Date: June 25, 2012

APPENDIX NNN-12-27
June 25, 2012

To: Board of Education

From: Lisa Wachtel, Executive Director of Curriculum & Assessment

RE: Literacy Program Evaluation – Annual Update

Background

2010-11 was the first year in which a formal curricular review cycle has been initiated. According to the program review cycle approved by the MMSD Board of Education, literacy was the first area to be reviewed. As a part of an intensive first year (Year 1) review cycle, the Literacy Evaluation and Recommendations were presented to the Board in February, 2011. At the March, 2011 Board meeting, a panel presentation was made in addition to sharing updated action plans and budget implications. Additional budget clarifications were made at the April, 2011 Board meeting. The Board accepted the report, recommendations and budget at the June 2011 meeting.

Attached is the first annual update.

The update is organized according to the action steps found in the original report in Chapter 11 – Recommendations. The broad areas of recommendations include:

Recommendation I	K-12 Alignment
Recommendation II	Program and Practices
Recommendation III	Intervention Systems (RtI)
Recommendation IV	Instructional Materials
Recommendation V	Accountability System
Recommendation VI	Specialized Staff
Recommendation VII	Professional Development

Each action step includes a narrative description of the work/progress to date. Additional information and data are included as appendices.

Board Action Requested

The Board is requested to accept the Literacy Program Evaluation: 2011-12 Annual Update.

Supporting Documentation

The original report, K-12 Literacy Program Evaluation: Findings and Recommendation for Continual Improvement of Literacy Achievement & K-12 Alignment was submitted via courier to the Board on February 22, 2011. This document is located on the district website at
https://readingweb.madison.k12.wi.us/files/reading/Literacy_Program_Evaluation_Report_4-12-11.pdf

MADISON METROPOLITAN SCHOOL DISTRICT

Literacy Program Evaluation & Recommendations

Annual Update

Madison, WI

Submitted to Board of Education

June 25, 2012

MADISON METROPOLITAN
SCHOOL DISTRICT

Every student achieving, everyone responsible

Literacy Program Evaluation and Recommendations
2011-2012 Annual Update
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Recommendation I	
Define and implement a coherent, culturally relevant, consistent, and aligned K-12 literacy program.	
Findings to support recommendations are: • Desire for clearer district vision of literacy (Teacher and Principal Focus Groups) • Curricular alignment and consistency (Teacher Council Focus Group) • K-12 literacy consistency (Student Senate Focus Group) • Desire for curriculum consistency (Chávez Parent Group)	
Action Step: 2011-2012	**Year 2 Annual Update - June 2012**
1. Align literacy curriculum and instruction to the Common Core State Standards and the ACT College and Career Readiness Standards.	2011-12 was focused on awareness of the Common Core State Standards to build readiness for curriculum changes in 2012-13. Professional development to support awareness and deeper understanding required in the shift to Common Core State Standards was provided to building-based leaders including: Instructional Resource Teachers; Learning Coordinators; Literacy Coaches; English Department Chairs; and principals, who had the responsibility to transfer to building-based staff.
2. Develop and implement a K-12 literacy scope & sequence which clearly articulates explicit student learning expectations by grade level for reading and writing.	A K-12 Literacy, Language Arts, Reading and English Scope & Sequence team was created in fall 2011. This team met regularly with sub release time to establish a transition to the Common Core State Standards. Professional development was provided throughout the sessions to ensure the team was familiar with the change in rigor and content in the Common Core State Standards. A draft document was available for staff during the February 24, 2012 All Staff Professional Development Day. Instructional materials and a resource binder were created and shared with Instructional Resource Teachers at the elementary level which completed Phase I of the project. In May, 2012, central office staff was contacted by CESA 7 to review the Curriculum Companion. MMSD is in the process of deciding how to incorporate our scope & sequence with this new opportunity, which would immediately take us to the end of Phase II of the project as we will not need to have our staff upload the Common Core State Standards into a lesson template.

3. Coordinate literacy learning materials, instruction, interventions, assessments, professional development and funding with respect to sustaining a coherent K-12 system.	MMSD focused on literacy in 2011-12 through developing: increased fidelity in a 90 minute literacy block K-5; developing a consistent 6th grade reading class for implementation in 2012-13; expanding explicit focus on content area reading and writing across the curriculum in grades 7-12. Additional literacy work completed by June 2012 includes; • A menu of evidence-based literacy interventions was determined. Professional development in Leveled Literacy Intervention was launched in June. Voyager was determined to be an additional intervention for K-6, as two options are required in each Tier. • DPI Kindergarten screener (PALS) was chosen in May. Initial informational webinar was supported in May. • Grades 1&2 universal screener was selected (AIMSweb). Primary Language Arts Assessment (PLAA) was re-focused as a diagnostic assessment tool. • Measures of Academic Progress (MAP) was administered 3/times in 2011-12 in grades 3-7 in Reading. MAP will expand to grade 8 in 2012-13.
4. Re-align and prioritize current District professional development funding and time in order to accomplish the above implementation with integrity.	The fall and spring All Staff Professional Development Days focused on building literacy core practices across the content areas. Fall sessions integrated Response to Intervention with a focus on literacy and the Spring session developed capacity with alignment to the Common Core State Standards and understanding of a Scope & Sequence. Principals were provided professional development, materials and resources to support these days with their respective staff.
5. Commit to sufficient funding to ensure a comprehensive, long-term and sustainable literacy program.	Professional development, literacy resources and interventions have been funded cooperatively in an inter-departmental initiative to focus resources on literacy in 2011-12. Departments that provide time, staff, resources and professional development include: Curriculum & Assessment; Educational Services; Professional Development; Assistant Superintendent's Offices; State & Federal Grants (Title I); REaL Grant; Diversity; and Equity & Family Involvement. All 5 School Support Teams will include a central office literacy representative in 2012-13 to ensure fidelity of literacy core practice and implementation in all classrooms as they work closely with each IRT in their cluster. The Professional Development Department hired a K-8 Literacy Teacher Leader to assist in the coordination of literacy across all departments.

Recommendation II
Establish and maintain K-12 common core literacy programs and instructional practices

Findings to support recommendations are:
- Range of fidelity and expertise in elementary schools (Principal Focus Groups)
- Range of literacy practices in secondary schools (Teacher and Principal Focus Groups)
- Need to identify and implement core literacy practices for adolescent learners (Current Programs & Practices Questionnaire)
- Lack of consistent practice in both adolescent reading in the content area and writing (Current Programs & Practices Questionnaire)
- Low value added classrooms were more likely to report they spent time on both reading and listening comprehension practices compared with high value added classrooms (94.1% vs 80.6%) who, in turn, were much more likely to report **only focusing on reading strategies** (19.4% vs. 5.9%) (Instructional Practices Survey)

Action Step	Year 2 Annual Update - June 2012
1. Intensify reading instruction in Kindergarten in order to ensure all students are proficient in oral reading and comprehension as measured by valid and reliable assessments by 2011-2012. Instruction and assessment will be benchmarked to ensure Kindergarten proficiency is at reading levels 3-7 (PLAA, 2009).	All Kindergarten teachers attended professional development on 3rd Monday early release days for the 1st semester. 3 elementary schools piloted the Mondo Bookshop curriculum in grades K/1. This program was chosen in part due to its emphasis on developing oral language. Mondo pilot schools also participated in 3 additional days of professional development to learn how to implement the program with fidelity. All elementary schools were provided with Fountas & Pinnell Word Work materials for grades K-3. This program was purchased in response to the Literacy Program Evaluation finding that primary foundational skills - phonics and word study - were an area found lacking. Every K-3 classroom is expected to explicitly teach phonics and word study daily to develop student skill in letter formation, spelling, phonics and word study.

2. Fully implement Balanced Literacy in 2011-12 using clearly defined, consistent practices and progress monitoring as informed by the Comprehensive Literacy Model (Linda Dorn), the MMSD Primary Literacy Notebook and the MMSD 3-5 Literacy Notebook. *Also* a. Explore research-based reading curricula using the Board of Education Evaluation of Learning Materials Policy 3611 with particular focus on targeted and explicit instruction, to develop readers in Kindergarten. b. Pilot the new reading curricula in volunteer schools during 2011-12. c. Analyze Kindergarten reading proficiency scores from Kindergarten students in fully implemented Balanced Literacy schools and Kindergarten students in the volunteer schools piloting the new reading curricula incorporated into a Balanced Literacy framework to inform next steps. d. Continue pilot in volunteer schools in Grade 1 during 2012-13 and Grade 2 during 2013-14.	Literacy Core Practices K-6 and 7-12 were finalized and shared district-wide in fall 2011 in order to guide instructional throughout the academic year. These documents outline the instructional focus of a classroom that is implementing literacy with fidelity. Literacy Focus Documents K-6 and 7-12 were finalized and shared district-wide. These documents outline the expectations of literacy practices in the areas of curriculum, instruction, assessment, interventions and professional development. Principals reviewed these documents during Principal Professional Development in order to better support all five of these areas in their respective buildings. Pilot (Mondo Bookshop) was piloted in 3 elementary schools and was evaluated in 2011-12. *See Appendix A for K-2 walkthrough protocol and summary.*
3. Incorporate explicit reading instruction and literacy curricula into 6th grade instruction.	All teachers of 6th grade reading were provided with a series of professional development opportunities during late winter and spring 2012. These sessions targeted the needs of a consistent, district-wide core reading class for 6th graders in 2012-13. The sessions addressed instructional practices, material selection and assessment. Beginning in 2012-13, all 6th grade students will have access to a 90 minute literacy block, including a focused 6th grade reading class. *See Appendix B for 6th grade core reading overview.*
4. Identify and implement consistent district-wide strategies for reading in all content areas in grades 7-12. Consider using exemplary district models resulting in dramatic student achievement gains such as the Brockton (MA) High School (Transformed by Literacy, Principal Leadership, 2010).	All high schools focused on reading or writing in the content area during 2011-12. A portion of the REaL Grant funding was focused on providing targeted support to develop teacher capacity in providing reading/writing instruction across the content areas. *See Appendix C for 2011-12 high school literacy innovation fund proposal summaries.*

5. Develop integrated units to support reading and writing skills as a part of the K-12 alignment process in all content areas.	Integrated units to support reading and writing were developed during 2011-12. Highlights are below:
	• K-5 Elementary Resource Binder was completed and shared with all Instructional Resource Teachers. This binder includes support for Language Workshop, Teaching Tools, Focus Unit of Study and Support for Quarter 1 of 2012-13.
	• 6th Grade Core Reading Resources were developed and shared with all teachers of 6th grade reading. These resources were presented in binder format and are found on the district 6th grade Moodle site. The resources include Mini-lessons for Literature Circle, two (2) completed units, and supplemental materials. All middle schools were offered additional curriculum planning time through June, 2012.
	• All middle schools were provided multiple sets of 6th grade leveled reading materials in preparation of the 6th grade Core Reading Class for 2012-13. 113 new bookroom titles (5 novels/title) have arrived at each of the middle schools as of June, 2012.
	• High school REaL Grant Literacy Innovation Funds were distributed to all 4 high schools based on a school-based grant request process. High schools focused on: building vocabulary, writing with a purpose, main idea in reading and writing, and increasing writing across the content areas.

| 6. Identify, develop and implement literacy core practices for all grades, with particular attention to secondary grades 6-12. In order to identify core practices in literacy at the secondary level, teams of practitioners will be collaborating to identify particular high-leverage aspects of both reading and writing that are essential for all students to know and be able to perform with proficiency or better. Teams will use such resources as the Common Core State Standards, the ACT Standards, the Wisconsin State Superintendent's Adolescent Literacy Plan, the Carnegie Report on Adolescent Literacy, and other current, research-based publications. | Literacy Core Practices 7-12 were finalized and shared district-wide in fall 2011 in order to guide instructional throughout the academic year. These documents outline the instructional focus of a classroom that is implementing literacy with fidelity.

See Appendix D for Literacy Core Practice documents.

Literacy Focus Documents 7-12 were finalized and shared district-wide. These documents outline the expectations of literacy practices in the areas of curriculum, instruction, assessment, interventions and professional development. Principals reviewed these documents during Principal Professional Development in order to better support all five of these areas in their respective buildings.

See Appendix E for 2011-12 Literacy Focus documents.

Middle school learning coordinators and high school literacy coaches attended regularly-scheduled professional development to enhance their support of their building's staff in literacy core practices. The REaL Literacy Innovation Funds provided staff support for collaborative department and inter-departmental professional learning opportunities. In addition to the 3 All Staff Professional Development days, secondary buildings incorporated a wide variety of site-based professional learning opportunities (e.g. Professional Collaboration Time, Department Meetings, Grade Level/Cadre Meetings) focused on literacy during 2011-12. |

Recommendation III

Implement consistent District-wide K-12 literacy intervention supports and programs in compliance with the federal Response to Intervention (RtI) mandate so that all grades and schools have full access to Tier 1, 2, and 3 level interventions targeting early intervention.

Findings to support recommendations are:
- Need for objective screening tool (Psychologist Focus Group)
- General reading achievement, the ability to read text both accurately and with understanding, is only listed as a proven outcome of two early interventions: Reading Recovery (positive effect) and Success for All (potentially positive) (Intervention Research)
- Early intervention is a preventative approach to closing the achievement gap which, once in place, is highly resistant to change (Intervention Research)

Action Step	Year 2 Annual Update - June 2012
1. Ensure that all K-12 students have full access to consistent core reading instruction with fidelity and accountability beginning at K-6 in 2011-2012 and secondary in 2012-2013.	Literacy Core Practices K-6 and 7-12 were finalized and shared district-wide in fall 2011 in order to guide instructional throughout the academic year. These documents outline the instructional focus of a classroom that is implementing literacy with fidelity. Literacy Focus Documents K-6 and 7-12 were finalized and shared district-wide. These documents outline the expectations of literacy practices in the areas of curriculum, instruction, assessment, interventions and professional development. Principals reviewed these documents during Principal Professional Development in order to better support all five of these areas in their respective buildings. Central Office Administrators were assigned to regularly visit buildings with higher numbers of students below proficiency in reading. These visits included elementary, middle and high schools. Regular visits with the principals were made during second semester to review student data, observe classroom practice and help the principal problem-solve systemic obstacles to student achievement in reading. Seventeen of MMSD's highest poverty elementary schools were also observed in spring, 2012 using a literacy walkthough protocol. This observation tool provided for base-line measures of literacy practices and routines and was used to highlight areas of strength and to suggest areas for additional attention and increased fidelity.

2. Ensure that intervention is provided K-12 **in addition to core instruction** to accelerate literacy learning by 2011-2012.	Significant professional development was provided district-wide around the core concepts of Response to Intervention (RtI). Central to RtI is that adequate learning time of high quality, grade level core instruction is essential. Interventions should always supplement – not replace – core instruction. Therefore, students requiring intervention should have additional instruction outside of the 90 minute literacy block K-6 and should have interventions scheduled in addition to core Language Arts/Reading/English courses at the secondary level. Elementary, middle and high schools are working to provide even greater access to intervention blocks outside of core instruction for 2012-13 through extensive planning with district and building RtI Leadership Teams, scheduling innovations, and modifying existing allocations. Interventionist training was provided one Friday each month for all district interventionists, including Reading Recovery teachers and elementary and middle school interventionists. All new READ 180/System 44 teachers attended professional development at the beginning of each year. In addition, in 2011-12, all READ 180/System 44 teachers had at least one individualized coaching session provided on-site to help ensure fidelity to the research design.
3. Screen all K-8 students for potential reading problems at the beginning of the year and again in the middle of the year (Tier 1). Screen 9-12 students as indicated by progress monitoring. Use the most developmentally appropriate measures for screening.	K-2 students were universally screened using the Primary Language Arts Assessment (PLAA or Spanish PLAA) in 2011-12. *See Appendix F for 2011-12 PLAA/SPLAA data summary.* All students in grade 3-7 were universally screened 3/times in 2011-12 using the Measures of Academic Progress - Reading. *See Appendix G for 2011-12 MAP Reading RIT data summary.* Students in grades 6-12 below proficiency are screened as needed using the Scholastic Reading Inventory (SRI) or the Scholastic Phonics Inventory (SPI) as a function of participating in the READ 180/System 44 intervention.

4. Provide time for differentiated reading instruction for all students based on current reading level.	Literacy Core Practice documents outline use of instructional time during the core literacy block. Independent Practice (45-60 minutes/day) is a component of all K-6 workshop models and is designed to provide differentiated reading instruction daily in small groups. A plan has been developed for all 6th grade students to have access to daily reading instruction as a component of the 6th Grade Core Reading initiative beginning in 2012-13.
5. Provide intensive, systematic instruction in small groups to students below the screening benchmark (Tier 2).	Interventionists provide intensive, systemic instruction to students below proficiency in small groups, or individually. This instruction is provided on a regular basis (e.g. daily, 3/week) and is monitored frequently. Evidence- based monitoring tools (AIMSweb) will be used to monitor student progress beginning in 2012-13. Evidence-based interventions will be implemented district-wide beginning in 2012-13.

6. Computerized intervention programs will be implemented with full integrity to the research design with highly qualified reading teachers, targeting grades 6 and 9 including a plan for exiting students on schedule and consistent entrance criteria.	READ 180 and System 44 were made available in all secondary schools effective 2011-12. All teachers of READ 180/System 44 were provided at least 1 session of individualized, on-site coaching. All secondary principals attended ½ day professional development in March, 2012 to review their building student and implementation data. The outcomes of this profession al development were to ensure all principals understood how to improve fidelity of this intervention and how to more frequently monitor and support their interventionist staff. READ 180 entrance, exit and dismissal criteria were reviewed and discussed during the above principal professional development session. In addition, information was shared regarding district recommendations for transitioning READ 180 students from middle to high school. In order to have READ 180 implemented in a 90 minute block, the following schedule changes would need to occur: 6th grade – Students would miss their 6th grade reading class and one elective to participate in a 90 minute intervention block. 6th grade students would still be enrolled in a Language Arts class. 7th and 8th grades – Students would miss World Language and one elective to participate in a 90 minute intervention block. 7th and 8th grade students would still be enrolled in a Language Arts class. High School – high schools offer READ 180 in both 50 minute periods and 90/100 minute periods. Schools identify how to best schedule students based on reading levels and ramifications on earning additional credits. Secondary Schools - Both middle and high schools are working this summer to develop a Tier II extended literacy course that will serve students who may be eligible for READ 180. READ 1808 alone does not serve the number of students who are reading below grade level due to schedule issues based on required courses. *See Appendix H middle and high school READ 180 end of year data summary.*
7. Pilot research-based, small group interventions identified as "promising" in gap areas, targeting secondary levels (Tier 2). Highlight best practices being piloted in high schools.	Evidence-based interventions were reviewed and selected in spring 2012. A purchase plan is in development for rolling out K-12 evidence-based interventions in 2012-13. This plan coordinates delivery of new materials with professional development.

| 8. Pending valid and positive pilot evaluation results, implement System44 in secondary schools (Tier 3). | System 44 was made available in all secondary schools effective 2011-12 as a Tier 3 intervention. System 44 addresses the need for basic decoding skills, which is needed prior to being able to benefit from interventions within READ 180. MMSD purchased additional licenses, computers, and student reading materials for the secondary schools adding System 44. All teachers of READ 180/System 44 were provided at least 1 session of individualized, on-site coaching.

System 44 2011-12 end of year gains analysis will be available at the end of July, 2012. |

Recommendation IV	
Review and purchase literacy program instructional materials to achieve consistency and District-wide equity K-12.	

Findings to support recommendations are:
- Need for resources (Teacher and Principal Focus Groups)
- Inequitable access to high quality materials and resources (Core Programs & Practices Questionnaire)

Action Step	Year 2 Annual Update - June 2012
1. Review and purchase consistent 6th grade literacy instructional materials.	**Model Units & Supplemental Materials:** The following units and supporting materials were provided to teachers and schools to align sixth grade core reading instruction: • *Applying and Integrating Traits of a Reader Strategies* unit • *Supplemental Resources: Applying and Integrating Traits of a Reader Strategies* • *Developing Effective Communication Around Text* unit • *Supplemental Resources: Developing Effective Communication Around Text* • <u>Toolkit Texts Grades 6-7</u> • <u>Scholastic Read Aloud Anthology</u> **Student Resources:** The following resources have been provided to schools to support sixth grade core reading instruction. These collections of books contain multiple titles and reading levels to enable teachers to meet the individual instructional needs of students during reader's workshop. Books were selected to reflect fiction and nonfiction, various genres, and diverse cultures. They include: • Weather and Water Leveled Literacy Kit (75 novels/books) • Ancient Civilizations Leveled Literacy Kit (75 novels/books) • Bookroom Collection (113 titles, 5 novels/books each)
2. Inventory literacy materials K-12 in order to identify gaps by grade level and schools. Purchase materials using district funds to achieve equity among grade levels and schools.	Equity purchases for K-5 and 6-8 book rooms were made in 2011-12. These funds targeted schools with books rooms that were most in-need. In addition, purchases to support literacy included: AP English, K-1 Mondo materials (3 schools0, K-3 Fountas & Pinnell Word Work (district-wide), READ 180 student reading materials (district-wide), 6th grade Core Reading (see above). Some high schools have purchased additional titles and/or additional copies of

	titles to meet the needs of the Common Core State Standards and Scope &Sequence. The other high schools are reviewing and selecting titles during the Summer 2012 in preparation for greater alignment to the Common Core State Standards and increased use of non-fiction titles in 2012-13.
3. Achieve equitable book room inventories at all elementary schools, targeting grades 3-5 non-fiction areas to align with the Common Core State Standards.	Equity purchases for K-5 and 6-8 book rooms were made in 2011-12. These funds targeted schools with books rooms that were most in-need. Selections made for the 3-5 books rooms specifically targeted non-fiction while many selections for the 6th grade books rooms helped to increase the reading choices in non-fiction.
4. Increase library inventory commensurate with languages spoken in MMSD.	Library inventory was funded district-wide by the Common School Fund at $14.95 per student and distributed by enrollment at each site. Library selection, evaluation and inventory depend on the needs of each school site and were determined by each school's library media specialist. Each librarian places in their library collection materials commensurate with languages spoken as determined by language need at their school and available publications. Some district online products also included materials translated in other languages (Gale Virtual Reference Library, Encyclopedia Britannica in English and Spanish versions, Tumblebooks, Pebble Go and BookFlix).
5. Increase library and book room inventories of culturally relevant materials.	All librarians focus on collecting culturally relevant materials in their library collection as it meets the needs of their schools each year. Book room inventories are done at the discretion of the IRTs at each school. Work is being completed with librarians in the Language Workshop Committee (April - June) to identify mentor texts that are culturally relevant.
6. Increase library inventory to support dual language immersion sites.	Nuestro Mundo's library collection was funded an additional $5,000 in 2011-12 from Common School Funds to begin to develop the new, separate collection at the school's new location.
7. Increase selection of leveled reading materials for secondary.	See responses to #1 and #2 above.
8. Pending positive pilot evaluation results, implement Achieve3000 in targeted secondary schools to support dual language immersion.	Achieve 3000 was made available to select middle schools during 2011-12 that had unique learning situations. The 2011-12 secondary sites included Toki 6th grade; Wright, Cherokee and Sherman developmental bilingual classes; MMSD's secondary dual language immersion sections at Sennett and the alternative sites at SAIL, Metro Jail, and Metro Huber. The DLI classes demonstrated growth in Spanish literacy. Due to the high per student cost of this program annually, sustaining Achieve 3000 is being re-considered for more targeted use in 2012-13. Sites will include

	secondary dual language immersion (Sennett) and alternative sites (SAIL, Metro Jail, and Metro Huber). Attention will be focused on locating other resources to meet the particular needs of the developmental bilingual classes during 2012-13.

Recommendation V
Develop and implement a literacy program monitoring and accountability system.

Findings to support recommendations are:
• Need for accurate progress monitoring walls (Psychologist Focus Group) • Need for standardized and unbiased assessments *(Psychologist Focus Group)*

Action Step	Year 2 Annual Update - June 2012
1. Implement literacy assessment recommendations per the MMSD Balanced Assessment Committee.	Literacy assessments that were finalized in 2011-12 and will be implemented in 2012-13 are: • Elementary Literacy Benchmark Assessment schedule was finalized in May, 2012. This schedule includes specific assessment tools and administration windows for 2012-13. • Grades K-2 administered the Primary Language Arts Assessment (PLAA or Spanish PLAA) in 2011-12. For 2012-13, Grades 1&2 will begin transitioning to the universal screener AIMSweb 3 times/year. Schools may use either AIMSweb or Text Reading Level for 2012-13 and all schools will implement AIMSweb as the Grade 1&2 universal screener by the start of 2013-14. • DPI Kindergarten screener (PALS) was chosen in May. Initial informational webinar was supported in May. PALS will be administered to all K students 3 times/year in 2012-13. • Measures of Academic Progress (MAP) was administered 3 times/year in 2011-12 in grades 3-7 in Reading. MAP will expand to grade 8 in 2012-13. • EXLPORE (grades 8 & 9) and PLAN (grade 10) was implemented in 2011-12. ACT, with a writing component, will be added to the EPAS schedule for 2012-13. • Grades 3, 5, 7, and 9 were assessed using the District Writing Assessment in 2011-12. With the ACT's writing component, grades 3, 5, 7, 9, and 11 will be assessed in writing in 2012-13. *See Appendix I for 2011-12 District Writing Assessment data summaries.*

2. Administer an instructional practices survey annually to all instructional staff.	The lengthy instructional practices survey, designed for the Year 1 Literacy Program Evaluation, was not re-administered in 2011-12. Rationale for this decision includes: • Science Year 1 Program Evaluation did conduct an instructional survey. As each program will be in a Year 1 Cycle during any given year (in some years, 2 program areas will be evaluated), the addition of annual staff surveys by content area must be re-evaluated so as to reduce the burden of staff surveys. • The development of Core Literacy Practice and Focus Literacy documents outline the expectations in every MMSD classroom. The self-reporting design of the original instructional practices survey may provide questionable which may require other means of acquiring accurate data of classroom practices. • School Support Teams work with principals in an individualized manner to help ensure implementation of core practices in all classrooms. • The Professional Development Department administered an instructional leadership survey to principals. Baseline information was gathered in fall, 2011. End of year data is not yet available. • 17 high-poverty elementary schools were observed using a consistent literacy walkthough protocol. • Central Office staff supported high-need schools with weekly principal visits and classroom observations.
3. Develop and implement literacy common assessments K-12. Include principals in training with emphasis on what the program looks like in practice so that principals can provide effective monitoring and feedback on an ongoing basis.	See response to #1 above.
4. Develop and implement regular and frequent student progress monitoring systems. Develop "calibration checks" for teachers to use to monitor their own implementation.	AIMSweb was chosen as the MMSD evidence-based K-12 literacy and mathematics progress monitoring tool. Professional development will begin in Summer 2012 and continue through 2012-13 so that all schools will be able to implement this progress monitoring tool with fidelity by November, 2013.
5. Monitor the progress of Tier 2 secondary students at least once a month.	Students receiving interventions in 2011-12 were progressed monitored using a variety of tools depending upon the intervention program/strategies with which they were being supported. Progress monitoring of Tier 2 secondary students included Measures of Academic Progress, Scholastic Reading Inventory, and Scholastic Phonics Inventory.

6. Provide daily, intensive, small group instruction to promote the development of reading proficiency for those students who show minimal progress in Tier 2.	System 44 was made available in all secondary schools effective 2011-12 as a Tier 3 intervention. System 44 addresses the need for basic decoding skills, which is needed prior to being able to benefit from interventions within READ 180. MMSD purchased additional licenses, computers, and student reading materials for the secondary schools adding System 44. All teachers of READ 180/System 44 were provided at least 1 session of individualized, on-site coaching.
7. Develop a plan for monitoring implementation of the program that includes data collection, observation of the program as implemented, analysis of the data, and plans to address poor fidelity.	Response to Intervention (RtI) Leadership Teams were established in all schools during 2011-12. A critical role of the RtI team is to monitor student progress, problem solve around the particular student data presented, and present next instructional and behavioral steps to ensure the student demonstrates progress. The Student Intervention Monitoring System (SIMS) is being re-tooled for increased user-friendliness. SIMS was originally designed to house intervention data and be used in student data collaborative problem solving sessions. SIMS will be re-introduced as a tool for RtI Team use in 2012-13. The Early Warning System is also scheduled to be implemented in 2012-13 and will be able to provide timely information to help prevent more students from falling into failure. *See Appendix J for sample Early Warning System data set.*

Recommendation VI
Provide all schools with literacy specialists and library media specialists.

