In Love with Literacy:

Oak Park D97's Respect-the-Practitioners Approach to Early Literacy

Oak Park Elementary School District 97
Board of Education Meeting
Committee of the Whole
September 24, 2023

Patrick Robinson
Assistant Superintendent for Elementary Schools
Dr. Tawanda Lawrence
Senior Director of Teaching and Learning
Jennifer Logan
Curriculum Coordinator (Pre-K-5)

"When I think of all the books still left for me to read, I am certain of further happiness."

– Jules Renard

Early Literacy in Oak Park District 97

Our Beliefs

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02

Where have we been?

Where are we going?

03

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Questions from the Board

01

Our Beliefs

We value

the expertise of practitioners closest to student experience so we engage them in the national debate around literacy instruction

Oak Park District 97 Beliefs about Literacy

The National Debate

EARLY EDUCATION

Sold a story: How teaching kids to read went so wrong

A new podcast from APM Reports investigates how an idea about reading instruction proliferated in classrooms even though it was proven wrong by scientists decades ago

by EMILY HANFORD   October 20, 2022

ascd
Resources   Events   Services   Membership

May 1, 2023 • 3 min • Vol. 80 • No. 8

NEWSWORTHY

Fighting for the Right to Read

Anthony Rebora

EducationWeek

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SPECIAL REPORT

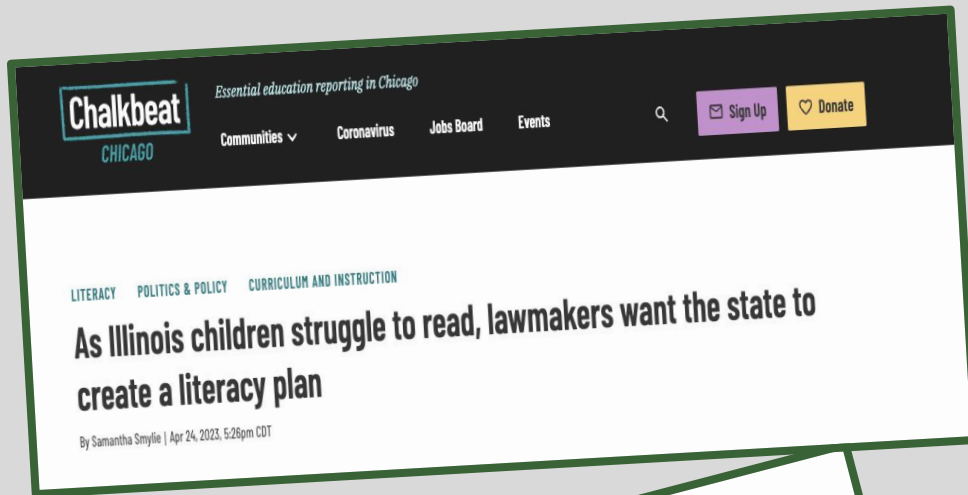LEADERSHIP   POLICY & POLITICS   TEACHING & LEARNING   TECHNOLOGY   OPINION   JOBS   MARKET BRIEF

