



Academic Excellence Work Plan for K-8

2023-24

September 27, 2023

Vision 2026 Strategic Plan



The Vision 2026 Strategic Plan includes six strategies for Academic Excellence.

The Educational Services Department continues to focus on three strategies as the main anchors for our work:

- Expanding Post Secondary Opportunities
- Learning Acceleration
- Balanced Assessment

The strategies for Portrait of a Graduate and Professional Learning are connected to all three anchors.

Tonight's update will focus on the 2023-24 work plan for Learning Acceleration and Balanced Assessment in grades K-8.

Guiding Questions

1 How is D200 continuing the learning acceleration and balanced assessment work for K-8 literacy?

2 How is D200 continuing the learning acceleration and balanced assessment work for K-8 mathematics?

Core Actions to Accelerate Learning

1

Adopt high-quality instructional materials

2

Provide teachers with ongoing professional learning needed to provide Tier I instruction to all students

3

Use assessments to prioritize learning

4

Focus interventions on students most in need and create instructional coherence

Core Action 1: Adopt High Quality Instructional Materials

2019



Narrowing the Third-Grade **Reading Gap**

Embracing the Science of Reading

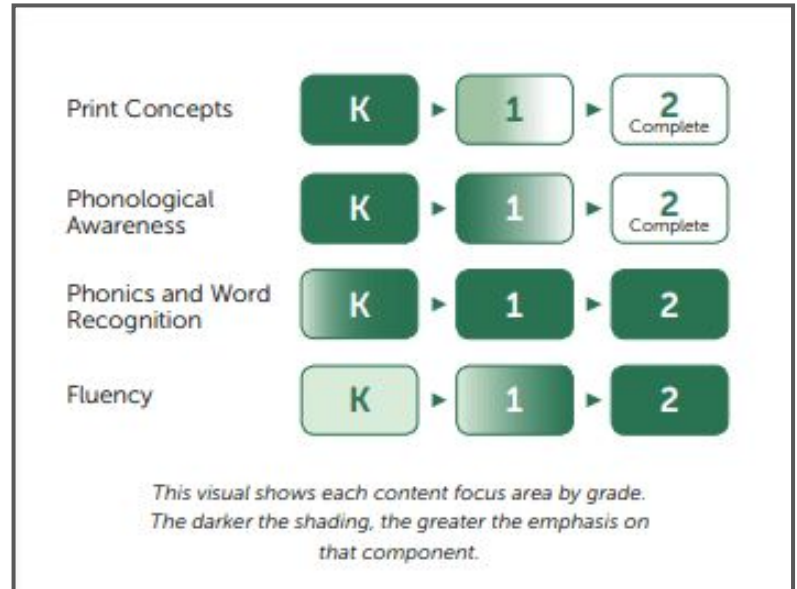
Foundational Skills

Print Concepts (K-1)

Phonological Awareness (K-1)

Phonics and Word Recognition (K-5)

Fluency (1-5)





Narrowing the Third-Grade **Reading Gap**

Embracing the Science of Reading

Redesign Small Group Instruction to Target Student Skill Deficits

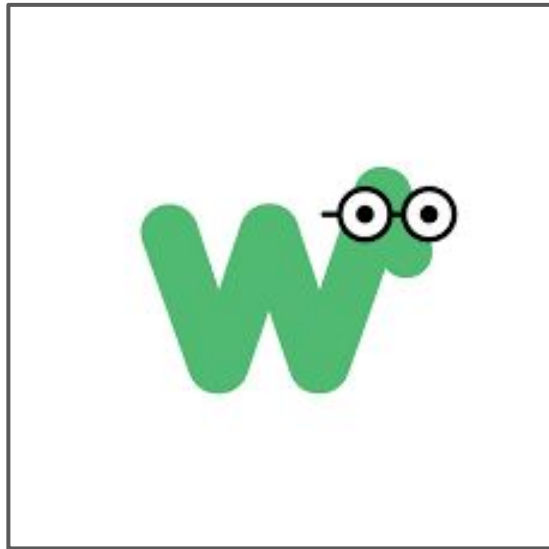
by grouping students by foundational skill need and pairing them with teachers who demonstrate expertise in teaching skills most relevant to student needs.

