Foundations</li> <li>○ More just using the books from the kits and conversations around those books. But then using other phonics/word work. Trying to get writing around reading with their books</li> <li>○ Sending home the home books. Tamara may need to get another set of the black and white books so that she has enough books to go around. Possibly also look at getting a red kit for the future as the current gr 3 students will need to these texts</li> <li>○ Julie has started writing some lesson plans around the double dosing. Also being more thoughtful with lesson plans has helped keep her on track. Also allows you to use the assessment data to guide the instruction</li> <li>○ Think that the writing about reading is too easy for the students and need some more writing about reading</li> <li>○ Tier 2 students that don't get support from reading teachers – can an intern work with these students? Trying this a bit in Colonial. Some other support staff in Colonial and Siwanoy are doing this but need to think more about using intern. Need to be careful though that teachers are also responsible especially for reporting etc.</li> </ul> </li> <li>• criteria in and out of reading program</li> <li>• RTI interventions for teachers to use in the classroom - didn't get to this today</li> </ul> <p>K/1 need to get more services to eliminate support in upper grades  staff at Hutchinson need PD around ELL in classroom  documentation is an issue when referring students - teachers</p>	<p>the BAS with all of her students. Should be doing this in Jan/Feb but still taking all of the students in their group.  Gr 1 students we need to be careful about. Tamara has found that students she has dismissed/exited end up coming back for comprehension issues in gr 2. Need time to check in on these kids about once a week. Trying to balance doing Foundations as well as LLI. Tamara and Nancy have done prompts for</p> <p>BAS - conduct assessment on each students 3 times a year but still continue to see the other students during this time  Conduct the writing assessment with the text/level that the students came out as independent. Can then share this information with teachers  Record form from the disk that shows – Tri Annual Assessment Summary is a good snap shot. Julie will put this on the reading teacher folder</p> <p>DRA should be done by classroom teacher and then any student is a concern then Reading teacher will do BAS and other assessments necessary. Issue for Tamara though as she currently does DRA on any new</p>
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					<p>don't have notes on work they do with students in groups/conferring</p> <p>Colonial meeting - teachers feel students need a lot more support and that they should be pulled</p> <p>Nancy set up the meeting telling staff the expectations of the IE block - no new whole group instruction. Should be time to work with small group.</p> <p>Time to meet with teachers. This should be scheduled. It isn't happening in any of the schools.</p> <p>Possibly discuss having an intern for each reading teacher that can help with smaller groups/meeting more students</p> <p>Writing piece is often the part that trips students up. Using the BAS they often read and comprehend above what they test on the DRA but then can't write the summary. This info needs to be shared with the classroom teachers.</p>	<p>students that come to the school no matter what time of the year</p> <p>Coordinating with teachers – needs to be better communication between reading teachers and classroom teachers. Can we use rti time for reading teachers to meet to discuss the student/s.</p> <p>Need to rethink this time at different times.</p> <p>Comparing GR and LLI – good to share with principals and for staff to understand what the reading teachers are doing.</p>
	Jan	Wed 21 Siwony/ ColonialWed 28 PH/Hutch		Literacy Faculty meeting	<p>Using the Enrichment/Intervention Block to Support Students and Strategies to Support Retelling/Summarization Skills</p> <p>rescheduled from Oct.</p>	
18	Jan	Thurs 29	6	Hutchinson	<p>8.30 - 10.30 K</p> <p>10.30 - 12 observe gr 2 close reading in the classrooms</p> <p>1-3 gr 1 - close reading in content areas - PD on close reading for gr 1</p>	
19	Feb	Thurs 5	5	KGN All Day PD	<ul style="list-style-type: none"> <li>reflect on the units taught to date - what has gone well and what has been a challenge. - will divide them up into 3 or 4 groups and reflect on units 1-3</li> <li>analyze the DRA and any other data such as AIMS web. Use focus for instruction sheets and begin to group students for end of Feb/March - what will be the focus for those groups</li> </ul>	

