

Academic Recovery in the Ann Arbor Public Schools



Board of Education
May 3, 2023

In this segment we will...

share the ongoing work to support student learning recovery and acceleration through

- **professional learning centered on equitable learning experiences**
- **careful screening, diagnosing, intervening and monitoring student growth and proficiency**
- **optimizing instructional time and learning outcomes**
- **partnership with families for beyond-the-school-day acceleration**

AAPS Instructional Adjustments and Enhancements

March 2020-Present



The AAPS Framework
For Equitable Instruction



Equity-Centered Staff
Development



Teaching Learning
Networks
(TLNs)



Curriculum and
Instruction



Teaching & Learning
Digital Ecosystem



Family and Community
Support Systems



Transforming
Culture

The AAPS Framework for Equitable Instruction 2.0



Transforming
Culture and
Student-
Centered
Practices



Culturally Affirming Instruction

Designed with students' interests, cultures, and identities at the center



Active & Engaged Instruction

Designed with intentional use of technology to maximize learning



Universally Designed Instruction

Designed with options for engagement, representation, and expression



Instruction with Linguistic & Academic Accommodations

Designed to meet students' linguistic and academic language needs



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Transforming
Culture

Every Member of AAPS Participates in Culturally Affirming Professional Learning



All District Professional Development with Dr. Yolanda Sealey-Ruiz

- 2nd Year of Engagement and Professional Learning, over 1,800 attending
- Develop Self-Awareness through Critical Love, Humility, and Reflection
- Encourage a Culturally Affirming Environment in Connection with the AAPS Framework for Equitable Instruction
- Foster Racial Literacy and Environments where each student is celebrated and significant



**Transforming
Culture through
Equity-
Centered Staff
Development**



All Leaders Professional Development with Dr. Chris Emdin

- Understand the **Impact of Beliefs and Habits** as We Lead
- Connect Teaching and Learning with the Realities of Staff and Students
- Identify and **Remove Barriers and Share Responsibility** among Administrators, Staff, and Students

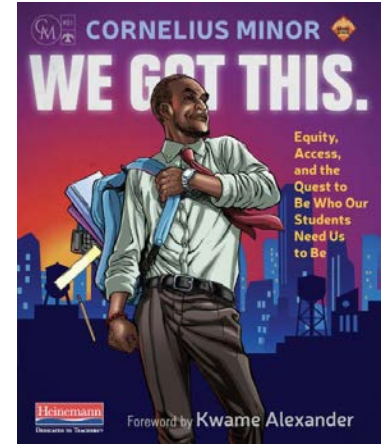


Every Member of AAPS Participates in Culturally Affirming Professional Learning



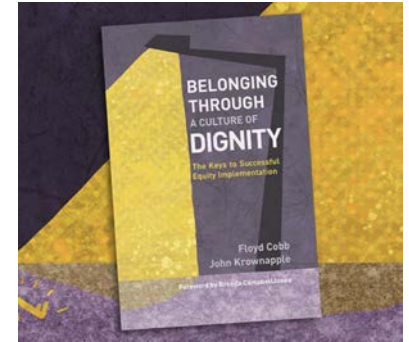
All District Professional Learning - Cornelius Minor

- 3rd Year of Engagement and Professional Learning
- Learning to Listen Deeply to Students to Make Learning More Relevant and Engaging
- Encourage a Culturally Affirming Environment in Connection with the AAPS Framework for Equitable Instruction



All Leaders Professional Learning - A Culture of Dignity and Belonging

-
- Understand the Impact of Beliefs and Habits as We Lead
- Identify and Remove Barriers and Share Responsibility among Administrators, Staff, and Students



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Teacher Learning Networks - TLNs and B-TLNs

- **Transforming Culture and Practice**
 - Making Learning Accessible
 - Engaging Learners through **Equitable Instructional Practices**
 - Creating **Affirming Learning Environments**
- **Supportive Networks**
 - Sharing Course and Content Resources
 - Supporting the Use of **Effective Strategies** and Tools
 - Meaningful **Connections**
 - On Demand **Access to a Team** of Exceptional Teachers



Led by
Teachers
for
Teachers



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An Overview of AAPS Academic Interventions and Student Supports

Intervention & Instructional Specialists

Literacy and Math Intervention

Direct Skills-targeted Intervention for Identified Students

Teacher support in effective assessment to identify areas for skills-based instruction

Teacher support in effective instructional practices in each of the targeted skills areas to ensure strong foundation literacy skills for every student

Daily Literacy and Math Intervention

Elementary

Daily, targeted small group literacy and math instruction

Targeted screening and formative assessments tools to identify and track progress regularly

Secondary

Identified students receive daily scheduled support through Academic and Personalized Support Courses designed support core class success with an added layer of targeted skills and content instruction.

English Learner, Title I Intervention

English Learner Teachers
Serving 2400 Students in Every AAPS School with push in and pull out language acquisition support.

