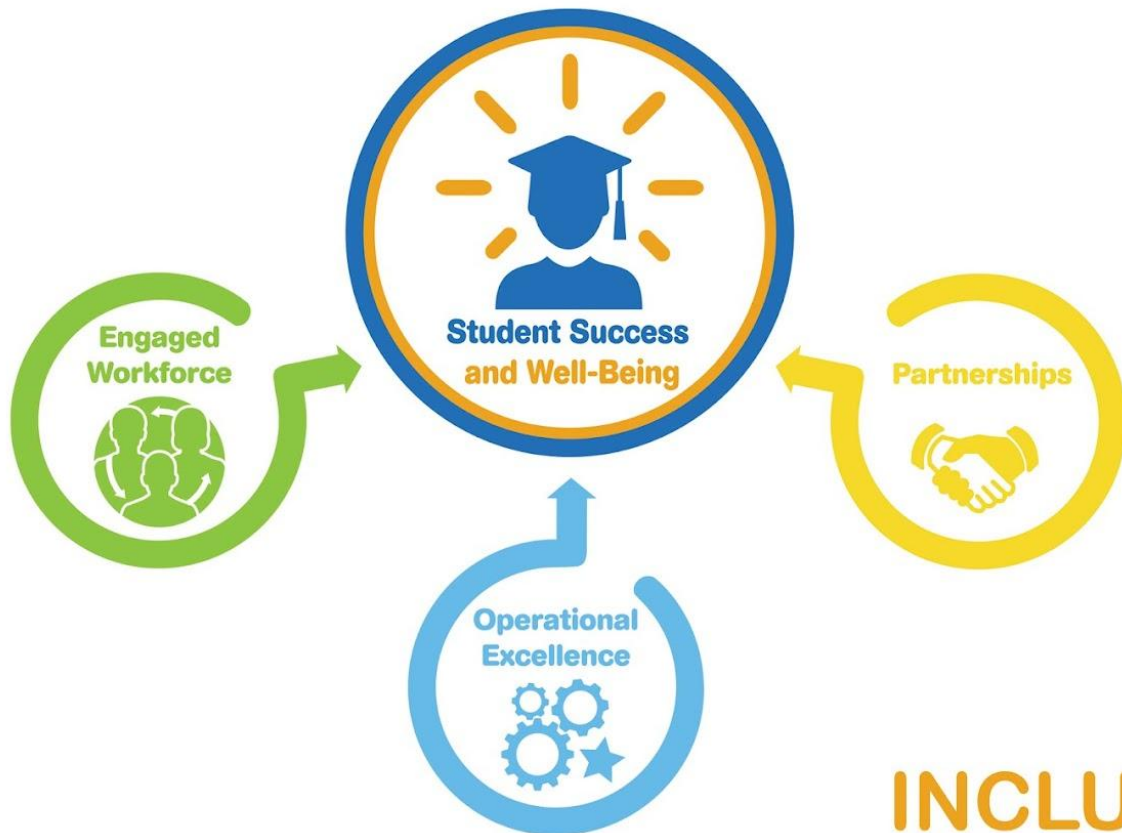


APS Strategic Plan 2018-2024



English Language Arts Update November 3, 2021



Sarah Cruz, Elementary Supervisor
Lauren Johnson, Secondary Specialist
Christine Ray, Elementary Specialist
Lori Silver, Secondary Supervisor

INCLUSION * EXCELLENCE * INNOVATION

History of Program - Necessity of Change

Update: ELA Office Vision

K-12 Strategic Focus Areas:

- **Assessments**
- **Curriculum and Instruction**
- **Professional Learning**
- **Resources**
- **Collaboration and Communication**

Priorities for Literacy in APS



**Student
Success**

5 Years - Limited and Declining Growth in Literacy for APS Students

- Over time, reading screeners (PALS/RI) demonstrated limited growth in students meeting reading benchmarks.
- Standards of Learning (SOL) assessments demonstrated long-term declining trends in pass rates in reading and writing for opportunity gap students when compared to their APS peers.