READING & LITERACY   REPORTED ESSAY

To Move Past the Reading Wars, We Must Understand Where They Started

The fundamental divide about what reading is and how to study it

By Sarah Schwartz — August 31, 2023   14 min read

New Curricular Adoptions Across the Country

Chalkbeat — CHICAGO
Essential education reporting in Chicago

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LITERACY · POLITICS & POLICY · CURRICULUM AND INSTRUCTION

As Illinois children struggle to read, lawmakers want the state to create a literacy plan
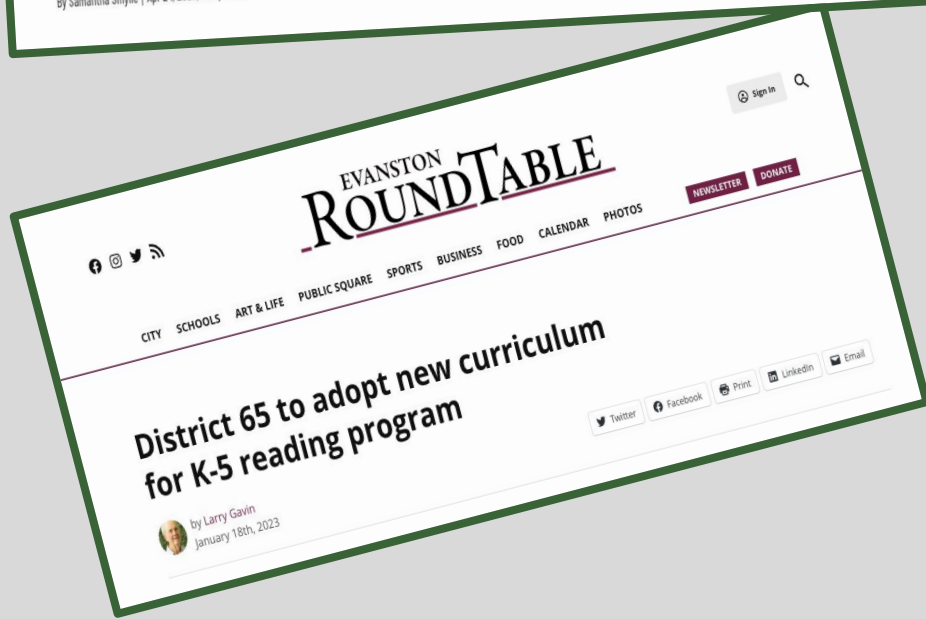
By Samantha Smylie | Apr 24, 2023, 5:26pm CDT

The New York Times

New York Is Forcing Schools to Change How They Teach Children to Read

Half of children in grades three to eight fail reading tests. The city's schools chancellor, who has faulted the current approach, will begin rolling out new curriculums next year.

EVANSTON RoundTable

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District 65 to adopt new curriculum for K-5 reading program

by Larry Gavin
January 18th, 2023

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milwaukee journal sentinel

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EDUCATION

Cudahy Schools' shift to a new reading curriculum looks like it's paying off

Alan J. Borsuk Special to the Journal Sentinel
Published 6:03 a.m. CT May 1, 2023

"More phonemic resources would be super helpful for both small group and whole group instruction."

"I have implemented many hands on activities to promote daily phonics instruction. If I continue to do this I feel the children will continue to progress in this area!"

"We break our students into groups according to data. Each group is taught explicitly to their needs."

Literacy Instruction in District 97

Institute Day
January 6, 2023
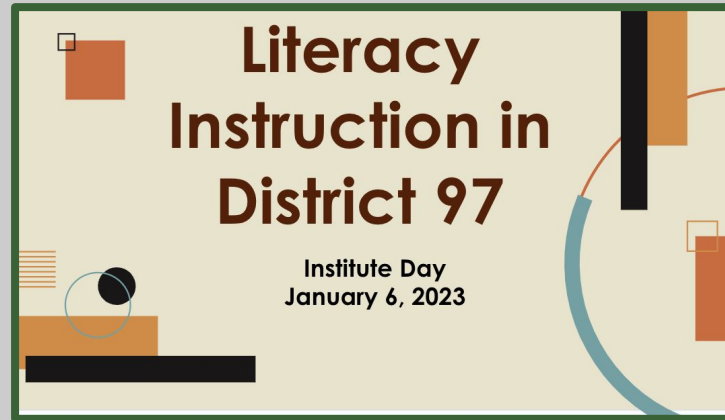
"I'm teaching structured phonics lessons during small group. At this point I have targeted students who have the highest need. I would like to have access to more decodable texts. I would also LOVE to have LETRS training."

"I need a better understanding of how to teach phonemic awareness and a resource to look towards that will help students succeed."