Findings to support recommendations are:
- Certified reading teachers and specialists needed (Current Programs and Practices Questionnaire)

Action Step	Year 2 Annual Update - June 2012
1. Modify position descriptions as needed to ensure 1 FTE reading teacher/specialist (Wisconsin License Codes 316/317) at each secondary school.	Principals have been encouraged to post relevant positions with the requirements of a reading teacher/specialist (Wisconsin Licensee Codes 316/317). During 2011-12, all high schools are served by a Literacy Coach, funded by the REaL Grant.
2. Allocate for 1 FTE reading teacher/specialist (Wisconsin License Codes 316/317) to provide services in the alternative programs.	This 1.0 FTE was not funded in 2011-12.

3. Review previous Reading Recovery recommendations, with considerations to: • Place Reading Recovery Teachers in buildings as needed to reflect the needs of 20% of our District's lowest performing first graders, regardless of what elementary school they may attend; • Analyze the other instructional assignments given to Reading Recovery teachers in order to maximize their expertise as highly skilled reading interventionists. • Ensure standard case load for each Reading Recovery teacher at National Reading Recovery standards and guidelines (e.g. 8 students/year). • Place interventionists in buildings without Reading Recovery. Interventionists would receive professional development to lift the quality of interventions for students who need additional support in literacy.	**Reading Recovery Program Modifications since 2009 Report:** • Research & Evaluation provides names of targeted students to principals and Reading Recovery teachers annually. • Interventionists have been hired in several schools that were not able to hire/recruit Reading Recovery teachers. Interventions are provided through the interventionists using research-based interventions. • Interventionists participate in professional development bi-weekly to ensure effective interventions provided with fidelity. • Reading Recovery staff are interviewed and hired centrally. • Reading Recovery teachers participate in regular professional development. • Reading Recovery Teacher Leaders conduct site visits to Reading Recovery classrooms. • MMSD received an i3 grant in 2011-12 to support the training of 8 new Reading Recovery teachers • MMSD received scholarships to support two Reading Recovery Teacher Leaders- in training. • One Reading Recovery Teacher Leader is receiving training in Reading Recovery for Spanish speakers (Descubriendo la Lectura) in order to provide professional development more broadly for Spanish speaking students requiring literacy interventions. • Some schools that were not able to fill the Reading Recovery positions with qualified Reading Recovery teachers in 2010-11 were able to fill these positions in 2011-12 due to the i3 grant funding provided to MMSD. • Reading Recovery teachers provide Reading Recovery services to students for 50% of a full teaching day per Reading Recovery guidelines. Because of their expertise and background, MMSD is strongly encouraging staffing models that employ these highly skilled teachers as Interventionists, IRT's, Special Education, or ESL teachers for the remaining 50% of their contract.

	• MMSD's average discontinuation rate (successful completion for meeting grade level reading proficiency) for 2011-12 is 43%. The national Reading Recovery discontinuation rate is 55% for all students and 75% for students who complete a full program. *See Appendix K for 2011-12 Preliminary Reading Recovery Site Report.*
4. Adjust allocation of elementary literacy coaches to ensure 1 FTE per 600 students.	All elementary buildings have a minimum of 0.5 FTE Instructional Resource Teacher. The three MMSD elementary schools that have student enrollment greater than 600 are Chavez, Leopold and Kennedy. Of these three, Leopold is a Tier I school. Chavez and Kennedy are Tier II schools. Leopold (Tier I) currently has 1.80 Instructional Resource Teacher allocation. Chavez and Kennedy (Tier II) currently have 1.0 Instructional Resource Teacher allocation.
5. Work toward equity and continuity in MMSD library media programs throughout the district using the American Association of School Librarians position statement on appropriate staffing for School Library Media Centers: • All students, teachers and administrators in each school building at all grade levels must have access to a library media program provided by one or more certified library media specialist working full-time in the school library media center. Consider additional educational assistant time in the libraries to perform clerical duties. Analyze scheduling variances across the district to maximize time for librarians to support literacy. • Both professional personnel and support staff are necessary for all library media programs at all grade levels. • More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools size, number of students and teachers, facilities, and specific library programs.	All elementary schools have 1.0 FTE allocation for library/REACH. Library media specialists may also provide student instruction supporting instructional technology through REACH classes. All elementary schools fully meet this allocation standard. Middle school library allocations have been presented to the Board. A decision was made not to increase allocations on June 18, 2012. Administrators will work with schools to develop consistent guidelines for full time librarians in each middle school. All high schools currently have at least one full time librarian.

Recommendation VII
Establish a comprehensive and flexible literacy professional development model that includes online learning opportunities (e.g. access to exemplary practice videos) to optimize all instructional staff and administrators participation in literacy professional development.

Findings to support recommendations are:
- Programs vary in effectiveness according to the expertise of the teacher. Professional development is critical to the success of an intervention (Intervention Research)
- Importance of and need for professional development (Teacher and Principal Focus Groups)
- Differentiation is challenging (Teacher and Principal Focus Groups)
- Need for professional development to support non-English speaking students (Psychologist Focus Groups)
- Lack of systemic professional development opportunities in literacy (Current Programs and Practices Questionnaire)

Action Step	Year 2 Annual Update - June 2012
1. Prioritize and sustain funding to support literacy professional development.	Professional development, literacy resources and interventions have been funded cooperatively in an inter-departmental initiative to focus resources on literacy in 2011-12. Departments that provide time, staff, resources and professional development include: Curriculum & Assessment; Educational Services; Professional Development; Assistant Superintendent's Offices; State & Federal Grants (Title I); REaL Grant; Diversity; and Equity & Family Involvement. All 5 School Support Teams will include a central office literacy representative in 2012-13 to ensure fidelity of literacy core practice and implementation in all classrooms. The Professional Development Department hired a K-8 Literacy Teacher Leader to assist in the coordination of literacy across all departments.
2. Central Office Departments collaborate to provide professional development and support to building-based literacy staff and administrators.	Curriculum & Assessment literacy staff collaborates on a regular basis with all departments to help focus and coordinate literacy professional development to building-based leaders and staff. A central office literacy team was established in 2011-12 to further support district-wide literacy professional development needs.
3. Building-based literacy staff (Literacy Specialists, IRT, Learning Coordinators, Literacy Coaches, etc) provide regular, job-embedded literacy professional development based on school-based literacy data.	Regular professional development was provided to all K-12 literacy building-based literacy specialists (elementary Instructional Resource Teachers, middle school Learning Coordinators, high school Literacy Coaches). Professional development was held on alternating weeks and was facilitated by Curriculum & Assessment Literacy Division and members of the central office literacy team.

4. Communicate clearly to all instructional staff and administrators that professional development in literacy is a district professional requirement.	The fall and spring All Staff Professional Development Days focused on building literacy core practices across the content areas. Fall sessions integrated Response to Intervention with a focus on literacy and the Spring session developed capacity with alignment to the Common Core State Standards and understanding of a Scope & Sequence.
5. Establish a flexible professional development model so that all instructional staff and administrators will participate in literacy professional development.	Multiple models for participating in literacy professional development were offered in 2011-12. The variety of models include: • All Staff Professional Development Days (K-12) • Substitute Release Time (e.g 6th Grade Core Reading) • Professional Collaboration Time (secondary) • Staff meetings (K-12) • Monday Early Release (elementary) • 3rd Monday Early Release (elementary) • Online videos of research-based best practices (e.g. Engage New York) • Webinars (e.g. DPI PALS) • After contract Professional Advancement Credit (PAC) • After contract for college credit • Summer institutes • Select conferences • Principal professional development (one Wednesday per month)
6. Provide required, on-going literacy training for librarians in the following areas: • Implementing the pedagogy, strategies, and content language of the literacy program used in the classroom. • Learning 21st-century instructional technology tools to support literacy and ways to integrate those tools into the curriculum. • Locating and evaluating culturally relevant materials. • Identifying resources to differentiate instruction and meet the learning needs of all students. • Provide professional learning communities for librarians at elementary, middle and high for the purpose of weaving on-going literacy training into the daily operation of MMSD's libraries.	Elementary librarians participated in 3rd Monday professional learning community meetings during 2011-12 to strengthen literacy and technology to integrate literacy. Each of the 3rd Mondays focused on one of the topics below: • Culturally relevant practices • Cooperative Children's Book Center – Fall Preview Conference • Teaching like a historian and reading in the content areas • Online resources available through Badgerlink • Spanish language material vendor fair • Cooperative Children's Book Center – Spring Preview Conference • Using technology for differentiation in instruction • New technologies K-12 librarians met twice during 2011-12. In spring, the K-12 group convened to launch the MMSD Libraries mission statement "Connect, Discover, Achieve". In June, the K-12 group met to draft research questions to guide the 2012-13 Library Program Evaluation and to introduce the new tool, LibGuides.

Appendix A
Grades K-2 Literacy Walkthroughs

Background: Observations of literacy classes, or, walkthroughs, were scheduled for seventeen of MMSD's highest poverty elementary schools during the months of April and May. Three administrators visited each school for a half-day for a minimum of 12 hours of observation per school. All K-2 classrooms are observed for at least an hour by one of the three administrators. Second/third grade classrooms were observed in schools with multi-aged instructional designs. When substitute teachers are present, follow-up observations were attempted.

The purpose of the walkthroughs was to provide schools with a baseline of literacy practices and to communicate a district snapshot of K-2 observable literacy practices when student routines and independence are well established. Although not a complete picture, the walkthroughs provided evidence of teaching emphasis, expectations, school/district implementation efforts and additional anecdotal information that might suggest potential areas for consideration.

Timeline: April 16- May 25, 2012   Observations
                May 30-31, 2012   Meet with principals to discuss results of the observations

Observation Tool: Please see the attached document. This is an observation protocol merging documents developed by Fountas and Pinnell and Dorn. This observation tool was selected because it captured the general categories of literacy instruction that would be included in a 90-120 minute literacy lesson. Observers could capture any of the elements observed during the 60 observations. An additional section, classroom environment provides a way to document materials and classroom structures.

Preliminary Findings:

1. The majority of primary literacy environments were organized around a Balanced Literacy Model. However, within that model, there was significant variation in what the model looked like. This lack of consistency was seen both within and across all 17 schools.

2. Most classrooms were organized in a planned and thoughtful manner. Attention was given to the development and use of a classroom library, individual book boxes and areas where students could work in pairs or small groups.

3. Although classrooms in most schools were thoughtfully organized, some classrooms were cluttered and there were not optimal environments for learning.

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It is recommended that IRTs work with teachers to create good physical environments in all classrooms.

4. Although the majority of classrooms had at least a 90 minute literacy block, some did not. Attention to direct instruction for at least 90 minutes is crucial for the success of all learners. Principals must make this a clear expectation. The literacy block must also be implemented with fidelity.

5. There was a lack of consistency both within and across grade levels based on common core standards and best teaching practices. This should be an area of emphasis for all schools. IRTs and principals will need to develop a tight structure of accountability that supports the Common Core State Standards and the Curriculum Companion tool.

6. In most cases, instruction in phonics and phonemic awareness was clearly evident. This instruction reflected the professional development both at the district and school level around phonics instruction, phonemic awareness and word work. Instruction appeared to be more systematic, targeted and focused than in previous years.

7. Guided Reading Instruction was observed in the many of the classrooms. It should be noted that in several schools guided reading did not occur five days a week. A wide range of practices were observed during guided reading. Teaching points were often unclear. Observers noted few teachers administering running records or maintaining other types of formative assessments.

8. Targeted, focused instruction around a precise teaching point is a critical component of quality literacy instruction. Focused feedback emphasizing areas of student mastery was also inconsistent. Again, consistency related to core practices as well as ongoing specific assessment practices should be apparent within and across elementary grades.

9. Professional development work should continue around the use of assessment tools. Principals must require the practice of ongoing assessment in all classrooms.

10. The development and use of anchor charts and mini lessons are critical pieces of strong core instruction. Anchor charts and mini lessons were seen in some classrooms and not in others. Professional development should address these ideas so that there is consistency across the district.

11. In many classrooms, the quality of independent student work was of concern. Teachers in all classrooms must pay careful attention to independent student work. This work must support the structure of the literacy block, be consistent with the focus of guided reading and be at each student's independent level. Emphasis must consistently be on authentic reading and writing tasks. Work

should be differentiated. Coloring, cutting/pasting and copying of other printed work would not be considered quality independent literacy work and this was seen in many classrooms.

12. Teachers were inconsistent in giving feedback to students related to specific learning. Clear, corrective feedback and/or affirmation of solid understandings will accelerate individual student learning and help learners tie the known to the new.

13. All students should also be receiving ongoing, focused feedback related to independent work and independent reading. Regular conferencing and assessment of independent reading and writing is a crucial component of a rigorous literacy curriculum.

Literacy Walk Through Implementation

School: _____

Date: _____

Observer: _____

Classroom/Grade: _____

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CLASSROOM ENVIRONMENT

Classroom environment has been shown to affect student literacy achievement. As students interact with their environment, they make adaptations to meet new situations. According to Allington (1996), students who are expected to talk, read, and write daily, tend to outperform students in classrooms where these environmental features are less prevalent (as cited in Roskos & Neuman, 2002).

The observer will see:	Proficiency Levels		
	Meeting	Approaching	Below
1. Classrooms arranged to promote whole and small group problem-solving discussions			
2. Co-constructed charts featuring aspects of the curriculum currently under study are displayed on walls.			
3. An organized library including a variety of genres and reading levels representing a variety of cultures.			
4. The students responding in a variety of ways to their reading.			
5. The students and teachers engaging and participating in discussions about their reading.			
6. Reading responses through writing are displayed on walls and in hallways.			
7. Writing published pieces are displayed on walls and in hallways.			

READ ALOUDS

Read aloud is an important component of effective literacy instruction that improves listening, comprehension, fluency, vocabulary skills, attitudes about reading, and student ability to visualize text. Read aloud facilitates comprehension and supports visualization of the thinking process. Exposure to more sophisticated vocabulary and syntax found in written text is a critical component in building comprehension skills (Rasinski, 2003). The teacher sets aside time to read orally to students on a daily basis. The selections should be above students' independent reading level and at their listening level. Teachers should increase the length and complexity of narrative and informational text over time.

The observer will see:	Proficiency Levels		
	Meeting	Approaching	Below
1. The teacher engaging students in conversation before reading to share and building background knowledge and make predictions.			
2. The teacher pausing to invite conversation with one or more kinds of thinking in mind (e.g. *within, beyond,* and *about* the texts.)			
3. The teacher incorporating "turn and talk" before, during, or after reading the text.			

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	Meeting	Approaching	Below
4. Students turning and talking about the text.			
5. Students sharing their ideas and adding onto other's ideas.			
6. The teacher commenting and reinforcing what students are able to do well.			
7. The students making connections to ideas, events, and concepts in the reading selection.			
8. The students demonstrating comprehension by making predictions, inferring, summarizing, retelling, and/or describing the read aloud selection.			

SHARED READING (K-1)

Shared reading involves teachers reading aloud with groups of children in a manner similar to story book reading at home. In the classroom, the use of a big book or another form of enlarged text such as a poem, nursery rhyme, or familiar song allows the students to view both the pictures and words. As the teacher shares an enlarged text, she creates instructional conversations that guide the children to apply their knowledge and strategies to the reading situation. The first reading of the text is for pleasure. In additional readings, the teacher releases control of the learning by inviting the students to join in the reading of text.

During repeated readings, the teacher builds comprehension, discusses interesting language or vocabulary, develops phonemic awareness, introduces print concepts (directionality), identifies sight words, or models decoding and self monitoring skills in the context of the text.

The observer will see:	Proficiency Levels		
	Meeting	Approaching	Below
1. The students and teacher reading aloud and discussing enjoyable text.			
2. The teacher pointing to the text as he/she reads with phrasing and expression.			
3. The teacher asking students to make predictions or draw inferences throughout the reading.			
4. The teacher modeling reading strategies and behaviors such as decoding, rereading, and self-monitoring.			
5. The teacher discussing vocabulary, story language, and language patterns in a text.			
6. The teacher using the text to build phonemic awareness and decoding skills.			
7. The teacher prompting students to join in the reading of the text.			
8. The students reading with the teacher during repeated readings of the text.			
9. The students identifying story elements in the text.			

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	Meeting	Approaching	Below
10. The students engaging in discussions about vocabulary and the use of language in the text.			
11. The students using the text to learn print concepts and decoding skills.			

GUIDED READING: SMALL GROUP INSTRUCTION WITH INSTRUCTIONAL LEVELED TEXT

Guided reading is a strategy designed to meet the instructional needs of all the students by providing scaffolding through small group instruction. The groups are fluid and allow students reading at approximately the same level to receive instruction appropriate to their needs. The students have individual copies of text at their instructional level and independently read (soft or silently, no round robin) as the teacher observes, coaches, prompts, and assesses their processing system. This allows students to practice effective reading strategies on texts at their instructional level with guidance of their teacher. As the children read supportive texts with a minimum of new challenges, the teacher observes their processing behavior and adjusts her degree of support to accommodate their problem-solving actions.

The goal is to build each student's ability to process increasingly challenging texts with fluency and understanding. Guided reading enables children to practice strategies with the teacher's support and leads to independent silent reading.

The observer will see:	Proficiency Levels		
	Meeting	Approaching	Below
1. The teacher assessing literacy performance in a variety of ways over time, including running records of 'seen' and 'unseen' texts, anecdotal notes, and checklist observations of students' performance.			
2. A sufficient quantity of different levels of texts that match students' independent and instructional reading levels.			
3. Teacher working with small groups of students while the rest of the class is working independently.			

INDEPENDENT READING

Independent reading is an instructional practice where students have daily opportunities to sustain their attention when reading 'just right' texts. The goal of independent reading is to provide a context within which students can see themselves as readers and build habits that can last a lifetime. Daily independent reading is the instructional setting for students to read many kinds of text fluently, and with understanding. Choice is an essential characteristic of independent reading. (Fountas & Pinnell, 2006). However, a strong instructional framework to support students to learn how to sustain their attention while reading 'easy' text is critical in order to teach for independence (Dorn & Soffos, 2006).

The observer will see:	Proficiency Levels		
	Meeting	**Approaching**	**Below**
1. Teacher engaging in book talks and mini-lessons (explicit demonstrations) to support students in the development of independent reading strategies.			
2. Students applying what they have learned in the mini-lessons during guided practice.			
3. Students selecting texts and enjoying reading for a sustained period.			
4. Teacher conferencing with students to provide individual instruction on any aspect of the reading process.			
5. Students reflecting on their reading through writing.			
6. Teacher and students sharing their thinking and assessing their independence at the end of the designated reading time.			

MODELED/SHARED WRITING WITHIN A WORKSHOP APPROACH

Writers' workshop is a literacy block where children learn the processes of how to write. The teacher structures the time to ensure that children have an opportunity to plan, organize, and carry out writing projects. During writers' workshop, students learn how to select their own topics and develop these topics through multiple drafts. Thus, they acquire an understanding of the writing process. The writing process is associated with five phases of writing: prewriting (planning), drafting, revising, editing, and publishing. These stages provide writers with a framework for learning how to develop a writing project (Calkins, 1986). The goal is to teach students to become skilled with the writing process and to develop a habit of writing and view themselves as writers by writing daily. (*Scaffolding Young Writers,* 2001, p. 32).

The observer will see:	Proficiency Levels		
	Meeting	**Approaching**	**Below**
1. Teachers teaching explicit mini-lessons tailored to meet the needs of the majority of the students.			
2. Teachers teaching writing as a process, including composing, drafting, revising, editing, and publishing.			
3. Anchor charts that reflect current aspects of the writing curriculum under study (e.g. how to plan using text structure maps, crafting techniques, how to revise, edit, and publish).			
4. Mentor texts being used to support the writing process.			
5. Students working independently and using classroom tools to support their writing (e.g. keeping their writing notebooks and tools organized and ready to use).			
6. Teacher conferencing with individual students or			

small groups.			
7. Students sharing their writing with the class during share time and valuing other writers' feedback.			
8. Students supporting other writers from the class and offering feedback to their writing.			
9. Published writing displayed in the writing and in the hallways.			

Appendix B
6th Grade Core Reading Instruction

Sixth grade is an important year for students as they transition from elementary to middle school. Instructionally, students this age are expected to read material that is increasingly complex. In order to develop these more advanced skills, explicit reading instruction is necessary.

The MMSD 2010-2011 literacy program evaluation revealed a lack of systematic professional development to support sixth grade reading instruction. Additionally, there was an inconsistency in the resources and materials available. The evaluation also identified inequitable access to sixth grade core reading classes across middle schools, ranging from 0 to 50 minutes daily.

To addresses these critical findings, one focus during the 2011-2012 school year has been to improve and align sixth grade core reading instruction across all middle schools. This was accomplished through targeted professional development and adding consistent instructional resources. Additionally, equitable daily minutes of instruction will begin in the fall of the 2012-2013 school year. Following is a description of these actions.

First, systematic professional development was provided to all sixth grade teachers of reading, inclusive of regular education, special education, English as a Second Language, Bilingual Resource, and Developmental Bilingual Education teachers. All teachers were asked to attend an initial core session during the first semester, and then given a choice between three workshops to attend during the second semester. Additionally, each middle school was provided opportunities for curricular collaboration within building-based teams to apply their learning to their instruction

The one day core professional development session established expectations for sixth grade reading instruction. These expectations included consistent instructional strategies for comprehension, fluency, vocabulary, and word study in a Readers' Workshop model. This model allows teachers to meet the needs of a range of readers through engaging and differentiated instruction using mini-lessons for whole/small group, text discussion groups, and conferencing.

During the second semester, teachers selected from three one-day sessions according to their diverse professional needs. Workshops included: Effective Strategies for Students Reading Below Grade Level, Implementing a Readers' Workshop, and Using Reading Assessments to Inform Instruction. In each session teachers honed their understanding and practice of effective strategies, structures, and assessment for sixth grade reading instruction.

This professional development will be sustained through repeated offerings of the core session and three workshops during the summer months. This professional development will be offered in the fall to any new hires. Teachers have also been given access to Moodle, a Virtual Learning Environment containing professional development resources from the sessions, links to relevant websites, and curricular materials.

The second issue addressed was the inconsistency in the resources and materials available. Teachers and schools were provided with professional texts, model units and supplementary materials, and differentiated student novels/books. These materials are listed below.

Professional Resources: The following professional resources have been provided to teachers and schools to support sixth grade core reading instruction:

- Mini-Lessons for Literature Circles
- Do-able Differentiation

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- <u>Word Their Way</u>
- <u>The Continuum of Literacy Learning</u>
- <u>6-8 Literacy Notebook</u>
- Common Core State Standards
- Binder with handouts from professional development sessions

Model Units & Supplemental Materials: The following units and supporting materials were provided to teachers and schools to align sixth grade core reading instruction:

- *Applying and Integrating Traits of a Reader Strategies* unit
- *Supplemental Resources: Applying and Integrating Traits of a Reader Strategies*
- *Developing Effective Communication Around Text* unit
- *Supplemental Resources: Developing Effective Communication Around Text*
- <u>Toolkit Texts Grades 6-7</u>
- <u>Scholastic Read Aloud Anthology</u>

Student Resources: The following resources have been provided to schools to support sixth grade core reading instruction. These collections of books contain multiple titles and reading levels to enable teachers to meet the individual instructional needs of students during reader's workshop. Books were selected to reflect fiction and nonfiction, various genres, and diverse cultures. They include:

- Weather and Water Leveled Literacy Kit (75 novels/books)
- Ancient Civilizations Leveled Literacy Kit (75 novels/books)
- Bookroom Collection (113 titles, 5 novels/books each)

The third issue, inequitable access to sixth grade core reading classes across middle schools, will be addressed in the fall of the 2012-2013 school year. All middle schools within MMSD will offer a minimum of 90 minutes of literacy instruction daily. Of these 90 minutes, 45 minutes will be spent on reading instruction. The expectation is that this instruction will reflect consistent instructional strategies for comprehension, fluency, vocabulary, and word study in a Readers' Workshop model.

East High School

Description of plan:
The Dept. Chairs are committed to the incorporation and follow-up of common literacy/AVID practices across the building. Members of East's Leadership Team and the departments they lead have requested release time, extended employment and materials/munchies to continue "writing, writing, writing" work with their departments.

Under the umbrella of these items:
- Science and English Departments would like to continue departmental work on common writing rubrics
- Freshman Academy English and Social Studies teachers would like more time to collaboratively examine student writing and modify curriculum to meet student needs
- Phy-Ed teachers would like to collaborate and create common writing/journaling assignments in gym classes
- Several members of the Literacy Team and the Leadership Team would like to collaborate to create a website where all this work can be accessed and displayed for use by other teachers, students and parents.

Intended outcome:
1. To increase the quantity and quality of student reading and writing across building
2. To increase the quantity and quality of teacher collaboration across the building
3. To standardize teachers expectations and instruction of reading and writing across the building

Project Participants:
Members of the Science, English and Phy-Ed Departments and the Freshman Academy (about 30-teachers total).

Alignment to Literacy Core Practices:
The main objective of the Literacy Library is to research and support the regular use of literacy practices throughout the CORE (throughout the building) including:

- Teach academic vocabulary
- Teach word knowledge
- Build on student's existing language knowledge
- Provide purpose using authentic texts
- Teach integrated use of comprehension strategies within content
- Develop understanding of text structures
- Provide authentic writing models
- Teach use of the writing process

- Develop writing for a variety of purpose & audience
- Provide daily purposeful writing
- Develop academic discourse and discussion skills
- Model and developing metacognition
- Use and develop inquiry
- Use and develop critical analysis and synthesis
- Develop evaluative skills

Alignment School Action Plan:
1. Establish common practices that support student learning across all subjects
2. Promote high expectations for all
3. Continue college, career, and citizen development
4. Promote individual reflection and goal setting
5. Focus on Reading and Writing
6. Align curriculum using ACT and Common Core standards as guides
7. Use Universal Design for Learning to guide our curricular design

Measurable Student Outcomes: number of students accessing the Literacy Mentor program, scores on formal assessments:
100% of teachers will report reading and writing in their classes. 100% of students will report that they are required to read and write in all their classes. EPAS and WKCE reading scores will rise over time.

Ongoing Evaluation and Assessment Plan:
Voluntary literacy walkthroughs by department to observe the increased use of common literacy practices.

East – End of Year Summary

What we have accomplished: 2011 – 2012
- Implement East's plan for core writing across-the-curriculum:
  o Common school-wide rubric
  o Common expectations around frequent use of quick writes and writing prompts
  o Common use of MEL-Con graphic organizer
- Acquired and used data (Explore, SRI, grades, credit accumulation) to create a database (early warning system) and inform appropriate interventions for current East students
- Created and implemented a common formative and summative writing assessment for all 9th graders
- Offered and implemented extensive literacy (particularly writing and formative assessment) PD during PCT
- Offered and implemented extensive literacy (particularly AVID/Tops and WICOR) PD in Leadership Team and during PCT
- Compiled and shared student reading/writing data with Freshman Academy and entire school and provided PD for how to use the data to improve instruction.
- Created a greater culture of literacy by making literacy more visible throughout the building (Tower TV, Peppy Writing Posters, AVID posters)
- Connected more with parents and the community through East High United and literacy intervention communication through letters home and several meetings with middle schools
- Collaborated with Freshman Academy and middle schools to modify and improve a systematic method by which we can identify and place freshmen into appropriate literacy interventions for 2012-2013
- Created innovative add-on literacy intervention options for struggling readers who are not currently supported outside the core classroom (to align with successful RtI2 models)
- Trained study-hall tutors and mentors in literacy strategies to support students during study halls and in classes
- Identified common vocabulary and strategies used in SS and English 9th and 10th grade classes
- Presented Critical Literacy at IRA convention in Chicago
- Conducted pilot comprehension/fluency ORFs in several literacy classes and a geology class. These ORFs will be used in all literacy classes next year (and in several core classes).

Current and long-term literacy goals:
- All students read, write and think critically throughout the day in all their classes.
- All teachers model researched-based content-specific reading and writing strategies for all their students several times a week.
- All students have access to engaging texts (both fiction and discipline-specific non-fiction) at their grade level and at their reading level throughout the day.
- All struggling readers have extra time to hone their reading, writing, critical thinking and study skills: they have access to *add-on* (elective) intervention classes like READ 180, study skills classes or other special classes to fit their needs and learning styles taught by expert literacy teachers. This requires that sufficient courses/options exist.
- All instruction, but especially literacy instruction, focuses on student meta-cognition, inquiry and building meaning.
- All students will take common content specific skills assessments at the beginning of the year to pinpoint skill strengths and weaknesses.

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- Each department will identify reading and writing skills that students should master by the end of each grade. When possible, these skills will be consistent between departments and will be taught using common vocabulary.
- All students will use literacy strategies to increase their comprehension of content. All teachers will comfortably embed literacy strategies into their instruction. This requires that students have more time to read and write and practice strategies during the class period.
- Teachers will be explicit about their thinking processes when they engage in reading and writing tasks within their discipline.
- East's administrators will have a deep knowledge student literacy needs and what effective literacy looks like in all classrooms. Administrators will be very clear about the school's literacy goals and will articulate how literacy efforts fit into a broader vision of academic success for all students.
- East's vision of adolescent literacy will be shared by all those who are participating in its programs. All stakeholders (students, staff, administration, families & community members) are involved in East's literacy mission.