Title I Teachers
in AAPS Title I Eligible Schools, providing targeted literacy and math interventions

Family Engagement
Interpretation & Translation Services
Literacy & Math Nights

Supports Beyond the School Day

Extensive Summer Programs

24/7 Access to Skills-Targeting Tools:

Lexia/Lexia Power-Up
Dreambox

Credit Recovery
Point of Need
Personalized Learning PLans

Online Course Access
Grades 5-12



Daily Small Group Instruction - Literacy and Math

- All K-8 students participate in universal screener to identify those in need of additional support
- Targeted **small group instruction** based on identified areas within the Tier 1 setting
- Core +More intervention providing a double dose of intensified, skills-specific instruction



Student Growth and Proficiency

Universal and Diagnostic Tools for Literacy

- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency
- Writing

Screen & Identify

Diagnose

Intervene

Monitor

Menu of Formative (Diagnostic) ELA Tools Teachers Use Every Day

Table of Formative Assessments

For questions and/or support with any of the assessments listed, please reach out to your BLC

Assessment	Directions/Materials	What information does this give you?
Observations	planned & on the fly → Blank Observation Form	An observational record of literacy behaviors, including both strengths and areas for growth
Reading Interview/Interest Survey	<ul style="list-style-type: none"> ◆ Getting Started With Rdg. Interview (Directions) ◆ Reading Interview (Recording form) ◆ K-2 Interest Survey, 3-6 Interest Survey (J. Serravallo) 	Allows you to get to know a student's interests, motivations, strengths & weaknesses, etc.
Letter/Sound ID Assessment	→ Directions & Recording Form (updated 9/12/22)	Knowledge of letters (single graphemes) and sounds (phonemes)
Early Literacy Behaviors	→ Directions & Recording Form	Students' knowledge of concepts about print (i.e. directionality, 1:1 correspondence, capital/uppercase letters, punctuation, etc.)

Table of Formative Assessments

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Assessment	Directions/Materials	What information does this give you?
Assessment Conferences, J. Serravallo	Please reach out to your BLC if you are interested in additional resources and/or information from the text, <i>Reading Conferences</i> by Jen Serravallo. Assessment Conference Note Taking Forms	<i>Reading Conferences</i> written by Jen Serravallo outlines a variety of conferring methods that can be used during Reader's Workshop, including assessment conferences. This information can help you understand what students know and need, set goals, notice and name strengths, and support strategy instruction
Fluency Assessment	<ul style="list-style-type: none"> ◆ Directions ◆ Rubric 	The dimensions of reading fluency that a student is proficient in and needs to develop
DRI: Informal Decoding Inventory	→ Resources & Materials	Provides you with information on how well your students decode regular and irregular words
Words Their Way Spelling Inventory	→ Resources & Materials → AAPS Words Their Way Guide (Page 2)	Provides information regarding how a student encodes the features of words of varying complexity - including beginning sounds, vowel sounds, suffixes, etc.

Sample - Phonemic Awareness Diagnostic Tools



RF.1.2.C

Identifying the medial (vowel) sound in spoken words

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is much. The middle or vowel sound I hear in the word much is /u/. Can you say that much, /u/? Now it's your turn. I will say a word and you will say it back to me: sick. What is the middle or vowel sound you hear in the word sick?

Correct response: Yes, the sound we hear in the middle of the word sick.

Incorrect response: Listen, sick, /i/. /i/ is the sound we hear in the middle of the word.

Word	Correct Response	Student Response	Results
1. red	/e/		___/5
2. lake	/a/		
3. shut	/u/		
4. wish	/i/		
5. bead	/e/		

Observations: check all that apply
 ___ provides letter name instead of sound ___ repeats whole word ___ response time more than 4 seconds

RF.1.2.C

Adding Initial Phonemes

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-at/. When I add /h/ at the beginning, the word is /h/-/at/, hat. Now it's your turn. Say /-ook/. Add /b/ at the beginning and the word is book.

Correct response: Yes, when you add /b/ to /ook/, the word is book. Can you say it back to me?

Incorrect response: When I add /b/ to /ook/, the word is /b/-/ook/, book.

Teacher: I will say a word part (rime) and you will say it back to me. Then I will tell you a sound at the beginning and you will tell me the new word.

Example: T: Say, -and. S: -and T: Add /s/ at the beginning and the word is? Student Response: sand

Word Part/Rime	Add /s/	Correct Response	Student Response
1. -and	/s/	sand	
2. -own	/b/	bone	
3. -ight	/l/	light	
4. -op	/sh/	shop	
5. -ate	/g/	gate	

Observations: check all that apply
 ___ responds with a pause between the first sound and the word part (does not say the whole word) ___ response time more than 4 seconds

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RF.1.2.C

Final Phoneme Isolation

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is bake. The last sound I hear in the word bake is /k/. Can you say that back to me: bake, /k/? Now it's your turn. I will say a word and you say it back to me: vote. What is the last sound you hear in the word vote?

Correct response: Yes, /t/ is the last sound you hear in the word vote.

Incorrect response: Listen, vote; /t/ is the last sound we hear in the word vote. Can you say it back to me: vote, /t/

Teacher: I will say a word. You will tell me the last sound you hear in the word.

Word	Correct Response	Student Response	Results
1. zip	/p/		___/5
2. team	/m/		
3. sock	/k/		
4. shout	/t/		
5. giraffe	/f/		

Observations: check all that apply
 ___ provides letter name instead of sound ___ repeats whole word ___ response time more than 4 sec

RF.1.2.D

Segmenting words into Phonemes

Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. Lock, /l/ - /o/ - /k/. I hear 3 sounds in lock, /l/ - /o/ - /k/. Now it's your turn. I will say a word and you will say it back to me. The word is beak. What are the sounds you hear in the word beak?

