



Westglades Middle School

Literacy Leadership Team

September 17th

1. **Department Needs (Bianchi)**
 - a. Resources: Textbooks & supplies
 - b. IXL Use
2. **Staff Changes/Additions (Bianchi)**
 - a. **Additional Periods:**
 - i. Coleman 5th Adv ELA
 - ii. Grissett- 1st Adv 8th US Hist
 - iii. Hugh- 1st Adv 6th ELA
 - iv. Ramoutar- 4th IS (8th Only)
 - v. Pastore- 6th Adv Math
 - vi. Nichols- 5th IS
 - b. **Changes in Classes**
 - i. Iraheta
 - c. **Clerical**
 - i. 2 positions
 - d. **8th Grade Support Facilitator**
 - i. Hornsby until 10/4
 - ii. Hornsby goes back to ELA
 - iii. Support Facilitator comes off leave and takes over for Hornsby's Support Facilitator role.
3. **Silent Sustained Reading Program**
 - a. Plan
 - b. Rollout 9/23
4. **PM1 Data**
5. **Instructional Plan (Bianchi)**
 - a. Share out
 - b. Create presentations for your PLC Meeting
 - c. Should include the following:
 - i. What are the goals?
 - ii. What is the instructional shift?
 - iii. What support or resources will be used?
 - iv. How will PLC's monitor success?
 - v. How will administration monitor implementation?
 - d. Share with your department on Tuesday, 9/22
6. **Administration Monitoring Plan**
 - a. **Classroom Alignment Tool Development Meetings (Bianchi)**
 - i. ELA- Time 2:00
 - ii. SS- Time 3:00
 - iii. SCI- Time 12:00
 - iv. Math- Time 1:00
 - b. **Data Chats Format**
7. **Possible Classroom Visits Lists**

Classroom Alignment Tool Development Meetings Agenda

1. How will we monitor instructional shifts? What instructional shifts should we see?
2. Are there artifacts that we can check when we go to classes? Vocab notebooks, Canvas page assignments, etc.
3. What resources should we see being used? IXL, Khan Academy, etc.
4. How can we use data chats to not only share data but monitor implementation?

- a. **Math-** Lugassi- 5th, 6th / Hall- 1st-5th / Melendez- 3rd, 4th / Almodovar- 1st, 6th / Hyppolite- 2nd, 5th / Valenzuela- 1st, 2nd / Pastore- 3rd, 4th / Ramoutar- 3rd, 5th, 6th
- b. **Science-** Deck- 2nd, 5th / Resta- 1st, 6th / Troise- 3rd / Tadych- 2nd, 5th, 6th / Tinsey- 4th / Greenwood- 2nd, 5th / King- 1st
- c. **Social Studies-** Stobinsky- 3rd / Johnson- 4th / McGuire- 5th / Cruz- 1st / Yu- 1st / Grissette- 4th, 6th / Clarke- 3rd / Gurr- 2nd, 3rd / Abou- 2nd / Vil-6th / Jakob- 3rd, 4th
- d. **ELA-** Amenta- 1st / Turner- 5th, 6th / Machado- 4th / Hugh- 3rd, 5th / Davies- 1st / Coleman- 2nd, 4th / Combs- 1st / Hayes- 5th / Van Dreason- 3rd, 4th

Teacher Schedule Matrix by Department

Math Department						
Teacher	1st	2nd	3rd	4th	5th	6th
Lugassi	0	0	0	0	1	1
Hall	1	1	1	1	1	0
Melendez	0	0	1	1	0	0
Almodovar	1	0	0	0	0	1
Hyppolite	0	1	0	0	1	0
Valenzuela	1	1	0	0	0	0
Pastore	0	0	1	1	0	0
Ramoutar	0	0	1	0	1	1

Science Department						
Teacher	1st	2nd	3rd	4th	5th	6th
Deck	0	1	0	0	1	0
Resta	1	0	0	0	0	1
Troise	0	0	1	0	0	0
Tadych	0	1	0	0	1	1
Tinsey	0	0	0	1	0	0
Greenwood	0	1	0	0	1	0
King	1	0	0	0	0	0

Social Studies Department						
Teacher	1st	2nd	3rd	4th	5th	6th
Stobinsky	0	0	1	0	0	0
Johnson	0	0	0	1	0	0
McGuire	0	0	0	0	1	0
Cruz	1	0	0	0	0	0
Yu	1	0	0	0	0	0
Grissette	0	0	0	1	0	1
Clarke	0	0	1	0	0	0
Gurr	0	1	1	0	0	0
Abou	0	1	0	0	0	0
Vil	0	0	0	0	0	1
Jakob	0	0	1	1	0	0

ELA Department						
Teacher	1st	2nd	3rd	4th	5th	6th
Amenta	1	0	0	0	0	0
Turner	0	0	0	0	1	1
Machado	0	0	0	1	0	0
Hugh	0	0	1	0	1	0
Davies	1	0	0	0	0	0
Coleman	0	1	0	1	0	0
Combs	1	0	0	0	0	0
Hayes	0	0	0	0	1	0
Van Dreason	0	0	1	1	0	0

8. Showcase Night

- a. Possible dates: 12/3, 12/7-12/10

9. Message to Reiterate at Department Meetings (Bianchi)

- a. PM1 Data
- b. PM2 reminder for all students:

Some students mistakenly believe that the PM1 and PM2 tests don't count because the FAST is taken three times, so they don't try their hardest. However, this is a misconception. The FAST is an adaptive test, meaning the difficulty of the questions adjusts based on the student's answers. If a student answers correctly, the next question gets harder; if they answer incorrectly, it gets easier. Skipping or rushing through questions can negatively impact the test's ability to accurately assess a student's skill level, making it much more difficult to achieve a proficient score of Level 3 or higher.

