



**Monday, April 10, 2023
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 4:00 PM**

Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Apr 10, 2023 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	A. ELA Program Review and Literacy Audit Update
Meeting	Apr 10, 2023 - Board of Education Work Session
Category	2. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

File Attachments
[ELA BOE Presentation - 4.10.23.pdf \(1,950 KB\)](#)

3. Adjourn

Subject	A. Adjournment of Work Session
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Meeting	Apr 10, 2023 - Board of Education Work Session
Category	3. Adjourn
Type	Information, Procedural

Overview of ELA in the AASD



2022-23

Agenda

1. Building a Common Understanding of ELA Discussions Taking Place
 - Q&A
2. How is the district evaluating and responding to current ELA performance?
 - a. Overview of AASD ELA Program Evaluation
 - b. Early Literacy work with CESA 6
 - c. Secondary Literacy work with CESA 6
 - Q&A
3. What's next? (Timeline)
 - Q&A
4. Talking Points for Moving Forward



Processing Information

A [document](#) has been prepared for you to collect your thoughts and questions.

Board Work Session - 4/10/23 - Notes Document

Building a Common Understanding of ELA Discussions Taking Place

How is the district evaluating and responding to current ELA performance?

What's Next?
ELA Talking Points

Learning Intention

- We are learning about the AASD ELA Program Review and 5K-2 ELA Audit and the need to make a shift in our instructional practices and materials to improve student achievement.



Success Criteria

- We will be able to identify the why, what, and how of action steps taking place to improve ELA outcomes in the AASD.



Building a Common Understanding of ELA Discussions Taking Place



Two Decades of Progress, Nearly Gone: National Reading Scores Hit Historic Lows

By [Sarah D. Sparks](#) — October 24, 2022

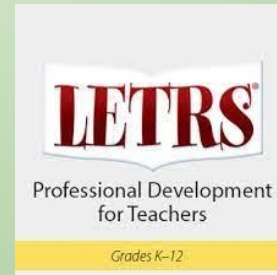
New Curriculum Review Gives Failing Marks to Two Popular Reading Programs:

Fountas and Pinnell, Calkins' Units of Study get low marks on EdReports

In the Fight Over How to Teach Reading, This Guru Makes a Major Retreat

Lucy Calkins, a leading literacy expert, has rewritten her curriculum to include a fuller embrace of phonics and the science of reading.

As of July 28, 2022 Twenty Nine States and the District of Columbia have passed laws or implemented new policies related to evidence-based reading instruction. Wisconsin is not one of them, yet.



Back in Time, Teaching Reading



Before the Balanced or Structured Literacy debate...

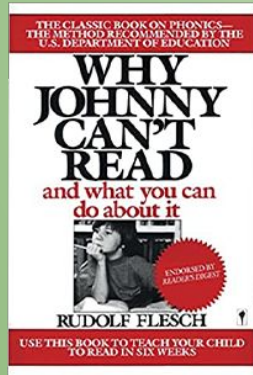
There was the **BIG Phonics** and **Whole Language** debate

- **Phonics** existed since 1690 -faithfuls believed students should **memorize the sounds** the letters make
- **Whole Language** existed since the 1800s –faithfuls like Horace Mann believed students learn to read naturally if you expose them to **lots of books** and don't focus on the sounds as it distracts from the word's meaning. Thus, students were taught to **memorize words** instead of decoding the letters using the three cueing system to **guess meaning**.



Another literacy shift appears...

Researchers began to ask why children were not excelling in reading.

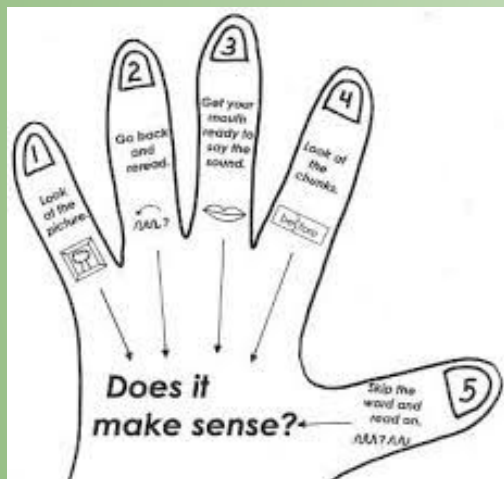


Science of Reading body of research in the 1950's- Rudolf Flesch investigated why schools were failing- *Why Johnny Can't Read- and What You Can do About it*- faithfuls believe that students must decipher words by decoding letters through a systematic and diagnostic approach. Science of Reading (SOR) is **RESEARCH** around how we learn to read. It is NOT an instructional methodology. It continues to evolve. Science of Reading (SOR) is **RESEARCH** that gains momentum.

