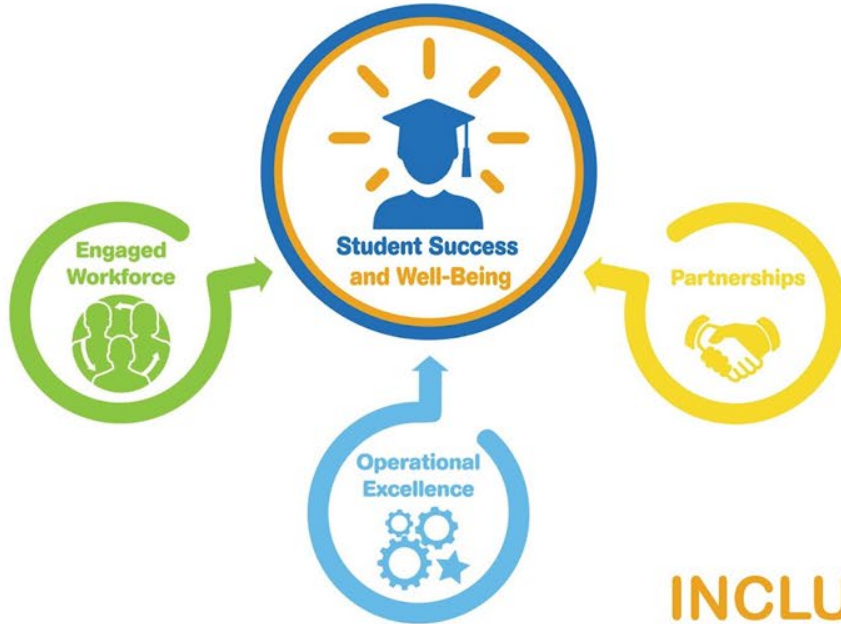


APS Strategic Plan 2018-2024



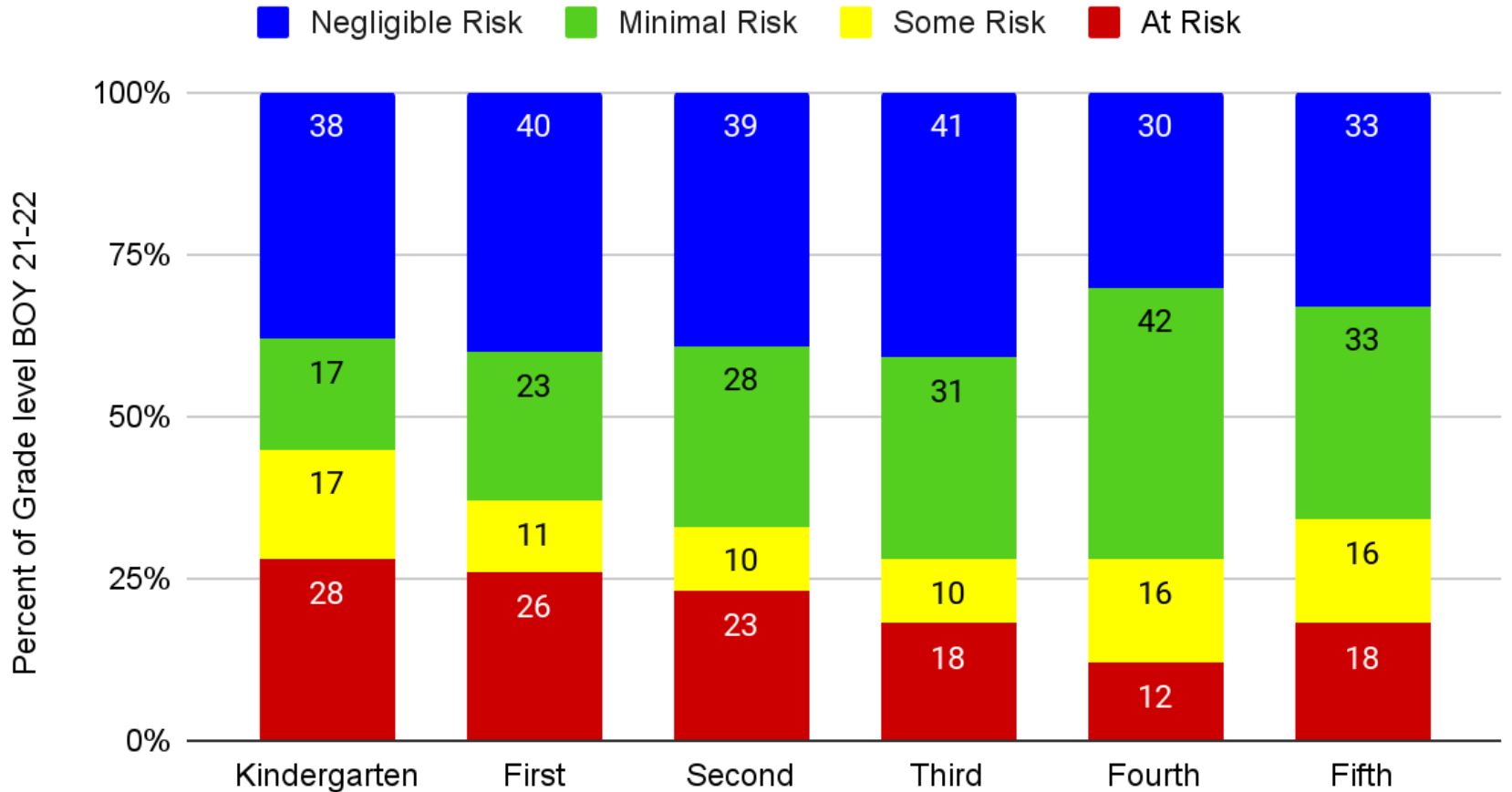
English Language Arts Update December 15, 2021 DIBELS Data Analysis

