

Literacy Leadership
Thursday, September 11, 2026
"Systems Thinking is our Driving Force"

Welcome

- I. Group Activity- Two Truths & a Lie
- II. Leadership Meeting norms
 - Purpose and outcomes for the year
 - Systems thinking: **Are we solving symptoms or strengthening systems?**

II. Operational

- PM1 testing update
 - Professional Development Calendar
 - Assessment and PLC Calendar
 - Appropriate Block Structure

III Instructional

- **Performance Goals for the year**
- **IR Review Feedback**
- **Fidelity vs Quality Exercise**
- **PM1 Performance**
 - Common Assessment Data
 - Tier 1 Instruction
 - Rigor
 - Checking for Understanding
 - Academic Discourse
 - Student Support: ESE, ELL, Lowest 25%, Intervention
- Adoption CERP Reading Plan

IV Leadership Action Questions

- What systems need to be strengthened or created?
- What actions will leadership take?
- What is the expected impact?
- How will we measure whether it worked?

VI. Added Value Component

- **What are we doing that changes outcomes?**
What value is leadership adding?
What evidence will demonstrate impact?

VII. Classroom Visits

12:00 to 1:00 | Lunch

1:00 to 2:00 | Classroom Visits

2:00 to 3:00 | Debrief

Norms:

*Start on Time/Innovative, Forward Thinking/Positive Intentions/Actions are
Student-Centered & Teacher Driven/ Respect each other's Differences of Opinions*

Notes: _____

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Literacy Leadership Agenda

May 29, 2026

"Everything we want is on the other side of doing something we don't feel like doing!"

Deliberate, Granular & Prescriptive

9 am- 12 pm

I. Data Review: 2026 F.A.S.T Numbers

II. **Activity:** The Winning Formula!

CHALLENGE: "THE WINNING FORMULA"

As a department/team, create TWO lists on chart paper or sticky notes.

- **ROUND 1: WHAT WORKED?**

Identify the strategies, systems, habits, or actions that helped Westpine grow this year.

- **ROUND 2: WHAT HURT US?**

Identify the barriers, inconsistencies, or missed opportunities that prevented us from reaching an "A."

RULES:

- You may only choose your TOP 3 items for each category.
- Be honest, specific, and solution focused.
- Prepare a 60-second presentation explaining your choices.
- Identify problems AND solutions.

This is not about blame.

This is about identifying what moves the needle and what slows us down.

III. **Start, Stop, Continue** for 2026-2027

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- IV. Key Discussion Questions for the group:
- Where did we overperform?
 - Where did we stall?
 - Which gains are sustainable?
 - Which scores are fragile?
 - Where did we leave points on the table?
 - What separates us from an "A"?
- V. If... then... Statements

Literacy Leadership Agenda
April 10, 2026

"Everything we want is on the other side of doing something we don't feel like doing!"

Deliberate, Granular & Prescriptive

Warm-Up Activity: Do our habits match our goals? What are your Leadership actions if they aren't?

Operational Focus (9am-10am)

Instructional Focus (10am- 11am)

- Low-hanging Fruit
- State Testing (55 Calendar Days Away)
- Classroom Instruction
- Test Prep Calendar -
- Student Centered Empowerment & Activities
- Parent Empowerment
- What needs to happen between now and then?
- Professional Learning Communities – District visits

12 pm -1 pm Lunch

Classroom Walkthrough & Scavenger Hunt (1pm – 2pm)

- Find a student and take a picture of their Data Chat form.
- Find a Dok Level 3 activity/ instructional question/ task being used today in your department. (Hint: Do not rely on verbs (describe, explain, evaluate, etc.) Instead, consider the type of cognitive engagement required to produce a correct answer or successfully complete a task.)
- Go into an ELA classroom and view the station setup. Assess the level of rigor and student discourse.

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- Within your department – Find multiple examples of checking for understanding for all by the teacher.

Literacy Leadership Agenda March 6, 2026

“Everything we want is on the other side of doing something we don't feel like doing!”

Deliberate, Granular & Prescriptive

Warm-Up Activity: Do our habits match our goals? What are your Leadership actions if they aren't?