Correct response: Yes, when you segment the word beak into sounds, you hear /b/ - /e/ - /k/.

Incorrect response: When I segment the word beak into sounds, I hear 3 sounds /b/ - /e/ - /k/. Say it back to me: beak, /b/ - /e/ - /k/.

Teacher: I will say a word. What are the sounds you hear in the word ___?

Word	Correct Response	Student Response	Results
1. bag	/b/ - /a/ - /g/		___/5
2. less	/l/ - /e/ - /s/		
3. ride	/r/ - /i/ - /d/		
4. such	/s/ - /u/ - /ch/		
5. broke	/b/ - /r/ - /o/ - /k/		

Observations: check all that apply
 ___ adds or omits sounds when segmenting ___ response time more than 4 seconds
 ___ uses hand motions to segment a word into phonemes



Ident Name: _____

Assessment Date: _____

Form A: Phonemic Awareness Assessment for 1st Grade

RF.1.2.B

Fluency: Initial Phoneme Isolation

Administration Directions: I will say a word and isolate the first sound in the word. The word is house. What is the first sound you hear in the word house? /h/. Can you repeat this back to me: house, /h/?

Correct response: Yes, /h/ is the first sound we hear in the word house.

Incorrect response: Listen, /b/. /b/ is the first sound we hear in the word bird.

Teacher: I will say a word and you will repeat it. What is the first sound you hear in the word bird?

Word	Correct Response	Student Response	Results
1. house	/h/		___/5
2. bird	/b/		
3. cat	/k/		
4. dog	/d/		
5. pig	/p/		

Observations: check all that apply
 ___ provides letter name instead of sound ___ repeats whole word ___ response time more than 4 sec

RF.1.2.B

Blending into Spoken Words

Administration Directions: I will say the sounds in a word and blend those sounds together to say a word. Listen to these sounds and tell me the whole word. /t/ - /a/ - /k/. What is the word? /t/ - /a/ - /k/, take.

Correct response: Yes, when you blend the sounds, /t/ - /a/ - /k/, the word is take.

Incorrect response: Listen, when I blend the 3 sounds, /t/ - /a/ - /k/, the word is take.

Teacher: (or four) sounds. What is the whole word? The sounds before blending them into a word.

Correct Response	Student Response	Results
poke		___/5
great		
has		
much		
slide		

Observations: check all that apply
 ___ blends into a word when blending into a word ___ response time more than 4 seconds

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Student Growth and Proficiency

Universal and Diagnostic Tools for Mathematics

- Counting concrete objects
- Comparing numbers
- Knowing basic addition and subtraction
- Knowing simple multiplication and division
- Understanding conceptual place value
- Understanding fractions

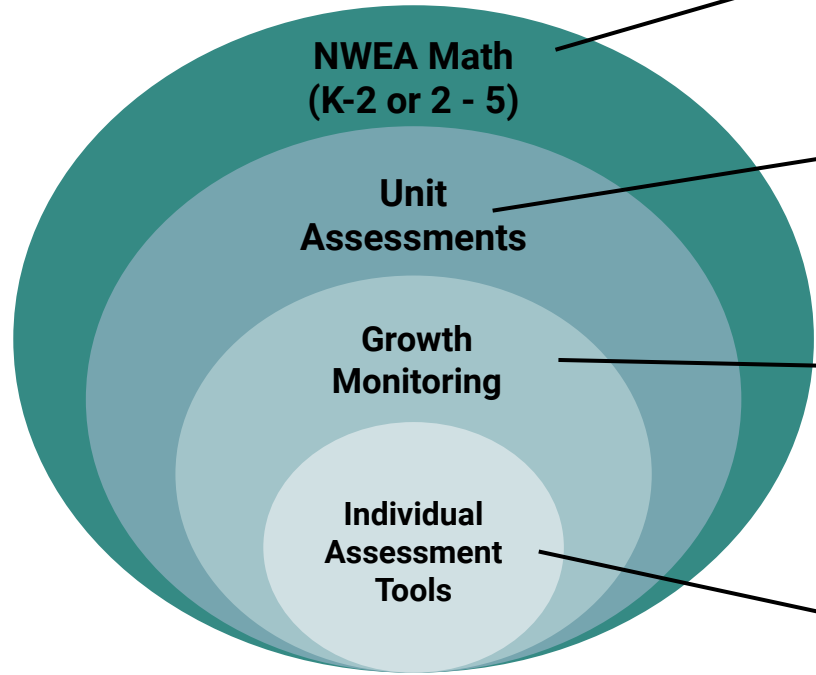
Screen & Identify

Diagnose

Intervene

Monitor

Tools for Monitoring



NWEA Math ❖ Teachers	<ul style="list-style-type: none"> • All students • Wide view screener and long term measure of growth • Comparisons to District and National norms
Unit Assessments ❖ Teachers	<ul style="list-style-type: none"> • Core Instruction • Monitor for growth and mastery of key concepts and skills
Growth Monitoring Dreambox ❖ Teachers ❖ Title I teachers ❖ Math Coaches	<ul style="list-style-type: none"> • 100% Student Access • Supports standards and areas below, at and above level based on students demonstrated need • Assignments can be used to target skills &/or aligned to NWEA
Individual Assessments ❖ Teachers ❖ Title I teachers ❖ Math Coaches	<ul style="list-style-type: none"> • Identified students making slower than expected gains • Diagnose and develop a students mathematical understanding and progress through the Learning Framework in Number.

