



Department of Teaching Learning and Leadership

K-2 Literacy

Project Plan

June 26, 2020

This project supports the following strategic goals from the 2025 ACPS Strategic Plan: Equity for All

- Goal 1: Systemic Alignment:** ACPS will build a culture of continuous improvement and design equitable systems for school and instructional improvement.
- Goal 2: Instructional Excellence:** ACPS will ensure that all students have access to and engagement with high-quality instruction.
- Goal 3: Student Accessibility and Support:** ACPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning.
- Goal 4: Strategic Resource Allocation:** ACPS will strategically provide differentiated resources and supports to schools and departments.
- Goal 5: Family and Community Engagement:** ACPS will ensure that all families and community members feel welcomed, respected, and valued.

Strategic Plan Performance Measure(s) Addressed:

Goal 2: Reading on Grade Level by the End of Second Grade: *Design a program to ensure both below grade level readers and the general education population will be reading on grade level or above by third grade.*

***Instructional Excellence:** ACPS will monitor assessments given to K-2 students to identify areas of improvement and needed support.*

***Achievement Gaps:** ACPS will use assessment data to identify specific needs to narrow achievement gaps through the use of benchmarks for reading achievement in Guided Reading K-2.*

***Educational Equity:** ACPS will provide all students with opportunities to increase their work and growth in both reading and writing.*

Goal 4: Strategic Resource Allocation: *ACPS will recruit, develop, support, and retain staff that meets the needs of every student.*

***Teacher Resources and Supports:** ACPS will continue to support the implementation of the K-2 Literacy Curriculum through creating Staff Development to develop expertise and skills in Reading and Writing Workshop, providing instructional materials, increasing and replacing guided reading materials and classroom libraries.*

Alexandria City Public Schools: Department of Teaching, Learning, and Leadership
K-2 Literacy Project Plan

	Title	Name	Role
1	Ms.	Sarah Calhoun	Kindergarten Teacher
2	Mrs.	Maria Magallanes	Literacy Coach
3	Mrs.	Donna Anthony	Kindergarten Teacher
4	Ms	Sarah Blair	Kindergarten Teacher
5	Ms.	Sheri Hilditch	K-1 Instructional Coach
6	Dr.	Andrea Manninen	Instructional Specialist - Literacy
7	Dr.	Patricia Zissios	Principal/Lyles-Crouch
8	Ms.	Jessica Angelo	First Grade Teacher
10	Mrs.	Kathryn Harrington	Literacy Coach
11	Ms.	Kaylah Williams	Reading Specialist
12	Ms.	Michelle Hart	Second Grade Teacher
13	Mrs.	Katherine Philipp	EL Curriculum Specialist
14	Ms.	Danielle Smith	First Grade Teacher
15	Mrs.	Carolyn Wooster	Elementary Literacy Instructional Specialist
16	Mrs.	Amanda Priestley	EL Teacher
17	Mrs.	Nicole Barrion	Special Education Instructional Specialist
18	Mrs.	Alexandra Drone	Reading Specialist
19	Ms.	Tiana Dominick	TAG Instructional Specialist
20	Ms.	Julita Brown-Dunn	Reading Interventionist
21	Mrs.	Andrea Heckel	Literacy Coach
22	Ms.	Liza Burrell-Aldana	Principal MVCS

1. Introduction and Project Description:

Reading and writing are pivotal, complex tasks that need strengthening through opportunities for practice and instruction that meet the needs of every student. ACPS has identified the need to increase student practice and instruction in literacy throughout K-2 classrooms as well as to support teachers in implementing reading and writing Workshops and other newly adopted materials.

2. Data Analysis

This data reinforces the need for this project.

1	Third Grade SOL Scores Spring 2020
2	Running Record/DRA/Fountas and Pinnell Assessments
3	PALS Data
4	MAP Data

3. Desired Results

1	Increased pass rates or demonstration of growth on PALS and reading SOL assessments
2	Increased opportunity for ongoing professional learning for early literacy
3	Increased mid-year and end-of-the-year guided reading levels in grades K-2
4	Increased fidelity in the teaching of reading and writing workshop

4. Deliverables

1	Implementation of an explicit and systematic phonemic awareness/phonics program.
2	Focused professional development to support teachers in instructional decision-making, including protocols for analyzing data.
3	Focused Tier 1 instruction to achieve higher pass rates or

	demonstration of growth on the Reading SOL or PALS.
4	Professional development to establish fidelity in teaching reading and writing workshop.