INCLUSION * EXCELLENCE * INNOVATION

Data Analysis and Interventions

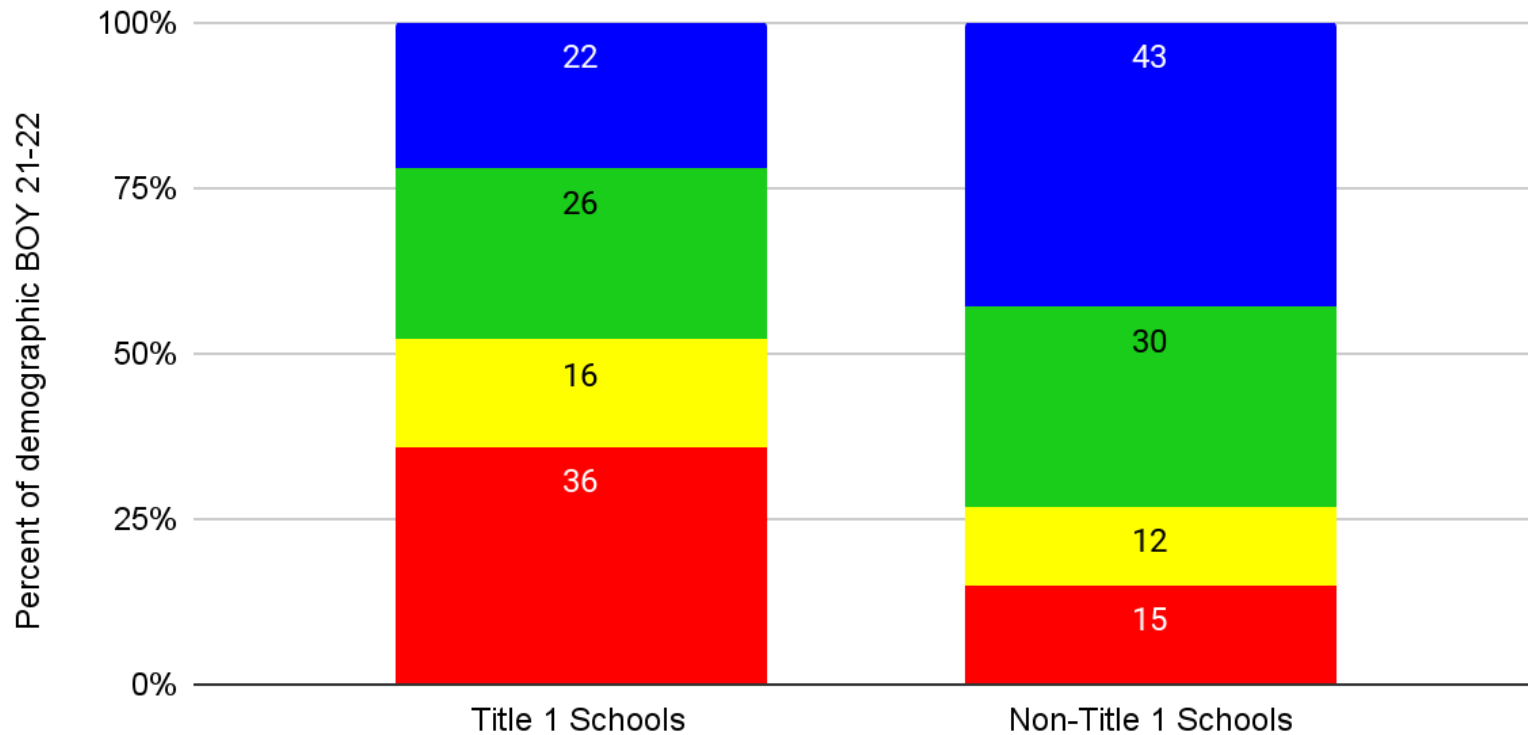
- DIBELS - District Level Data**
- DIBELS/PALS comparison k-2**
- By Grade**
- Title 1 schools**
- SWD, EL status**
- Interventions**