AddVantage Math (AVMR) Sample Assessments

Early Number Words and Numerals Assessment Schedule

2A

MATERIALS: TASK CARDS, PAPER AND PEN

Student _____ Date _____
 Grade _____ Age _____ MR Specialist _____
 Classroom Teacher _____

Number Word Sequences Model (NWS)

- Emergent FNWS
- Initial FNWS up to 'ten.'
- Intermediate FNWS up to 'ten.'
- Facile FNWS up to 'thirty.'
- Facile FNWS up to 'one hundred.'
- Facile FNWS up to 'one thousand.'
- Facile FNWS up to 'ten thousand.'

Backward Number Word Sequences (BNWS)

- Emergent BNWS
- Initial BNWS up to 'ten.'
- Intermediate BNWS up to 'ten.'
- Facile BNWS up to 'thirty.'
- Facile BNWS up to 'one thousand.'
- Facile BNWS up to 'ten thousand.'

Numeral Identification (NID) LFIN Model

- Emergent numeral identification.
- Facile numerals to '10'
- Facile numerals to '20'
- Facile up to 2-digit numerals.
- Facile up to 3-digit numerals.
- Facile up to 4-digit numerals.
- Facile up to 5-digit numerals.

1. Forward Number Word Sequences (FNWS)

Start counting from _____ and I'll tell you when to stop.

START HERE	①-③	1.1	1	(to 32)
	④	1.2	46	(to 54)
	⑤	1.3	68	(to 76)
	⑥+	1.4	97	(to 112)

2. Number Word After (NWA)

The number that comes just after 1 is 2. What is the next number?

START HERE	①-③	2.1	4	9	7
	④	2.2	16	12	19
	⑤	2.3	67	43	50

Early Structuring

2B

Assessment Schedule

MATERIALS: DICE PATTERN CARDS

Student _____ Date _____
 Grade _____ Age _____ MR Specialist _____
 Classroom Teacher _____

Structuring Numbers 1 to 20 Model (SN20)

- Emergent spatial patterns and finger patterns.
- Finger patterns 1-5 and spatial patterns 1-6.
- Small doubles and small partitions of 10.
- Five-plus and partitions of 5.
- Facile structuring numbers 1 to 10.
- Formal addition (parts ≤ 10).
- Formal addition & subtraction (parts ≤ 10).
- Formal addition & subtraction (whole ≤ 20).

NOTE: For levels ①-⑦, student has to use facile strategies, that is, not counting by ones.

In each task group, if student uses counting, ask *Can you do it without counting?*

1. Making finger patterns

I am going to say a number. Show me the number on your fingers, as quickly as you can.

①	3	5	2	4		
	10	8	7	9	6	6 another way?

2. Regular spatial configurations [DICE PATTERN CARDS]

I am going to quickly show you a card with some dots on it. Ready? How many? Flash each pattern card to the student for 1/2 second.

①	3	5	2	4	6
---	---	---	---	---	---

3. Small doubles

What is _____ and _____?

②	2 & 2	5 & 5	3 & 3	4 & 4
---	-------	-------	-------	-------

If student is not facile to this point → END ASSESSMENT HERE.

4. Small partitions of 10

I'll say a number, and you say how many more to make 10. For example, I say '5'; you say... (Can prompt '5').

②	9	7	8	6
---	---	---	---	---

5. Partitions of 5

I'll say a number, and you say how many more to make 5.

Early Arithmetical Strategies Assessment Schedule

MATERIALS: TASK CARDS, COUNTERS OF TWO COLORS, TWO SCREENS

2C

Student _____ Date _____
 Grade _____ Age _____ MR Specialist _____
 Classroom Teacher _____

Early Arithmetical Learning Model (SEAL)

- Counting on
- Counting back
- Number sequence – Counting-on-and-back
- Number sequence – Counting-down-to
- Number sequence – Non-count-by-ones strategies

Tasks

Red collections [COUNTERS – TWO COLORS, TWO SCREENS]
 Red counters under here, and 3 blue counters under here.
 How many counters are there altogether?
 Strategies include: CF1-3x CF1-1x CUF Non-counting Known Fact

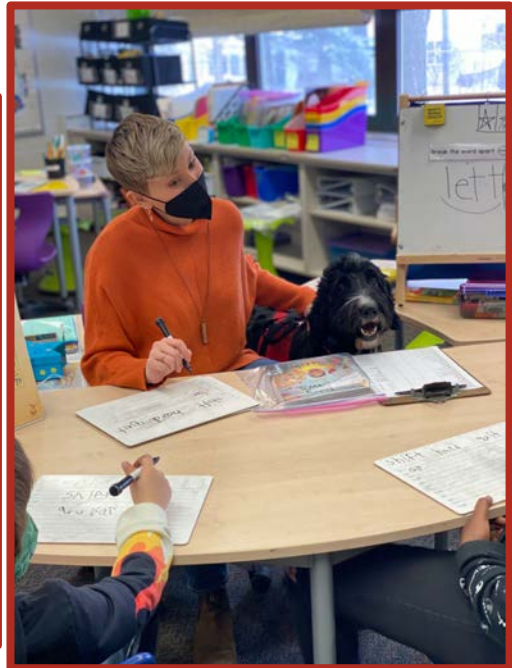
Missing addend [COUNTERS – TWO COLORS, TWO SCREENS]
 5 under here. I put some blue counters under here, and now there are 11 counters
 How many blue counters did I put under here?