1984
1984
1984
1984

Here Comes Reading Recovery to the Rescue

Marie Clay and Barbara Watson (1984) University of Ohio State began training teachers to be Reading Recovery trained.



This intervention is 30 minutes, daily, in a 1 on 1 setting with only first graders that is still used today.



Here comes Balanced and Structured Literacy!

Balanced Literacy came around in the 1990's to merge phonics and whole language! Focus on phonics but more time on cueing, independent reading and leveled reading relying on picture cues to construct meaning.



IRENE C. FOUNTAS and GAY SU PINNELL

Structured Literacy uses *Science of Reading* research originally designed to support students with reading difficulties and dyslexia. It was coined by the International Dyslexia Association and identifies specific Knowledge and Practice Standards. Students receive explicit phonics instruction & spelling instruction through dictation.

Balanced Literacy

- Balanced Literacy merged whole language with a little phonics.
- 72% of teachers in the US use balanced literacy as the instructional method
- What is it?
 - More time instruction time spent on cueing, independent reading and leveled reading
 - Instruction happens in multiple environments with teacher support and child control.
 - Teacher led/ student led activities
 - Whole group/small group/independent work
- Key advocates include: Lucy Calkins, Fountas and Pinnell
- Current Problem of Practice:
 - Lack of explicit instruction and content needed by students with learning disabilities, dyslexia and related conditions



Structured Literacy



- International Dyslexia Association
- What is it?
 - Comprehensive approach that teaches the structure of language
 - Focus on: Phonology, orthography, syntax, morphology, semantics and discourse
 - Uses **explicit** instruction in a **systematic** and **diagnostic** manner
 - Is essential for students with Dyslexia and related conditions
- Key advocates include: Orton Gillingham
- 5 Essential Components of the *Simple View of Reading*:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

BALANCED LITERACY

- Haphazard approach to phonemic awareness instruction
- Phonics may be taught, but lessons are short and do not necessarily follow a scope and sequence
- Rote memorization of high frequency words
- Read leveled texts using the three-cueing system
- Greater focus on the meaning of the text rather than accuracy of what is read
- "Students get better at reading by reading."
- "The point of reading instruction is to get children to love reading."

STRUCTURED LITERACY

- Explicit, systematic, sequential instruction in phonemic awareness
- Phonics is taught through explicit, systematic, sequential instruction
- High frequency words are taught according to their phonics patterns; irregular words are taught explicitly
- Read decodable texts that include already-learned phonics patterns
- Misread words are corrected; focus is on sounding them out
- "Students get better at reading by learning and practicing the code."
- "The point of reading instruction is to teach children to read."





***PAUSE AND
DISCUSS***

How is the district evaluating and responding to current ELA performance?

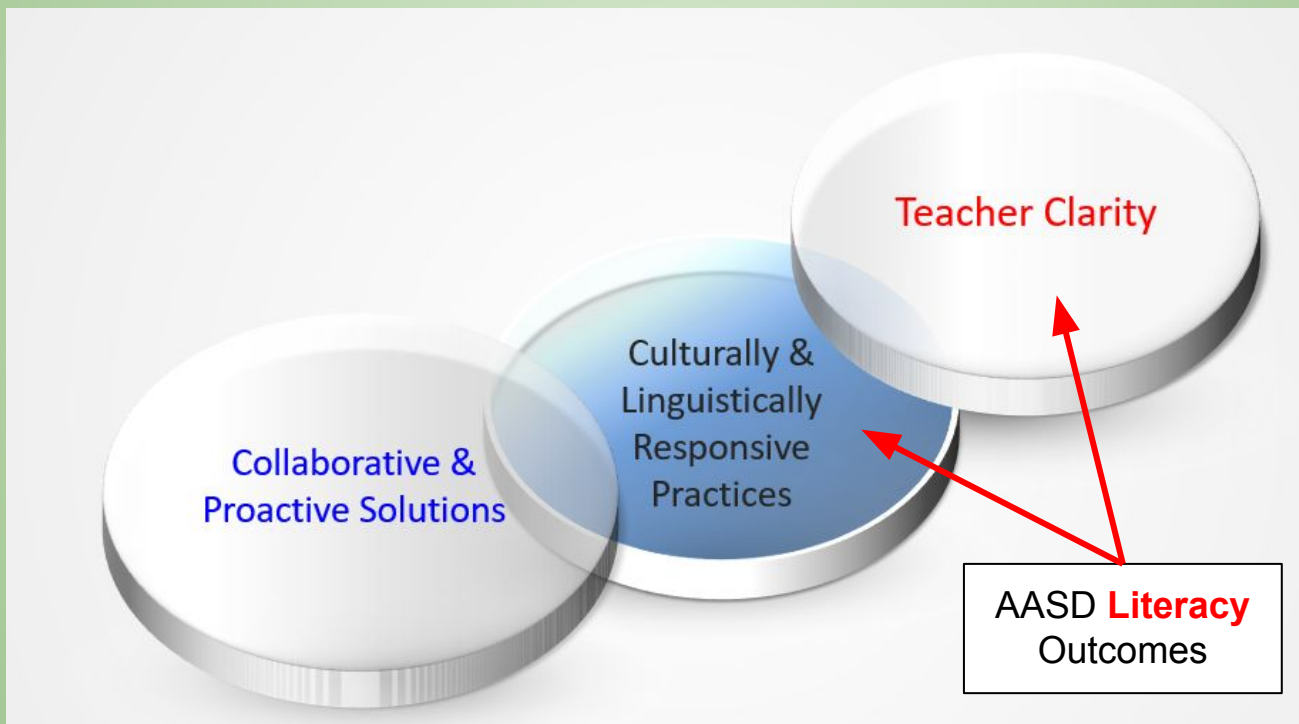
- ➔ Overview of AASD ELA Program Evaluation
 - ➔ Early Literacy work with CESA 6
 - ➔ Secondary Literacy work with CESA 6