Operational Focus (9am-10am)

- Low-hanging Fruit
- Department Meetings – Monday Morning
 - Parent Contact & Failing students
 - Gradebook Updating No “INC”
 - Grades Finalized Mar 21st 10 am
- Friday Faculty Meeting- APs
- Student Discipline & School Wide expectations
 - Customer Service
 - Substitutes
 - Technology Maintenance & Procedures
- Socio-emotional Student issues – Guidance

Instructional Focus (10am- 11am)

- Low-hanging Fruit
- State Testing (55 Calendar Days Away)
- Classroom Instruction
- Test Prep Calendar -
- Student Centered Empowerment & Activities
- Parent Empowerment

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- Go into an ELA classroom and view the station setup. Assess the level of rigor and student discourse.
- Within your department – Find multiple examples of checking for understanding for all by the teacher.
- Subgroups- Report what you see in your department that was impactful to student learning.

Literacy Leadership Agenda January 7, 2026

Successful people act like the person they want to be before they are ready, instead of the person they feel like today!

Deliberate, Granular & Prescriptive

Operational

- Westpine Community Health and Wellness Fair January 23rd
- Cambridge Night
- ELO teachers needed.
- Review of S.W.O.T.
- Scheduled Department meeting

Instructional

The focus is on the student.

- Field Trip Time Classroom Walkthroughs in two groups

Walkthrough Debrief & Highlights (15 minutes)

- Share key takeaways from the walkthroughs: What stood out? What worked?
- Discuss student engagement, instructional alignment, and classroom environment.

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- Recognize outstanding instructional strategies.

Literacy Leadership Agenda

November 7, 2024

Successful people act like the person they want to be before they are ready, instead of the person they feel like today!

Deliberate, Granular & Prescriptive

Group Activity

Instructional

- A. Feedback from PD Day
 - a) Forward moves (stations, PLCs, home communication)
- B. New Database – *Getting Granular and Predictive!*
 - a) Data review- “identifying and owning students”
 - A. *What percentage of students are on track to make learning gains this year, and what specific barriers are preventing those who are not?*
 - B. *Are we closing achievement gaps between different demographic groups? What initiatives have been most successful in reducing these gaps?*
 - C. *How are students progressing toward proficiency in core standards? Are there specific standards or areas that are consistently challenging?*
 - D. *What is the next evolution of the student empowerment component?*
 - b) Data Chat schedule with tested subjects
- C. Study Skills- How to better leverage study skills to support core
 - a) *Continue to offer real-time academic support*
 - b) *Core Subject-Focused Test Prep: Tailor test-taking techniques seen in core course assessments mock quizzes from math, reading, civics or science,*
 - c) *Encourage Reflective Practices*
- D. Student demographic groups

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Lunch 12:00- 1:00 pm

Operational

- A. Performance Matters Update- Duffus & Mathews
- B. McTeachers Night November Thursday 21st, 4pm-8 pm
- C. Cambridge Night (Incoming Students) November 19, 2024
- D. Data Chat Schedule (Teacher and Principal
- E. Tutoring & ELO options & opportunities

Notes: _____

Norms:

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Literacy Leadership
October 17, 2024
"Leadership drives Success."

We are **Deliberate, Granular & Prescriptive**

Group Activity

Instructional

- E. Classroom Walkthroughs (9am -10 am)
 - a) Document and Data review. *Let's Granular!*
- F. Department Data Review. *Let's Granular!*
- G. ELL's Goal for everyone- reading, writing, listening & speaking. *Let's get Prescriptive!*
- H. PowerPoint Presentation - Instructional Review Oct 30, 930am Must be completed by 10/22.
- I. ELO opportunities *Let's be Deliberate!* Let's think outside the box.
- J. **Time to Brainstorm** How do we best leverage Student Centered Classrooms?

Lunch 12:00- 1:00 pm

Operational

- F. Performance Matters Update- Duffus & Mathews
- G. Professional Learning Communities
- H. Crucial Conversations around ESE students- Montemarano
- I. Field Trips and In-house applied learning opportunities
- J. **Time to Brainstorm** -Let's have some fun in the Westpine culture of education.
- K. Lesson plans

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- L. S.O.P.
- M. Presentable classrooms – Clean, orderly, CBC, etc.
- N. Fundraising/Grant writing/ Business Partnership Opportunities

Local Initiatives

- A. Data Chat Schedule (Teacher and Principal)
 - a. Question Review
- B. **Time to Brainstorm** What does Student Empowerment look like this year?
- C. Tutoring & ELO options & opportunities

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Data Chat Questions

1. What patterns do you see in your data?
2. Which students are excelling, and why do you think that is?
3. Which students are struggling, and what interventions have you already tried?
4. What resources or support do you need to improve student growth?
5. What small adjustments could make the biggest difference for student performance?
6. How do you plan to celebrate progress and motivate students to keep improving?
7. Is there anything specific you'd like to collaborate on to increase student growth in your class?