Student Success

5 Years - Limited and Declining Growth in Literacy

- More elementary students identified as requiring interventions as they progress, by grade level.
- Previously allocated resources demonstrated to be lacking in efficacy based upon recent research.
 - Resources required major revisions and supports to meet instructional needs of students.
 - When analyzed and critiqued nationally and within APS, resources did not promote evidence-based practices.



The ELA Office serves to provide:

- **Visioning** and **guidance** regarding a district-wide standardized baseline of high quality instruction for all APS students, with **provisioning** of evidence-based resources.
- A **guaranteed** and **viable written ELA curriculum** to meet the instructional needs of all students, grades K-12.
- A **synchronized calendar** for formative and summative assessments, pacing of core instruction, and implementation of interventions across grades K-12.
- **Guidance for data cycles** to include continual monitoring of instruction and student performance, with a focus on improvement of learning outcomes.
- A focus on **equity** for our students through high-quality instructional opportunities aligned with evidence-based practices.
- **Collaboration for strategic planning** and implementation of division goals alongside other departments, offices, and schools across APS.

ELA Strategic Focus Areas



Assessments

Utilize assessments and their outcome data to guide decision-making.



Curriculum

Create, purchase and implement rigorous curriculum for literacy mastery.



Instruction

Provide guidance to educators about effective core instruction.



Professional Learning

Engage workforce in professional learning focused on ELA initiatives and areas for academic growth.



Resources

Provision schools with all necessary resources for ELA core curriculum and instruction.



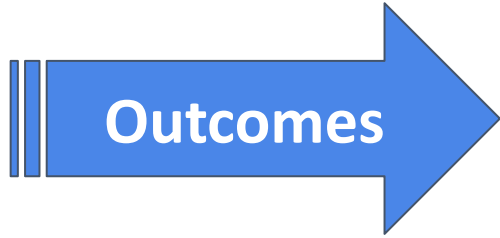
Communication and Collaboration

Partner with all stakeholders to align and promote literacy goals and initiatives.

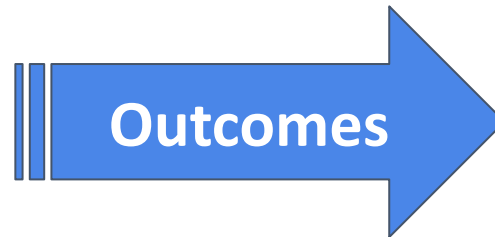
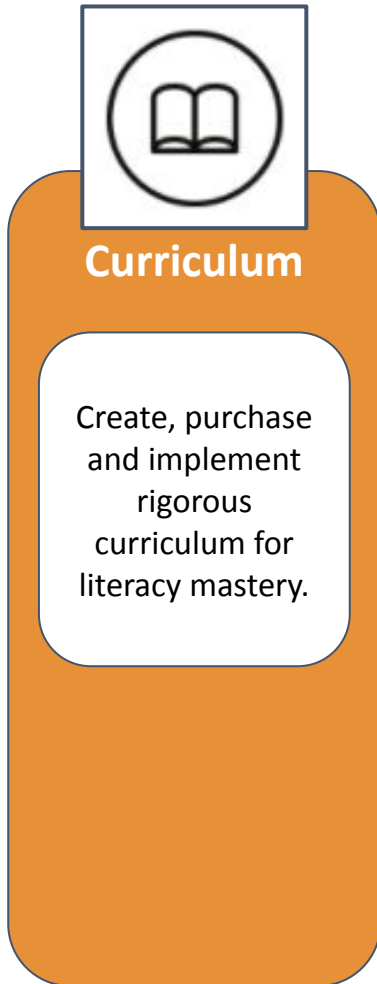


Assessments

Utilize assessments and their outcome data to guide decision-making.