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La Follette High School

Description of plan:
The La Follette Literacy Innovation Funds plan is grounded in La Follette's Theory of Action, constructed by LHS's Leadership Team and Administrative Team (both teams include the grant coordinator and literacy coach), to support raising all studetnts' achievement through collaborative implementation of school-wide literacy strategies to improve students' thinking, reading and writing with purpose.

Under the umbrella of these items:
Based on data from both staff and student achievement measures, the funds served their intended outcomes. 86% of Lancer staff reported feeling skillful at sharing ideas and learning from each other to support students' learning on a district-wide February survey. Whereas the 2011 school year started with 66% of 9th graders below ACT benchmark in reading, by year's end, that figure was 55% below benchmark. Literacy Innovation Funds supported the strengthening of staff skills to support all students becoming more proficient critical thinkers, readers and writers.

Intended outcome:
All students will become more proficient critical thinkers, readers and writers whose standardized test results will reflect growth for career and college readiness.

Project Participants:
All La Follette students and staff.

Alignment to Literacy Core Practices:
Emphasizing activating background knowledge to link previous learning and experiences, frontloading essential knowledge, modeling instruction, and developing opportunities for students to demonstrate their thinking through writing and discussion, the La Follette Literacy Innovation Funds plan continue to develop students' and staff members' thinking, reading and writing skills to enhance performance on Explore/Plan, ACT while developing career and college readiness.

Alignment School Action Plan:
The La Follette Literacy Innovation fund plan is directly aligned to the La Follette Theory of Action—If teachers purposefully engage in professional learning, including PCT, to collaborate and to design tasks that involve thinking, reading, and writing for main idea in their content areas and that give students opportunities to provide evidence of their understanding and if students continue to develop vocabulary, background knowledge and literacy skills, then students at La Follette High School will become more proficient critical thinkers, readers, and writers whose standardized test results will reflect growth for career and college readiness.

Measurable Student Outcomes: number of students accessing the Literacy Mentor program, scores on formal assessments:
Focusing on the critical reading items on the WKCE, Explore, Plan, ACT and PSAT, the La Follette Literacy Innovation Funds plan was designed to support staff and students to demonstrate improved proficiency as measured by EPAS and other standardized assessments, but more crucially, to give ongoing evidence of thinking while reading and writing in every course in every content area to strengthen students' career and college readiness. Staff sharing their own and students' work at PCT and at professional learning sessions (such as October 27-28 and February 24) was evidence of opportunities for students to think, read and write critically. Whereas the 2011 school year started with 66% of 9th graders below ACT benchmark in reading, by year's end, that figure was 55% below benchmark. Funds were spent to order *Classroom Strategies for Interactive Instruction* by Doug Buehl for all staff; to order Purpose boards so that all classrooms can have prominently displayed learning purposes (in response to Instructional Rounds feedback encouraging LHS to ensure that all staff and students are aware of the purpose of work every day in every class); to pay for substitute teachers for the entire art department to learn together about rigorous success criteria; to support a range of staff and student readers in a literacy challenge with t-shirts; to pay for collaborative lunches developing staff members in core content areas into groups ahead, skilled at learning with each other and from students' work; to order professional texts for staff to learn about formative assessment as part of our ongoing work to enhance students' success; to order texts to strengthen students' reading muscles in developing as

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critical readers, writers and thinkers; and for extended employment so that part-time staff members could attend PCT and participate in professional learning to enhance students' achievement to forward our entire school as the unit of change in ways that lead to increased academic achievement for all students.

Ongoing Evaluation and Assessment Plan:
Not only did our 9th graders move from 66% below benchmark in reading to 55% below benchmark in reading, but certain classes (notably two sections of AVID 9) followed a process of intensive critical reading in both non-fiction texts and in Explore assessments, and that process indicates that specific actions by adults can affect student achievement in powerful ways. Our summer work will build on the results of the 2011-2012 school year to develop collaborative teams who will become proficient at establishing and publicizing daily clear purposes for instruction, creating formative methods to assess students' growth, and sharing instructional strategies that support students making their reading, writing and thinking visible.

La Follette – End of Year Summary

Our proposal for Literacy Innovation Funds is grounded in our work at La Follette which is governed by our Problem of Practice: **Students** at La Follette currently have WKCE, PSAT and Explore data that indicate they are struggling with all categories of reading skills, including identifying main idea. Not all **students** have vocabulary, background knowledge and literacy skills to critically read and write. Some **teachers** may not purposefully collaborate, design and use **tasks** that give students opportunities to provide evidence of their understanding and involve thinking, reading and writing in their **content** areas, which are necessary for career and college readiness.
Theory of Action: If **teachers** purposefully engage in professional learning, including PCT, to collaborate and to design **tasks** that involve thinking, reading, and writing for main idea in their **content** areas that give students opportunities to provide evidence of their understanding and if **students** continue to develop vocabulary, background knowledge and literacy skills, then **students** at La Follette will become more proficient critical thinkers, readers, and writers whose standardized test results will reflect growth for career and college readiness.

MMSD's Core Practices in Secondary Literacy are integral to La Follette's Theory of Action. Our professional learning and resources materials have foregrounded the importance of "activating background knowledge to link previous learning and experiences," of "frontloading essential knowledge," and of "explicitly modeling" strategies especially in the realms of "critical reading/inquiry, building academic vocabulary and modeling metacognition for students." AVID strategies, especially critical reading strategies of marking text, emphasizing main idea and pausing to connect while reading, have guided our collective work as a staff this year. Working to focus instruction with Instructional Purpose sheets (shared as Google doc) that explicitly identify where students struggle and what modeling and strategies will be used to support students' in learning essential concepts, the La Follette staff is aligned with MMSD's **Secondary Literacy Focus** by engaging in "ongoing evaluation of implementation" of literacy strategies and of ways to support our typically disenfranchised groups whose achievement is below proficient.

Our proposal consists of six parts, all designed to support staff and students in thinking, reading and writing purpose. Recognizing the need for a "systematic process through which schools can improve their general education instruction to meet the needs of a diverse population of students across the content areas" (Johnson, Smith and Harris, 2009, p.4) as fundamental for our work, we will use Literacy Innovation Funds to increase the capacity of La Follette staff to learn about and to lead peers and students in purposeful tasks that prioritize thinking, reading and writing. MMSD's **Secondary Literacy Focus** emphasizes "comprehensive, school-wide implementation involving all stakeholders," and this proposal will ensure resources, time and structures for LHS staff to develop strategies to support students' thinking, reading and writing. These skills are foundational to our work, grounded in our Theory of Action, and informed by the district's **Secondary Literacy Core Practices** which, when embedded into instruction by La Follette staff from all content areas, will lead to improved student achievement as measured by gains in Explore, PSAT, WKCE and ACT scores. We will particularly focus on items that ask students to identify author's approach and main idea, and we will continue to analyze and revise teachers' designed tasks that ask students to share evidence of their thinking around essential questions.

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Memorial High School

Description of plan:
School-wide Literacy Initiative: 1) Reading: Main Ideas and Supporting Details (ACT Reading Standards) 2) Writing: MEL-Con paragraphs

Under the umbrella of these items:
- Literacy Center:
    - Embedded professional development for teachers including using the space for co-taught, modeled, and peer-observed lessons in conjunction with the literacy coach, and resource availability and accessibility for teachers including handouts, literacy books, etc.,
    - Individual student assessment with reading teacher as needed: SRI, Informal Reading Inventories, Spelling Inventories, etc.
    - Literacy Mentor Program: Peer writing lab and reading support with ongoing training for student Literacy Mentors from staff.
- Literacy Focus Team: focusing on the MEL-Con initiative
- Literacy Team (Innovation Team): focusing on the Literacy Center projects
- Systems Improvement Team: focusing on looking critically at interventions and supports offered for struggling readers (and other groups)

Intended outcome:
Teachers will consistently incorporate discipline-specific literacy strategies into their instruction. Students will gain literacy skills and be able to access support at their instructional reading level.

Project Participants:
All Staff

Alignment to Literacy Core Practices:
All work is in pursuit of aligning with research-based best practices in literacy and core literacy practices at the secondary level.

Alignment School Action Plan:
Fully aligned.

Measurable Student Outcomes: number of students accessing the Literacy Mentor program, scores on formal assessments:
EPAS, SRI, WKCE and formative/classroom-based assessments.

Ongoing Evaluation and Assessment Plan:
Number of teachers participating in professional development opportunities as well as the above measures.

Memorial - End of Year Summary

Reading and Writing to Learn

In 2011-12, we focused in a school-wide literacy initiative, largely in two areas: 1) Reading: Main Ideas and Supporting Details (ACT Reading Standards) 2) Writing to Learn: MEL-Con paragraphs. PCT was used this year mainly to support this initiative. Job-alike curricular teams (for example, English 9), met regularly to create a total of three common reading/writing assignments. These assignments asked teachers to choose a common, discipline-specific text, guide students to actively mark/annotate the text, and to develop and assign a writing prompt based on the reading and course content. Second semester moved teachers to develop and use a common rubric to begin norming grading practices, checking for student understanding, and refining disciplinary literacy expectations by making them clear to one another and then to students.

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Through ongoing professional development in PCT, Literacy Power Half Hours (offered after school or during lunch), and whole school professional development day trainings, we engaged staff in learning about how to embed writing to learn into their curriculum in meaningful ways. Writing is a tool for thinking, and staff learned to use the MEL-Con writing framework to engage students in writing about course content. Throughout the year, staff in various disciplines began to see the value in using writing to learn as a way to check for student understanding. Therefore, next year, we will continue to engage in writing to learn as a whole school and link it to formative assessment. The professional development that staff will engage in this summer, particularly 9th grade English and Social Studies teachers, will allow them to more deeply embed writing to learn into the curriculum and to align both assessment and instruction.

Throughout this process, we have collected data in the form of student and staff surveys, regular conversations with key teams such as Instructional Cabinet and the Literacy Team, and the actual reading/writing assignments, which teams regularly turned in to administration for their feedback. Attached to this report are documents related to student and teacher development in biology classes. Also, team rubrics are attached. These were based on a universal JMM rubric template. In particular, the literacy team was instrumental in monitoring the writing initiative. Their ongoing collaboration allowed for adjustments and refinements to be made in order to meet the various needs of each team. All of our teams, including a new team this year, the RtI Team, will be looking at data this summer and regularly next year to look at the impact writing to learn, as well as our other priorities, are having on our assessment data, especially EPAS data.

Literacy Center Development

In addition, this year, our Literacy Team focused on the development of our Literacy Center. We embedded professional development for teachers including using the space for co-taught, modeled, and peer-observed lessons in conjunction with the literacy coach, and resource availability and accessibility for teachers including handouts, literacy books, etc. The space was equipped with two laptop carts and a Promethean Board (Interactive Whiteboard). The Literacy Center was also used for individual student assessment with reading teacher and Literacy Coach as needed. Assessments given included the SRI, Informal Reading Inventories, Spelling Inventories, etc. This year, we also created and grew our JMM Literacy Mentor Program. Through the support of parent volunteers and volunteer teachers, we used the Literacy Center as a peer writing lab and reading support area and provided ongoing training for student Literacy Mentors. Next year, we hope to expand this program.

Adult Volunteers: 8 (teachers, parents)
Trainings Held: 31(1 run by a mentor)
Clinics Run (by mentors): 1
Veteran Mentors interested in next year: 12
Mentor sign-ups (Mentors who were there for a scheduled time, regardless of meeting/not meeting with a mentee): 485
Mentees served: 105

Throughout this year, teachers across disciplines have more consistently incorporated discipline-specific literacy strategies into their instruction. Students have gained literacy skills and are more able to access support at their instructional reading level.

Aligning to ACT College and Career Readiness Standards and Common Core State Standards

JMM teachers have worked to align to literacy core practices. Core departments have all become familiar with The Common Core State Standards for Literacy. English and Math have worked to align with their content area standards.

The JMM RtI team, Instructional Leadership Team, and Literacy Team are currently looking over our spring EPAS results. While teachers frequently reference and access SRI and WKCE data, we are beginning to find their value less significant than EPAS data. As we build in more formative, curriculum-bases assessment, we are more deeply and regularly looking to EPAS data to inform instruction.

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Description of plan:
School-wide Literacy Initiative focused on metacognitive strategies and building academic vocabulary. Move towards and RtI system at 9th grade for Reading and Math.

Under the umbrella of these items:
- Funding to support staff professional development in order to build capacity around best-practice literacy strategies
- Time through days away to use the professional development and continue to plan our school wide literacy strategies
- Materials to support the work of improved reading and literacy instruction in the classroom and in our Literacy Center
- Ongoing program evaluation to determine the effectiveness of our literacy initiatives

Intended outcome:
Teachers will consistently use best practice literacy strategies in their classroom and students will have access to appropriate reading materials and instructional support.

Project Participants:
Entire staff, in some capacity, more specifically, members of the Literacy Innovation Team, the Literacy Coach, Reading teachers on staff, and members of the RtI Team.

Alignment to Literacy Core Practices:
Literacy core practices are kept at the forefront of all literacy work. A concerted effort to align curriculum work to them is being made.

Alignment School Action Plan:
All literacy work is completely aligned to the school action plan.

Measurable Student Outcomes: number of students accessing the Literacy Mentor program, scores on formal assessments:
Literacy center statistics will be compiled, including the number of students using the center, number of tutors and hours of tutoring.
Standardized tests scores from the WKCE, Explore, Plan and SRI.

Ongoing Evaluation and Assessment Plan:
Continuation of the above assessment, as well as the collection of data around literacy professional development, including surveys on the number of teachers regularly using best practice literacy strategies in their classroom, and the number of students regularly using literacy strategies when completing their work.

West - End of Year Summary

At the October professional development day, we presented a rational to the staff for a focused school-wide literacy agenda. The Brockton video was watched by staff to show an example of using a sustained focus on literacy as a powerful lever for school improvement. We discussed school data re reading levels and how some of our students: 1) perform considerably below grade level.
2) read at grade level but struggle with complex texts they are expected to comprehend and respond to.
3) may be unable to transfer literacy skills across all content areas to read strategically, analytically or fluently when face with advanced text.

We modeled using meta-cognitive strategies in the classroom using the Think-Aloud, and reviewed explicit comprehension instruction through the Mosaic of Thought prism; Traits of a Reader. Our goal is a consistent use of literacy strategies across the curriculum and the use of common language with regards to literacy.

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We gathered data from teachers through two different surveys; one for departments and one for teachers on Survey Monkey. The survey results showed that the biggest area of concern was that students come to class without the adequate background knowledge necessary to be successful. These results pointed us in the direction of explicit academic vocabulary instruction (a key factor in background knowledge) as a focus for second semester.

Several teachers attended the NCTE conference in Chicago in November. Topics included that our teachers attended were writing, RTI implementation, formative assessment and professional learning communities. These teachers brought many ideas back to West High and shared them with other teachers during PCT and within departments.

Books were purchased for professional development, the literacy center book clubs and for the RAP (Reading as Power) class. We continue to develop our PD resources for book clubs focusing on literacy. This summer our 9th grade English team is reading the new Tovani book and the newest Gallagher book, to continue their focus on using writing exemplars in the writer's workshop format. We have two book clubs running this summer; one for the FOCUS book available to all staff and one on Miscue Analysis for reading teachers. Our plan of purchasing leveled reading material was pushed back a year in anticipation of our teachers aligning curriculum this summer.

A few teachers attended the WSRA conference in Milwaukee in January. Topics teachers attended were again: RtI implementation, Miscue Analysis, Writing Instruction, and Comprehension Strategy Instruction. We used our second all staff PD day in January to present Marzano's Academic Vocabulary process and to access where teachers were at with this strategy through another survey. We looked at the research behind this strategy as a staff to ground ourselves in the "why?" and then broke up into departments to hammer out the "how." We took results from our survey and the department work to develop our next PCT which focused on the visual and games elements of the Marzano method. We also had a PCT in spring where teachers could share ideas and student work. The Marzano Vocabulary Book was purchased for each department. We will continue our focus on academic vocabulary next year and plan on giving the survey again to track teacher progress.

Our RtI team has met several times this year to continue our work to look at our data and to align curriculum so we can offer Tier 2 classes to support students with the core content curriculum. At our last meeting the 9th grade teachers made plans for the summer to start the year with two common units and a common assessment for each unit. This has allowed us to firm up our plans for Tier 2. Given our data on the incoming 8th graders, we have planned for 3 sections of a Tier 2 core support class and 1 section of a reading intervention class at 9th grade. (Students with SRI scores between 800-1000 and who are not receiving other support.) Teachers of the core support class will meet this summer to develop curriculum that scaffolds what students will be expected to do in their core classes. Teachers of the reading intervention, tier 3 class, will do summer work to prepare for the fall as well.

Our Literacy Innovation Team met for a day away in May. We made a detailed plan for next year's Literacy Focus. Given the results of our instruction rounds at West this spring, we have decided to emphasize writing for formative assessment across the curriculum. This will be presented at the welcome back conference. Also at the conference, teachers will have the choice of several books groups for the fall or attending basic literacy strategy sessions.

MMSD Core Practices in 4K-6 Literacy (revised: 12-20-11, 4K: 1/23/12)

4K: Learning About Language, Letters, Words, Reading, and Writing

4K Literacy Core Practices are most effective within play and routines, in a classroom where the teacher intentionally supports rich language & literacy development. This instruction does not include large group direct instruction in letters, sounds, reading or writing skills. See also Creative Curriculum Literacy manual.

Child-Guided Choice Time (60 min daily) –
(also called discovery time, center time or work time) Children choose center(s) to work in and with which materials. All (8) centers are open at least 60 consecutive minutes. A **Language & Literacy Rich** room has:
- areas, shelves, materials labeled w/ words & pictures
- books and writing materials in all learning areas daily
- intentional plan for literacy learning opportunities for each child based on observational assessments.
- new vocabulary introduced, and **Language** of each child extended in frequent conversations, throughout day, including during mealtimes.
- **Letters**: children's names posted at their level in at least 6 places, and attention drawn to these frequently.
- **Letters**: ABC charts, puzzles, magnets, books etc at children's eye level for their use daily.
- teachers model meaningful Writing 2-3x daily with small groups and individuals

Mealtimes (20-30 min) – sociable times for 4K. Teachers sit with children, modeling and encouraging conversations to *extend/build vocabulary*.

Transitions – intentional plan for children to transition using Language, Letters, Words. Teachers talk about *letters* in names by letter name and sounds daily. Visual schedule (pictures and words) used.

Small Groups (10-15 min, 5-8 children) – if a consistent 2nd adult is available. Activities to introduce new concepts or materials; teach a specific skill; focus observations on individual children to document literacy learning. Story reading at least 1x daily, preferably in small groups. The same story, or similar themed story, read multiple days to extend discussion.

Circle time/s (10-15 min) – Focus on building community. Word Study through name games, rhythm, rhyming, songs, word games, patterned or predictable stories. Letters: based on the children's names. Name games are used daily. Opportunities to focus on the sounds and parts of language through active participation (ie: clapping syllables). Children invited to talk about day before and after (ie: "Question of the day"), etc. Model meaningful writing as recording highlights, talking about plans for the next day. CLM Path of Movement formation and language used.

Writing — writing materials (paper, pencils, clipboards, etc) in all learning areas, encouragement to write and/or draw their ideas. All attempts accepted.
- Children write their own names on their work. Name cards are available to refer to, but practice writing (and/or tracing) is not used.

K-6	K	1	2	3	4	5	6
Learning About Letters (K-2) A strategic and explicit process to teach letters and handwriting using CLM Path of Movement Language (K-2).	3-5 minutes Whole group with guided practice (small group/1:1 as needed)	3-5 minutes Whole group with guided practice- (small group/1:1 as needed)	As needed… 3-5 minutes Whole group with guided practice- (small group/1:1 as needed)	■	■	■	Transitional Grade Level
Word Study (K-6) Instruction in phonological awareness, phonemic awareness, phonics, and word study using Fountas and Pinnell Phonics and Word Study Resources (K-3) and Words Their Way (4-5).	10-20 minutes Whole group with guided practice- using grade level curriculum	10-20 minutes Whole group with guided practice- using grade level curriculum.	15-20 minutes Whole group with guided practice- using grade level curriculum.	15-20 minutes Whole group with guided practice- using grade level curriculum.	15-20 minutes Whole group with guided practice- using grade level curriculum.	15-20 minutes Whole group with guided practice- using grade level curriculum.	⇒ From: Explicit reading and writing instruction in Reading and Language Arts
Language Workshop (K-6) Instruction in genre specific text, author studies, vocabulary and explicit instruction in grammar, punctuation and conventions of language.	Daily 15-30 minutes -Instruction in grade level curriculum using CCSS -Whole group with differentiation through guided practice & conferencing; might include small group investigations		Daily 30-40 minutes - Instruction in grade level curriculum using CCSS - Whole group with differentiation through guided practice & conferencing; might include small group investigations		Daily 30-40 minutes - Instruction in grade level curriculum using CCSS -Whole group with differentiation through guided practice & conferencing; might include small group investigations		⇒ To: Reading and writing instruction across all content areas
Reading Workshop (K-6) Instruction on comprehension strategies, strategic reading behaviors/strategies, fluency and engaged reading. **Mini-lesson / Guided Practice / Small Group Instruction / Individual Conferences / Independent Practice**	Purpose of mini-lesson: Problem solve on text when reading independently (could build on Word Study lesson). Daily mini lessons 15-20 minutes with following components • Connection to past work (2-3 minutes) • Introduction of lesson-Model/Teach (6-8 minutes) done through think aloud • Guided Practice (up to 10 minutes)						
	Working up to 10-15 minutes of independent reading and also involved with meaningful reading such as: – Daily 5 – Literacy Corners – Word Work	Working up to 15-20 minutes of independent reading and also involved with meaningful reading such as: – Daily 5 – Literacy Corners – Word Work	Working up to 25-35 minutes of independent reading and may also be involved with meaningful reading such as: – Daily 5 – Literacy Corners – Word Work - independent reading conferences - writing about reading, while building up stamina and independence		Working up to 35-40 minutes of independent reading and may also be involved with meaningful literacy work such as: – reading conferences – small group reading assignment/conversation & discussion – writing about reading		
Share (Check for Understanding)	45-60 minutes Teacher meets with small groups 7-8 times in a 10 day cycle 15-20 minutes per group		45-60 minutes Teacher meets with 2-3 groups per day and meets with each small group 5-6 times in a 10 day cycle 15-20 minutes per group		45-60 minutes Teacher meets with 2-3 groups per day and meets with each group 5 times in a 10 day cycle 10-20 minutes per group		⇒
Writing Workshop (K-6) Instruction in strategies for generating, developing and crafting writing for multiple purposes and multiple modes of writing. Knowledge and experiences gained in language and reading workshops assist students in writing. **Mini-lesson / Guided Practice / Small Group Instruction / Individual Conferences / Independent Practice**	Daily mini lessons 15-20 minutes with following components • Connection to past work (2-3 minutes) • Introduction of lesson-Model/Teach (6-8 minutes) done through modeled writing • Guided Practice (up to 10 minutes) done through shared writing, interactive writing, turn and talk						⇒
	Working up to 15-20 minutes of independent writing	Working up to 20-25 minutes of independent writing	Working up to 25-35 minutes of independent writing as teacher conducts independent writing conferences		Working up to 35-45 minutes of independent writing as teacher conducts independent writing conferences		
Share (Check for Understanding)	Small group shared/interactive or guided writing groups as needed		Small group shared/interactive or guided writing groups as needed		Small guided writing groups as needed		

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MMSD Core Practices in Secondary Literacy
(Cross-Content Area Literacy)

Instructional Principles:
- Activate background knowledge to link previous learning & experiences
- Frontload essential knowledge
- Use assessment to inform instruction and monitor learning
- Explicitly model instruction
  - Metacognition and think aloud
  - Integrated comprehension strategies
  - Critical reading / inquiry
  - Academic vocabulary
  - Effective discussion
- Provide gradual release of responsibility through shared, guided, and independent practice
- Facilitate social construction of knowledge
- Differentiate for a range of learners through:
  - Scaffolded instruction
  - Use of multiple means of representation, expression and engagement
  - Use of appropriate level of challenge
  - Cultural Practices that are Relevant
  - Targeted small group instruction
- Share instructional feedback via conferencing and goal setting to develop self-regulated learning

Category	Content Area Literacy Skills	Evidence-based Strategies	Instructional Principles					
			7	8	9	10	11	12
Language & Vocabulary	• Teach academic vocabulary (CP-C) • Teach word knowledge (CP-C) • Build on students' existing language knowledge (P-TP)	Frayer Model Prefixes/suffixes Latin/Greek roots						
Reading	• Provide purpose using authentic texts (CP-C) • Teach integrated use of comprehension strategies within content (Traits of a Reader) (CP-AS) • Develop fluency in reading (CP-AS) • Develop understanding of text structures (CP-C) • Provide daily purposeful reading (CP-C)	Text coding Cornell Notes Choice in reading materials Post-it sticky notes Bridging Texts						
Reasoning	• Model and develop metacognition (SE-IW) • Use and develop inquiry (SE-IW) • Use and develop critical analysis and synthesis (SE-IW) • Develop evaluative skills (CP-C) • Provide opportunity for purposeful reasoning skill development	Think Aloud modeling Analyzing Metadiscourse Research Process						
Speaking & Listening	• Develop academic discourse and discussion skills (P-S) • Develop presentation skills (P-S) • Provide daily opportunity for purposeful dialogue	Accountable Talk Discussion group protocols						
Writing	• Provide authentic writing models (CP-C) • Teach use of the writing process (CP-C) • Develop writing for a variety of purpose & audience (P-S) • Provide daily purposeful writing (CP-C)	Writing prompts Responding to reading Journaling Modeling Argument/Use of evidence						

Content Area Literacy Skill (ex: academic vocab)

assess — model — eval — Planning* — Instruction** — share — guide — plan — teach — independent

*Teaching and Learning Cycle
**Gradual Release of Responsibility

Resources: MMSD 6-8 Literacy Notebook, Kelly Gallagher, AVID

Key (see back)

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Key: 5 Dimensions of Teaching and Learning (Version 3.0)
P-S = Purpose, Standards
P-TP = Purpose, Teaching Point

SE = Student Engagement, Intellectual Work

CP-C = Curriculum & Pedagogy, Curriculum
CP-AS = Curriculum & Pedagogy, Teaching Approaches and/or Strategies
CP-SL = Scaffolds for Learning

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Resources: MMSD 6-8 Literacy Notebook, Kelly Gallagher, AVID

MADISON METROPOLITAN SCHOOL DISTRICT

"Every student achieving, everyone responsible"

2011-2012 Literacy Focus for Kindergarten – 6th Grade

In response to questions about what specific instructional practices are expected and will be supported, this document provides an overview of five major components of literacy instruction that are present in all MMSD classrooms throughout the 2011-2012 academic year. All components align with the Response to Instruction and Intervention (RtI²) framework and the 5 Dimensions of Teaching & Learning, and are grounded within a culturally and linguistically relevant context.

1. CURRICULUM– guided by the Common Core Standards

Curricular materials used regularly in all classrooms include:
- Leveled texts maintained in book rooms
- Common Core – increasing emphasis on non-fiction text
- Primary Literacy Notebook (K-2), Literacy Notebook (3-5), and Literacy Notebook (6-8)
- Fountas & Pinnell Phonics and Word Work Resources (K-3)
- Words Their Way (4-5)
- Lucy Calkins Units of Study
- Mackin Leveled Resources: Ancient Civilizations (Social Studies), Weather & Water (Science) (6th Grade)
- Traits of a Reader Unit (Grade 6)
- Mondo (K/1 at 3 Pilot Schools)

2. INSTRUCTION – practices present in all classrooms:

- Comprehensive Literacy Model (CLM) which frames Balanced Literacy and the workshop model
- MMSD Core Practices in K-6 Literacy that include:
  - Word Study
  - Reading Workshop
  - *Language Workshop
  - Writing Workshop
- Lesson design contains the basic elements below :
  - Mini-lesson (including a clear learning objective and teaching/modeling)
  - Guided Practice
  - Independent Practice
  - Small Group/1:1
  - Closure

  *Note: Checking for Understanding/Formative Assessment is built into **each** element above.*

- 90 minute literacy instruction (as a minimum). 6th grade in transition during 2011-12.