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Literacy Leadership September 12, 2024 “Leadership drives Success.”

Welcome: ***Deliberate, Granular & Prescriptive***

- Group Activity
- Expectations and Norms of Literacy Leadership Group

Speak your truth, what is said in here/stays in here & Bring solutions

Operational

- a. Hurricane Tree
- b. Lesson Plans
- c. PM 1 Testing Update- Gilliard & Roberts
- d. Open House
- e. Presentable classrooms – Clean, orderly, CBC, etc.

f. S.O.P.

g. Lesson plans

h. Superintendents Community Forum - Oct 5th

Instructional

- K. 2022/2023 Data Review
- B. Acceleration is under the district microscope.
- C. ELL’s Goal for everyone- reading, writing, listening & speaking.
- D. District Initiative
 - 1. Definition of High-Quality Instruction
 - 2. **Design** a “Look For” document - This will be what we will use for future classroom walkthroughs. This document should align with your leadership team's definition of high-quality instruction.
 - 3. **Create** a Tier Teacher Support document (please tier your teachers based on the level of priority with Tier 3 being the instructors who need the most support)
 - 4. **Complete** a SWOT Analysis - S-strengths, W-weaknesses, O-opportunities, T-threats.

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- ### Local Initiative

Classroom Visits 1:00pm – 2:00pm with new Classroom walkthrough Tool

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Literacy Leadership
October 5, 2023
"Leadership drives Success."

I. Group Activity

II. Operational

- a. Hurricane Tree Info.
- b. Student and Staff Expectations
- c. Observations

Teacher Planning Oct 24 PD

III. Instructional

- a. District Walkthrough Feedback
- b. Classroom Walkthroughs
- c. Professional Learning- Real feedback for growth
- d. Data review
 - i. The who's, what's, and how's
 - ii. What does success look like?
 - iii. What evidence of growth are we using?
 - iv. What supports are needed by subject area?
 - v. Describe your area of focus, rationales, and measurable outcome, action steps and evidence to be collected to measure progress.
 - vi. ELO
- e. Data Chats
 - i. Samples
 - ii. School-Wide Date

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Which is heavier a ton of bricks or a ton of feathers? Same

Mary has four daughters and each of her daughters has one brother how many children does Mary have? 5

What 3 numbers none of which is 0 gives the same results whether they're added or multiplied 123

What has 13 hearts and no other organ.? A deck of cards.

What kind of coat is best put on wet paint. A coat of paint OK

two fathers and two sons are in a car yet there are only three people in the car how? grandpa dad and son

A little girl goes to the store and buys one dozen eggs as she is going home all but three break how many eggs are left unbroken? 3

If there are three apples and you take away two how many apples do YOU have? 2

What five letter word becomes shorter when you add 2 letters to it? Short

I am the beginning of everything the end of everywhere and I'm beginning of eternity. What am I ? E

What gets bigger when more is taken away? A hole

What has legs but doesn't walk? Table

What can you catch but cannot throw? Feeling or cold.

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Literacy Leadership

December 6, 2024

- I. Group Activity
- II. Operational
 - a. Data Collection training- Ms Spencer
 - b. Course Recovery CANVAS page
 - c. Teacher Support Program
 - d. Sub support and curriculum continuation
- III. Instructional
 - a. Classroom walkthroughs
 - a. Action Plan Deadline 1/22/24
 - b. Loof Fors
 - b. Data moving forward.
 - c. Department reflection
- IV.

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Literacy Leadership

January 11, 2024

I. **Operational Focus**

- a. Reminder -Data Collection training (Mrs. Spencer)
 - a. Teachers must be collecting and documenting behavioral data on ESE students.
- b. Course Recovery CANVAS page must be completed by the end of January.
- c. February 9 – Half Day Cambridge Teacher Training @ Piper HS
- d. Emergency Sub Plans need to be in place by **1/18/24**.
- e. Money in Budget to purchase books. (see Roche for ordering)
- f. Safety- Between class and AM Posts – No excuses!!!
- g. Facilities Service Concerns
- h. Academic Showcase-**1/31/24**