- c. PM 2:

i. **6th Grade:** ELA 12/1, Math 12/7

ii. **7th Grade:** ELA 12/2, Math 12/8

iii. **8th Grade:** ELA 12/3, Math 12/8

- d. 10-10-10 Policy Data

- i. For the 2023-2024 school year, 232 Students miss 10% of the school year. This is over 14% of the student body missing 18 days or more. 85 students or 5% or students miss more than 15% or 27 days or more.
 - ii. MSD Results After 10-10-10 Policy Implementation- Absences have decreased by 50%, Sign out have decreased by 62%. Student achievement has gone up dramatically.
 - iii. Please take attendance accurately!
- e. Parent Contact
 - i. All emails should receive a response withing 24-48 hours.
 - ii. Call home with any disciplinary, academic, or attendance concerns. It is important thar they hear from the teachers.
 - iii. Always call or email parents back within 48 hours (24 hours is preferred)
- f. PLC Days- Be on time, Be prepared, Participate
 - i. Weekly Sign-in Sheet
- g. Parent Teacher Conferences
 - i. Contact made with parent to let them know that you would like a conference. Camera on when speaking, always say something positive.
 - ii. (Q1-Math, Q2- ELA, Q3-SCI, Q4- SS)
- h. Follow Mandatory Resiliency training

Sept 16	Science	Lauren's Kids Lesson 1 What is health	45 min
Oct 21	Soc Stud	Lauren's Kids Lesson 2 What is Mental Health	45 min
Nov 4	Science	Lauren's Kids Lesson 3 Awareness and Prevention	45 min
Jan 20	Math	Lauren's Kids Lesson 4 Seeking Help	45 min
Feb3	ELA	Lauren's Kids Lesson 5 Wellbeing	45 min
Feb 17	Soc Stud	Lauren's Kids Lesson 6 Healthy lifestyle choices	45 min
Mar 17	ELA	Lauren's Kids Lesson 7 Human Trafficking	45 min

10. Upcoming Dates

9/18	PM1 Math Testing Make-ups
9/22-9/25	Peace Week
9/21	No School
9/22	PLCs Begin
9/23	Faculty Meeting
9/25	TOY/SREOY packets due to Principal
9/24	Golf Match
9/28	Home Soccer Game
9/29	Golf Match
9/30	Home Soccer Game
10/2	SAC/SAF/PTO Meeting
10/5	Home Soccer Game
10/5-10/9	Fall Book Fair
10/6	Golf Match
10/7	Fire Drill @ 3:05
10/19-10/30	School-wide Harvest Drive Collection
10/21	Make-up Picture Day
10/22	Band Concert
10/26-10/30	Harvest Drive Carline Collection

Literacy Leadership Calendar

Meeting Type	Date	Full Day Focus
Full Day	9/17	-Review 2025-2026 Instructional Plan -Rework Student Work Standard Alignment Protocol.
AM	10/15	Review Data for Data Chats on 10/10
Full Day	11/19	-Use the Student Work Standard Alignment Protocol to Monitor Instructional Plan
Full Day	12/10	-Use the Student Work Standard Alignment Protocol to Monitor Instructional Plan -Plan out the rest of the Literacy Leadership Calendar. Adjustments.



Standards-Based Explicit Instruction Walk-through Look-for(s)

Essential Question: Is instruction aligned to grade-level standards?	
Look-for(s) ☐ The teacher identifies a learning target aligned to the grade level standards. ☐ The skills being taught are aligned to the standards and rigor for this grade. ☐ Teacher uses strategies and structures that facilitate participation and meaning making by all students. ☐ Teacher provides explicit instruction by using explanations, representation, and/or examples including teacher modeling and student practice.	☐ Evident ☐ Not Evident ☐ N/A
Essential Question: Is instruction on pace with the Scope and Sequence for the course?	
Look-for(s) ☐ Instructional materials students use (e.g., texts, questions, problems, exercises, and assessments) are district adopted, appropriately demanding for the grade/course and time in the school year based on guidance in the standards. ☐ Instruction is aligned with district pacing – on track and addressing the critical elements as identified in the district IFC.	☐ Evident ☐ Not Evident ☐ N/A
Essential Question: Are student tasks aligned with grade level standards?	
Look-for(s) ☐ Students are engaged in content aligned to the appropriate standards and rigor for their subject and grade. ☐ Students engage in activities that are aligned to the learning goal(s), are well sequenced, and build on each other to move students toward mastery of the grade-level standard(s). ☐ The lesson focuses on content that advances students toward grade-level standards and expectations. Students complete an appropriately challenging amount of cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.	☐ Evident ☐ Not Evident ☐ N/A
Essential Question: Does the teacher check for understanding and provides feedback?	
Look-for(s) ☐ Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. ☐ Students have extensive opportunities to express learning through academic writing and/or explanations using academic language, note taking, or presentation). ☐ Students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. ☐ Student responses, work and interactions demonstrate that they are on track to achieve stated or implied grade-level aligned learning goals. ☐ Teacher deliberately poses questions and/or tasks that make students' current understanding (including misconceptions) visible and adapts the lesson to support student understanding.	☐ Evident ☐ Not Evident ☐ N/A

Please note: The B.E.S.T. Standards are meant to be mastered by the end of the school year for the current grade level. However, all previous grade level standards should have been mastered in order to perform on grade level. If not, per the B.E.S.T. Standards, it is in alignment with the standards (and the Science of Reading) to address any and all skill gaps from prior years based on data.