AASD ELA Program Evaluation



Focus Areas in the AASD



2022-23 AASD Scorecard

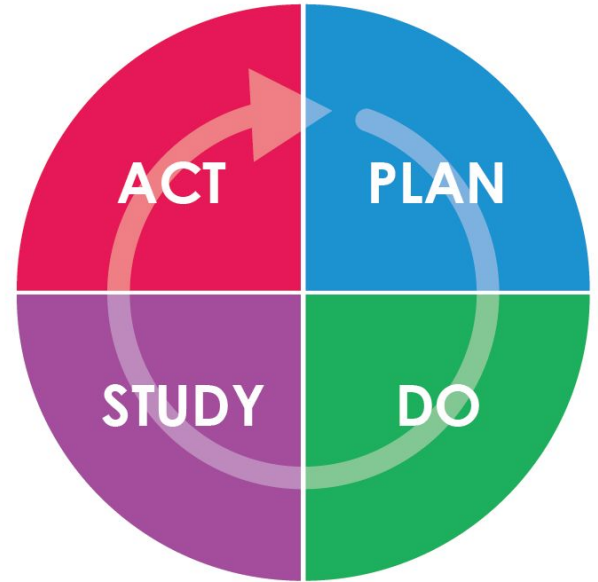
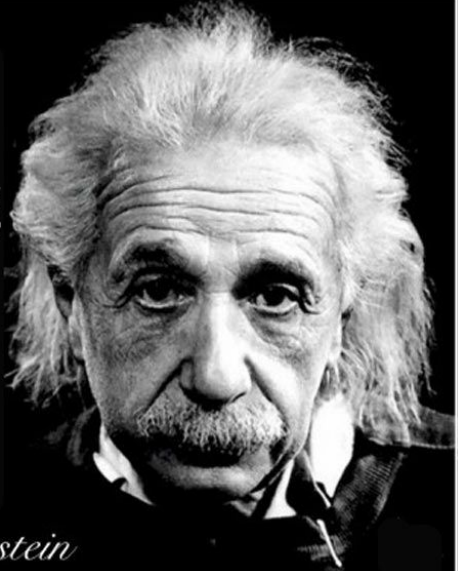
Pillar	Inclusive & Engaging Culture To Support Teaching and Learning	Student Success	Family & Community Partnerships	Resources & Operational Excellence
Descriptor	Ensure a safe, healthy and welcoming school environment for ALL. Students, Families and Employees	Ensure every student is academically, socially, and emotionally successful and graduates ready for college, career, and their community. Students and Employees	Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success. Families	Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence. Students, Families and Employees

Increase academic achievement and growth for all students in ELA.

Plan Do Study Act (PDSA)

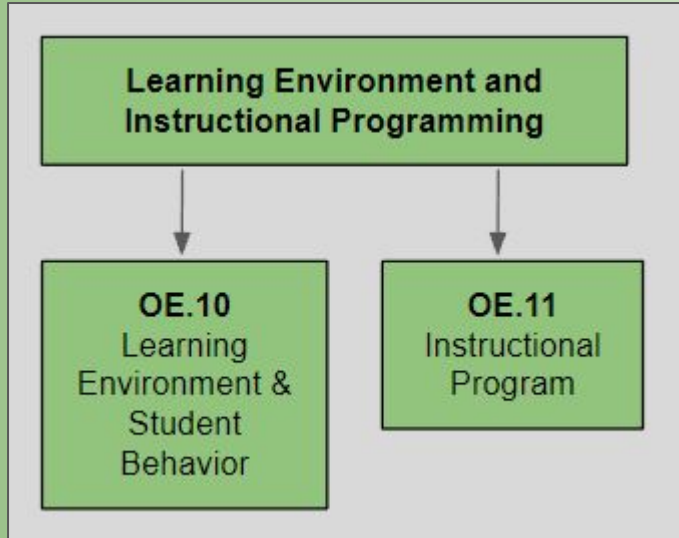
Insanity:
doing the same thing
over and over again
and expecting
different results.