II. **Instructional Focus**

- a. Classroom walkthroughs
 - a. Action Plan Deadline 1/22/24
 - b. Look for Fors (Student discourse & checking for understanding) feedback – Next visit 2/5/24
- b. Depth of Knowledge- Recognizing our level of questioning
- c. Data Presentations by Dept.
- d. Department Reflection Exercise

III. **FAST 2024**

- a. Now that we understand.... What are our Proficiency Goals?
- b. New scale scores – Student Data Chats

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NOTES:-

Literacy Leadership Agenda
Deliberate, Granular & Prescriptive
"Good is Not Good Enough – We're Going BIG"
We will be an A
February 5, 2026

9:00 am start

1. **Team Building Activity: *Incoherent***
2. ***Next year electives, student course card, and class size – SotA Logo Selection by French Artist: Sha J. Peete***
3. **Aggressive Mindset with 88 Days until Zero Day (May 1, 2026)**
 - **Data Review**
 - Current progress monitoring, formative assessments
 - Prior to PM3, what data is your team using to inform instruction along the way?
 - Most recent assessment results
 - Department data presentation
 - **Subgroup Data:** Are our subgroups on target?
 - Reflection Questions:
 - Where are our gaps? /What are we not living up to? / What's working?
4. **Action Items**
 - a. **Look Fors: ELA**
 - Evidence of differentiation during core instruction
 - Students justifying answers using text evidence
 - Small group instruction driven by recent data

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b. Look Fors Math

- Gradual release evident in every lesson
- Student errors analyzed and addressed in centers
- Exit ticket data used to adjust next class instruction

11:30 am – 12:30pm

5. Classroom Walkthroughs: *Focus on Academic Discourse and Rigor*

12:30 pm – 1:00 pm

Lunch12:30

1:00pm -close

6. Closing: Next Steps & Commitments

- Each Dept Head states one *Leadership Action* they'll take this month & reflects on how they did with their commitment from last month
- Document commitments for accountability.
- Questions and Answers

NOTES:-

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NORMS:

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Literacy Leadership Agenda
March 12, 2026

"Everything we want is on the other side of doing something we don't feel like doing!"

Deliberate, Granular & Prescriptive

Preparing for the Final 39 Instructional Days Before State Testing

9:00 – 9:20

A. Opening Reset Activity: Wins and Lessons

- Reflect on key wins this school year
- Identify lessons learned to apply in the final 39 days

B. If you only had three moves to maximize student success before testing, what would they be?

a. Focus areas:

- Instructional strategies
- Student motivation
- Intervention and support

9:45 – 10:00

C. Leadership Discussion: Final 39 Day Mindset

Discussion prompts:

- What must students experience daily in classrooms between now and testing?
- What instructional practices must be consistent across the school?
- How do we maintain urgency without creating unnecessary stress?

10:00 – 10:40

D. Department Data Review and Gap Analysis

a. Departments:

Math | ELA | Civics | Science

b. Focus areas:

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- Progress toward school testing goals
- Gap analysis between current performance and targets
- Student population focus:
 - Lower Quartile
 - ELL Students.
 - ESE Students
 - Learning Gains priorities
 - Identification of individual students needing targeted support

10:40 – 10:55

E. Activity: The Worst Testing Plan Ever

Teams create the worst possible test preparation plan.

F. What does the best version look like?

G. Focus on identifying effective practices that should occur in classrooms daily.

11:00 – 12:00 Lunch

12:00 – 12:25

H. Instructional Strategy: Increasing Rigor

a. Discussion:

How do we gradually increase rigor so students peak right before testing?

- Increasing complexity of tasks and questioning
- Reinforcing key tested standards
- Supporting teachers with high-quality instructional practices

12:25 – 12:50

I. Student Motivation and Schoolwide Culture

a. Strategies to create positive energy leading into testing:

- b. • Board Game Day
- Door Decorating Contest (Testing Theme)
 - Schoolwide Testing Countdown
 - Student Goal Setting Cards
 - Classroom recognition for effort and growth

J. Goal: Shift the tone from testing pressure to student confidence and focus.

12:50 – 1:15

K. Rapid Action Planning

- a. Each department identifies:
- b. One strategy to implement immediately after spring break
- One targeted action for Lower Quartile students
 - A plan to monitor Learning Gains weekly

1:15 – 1:30

Leadership Commitment and Closing

Each leader shares:

- L. • One priority they will focus on in the final 39 days
- One way they will support teachers and motivate students

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