DIBELS District Scores



Title 1 and Non-Title 1 Schools DIBELS

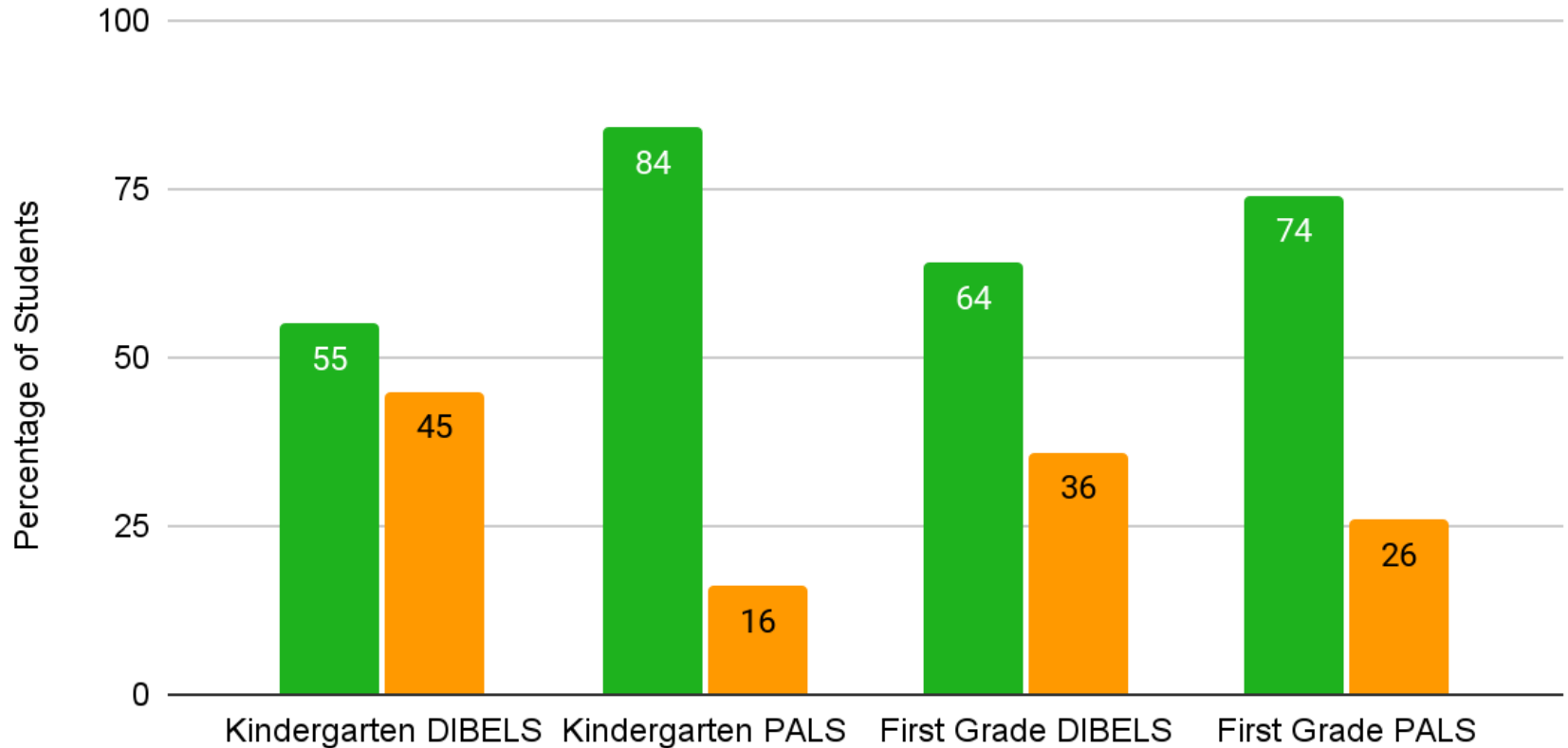
■ Negligible Risk ■ Minimal Risk ■ Some Risk ■ At Risk