Aid Teachers in Implementing Science-Based Instruction

by aligning instructional materials, instructional guidance, ongoing coaching, and teacher evaluations to the science of reading.

Core Action 1: Adopt High Quality Instructional Materials

A strong driver for the selection and adoption of Bookworms Reading and Writing is the alignment to the Science of Reading research for teaching Foundational Skills.



Foundational Skills Instruction in Bookworms

Daily Whole Group Instruction

Systematic explicit daily grade level foundational skills instruction

Daily Small Group

Small group instruction is based on the student's specific instructional needs. Teachers assess students and provide targeted instruction based on what students need.



Word Study

L.K.1.a RF.K.1.b RF.K.2 RF.K.3

Nn	nickel, night, note, numbers
Tt	tail, tip, toes, tooth
li	igloo, ill, infant, ink
Gg	gate, gift, girl, gorilla

Sort by Sound

Point to each header card as you review the sounds from yesterday.

Remember, we are working with words that start like /n/nose, /n/nose, /n/nose.

Repeat this procedure for the remaining header cards.

Today you will lead students to sort the picture cards. Tell students what the picture is, and ask them which column to place it in.

Provide various levels of scaffolded support based on your class's needs. Always start with the least support and move to the most support. For this activity that means following this order:

1. Does **note** start like **insects**, **teeth**, **nose**, or **gum**?
2. **note** insects, **note** teeth, **note** nose, or **note** gum?
3. /n/note /i/insects, /n/note /t/teeth, /n/note /n/nose, or /n/note /g/gum?

Repeat with: nickel, night, numbers, tip, toes, tooth, tail, gift, gate, gorilla, girl, ill, ink, igloo, infant.

Label Pictures

Write all the sounds you hear.



W Assignments

L.1.1.a

RF.1.2.d

RL.1.3

W.1.1

Use sound boxes to write your word study words.

Word Study Words: bun, but, cut, fun, hut, jug, mug, nun, pun, rug, rut, tug.

Challenge Words: shut, slug, spun, stun.

High-Frequency Words: all, for, see, this, up.

I think that he had a (good/bad) time because _____.

Do you think the dinosaur had a good time at camp? Why do you think that?

I think that he had a _____ time because _____.

Practice your handwriting.

Sound Boxes

Use sound boxes to write your **Word Study** words.

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

Use sound boxes to write your **Challenge** words.

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

Use sound boxes to write your **High-Frequency** words.

--	--	--	--	--	--	--	--	--

--	--

Word Study

L.2.2.d L.2.4 RF.2.3 RF.2.3.a

i	i	blink, crisp, wink
iCe	same sound, different pattern	glide, pride, slice
y		cry, fly, try
igh		fight, height, high
Optional Challenge Words		delight, flight, plight, rely, widen

Spelling

Throughout Word Study, iCe should be read as i-consonant-e.



This week we are working on reading and spelling words with **short i** and **long i** sounds.





Show students each header card, as you name the sound associated with each pattern. Place each header card for students to see.

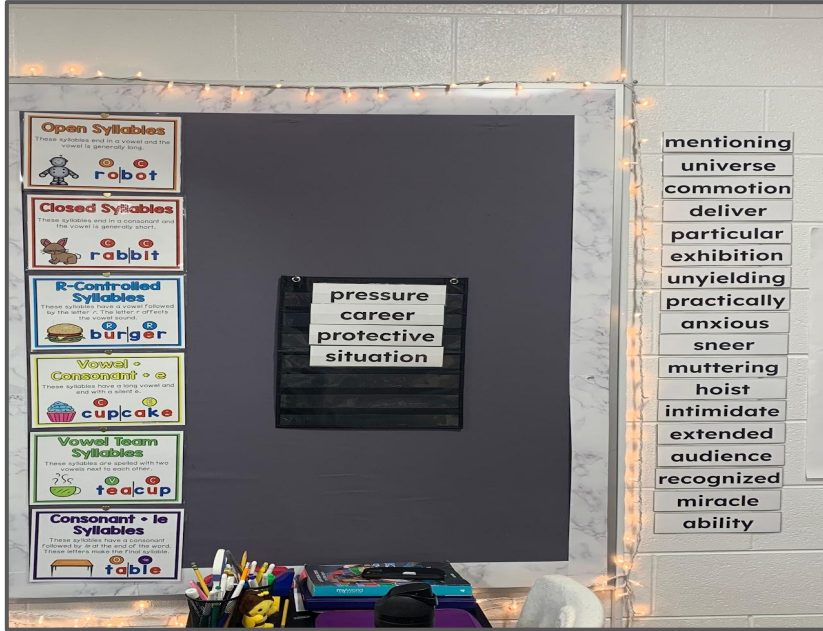
The /i/ sound is in the middle of the word **fish** and it is spelled with an i.