ASK 5
 ASK 3 (and 4) and END ASSESSMENT.

Ongoing Skills-specific Monitoring for Growth and Proficiency

No Time for "Wait and See"

	G	H	I	M	N	O	P	Q	R	S	T	
	Winter 2023 Lexia L6-9	Winter 2023 NWEA RDG %	Winter 2023 NWEA RDG RIT	Fall 2022 NWEA ELA (155.93)	Fall 2022 NWEA Math (160.05)	Fall 2022 Lexia level L6-9	Fall 2022 Phonics (55)	Fall 2022 F&P (Level D-Nov.)	Spring 2022 Benchmark (D)	Spring 2022 Phonics (61)	Spring 2022 Phonological Awareness (44)	Spring 2022 NWEA (153.09)
L10	73	174	164 (74%)	169 (76th)	L6	44/55 (3) Digraphs-8/10 Long vowel patterns-6/10	Level E, 94% acc., SC-NIL, fluency-2, 3/6-limited comp. Uses meaning and neglects	Independent D	L/S Vowels (9/10) HF Words (25/25) Consonants (21/21)	37/44 (2) Rhyming (5/5) Syllables (10/10) Blending word parts	161 (74th)	
L11	90	183	177 (95%)	197 (99th)	L8	43/55 (3) Digraphs-10/10 Long vowel patterns-7/10	Level F (Fiction) 95% acc., Fluency-1, 5/6 comp., SC-1A	Level E Instructional	61 (4)	42 (3) Needs some work on syllables	172 (94th)	
L3 (not meeting usage minutes 14/17 weeks)	13	181	156 (50%)	159 (47th)	L2	LI-50/52 Consonant Sounds-18/21 Needs O, X, G L/S Vowel sounds-8/10 25 HF words-12/26 onset-rime-3/5 Blending-10/10	(Dec) - Instructional D fic 92% acc, comp 5/6 prof uses meaning, neglects visual cues, work on adding details to w/in text Instructional C (Oct)	Level B, NF 96% acc., SC-NIL, fluency-2, comp-4/6 She only made one error, she said car for truck. I started a level C, shopping but	50/61 (2) Consonants (19/21) L/S vowels (7/10) HF words (22/25) Onset-rime (2/5)	37/44 (2) Rhyming (3/5) Syllables (4/10) Blending word parts (4/4) Segmenting word parts (5/5) Segmentation phonemes	143 (20th)	
L12	98	192	184 (99%)	177 (91st)	L7	54/55 (4) Digraphs-10/10 Long vowel patterns-10/10 Inflected endings-10/10 1 & 2 Syllable words-10/10	Level F (Fiction) 100% acc., Fluency-3, 3/6 comp. (limited), SC-NIL Very fast and reads with expression	Independent D	Consonant sounds: 21/21, long/short vowel sounds 10/10, high frequency words: 25/25	38/44 (2) Rhyming (5/5) Syllables (10/10) Blending word parts (4/4) Segmenting word parts (5/5)	177 (98th)	
L10	93	185	171 (88%)	179 (94th)	L7	44/55 (3) Digraphs-7/10 Long vowel patterns-6/10 Inflected endings-7/10 1 & 2 Syllable words-9/10	Level E, Fiction 99% acc., SC-12, fluency-2, comp-4-6 medium pace w/o much exp.	Independent D	L/S Vowels (9/10) HF Words (24/25) Consonants (21/21)	39/44 (3) Rhyming (5/5) Syllables (8/10) Blending word parts (4/4) Segmenting word parts (4/5) Segmenting phonemes	168 (89th)	
L8	33	160	150 (32%)	166 (68th)	L2	26/55 (3) Digraphs-6/10 Long vowel patterns-3/10 Inflected endings-1/10 1 & 2 Syllable words-4/10 Irregular words-8/10 Breaking into syllables-4/5 Consonant sounds-18/21 needs	Level D (Fiction) 97% acc., SC-NIL, fluency-1, comp-5/6 Keep at this level due to types of errors. She is saying things that do not make sense (neglecting meaning cues) and there is no attempt to SC.	Level D Frus. (86%), comp-5/6, SC-18	60/61 (4)	38/44 (2) Rhyming (5/5) Syllables (9/10) Blending word parts (4/4) Segmenting word parts (6/6) Segmenting phonemes (10/10) phoneme manipulation	144 (23rd)	
L-9	97	190	183 (98%)	188 (99th)	L6	40/55 (3) Digraphs-6/10 Long vowel patterns-3/10 Inflected endings-7/10 1 & 2 Syllable words-10/10	Level E, Fic. 99% acc., SC-12, fluency-1.5, comp-4/6 app. prof. He uses meaning but SC using visual. Med. pace, a	Independent D	L/S Vowels (10/10) HF Words (23/25)	42/44 (3) Rhyming (5/5) Syllables (10/10) Word Parts (Blending) (4/4) Word Parts (segmenting) (5/5) Segmenting phonemes (9/10) phoneme manipulation-adding	184 (99th)	
L-6	59	169	160 (63%)	169 (76th)	L3	25/55 (3) Consonant sounds-16/21 L/S vowels-8/10 25 HF words-21/25 Onset-rime-5/5 blending-8/10 segmenting-1/10 14/55 (2) Digraphs-3/10	Level D, NF 96% acc., SC-NIL, fluency-1, comp-3/6 (limited) Needs to work on comprehension, specifically retelling in sequential order and Beyond the Text. She also needs to work on using a strategy. She will need to be on Reading level B text, memorized ABC linking chart. Pre-A (frus. on A) 31% acc., SC-NIL, fluency-1, comp-4/6, S.C. Needs 11, 1st letter Needs "Beyond the Text," using text evidence to support answers.	Level D Instructional, 93% acc., comp-6/6, SC-NIL, fluency-2	61/61 (4)	38/44 (2) Rhyming (5/5) Syllables (8/10) Blending word parts (4/4) Segmenting word parts (5/5) Segmenting phonemes (8/10) phoneme manipulation	163 (79th)	
L-4 (did not meet usage minutes 15/19 last weeks)	11	150	142 (44%)	151 (23rd)	L2	Consonant sounds-0/21 Says letter name instead of sound. L-32/52 Needs H, M, T, Q, S, G, N, V L/S Vowels: 0/10 HF Words: 7/25 Onset-Rime: 0/5 blending: 8/10 Segmentation: 3/10	Reading level B text, memorized ABC linking chart. Pre-A (frus. on A) 31% acc., SC-NIL, fluency-1, comp-4/6, S.C. Needs 11, 1st letter Needs "Beyond the Text," using text evidence to support answers.	Level C, 96% acc., SC-11, fluency-1.5, comp-5/6 Needs work on "Beyond the Text" comp. Frustrated at C, HF	21/61 (3) Consonant sounds: (3/21) L/S Vowels (8/10) HF words (12/25) Onset-Rime (0/5)	27/44 (0) Rhyming (5/5) Syllables (8/10) Word Parts (Blending) (4/4) Word Parts (segmenting) (2/3) Segmenting phonemes (7/10) phoneme manipulation-adding sounds (0/5) Phoneme manipulation- substitution	139 (12th)	
L-5	68	172	169 (85%)	166 (68th)	L3	50/55 (4) Digraphs-8/10 Long vowel patterns-9/10 Inflected endings-8/10 1 & 2 Syllable words-10/10	Level E, Fic. 98%, SC-NIL, comp-4/6 fluency-2 Very fast & fluent w/exp. Work on retelling and Beyond	Level E Instructional	58/61 (3)	41/44 (3) Needs phoneme manipulation (subst.)	158 (68th)	
L-6	87	181	174 (92%)	173 (85th)	L3	49/55 (3) Digraphs-8/10 Long vowel patterns-9/10 Inflected endings-8/10	Level E, Fic. 99% acc., SC-11, fluency-1 3/6-limited comp. Reads at a slow-med. pace	Independent D	61/61 (4) 5/5 onset rime 10/10 L/S Vowels 21/25 HF Words	No assessment	178 (98th)	