DIBELS and PALS comparison

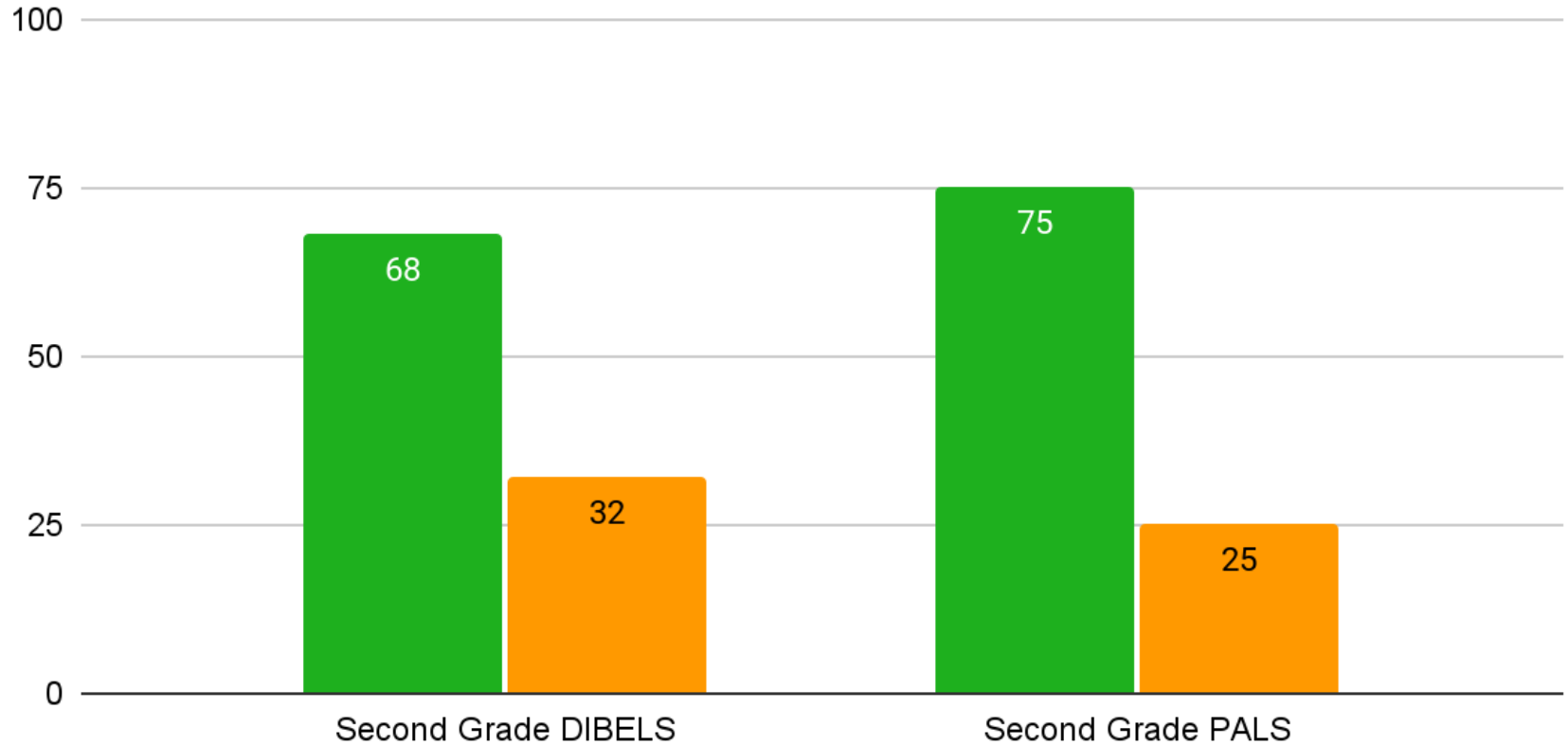
Met Benchmark Did not meet





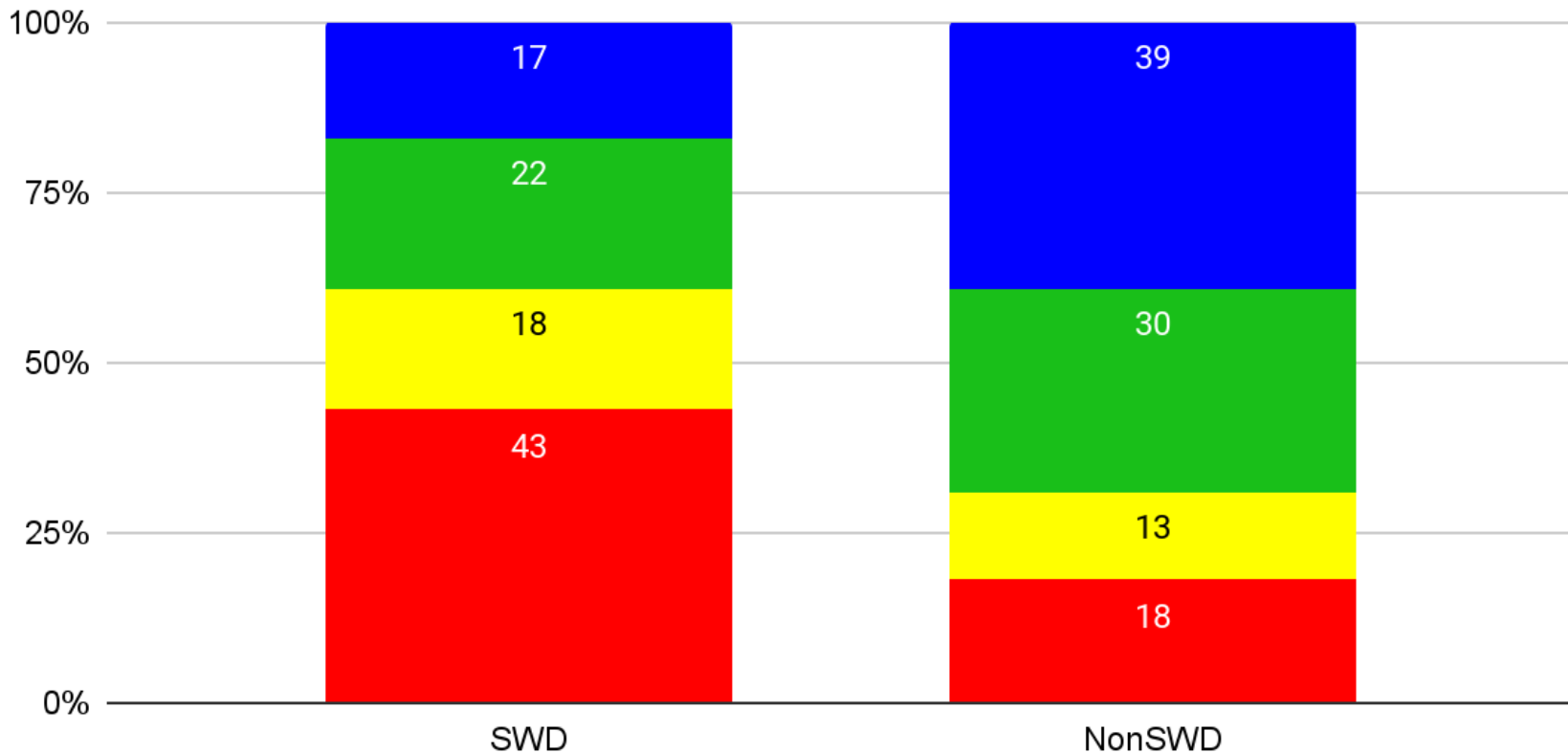
DIBELS and PALS comparison

Met Benchmark Did not meet



SWD and Non-SWD

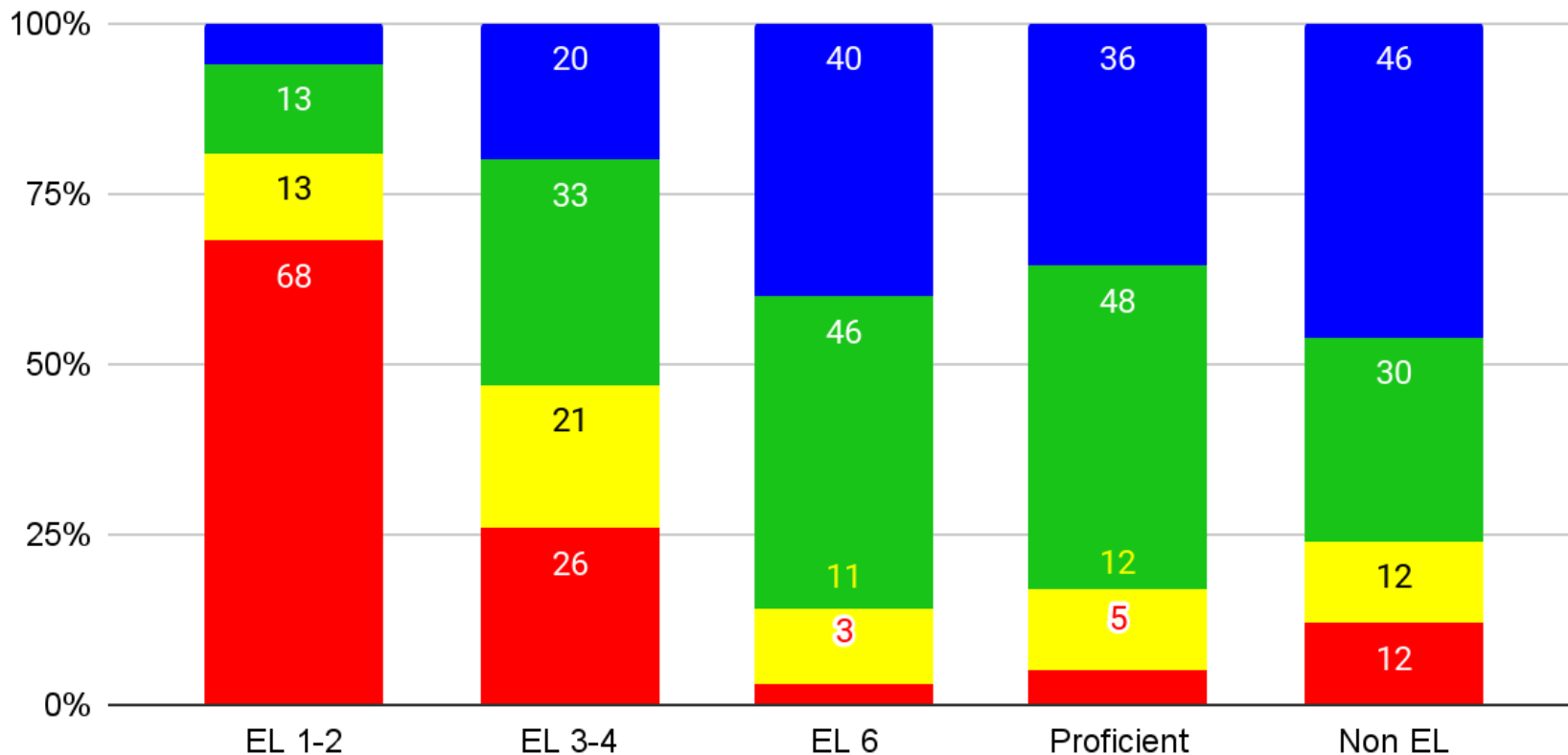
Core^Plus Core Strategic Intensive





EL Status

6 ■ Core^Plus ■ Core ■ Strategic ■ Intensive





Engaged Workforce

1. What parts of this data catch your attention?
2. What does the data tell us? What does the data NOT tell us?
3. What good news is there to celebrate?
4. What are the problems of practice suggested by the data?
5. What are our key conclusions?



Engaged Workforce

- Structured Literacy lesson plans with decodable texts K-5
- Lexia lessons- SL format on focus phonics or foundational reading skill K-8
- Basic, Advanced and Multisyllable Chip Kit 95% Group K-5
- Multisyllable Routine Cards K-8
- Comprehension Toolkit 6-8
- Vocabulary Surge 6-8



Phoneme Grapheme Mapping

Engaged
Workforce

SKILL 7.3		Two Sounds of ea	
Mat	Sound Chips	Spelling Chips	
<p>Sound-Spelling Mapping Mat</p>	<p>Teacher and students</p>	<p>Teacher and students</p>	
Word List			