The /igh/ sound is in the middle of the word **bike** and it can be spelled with a y, iCe, or i-g-h.

Writing Sort

Sort our word study words: wink, cry, blink, fly, crisp, fight, glide, height, pride, slice, high, try.

i 	iCe 
y 	igh 



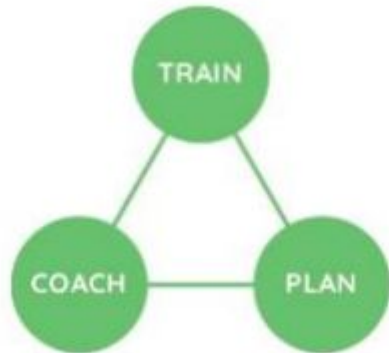
pro · tect · ive open, closed, suffix

Protective is an adjective that means able to or intending to keep someone or something safe from harm.



Core Action 2: Provide Teachers with Ongoing Professional Learning to Support Tier 1 Instruction

Three Pillars of Teacher Support



Train

- Spring: Staff meetings
- Spring: Full Day training for all K-2 teachers
- August Institute: training for 3-5 teachers on Word Study
- September Institute: DI training for K-2 teachers
- Future trainings will be determined by coaches as needed

Plan (Culture of Collaboration)

- Collaboration planning meetings

Coach

- Each building has a 1.0 coach

What Does a Reading Coach Do?

- Provides coaching to enable teachers to reflect on student learning in the classroom
- Facilitates ongoing professional development in implementing the Bookworms Curriculum
- Models lessons
- Provides feedback and identify next steps to improve instruction using Bookworms
- Analyzes data, identify trends, and support teachers to adjust instruction based on data
- Provides instruction for students in small groups
- Meets weekly with district administration to ensure continuity of implementation and address needs

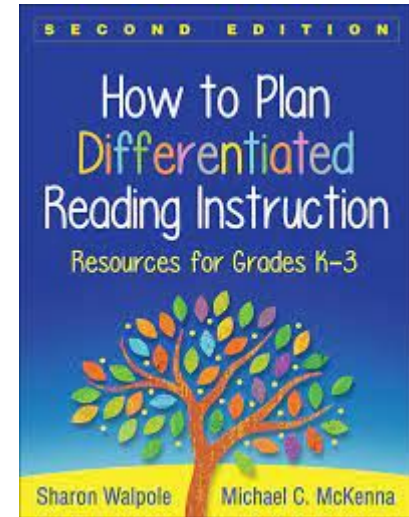
Core Action 3 : Use Assessment to Prioritize Learning

Core Action 4: Focus Interventions on Students Most in Need and Create Instructional Coherence

Bookworms has a daily Differentiated Instruction Block (DI)