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3. ASSESSMENT – administered and used with fidelity:

MMSD District-wide Assessment Calendar https://tnlweb.madison.k12.wi.us/node/786

Text Reading Level (Required on K-5 Report Card 2Q, 3Q and 4Q)

Grades K-2
Primary Language Arts Assessment (PLAA) or Spanish Primary Language Arts Assessment (SPLAA)
https://tnlweb.madison.k12.wi.us/node/790

- o **Fall** K
- o **Spring** K-2

Grades 3-6
Measures of Academic Progress (MAP) ttps://tnlweb.madison.k12.wi.us/node/806

- o **Fall** Reading, Language Usage, Mathematics
- o **Winter** Reading
- o **Spring** Reading, Language Usage, Mathematics

https://readingweb.madison.k12.wi.us/files/reading/Consistency_with_PLAA.pdf

District Writing Assessment (Grades 3, 5) https://tnlweb.madison.k12.wi.us/node/788

Wisconsin Knowledge and Concepts Exam (WKCE) (Grades 3, 4, 5, 6)
https://tnlweb.madison.k12.wi.us/node/795

4. INTERVENTIONS – provided with fidelity:

Grades K-5
Comprehensive Intervention Model (CIM) consists of seven evidence-based interventions:
1. Reading Recovery (Grade 1)
2. Guided Reading Plus Group
3. Assisted Writing – Interactive Writing Group
4. Assisted Writing – Writing Aloud Group
5. Writing Process Group
6. Comprehensive Focus Group Genre Units of Study
7. Comprehensive Focus Group Content Units of Study

Grades 6-8
READ 180/System 44

5. PROFESSIONAL LEARNING – district-wide support for:
- **IRT/LC/Coach** Alternate Friday afternoon professional learning sessions
- **Interventionist** Alternate Friday afternoon professional learning sessions
- **Kindergarten Focus** 3rd Mondays
- **K/1 Pilot Schools** 9/24, 10/17, 12/19, 2/20
- **6th Grade Core Reading** 1st round in 1st semester, 2nd semester schedule in progress
- **All staff** 10/ 24, 10/25, 2/24

*Professional development and/or materials are in process.

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MADISON METROPOLITAN
SCHOOL DISTRICT

"Every student achieving, everyone responsible"

2011-2012 Literacy Focus for Secondary Level (7-12)

In response to questions about what specific instructional practices are expected and will be supported, this document provides an overview of five major components of literacy instruction that are present in all MMSD classrooms throughout the 2011-2012 academic year. All components align with the Response to Instruction and Intervention (RtI^2) framework and the 5 Dimensions of Teaching & Learning, and are grounded within a culturally and linguistically relevant context.

1. CURRICULUM – guided by the Common Core Standards

Curricular materials used regularly in all classrooms include:

- Leveled texts maintained in book rooms
- Common Core – increasing emphasis on non-fiction
- Literacy Notebook (6-8)

2. INSTRUCTION – practices present in all classrooms:

- MMSD Core Practices in Secondary Literacy
- School-wide focus and monitoring of a selected literacy practice (9-12 via REaL Grant)
  - Lesson design contains the basic elements below:
    - Clear learning objective(s)
    - Teaching/Modeling/Demonstrating (e.g. mini-lesson)
    - Guided Practice
    - Check for Understanding/Formative Assessment

  Focus: Elevating the Essentials, M. Schmoker, ASCD (2011)

3. ASSESSMENT – administered and used with fidelity:

MMSD District-wide Assessment Calendar https://tnlweb.madison.k12.wi.us/node/786

Measures of Academic Progress (MAP) (Grade 7) https://tnlweb.madison.k12.wi.us/node/806

- **Fall**   Reading, Language Usage, Mathematics
- **Winter**   Reading
- **Spring**   Reading, Language Usage, Mathematics

Scholastic Reading Inventory (SRI) (Grades 8, 9, beyond 9 – as needed)

District Writing Assessment (Grades 7, 9) https://tnlweb.madison.k12.wi.us/node/788

Wisconsin Knowledge and Concepts Exam (WKCE) https://tnlweb.madison.k12.wi.us/node/795

51

EXPLORE (Grades 8, 9) https://tnlweb.madison.k12.wi.us/node/811

PLAN (Grade 10) https://tnlweb.madison.k12.wi.us/node/812

4. INTERVENTIONS – provided with fidelity:

Grades 7-8

*Comprehensive Intervention Model (CIM)

Grades 7-12

- READ 180/System 44

5. PROFESSIONAL LEARNING – district-wide support for:

- **IRT/LC/ HS Coach**   Alternate Friday afternoon professional learning sessions
- **Interventionist**   Alternate Friday afternoon professional learning sessions
- **All staff**   October 24-25, 2011, and February 24, 2012

*Professional development and/or materials are in process.

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Appendix F - PLAA/SPLAA

Kindergarten PLAA Text Reading Level Spring 2012
Percent Proficient or Higher

All Students	85%
Low Income	74%
Not Low Income	96%
Female	86%
Male	83%
African American	71%
American Indian	100%
Asian	85%
Hispanic/Latino	75%
Native Hawaiian	40%
Two or More Races	87%
White	94%
ELL	80%
English Proficient	86%
Not Disabled	86%
Students With Disabilities	64%

Kindergarten PLAA Text Reading Level Spring 2012

53
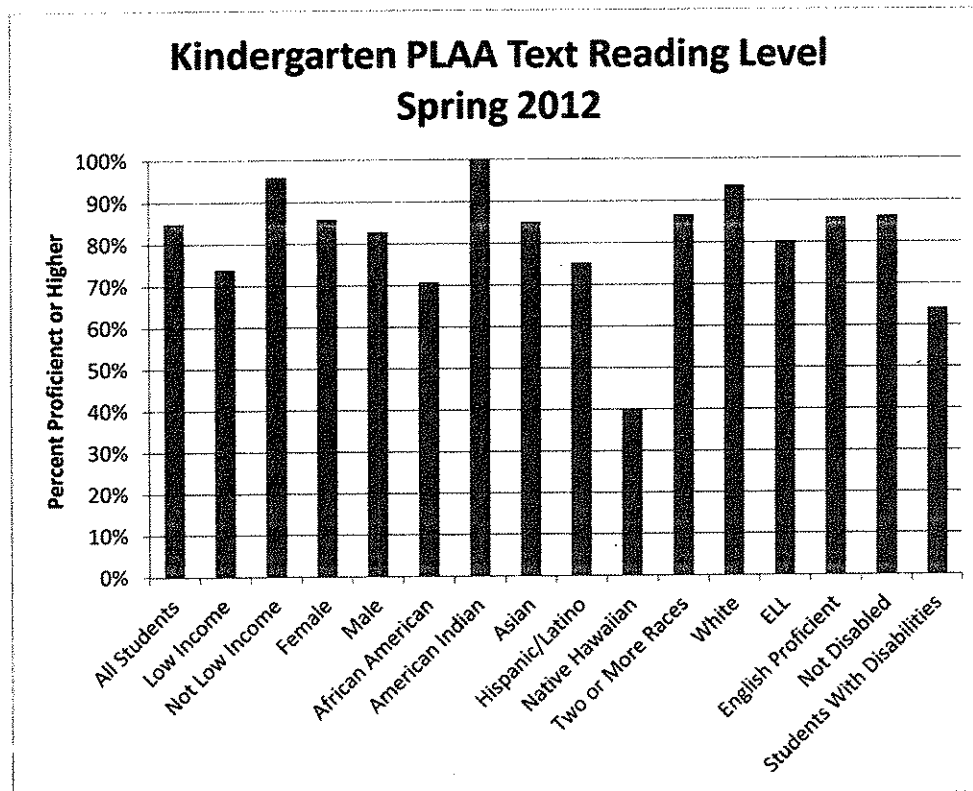
Appendix F - PLAA/SPLAA

Grade 1 PLAA Text Reading Level Spring 2012
Percent Proficient or Higher

All Students	81%
Low Income	68%
Not Low Income	93%
Female	84%
Male	78%
African American	64%
American Indian	78%
Asian	80%
Hispanic/Latino	73%
Native Hawaiian	100%
Two or More Races	78%
White	92%
ELL	74%
English Proficient	83%
Not Disabled	83%
Students With Disabilities	61%
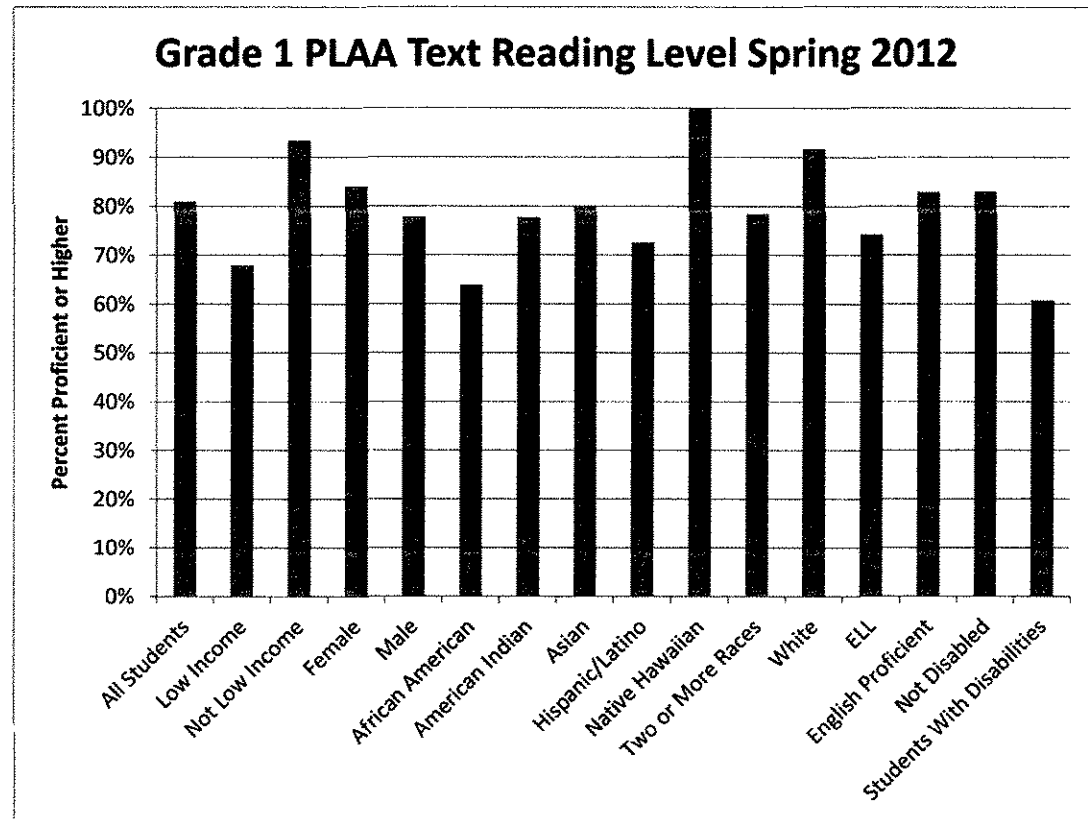
Grade 1 PLAA Text Reading Level Spring 2012

Grade 2 PLAA Text Reading Level Spring 2012

Percent Proficient or Higher

All Students	81%
Low Income	65%
Not Low Income	95%
Female	83%
Male	80%
African American	63%
American Indian	100%
Asian	84%
Hispanic/Latino	65%
Native Hawaiian	100%
Two or More Races	82%
White	93%
ELL	65%
English Proficient	85%
Not Disabled	84%
Students With Disabilities	54%

Grade 2 PLAA Text Reading Level Spring 2012

Kindergarten SPLAA Text Reading Level Spring 2012
Percent Proficient or Higher

All Students	62%
Low Income	57%
Not Low Income	70%
Female	67%
Male	55%
African American	35%
Asian	44%
Hispanic/Latino	61%
Two or More Races	74%
White	68%
ELL	61%
English Proficient	63%
Not Disabled	63%
Students With Disabilities	44%

Kindergarten SPLAA Text Reading Level Spring 2012
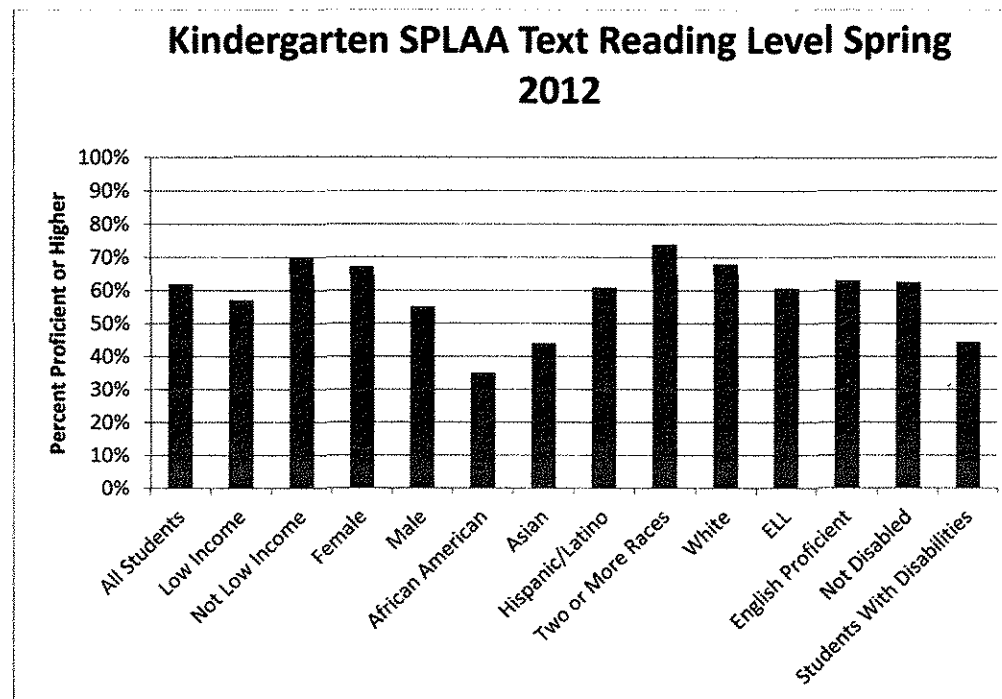
Appendix F - PLAA/SPLAA

Grade 1 SPLAA Text Reading Level Spring 2012

Percent Proficient or Higher	
All Students	64%
Low Income	59%
Not Low Income	76%
Female	66%
Male	62%
African American	62%
American Indian	100%
Hispanic/Latino	62%
Two or More Races	39%
White	75%
ELL	65%
English Proficient	62%
Not Disabled	67%
Students With Disabilities	21%

Grade 1 SPLAA Text Reading Level Spring 2012

57
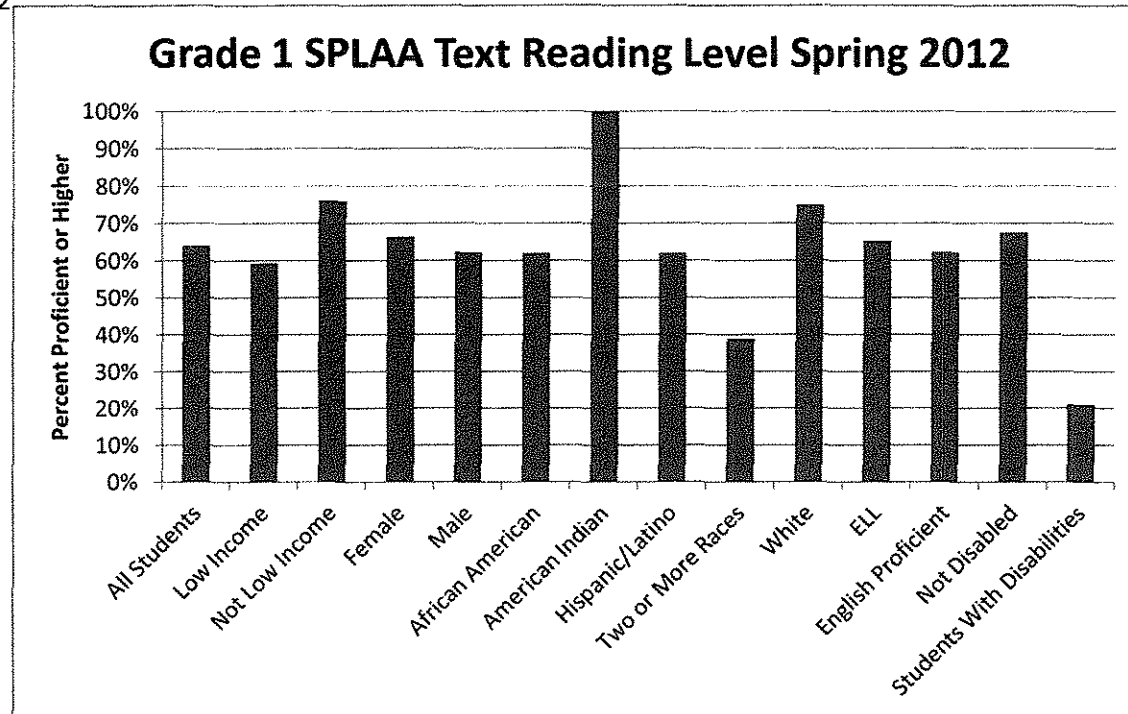
Appendix F - PLAA/SPLAA

Grade 2 SPLAA Text Reading Level Spring 2012
Percent Proficient or Higher

All Students	67%
Low Income	67%
Not Low Income	67%
Female	75%
Male	59%
African American	67%
Asian	100%
Hispanic/Latino	67%
Two or More Races	0%
White	69%
ELL	69%
English Proficient	64%
Not Disabled	67%
Students With Disabilities	67%

Grade 2 SPLAA Text Reading Level Spring 2012

58
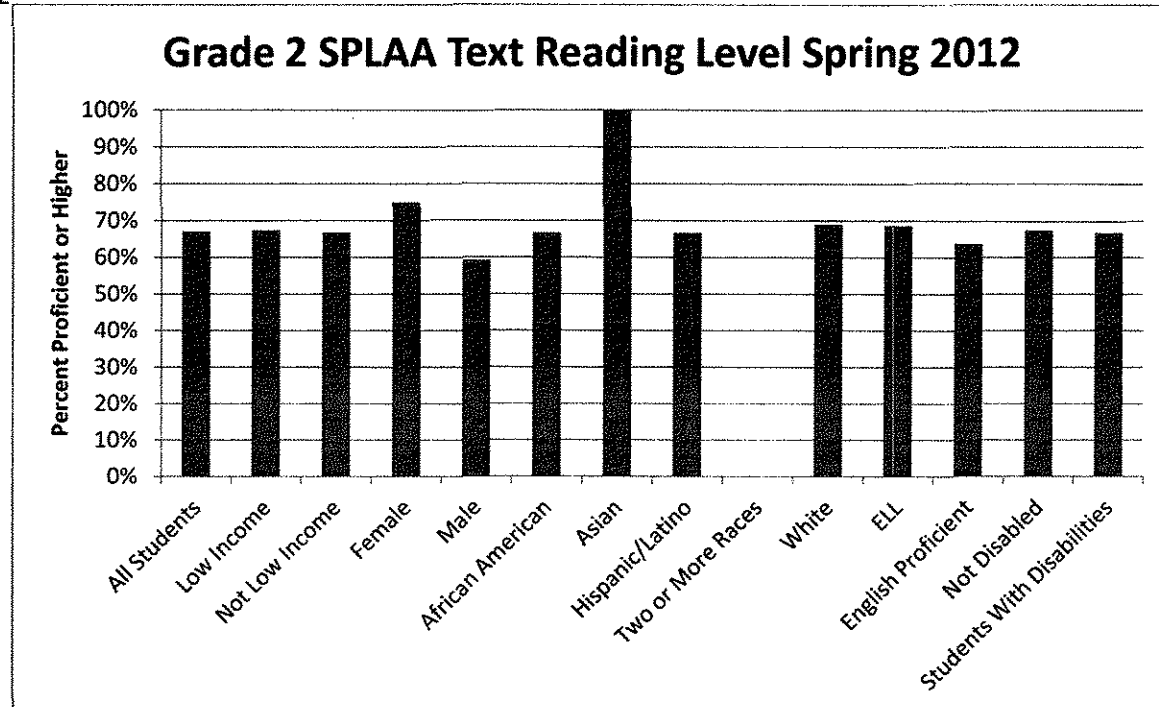
Student Growth District Summary - Fall 2011 to Spring 2012

District: Madison Metro School District

Reading Grade (Spring 2012)	Count	Fall 2011 Mean RIT	Fall 2011 Std Dev	Spring 2012 Mean RIT	Spring 2012 Std Dev	Growth Mean	Growth Std Dev	Growth Sampling Error	Mean** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade 3	1,715	187.7	19.1	195.8	18.1	8.1	9.2	0.2	9.5	-1.4	85.2	786	45.9
Grade 4	1,706	198.1	17.5	202.9	17.9	4.8	9.0	0.2	7.0	-2.1	70.0	751	44.1
Grade 5	1,808	205.9	16.7	209.7	17.7	3.8	9.2	0.2	5.3	-1.5	72.0	863	47.9
Grade 6	1,564	210.4	17.4	214.9	17.2	4.5	8.9	0.2	4.1	0.4	109.0	859	55.0
Grade 7	1,536	215.7	17.4	218.3	17.2	2.6	9.1	0.2	3.4	-0.8	75.8	752	49.0
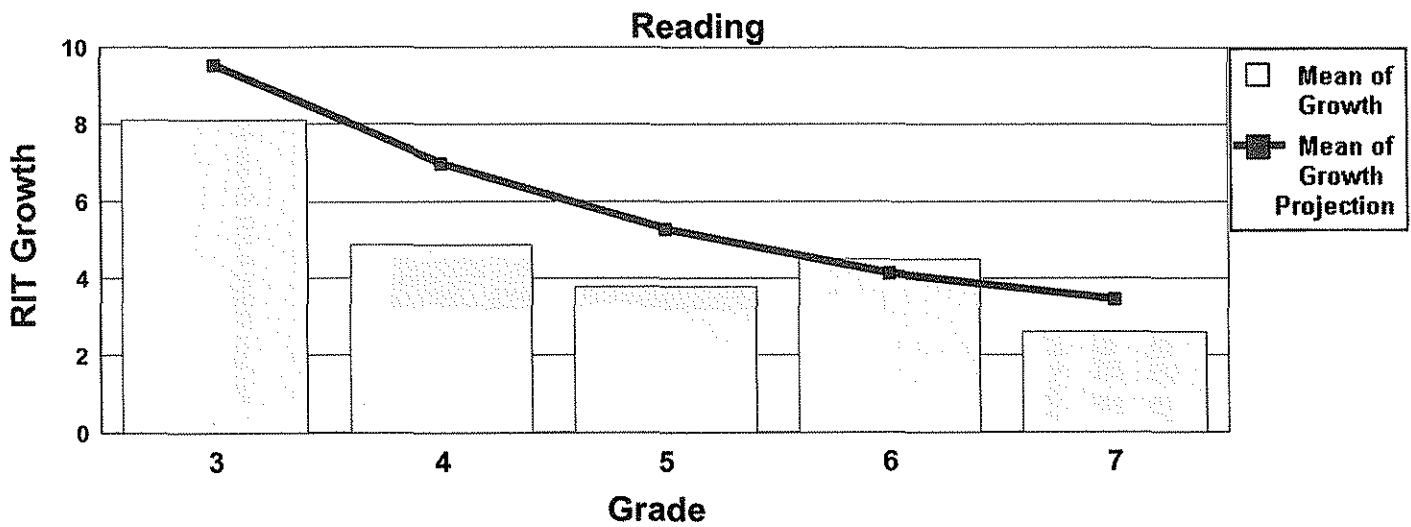
Reading

59

* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

** All projections based on the most recent NWEA RIT Scale Norms study.

Report Printed: 6/13/2012 v. 1.0.0   Report run on: 6/13/2012   NWEA Report   Page 3 of 3
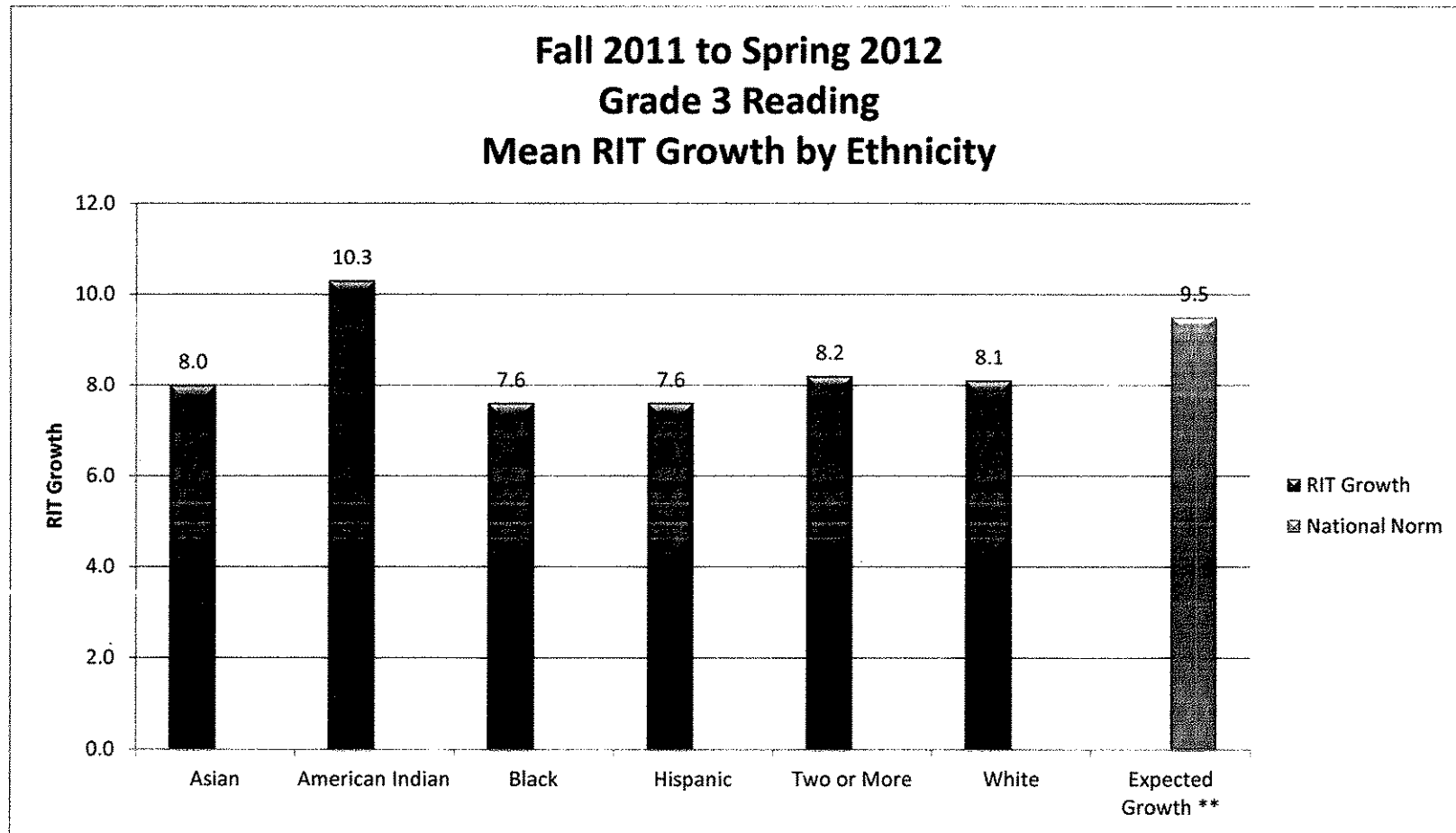
Fall 2011 to Spring 2012
Grade 3 Reading
Mean RIT Growth by Ethnicity

