



Date: December 3, 2012

**Appendix 000-6-7
December 17, 2012**

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: Elementary Literacy Program

I. Introduction

A. Introduction:

For the past four years, MMSD has been aware that the current implementation of balanced literacy, our core instructional program for literacy at the elementary level, has not resulted in all students making the progress necessary to meet grade level standards. The research shows that three key things are necessary for students to gain proficiency in the common core standards:

- a highly qualified teacher in the classroom
- a strong instructional leader in the school and
- access to an aligned, guaranteed and viable curriculum (Marzano, 2003).

It is clear that MMSD has two out of these three in place: highly qualified teachers and strong instructional leaders. To maintain and develop strong teachers and leaders need well planned, embedded, ongoing professional development. The School Support Team and Instructional Research Teachers provide us the mechanism for delivering this necessary professional development.

What is needed is a decision about a guaranteed, viable core instructional curriculum that is cohesive across all 32 elementary schools. All student will benefit from consistency across grades levels and schools. Our students from mobile families must have the security and consistency that this core will provide.

The Board's approval of additional state aide directed toward the elementary literacy program has enabled the district to move forward to provide this curriculum now. Our student data reinforces the urgency to address this issue now.

For the past two months, literacy leaders, teachers and administrators, have engaged in a thorough process to examine current literacy programs and practices to determine what is needed to ensure our students engage in a guaranteed, viable curriculum implemented with fidelity.

B. Presenters: Jane Belmore, Lisa Kvistad and Brad Kose

C. Background Information: In a June 21, 2012 report to the Board, the Mondo Bookshop program was proposed as the avenue to ensure that every MMSD elementary student would have equitable access to a guaranteed and viable curriculum. Mondo was originally selected by a Literacy Materials Review Committee in 2011 as "it fits seamlessly with our MMSD Core Literacy Practice that is grounded in a balanced literacy philosophy." It encourages teacher discretion and decision making while providing well developed materials. The Mondo workshop model aligns to the five elements of reading as identified by the National Reading Panel:

- Phonemic Awareness,
- Phonic/Word Study,
- Vocabulary (through shared reading),
- Comprehension and Fluency (through guided reading)

It also adds a critical sixth element of oral language.

Following an initial prior pilot with three schools, implementation of Mondo was extended to an additional 9 schools. Currently these 12 schools are implementing the Mondo curriculum. Other schools are either implementing a Balanced Literacy Model (13) or the Comprehensive Literacy Model that was expanded from 1 school to 7 schools this year. As we reviewed the three balanced literacy approaches currently in place, we discussed district capacity and sustainability along with the urgency of student need based on our data. Attachment D provides updated information regarding progress indicators in Mondo schools. Taken along with data from other districts similar to ours, these trends continue to be positive. One of the

advantages noted regarding Mondo is that it has clearly focused lesson guides that are aligned to the Common Core State Standards. Teachers can make informed instructional decisions about how to use the materials. It also has an aligned scope and sequence.

After the Board's approval of funds the strategy outlined in the attached message from the superintendent was put into place. Principals and literacy leaders have participated in workgroups and ongoing dialogue. The results of a survey given to all elementary staff confirmed the need for consistency and the timeliness of having this decision made at this time. Literacy leaders met with the Mondo developers and the consultants with the Comprehensive Literacy Model (CLM). It was agreed that the CLM consultants could continue to provide support for professional development. A Professional Development plan will be created as a next step.

Finally two options were proposed to principals and school based literacy leaders. These options were further considered by the Literacy Leadership Team at a half day meeting on Friday, November 30, 2012. The overall consensus was to recommend to the district Management Team that the Mondo Bookshop Program be implemented with consistency at the K-5 level across all elementary schools. The recommendation included that in addition to classroom based materials, each school should have a well developed Book Room. Upon Management Team approval the Literacy Leadership Team identified next steps and work groups who would be responsible for further developing the implementation plans and addressing other issues identified including a professional development plan, assessing multiage classrooms, alignment with dual language, and second language learner's needs.

D. Action Requested: None at this time. This is an informational update on Elementary Literacy.

II. Summary of Current Information

A. Synthesis of Topic: The narrative above and the attachments outline the district's process for arriving at a cohesive elementary literacy program adoption.

B. Recommendations: None at this time. This is an informational update on Elementary Literacy.

C. Next Steps:

December 4, 2012- Literacy Team's recommendation goes to Management Team

December 7, 2012- Literacy Summit -share recommendations with larger audience of teachers

III. Implications

A. Budget: The Board approved the use of funds for elementary literacy program materials in the 2012-13 budget cycle.

B. Achievement Gap Plan: This recommendation will result in a guaranteed, viable literacy curriculum implemented district wide that will ensure equitable instruction to lift the level of all learners and close learning gaps among students.

C. Implications for the Organization: Students will benefit from focused learning opportunities that are consistently implemented across all schools. MMSD will benefit from a cohesive, aligned instructional core which allows our resources to be used more efficiently and effectively.

IV. Supporting Documentation

A. 4K and Elementary Balanced Literacy – Superintendent's Update to all staff

B. Notes from 2 day Elementary Literacy Meeting

C. Results of Elementary Literacy Survey 2012 and

D. Themes from the Elementary Literacy Survey open ended responses

E. Elementary Literacy Program Recommendations – This document presents the two options discussed with Principals and the Literacy Team. Both recommended Option #1

F. The Effect of Attending a Mondo School- Additional research with MMSD schools to be handed out Monday Dec. 3



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4K & Elementary Balanced Literacy

APPENDIX 000-6-7
December 17, 2012

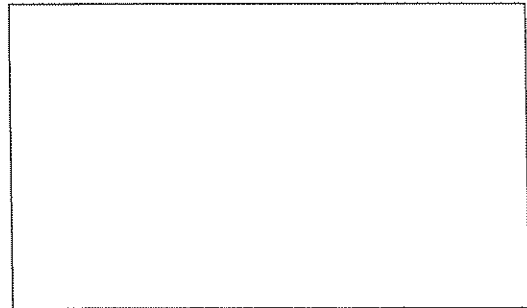
Superintendent's Elementary Literacy Update

October 31, 2012

Why are we making a decision around literacy and purchasing materials at this time?