This is being implementing at the K-2 level this year

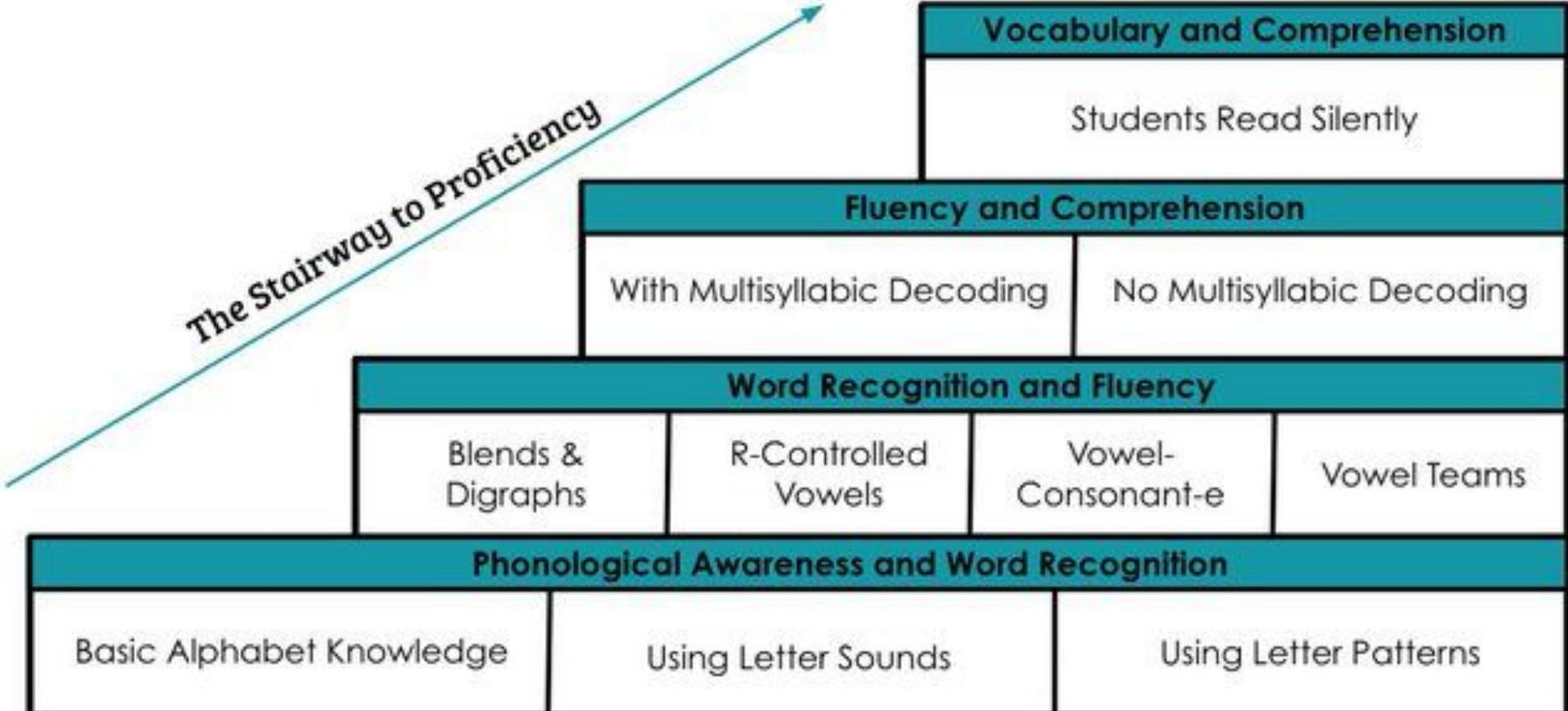
The authors of books created a resource for foundational skills instruction that can be used in an intervention



Skills Progression in Differentiation by Assessed Needs

Walpole and McKenna, 2017

The Stairway to Proficiency



Vocabulary and Comprehension			
Students Read Silently			
Fluency and Comprehension			
With Multisyllabic Decoding		No Multisyllabic Decoding	
Word Recognition and Fluency			
Blends & Digraphs	R-Controlled Vowels	Vowel-Consonant-e	Vowel Teams
Phonological Awareness and Word Recognition			
Basic Alphabet Knowledge	Using Letter Sounds	Using Letter Patterns	