- Albert Einstein



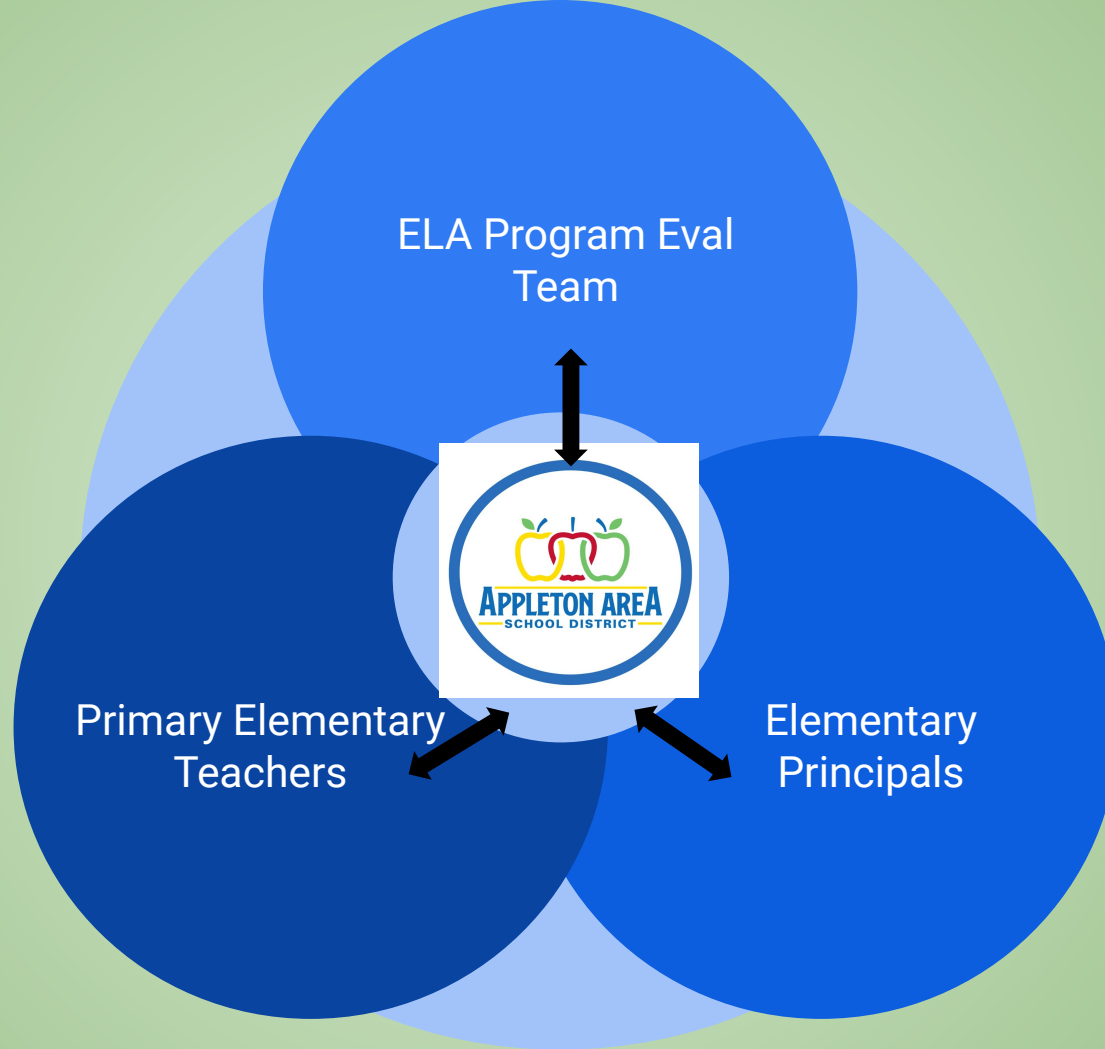
AASD 5K-12 ELA Program Evaluation

Indicator of OE-11.5



Components of Program Review

- Student Enrollment Data
 - Participation in Upper-level ELA Courses
- Student ELA Outcome Data by:
 - ELA Domain
 - Grade Level
 - Demographic
- ELA Professional Development
- 5K-2 Instructional Practices
 - Quantitative Results
 - Qualitative Results
- Instructional Materials
- Assessment System
- Intervention System