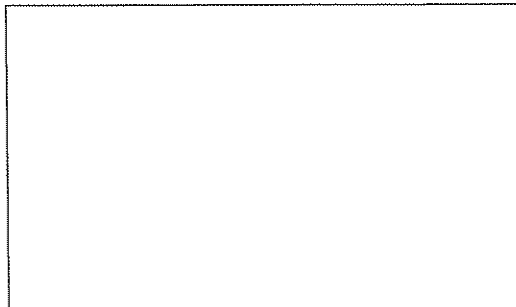
One of my main goals for this interim year is to ensure effective consistency and cohesiveness in our Elementary Balanced Literacy Program. After three months, I am even more convinced that we need to move as soon as possible to answer some key questions that are causing confusion and to provide a framework to ensure that we have actions well under way to provide a well-coordinated, core literacy program at the elementary level that is aligned with the common core standards and meets the needs of all learners.

The overall framework for our entire elementary literacy program is Balanced Literacy. This refers to a balance of consistent district-wide core literacy practices that are research based and taught with fidelity in every school. This type of program does not mean that every teacher is on the same page, teaching the same skill every day. It does, however, mean that every student has the same opportunities for becoming proficient in literacy in every school. All teachers must have high level professional skills in literacy instruction and the district must be committed to providing the professional development necessary to maintain these skills. Ongoing daily instruction must be focused and targeted to meet the needs of each student. Teachers must use assessment results and focused plans to guide their instruction. High quality materials- reflective of a variety of student needs, culture and language- must be readily available.



How will we make decisions?

The first steps will be to bring together an Elementary Literacy Leadership team to clarify the purpose and framework for our program. The alignment with common core standards and increased rigor will take our current Elementary Balanced Literacy Program to what could be seen as an Elementary Balanced Literacy 2.0 Program. The team will bring clarity to the components of the program and what is expected and what is optional. Following the approval of the Achievement Gap Plan, I believe the message given was that we would implement both CLM practices and Mondo resources this year and then somehow take a vote or decide which one of them would be our program. I believe this is faulty thinking and has had the unintended consequence of at best confusing teachers and in addition causing some unnecessary stress and conflict.



I believe the clear message from this point on is: Our framework for elementary literacy is the Elementary Balanced Literacy Program based on our Core Practices 4K-6 in Literacy and the Literacy Focus documents. We now must now ramp up the rigor of our practices based on alignment with the common core standards. CLM practices and Mondo resources both have important roles to play. It is not "either/or" rather it is "both/and". Our challenge is to determine how to integrate our practices to ensure district wide consistency that is critical to ensure student progress. The team will provide clear decisions about what is required and what is optional in the Elementary Balanced Literacy

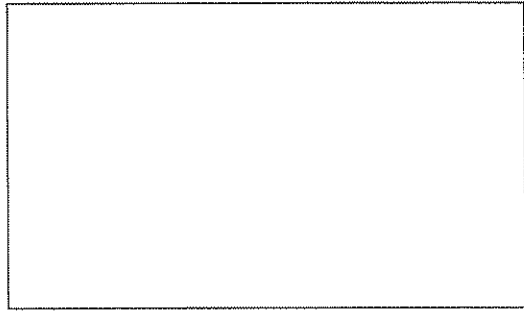
Program version 2.0.

What is the opportunity?

The Board's approval of \$1,953,000 for the purchase of elementary literacy materials provides us with the opportunity to increase our professional capacity and at the same time improve ongoing daily instruction for all students. We begin with the understanding that teachers teach, materials do not. However for quality instruction to take place, teachers need access to well developed, high quality materials that speak to the diverse needs of our students. We also agree that teachers need high quality, well paced professional development to implement balanced literacy using both the CLM practices and Mondo resources. IRT's and coaches will continue to provide professional development that is embedded in the daily practice of teachers. Please note that an Elementary Literacy Leadership Team will be formed to design and follow a process that will result in clarity around the components of our Balanced Literacy Program in alignment with the common core standards.

What are the next steps?

A needs assessment survey will gain feedback from teachers, principals and all involved in implementing elementary literacy. The Elementary Literacy Team will begin its work by analyzing the results of the survey. Membership on the Team will be representative and they will share information and seek feedback at our scheduled literacy summits. This process will not involve choosing one program over another but rather will focus on a discussion about the value and place of all of the aspects of our current program. It will be a "both/and" discussion not an "either/or" discussion. We will build upon the current MMSD Core practices in 4K-12 Literacy and Focus documents. We are having discussion with both CLM practices and Mondo consultants during the month of November. At the end of the day we will have a clearer vision of our program including standards, assessments, and instruction and have the funds to support a schedule of professional development and the purchase of materials needed to reach this vision.



I have created a video message to help make sure that miscommunication does not occur or is clarified. The timeline for this work will be ambitious beginning the second week in December with the hope of purchasing materials well before school is out. The intent is that teachers will have PD (or plans for) and materials in place during the summer.

	Curricular Decisions/Tasks	Instructional Decisions/Tasks
November	<p>November 12, Discussion with Mondo consultants.</p> <p>Prior to November 14, Principals' conversations</p> <p>November 19, Survey teachers in all 32 schools</p> <p>Nov 14, Meet with principals, SST provides clarity around Balanced Literacy 2.0 and the work of the Elementary Literacy Leaders</p> <p>Nov 26-28, Meet with CLM consultants</p>	<p>Prior to November 14, Principals meeting, Jane and Mike will have individual conversations with Principals.</p> <p>Questions regarding understanding of balanced literacy core instructional practices and strategies, level of implementation of CLM or Mondo, use of book room, classroom libraries, adequacy of materials that are culturally and linguistically responsive</p>
December	<p>2nd week December, Elementary Literacy Leadership Team Discussion</p>	<p>Clarify District Practices</p> <p>"Balanced Literacy 2.0"</p> <p>Assess results of survey. What is the role of CLM with Balanced Literacy and what is the role of Mondo? How can the two be integrated to support student learning? How are we infusing culturally and linguistically responsive practices? What are the curriculum material needs associated with this infusion? What are the professional development needs?</p> <p>Clarify that we are not doing pilots, CLM - Mondo are not mutually exclusive. They are both/and not either/or. We will use feedback on CLM and Mondo implementation to determine the fit for making it part of balanced literacy.</p> <p>Review Book room structure materials (including Mondo, how to order for blended classrooms, e.g., 4/5).</p> <p>Curriculum Companion implication or decisions, including assessments.</p>
December-January	<p>December 3, BOE update Balanced Literacy 2.0 to the Student Performance and Achievement Committee</p>	<p>Create Program and Materials Assessment school/LMC /classroom tools based on focus</p> <p>Refine tools</p>