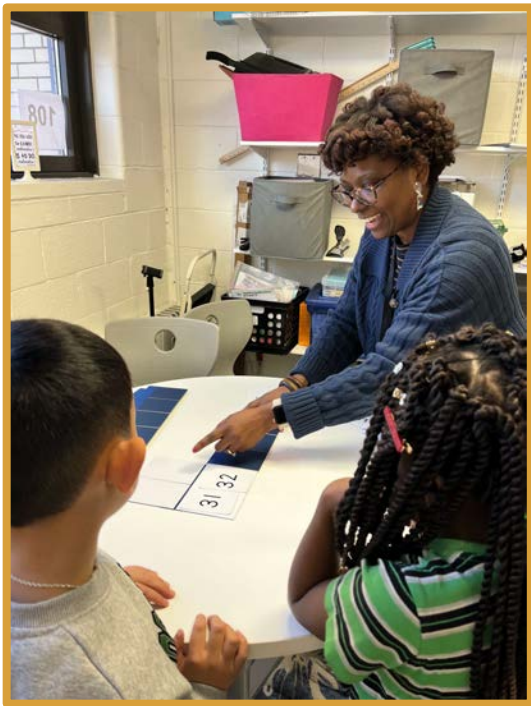


Reading Intervention at Abbot and Bach

Reading Intervention at Angell



Reading Intervention at Steam



Small Group Math at Carpenter



Math Intervention at Logan



The Role of Instructional Specialists in the AAPS



Specialists serve two important roles in the Ann Arbor Public Schools.

1. **Direct Student Intervention:** Direct instruction with identified students every day to build skill through a Core+More model providing a needed extra dose of skills-specific instruction.
2. **Building the Capacity of Teachers:** Teacher support and critical investment in building the capacity of all teachers to better meet the needs of learners in the general education classroom, during the school day.