Example Word List for ea (sound /e/, dark purple chip): beach, beat, bead, beak, beam beast, bleach, clean, heap heat, leach, lean, meal		Example Word List for ea (sound /e/, light purple chip): bread, dread, dreads dead, death, head heads, meant, spread stead, sweat, sweets tread	
Manipulatives		Instructional Procedures	
<p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p>		<p>I Do—Step 1</p> <ul style="list-style-type: none"> I'm going to use these colored sound chips to represent sounds in a word. (Hold up each chip.) The blue chips represent consonant sounds, the orange chip represents the short /e/ sound, the dark purple chip represents the long /e/ sound, and the light purple chip represents the vowel team /ea/. Today we're focusing on the vowel team pattern ea, which is spelled with the letters ea side by side in a word. Vowel team ea is 1 spelling that represents at least 2 different vowel sounds. In the word team ea, the most common sound is /e/ as in eel. The second most common sound is /e/ as in bread. We'll build and spell vowel team ea words with both of these vowel sounds. <p>Example for ea /e/:</p> <ul style="list-style-type: none"> Watch me, my turn. The first word is deal. <p>Sound Chips:</p> <ol style="list-style-type: none"> (Place chips at top of mat.) I'll build a word with the sound chips. I'll finger-stretch deal: /d/ /e/ /l/. Watch me pull down the sound chips (slide chip and say sound until it reaches the box): a blue chip for /d/, dark purple chip for /e/, and a light purple chip for /l/. I chose the dark purple instead of the light purple chip because the vowel sound is /e/, which the most common pronunciation of this vowel team. The dark purple is used for the most common sound represented by a vowel team. <ul style="list-style-type: none"> Let's review: /d/ /e/ /l/. There is 1 consonant sound /d/, 1 vowel sound /e/, and a final consonant sound /l/. You already know 4 ways to read and spell the long /e/ sound using long vowel silent-e, open syllable pattern, and vowel teams ee and ie. Today's vowel team is the ea pattern, which can represent either the long /e/ or short /e/ sound. The syllable type is vowel team. (Point to the dark purple chip with 2 fingers together.) In this lesson, when you hear a long /e/ or short /e/ sound in a word, it's spelled with the vowel team ea and represented by a dark or light purple vowel team chip. <p>Example for ea /e/:</p> <ul style="list-style-type: none"> Watch me, my turn. The next word is bread. <p>Sound Chips:</p> <ol style="list-style-type: none"> (Place chips at top of mat.) I'll finger-stretch bread: /b/ /r/ /e/ /d/. The vowel sound is /e/. Watch me pull down the sound chips (slide chip and say sound until it reaches the box): a blue chip for another blue chip for /r/, a light purple chip for /e/, and a blue chip for /d/. Because /e/ is the common pronunciation of the vowel team ea, the light purple chip is used. <ul style="list-style-type: none"> Let's review: /b/ /r/ /e/ /d/. There is 1 consonant sound /b/, another consonant sound /r/, 1 sound /e/, and a final consonant sound /d/. The syllable is vowel team. (Point to the light purple chip with 2 fingers together.) The vowel sound the less common sound, and it's represented by a light purple vowel team chip. <p>(Model several vowel team ea examples with both long /e/ and short /e/ sounds, as needed.)</p> <p>NOTE: If student needs further instruction in vowel teams, refer to the Phonics Lesson Library, Skill 7.3.</p>	