AASD 5K-12 ELA Program Evaluation

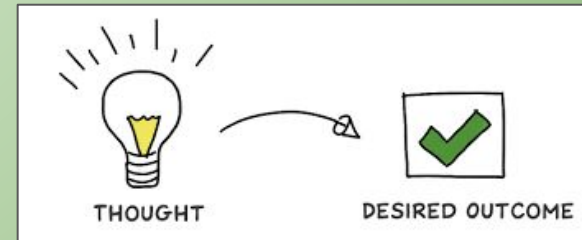
ACT

Action	Program Recommendations
1. Based on the findings within the STUDY phase, what action steps are recommended for future actions? For each recommendation, indicate whether it is to: □ ADOPT - Continue with current implementation and/or practices □ ADAPT- Make adaptations/adjustments to current implementation and/or practices. This may include identifying new implementations/practices that are needed. <i>Be sure to include the anticipated date for completion as well as predicted results.</i> □ ABANDON - Discontinuing a current implementation/practice	Action steps recommended for INSTRUCTION: • Action steps recommended for MATERIALS: • Action steps recommended for ASSESSMENTS: • Action steps recommended for PROFESSIONAL DEVELOPMENT: • Action steps recommended for INTERVENTIONS: •

What conduct an audit?



- Inform action steps of AASD Scorecard (Pillar 2)
- Inform the ELA Program Evaluation Process
 - Future Shifts in Practices
 - Universal Instructional Materials
 - Future Professional Development Needs



What did the 5K-2 ELA audit look for?

Purpose: to gather system wide information that will help lead to actionable steps for growth and strengthening practices

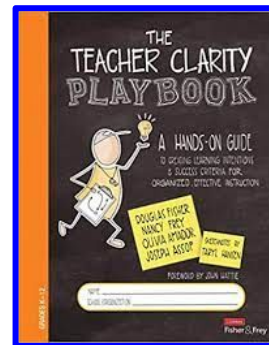
1. Key Practices in Phonics Instruction and Key Practices to Support Phonics Instruction

- Shared Reading
- Interactive Writing
- Interactive Read Aloud
- Intentional planning



2. Teacher Clarity

- Explicit instruction
- Feedback to students



HOW and WHEN were the information gathered?

A CESA 6 Consultant along with AASD District Coaches:

- Collect literacy instruction data through 75-minute unannounced observations of K-2 classrooms from each AASD elementary school in early to mid-October
 - Each school had 1 grade level participating which was determined by random selection
 - Observations are NOT for EVALUATION PURPOSES
- Data collection team calibrated results
- ALL K-2 teachers had access to the anonymous survey

NORMING OUR LENS: EXPLORING RESEARCH AND DESIRED STATE

[Handout](#)



Key Research Findings

Phonological Awareness and Phonics Instructional Practices
Explicit Instruction

WILEY BLEVINS, PHONICS: TEN IMPORTANT RESEARCH FINDINGS and A FRESH LOOK AT PHONICS (2017)

- Readers who are skilled at decoding usually comprehend text better than those who are poor decoders.
- The key element in the success of explicit phonics instruction is the provision of multiple opportunities to read decodable words (that is, words containing previously taught sound-spellings) in context and ample modeling of the application of these skills to real reading.
- The use of graphophonic cues (knowledge of sound-spelling relationships) facilitates word recognition abilities. In fact, a child's word recognition speed in first grade was found to be a strong predictor of reading comprehension ability in second grade.
- Phonics instruction should help to focus children's attention on all the letters or spellings that make up words and the sounds each represents by emphasizing the full analysis of words. In addition, phonics instruction must teach children strategies to use this information to decode words.
- Writing, in turn, supports a child's reading development because it slows the process by focusing the child's attention on how print works.
- What to look for in phonics instruction: Blending (modeling how to sound out words), dictation (guided spelling), reading connected texts (decodable), high-frequency words, word awareness activities, readiness skills (phonemic awareness and alphabet recognition), and professional development.
- 10 Common Breakdowns in phonics instruction: an inadequate or nonexistent review and repetition cycle, lack of application to real reading and writing experiences, inappropriate reading materials to practice skills, ineffective use of the gradual release model, losing time in transitions, limited teacher knowledge or research-based routines, inappropriate pacing, a lack of comprehensive or cumulative mastery assessment tools, transitioning to multisyllabic words too late, and overdoing it with isolated skills work.
- Blending is the main strategy we teach students to decode, or sound out, words. Research shows that teachers who spend larger than average amounts of time on blending, modeling blending and providing loads of practice blending words in isolation and in context, achieve greater student gains.
- If we do not follow phonics instruction with texts to apply the phonics skills (books with few decodable words), our efforts might be in vain. Students gravitate toward the word-reading strategies that work most frequently for them. If they are given texts in which they have to rely on sight words, context, and pictures clues to figure out or even guess words, that's what they think reading is.



What connections do we notice between the look-fors and the research?