A Closer Look at Coaching in the AAPS

Investing in Teachers & Quality Tier 1 - Core Instruction

Student Centered

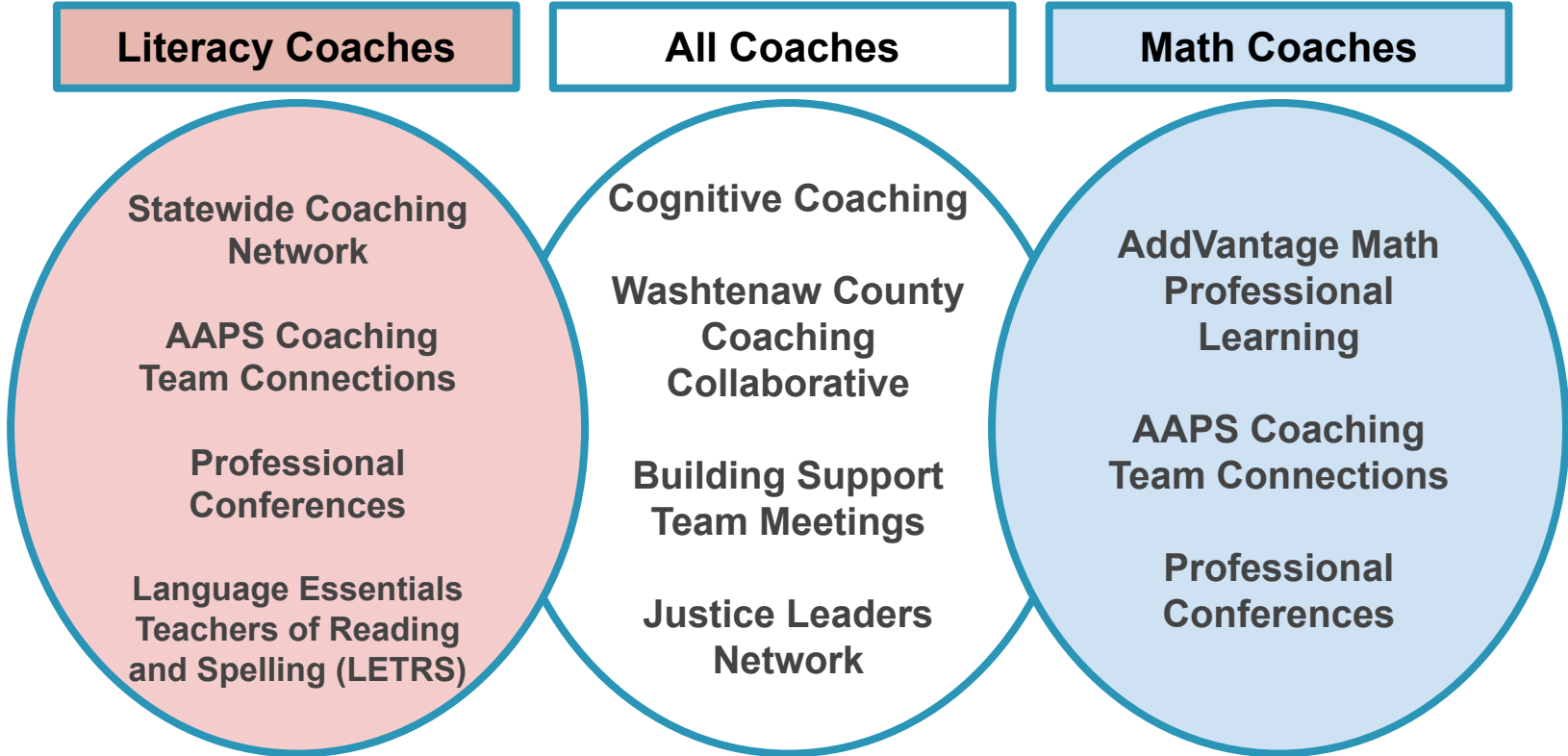
Research Based

Reflective

Grounded in Equity

- Job-embedded Professional Learning
- Observation and Modeling
- Co-Planning and Co-Teaching
- Effective, Explicit Literacy and Math Pedagogy
- Supporting Teachers through Assessing, Diagnosing, Responding and Monitoring Skill Attainment of students

Coach Connections and Expertise



Access, Engagement and Adjustments



Curriculum
and
Instruction



- **Scope and Sequence to Focus Learning :**
 - Ongoing gap analysis, carefully reviewed and aligned for student success
 - Foundational focus of content at each grade level and course.
- **Accessible, Engaging Curricula**
 - Making learning visible
 - Snap&Read, Co:Writer, Read&Write, Gale
- **Instructional Tools to enhance Voice and Choice in Learning:**
 - Schoology Learning Management System
 - Sora Digital Library
 - Student discourse and options to build and demonstrate learning

Credit Recovery and Flexible Learning Time In the Moment and Ongoing

- Teacher/Student Created Personalized Learning Plans
- Supported Learning for Improvement and Mastery
- Summer and A2Virtual Pathways



The Village - How Families Can Support Recovery Beyond the School Day



- Access **On-Demand Learning Tools** after School or On Weekends for Short Periods of Time - 15 minutes



- Take advantage of the activities in the [AAPS Read at Home Plan](#)