	Dec 7, Literacy Summit Clarification Balanced Literacy 2.0 for all Literacy personnel and present Materials Assessment Tools	Schools complete school and classroom materials assessment inventories.
January	Jan. 7,- BOE update Balanced Literacy 2.0 to the Student Performance and Achievement Committee	January and February- School discussions in SST and staff meetings as needed regarding the Elementary Literacy Balanced Literacy 2.0 model. Gain teacher and support staff understanding and feedback. Completed Inventories due by end of January
February	Feb. 4, BOE update Balanced Literacy 2.0 to the Student Performance and Achievement Committee Feb., Regular BOE Meeting Approval	Central Office compile/analyze school/classroom needs. Confirm specific materials needs with each school. Complete orders. Submit orders following BOE approval. Start planning PD
March	March 4, BOE update Balanced Literacy 2.0 to the Student Performance and Achievement Committee	Schools plan for organizing materials and beginning Professional Development.

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Notes from a 2 day Elementary Literacy Meeting

Participants: central office literacy leaders and coaches in C&A, Ed Services, PD, TAG, OMGE, Diversity & Equity

Purpose of 2 day meeting November 6, 7: in regard to district-wide elementary literacy requirements for 2013-14 implementation, provide clarity on decision questions, decision possibilities, and their implications, pros and cons. The purpose was not to provide input for decision-making.

Meeting Notes (Organized by Decision Questions)

Note that the weight of pros/cons is more important than the quantity of pros/cons

District-wide Decisions (what will be required?)	IF this is required	Then	Pros	Cons
1. What Scope & Sequence will MMSD implement?	Curriculum Companion	<ul style="list-style-type: none"> Mondo units would need to be re-sequenced into the Curriculum Companion All teachers and instructional staff need access to working computers 	<ul style="list-style-type: none"> Fits with CLM system Some schools have started this work Continued scope & sequence direction Have a model for Spanish (Green Bay) Offers thematic and interdisciplinary units CC has more than a scope and sequence additional tools might be useful 	<ul style="list-style-type: none"> Just getting started with unit development A lot of work and time and expertise, in developing and implementation of inquiry modules, coordinating alignment – final decisions/quality control, understanding technical process, in teachers learning both Mondo and Curriculum Companion, and in PD Diminishes the benefit of a managed curriculum (Need to re sequence English only) Template does not contain all components specific to MMSD and dual immersion Staff are required to complete DBE units Teachers need to reference the scope and sequence for

				<p>Instructional planning</p> <ul style="list-style-type: none"> • High levels of PD are needed to understand the complexities of ELL needs to access CC appropriately <ul style="list-style-type: none"> • teachers would still be struggling to make lesson plans on top of new materials • Teachers need to learn to Mondo materials as well as CC
	Mondo Scope & Sequence (aligned with CCSS)	<ul style="list-style-type: none"> • Will not use Curriculum Companion 	<ul style="list-style-type: none"> • Efficient: already aligned to CCSS, units developed, teacher use & professional learning • Fits with Mondo materials, practices, assessments, etc. • Some Balanced Literacy practices can be used • Scope and sequence is not a separate document to be referenced it is built into lessons 	<ul style="list-style-type: none"> • Some CLM practices do not fit • Another change in scope in sequence message • Not linguistically normed to Spanish • Will need to supplement with additional Spanish materials
2. What Core Curricular Materials will MMSD implement?	Mondo (Classroom materials)	<ul style="list-style-type: none"> • We will need to articulate the use and implementation for non-negotiables around material use in the classroom (across all areas) • Need to review what comes with Mondo materials before purchasing book room materials 	<ul style="list-style-type: none"> • Consistent foundation in all 32 schools, an equitable baseline • Giving teachers materials frees them up to build relationships and build professional capacity • Enhance collaboration in a meaningful way • PD more streamlined to go deeper • Materials are in classrooms for easy access • Spanish versions of Mondo could be used in the book room • High percentage of non-fiction text provided along with <i>info pairs</i> • Honors the value of focusing on instructional time • Already aligned to the CCSS 	<ul style="list-style-type: none"> • Less diverse types of texts through only one publisher; will need to supplement materials • Teacher loss of autonomy might impact how the teacher teaches • Mondo units don't align with our thematic units of study for DLI and DBE • Supplemental materials needed for curriculum that doesn't provide for culture linguistic norming

			<ul style="list-style-type: none"> • Authentic texts • Offers an efficient entry point for teaching literacy for all teachers • Oral language component of Mondo and phonics portion reduces the need for integrating multiple curricula together • Offers explicit instruction • Sequential formative assessments • Mondo materials offer scaffolding to support teaching aligned to the Common Core 	
K-3 Mondo	<ul style="list-style-type: none"> • Something has to be decided for 4-5 			<ul style="list-style-type: none"> • Implication for paired schools is challenging • Challenges for PD alignment, assessment and differentiation across K-5 • Challenges with creating and defining additional assessments • Scope and sequence will be different for K-3, 4-5, and 6-12 • Diminishes vertical rigor and alignment – K-3 alignment and then drop-off in 4th • Challenges for instructional leadership within a school
K-5 Mondo	<ul style="list-style-type: none"> • Financial commitment shifts (Can all purchases be done at once? What are the priorities?) 	<ul style="list-style-type: none"> • K-5 alignment for scope and sequence, materials, PD, and assessments • One consistent message to families • Supports consistent instruction across the district • Documents, resources, 		