"Using other supplementary items such as the use of Fundations, Heggerty has really strengthened my students' phonics and phonemic awareness skills. Also doing hands-on centers and activities with words and letters."

"I need to supplement Units of Study quite a bit. Students need explicit instruction in encoding and decoding which UOS doesn't address as much. I supplement with lessons that focus on sight words and sight word review. Also, I supplement quite a bit with building background knowledge and vocabulary."

We expect

all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary

Oak Park District 97 Beliefs about Literacy

D97 Reading Foundational Skills, Resources & Instructional Strategies

Daily Time Allotment	Reading Foundational Skill Standard	D97 Curricular Resource/Instructional Strategies
30-45 minutes	• RF.1 - Print Concepts	• Reading Units of Study • Shared Reading
10-15 Minutes	• RF.2 - Phonological Awareness	• Heggerty Phonemic Awareness
20-30 minutes	• RF.3 - Phonics & Word Recognition	• Phonics Units of Study • Words Their Way
45 minutes	• RF.4 - Fluency	• Reading Units of Study • 1:1 conferencing • Small Group Instruction

We recognize

We recognize that strong adult practices in core instruction which support students in our focal cohort will result in positive outcomes for all students

Oak Park District 97 Beliefs about Literacy
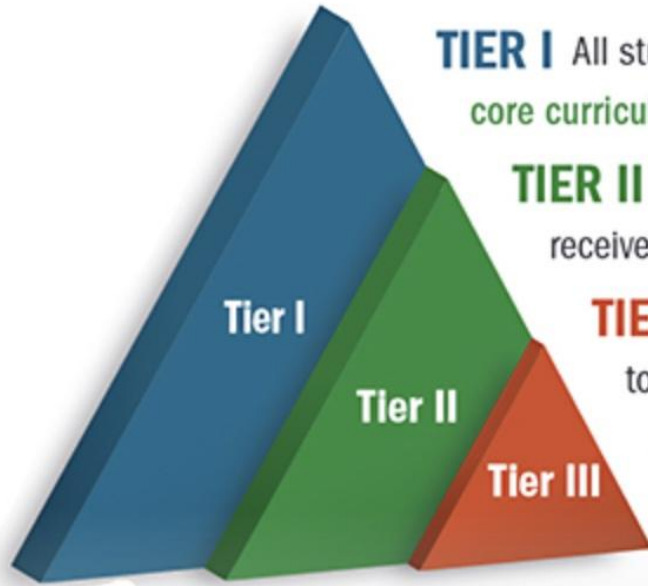
TIER I All students receive instruction on the core curriculum.

TIER II Students who are below grade level receive additional instruction in small groups.

TIER III Students who are unresponsive to Tiers I and II also receive individualized instruction.

RTI frameworks have three tiers of support.
Source: https://ies.ed.gov/ncee/edlabs/pdf/RELMW_1460RTI.pdf.

We invest

in ongoing professional learning opportunities to expand teachers' knowledge of evidence-based instructional practices for supporting emergent readers

Oak Park District 97 Beliefs about Literacy

We design

school improvement logic models which engage teacher leaders and early literacy teachers in identifying resources and professional learning opportunities to inform future curricular review decisions

Oak Park District 97 Beliefs about Literacy

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
School / Area				[This will be given to you]	[This will be given to you]	[This will be given to you]

This Opportunity Statement should be completed and tailored to your school/teams.

These yellow (process) columns will be completed by your team(s)

Engage professionals who know the standards and know their students in an authentic logic model school improvement process.