[Handout](#)

Appendix A:

Observable Indicators and Look-fors in the Classroom
5K-2 Phonics and Explicit Instruction

Appendix A

K-2 Phonics and Explicit Instruction
Classroom Observations



Indicators

Observable Indicators and Look-Fors in the Classroom
K-2 Reading Instructional Practices

Criterion 1: Classroom Environment <i>How does the classroom environment support impactful reading instruction in the K-2 classroom?</i>	Proficiency Levels			
	Strong Evidence (3)	Partial Evidence (2)	Low Evidence (1)	Not Observed (0)
The classroom contains public examples of word learning such as alphabet charts, labels, and word walls.				
The teacher creates opportunities for students to become curious about words and investigate words (stories, play, songs, movement, manipulatives).				
Students use sound boxes, markers/chips, magnetic letters, picture cards, white boards, and other multi-sensory tools to engage in phonics instruction.				
Equal attention is paid to explicit phonics instruction and practice in connected text. At least 50% of the phonics lesson should have students practicing in reading and writing.				
Transitions within literacy instruction and practice create a minimal amount of lost learning time.				
Texts used for instruction are age appropriate and representative of the learners (record the titles of texts being used for instruction in the notes).				
The overall phonics lesson is fast-paced and engaging, focused on the most high impact activities (listed below), and allows for students to be active with letters, sounds, words, and talk.				

DATA REVIEW: CLASSROOM OBSERVATION

The Data Scale

Appendix A

K-2 Phonics and Explicit Instruction
Classroom Observations
Indicators



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Strong Evidence (3)

A rating of “(3) Strong Evidence,” indicated that the indicator was strongly evidenced within the context of Phonics Instruction.

Partial Evidence (2)

A rating of “(2) Partial Evidence,” indicated that some key aspects of the indicator were evidenced within the context of Phonics Instruction.

Low Evidence (1)

A rating of “(1) Low Evidence,” indicated that either very limited evidence of the indicator was observed, or that the indicator was not observed at all (**even though the opportunity was there**)

Not Observed (0)

A rating of “(0) Not Observed,” indicated that the indicator was not observed at all (**there was NOT an opportunity to observe**)

DATA REVIEW: CLASSROOM OBSERVATION

Data Compiled / Organized Into Four Main Areas

Celebrations

Potential
Quick Wins

Areas
Gaining
Momentum

Areas for
Deep
Learning

DATA REVIEW: CLASSROOM OBSERVATION

Data Compiled / Organized Into Four Main Areas

[Handout](#)