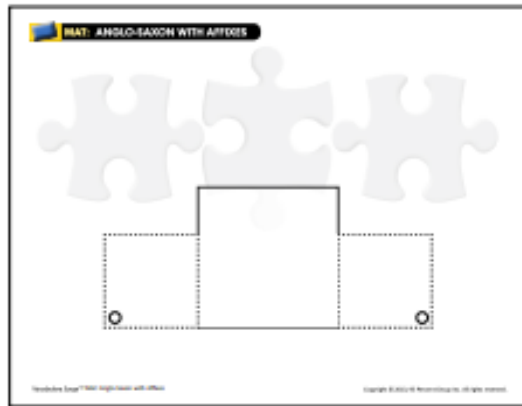


Student Worksheet
LESSON 5

NAME _____ DATE _____

DAY 5: BUILD WORDS

Directions: Use the Mat and Cards to build words. Write words on the lines below.



Cards

Prefixes: fore-, mid-, over-, pre-, sub-, under-

Anglo-Saxon Words: all, arm, board, cast, day, eat, foot, ground, heat, let, man, night, plot, school, tell, way, week, weight, word, year



Engaged
Workforce

What recommendations does the team have for addressing the problems of practice for reading?



Student
Success

The Strands That Are Woven Into Skilled Writing

(Sedita, 2019)

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

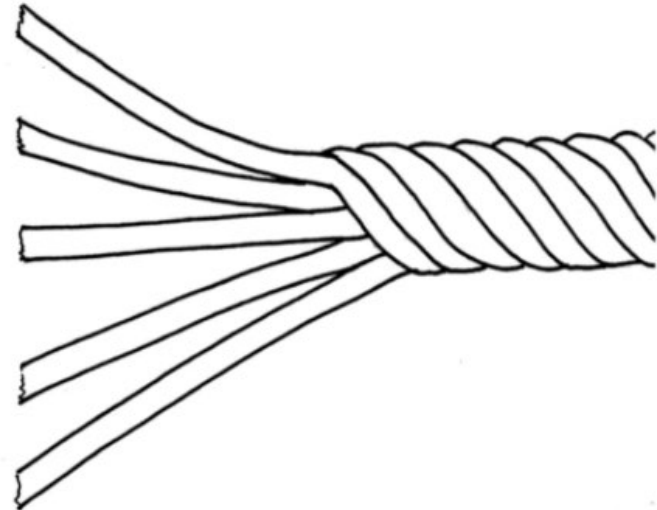
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding





Student Success

Creating high school writing portfolios for students:

- Providing APS professional learning for English teachers
- Meeting with each high school and specials programs (in person) with their CLTs to review the expectations as well as discuss evidence-based writing practices
- ELA Office will collect data from student writing to inform programmatic decisions
- Will be on-going to include grade 10 (SY22-23) and grade 11 (SY23-24)



Student Success

• Create professional learning plan for teachers:

- *The Writing Revolution*
- Continue to onboard teachers with use of existing resources: Step Up to Writing, Newsela, NoRedInk

• Create logistical means for:

- Housing student writing exemplars and writing portfolios over time
- Scoring student writing for long-term data collection
- Creating division level formative writing assessments