			<p>partnerships, etc. are all focused</p> <ul style="list-style-type: none"> In grades 2-5 100% of all non-fiction texts across all grade levels fall at or above the Lexile range for each grade band as aligned to the CCSS expectations 	
	Core materials identified for bilingual classrooms	<ul style="list-style-type: none"> Different program and materials will be needed for DLI and DBE classrooms 	<ul style="list-style-type: none"> If we do this then we would have integrity to language development in DLI and DBE 	<ul style="list-style-type: none"> Logistics and capacity around duplicate materials, PD etc.
	Book Room Materials – CLR Materials and Mentor Texts	<ul style="list-style-type: none"> Book room resources should mirror the students in the school Inventory is needed across all book rooms with a consistent system for review process and timeline Clear expectations established then PD for understanding the use of such materials Multiple copies of rich literature at a variety of levels fiction and non-fiction including text related to science and social studies Need a systematic way to level texts and understand how mentor texts fit into Mondo units 	<ul style="list-style-type: none"> Inventory in this focus allows us to update and overhaul what is currently within our book rooms Allows Library Media Specialists to have a core role in literacy instruction Destiny, a library media system can be used for the check in and check out process (among and between schools) Science and Social Studies content areas have already identified mentor texts Equitable resources across schools, allows for customization around school populations (ability and linguistically) and school programs 	<ul style="list-style-type: none"> High maintenance and high cost system, books go out of print quickly Central office determines or PD time is needed to determine teaching points from mentor texts
3. What CLM Practices will MMSD implement?	District-wide CLM practices in their entirety	<ul style="list-style-type: none"> Specific training and qualifications are required for IRTs at the district and school level District would sign an assurance agreement and pay affiliation dues 30 min of IRT's day is pre-determined as per the assurance agreement 	<ul style="list-style-type: none"> 7 schools have participated in the CLM PD CLM system includes model classrooms PD is embedded Systems in place for peer coaching PD for principals Vertical and horizontal alignment for K-5 literacy practices 	<ul style="list-style-type: none"> More district coaches would need to be certified, trained and available There's a complexity of having to integrate two systems. Complexity in designing a PD plan that covers both CLM and Mondo Commitments might be contrary to district goals and state mandates (eg: RtI² or CIM)

			<ul style="list-style-type: none"> • Workshop approach to teaching • Uses Common Core as standards-based teaching • Comprehensive system includes Professional Learning Communities • Continuous PD for district coaches and building coaches • Professional network with other coaches in the state and country (includes state coaches meetings) 	<ul style="list-style-type: none"> • Heavy reliance on expert coach being available which creates challenges to bringing expertise to scale • Teacher time to create focus units of study and to ensure they are aligned to the Common Core • Mondo content would have to be supplemented • Urgency to align to the standards • Teacher turnover and new teachers • System rests on intensive PD for sustainability
	Balanced Literacy with CLM practices integrated – choose practices	<ul style="list-style-type: none"> • Lose the Comprehensive Literacy Model system in 7 schools • Revisit continued use of the Balanced Literacy notebooks to define what is tight in Balanced Literacy • Need to determine what resources can be maintained (eg: CLM tools, LSRB) 	<ul style="list-style-type: none"> • Familiar to staff which allows us to go deeper into Common Core, CLR, and instructional practices • Compatible with Mondo components • Previous training in Comprehensive Literacy Model would support Balanced Literacy • Schools that are trained in CLM would be grounded in many of the practices 	<ul style="list-style-type: none"> • 7 CLM schools would change direction • Tools and materials we currently use might not be used anymore (eg: ESAIL)
4. What Core Literacy Practices will MMSD implement in language and/or oral language work?	Language Workshop	<ul style="list-style-type: none"> • Intensive PD required for this new workshop. • Identify key components of the Language Workshop and how they integrate with other workshops. • Use Literacy Standards Resource Binder as a reference (need to ensure all staff have this) 	<ul style="list-style-type: none"> • Home and school language connection • Folds in our CLR/CPR work • Critical to English Language Learners • Builds academic vocabulary for all learners • Can be added on to Mondo structure • Protected time of the day 	<ul style="list-style-type: none"> • Need to figure out how to implement into the overall program • Teacher time/Instructional time/ PD time • Impact on schedules to incorporate additional workshop • Could isolate language instruction rather than integrate • Challenge regarding alignment

	Oral language development	<ul style="list-style-type: none"> • Explicit lessons and instruction provided by Mondo • Explicit PD would have to be provided across content areas • Teachers know how to differentiate for English Language Learners • We would have to verify that all standards from Common Core are integrated 	<ul style="list-style-type: none"> • Oral and Language workshops can work together • Oral language is a foundation for literacy development • Highlights strengths in students that might not otherwise be noted • Mondo has a corresponding oral language assessment • Assessment is already defined and planned in Mondo • The development of strong oral language is a precursor to success with printed text • Helps influence the dynamics of talk in the classroom (teacher talk/student talk) • Facilitates integration across content areas and throughout the day (content area literacy) 	<ul style="list-style-type: none"> • As written, not responsive to Spanish literacy needs • Would need to find another tool for DLI/DBE programs • Would need to build in teaching points from Language Workshop
5. What Core Literacy Practices will MMSD implement in word study/work?	Mondo phonics	<ul style="list-style-type: none"> • Be mindful of trajectory of English Language Learners in and out of DLI/DBE programs • Will lay the foundation for phonics • Formative assessment needs to drive the need for continued phonics instruction • Fountas & Pinnell in K-3 used as PD resource 	<ul style="list-style-type: none"> • Tight scope and sequence for K-1 • Offers intervention for Grade 2 and beyond • Limited PD is needed as it is scripted • Advanced phonics embedded in instruction in Grades 2-5 within authentic text • Meets the needs identified in the literacy program review • Provides ongoing formative assessments • Less prep than F&P 	<ul style="list-style-type: none"> • Overuse of phonics can take up too much of the literacy block
	Estrellitas (K-1)	<ul style="list-style-type: none"> • Used instead of Mondo phonics and needs to be used in conjunction with the Spanish Literacy Notebook for DLI/DBE • Would require separate 	<ul style="list-style-type: none"> • Linguistically aligned and authentic to the language 	

