



**West Potomac High School: World's Greatest High School**

By nurturing the talents, ideas, and skills of each member of our learning community, we challenge each other to be better versions of ourselves every day. Learning and growth drive our institution. Embracing this mindset, we fortify and prepare graduates to thrive in an ever-changing global society.

**Wednesday December 2, 2015**

3:20-4:20 pm

Choir room (Springbank)

**Literacy School Plan Team Meeting**

<b>Team Members</b>	Dan Baldwin, Eileen Bell, Brian Colligan, Andrea De Gatica, Maria Faz, Courtney Fyfe, Kye-Won Kopko, Jessica Landon, Claudia Lopez, Michelle Lyttle, Emily Millians, Sridhar, Parvathy, Scott Stillwagon, Andrea Veltman, Jenny Walker, Michelle Weech, Rashida Williams
<b>Attendees</b>	Courtney Fyfe, Claudia Lopez, Michelle Lyttle, Emily Millians, Scott Stillwagon, Andrea Veltman

**Team Norms**

- **Respect the views around the table.**
- **Take time to reflect.**
- **Ask questions.**
- **Be solution based.**
- **Start and end on time.**
- **Follow through on team commitments.**
- **Maintain confidentiality when something is identified as confidential.**

TOPIC	FACILITATOR	TIME	TYPE	EXPECTED OUTCOMES	NOTES/ACTION
Welcome and Community Builder	Lyttle & Millians	3:20-3:35 pm	D, P	<b>Connect and Build Culture: Winter Holiday Stories:</b> Share a favorite story from a winter holiday.	<ul style="list-style-type: none"> <li>• Thank you for sharing! The stories were delightful, and more than one of us feels justified in never eating Five Guys again.</li> </ul>
Review Norms	Lyttle	3:35-3:40 pm	D, P	<b>Check in</b> on our norms for working together this year.	<ul style="list-style-type: none"> <li>• Norms still working for the team.</li> </ul>
Literacy Strategies	Lyttle & Millians	3:40-4:00 pm	A, P	<p><b>Identify</b> literacy strategies used by Lit team members through an <i>affinity process</i>.</p> <ol style="list-style-type: none"> <li>1. List every literacy strategy you have used with students on a separate post-it.</li> <li>2. Working with people seated nearby, organize your post-its <b>without</b> speaking.</li> <li>3. Discuss the groups you've made, patterns you see → make headings</li> </ol>	<ul style="list-style-type: none"> <li>• Below are the literacy strategies and categories generated by the team.</li> </ul> <p><u>Use of Images/Visuals</u></p> <ul style="list-style-type: none"> <li>• Picture flashcards</li> <li>• Create or finish storyboards w/pictures</li> </ul> <p><u>Reading Aloud (to support fluency)</u></p> <ul style="list-style-type: none"> <li>• Translate using dictionary</li> <li>• Jigsaw reading</li> <li>• Choral reading (reading aloud together)</li> <li>• Partner reading (back and forth)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Peer feedback on presentations (2 things you liked, and 2 questions that you have)</li> </ul> <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> <li>• 5Ws chart (who, what, when, where, why)</li> <li>• Using specific context and beyond the test questions in reading</li> <li>• Recognize a few words in a sentence → logically infer meaning</li> </ul> <p><u>Comprehension and Organizing Ideas</u></p>

				<p>for your groups.</p> <p>4. Share out with the whole team.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Graphic recording</li> <li>• Fishbowl/discussion after reading</li> <li>• Peer feedback</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Frayer model</li> <li>• Cognates</li> <li>• Highlight words/word parts</li> </ul> <p><u>Background Knowledge</u></p> <ul style="list-style-type: none"> <li>• Cognates</li> <li>• Making predictions</li> <li>• Predict through photos/drawings</li> <li>• Chart and picture walks through text before reading</li> <li>• K-W-L chart</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Sentence starters</li> <li>• Sentence frames</li> <li>• "First lines" for composition</li> <li>• Master 1 sentence at a time</li> </ul> <p><u>Writing and Organizing Ideas</u></p> <ul style="list-style-type: none"> <li>• Grammar/verb conjugation charts</li> <li>• Brainstorm against the clock</li> <li>• Graphic organizers</li> </ul> <p><u>Review</u></p> <ul style="list-style-type: none"> <li>• What's the Rule?</li> <li>• Short (3-5 sentences) warm ups in response to questions from last class</li> <li>• Verb-ending mini quizzes that lead to 100% Club</li> <li>• 100% Club (similar idea to doing flashcards in math)</li> <li>• 3 2 1 Exit tickets</li> </ul>
Writing Across the Building	Lyttle & Millians	4:00-4:15 pm	I, D, P	<p><b>Examine WPHS</b> Writing and Research Handbook from 2004.</p> <ul style="list-style-type: none"> <li>• Would a style manual be helpful for WPHS?</li> <li>• If so, what elements of the 2004 handbook might we want to include?</li> <li>• What else might need to be included?</li> </ul>	<ul style="list-style-type: none"> <li>• An electronic manual might be better than a paper one, although we could include the manual in the agenda books. Would a paper manual be better for AVID students because of the importance of the binder?</li> <li>• Areas of need for students <ul style="list-style-type: none"> <li>– 9<sup>th</sup> graders are unfamiliar with all of the features of Word</li> <li>– NoodleTools</li> <li>– Accessing school databases, and which databases to use for what kind of projects</li> <li>– Moving beyond Wikipedia and Google searching for information, the CRAPP test</li> </ul> </li> <li>• Develop Project-based Learning/Assessments in all departments and at all grade levels that scaffold and build on one another so that students can research, write, and</li> </ul>

					present independently by end of their senior year → All departments seem to have something already in place that might serve as a starting place – science fair, Gap project in ESOL 3, for example.
Roundtable	Millians	4:15-4:20 pm	I, P	<b>Share</b> successes and/or questions from individuals and departments.	<ul style="list-style-type: none"> <li>Next Lit Team meeting is Wednesday January 6<sup>th</sup> in 167 Gunston.</li> </ul>

I= Information D= Dialogue A= Action P = Participation

### Important Dates and Upcoming Events

- Thursday December 10, 2015 Academic Check In (Wolverine Time freeze)
- Friday December 18, 2015 Holiday Concert & Early Close
- Monday December 21, 2015-Friday January 1, 2016 Winter Break – No School
- Tuesday January 5, 2016 Educator Rally
- Monday January 18, 2016 Martin Luther King Jr. Birthday – No School
- Tuesday January 19, 2015 Instructional Services Staff Development Day
- Thursday February 4, 2016 Last Day of 2<sup>nd</sup> Quarter and Early Close
- Friday February 5, 2016 Teacher Workday

### Parking Lot for Future Meetings

TOPIC	FACILITATOR	TIME	TYPE	EXPECTED OUTCOMES