					<ul style="list-style-type: none"> <li>○ what info did you gain from the assessment?</li> <li>○ what groups naturally appear?</li> <li>○ what are the top 5 teaching points for each group?</li> <li>○ what materials will you need? specific genre</li> <li>● how are they using their I/E block?</li> <li>● discuss how dealing with RTI and doing GR?</li> <li>● look at some student writing - compare thoughts and can we come up with check list for those units??</li> <li>● prep for upcoming unit</li> <li>● upload any resources into the correct unit folder such as checklists, any paper choices they created etc</li> </ul>	
20	Feb	Tues 10	2	(PLC) Hutchinson	8.30 - 10 PLC time with Tamara, MaryEllen and possibly Janet 10.30 - 12 gr 1 - continue close reading planning 1- 3 K - close reading day 2 of Duck on a Bike demo and planning	
21	Feb	Thurs 12	4	Colonial	am K pm gr 1	planning for small group using DRA data - bring data and focus instruction
22	Feb	Thurs 26	3	PH	Observe Close Reading Lessons in 5S and all grade 3 classrooms and debrief Grade 1 Observe E/I Block in Classrooms	
23	March	Tues 3	6	GRADE 3 All Day PD	8.30 - 2.15pm <ul style="list-style-type: none"> <li>● reflect on units taught to date - timings, successes, other resources - put on share drive in appropriate unit folders where necessary <ul style="list-style-type: none"> <li>○ story elements and narrative writing – need to adapt based on students – many students had a good knowledge of basic story elements and can spend more time on more in depth character work. Siwanoy/Colonial go to Pelham play house during this time. Can PH and Hutch do this too around the narrative</li> <li>○ author study and opinion writing – sets up nicely for the informational writing – most use Patricia Polacco, helped with paragraph writing and transition words, etc. Think about an authentic audience – try to put on</li> </ul> </li> </ul>	annotated samples Discuss cursive book  2:30 Julie and Georgie meet with Steve Garcia to had a mid year check in  Technology - hesitant on introducing more at the moment and how long will it be before it comes down to elementary

					<p>spaghettibookclub, introduce tech or recommendations in school library or classroom library</p> <ul style="list-style-type: none"> <li>○ informational and feature article – What’s the point resources? Connect to Science or SS and use that time as well. This should be short and consider doing some sort of group project? Using the SS or Science (nutrition and digestion, rainforest/animals), do a more structured/supported project and then have students do one on their own with more choice <ul style="list-style-type: none"> <li>■ needs to be more opinion based with a small amount of research. Colonial do which is most important organ in the digestive system? China or another country – What is the most interesting aspect of Chinese/Mexican culture? How is the destruction of the rainforest impacting the animals? This way students had to have done some research prior to answering this questions which brings in the opinion</li> </ul> </li> <li>○ traditional literature and responding to lit – librarian does a good chunk of time on trad lit so spending more time on responding in writing – check on which stories they use and use different ones,</li> <li>○ practice test – do the Ready NY book test booklet or interm assessments, principals have a prac test, writing folder unit 6 there is a short and extended response – Hutchinson need to plan a practice test in the next week. Should put this in the unit before</li> <li>○ how did Ready NY integration go? – put into actual units of study, use as pre and post assessment – can we do this at the beginning of the year with the new text to make sure that they are correct references – this could be done at a grade level meeting early on and create a doc similar to the gr 5</li> <li>○</li> </ul> <ul style="list-style-type: none"> <li>● bring selection of writing samples - on, above and below grade level <ul style="list-style-type: none"> <li>○ responding to literature</li> <li>○ persuasive/feature article</li> </ul> </li> <li>● create information and opinion writing rubrics <ul style="list-style-type: none"> <li>○ break into two groups and revise where necessary</li> </ul> </li> </ul>	
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				<ul style="list-style-type: none"> <li>● discuss cursive book</li> <li>● resources - how are you using the PEF resources in your school</li> <li>● new resources <ul style="list-style-type: none"> <li>○ mentor text – great to have these and not have to go looking for them</li> <li>○ the what's your point – teacher resource guide is very user friendly, connects nicely</li> <li>○ benchmark "food/digestion" book</li> <li>○ think about PEF grant for more technology – one cart for your grade level in your building</li> <li>○ reading safari</li> <li>○ discuss cursive book</li> </ul> </li> <li>● phonics/grammar/spelling <ul style="list-style-type: none"> <li>○ how is Explorations being used?</li> </ul> </li> <li>● put 10 or more docs into the right folder – graphic organizers, texts, close reading</li> <li>● preview upcoming units and plan with school colleagues</li> </ul> <p>2.30 - meeting with Steve to update and start planning process going forward</p> <p>grade level days - Gr 4, gr 3, gr 5 good time to share resources, look at student work, discuss how they are implementing the units, using resources provided by PEF such as the mentor texts etc</p> <p>differentiated in all schools:</p> <p><b>Hutch</b> - finished all of my days there this year - Carla wanted to front load me and have staff continue work after I left. Also says she would like me school days next year. Focus on close reading with all grades (analyzing texts and creating text dependent questions to ask students to demonstrate their understanding of that text) - demos and then observations as well as support with small group instruction and using data for planning with gr 1 and gr 2</p> <p><b>Siwanoy</b> - probably most differentiated school - work with Susan and Alissa, after discussion with staff on what they would like support with. few teachers on new grades so met individually with them in expectations/routines for that grade level, workshop components etc, upper grades close reading, lower grades small group instruction and using the IE block and resources needed to conduct successful GR, gr 1 analyzing</p>	
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					<p>student writing. Think it would be better to do more school based days at the beginning of the year and leave any grade level days to later in the year. Have 3 more days at Siwanoy - end of April and May</p> <p><b>Colonial</b> - scheduling much smoother this year as Nancy really has taken that role on as literacy coach and making my schedule for the day. Also actually scheduling meeting with Tonya to update her how the sessions are going. Upper grade focus on close reading and using some of their materials in a different way such as Ready NY texts but doing close reading of those texts, primary grades more focus on IE block - structure, management and planning, haven't met with gr 2 yet</p> <p><b>Prospect</b> - close reading the focus for upper grades and IE block for primary. Really spent time with K to make their IE block more academic than it may have been in the past, ALL: is it possible to have longer blocks of time</p> <p>Looking forward to next school year - what are your thoughts</p> <p>Going to meet with principals and then will meet with Peter and Steve in May to update further.</p> <p>before meeting with Peter - come up with a plan - little bit less each year. No preconceived notion of going forward would like to hear from us what we should do. Wants Julie to be a full time position going forward but still have support from me.</p> <p>Common assessments, integrating tech, looking at student work and data.</p>	
24	March	Tues 17	4	PH	Kgn-GM obs. E/I block Grade 2	Have Julie schedule day around the actual K IE block - could also maybe see the gr 2 IE block in action? gr 4 math meeting afterschool-avoid grade 4?
25	March	Tues 24	3	(PLC) <b>GRADE 1</b> <b>All Day</b> <b>PD</b>	8.30 - 10.15 <ul style="list-style-type: none"> <li>work with Julie on proposal for next year - days and focus of time - individual schools and district (common assessments - pre and post, looking at student work/data to inform teaching, rti strategies in classrooms etc</li> </ul>	PLC time tbd