		PD from Mondo		
	Words their way (4-5)	<ul style="list-style-type: none"> Will need to research the extent of Mondo phonics in 4-5 and analyze the degree to which WtW could be required as core 	<ul style="list-style-type: none"> Explicit instruction around more sophisticated text 	<ul style="list-style-type: none"> Intensive PD would be needed for all 4-5 teachers
6. What Core Formative Assessments will MMSD implement?	Mondo	<ul style="list-style-type: none"> All current assessments would have to be evaluated to eliminate overlap Assessment work would have to follow Decide which assessments would go into IC, and which would be formative and which would be benchmark Find equivalent formative assessments for DLI/DBE Assessment binders would have to be updated 	<ul style="list-style-type: none"> In English, assessments are already aligned with Mondo materials These assessments are rigorous There is more coherence between this assessment, Common Core Standards and teacher experience with PLAA Could be administered out of level for diagnostic purposes Explicit PD for teachers around assessments Opportunity to revisit the power of running records 	<ul style="list-style-type: none"> Learning curve on when and how to use assessments
	Rigby TRL	<ul style="list-style-type: none"> If required there would be assessment redundancy with Mondo If optional, then teachers would have a supplemental diagnostic assessment 	<ul style="list-style-type: none"> If used as a supplemental diagnostic tool within classroom instruction, can provide additional student information 	<ul style="list-style-type: none"> Not rigorous Inconsistent use analysis of data Fidelity has been a challenge Would not be optimal for use in DLI/DBE
7. What CIM (Interventions) will MMSD implement?	District-wide	<ul style="list-style-type: none"> CIM is an integral part of CLM and should not be isolated CLM would have to supplement Mondo to ensure alignment 		
	Optional by School	<ul style="list-style-type: none"> CIM is an integral part of CLM and cannot be isolated CLM would have to 		<ul style="list-style-type: none"> Continued use would be unsupported Could not refer to it as

		<p>supplement Mondo to ensure alignment</p> <ul style="list-style-type: none"> • PD would need to accompany 		CLM/CIM
	Use as a differentiated practice	<ul style="list-style-type: none"> • 7 schools would stop receiving support for those interventions 		<ul style="list-style-type: none"> • Continued use would be unsupported • Could not refer to it as CLM/CIM
8. What grade structure will MMSD use?	Single grade levels (e.g., 1 st , 2 nd)	<ul style="list-style-type: none"> • There would be implications for allocation and/or class size • Management team must determine what is negotiable and not negotiable and how decisions are made (District level vs. Building level) • Management team will need to review current research around the benefits of multi-age classrooms and implications for flexible grouping and clustering 	<ul style="list-style-type: none"> • Classrooms would have one set of Mondo materials • Allows teacher to go more in depth with instruction • Teachers don't need to navigate two different grades • Teacher needs to focus on one grade-level kit and set of standards • Accommodates current language of instruction alignment for DLI/DBE 	<ul style="list-style-type: none"> • Philosophical shift for many schools and community members
	Multi-grade levels (e.g., 1-2)	<ul style="list-style-type: none"> • Specific grade levels would be targeted (eg: 2-3) • Management team will need to review current research around the benefits of multi-age classrooms and implications for flexible grouping and clustering 	<ul style="list-style-type: none"> • If teaming is implemented, then it reduces the need for the teacher to teach two different grade-level standards 	<ul style="list-style-type: none"> • Material expense (two kits per classroom) • With an A-B curriculum, there could be gaps for mobile students • Does not fit with current alignment of language instruction for DLI/DBE (eg: K-3)

Elementary Literacy Survey 2012








1. At which grade level do you work? (click all that apply)

		Response Percent	Response Count
K-1		62.2%	276
2-3		55.9%	248
4-5		48.6%	216
answered question			444 / 1400
skipped question			6 32%





2. What is your primary position?

		Response Percent	Response Count
ESL, Bilingual, DLI Teacher		9.5%	41
General Education Teacher		49.4%	213
IRT or interventionist		12.3%	53
Principal/Asst Principal		4.4%	19
PBS Coach		0.2%	1
Special Education Teacher		8.6%	37
Specialist Teacher - academic, art, library media, music, physical education, etc.		11.4%	49
School Psychologist		4.2%	18
Other (please specify)			28
answered question			431
skipped question			19




3. Including this year, how many years have you worked in your current role?

		Response Percent	Response Count
1		14.7%	64
2-4		25.5%	111
5-10		25.0%	109
11-15		14.4%	63
16+		20.4%	89
answered question			436
skipped question			14

4. What is your school's 2012-13 balanced literacy focus?

		Response Percent	Response Count
Balanced Literacy and the Comprehensive Literacy Model (CLM)		42.1%	184
Balanced Literacy, CLM and Mondo materials		10.3%	45
Balanced Literacy and Mondo materials		24.0%	105
Balanced Literacy		23.6%	103
answered question			437
skipped question			13

5. Are you a Title or Non-Title school?

		Response Percent	Response Count
Title 1 School		53.8%	235
Non-Title School		37.8%	165
don't know		8.5%	37
		answered question	437
		skipped question	13

6. When considering your school's balanced literacy strand, to what extent do you agree or disagree with the following statements?

	strongly disagree	disagree	neutral	agree	strongly agree	Rating Average	Response Count	
Overall, you are satisfied	4.6% (19)	19.2% (79)	23.5% (97)	40.5% (167)	12.1% (50)	3.36	412	52.6
It is clear what the expected literacy practices are and how they work together	4.1% (17)	23.4% (97)	19.0% (79)	40.5% (168)	13.0% (54)	3.35	415	53.5
It is realistic for new teachers to become proficient/effective in teaching literacy within one year	23.9% (99)	39.4% (163)	18.8% (78)	14.7% (61)	3.1% (13)	2.34	414	17.8
Literacy practices are consistent and implemented with fidelity across your school	14.0% (58)	36.2% (150)	22.0% (91)	21.7% (90)	6.0% (25)	2.70	414	27.7
Teachers (in your school) use teaching points that are aligned to Common Core State Standards	1.7% (7)	11.5% (48)	23.5% (98)	49.6% (207)	13.7% (57)	3.62	417	63.3
Classrooms have sufficient literacy curricular classroom materials	7.6% (32)	29.8% (125)	21.2% (89)	32.7% (137)	8.6% (36)	3.05	419	41.3
Bookrooms have sufficient literacy curricular classroom materials	10.2% (43)	31.0% (130)	14.8% (62)	32.9% (138)	11.2% (47)	3.04	420	44.1
It is easy and efficient for teachers to find curricular materials	9.4% (39)	26.6% (111)	24.5% (102)	30.7% (128)	8.9% (37)	3.03	417	39.6
Teachers plan literacy instruction effectively and efficiently	3.9% (16)	12.6% (52)	28.6% (118)	45.4% (187)	9.5% (39)	3.44	412	54.9
Your literacy strand is effective in improving all students' learning and closing achievement gaps	4.3% (18)	19.8% (82)	30.6% (127)	32.8% (136)	12.5% (52)	3.29	415	45.3

ALSA

Optional comments or clarifications 159

answered question	420
skipped question	30

7. Research and successful districts and schools have demonstrated that an aligned system of curricula, instruction, and assessments - that allows for professional decision-making within the system's parameters - is key to improved student learning, teaching, professional learning and a multi-tiered system of supports. Given that MMSD is an urban school district with a mobile student population, what can schools and the District do to create this District-wide alignment? What is your greatest need to support your work and success in this endeavor?