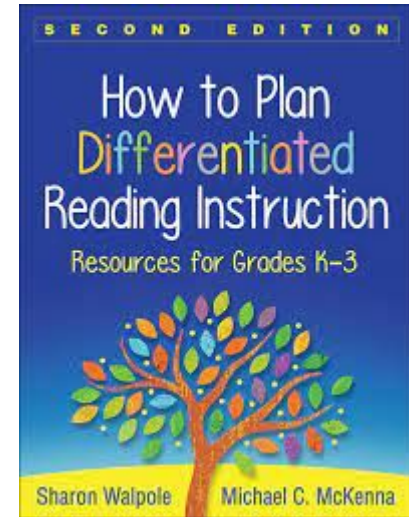
Core Action 3 : Use Assessment to Prioritize Learning

Core Action 4: Focus Interventions on Students Most in Need and Create Instructional Coherence

All students are screened at the beginning of the year

This screening results in students being placed in specific groups for targeted instruction

Example: Using Letter Sounds Group

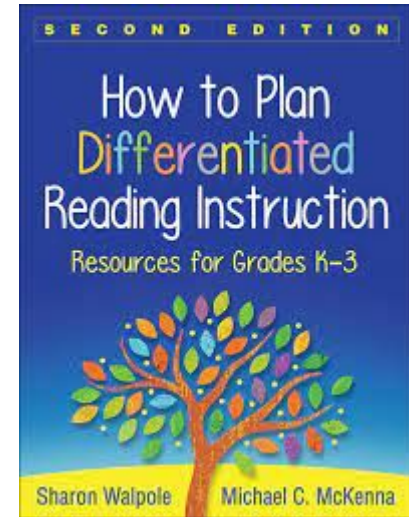


Core Action 3 : Use Assessment to Prioritize Learning

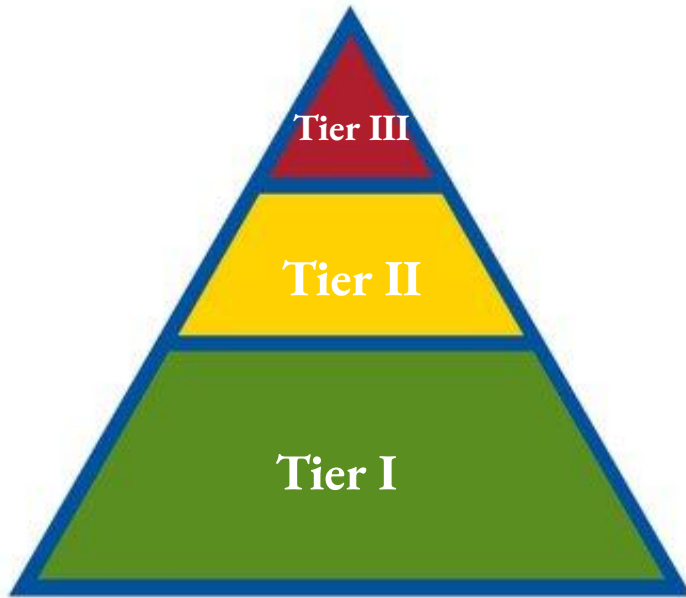
Core Action 4: Focus Interventions on Students Most in Need and Create Instructional Coherence

Monitoring progress assessments are administered every 3-6 weeks to:

- 1) Place students in small groups
- 2) Plan instruction that targets the needs group members share
- 3) Gauge the impact of the instruction on student progress



Multi-Tiered Systems of Support (MTSS)



Tier III	Intensive support in universal skills <i>5-10% of students</i>
Tier II	Targeted supports to master essential grade level standards <i>10-15% of students</i>
Tier I	Essential grade level learning for all students <i>80% of students</i>

2022-23 FastBridge Results Using New Materials

Three schools used the Bookworms DI materials all last year with integrity

To monitor the effectiveness of this intervention one data source is FastBridge

FastBridge data is analyzed in two ways:

- 1) The percentage at or above the 50th percentile. FastBridge considers the 50th percentile goal for long-term academic success. This is reported on our dashboard.
- 2) **The percentage of students in each tier of instruction for MTSS planning.**

For the DI block looking at the health of Tier 1 is critical for MTSS planning

2022-23 FastBridge Results Using New Materials

Results by Cohort

School	Cohort	Fall 2022 MTSS Data % of students in Tier I	Fall 2023 MTSS Data % of students in Tier 1
Non Title	2022: grade 2	78%	84%
Title I	2022: grade 1	60%	75%
Title I	2022: grade 1	69%	84%
Title I	2022: grade 2	66%	81%