					<ul style="list-style-type: none"> <li>begin revisions for gr 3-5, K units 10.30 - 3 Gr 1</li> <li>reflect on units to date</li> <li>use of intervention/enrichment block - bring samples of independent activities/work to <b>share</b></li> <li>create opinion writing rubric</li> <li>looking at student writing - level 3 writing samples: <ul style="list-style-type: none"> <li>all about writing</li> </ul> </li> </ul>	
26	March	Thurs 26	5	Reading Teachers	<ul style="list-style-type: none"> <li>Meet with Reading Teachers to continue discussion of criteria and supporting classroom teachers</li> <li>spend some time preparing for the April faculty meeting. Possibly to have teachers share how the rti strategies have gone and others that they have used successfully.</li> </ul>	Julie - do we need these reading teachers all day or should some of this day be for lit coaches - essentially should we have Tricia and Alissa come for the afternoon to plan for the upcoming faculty meeting?
27	April	Mon 20	4	PH	gr 1 gr 2	<b>K-2 only</b>
28	April	Tues 28	4	(PLC) Siwanoy	8.30 - 10 work with a group during PLC time gr 5 gr 2	
	April	Wed 29		Literacy Faculty meeting	Planning for Small Group Instruction/How to use Independent Work Time Well? OR reflection on reading strategies used with struggling readers and independent activities done by the rest of the students	-reflect on strategies presented at January FM going to tie into rti form
29	April	Thurs 30	6	Colonial	gr 2 - writing about reading and check in around understanding of GR as they thought they could only use articles 11 - 12 Principal meeting 1 - 1.45 gr 1 observe I block 1.50 - 3 debrief and plan around small group	Principal Meeting 11am Colonial <ul style="list-style-type: none"> <li>thoughts about LitLife school days this year?</li> <li>Hopes for next year in their building?</li> <li>Grade district day this year and next year?</li> <li>scheduling RA/close</li> </ul>

**Comment [1]:** Julie is this what we discussed for K-2? I can't remember. Or did we also say end of unit assessments?

						<ul style="list-style-type: none"> <li>reading in all grades</li> <li>handwriting in gr 3?</li> <li>technology in schools - how are ipads being used, laptops - want to integrate these into more literacy units and as part of IE block</li> <li>rti - differentiation in classroom and out of classroom support</li> </ul>
30	May	Thurs 7	5	GRADE 2 All Day PD	use of intervention/enrichment block - bring samples of independent activities/work to share level 3 writing samples: writing about reading poetry	GM and Julie meet with Steve and Peter during lunch? -schedule, content area time -intervention support, proposal for 2015/16
31	May	Tues 12	2	Siwanoy	gr 4 gr 3	no Colonial or Hutchinson due to author visit
32	May	Tues 2	4	Siwanoy	gr 1 K	
33	June	Tues 2	3	(PLC) Colonial	8.30 - 10am 10.30 - 12 - Gr 2 K - check in on I block - 1.45 - 2.30 - meet prior to the I block and then debrief	
34	June	Thurs 11	4	reflection/planning		

Proposal - total of 34 days for next year:

Schools 6 days per school for a total of 24 days

Colonial school based days try for days 1, 3, 5

grade level 1 each = 6

district 4 days = 4 - will feed into faculty meetings