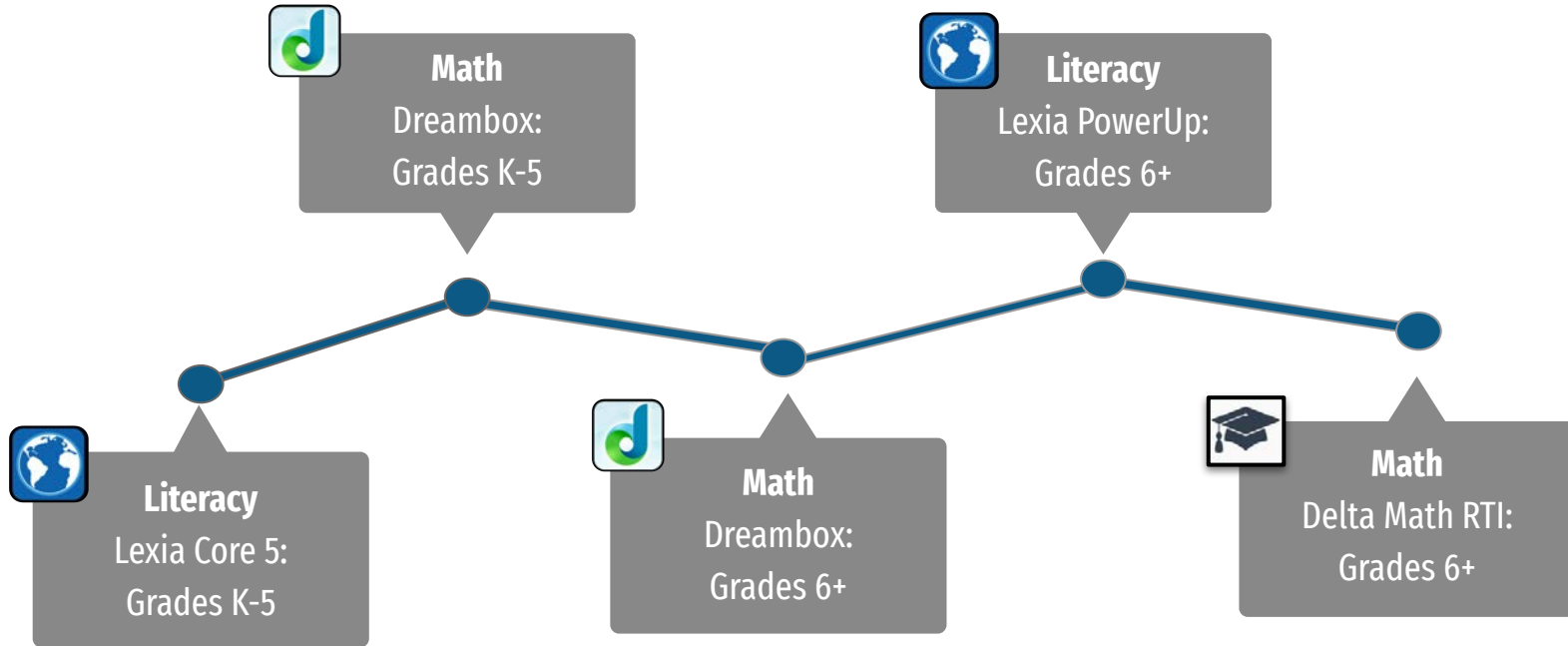


- **Encourage reading** and find thousands of exciting books in our [SORA digital library](#)



- Check in on student progress via [Schoolology](#)

INDEPENDENT, ON DEMAND ADAPTIVE LEARNING



Academic Recovery Through Robust Summer Programs



Special Education Programs



Elementary Programs



High School Programs



English Learner Programs



Middle School Programs



AAPS Summer Music Program

How to Log into Clever

Step 1: Go to
clever.com

[Logging in with Clever Badge](#)



Step 2: Click Log in as a student

Clever

Schools

Families

App Gallery

Pricing

Partners

Remote Learning

Help

Log in as a student

Digital learning, simplified.

Direct Messages

Ms. Yang

Good morning class! Please meet me on zoom at 9:30am: pearschool.zoom.us

Thanks for the reminder Ms. Yang!



Step 3: Click on the Icon and You're In

Clever Slouson Middle School

Homeroom Messages New Library Analytics Classes

Gmail Google Google Classroom Google Docs Google Drive

Classroom Apps (District)

education
Common Sense Education

CODE
Code.org

Desmos Graphing Calculator

myPLTW

Tynker

EDUCATION
Discovery Education

Lexia PowerUp

MediaCAST
MediaCast

PowerSchool

SORA by OverDrive

+ Add

Next Steps



Equitable Instruction Framework Professional Learning

- ★ Continued Investment in Tier 1 Effective Practices through Ongoing, Job-Embedded Professional Learning
- ★ Build Skill and Capacity for Planful and In-the-Moment Responsive Instruction
- ★ Create Space and Time for Networks to Connect and Learn Together



Student-Centered Effective Practices

- ★ Continued Investment in Literacy and Math Interventions and Coaches
- ★ Continued Course and Content Alignment
- ★ Reset Robust Multi-Tiered Systems of Support
- ★ Enhanced Curricula and Assessments that Reflect and Celebrate Students and their Families in the AAPS



Academic Recovery in the Ann Arbor Public Schools



Board of Education
May 3, 2023