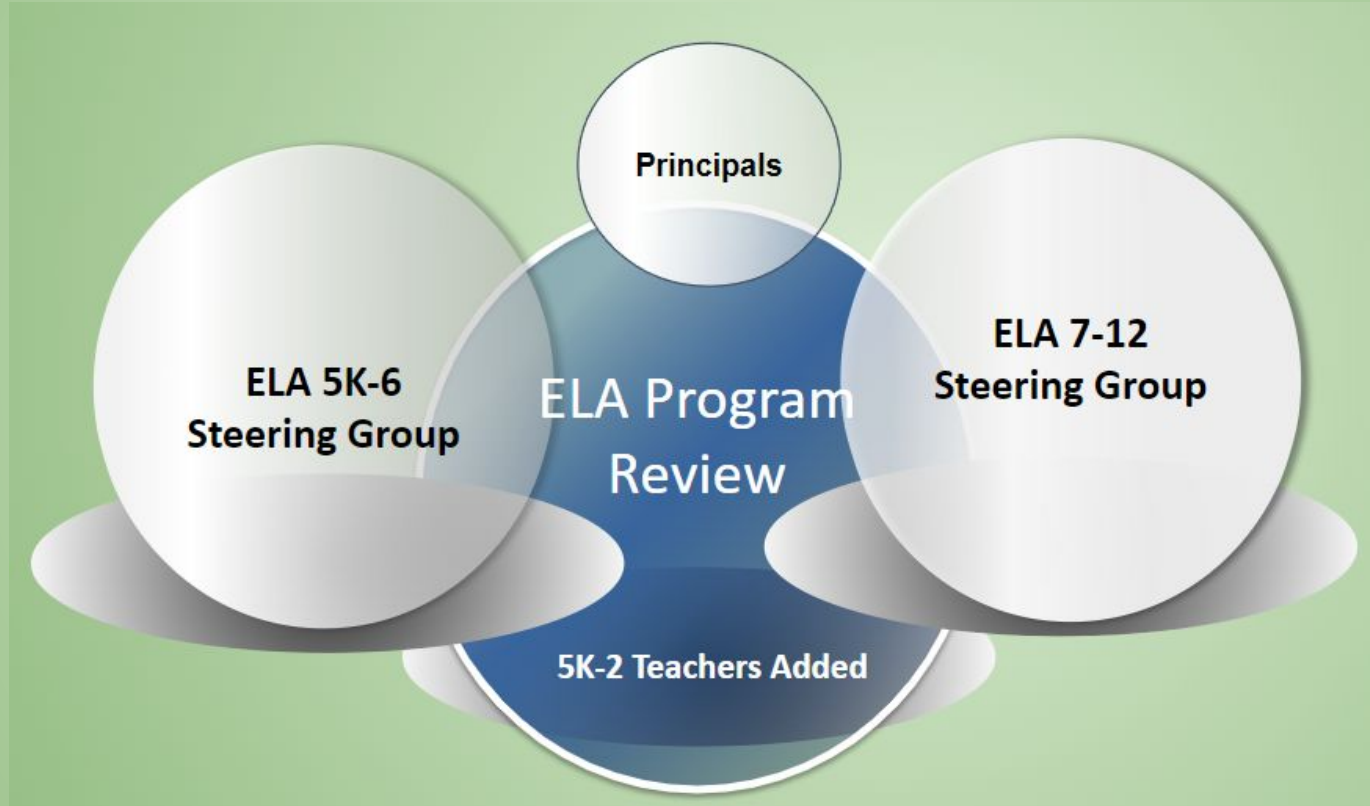
Appleton Area School District: K-2 Literacy Scorecard						
Classroom Observations: District-wide Baseline Results						
October-November 2022						
Look-For Indicator	Percentage represents areas of "strong" evidence in the district.					Notes include areas where strong evidence and partial evidence can be combined.
	Deep Learning	Gaining Momentum with Additional Support	Celebrations			Change in data consideration noted in blue.
	0-19%	20%-34%	35%-59%	60%-69%	70%-100%	NOTES
Classroom Environment						
The classroom contains public examples of word learning such as alphabet charts, labels, and word walls.					78.30%	
The teacher creates opportunities for students to become curious about words and investigate words (stories, play, songs, movement, manipulatives).			41.30%		80.40%	This indicator, while a potential quick win, may fit better with the larger deeper learning around phonological awareness and phonics instructional practices.
Students use sound boxes, markers/chips, magnetic letters, picture cards, white boards, and other multi-sensory tools to engage in phonics instruction.	13.00%					
Equal attention is paid to explicit phonics instruction and practice in connected text. At least 50% of the phonics lesson should have students practicing in reading and writing.	0%					
Transitions within literacy instruction and practice create a minimal amount of lost learning time.			56.50%		80.40%	When strong evidence and partial evidence is combined, this becomes a potential "Quick Win" for the district.
Texts used for instruction are age appropriate and representative of the learners.			56.50%		84.40%	When strong evidence and partial evidence is combined, this becomes a potential "Quick Win" for the district.
The overall phonics lesson is fast-paced and engaging, focused on the most high impact activities (listed below), and allows for students to be active with letters, sounds, words, and talk.	13.00%					
Phonological Awareness and Phonics Instruction						
The teacher uses high-utility words in word sorts and word-building activities to increase student capacity when reading and writing.	19.60%					
Teacher provides opportunities to study words and have follow-up discussions about how words work.	17.40%					
Teachers use small groups for students needing more support, practice, and/or reteaching.	32.60%					
Teachers assess students in multiple ways to determine missing prerequisite skills and address those instructional needs within whole groups or small groups.	2.20%					
Blending						
The teacher uses engaging, multisensory blending and segmenting activities to provide significant practice for students.	6.50%					
All students engage in blending work, even within a whole group setting (ie: choral, white boards, magnetic letters, chips, paper, etc.)	4.30%					
	0%					

Biggest Takeaways

1. Lack of clarity, consistency, and fidelity in:
 - ELA instructional practices
 - Use of Board adopted materials
2. Issue #1 has led to a decline in student achievement
3. We need to implement a framework of instruction that is grounded in structured literacy
4. We need instructional materials that will support the instructional practice shifts needed



Lots of Moving Parts!



Early Literacy Work With CESA 6



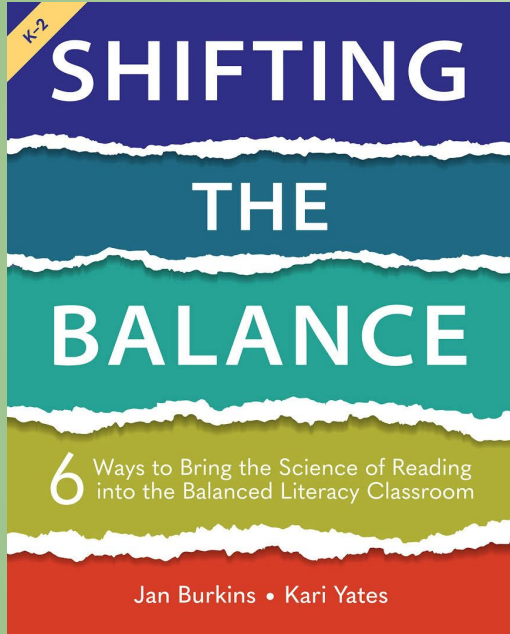
TEAM

- CESA 6 Literacy Consultant
- District Leadership
- AC&I Elementary Director
- District Literacy Coaches
- Special Education Director
- 4K Director
- Special Education Coaches