**Response
Count**

296

answered question 296

skipped question 154

Themes of Elementary Literacy Survey Open-ended Responses

Theme 1: Choose ONE District-wide focus/vision (by far, the most frequent theme)

Examples: (These are not exhaustive lists)

I think that MMSD needs to choose one thing and stick to it. With our mobility, we can't afford to have CLM, Mondo, and then something else. I find it very difficult to catch a student up who has come from a non-Mondo school mid-year. Whether we're all teaching Balanced Literacy, or not, there are still fundamental pieces that are being taught using different language, or at different times in the school year.

district wide scope and sequence and/or pacing guides. same curricular materials across schools.

More time to do one thing well, not more things to do.

Let's focus in on something that is systematic and succinct. I feel like everything is scattered. I am tired of getting huge binders full of materials that I cannot possibly process through in the next TEN years much less this year. What a waste of time and money. I do not care what decisions are made about literacy, I just want a clear direction. I am a great teacher and can easily learn to teach anything! Let's just decide what we will do and do it well.

With literacy we either need to go Mondo in all grades in a school or CLM in all grades at a school. It can't be K-3 Mondo and 4/5 balanced literacy or CLM. It is very messy and does not provide the consistency that our students need.

I would like to see more curriculum that is consistent across the district. When every teacher is making up their own curriculum, it is not consistent. Even though we have standards, people can and do interpret them very differently. Giving out a balanced literacy or balanced math binder is not enough, I feel we would have much more consistent instruction if we were given a set curriculum. There must be something out there that would meet the Common Core Standards. I am exhausted from reinventing the wheel every few years.

First the district needs to STOP using multiple curricula around the city. Choose one, support it and give us the materials needed to teach it. Again, I apologize for my frustration, but in the almost 20 years I've taught for this district, I've never seen such disarray. Some schools doing CLM, some Mondo, and some told just continue Balanced Literacy but just make sure you teach to the Common Core - and by the way, those of you who must simply teach to the common core, we're not supporting you with money or materials.

Consistency and communication in our literacy program across the district would greatly help support staff and students.

Get us a curriculum for literacy and math. I NEVER thought I would say that, but after looking at the common core standards and curriculum companion, I feel that it is absolutely necessary if we are going to close the achievement gap. I have been teaching for over 20 years. I have taken many classes. I have several tools in my tool box, but I have never felt as overwhelmed as I do this year. I think you are doing the right thing by considering the purchase of a district wide curriculum.

It is students who are mobile or minorities or in poverty who really suffer when teachers don't use district curriculum... Someone said that MONDO is good balanced literacy with teeth, the teeth being all the materials. As a teacher of

ELLs, I really hope that MONDO, or whatever the district chooses, will be research based and effective for all students, including ELLs.

First of all, we need district-wide curriculum and practices. But, honestly, to implement all of the pieces of CLM and Balanced Literacy, I need more support in my classroom while teaching. That's the problem I am running into again and again. The issue is not in the training or new students coming in who are unfamiliar with CLM, it's in the lack of support in practice. For me, it is coming down to not enough bodies to support the teachers who wish to implement these practices with fidelity, but have challenging classrooms. The pieces of CLM are very useful, but I cannot implement them to the extent that they need to be implemented in order to be effective.

Follow the CLM and CIM. Use the scope and sequence already created. Have administrators and IRTs feed forward what staff will be addressing in core in the next few weeks. Have the administrator monitor core instruction more frequently. I am excited to see the Fountas and Pinnell Phonic curriculum being used district wide. We are already seeing success with our students who have a hard time understanding how words work. Please continue this!

I think we all need to be teaching from the same curriculum, whether that be CLM or Mondo. While I like the idea of CLM, the planning involved is incredibly time consuming. My team has spent hours planning one week of literacy instruction. I wish people downtown in charge of literacy would give us more direction in terms of what we should be teaching. I understand the standards that need to be addressed and the topics we need to cover, but more concrete examples would be appreciated.

It is important to me that I have a clearer idea of what the district's goals are for literacy via professional development. Lately, it has been VERY overwhelming.

Narrow down materials to use. I feel like I am pulling things from every angle and am constantly finding out new things I didn't know were available before. I want a specific curriculum for mini-lessons.

We need to decide on a plan or program, district wide, and go forward with it. We need to feel secure that a chosen plan is here to stay, at least for awhile! We need the books and materials at our fingertips. We need consistency across the district so that our mobile students can change schools and basically pick up where they left off. We need excellent, consistent PD so we are all clear on what we are doing. We cannot do a little of this and a little of that, and be expected to become knowledgeable in Mondo and in CLM and in whatever else comes our way. We will burn out our staff and totally confuse our students. We need a plan that is clear, doable, consistent, and cohesive. Something we can actually explain to people outside our district and not sound crazy! A plan we can all be proud of. We need to have a scope and sequence that is here to stay!

Pick one program - We have about 8 new initiatives and programs, it is too much for one teacher to plan for effectively. We need to pick one program to focus on and stick with it for more than a year as a whole collective school district.

Offer district-wide PD for the comprehensive literacy model that is powerful and practical. Stop switching programs so often that teachers are constantly trying to learn a new model rather than deepening their practice of one model.

Choose one approach (I recommend Mondo materials, infused with Balanced Literacy principles, guided by Danielson Framework, and including WIDA concepts and strategies)

We need common curriculum across the district in all areas. We also need all of the materials to implement each one. PD is also very important to teach how to use the new materials and to differentiate. Stick with a chosen curriculum for at least 5 years to see if it is effective or not.

I think the district really needs to align curriculum and stick with it. If Mondo is showing promise after this year then the district should commit to it and use it throughout elementary schools. Due to the fact that we have a mobile

student population this would ensure that if a student moved to another school within the district the curricula would be aligned and the student would not have to go through such a transition of understanding a new curricula and way of doing things. I am all for aligned curricula, instruction and assessments however the district needs to make a decision on what that will look like and commit to it instead of piling new things on already overwhelmed and confused teachers.