** Projection based on the most recent NWEA RIT Scale Norms study.

60

Most recent District data from June 13, 2012

Fall 2011 to Spring 2012
Grade 4 Reading
Mean RIT Growth by Ethnicity

** Projection based on the most recent NWEA RIT Scale Norms study.

61

Most recent District data from June 13, 2012

Fall 2011 to Spring 2012
Grade 5 Reading
Mean RIT Growth by Ethnicity

** Projection based on the most recent NWEA RIT Scale Norms study.

Most recent District data from June 13, 2012

**Fall 2011 to Spring 2012
Grade 6 Reading
Mean RIT Growth by Ethnicity**

** Projection based on the most recent NWEA RIT Scale Norms study.

63

Most recent District data from June 13, 2012

**Fall 2011 to Spring 2012
Grade7 Reading
Mean RIT Growth by Ethnicity**

** Projection based on the most recent NWEA RIT Scale Norms study.

Most recent District data from June 13, 2012

SCHOLASTIC
ACHIEVEMENT PARTNERS
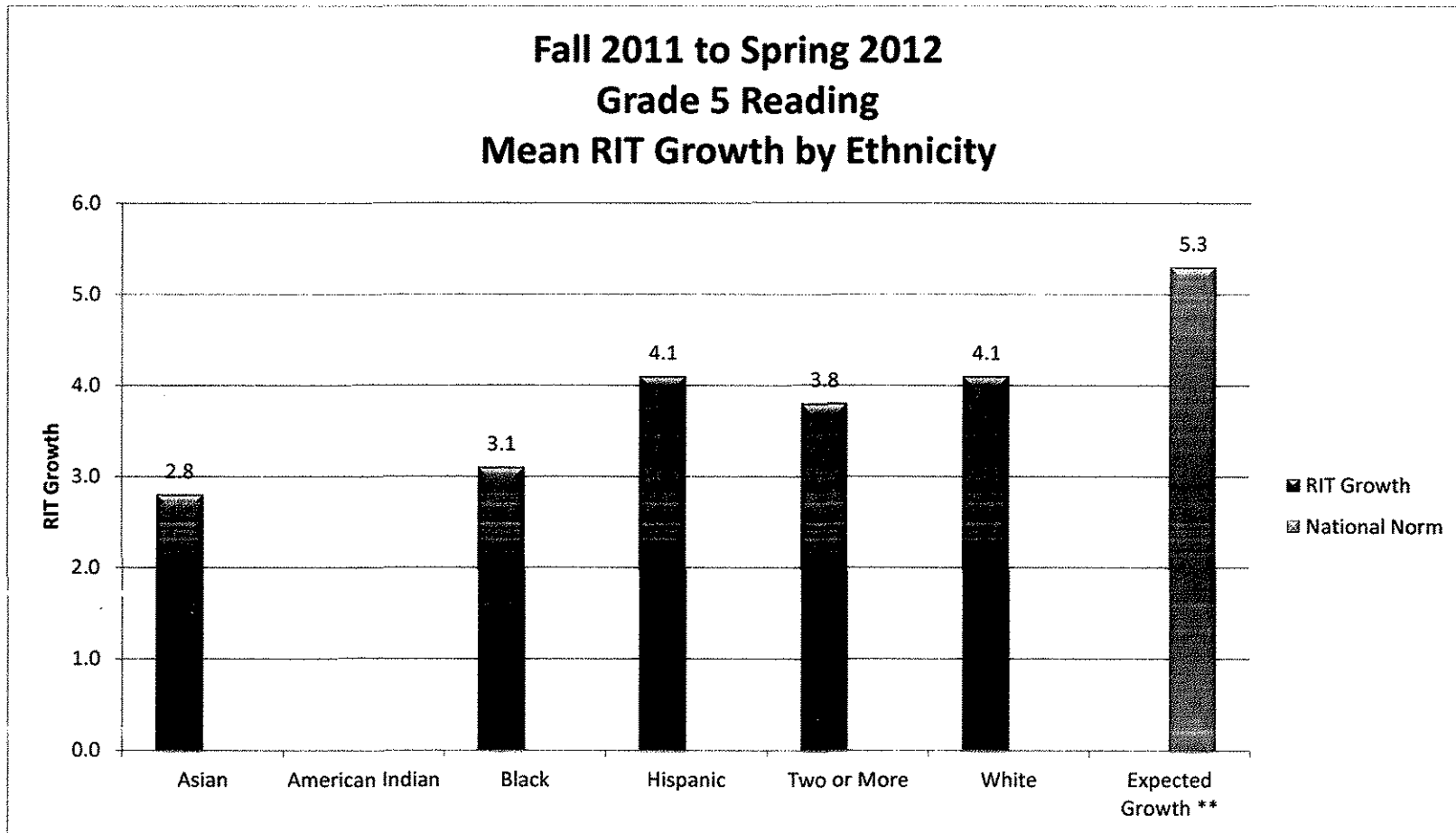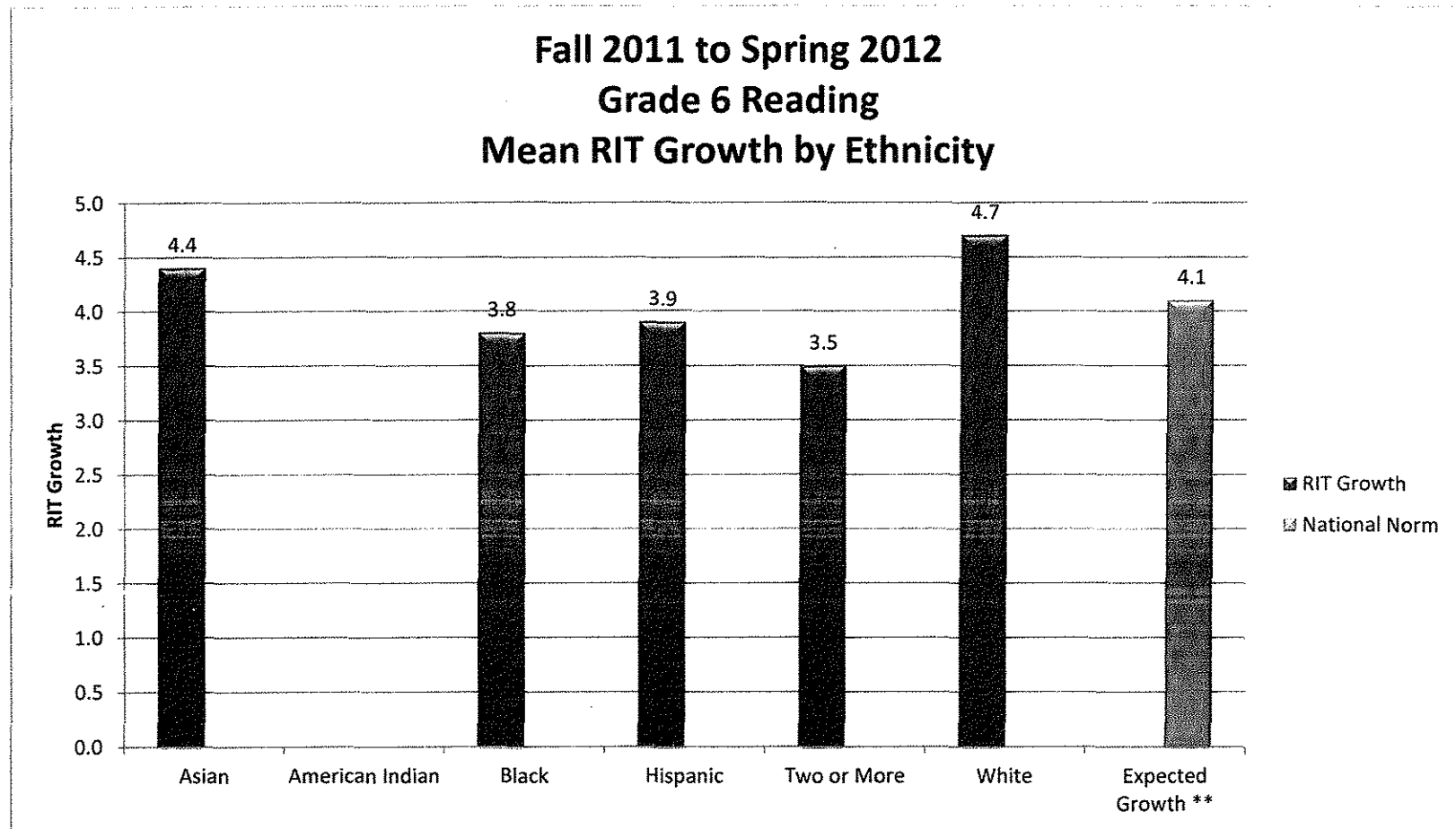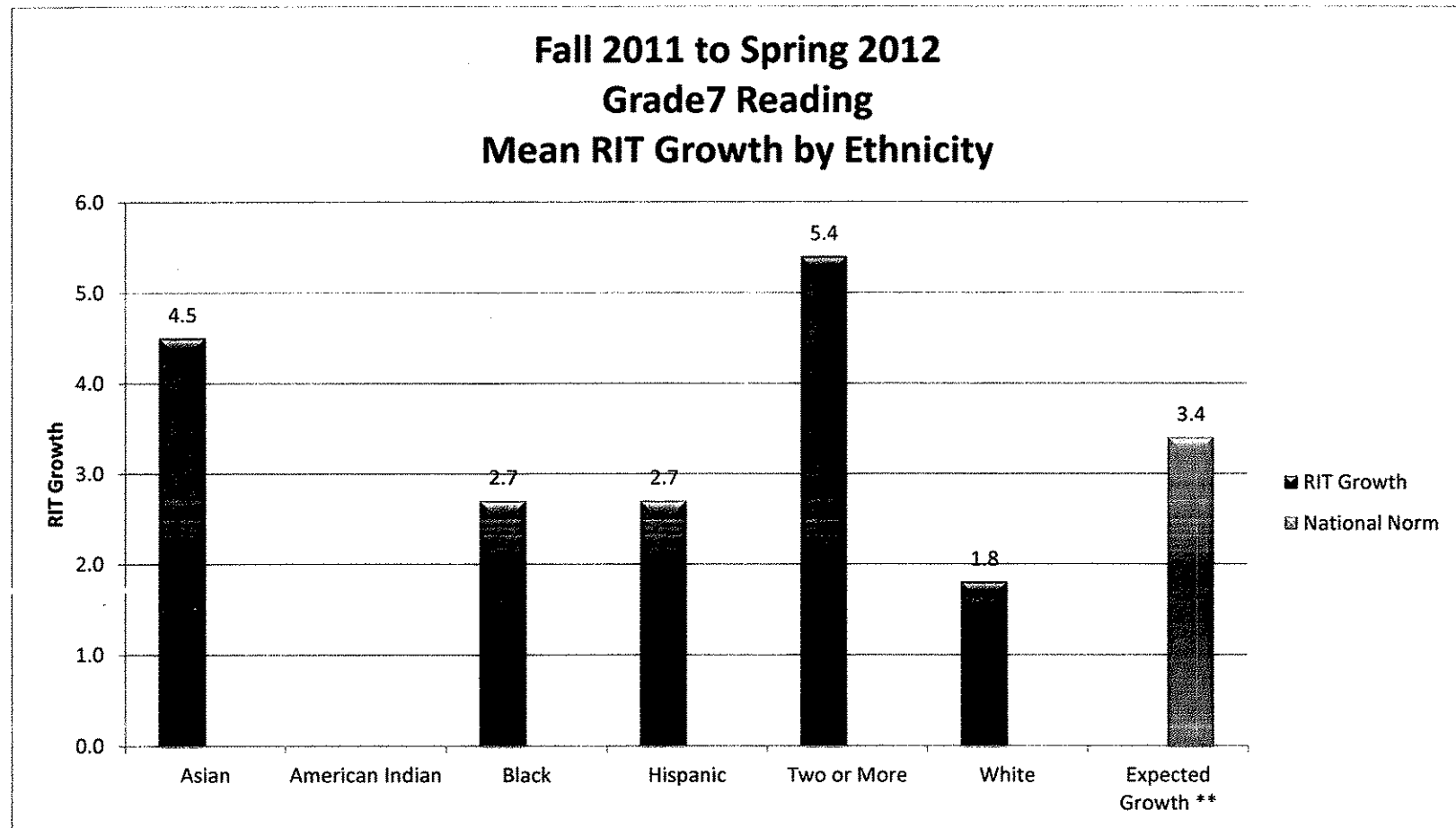
Summary Reading Gains
for *READ 180* Students

Mean Lexile Gains by *READ 180* Gains by Middle School
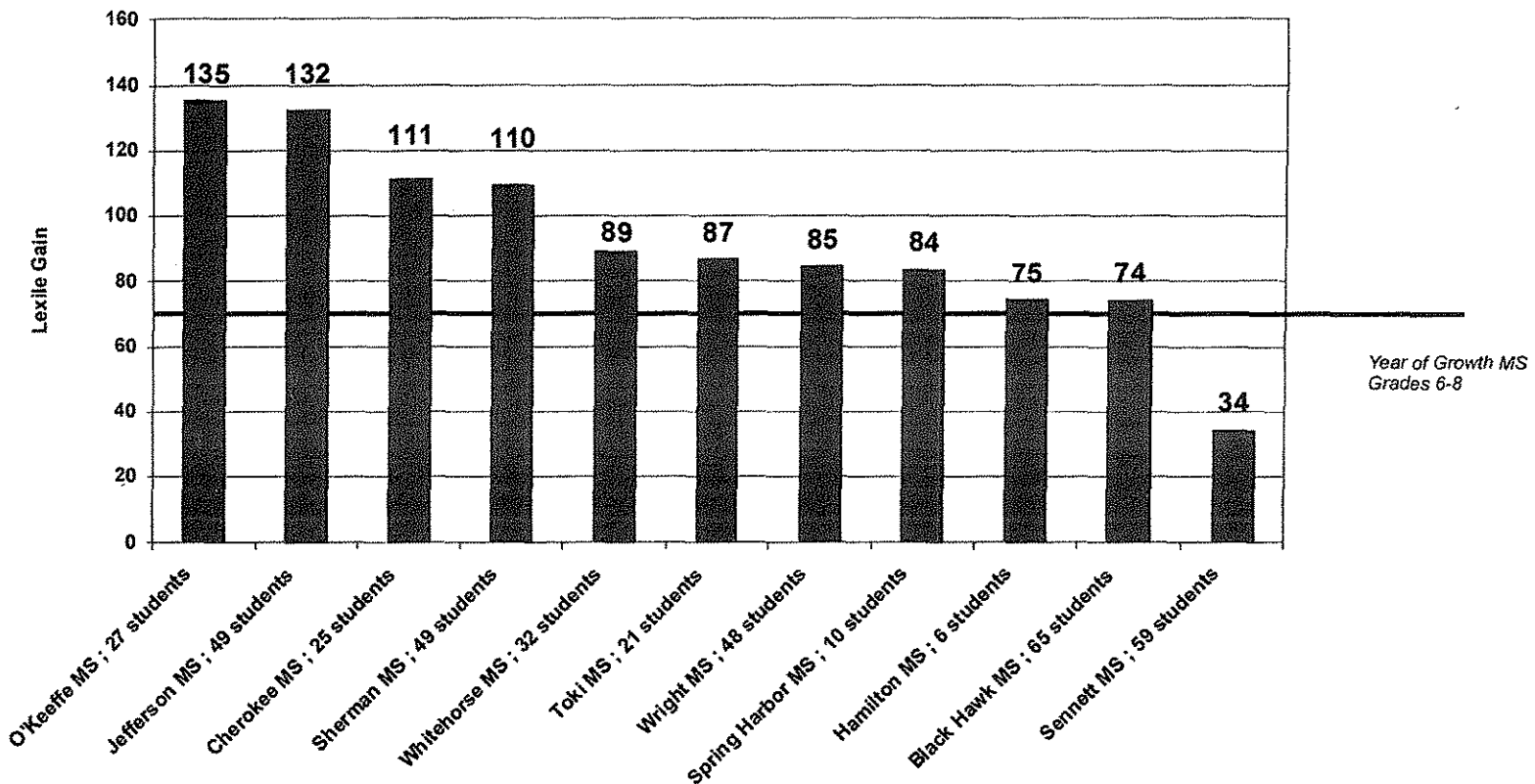
Year of Growth MS
Grades 6-8

Slide Notes:
•READ 180 approximate annual growth is 70 Lexiles at grades 6-8 and 50 at grades 9-12.

65

SCHOLASTIC
ACHIEVEMENT PARTNERS

Summary Reading Gains
for *READ 180* Students

Mean Lexile Gains by *READ 180* Gains by High School
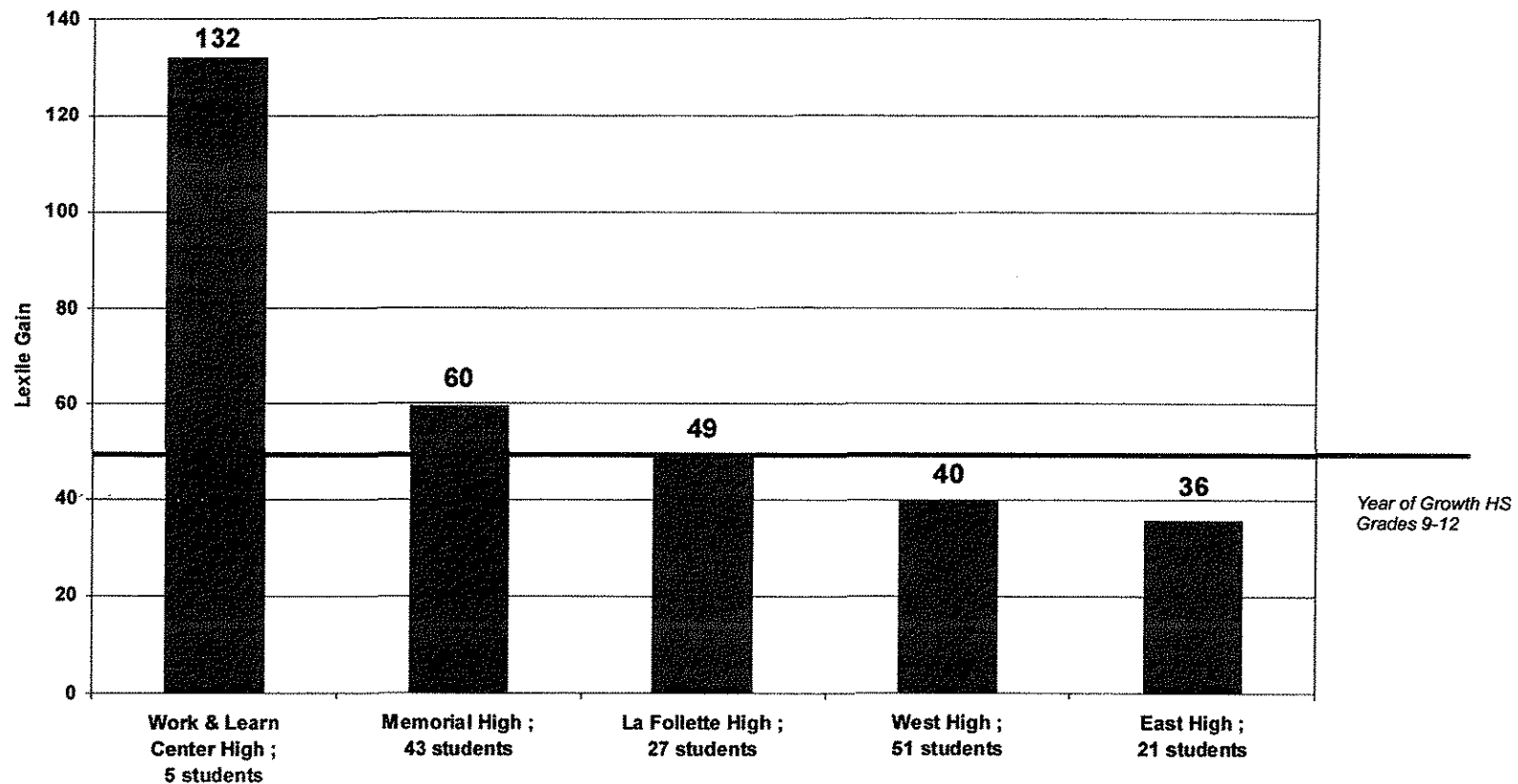
Year of Growth HS Grades 9-12

Slide Notes:
•*READ 180 approximate annual growth is 70 Lexiles at grades 6-8 and 50 at grades 9-12.*

Appendix I
2011-12 District Writing Assessment
Grade 3 by Race/Ethnicity

Legend: Conventions, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 3 All Students, African American, Amer Indian/Native Alaskan, Asian, Hispanic, Two or more races, White
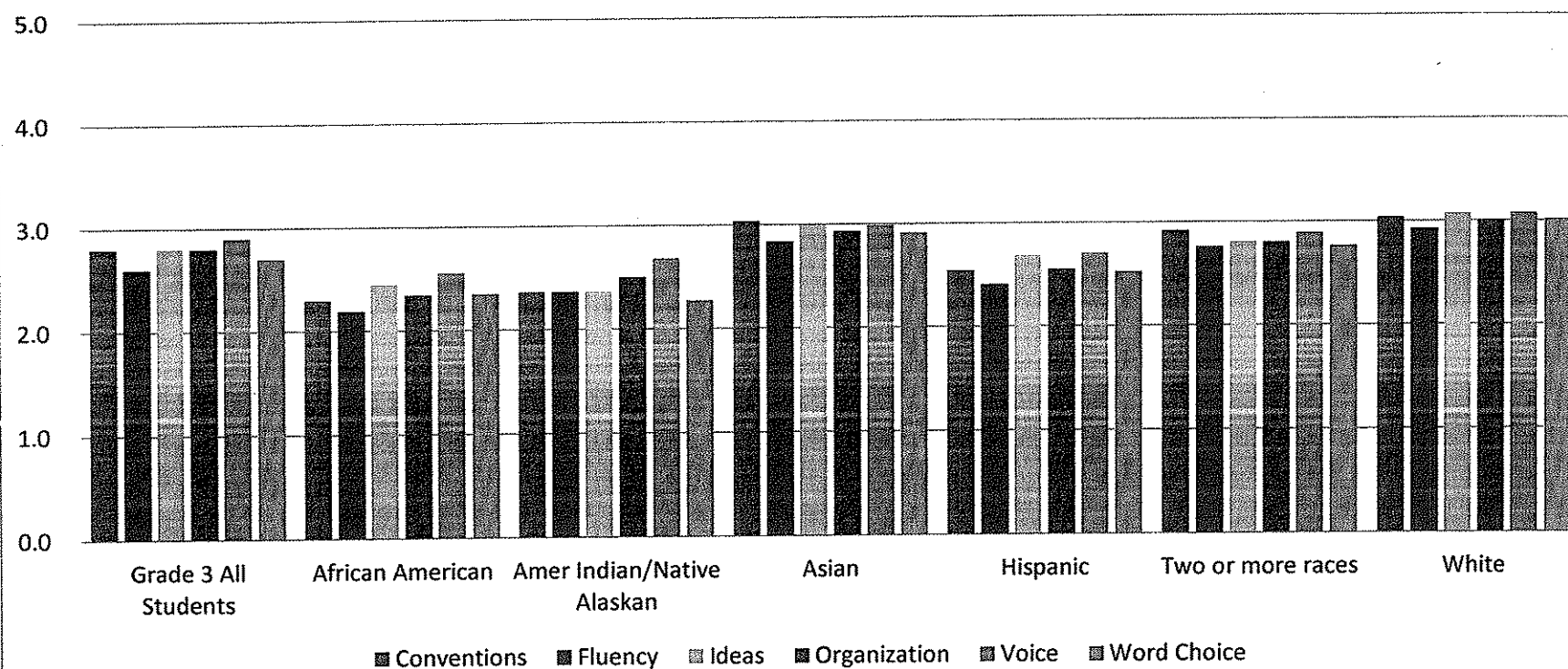
Appendix I
2011-12 District Writing Assessment
Grade 3 by Income Status

Legend: Conventions, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 3 All Students, Low Income, Not Low Income
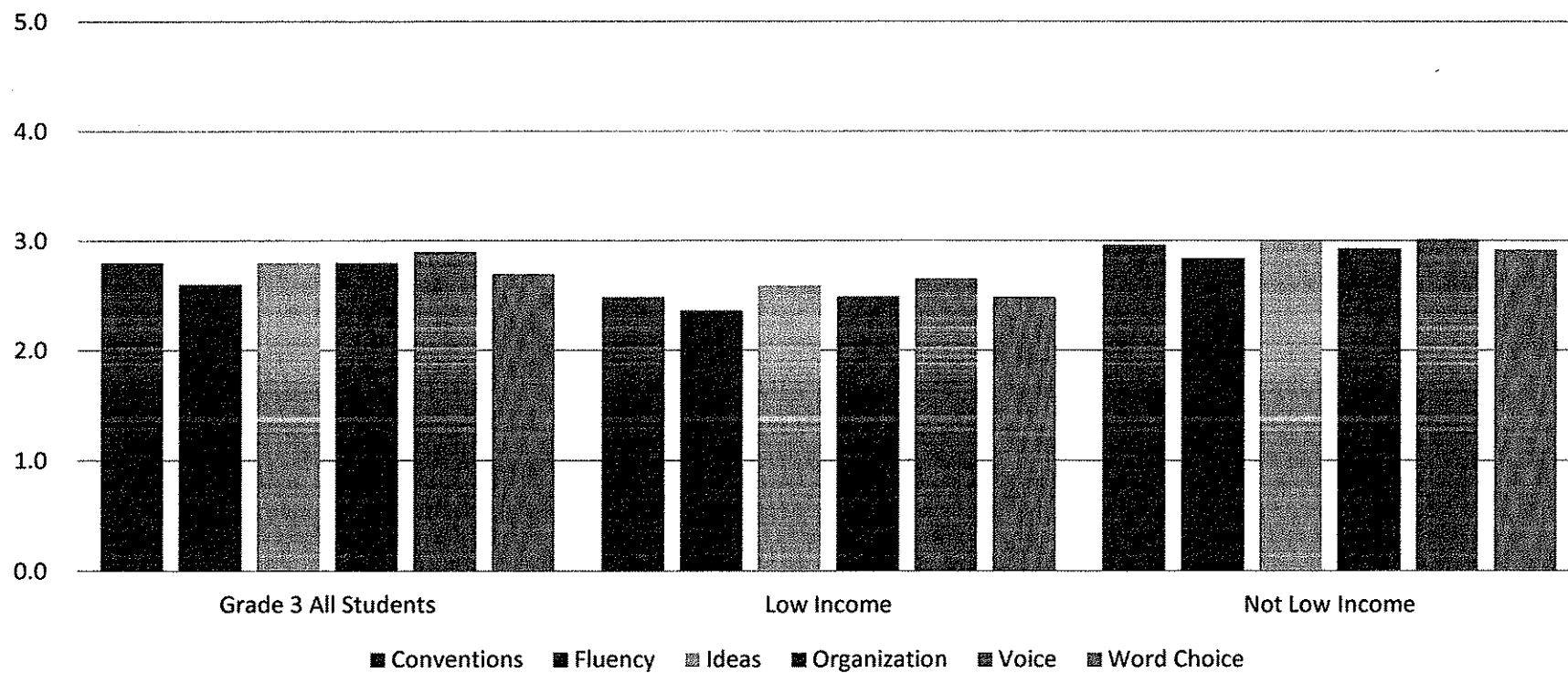
Appendix I
2011-12 District Writing Assessment
Grade 3 by Language Proficiency

Legend: ■ Conventions ■ Fluency ■ Ideas ■ Organization ■ Voice ■ Word Choice

Categories: Grade 3 All Students, ELL, English Proficient
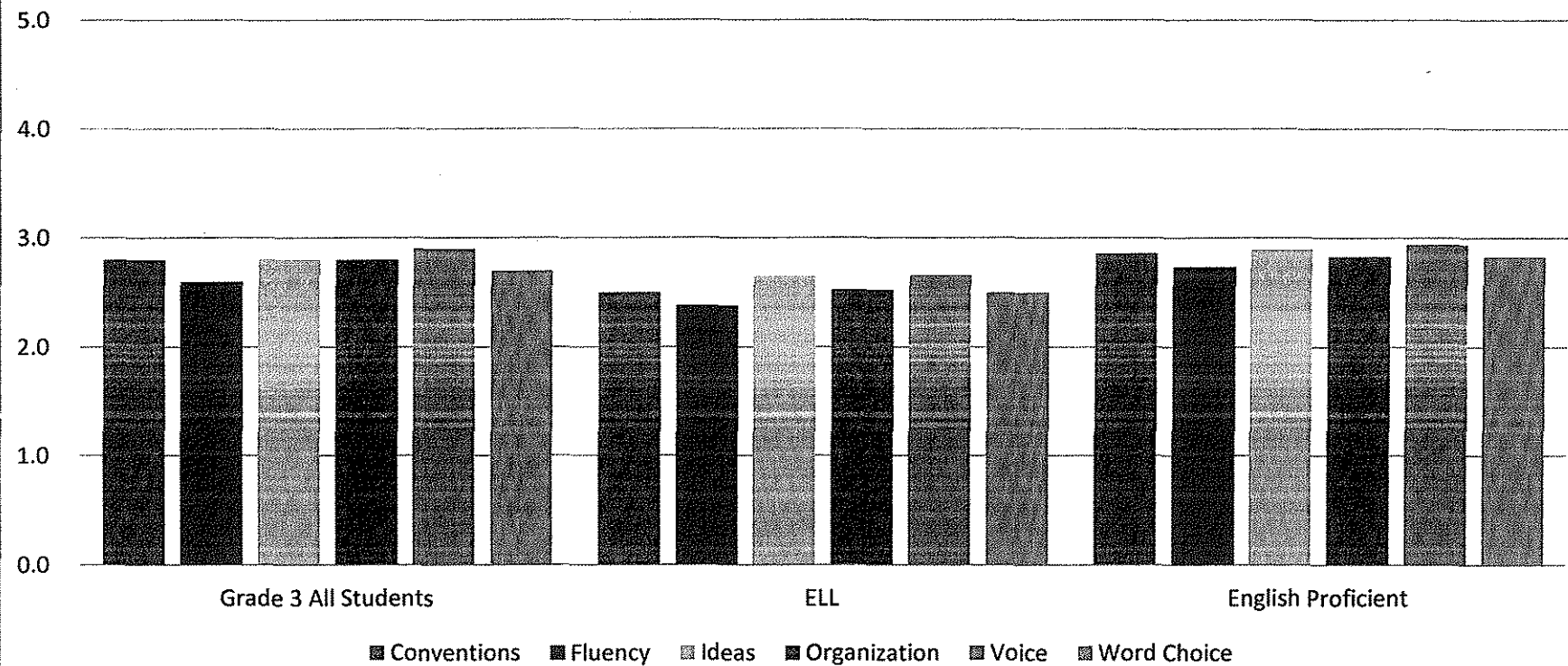
Appendix I
2011-12 District Writing Assessment
Grade 3 by Disability Status