Preparing for Full Implementation in Grades 3-5

All grades 3-5 teachers are implementing the Shared Reading block this year

Next year, all 3-5 teachers will implement the DI block and ELA block

Pilot teachers in grades 3-5 did not recommend the adoption of the Bookworms instructional resource for the DI block for intermediate grades

Instead, the group recommended a supplemental resource piloted by American Reading Company called Toolkits

This is a work project for coaches this year

Preparing for Full Implementation in Grades 3-5

Three PACE specialists participated in the ELA pilot and recommended PACE specialists continue to meet this year to consider future programming with the full implementation of Bookworms.

This work began on the September Institute Day with PACE receiving training on the American Reading Company Toolkit that is being piloted this year.

Curriculum Implementation Framework

Phase I Research

- Professional Learning
- Establish an Instructional Vision
- Review Materials
- Select Materials to Pilot

6-8 ELA

Phase II Pilot and Select

- Pilot Materials
- Select Materials to Adopt

Phase III Prepare to Launch

- Training
- Develop Local Implementation Materials

Phase IV Teach and Learn

- Continued support through three pillars: Coach, Plan, Train
- Monitor Data
- Seek Feedback
- Adjust Plan
- Annually Reset

K-5 ELA

Middle School ELA

Phase I Research

- Professional Learning
- Establish an Instructional Vision
- Review Materials
- Select Materials to Pilot

2022-23 Work Plan

- Engaged in professional learning about the ELA shifts: High Quality Text, Evidence Based Reading, Writing and Discussion & Knowledge Building
- Established an Instructional Vision

2023-24 Work Plan

- Review materials
- Select materials to pilot

Guiding Questions

1 How is D200 continuing the learning acceleration and balanced assessment work for K-8 literacy?

2 How is D200 continuing the learning acceleration and balanced assessment work for K-8 mathematics?

Core Actions to Accelerate Learning

- 1 Adopt high-quality instructional materials
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- 3 Use assessments to prioritize learning
- 4 Focus interventions on students most in need and create instructional coherence

Action 1: Adopt High Quality Instructional Materials

This year, Illustrative Math is used at the elementary and middle school level

Algebra and Geometry in grades 7 and 8 use the high school textbook

Illustrative Math is a high-quality instructional material for the following reasons:

- It is well aligned to grade level standards
- Problem types vary in complexity
- Common assessments allow staff to collaboratively review results and plan instruction
- The assessment mirror the IAR
- It is aligned to our Portrait of a Graduate Skills
- Designed with guidance to support Multilingual Learners and Students with Disabilities

Year Two Successes Already

Phase IV Teach and Learn

- ❑ Continued support through three pillars: Coach, Plan, Train
- ❑ Monitor Data
- ❑ Seek Feedback
- ❑ Adjust Plan
- ❑ Annually Reset

Students are making connections between last year and this year

Students are more engaged and willing to answer questions

Lessons are taking less time because students understand the instructional routines

Staff report having much more success with lessons that were challenging last year

Staff are more confident and feel more organized



CUSD 200 5Essentials Results

Measures	Performance	Essential	Respondent
Math Instruction	87 Very Strong	Ambitious Instruction	Student
Peer Support for Academic Work	86 Very Strong	Supportive Environment	Student
Rigorous Study Habits	85 Very Strong	Supplemental Measures	Student

Students report that they do the following in math class:

[Expand All](#)

Write a few sentences to explain how you solved a math problem.

Explain how you solved a problem to the class.

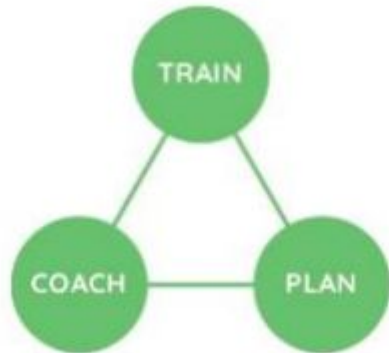
Write a math problem for other students to solve.

Discuss possible solutions to problems with other students.