The district should convert to MONDO k-5 district wide to create alignment. Teachers can then align within schools and teach the MONDO curriculum with fidelity. As a classroom teacher, I would like to have more MONDO PD to delve deeper into the curriculum to fully utilize all of its assessments, lessons, and materials.

MMSD needs to make a decision and stick with it. We often defeat our own purposes by going back on decisions because a vocal minority expresses frustration. In the long run - everyone is confused and frustrated.

Schools and principals should not be allowed to opt into certain practices or not. Every school in the district needs to be doing the exact same thing. Teachers also need rich continual PD that is consistent from school to school. Teachers also need the WHAT to teach given to them. We should not expect teachers to continually reinvent the wheel. This will not allow teachers to really hone their intentional teaching practices and intentional teaching points, if they need to worry about the WHAT to plan for core instruction. The district also needs to adopt a scope and sequence that the entire district will follow.

counter arguments

My needs to support this work are CLM PD for myself and teachers in my building and the freedom to use money to support those needs - i.e., classroom library books, bookroom texts, sub time to spend with teams, professional texts. We're spending WAY too much money on literacy and math packaged curriculum that won't teach the kids. Teachers teach the kids. Give teachers time to learn...not a package that tells them what's next.

In my opinion MMSD is sufficiently aligned in its curriculum. I notice more differences in the educational background of students coming to our school from other cities in Wisconsin or other states. Best practices in reading and math appear to be used throughout the district.

Theme 2: Bilingual/DLI/DBE considerations

More clarification needed with DLI literacy - expectations from the start. I've somewhat figured out what I need to do by now, but my first year was extremely difficult and I know many others had similar experiences. LESS assessing ... there is no time to teach because I am constantly assessing for SPLAA, then PALS in English, then PALS in Spanish, the SPLAA again ... how can I expect students to make progress if there is such little time instructing.

Our Bookroom for the DLI students at our school is much less extensive and will need books added every year especially as DLI is taught at new grade levels.

Theme 3: Planning is complex and time-consuming

Using the CLM has been difficult to use and plan this year. We spend many hours planning and I like how everything works together. However, I feel like the amount of time spent in planning per grade level, per teacher, per team... is way to much to expect. Also it doesn't help guarantee that all students are receiving the same instruction.

I simply can't continue to put in the hours it has taken to create focus unit of studies in order to implement CLM. I think the theory is great but putting it into practice has been very difficult.

My team and I worked very hard to come up with wonderful lessons around the area of personal narratives as that was what we were told first quarter was. Some people who didn't take the training though, were never given the

books. We have been using CLM this quarter and have been asking for the next month what the second quarter theme is and what mentor text we should be focusing in on next as the lessons take time to plan and coordinate. However, our IRT's haven't been told and no-one seems to know what it is and since we teach all subjects at the elementary level, it is frustrating not to have information ahead of time as there is no more I can do for personal narratives and I will just blindly have to choose a mentor text that was given this summer as my next text.

CLM is new and even though we are trying to follow CLM when teaching the same information, it is still a new way to think and takes a lot of time to plan. (School starts at 7:45 and 3 days each week I stay until after 6:00 trying to plan.) I am not complaining about the time I put in, it is just a lot to figure out because it is also a new way to think about education.

Theme 4: Curricular materials

Giving schools the same curricular materials, amount of materials and literacy games/activities (including blackline masters etc.) would be very helpful. Some schools have an abundance of resources, others have minimal. I also feel that when implementing CLM Focus Units of Study, schools should be provided with these; the amount of extra hours spent since the beginning of this school year on developing, planning, and implementing these units has been tremendous and extremely stressful; if you could give time, it is our greatest need. At this point it seems that we are never able to catch up or get ahead based on the amount of hours that is needed to develop these units of study and align them with Common Core and Curriculum Companion. On average teachers are spending 10-12 hours extra, outside of contract time and not including the other hours that are needed for the planning of other curricular areas. If fidelity is desired, these units should be provided for us, instead of each school developing these independently. Classroom libraries and bookrooms also need more resources, including a variety of culturally diverse books.

Teachers need to have the curricular materials(books) to teach. Every classroom needs materials so teachers can use them when they need them. Teachers need books available to provide basic scaffold of CCSS learning in different genres. Teachers need to be able to count on books being available for instruction, they need to be able to gain experience working with specific books. Teachers will always use libraries and bookrooms if available, but a basic curriculum of set resources for every classroom is necessary.

Our greatest need is more materials so that we can differentiate for all of our readers and still make reading fun. We need to have the same curricular materials in each school. I have worked for the district for 5 years after working in another district in a different state for 13 years. I was very surprised at the lack of materials Madison teachers are given compared to where I came from. I had basically an empty classroom with very few materials besides out of date, broken toys for kindergarten use. I didn't even have a classroom library and had to buy many books with my own money. I have spent countless hours outside of contract time collecting, developing, and creating materials for my students to use, as well as a great amount of my own money to buy materials.

First the district needs to make materials and resources equitable throughout the district. Some schools have access to more materials/support staff/etc than others. Bookrooms need to be made equitable throughout the district.

Need more materials, especially culturally responsive books for others besides just classroom teachers!

Theme 5: Mondo

(Note that concerns below - some of which are misconceptions - were addressed at the Mondo learning session on November 20)

We just started MONDO and with time for implementation and professional development, it will help close our achievement gap.

Do NOT go to basal programs like MONDO. Instead, insist that all teachers implement best practices in Balanced Literacy & CLM into their classrooms. Going to MONDO really moves away from the mission of our district, and plays to the "robot" mentality of American schools that test, test, test with no time for real learning and critical thinking.

I think mondo should be provided to all teachers especially new teachers and those struggling to increase student reading achievement. I believe strongly mondo should not be used exclusively by expert reading teachers. It should be available to all teachers but we need to provide strong prof. Dev. By having teachers model and co-teach in the classrooms!!! The reading group lessons are very good for the younger grades. But the literature is not quality literature students love in the upper levels. Mondo is not culturally relevant. It does not have a strong writing-reading correlation and we know writing lifts reading. It does not have a structure where the teacher models, the students have guided practice and then the students practice independently.

I can't tell you how frustrated I am with the Mondo curriculum. I have been given almost no support for using it and it is a disaster! I feel as though after 1 quarter I have taught nothing. The core is junk. The phonics are a joke. There is no read aloud. It is a travesty. It doesn't even begin to meet the needs in my room. I had approximately 75 minutes with a Mondo leader. That was helpful. But not nearly enough. It covered a 10 minute bit of oral language. There is way more and the next time I see my Mondo rep at my school is March? Really? This is the support and professional development I am given? What happened to the on-going, whole school, on site, professional development we were promised?