Legend: ◼ Conventions ◼ Fluency ▦ Ideas ◼ Organization ◼ Voice ◼ Word Choice
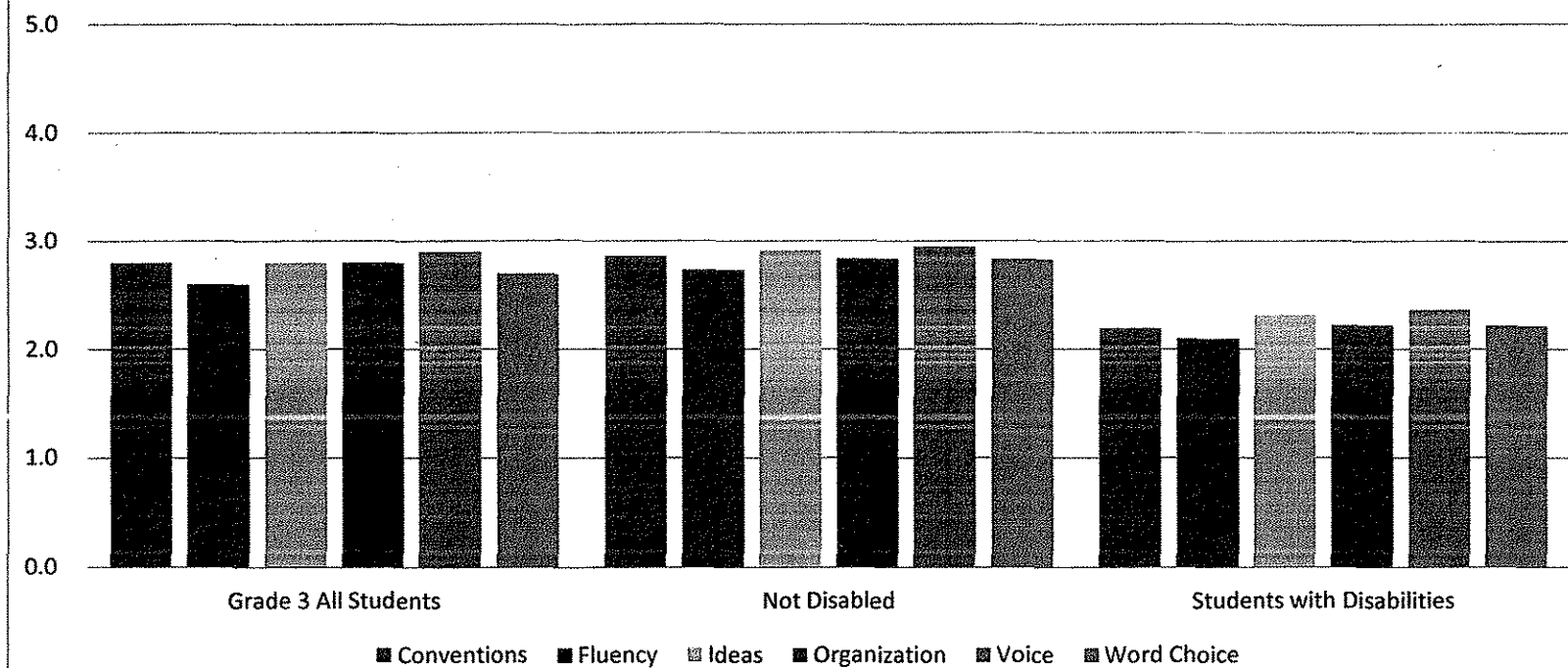
Appendix I
2011-12 District Writing Assessment
Grade 3 by Gender

Legend: Conventions, Fluency, Ideas, Organization, Voice, Word Choice
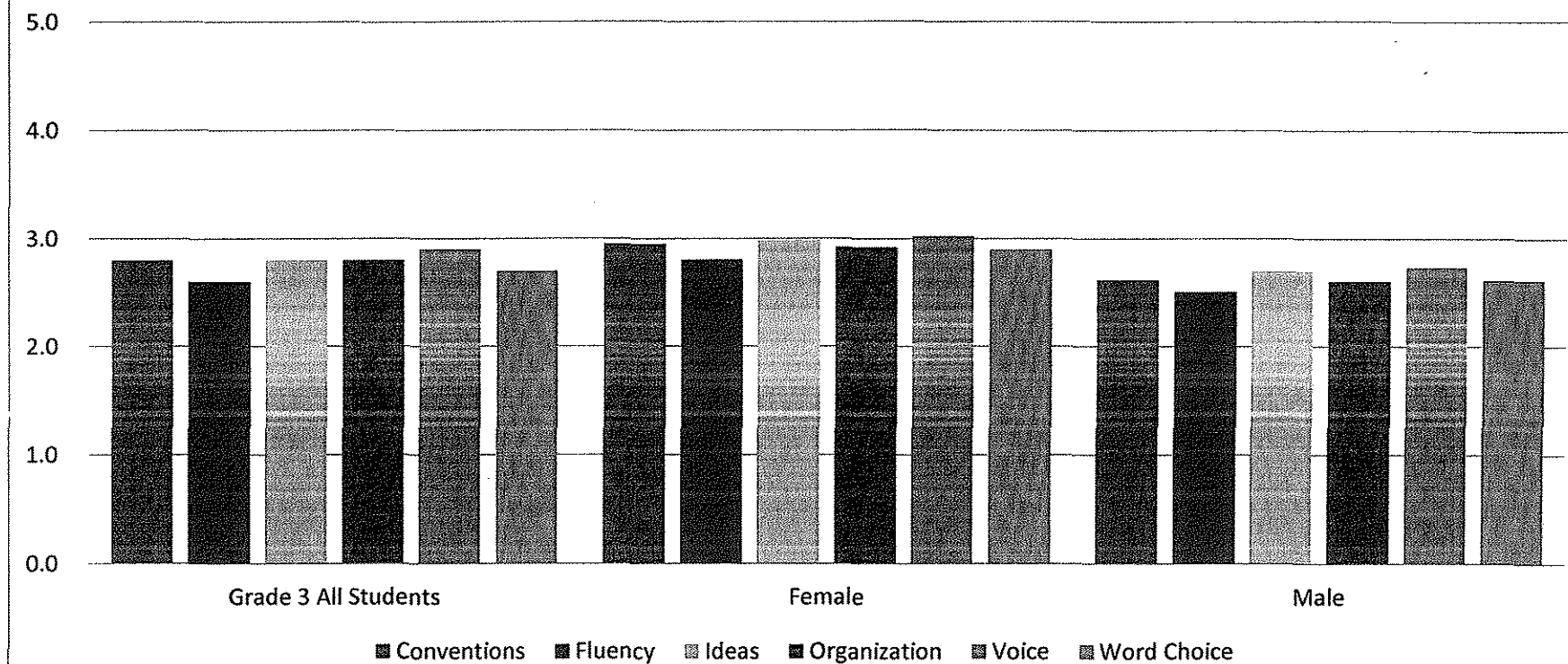
Appendix I
2011-12 District Writing Assessment
Grade 5 by Race/Ethnicity

Legend: ▦ Convention ▉ Fluency ▨ Ideas ▉ Organization ▨ Voice ▦ Word Choice

X-axis categories: Grade 5 All Students, African American, Amer Indian/Native Alaskan, Asian, Hispanic, Native Hawaiin/Pacific Islander, Two or more races, White

Y-axis: 0.0, 1.0, 2.0, 3.0, 4.0, 5.0
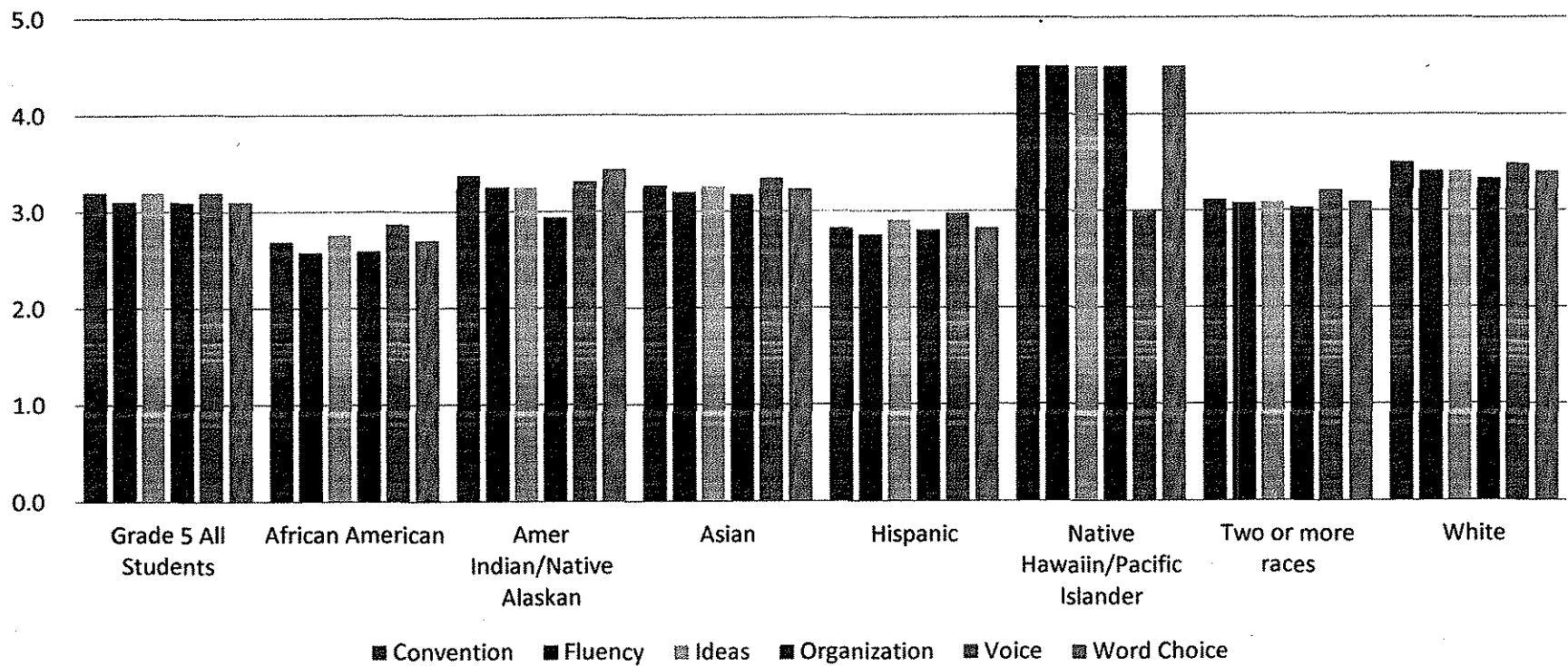
Appendix I
2011-12 District Writing Assessment
Grade 5 by Income Status

Legend: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 5 All Students, Low Income, Not Low Income

73
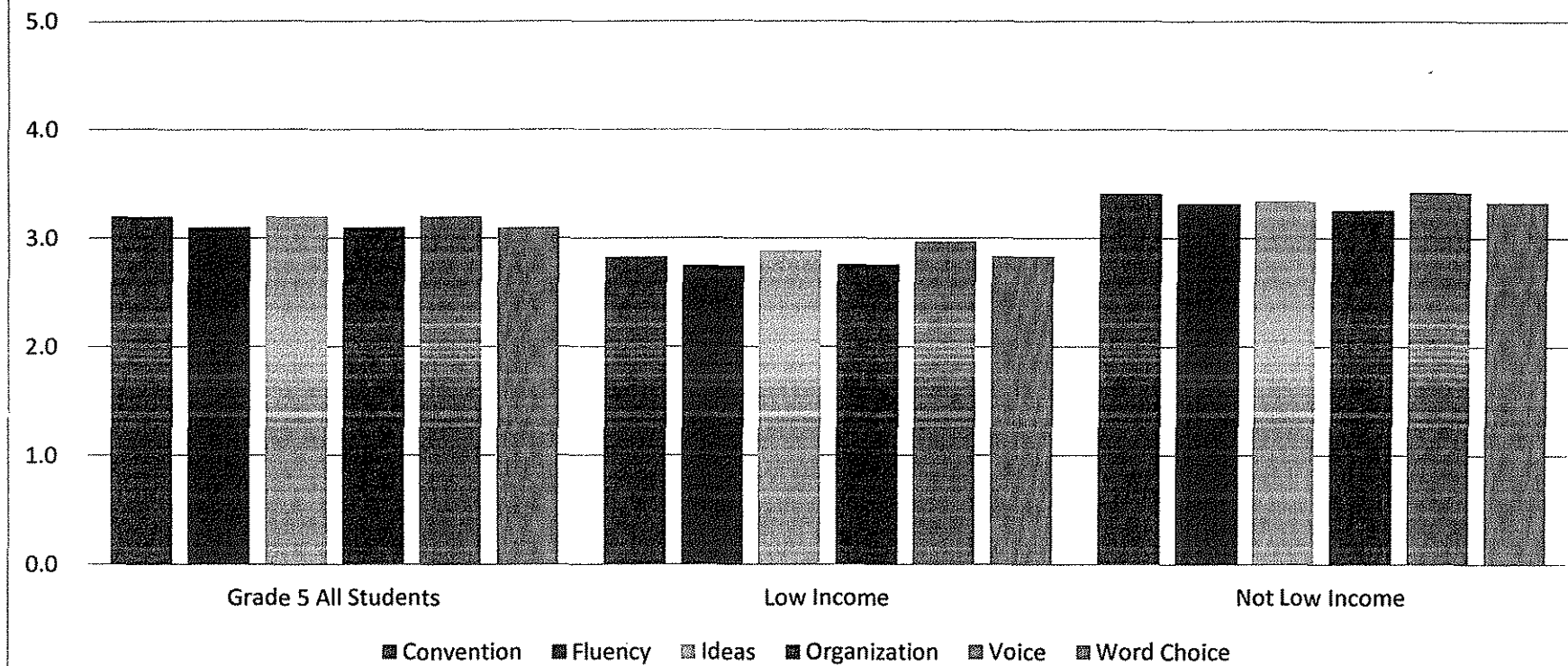
Appendix I
2011-12 District Writing Assessment
Grade 5 by Language Proficiency

Legend: ■ Convention ■ Fluency ▨ Ideas ■ Organization ▨ Voice ▨ Word Choice

Categories: Grade 5 All Students, ELL, English Proficient
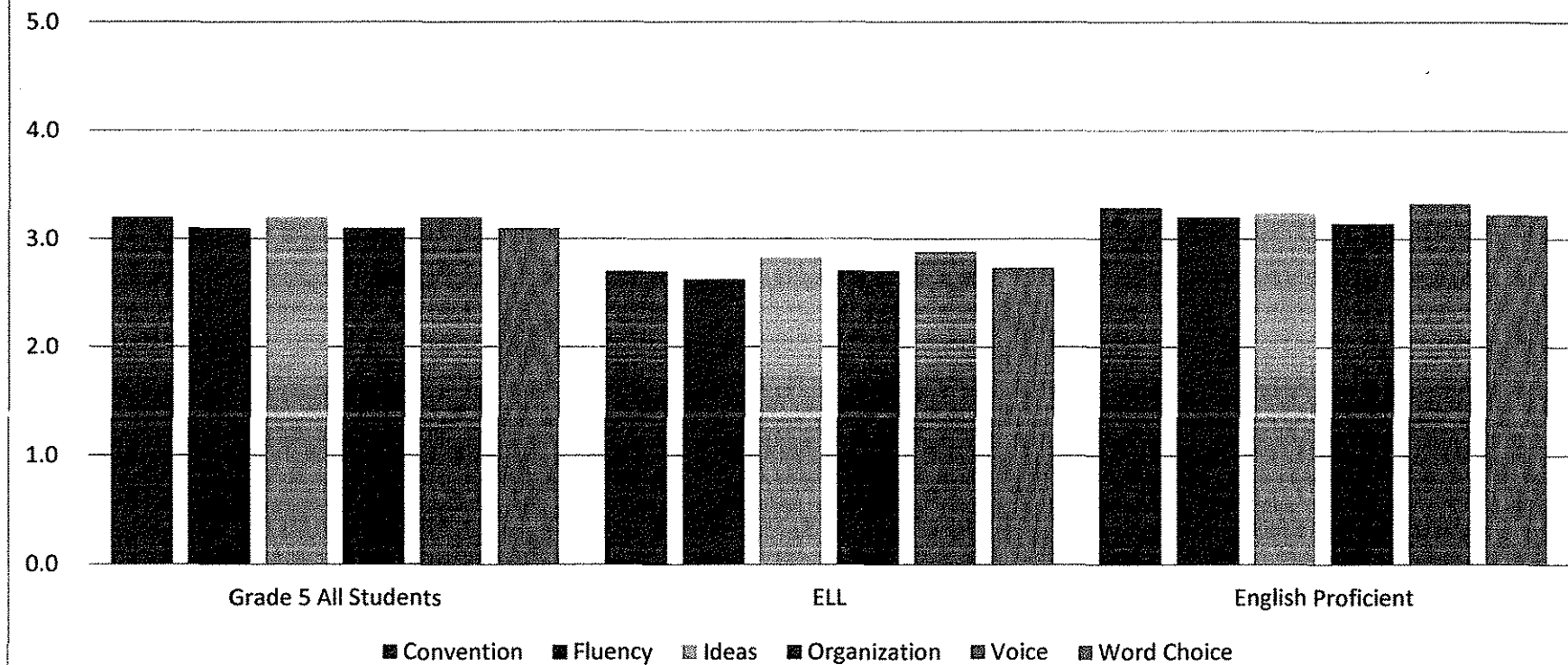
Appendix I
2011-12 District Writing Assessment
Grade 5 by Disability Status

Legend: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 5 All Students, Not Disabled, Students with Disabilities

75
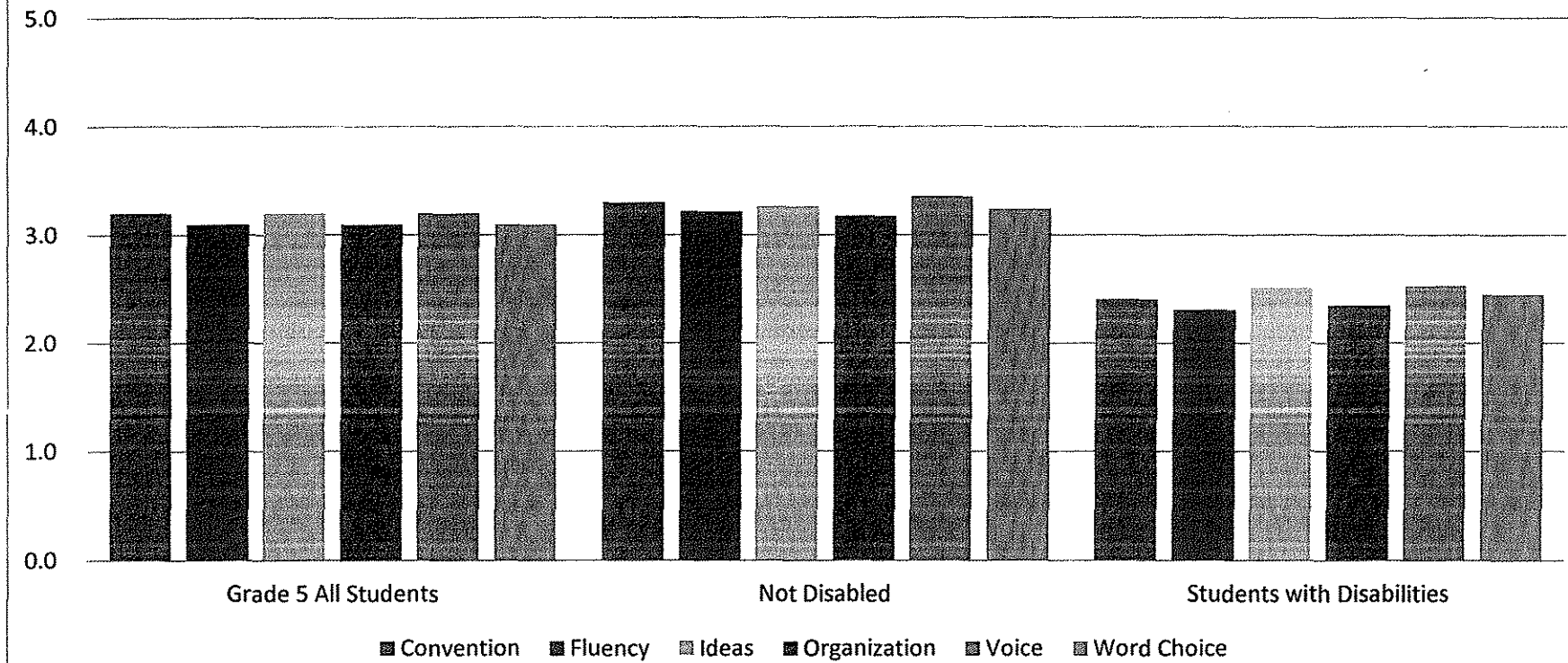
Appendix I
2011-12 District Writing Assessment
Grade 5 by Gender

Legend: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 5 All Students, Female, Male

76
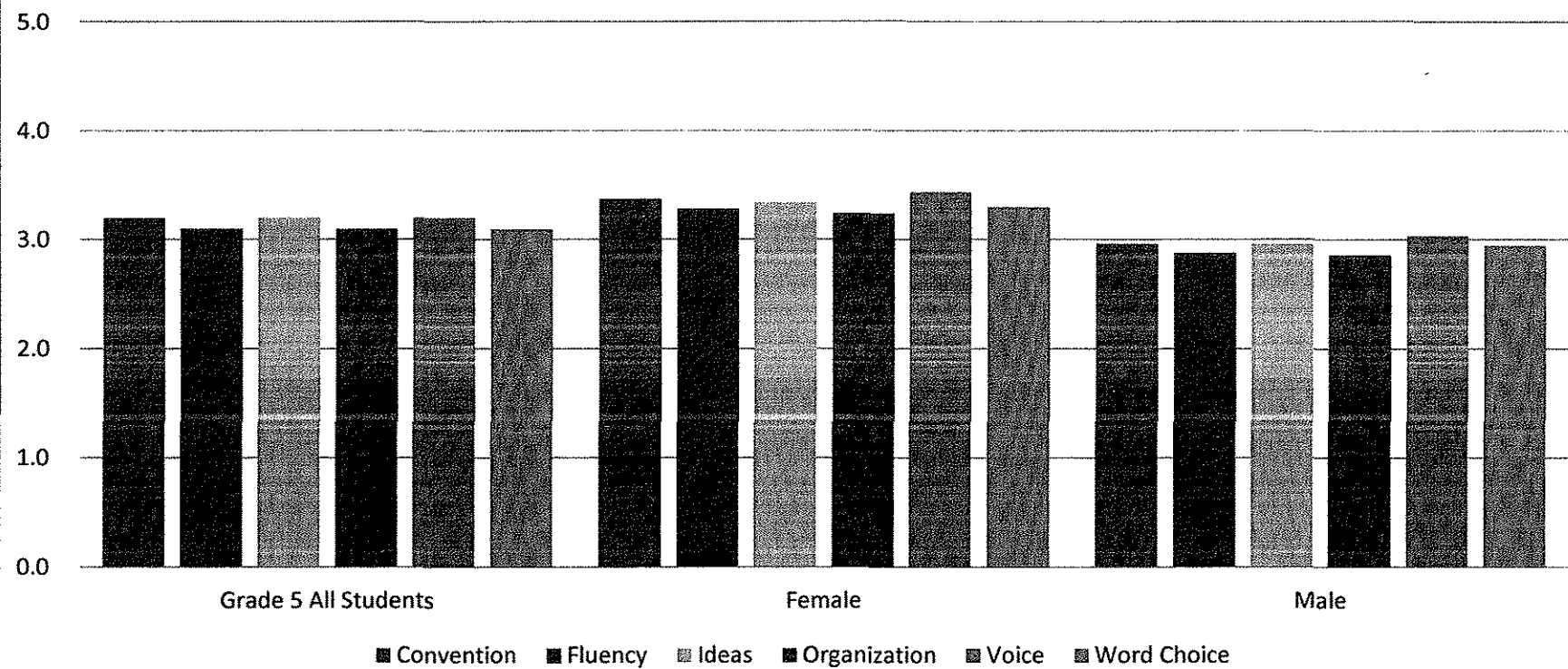
Appendix I
2011-12 District Writing Assessment
Grade 7 by Race/Ethnicity

Legend: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 7 All Students, African American, Amer Indian/Native Alaskan, Asian, Hispanic, Two or more races, White
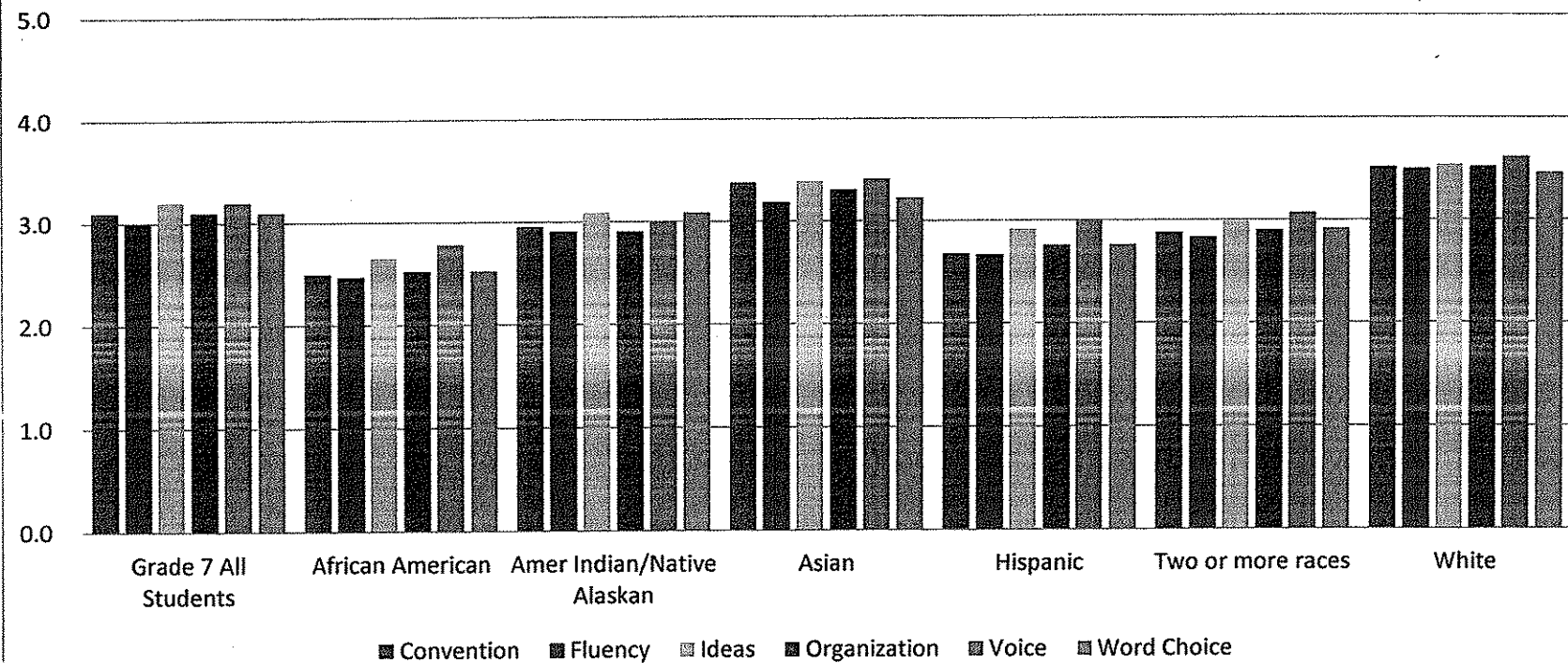
Appendix I
2011-12 District Writing Assessment
Grade 7 by Income Status