- ❖ Provide measurement of student progress three times a year
- ❖ Provide data for School Plans
- ❖ Engage schools and grade levels in formative and summative data cycles to examine effectiveness of core instruction as well as interventions
- ❖ Inform programmatic decisions with attention to opportunity gap group student progress
- ❖ Engage in instructional progress monitoring at the student, grade, school, and division levels
- ❖ Create portfolio-based assessments for student writing (9th grade cohort for SY21-22)
- ❖ Identify students requiring intervention as early and efficiently as possible
- ❖ Support Grading for Equity initiatives

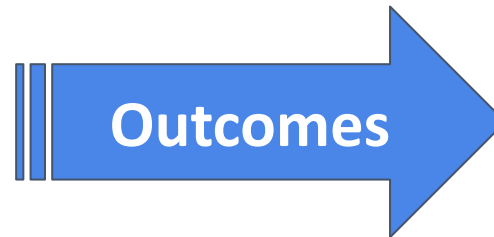


- ❖ Align K-12 ELA curriculum maps, pacing, and content to Virginia Standards of Learning
- ❖ Align curriculum documents to science of reading and evidence-based practices for student developmental levels as well as grade levels
- ❖ Include best practices of instruction to align with new APS resources
- ❖ Include guidance documents for educators regarding specific elements of instruction (for example, using interactive read alouds)
- ❖ Revise secondary curriculum documents to include alignment to evidenced-based reading and writing practices; inclusion of reading strategies content
- ❖ Align curriculum to APS's initiatives of utilizing the Culturally Responsive Framework (work in progress)



Instruction

Provide instructional guidance to educator about effective core instruction.



Outcomes

- ❖ Create cohesive K-12 instructional framework, for reading and writing (in progress)
- ❖ Increase teacher instructional efficacy and content knowledge base in areas of literacy
- ❖ Promote consistent expectations for high quality instruction across grade levels
- ❖ Integrate Culturally Responsive Framework (in progress)
- ❖ Promote equitable grading practices as a component of instructional monitoring
- ❖ Promote teaching practices aligned to evidence-based methods



Professional Learning

Engage workforce in professional learning focused on ELA initiatives and areas for academic growth.



Outcomes

New Literacy Initiatives

- ❖ Assessment measures - DIBELS (New for K-2)
- ❖ LETRS for Administrators
- ❖ LETRS Cohorts (reading specialist, EL cohort, APS cohort)
- ❖ 95 Phonics Core training (K-3)
- ❖ Science of Reading (K-12)
- ❖ K-2 reading curriculum
- ❖ Implementing grading practices to support equity in ELA classrooms
- ❖ 9th grade performance based assessments
- ❖ Secondary Content Countywides - Using formative assessments to guide instruction; the data analysis cycle

Year 2: Lexia Core5 and PowerUp (K-12)



Resources

Provision schools with all necessary resources for ELA core curriculum and instruction.

Outcomes

Provisioning schools with:

- ❖ Decodables
- ❖ Interactive read aloud texts
- ❖ 95 Phonics Core/Fundations (K-3)
- ❖ Lexia: Core5 and PowerUp (K-12)
- ❖ Step Up to Writing (K-12)
- ❖ NoRedInk (9-12)
- ❖ Newsela (6-12)

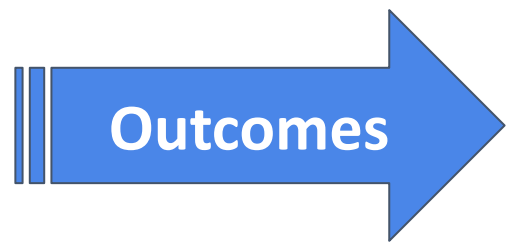
Moving forward:

- ❖ Resource allocation process (RFP)
- ❖ Plan for provisioning and updating secondary texts for book rooms and classroom libraries with focus on culturally responsive instruction.



Communication and Collaboration

Partner with all stakeholders to align and promote literacy goals and initiatives.