I really like guided reading, but I feel like we need a better outline and books describing it (like Mondo does) so newer teachers can come in and feel confident in what they need to do.

Mondo PD is excellent! I wish that all teachers that had Mondo resources could attend the trainings vs. just lead teachers.

MONDO site visits have been so beneficial.

Theme 6: Multi-grade classrooms

Eliminate multi-grade classrooms

Multi-age at the 2/3 level is not developmentally appropriate -- hence the k-2 and 3-5 binders that fill up my shelves. During the WKCE testing I worked with 22 second graders which actually was easier than working with the 15 2/3 kids I normally work with. Go figure? So wish that the folks with all the ideas would spend a week or two on the front lines.

I think straight grade levels might make it easier to stick to core for each grade level. We do a lot of individualization which is necessary and this more targeted instruction seems to be less emphasized in CLM. Also I feel that much more is required of me including big changes in methods and curriculum while I am given less time to plan and think which results in frustration.

The district needs to get rid of multi-age classrooms and focus on straight grades in every elementary school in every grade. This will help eliminate the rotating curriculum as well as help to standardize the resources throughout the district so teachers are focused on one grade level and one set of standards.

Eliminate multi-age classrooms as few district systems are aligned to it.

Implementation related data (less about making decisions)

Theme 7: Sufficient time, PD

The district needs to provide training outside of the school day BEFORE teachers are expected to implement new curriculum. Schools should be doing the same thing, but everyone is using different curriculum and "rolling it out" at different rates. This does NOT promote fidelity of practice. Then, teachers get overwhelmed, and they are told "do what you can." As a result, everyone picks and chooses different things that work for them and we are back to where we started, but \$7,000 per classroom poorer.

Intensive, required Expert PD in teaching using CLM, Reading Recovery and Arkansa model methods with ongoing meetings (similar to the Reading Recovery Model) using teacher leaders rather than IRTs who themselves may not know how to teach effectively.

More PD was needed for the Mondo program before school started. All staff need Mondo materials--CC, ESL teachers.

Give teachers TIME to process and implement all the new learning they are expected to learn.

Staff need time to also collaborate on these materials and strategies that the district finally decides upon.

More planning time where I can work to plan and develop effective lessons

Time to plan and put methods into practice. Opportunity to observe other teachers who are effectively practicing this curriculum model.

Classroom teachers need time to work with other classroom teachers! We first need time to collaborate with our grade-level team, then in K-2 and 3-5 teams, and then with the entire staff. Alignment will not be possible without this. Also, IRTs and principals need to play an active role in ensuring that all staff are sticking to the core. Teachers need to be open to allowing IRTs and other teachers into their classrooms, and also should be given opportunities to observe other teachers (preferably the "expert" teacher) at their school in action. I believe this will help with alignment around best practices in each school in particular and in the district as a whole.

The greatest need is MORE TIME to assimilate all the new curriculum that has been presented! There was entirely too much given to us right before the beginning of the school year. We have not had enough time to plan and be thoughtful about what we are using and why. It has felt very much directed from above without acknowledgment of the great deal of time to implement the new curriculum. I have been at this a very long time and have never felt as scattered and lost as I have this school year.

As an IRT much of my time is spent organizing assessments and overseeing their implementation. I would like the bulk of my time to be dedicated to coaching and working with teachers. I feel this will be most beneficial to the teachers I work with and their students.

Theme 8: Accountability

FOLLOW THROUGH. There is absolutely no follow-through or communication on anything. It is quite frustrating. Principals need to set high expectations for staff and be in the classrooms holding staff accountable for those expectations.

There needs to be clear accountability for teachers so that the implementation of the required curriculum is consistent. The order in which the literacy curriculum is implemented should be standard/mandated across the district (i.e. thematic units taught in order).

The district needs to be clear on what is expected from the teachers. In order to show that this is the expectation, principals need to be in classrooms to see what and how things are being taught. If you have no way of holding teachers accountable (or having someone seeing what is being taught) for what they are teaching in their classrooms (teaching what the district is expecting vs. not following district directives) then it is pointless to try and align across the district.

Elementary Literacy Program Recommendations
 Principal Weigh-In Meeting

Steps To Date

- literacy program evaluation (2010-2011)
- analysis of district/school student data
- November two day literacy meeting (pros/cons of decision points)
- Principal meeting analysis
- Survey with 450 respondents (teachers, IRTs, principals)
- Mondo meetings/learning session
- CLM conversations with Linda/Carla
- Mondo/CLM site visit opportunities

Package Option #1

Scope & Sequence	K-5 Mondo
Core Classroom Curricular Materials	K-5 Mondo Additional Materials, including bilingual, TBD
Balanced Literacy Practices: Word Study	Mondo phonics Fountas & Pinnell, Words their Way used as a professional development resource Estrellitas (K-1) instead of Mondo phonics and needs to be used in conjunction with the Spanish Literacy Notebook for DLI/DBE
Balanced Literacy Practices & CLM	CLM practices integrated with Mondo practices Not CLM affiliation
Assessments	Mondo Not Rigby TRL

Package Option #2

Scope & Sequence	K-3 Mondo 4-5 Curriculum Companion
Core Classroom Curricular Materials	K-3 Mondo 4-5 Develop a consistent list of additional Materials, including bilingual, TBD
Balanced Literacy Practices: Word Study	K-3 Mondo phonics Fountas & Pinnell used as a professional development resource Estrellitas (K-1) instead of Mondo phonics and needs to be used in conjunction with the Spanish Literacy Notebook for DLI/DBE 4-5 Words their way
Balanced Literacy Practices & CLM	CLM practices integrated with Mondo practices Not CLM affiliation
Assessments	Mondo Not Rigby TRL Grade 4-5: need to develop a list

Separate Decisions/Workgroup

- Straight grade versus multi-grade classroom
- DLI/DBE
- Interventions (CIM)
- Workshop Practices - e.g., language workshop; writing workshop - e.g., Lucy Calkins Units of Study, aligned to CCSS available in Spring, 2013
- alignment to Danielson
- Implementation - roll out dialogue at Literacy Summit, December 7