*We value the voices of early literacy teachers in decision-making

Opportunity Statement: What are you doing to **change adult practices in core instruction** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)

Holmes - First Grade	1) Collaborative Team Meetings
	2) Essential Standards
	3) MTSS and Title 1 interventionists
	4) High quality and engaging Tier 1 instruction.
	  -supplemental phonics resource
	  -sight words
	  -Heggerty
	  -diverse texts
	  -developmentally appropriate supplemental writing resources
	5) Project based Learning
	6) Professional Development for highly effective instructional strategies
	7) iReady
		Creating an agenda to analyze data trackers of focal cohorts' progress towards meeting essential standards
		  ● **Data protocols to analyze CFAs & iReady diagnostic progress in order to discuss & make next step action plans**
		  ● **Phonics**
		
		Effectively utilize school staff to pre-teach, reteach, & celebrate skills needed to successfully meet essential standards.
		
		Classroom & student goal setting to monitor essential standards
		
		Celebrate progress towards mastery of goals
		
		Collaboration of teacher teams and instructional coach to incorporate PBL & research based instructional practices (staff meetings, weekly update, coaching collaboration meetings)
		
		Utilize iReady assessments & lesson plans to determine learning needs for upcoming grade level content
			Collaborative meeting agendas with notes & next steps.
			
			Updated data trackers.
			
			Unit plans that include pre teaching, reteaching, and extension activities in response to data analysis.
			
			Individual & class goal setting evidence.
			
			Formal & informal celebrations recognizing students meeting and exceeding goals.
			
			Students meeting or exceeding projected growth in iReady.
				Teachers are able to name and understand the priority ELA Learning Standards.
				
				Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important.
				
				Families of students in the focal cohort understand the grade-level ELA priority standards for which we expect mastery.
					Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards.
					
					Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format**
					
					Families and teachers of students in the focal cohort collaborate to develop school-home partnerships in utilizing resources and priority learning
						65% proficient in ELA, as measured by iReady

02

Where have we been?

Our Journey

Adopted K-5 ELA Resources

SY16-17 adopted Lucy Calkins Units of Study to establish common written curriculum and instructional materials district-wide

1

Discovered Gaps in Foundational Skills

Identified gaps in students' reading foundational skills (phonological & phonemic awareness and phonics)

2

Implemented Tier 1 Supplemental Resources & PD

Established a Word Study Committee to select supplemental resources to strengthen students' foundational skills *(Heggerty Phonemic Awareness, Phonics Units of Study, & Words Their Way)*