- ❖ Communicate literacy goals in school acceleration plans
- ❖ Provide “turn key” professional learning for school PL teams to implement
- ❖ Integrate ELA resources and evidence-based practices within Intervention plans
- ❖ Represent and communicate ELAAC recommendations to School Board
- ❖ Collaborate with other offices and departments across APS, to be vision-focused and outcome-based

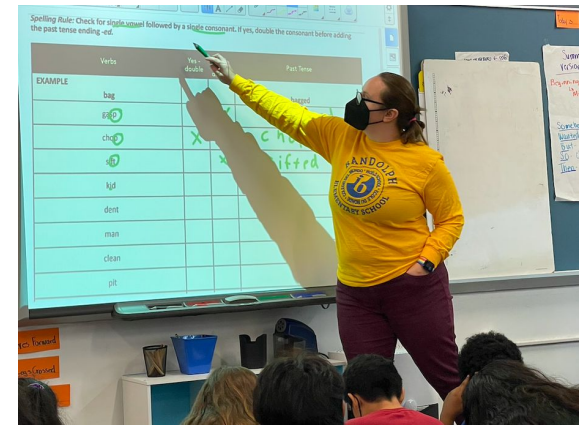


1. **Professional Learning** - Consideration of ELA priorities when scheduling year long division-wide professional learning.
2. **Funding and Resource Allocation** - Provide support for future proposed increases in budget allocations for instructional resources. Please note: The ELA Office provides pre-K-12 resources and professional learning for Early Childhood, Special Education, and English Learner educators alongside general education staff and reading specialists.
3. **Staffing** - Allocation of positions for dedicated literacy coaches (K-12) for SY22-23 to effectively provision schools for our professional learning model; increase numbers of secondary English teachers to reduce class sizes.
4. **Collaboration** - Collaboration between departments, offices, and schools with literacy as a priority, with time to discuss problems of practice and formulate collaborative solutions.



Literacy Initiatives

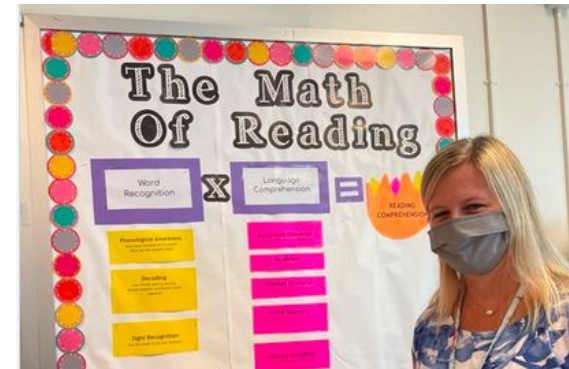
- *Implementing* Assessment to measure foundational reading - DIBELS for K-2
- *Implementing* Interactive Read Alouds to replace Lucy Calkins Reading Units of Study for K-2
- *Implementing* structured literacy curriculum resource to address phonics needs in grades K-3
- *Implementing* resource to build morphology and word analysis in grades 4-5
- *Continued implementation* digital access to Lexia Core5 adaptive learning in grades K-5





Literacy Initiatives

- *Implementing and facilitating* the Performance Based Assessment Writing Portfolio, starting for 9th Grade (SY21-22):
 - Using rubrics to assess/score writing
 - Unpacking writing standards
 - Providing meaningful feedback to students
 - Aligning and surpassing VDOE expectations for writing
- *Continued implementation* of digital access to Lexia PowerUp adaptive learning in grades 6-8, *new implementation* for grades 9-12.
- *Facilitating and delivering* professional learning to secondary teachers on:
 - Effective implementation of Lexia PowerUp
 - Using equitable grading practices in the ELA classroom
 - Using results of formative assessments to guide ELA instruction
 - Engaging in continual data analysis to progress monitoring student learning
 - Evidence-based practices for the instruction of writing
 - The science of reading and writing as they apply to secondary students' developmental learning needs



- 412 K-2 teachers trained to administer *New* literacy assessment
- 777 K-3 teachers trained in *New* Core Phonics program K-3 and currently implementing
- 240 teachers trained in Science of Reading Research on October 11th (includes secondary teachers)
- 55 reading specialists trained in science of reading on October 20th
- LETRS for Administrators in July/August and on-going (60 participants)
- LETRS Cohorts (reading specialist, EL cohort, APS cohort) June-May (includes secondary teachers/interventionists)

