Timeline of Major Activities in Wolfpack WORKS: Activities in bold are complete

<table>
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<tr>
<th>Time Period</th>
<th>Activities</th>
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| April & May 2018 | ✓ Hire a project manager and graduate assistants  
✓ Select participating school districts and initiate MOU  
✓ Adapt the 10 essential practices in literacy instruction to NC standards  
✓ Meet with the Advisory Council to refine practices and program approach  
✓ Develop indicator checklist for coaching tool to accompany practices  
✓ Coordinate with the New Teacher Support Program  
✓ Identify and subcontract with an external evaluation team (SSRI/Duke) and work with the team to complete the logic model and evaluation plans |
| June & July 2018 | ✓ Initiate development of learning modules: hire videographer, web developer, content developer  
✓ Develop research and evaluation protocols, surveys, and consents, obtain NC State IRB approval  
✓ Hire and train 20 university-based literacy coaches  
✓ Support school districts with hiring and/or contracting for interventionists  
✓ Secure venues and develop the 2-day regional professional development program  
✓ Survey teachers who are finishing their first year of teaching in the partner districts about resources needed  
✓ Establish partnerships with 2 comparison districts for research and evaluation purposes |
| August 2018 | ✓ Conduct six 2-day regional professional development programs  
✓ Build capacity of district personnel by inviting principals and LEA-based coaches to the launch of the professional development program  
✓ Convene district leader meeting  
✓ Administer baseline surveys to all participating teachers  
✓ Hire and train graduate student data collectors  
✓ Produce first progress report for NCDPI |
| Fall 2018 | ✓ Implement the College of Education learning management system for K-2 teachers to access  
✓ Identified and secured digital, distance-coaching tools (Zoom and GoReact)  
✓ Conduct beginning-of-year observations of literacy instruction in K-2 teachers’ classrooms  
✓ Monitor university-based literacy coaches’ relations with K-2 teachers and LEA-based coaches  
✓ Support partner districts in recruiting and hiring interventionists to assist beginning teachers in working with students needing extra reading support  
✓ Host RtA diagnostic assessment trainings at NC State for coaches, beginning teachers and interventionists in partner districts  
✓ Identify and secure literacy instructional resources for K-2 teachers  
✓ Secure venues and conduct three 1-day winter regional professional development programs for K-2 teachers (December)  
✓ Administer mid-year surveys to all participating teachers  
● Complete development of 10 learning modules (4 modules completed, 6 in process)  
● Produce mid-year progress report for NCDPI (in process) |
| January thru June 2019 | ● Continue to use the learning management system and monitor work of university-based literacy coaches  
● Conduct focus group with subset of participating teachers  
● Secure venues and conduct two 1-day spring regional professional development programs for K-2 teachers (April)  
● Administer end-of-year surveys to all participating teachers  
● Conduct end-of-year observations of literacy instructions in K-2 teachers’ classrooms  
● Make learning modules available online for all reading teachers  
● Analyze outcome data for evaluation  
● Produce final report for NCDPI |