3
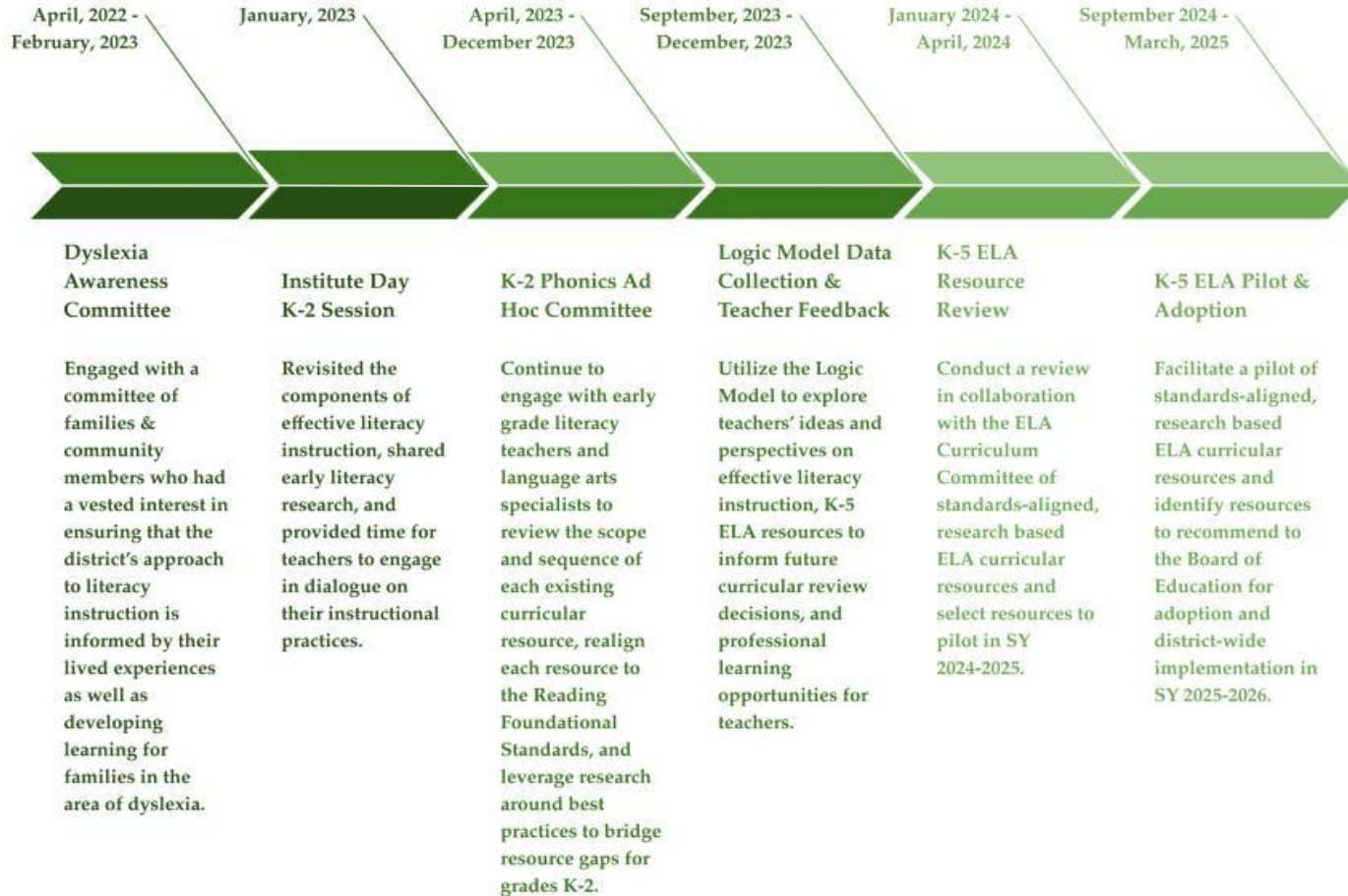
Engaged in Universal Design for Learning

Created a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided a variety of options when demonstrating their learning

4

03

Where are we going?

Timeline

April, 2022 - February, 2023	January, 2023	April, 2023 - December 2023	September, 2023 - December, 2023	January 2024 - April, 2024	September 2024 - March, 2025
Dyslexia Awareness Committee	**Institute Day K-2 Session**	**K-2 Phonics Ad Hoc Committee**	**Logic Model Data Collection & Teacher Feedback**	**K-5 ELA Resource Review**	**K-5 ELA Pilot & Adoption**
Engaged with a committee of families & community members who had a vested interest in ensuring that the district's approach to literacy instruction is informed by their lived experiences as well as developing learning for families in the area of dyslexia.	Revisited the components of effective literacy instruction, shared early literacy research, and provided time for teachers to engage in dialogue on their instructional practices.	Continue to engage with early grade literacy teachers and language arts specialists to review the scope and sequence of each existing curricular resource, realign each resource to the Reading Foundational Standards, and leverage research around best practices to bridge resource gaps for grades K-2.	Utilize the Logic Model to explore teachers' ideas and perspectives on effective literacy instruction, K-5 ELA resources to inform future curricular review decisions, and professional learning opportunities for teachers.	Conduct a review in collaboration with the ELA Curriculum Committee of standards-aligned, research based ELA curricular resources and select resources to pilot in SY 2024-2025.	Facilitate a pilot of standards-aligned, research based ELA curricular resources and identify resources to recommend to the Board of Education for adoption and district-wide implementation in SY 2025-2026.

04

Questions from the Board

Thank You!