5. Project Organization

Role	Description	Assignment
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope, and deliverables.	Dr. Gerald Mann, Executive Director of Instructional Support
Project Manager	Develops and maintains project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	Dr. Carolyn Wooster, Instructional Specialist for Elementary Literacy K-5
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Dr. Carolyn Wooster, Instructional Specialist for Elementary Literacy K-5; Ms. Kimberly Schell, K- 12 Literacy Team Coordinator & Secondary Literacy Curriculum Specialist; Literacy Leadership Cadre/Reading Specialists
Key Stakeholders	Provides expert understanding of their organization, and represents area for which the project is intended to support/serve.	Elementary Principals Instructional Coaches Academic Interventionists Classroom Teachers Student Parents/Guardians K-5 Students

6. Project Scope and Schedule Summary

[6/26/2020]

K-2 Literacy Project						
K-2 Literacy Project			Submitted by: Kimberly Schell			
Item #	Deliverable(s) and Action Steps	Responsible Person(s)	Start Date	Projected End Date	Status (% complete)	Actual Completion Date
1.0	Implementation of an explicit and systematic phonemic awareness/phonics program.					
1.1	Research, purchase, and integrate a systematic and explicit phonological awareness and phonics-based instructional program	Carolyn Wooster, Kimberly Schell RFP Team	(Begin RFP process as soon as possible pending school board budget approval)	Purchase by May 2021		
1.2	Support classroom implementation of phonemic awareness and phonics instruction program through on-going ACPS professional development for instructional staff, including paraprofessionals and administrators.	Academic Interventionist s, Instructional Coaches, Teacher Leaders with expert knowledge on topics	June 2021	Ongoing, with heavy emphasis SY 2021-2022		

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1.3	Establish a protocol to analyze and discuss PALS beginning/mid-year/end-of-year data with each elementary school’s principal and literacy team.	Carolyn Wooster, Kimberly Schell, Principals, Literacy Leader Cadre	April 2022	November 2022		
1.4	Create a consistent integration plan for the new phonics program with the support of the K-2 Task Force members, emphasizing all aspects of literacy.	K-2 Literacy Task Force members	April 2021	May 2022		
1.5	Revise the ACPS Literacy Framework to include explicit phonemic awareness and phonics instruction.	K-2 Literacy Task Force members, Carolyn Wooster, Coaches, Specialists	February 2021	July 2021		
1.6	Create ACPS specific emergent reader lesson plans and additional resources for teachers to have effective and consistent guided reading that includes a focus on phonological awareness and phonics instruction.	Carolyn Wooster, Literacy Leader Cadre	February 2022	December 2022		
1.7	Create a plan to support students not making expected progress towards PALS literacy goals, determining changes that need to be made in intervention and multi-tiered systems of support.	MTSS team, Literacy grade level and data team	February 2022	December 2022		

[6/26/2020]

Project Schedule/Status Report						
K-2 Literacy Project			Submitted by: Kimberly Schell			
Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.0	Focused professional development to support teachers in instructional decision-making, including protocols for analyzing data.					
2.1	Support classroom instruction through ACPS professional development for classroom teachers developing a deeper knowledge of components of comprehensive literacy. This professional development would last at least a semester with recertification points awarded.	Carolyn Wooster, Office of Talent Development, Literacy Leadership Cadre, University Partners	Jan 2023	December 2023		
2.2	Per ACPS Guidelines, design a district wide data collection tool for consistently conducting and monitoring running record data.	Carolyn Wooster, Department of Accountability	Nov. 2021	July 2022		
2.3	Provide professional development for how PLCs can engage in monthly/quarterly analysis of student reading-growth data, to include developing intervention plans for children who	Carolyn Wooster Kimberly	Fall 2022	(Ongoing)		

