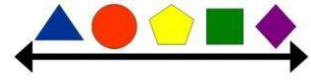


**Natchitoches Parish School System
Leadership Team
Meeting Agenda**



District Level Goal	By the beginning of the 2023-2024 school year, 70% of Natchitoches Parish 3rd graders will perform at benchmark level or above on the named Literacy Screener. (2022-2023 2nd graders)						
District Level Cycle Goal	By the end of the cycle, all school level leaders will implement and monitor phonics instruction in WIN and in the core classroom weekly using the learning walk tools created by the DLT and will effectively progress monitor growth toward the district goal bi-weekly. Additionally, all school level leaders will train all K-2 literacy teachers to effectively implement differentiated phonics support from the core curriculum into their daily lessons.						
Date	1/25/23	MAJOR TOPIC (circle as applicable) Data IGP Collaboration Evaluation					
Facilitator:	Ben Lagrone, Aly Erikson, Jessie Church, Jennifer Martin, Catherine Johnson						
Attendees Sign In							
Need ▲	<p>Need: Bulletin 1566 requires that students who score below grade level on an end of year literacy assessment must receive 30 hours of summer literacy interventions consisting of explicit, targeted literacy instruction based on the Science of Reading or they will be retained.</p> <p>Goal #4 in our District Vision Plan is aligned to 2nd graders coming into 3rd grade.</p> <ul style="list-style-type: none"> - 2022 - 2023 3rd graders: 40% on level to read - 2023 - 2024 3rd graders: 70% on level to read target - Currently, we have 396 potential 3rd and 4th graders needing summer intervention. <p>Analyze mid-year literacy screener results:</p> <ul style="list-style-type: none"> ● What system-wide trends do we notice in our MOY data? ● How does our MOY data correlate with our WIN learning walk data? ● What may be the root cause of the deficits you noticed? 						
Data Source (circle as applicable)							
Statewide Assessment	Benchmark Testing	Classroom Assessment	Field Testing	Student Work	Teacher Evaluation(s)	Teacher Collaboration Documentation	IGPs
Other (specify)	WIN Learning Walk Data/Progress Monitoring Data						
Outcome	By the end of this meeting, the DLT will identify needs from the MOY literacy screener data/WIN learning walks/progress monitoring data resulting in action steps to support ILTs at the school level as measured by K-2 curriculum learning walk data and bi-weekly progress monitoring data.						
Meeting Activities: Need ▲ Learn ● Develop ⬡						Materials Needed	

<p>Review from Last Week’s Meeting: Last week we reviewed the WIN(Whatever I Need) tiered literacy intervention guidance document and how that aligns to the District’s literacy goal which is being monitored through our progress monitoring data which is updated every two weeks. An update was also provided around the mid-year screening process and Aly was assigned to bring back that data to share with the team.</p> <p>WIN Guidance Progress Monitoring Data</p> <p>▲ Identify the Need: Analyze mid-year literacy screener results:</p> <ul style="list-style-type: none"> ● What system-wide trends do we notice and wonder in our MOY data? ● How does our MOY data correlate with our WIN learning walk data? ● What might be the root cause for any deficits you may notice? <p>● Obtain New Learning: Utilize the differentiated small group piece of “Skills Block” from the Expeditionary Learning (EL) curriculum to prepare DLT members to support the ILT teams at the school level.</p> <ul style="list-style-type: none"> ● EL Skills Block Small Group Model Lesson <p>◆ Development: The DLT will align EL Curriculum “Skills Block” to the NIET K-2 Foundational Skills Look-for tool to be used to conduct learning walks within the district.</p> <ul style="list-style-type: none"> ● Based on our new learning, what are OUR expectations for MOY data ILT meeting? How will we communicate and set expectations for the re-delivery of this process at the school level with teachers? What role should master teachers/literacy coaches play in this? ● From what we absorbed during New Learning, what are our expectations for when and how the conversations will take place? ● How will we prepare and support principals in their own data analysis and in the implementation with teachers? ● What are we seeing in the classrooms that resulted in this MOY data? What change do we want to drive through these mid-year conversations that will impact our EOY data? How does this align to our local literacy plan? ● As a team, use the notice/wonder chart to guide MOY data conversations to drive next steps that align with our local literacy plan. 	<p>WIN guidance document Progress Monitoring Dat</p> <p>Acadience Middle of ... Notice/Wondering C...</p> <p>EL curriculum/Skills block for model</p> <p>NIET K-2 Foundational skills Look=for tool EL curriculum/skills block</p>
<p>Follow-Up Activities: Apply ■</p>	<p>Person(s) Responsible</p>
<p>Apply: Use the MOY literacy screener and EL curriculum along with your developed model that is specific to your school to lead the ILT meeting to ensure implementation and transfer of this process to the school level.</p>	<p>Ben - Fairview Alpha Aly - LP Vaughn and Goldonna Jessie - NSU Elementary; Magnet Catherine - Provencal Jennifer - Marthaville</p>