SESSIONS

- Understanding Six Shifts to incorporating Science of Reading research into the balanced literacy classrooms
- High Leverage instructional practices that improve student achievement

Framework For Our Learning



1. Rethinking Reading Comprehension
2. Recommitting to Phonemic Awareness Instruction
3. Reimagining the Way We Teach Phonics
4. Revisiting High Frequency Word Instruction
5. Reorienting the Ways we Use MSV (3 Cueing Systems)
6. Reconsidering Texts for Beginning Readers

FOCUS for 23-24: Spotlight on Universal Instruction

High-leverage routines:

- Teaching phonics and phonemic awareness
- Oral blending/segmenting
- Sentence Dictation

Instructional components within schedules

- Interactive Read Alouds (5K-6)
- Shared Reading (5K-3)

Secondary Literacy Work With CESA 6



TEAM

- CESA 6 Literacy Consultant
- District Leadership
- AC&I Director
- District Secondary Coach
- Site Administration
- High School PSTs
- Middle School Interventionist
- Instructional Coach
- Classroom Teacher

SESSIONS

- Understanding the Reading Process
- Identifying Struggling Readers & Designing Responsive Instruction
- Support for Students in the Classroom
- System-wide Consideration and Building System Plan

FOCUS: Planning for PD/Collaborating with EMLSS

High-leverage Routines for Universal Instruction:

Interactive Read Aloud

- Text Selection
- Pre-reading
- While reading
- Post-reading
- Engagement
- Supports

Vocabulary

Collaborative Strategic Reading

- 4 strategies for diverse abilities
 - Preview the Text
 - Clicks and Clunks
 - Get the Gist
 - Wrap Up

FOCUS: Planning for PD/Collaborating with EMLSS

Tier 2 Informal Diagnosing and Moderate Support Tools:

Informal Read Alouds

- Accuracy and Fluency
 - During
 - Tone of voice
 - Grouping words
 - Attending to conventions
 - Pacing
 - Post
 - Retelling

Comprehension

- (Non) Fiction
- Retelling
- Character Development
- Figurative Language
- Themes
- Main Idea/Key Details

Small Group Instruction

- Formative Data Analysis
- Grouping
- Planning
- Delivery
- Moving Forward



***PAUSE AND
DISCUSS***

What's next?



Putting it all together

Goal for 2023-24: We will build staff capacity in the instructional shifts needing to take place in elementary literacy (universally) while using a small group to field test instructional materials that will support the implementation of these practices.

- During the 2023-24 school year, we are asking teachers to learn about and try the various practice shifts that will be taking place during the 2024-25 school year and beyond.*



Date	Action
April 2023	1. Communication to all staff • 5K-2 Literacy Audit Results • Overview of Timeline 2. BOE Presentation
May 2023	Family ELA Communication/AASD Website Update
June/August 2023	(CESA 6) Elementary Principal PD as part of Principal Academy - (w/instructional coaches)
August 28-29, 2023 Staff PD Days	(CESA 6) Build 5K-6 Staff Understanding in: • Identifying the Why for Change • Understanding the Science of Reading Research • Incorporating Structured Literacy Framework into Reading Instruction

Date	Action
Sept 2023 - May 2024	Use 2 hours during each monthly PD day to build understanding (knowing staff have various entry points) into the following (Jan Burkins - 6 shifts): High-leverage routines as areas of focus for 2023-24: • Teaching phonics and phonemic awareness • Oral blending/segmenting • Dictation Instructional components within schedules • Interactive Read Alouds (5K-6) • Shared Reading (5K-3)
September 2023 - May 2024	Use Lead Learner to Build Structured Literacy Capacity With Elementary Principals (CESA 6)
August 2023 - April 2024	Elementary/Middle Literacy Interventionists participate in the Structured Literacy Intervention Academy
September 2023 - March 2024	Field Test of New ELA Materials, Recommendation to BOE by April 2024
2024-25	Full Implementation of New ELA Resources

Intentionality of Plan Do Study Act (PDSA)

2022-23

2023-24

2024-25





***PAUSE AND
DISCUSS***

ELA Talking Points



How Can We Support You as Board Members?

- For which ELA topics do you need talking points?
- When would you like a future update to occur?
- How would you like to engage in the process?



Learning Intention

- We are learning about the AASD ELA Program Review and 5K-2 ELA Audit and the need to make a shift in our instructional practices and materials to improve student achievement.

Success Criteria

- We will be able to identify the why, what, and how of action steps taking place to improve ELA outcomes in the AASD.