Legend: ■ Convention ■ Fluency ▨ Ideas ■ Organization ▨ Voice ▨ Word Choice
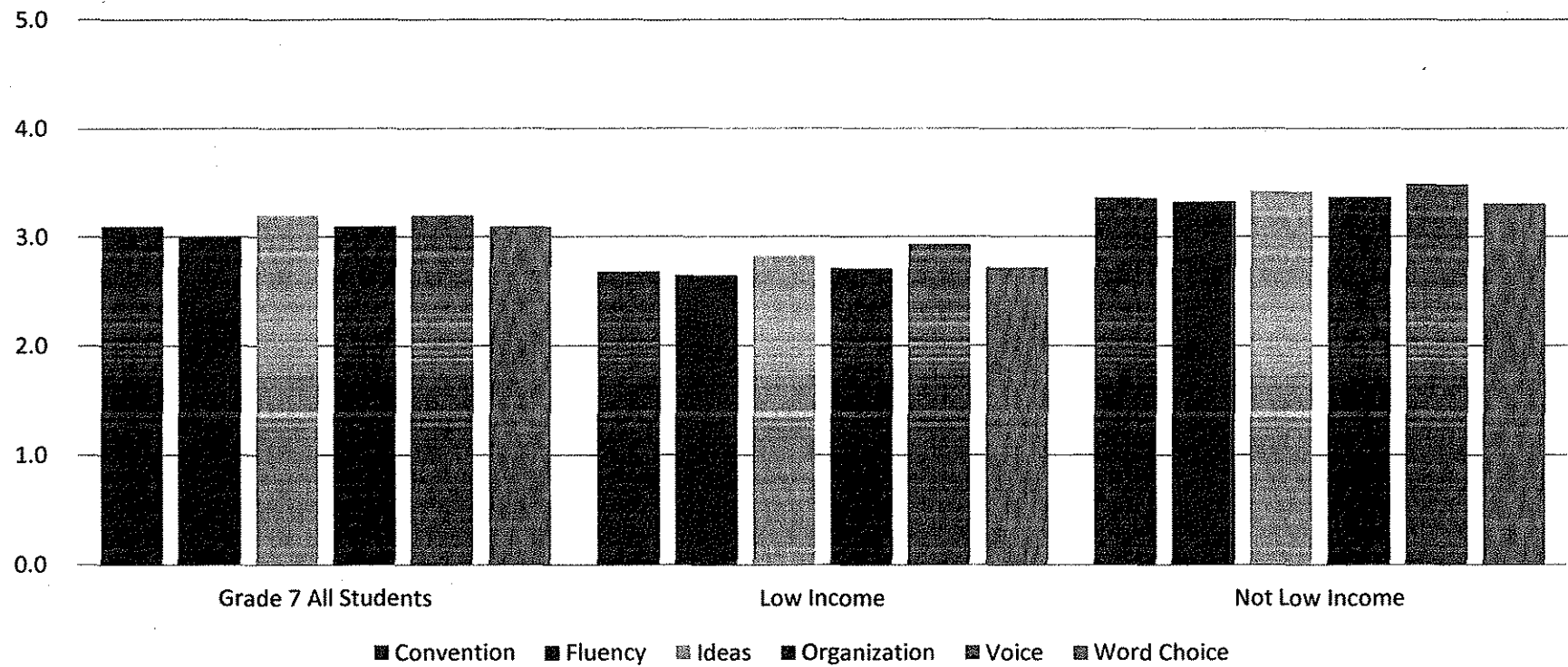
Appendix I
2011-12 District Writing Assessment
Grade 7 by Language Proficiency

Chart: Grade 7 by Language Proficiency showing assessment scores for Grade 7 All Students, ELL, and English Proficient across categories: Convention, Fluency, Ideas, Organization, Voice, Word Choice.
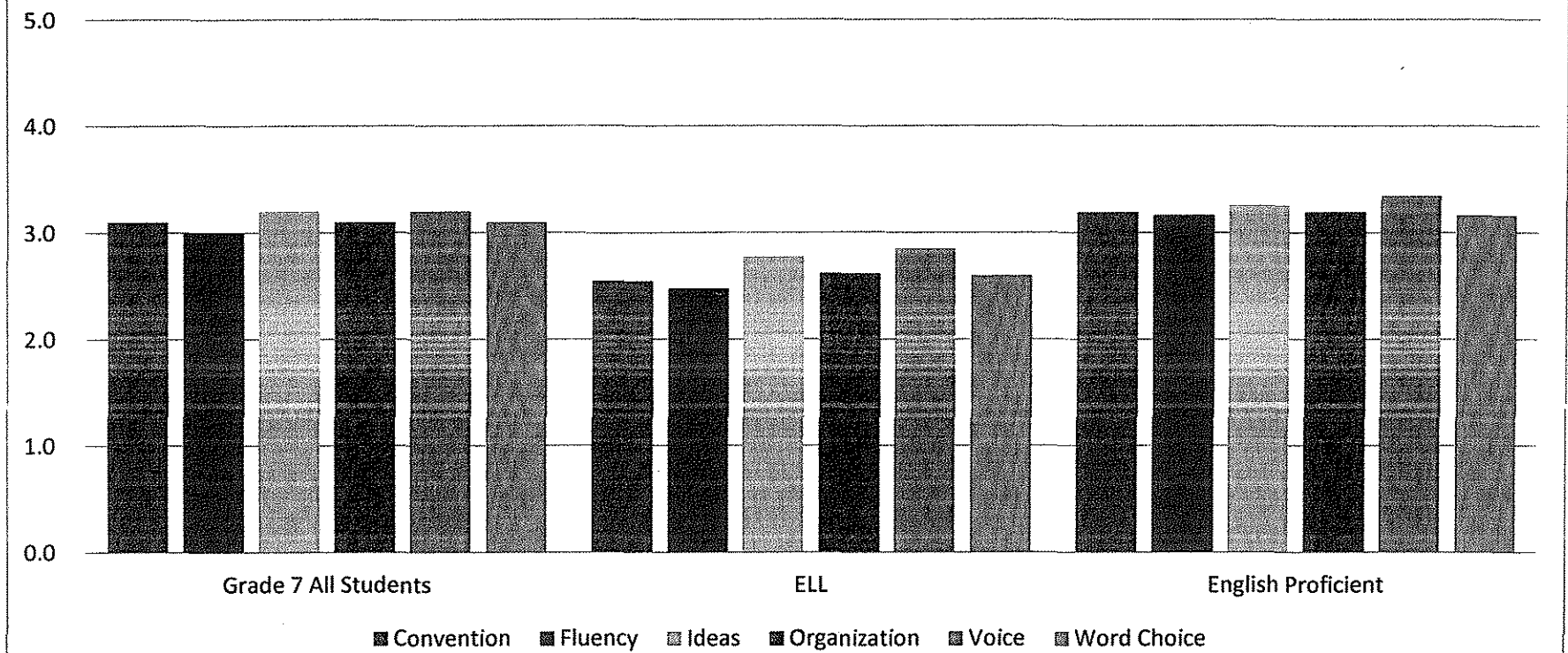
Appendix I
2011-12 District Writing Assessment
Grade 7 by Disability Status

Convention   Fluency   Ideas   Organization   Voice   Word Choice

80
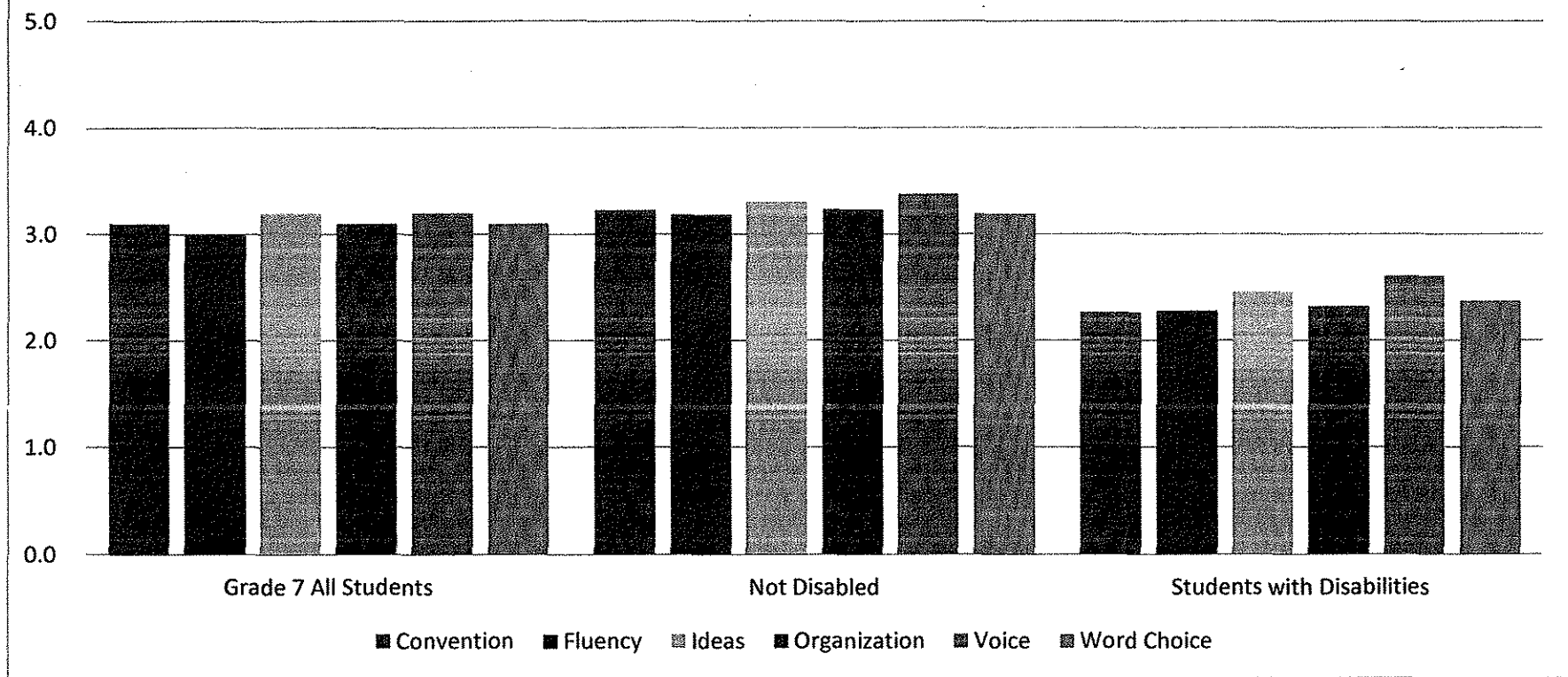
Appendix I
2011-12 District Writing Assessment
Grade 7 by Gender

Legend: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Categories: Grade 7 All Students, Female, Male
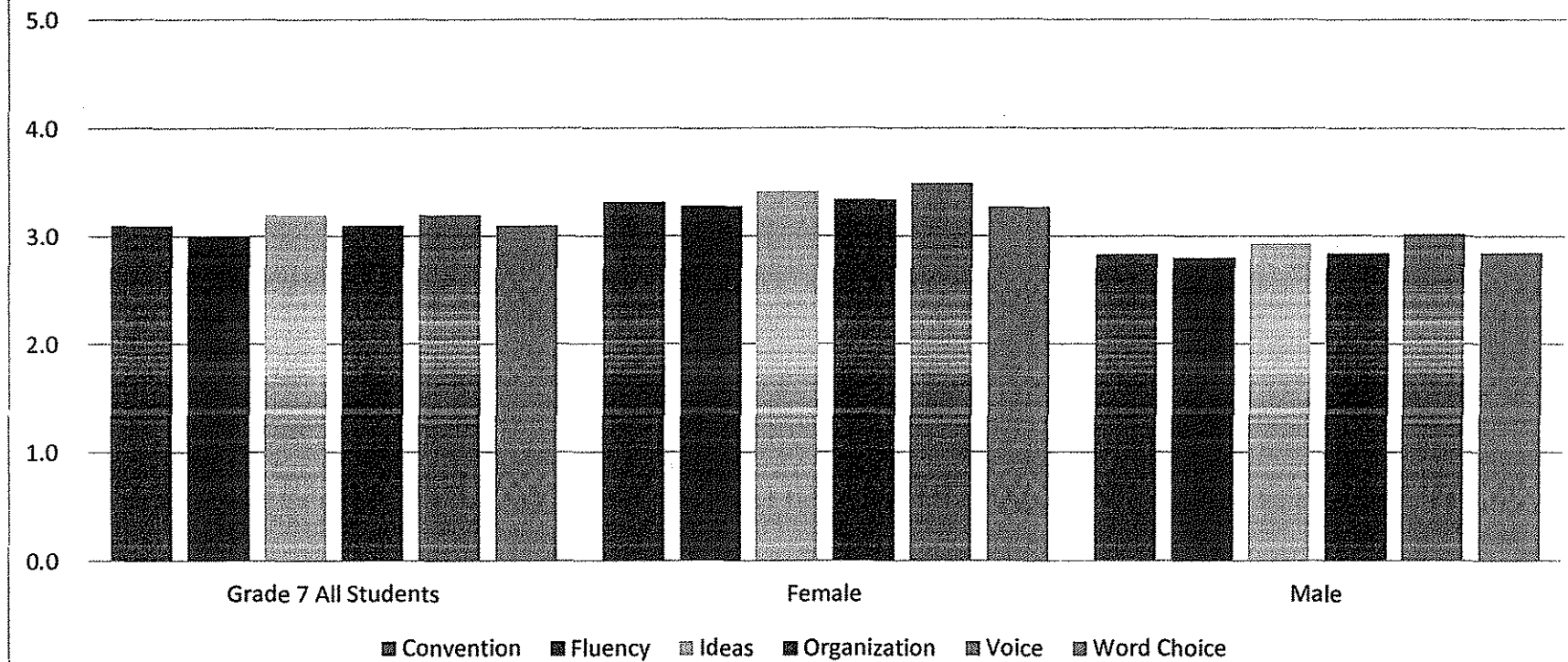
Appendix I
2011-12 District Writing Assessment
Grade 9 by Race/Ethnicity

Convention ■ Fluency ▦ Ideas ■ Organization ▦ Voice ▦ Word Choice
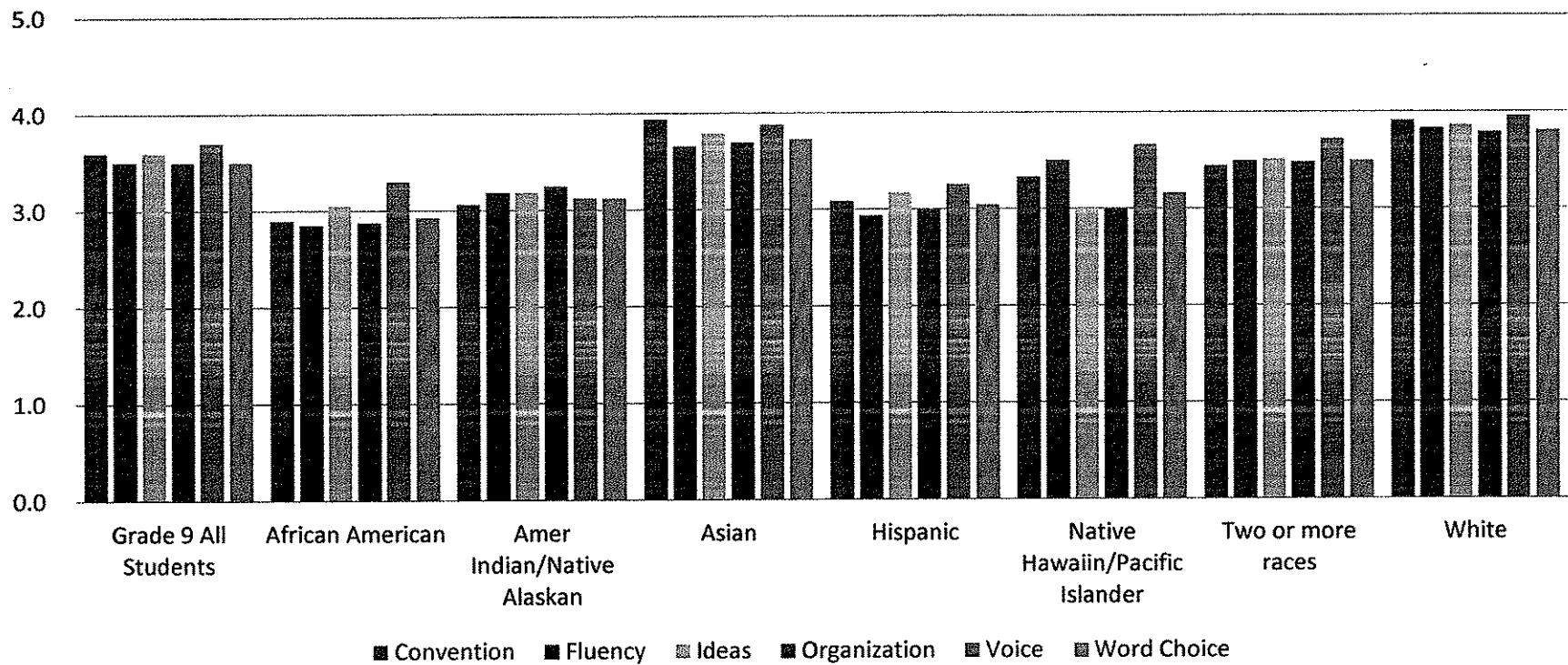
Appendix I
2011-12 District Writing Assessment
Grade 9 by Income Status

Legend: ▣ Convention ▣ Fluency ▣ Ideas ▣ Organization ▣ Voice ▣ Word Choice

X-axis categories: Grade 9 All Students, Low Income, Not Low Income

Y-axis: 0.0 to 5.0

83
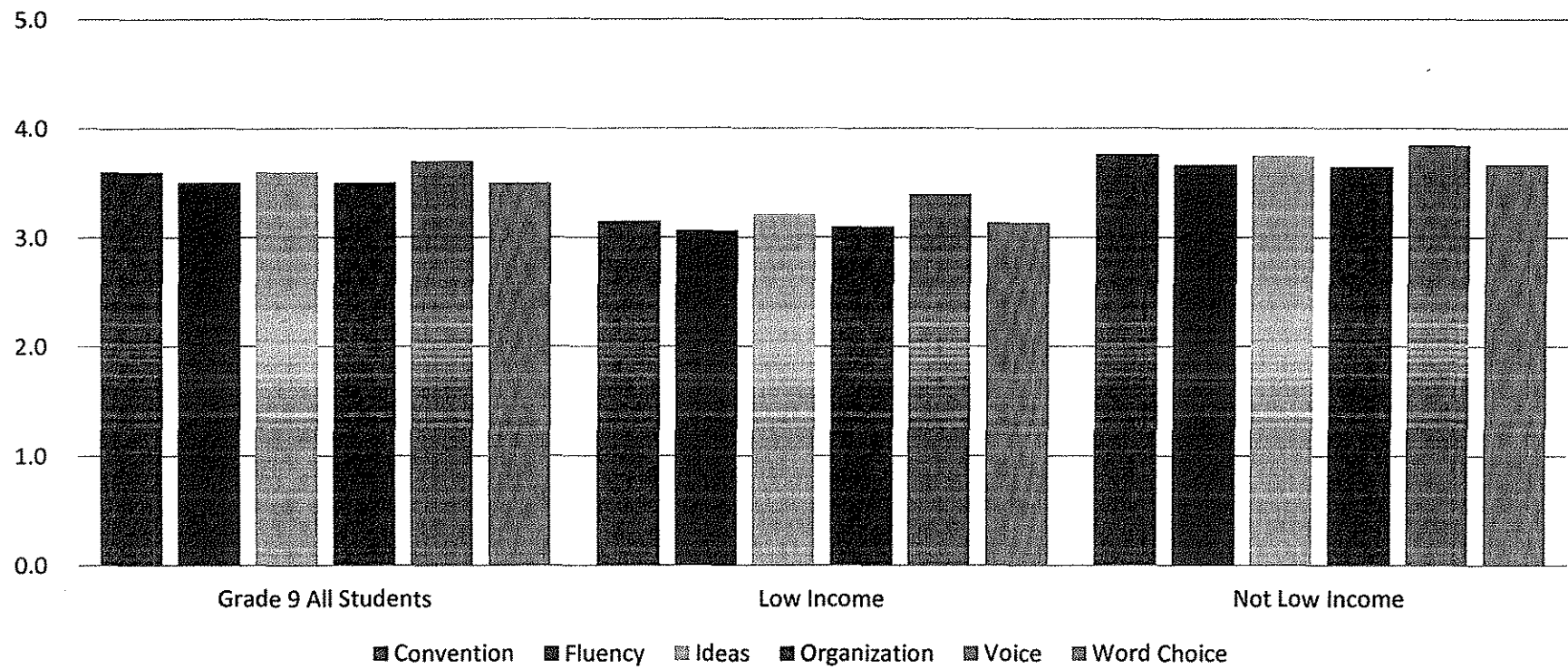
Appendix I
2011-12 District Writing Assessment
Grade 9 by Language Proficiency

Legend: Grade 9 All Students, ELL, English Proficient
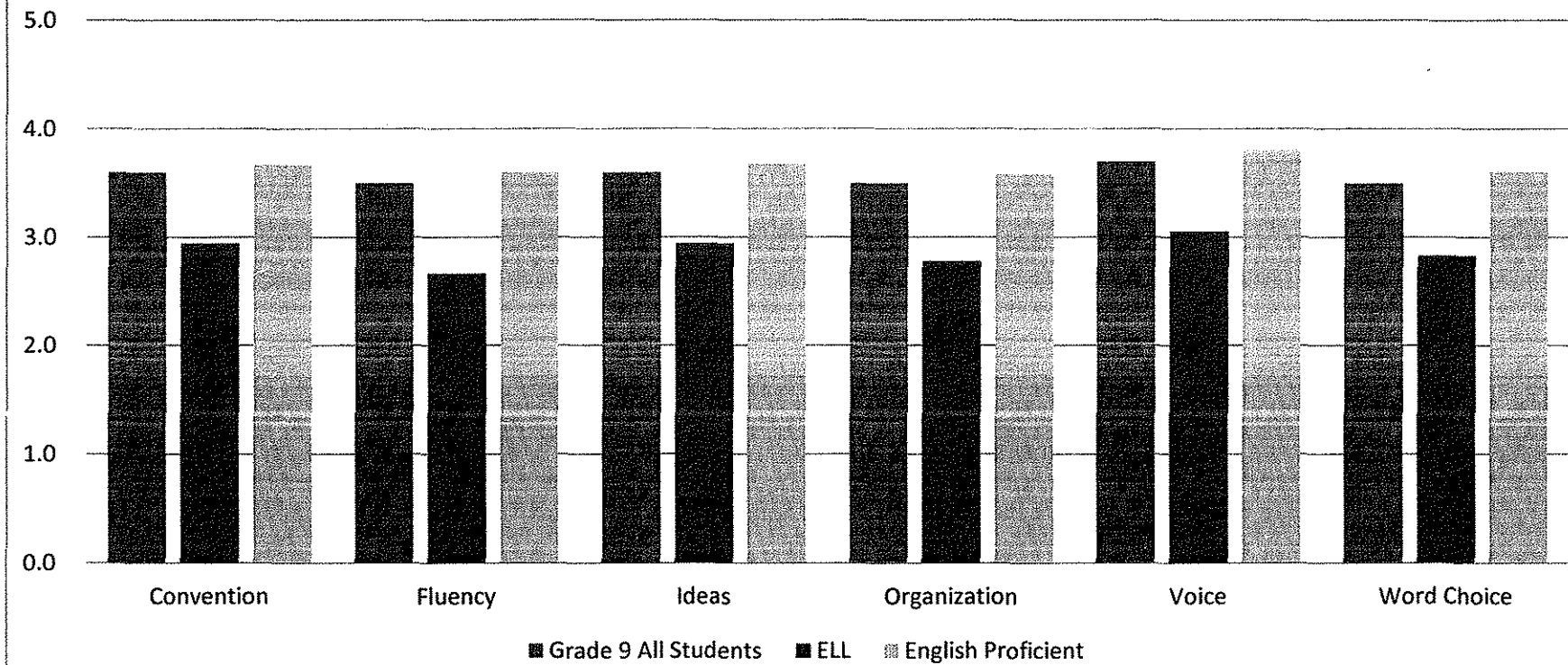
Appendix I
2011-12 District Writing Assessment
Grade by Disability Status

Categories: Convention, Fluency, Ideas, Organization, Voice, Word Choice

Legend: Grade 9 All Students, Not Disabled, Students with Disabilities

85
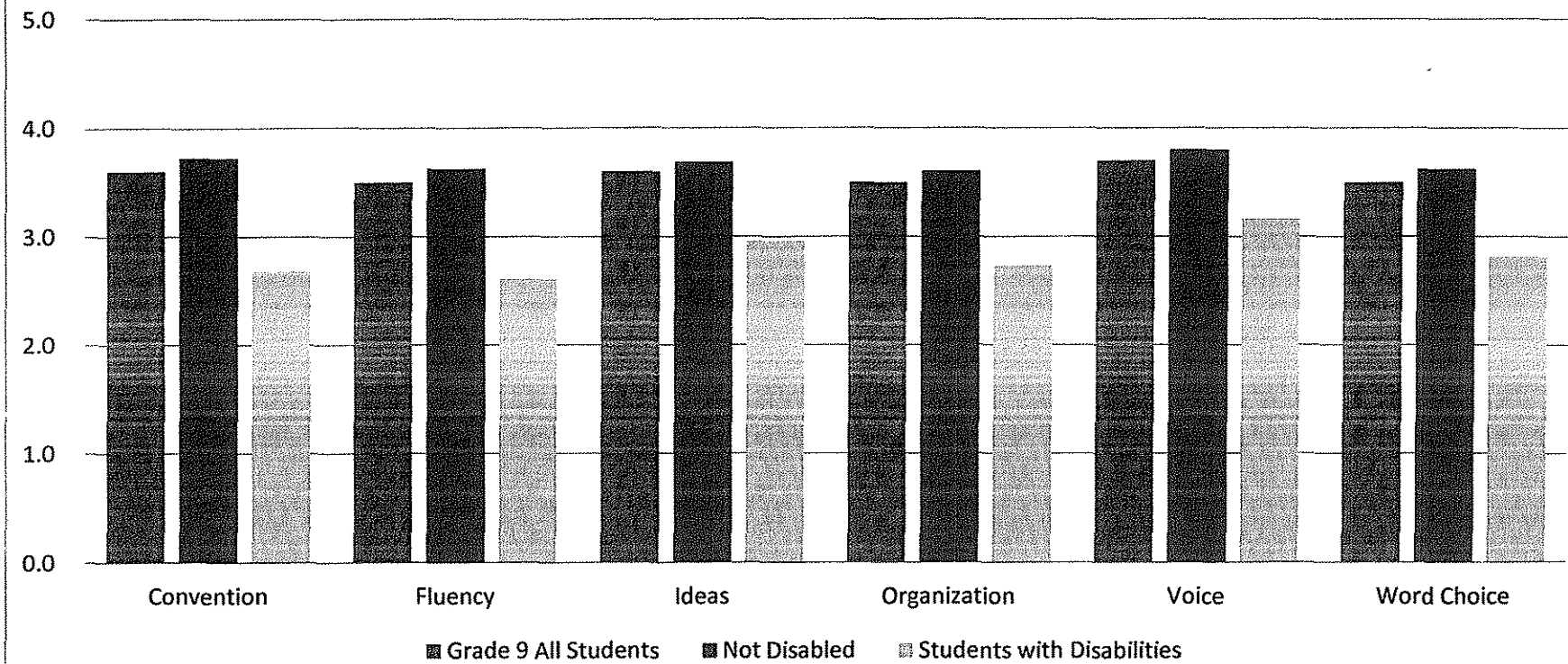
Appendix I
2011-12 District Writing Assessment
Grade 9 by Gender
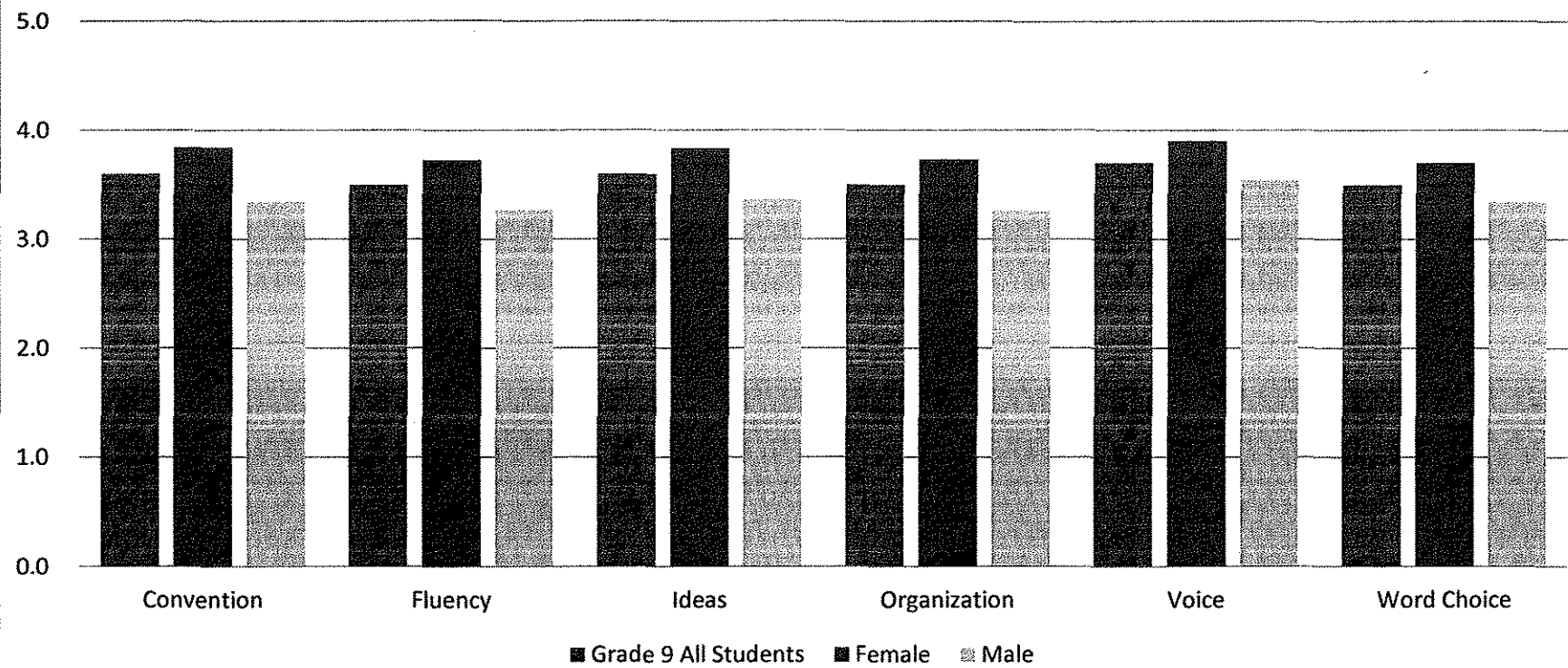
Legend: Grade 9 All Students, Female, Male