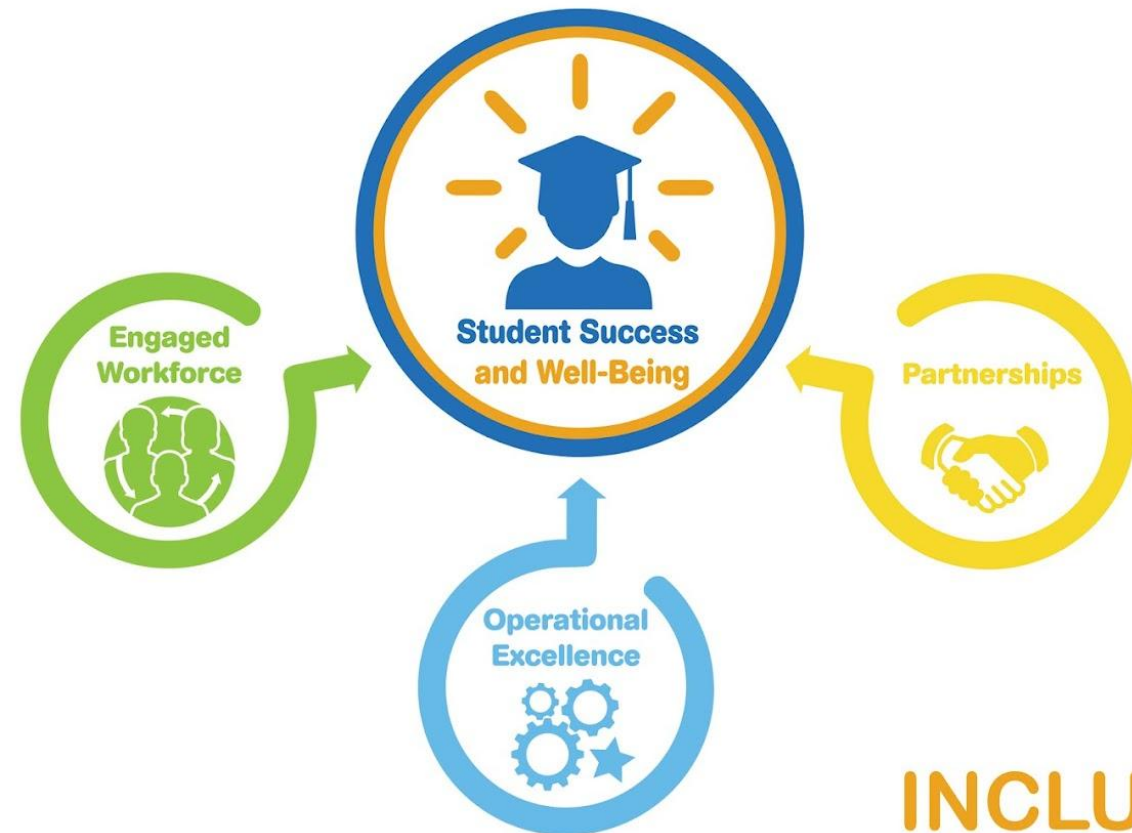


ELA Professional Learning - Secondary

- 132 teachers trained in Implementing Grading Practices to Support Equity in the ELA Classroom (on October 11th)
- All ELA teachers/interventionists are participating in ongoing monthly content countywide meetings, with yearlong focus on examination of student data and use of formative assessments (~160 teachers)
- Performance Based Assessments in Writing (scheduled for Nov. 3rd) and on-going for three years; building high school writing portfolios
- A focus on secondary writing to include:
 - Resources: The Writing Revolution, Step Up to Writing, NoRedInk, Newsela, Mastery Connect
 - Topics: Using rubrics to assess writing, giving student feedback, surpassing VDOE expectations for writing

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