Apply math to situations in life outside of school.

Action 2: Provide Teachers with Ongoing Professional Learning to Support Tier 1 Instruction

Three Pillars of Teacher Support



Train

- IM training sessions for middle school

Plan (Culture of Collaboration)

- Districtwide collaborative planning with math coaches
- Middle school department meetings
- Elementary collaboration planning meetings

Coach

- Each middle school has a 1.0 coach
- Title I elementary buildings have a 1.0 coach + .5 interventionist
- Non Title I elementary buildings have a .5 coach + .5 interventionist

Coaching Focus: Collaboration and Communication



Coaching Focus: Collaboration and Communication

Illustrative Math Lessons require students to be strong communicators and collaborators.

John Hattie's Visible Learning Research supports a focus on collaboration and communication. 0.4 is the hinge point to produce a year's worth of growth.

- Cooperative Learning vs. Individualistic Learning: 0.59
- Classroom Discussion: 0.82

NCTM Effective Teaching Practice: Facilitate meaningful mathematical discourse
Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Action 3: Use Assessment to Prioritize Learning

Illustrative Math has strong assessment tools including:

- Daily cool downs (exit tickets to check progress on learning for the day's lesson)
- Section checkpoints (grades K-5)
- Unit assessments

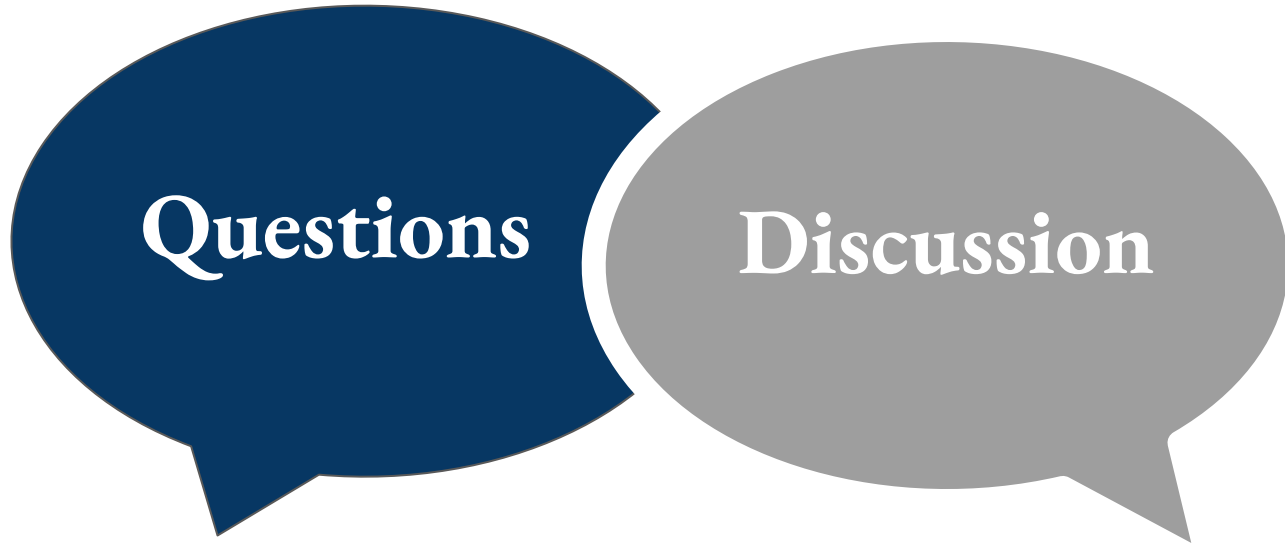
School Improvement Plans are focused on maximizing the use of these assessments to address specific student needs and for collaborative planning purposes amongst grade level colleagues.

Action 4: Focus Interventions on Students Most in Need and Create Instructional Coherence

Middle School coaches redesigned Math Lab to focus on fluency development and addressing unfinished learning.

Direct Math Special Education staff worked collaboratively to tailor the implementation of IM for their students.

Elementary Math Coaches will be engaging in a review of Tier 2 intervention programming this year to provide additional guidance.



Questions

Discussion