Filter Criteria

High School: [All High Schools]	Grade : [All Grades]
Team: [All HS Teams]	Gender : [All]
Ethnicity: [All]	SPED: [All]
ELL : [All]	Low Income: [All]

Related Dashboards

High School - Early Warning Su
High School - Early Warning De

Current High School Students at Risk

Students
591

Enrollments

Grade	Students
Total	7263
09	1801
10	1730
11	1978
12	1754

Current Overall Risk

Low Risk: 1932
Medium Risk: 4740
High Risk: 591

🖿 High Risk   ☐ Medium Risk   🖿 Low Risk
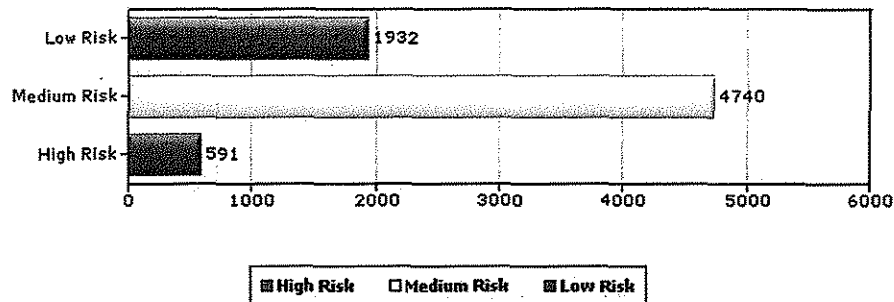
Current Early Warning by Indicator

29.7% (Chronic Absenteeism)
9.1% (GPA)

Chronic Absenteeism   Credits Earned   F's   GPA   OSS

🖿 High Risk   ☐ Medium Risk   🖿 Low Risk
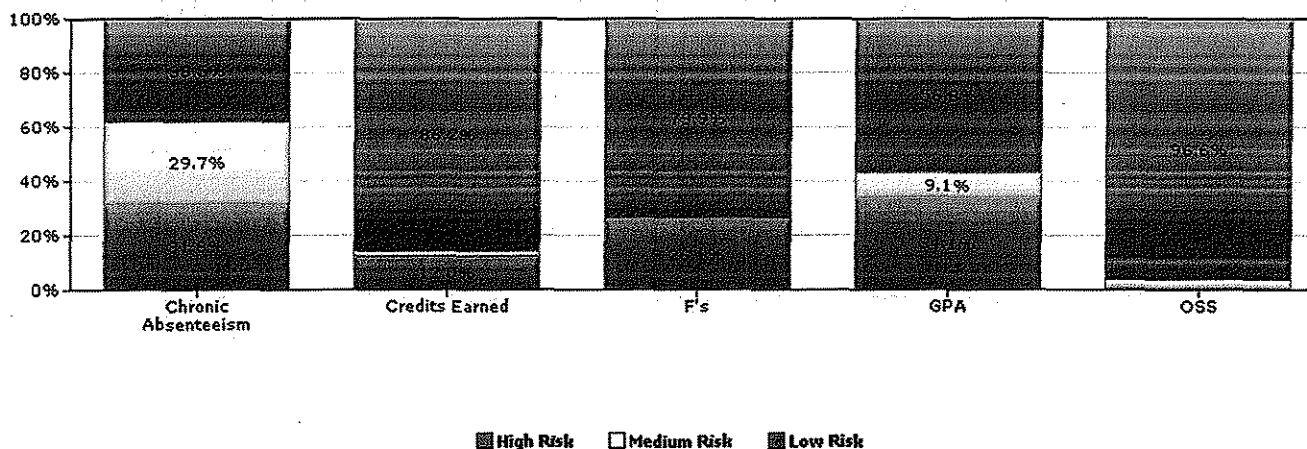
Summary of "High Risk" Indicators

Indicator	Time Period	Benchmark (Yellow Flag)	Benchmark (Red Flag)
Chronic Absenteeism	Last 45 days of school	Students missing 2 or more days.	Students missing 5 or more days.
Course Failures	Prior quarter	Not Applicable	One or more failed courses.

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Grade Point Average (GPA)	Prior quarter/semester	GPA greater than 2.0 and less than or equal to 2.5.	GPA less than or equal to 2.0.
Credits Earned	Year to date	See Chart (Number of Credits that fall between the Green and Red flags values).	See Chart (Number of Credits that fall below the Red flag value).
Out of School Suspensions (OSS)	Last 45 days of school	Students receiving 1 OSS.	Students receiving 2 or more OSS.

Credits - 4-Block

Grade	Quarter	Benchmark (Green Flag)	Benchmark (Red Flag)
9th	1st	1.5	1.0
9th	2nd	3.0	2.0
9th	3rd	5.0	4.5
9th	4th	6.5	5.5
10th	1st	8.0	7.5
10th	2nd	9.5	8.5
10th	3rd	11.5	11.0
10th	4th	13.0	12.0
11th	1st	14.5	14.0
11th	2nd	16.0	15.0
11th	3rd	18.0	17.5
11th	4th	19.5	18.5
12th	1st	21.0	20.5
12th	2nd	22.5	21.5
12th	3rd	24.5	24.0
12th	4th	26.0	25.0

Credits - Non 4-Block

Grade	Semester	Benchmark (Green Flag)	Benchmark (Red Flag)
9th	1st	2.5	1.5
9th	2nd	5.5	4.5
10th	1st	8.0	7.0
10th	2nd	11.0	10.0
11th	1st	13.5	12.5
11th	2nd	16.5	15.5
12th	1st	19.0	18.0
12th	2nd	22.0	21.0

Filter Criteria

High School: [All High Schools]	Grade : [All Grades]
Team: [All HS Teams]	Gender: [All]
Ethnicity: [All]	SPED: [All]
ELL : [All]	Low Income: [All]

Student Name	Student ID	Grade Level Current	Gender	Overall Risk	Chronic Absenteeism (Abs/Day s)	OSS	F's	GPA	Credits
				3	23.8 / 45.)	0	1	.000	9.50
				3	6.9 / 45.(	0	3	1.000	12.75
				3	10.5 / 44.)	0	5	1.140	1.25
				3	19.1 / 46.)	1	7	1.000	8.12
				3	15.1 / 45.)	1	3	.230	3.75
				3	3.4 / 45.0	0	2	.750	1.40
				3	27.4 / 45.)	0	7	.000	.10
				3	36.6 / 45.)	0	1	.000	1.30
				3	8.3 / 45.	0	3	1.230	11.50
				3	16.7 / 45.)	0	1	.560	2.25
				3	13.4 / 45.)	1	1	1.710	7.25
				3	9.9 / 45.	1	1	1.250	19.00
				3	13.0 / 45.)	1	1	1.32 (	5.75
				3	21.9 / 45)	1	1	1.090	12.50
				3	5.1 / 45.	1	4	1.570	24.00
				3	27.3 / 45)	0	3	.290	1.75
				3	2.6 / 45.)	0	3	.000	23.12
				3	5.2 / 45.	0	1	.800	1.75
				3	7.2 / 45.	0	7	.010	2.25
				3	17.4 / 45.)	1	6	.030	4.25
				3	30.0 / 45.)	0	1	.060	4.00
				3	18.0 / 45.)	0	3	.750	5.38
				3	9.9 / 45.	0	1	1.450	13.25
				3	9.7 / 45.(	1	7	.910	5.00
				3	8.4 / 45.	0	1	1.500	21.25
				3	42.0 / 45.)	0	1	.000	9.00
				3	20.9 / 45.)	0	7	.000	6.00
				3	9.5 / 45.(	1	1	1.500	6.00
				3	5.3 / 44.	1	7	.730	8.75
				3	24.7 / 45.)	0	3	.200	3.10
				3	21.1 / 45.)	0	7	.000	1.1 (
				3	15.4 / 45.)	0	1	.350	4.25
				3	2.4 / 45.0	0	7	1.670	4.00
				3	30.7 / 45.)	0	1	.000	1.
				3	3.0 / 45.	1	0	.000	1.00
				3	--	0	7	.000	1.10
				3	27.1 / 45.)	0	2	.130	.50
				3	7.2 / 45.	0		2.250	1.00
				3	16.8 / 45.)	0	1	.800	1.50
				3	13.1 / 45.)	2	5	.200	18.00
				3	2.6 / 45.0	0	1	.000	6.00
				3	31.3 / 45.)	0	7	.000	.00
				3	5.9 / 45.(	1	0	.830	1.25
				3	11.4 / 45.)	0	7	.000	23.25
				3	8.0 / 45.	0	1	1.710	13.00
				3	18.2 / 45.)	1	1	1.500	4.10
				3	21.2 / 45.)	0	1	.500	24.25
				3	33.0 / 45.)	1	1	.110	4.00
				3	5.1 / 45.	0	1	.170	1.00
				3	13.2 / 45.)	1	1	.000	2.50

Reading Recovery®
and

Descubriendo la Lectura®

Preliminary Site Report
Madison Metropolitan School District

June 20, 2012

2011-2012

Amy Treuter, Teacher Leader
Emily Zoeller, Teacher Leader

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Description of Program 2011-2012

Student Population
- Total served: 195 students
- 90% free and reduced lunch status
- 85% of students are students of color (51% African American, 18% Hispanic, and 9% Asian)
- Challenging learning issues include: other health impairments and speech and language impairment (16%)

Staffing and Schools
- Located in 22 out of 28 primary level elementary schools
- Staffed by 26 Reading Recovery teachers
  2 teacher leaders
  16 trained teachers
  8 teachers in training cohort 2011-2012
- MMSD Teacher leaders support 5 teachers from Milton School District and 4 from Edgerton School District

Changes in Program Implementation 2011-2012

MMSD has a longstanding history of implementing the Reading Recovery program. In order to maintain its effectiveness, the program continues to evolve. This adaptability is necessary for us to meet the changing needs of our student population, to fit with building instructional designs, and to reflect our district-wide system approach to responses to intervention. While being adaptive to change within our district, an important responsibility of Reading Recovery is to maintain fidelity to the nation-wide Reading Recovery Standards and Guidelines, so that we can assure that our implementation of the program is indeed research-based.

This year, Reading Recovery teachers embraced two major changes in implementation. The selection of student procedure was more clearly defined to include a much wider band of students. As stated in our standards and guidelines, students were not excluded from the program due to behavior, attendance, language development, or an already diagnosed learning disability. Reading Recovery sets out to serve the students who need the intervention the most, and not necessarily those who will make the greatest gains from the support. Serving harder-to-teach children, often with issues that create challenges to learning, impacted our data.

The second change in program implementation had to do with the criteria used to classify the student as "discontinued" at the end of their time in the program. Discontinuation is a term used within our program to describe "reading proficiency". It implies that this student has reached a stage in literacy development to make them self-sufficient and very likely to continue on as a proficient reader in subsequent years. This "stage" can be determined most accurately by close analysis of the behaviors the child exhibits in reading and writing instead of a benchmark text reading level that may have been used in the past. While building this understanding amongst reading recovery teachers, our district engaged in conversations with other school districts around the state of Wisconsin regarding proficiency bands for text reading level at the first grade level, and the advised proficiency bands for students to meet in order for them to be on track for college and career readiness in their future. Given both of these discussions, the criteria for reading recovery students became more defined and overall, harder to achieve than in previous years. This change also had significant impact on our data.

We trust that our district stakeholders of Reading Recovery will continue to support the decisions made to allow our program to evolve and also maintain its fidelity.

Data Analysis: Discontinuation

Discontinuation Rates
Reading Recovery is designed to accelerate student achievement in weeks, as opposed to years of remediation. The outcomes of full program students show 53% raised their literacy achievement level to proficiency in an average of 17 weeks. ,

Trajectory of Discontinued Students
Students in MMSD who ended with discontinuation status, on average, began their first grade year reading at a text reading level of 1.0. At the end of their 20 week program, they had made accelerative growth that surpassed the national random sample group. After no longer being served by the program, these students continued to make steady gains. See Figure 1 below.

Figure 1 Progress on Text Reading Level of Reading Recovery Students Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: Madison Metropolitan SD, 2011-2012

	Entry	Exit	Year-End
Interventions Begun in Fall and Discontinued	1.0	15.2	18.3
2010-2011 National Random Sample	5.2	13.5	20.6
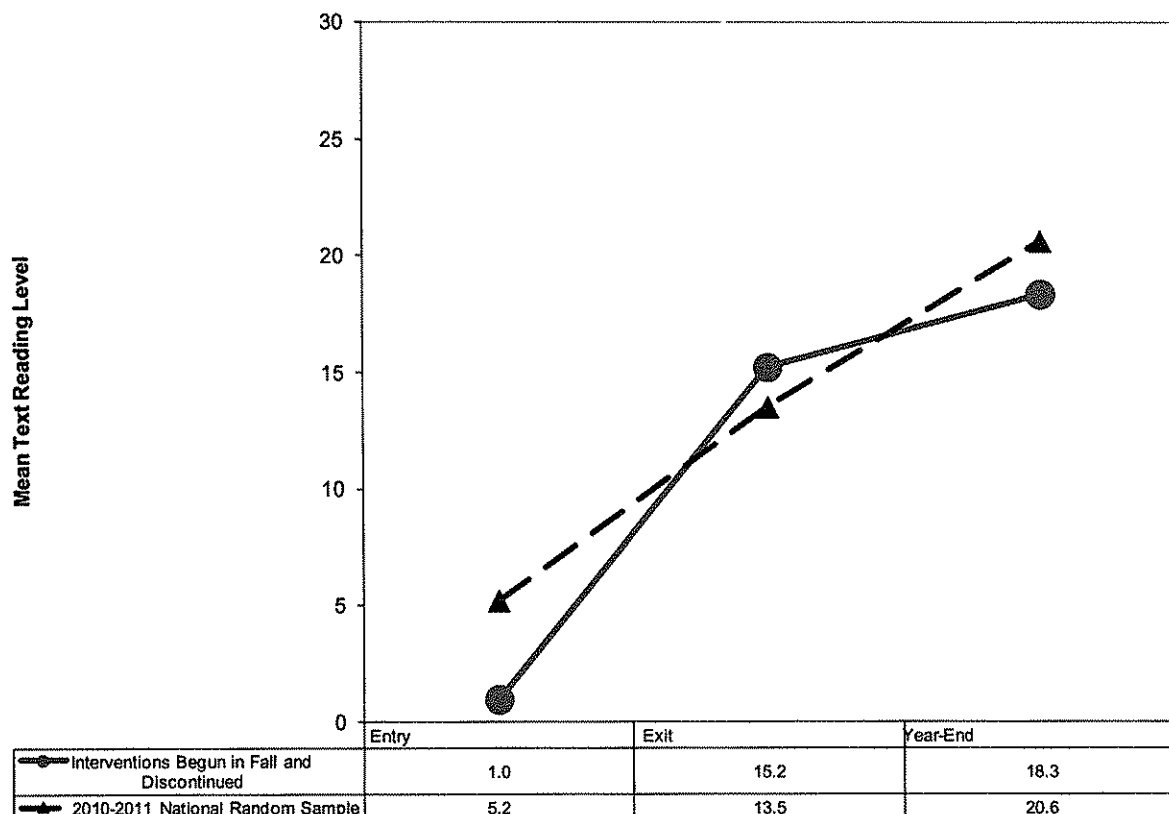
Shifts in Classroom Reading Group Placement for Discontinued Students
Students who reached discontinuation status also shifted significantly in their placement in classroom reading group. By year end, 87% of these students were placed in a group described as "average" or above. This percentage is compared with their fall placement of only 4% in average or above. See Figure 2 below.

Figure 2 Classroom Reading Group Placement of Reading Recovery Students with Complete Interventions Students Whose Lessons Were Discontinued: Madison Metropolitan SD, 2011-2012
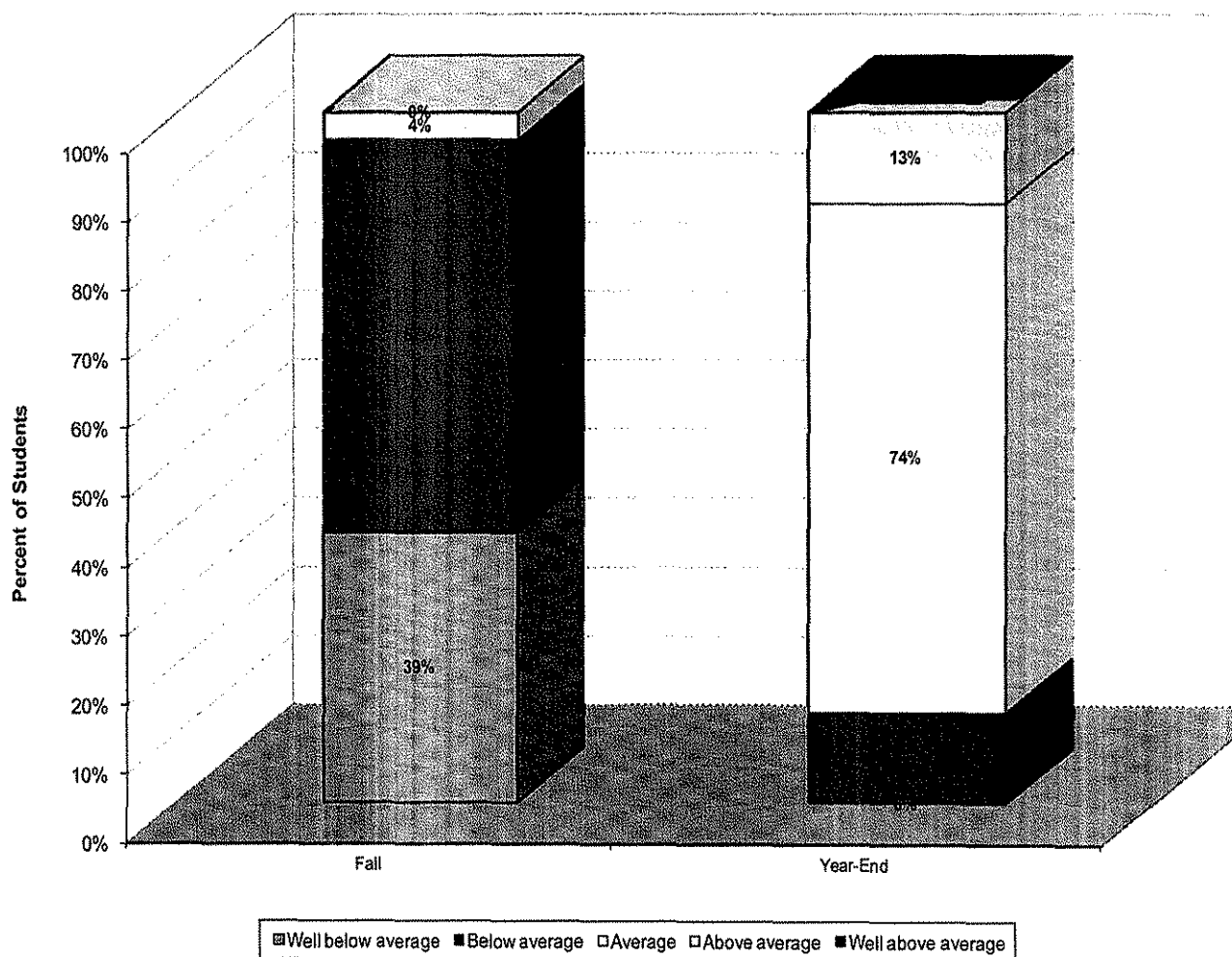
Discontinuation Across MMSD Schools

Discontinuation numbers varied by school. Some factors that influence percentage of discontinued students per school include the level of coverage (full implementation vs. partial implementation), the years of experience of the reading recovery teacher (8 of 26 reading recovery teachers last year were in their "training year"), and the core instructional practice in each school (there is a wide range of entry scores of reading recovery students across schools). See Figure 3 below.

Figure 3. Proportion of Reading Recovery Students with Complete Interventions* Whose Lessons Were Successfully Discontinued: Madison Metropolitan SD, 2011-2012

School	Complete Interventions		
	Total	Discontinued	
	n	n	row %
Hawthorne ES	6	2	33%
Schenk ES	10	5	50%
Frank Allis ES	7	4	57%
Elvehjem ES	4	1	25%
Sandburg ES	5	4	80%
Olson ES	6	2	33%
Glendale ES	2	1	50%
Falk ES	5	1	20%
Midvale ES	6	5	83%
Emerson ES	5	1	20%
Franklin ES	5	1	20%
Crestwood ES	4	0	0%
Gompers ES	6	4	67%
Lindbergh ES	6	5	83%
Muir ES	5	2	40%
Thoreau ES	3	1	33%
Lowell ES	6	4	67%
Mendota ES	4	0	0%
Orchard Ridge ES	5	1	20%
Aldo Leopold ES	13	8	62%
Lake View ES	4	0	0%
Huegel ES	5	1	20%
Total	**122**	**53**	**43%**

*Complete interventions are defined as children whose interventions were successfully discontinued plus all children who were recommended for further instructional support after 20 weeks of instruction

Change over time: Progress on text reading level

Students in Reading Recovery averaged 17 weeks and 70 sessions of instruction. The program was effective in accelerating the reading growth among students, demonstrated by comparing their fall text reading level to their spring text reading level. On average, students who participated in reading recovery gained 11 text reading levels, and 12 text reading levels if they received full programs. See Figure 4 below.

Figure 4: Progress on Text Reading Level: Madison Metropolitan SD, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	31	0.9	1.0	53	17.4	1.8	31	17.0
Recommended	66	0.2	0.5	67	9.8	4.6	64	9.6
Incomplete	24	0.6	0.7	56	8.5	3.5	24	8.2
Moved	12	0.3	0.6	1	4.0		1	4.0
None of Above	1	0		1	16.0		0	
All Served	134	0.5	0.8	178	11.7	5.2	120	11.2
Complete Interventions	97	0.5	0.8	120	13.1	5.3	95	12.0
Tested Not Instructed	22	2.0	1.2	27	12.8	5.3	21	12.0

Note: Mean gain is based only on students with both fall and year-end Text Reading Level scores.

This year, Reading Recovery teachers implemented a progress monitoring wall as a tool to guide conversations about serving students as well as to monitor growth of prior students.

Effectiveness with Diverse Learners

Discontinuation Rates by race/ethnicity

35% of African American students who received full programs discontinued. 50% of Hispanic students who received full programs discontinued. While these numbers still indicate an achievement gap among our students of color, the program is proving effectiveness in accelerating the growth of our diverse learners as measured by fall to year-end gain in text reading level. African American students who received complete interventions made an average gain of 11.1 text reading levels, and Latino learners averaged a growth of 13.2 (higher than the mean 12.0 for all groups). See Figures 5 and 6 below.

Figure 5: Students with Complete Interventions: Progress on Text Reading Level by Race/Ethnicity: Madison Metropolitan SD, 2011-2012

Note: Gain is based only on students with both fall and year-end Text Reading Level scores.

Race/Ethnicity Intervention Status/ Study Group	Text Reading Level												Fall to Year-End Gain		
	Fall			Entry			Exit			Year-End					
	N	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD
American Indian/Alaskan Native	1	1.0		1	1.0		1	3.0		1	3.0		1	2.0	
Asian	5	0.4	0.9	6	1.2	2.0	6	12.3	4.8	6	16.2	5.0	5	15.4	5.2
Black / African American	48	0.4	0.8	58	1.0	1.6	58	9.5	5.3	56	12.1	5.2	46	11.1	5.0
Hispanic/Latino	19	0.4	0.8	24	1.0	1.5	24	11.7	5.5	24	14.3	6.1	19	13.2	6.3
White	13	0.8	0.8	19	2.2	2.2	19	12.8	4.8	19	14.6	3.6	13	13.7	3.5
Multiple races	11	0.5	0.9	14	1.4	1.8	14	11.4	5.2	14	12.8	5.1	11	11.3	4.9
All Races	97	0.5	0.8	122	1.3	1.7	122	10.8	5.3	120	13.1	5.3	95	12.0	5.3

Figure 6: All Students Served: Progress on Text Reading Level by Race/Ethnicity: Madison Metropolitan SD, 2011-2012

Race/Ethnicity Intervention Status/ Study Group	Text Reading Level												Fall to Year-End Gain		
	Fall			Entry			Exit			Year-End					
	N	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD
American Indian	1	1.0		1	1.0		1	3.0		1	3.0		1	2.0	
Asian	8	0.3	0.7	12	2.1	2.2	6	12.3	4.8	12	12.8	5.4	8	12.8	5.7
Black/African American	66	0.4	0.7	99	1.4	1.6	60	9.4	5.3	87	10.6	5.1	56	10.2	5.0
Hispanic/Latino	26	0.5	0.8	36	1.5	1.8	24	11.7	5.5	36	12.3	5.9	26	12.0	5.9
White	21	0.9	0.8	29	2.2	2.2	22	11.8	5.3	25	13.5	4.2	17	12.7	3.9

Race/Ethnicity Intervention Status/ Study Group	Text Reading Level												Fall to Year-End Gain		
	Fall			Entry			Exit			Year-End					
	N	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD
Multiple Races	12	0.4	0.9	17	1.7	1.7	14	11.4	5.2	17	12.5	4.8	12	11.5	4.7
All Served	134	0.5	0.8	194	1.6	1.8	127	10.6	5.3	178	11.7	5.2	120	11.2	5.2

Effectiveness with English Language Learners

Students who speak another language at home and who received a complete intervention discontinued at a rate of 43%, as compared to their language dominant peers at 53%. English Language Learners who received a full program gained on average 12 text reading levels from fall to the end of the year. It is unclear if there is correlation between level of English proficiency and success in Reading Recovery. One school, Schenk Elementary, waited to select some language learners to receive services until after they had received an intervention tailored to oral language development.

Table 2.2.4 Intervention Status of Students with Complete Interventions by Fall Oral English Proficiency: Madison Metropolitan SD, 2011-2012

Fall Oral English Proficiency	Discontinued		Recommended		Full Prog.
	n	row %	n	row %	n
(No Response)	35	36.8	60	63.2	95
Isolated words			1	100	1
Isolated phrases	10	71.4	4	28.6	14
Complete sentences	6	60	4	40	10
Coherent sentences	2	100			2
All Fall English Proficiency Responses	53	43.4	69	56.6	122

Descubriendo la Lectura

This year, MMSD launched a Spanish reconstruction of Reading Recovery, Descubriendo la Lectura. Discontinuation rates for students who received full programs were 50%, just below the Reading Recovery rate. Students who were considered for intervention scored significantly lower on average than their counterparts in English. Three of the four students served in DLL had received core literacy instruction in English, and were at the very early stages of Spanish language development. In 2012-2013, a total of 5 DLL teachers will implement the program at their respective schools (Glendale, Midvale, Nuestro Mundo, Leopold, and Sandburg, providing further data to inform teaching and implementation.