	appear to be falling below desired growth benchmarks.	Schell Office of Talent Development Principals School Improvement Literacy Leadership Cadre				
2.4	Provide professional development to support teachers with selecting literacy strategies to develop skills for use with individual students based on data analysis.	Carolyn Wooster; LLC; Literacy experts/TCRW P staff; PLC members	Fall 2022	(Ongoing)		
2.5	Support ongoing professional development offerings (school-based or district-wide) for classroom teachers and administrators to gain a deeper knowledge of guided reading/small group differentiated instruction within Reading and Writing Workshop.	Teacher Leaders with expert knowledge on topics Literacy Coaches/ Reading Specialists	Fall 2022	(Ongoing)		

2.6	Literacy Coaches/Leaders will facilitate quarterly grade-level discussions during PLC meetings support teacher growth in use of best practices and strategies focusing on comprehensive literacy topics (Read Aloud, Phonics, Shared Reading, Writing, etc.).	CLTs Literacy Coaches Administrators	Sept. 2023	Ongoing		

[6/26/2020]

Project Schedule/Status Report						
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Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
3.0	Focused Tier 1 instruction to achieve higher pass rates or demonstration of growth on the Reading SOL or PALS.					
3.1	Provide PD designed to strengthen Tier 1 reading instruction for teachers and paraprofessionals (Shared Reading, Interactive Read Alouds) using the literacy guidelines.	Carolyn Wooster LLC members	September 2023	Ongoing		
3.2	Provide PD designed to strengthen Tier 1 writing instruction for teachers and paraprofessionals (Interactive Writing, Shared Writing, Guided Writing) using the literacy guidelines for K-5 teachers.	Carolyn Wooster Instructional Coaches LLC members	September 2023	Ongoing		
3.3	Align instructional resources and professional development initiatives to support SOL skills within Tier 1 instruction	Carolyn Wooster LLC	April 2023	April 2024		
3.4	Create opportunities for vertical collaborations	School teams	Feb 2023	June 2023		

	to share assessment rigor and SOL alignment.	with district support				
3.5	Add and revise the K-5 Interactive Read Aloud lesson plans to include academic vocabulary paired with text.	Carolyn Wooster Instructional Coach, LLC Members	March 2023	August 2023		

[6/26/2020]

Project Schedule/Status Report						
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Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
4.0	Professional development to establish fidelity in teaching reading and writing workshop.					
4.1	Increase opportunities for differentiated professional learning to support the needs of diverse learners (e.g. project schools, TCRWP consultant training, in-house TCRWP experts, Saturday Reunions)	Carolyn Wooster, Kimberly Schell, TC trained teachers	Oct 2021	Ongoing		
4.2	Align RUoS and WUoS with content area topics (social studies and science units) to support interdisciplinary learning wherever possible.	Carolyn Wooster, Science and Social Studies specialists LLC Members	July 2021	August 2022		
4.3	Create a system to facilitate classroom visits that model Reading and Writing Workshop	Carolyn Wooster and Literacy leadership team (include representation from principals,	Sept 2021	Ongoing		

		coaches, teachers)				
4.4	Design collaborative opportunities for unit planning across grade levels in schools and district	Carolyn Wooster, LLC members	Aug 2021	Ongoing		
4.5	Collaborate with building literacy leaders to define look-fors for reading and writing workshop to support district wide consistency.	Carolyn Wooster and Literacy leadership team (include representation from principals, coaches, teachers	June 2021	June 2022		

7. Project Risks, Dependencies, and Assumptions

Risk/Dependency/Assumption (brief description)	Degree of Impact
Budget for resources and professional development	High
Time to Implement	Medium
Virtual Instruction vs In-person Instruction	Medium
Clear, consistent, and continual communication of purpose and goals by school-based administrators	High
Consistent teacher access to skilled literacy instructional coaching in every school.	High

8. Communication Plan

Alexandria City Public Schools
 Curriculum and Instruction/K-2 Literacy

Project Communication Plan

(Use the table below to record the project communications plan; what needs to be communicated, when, and to whom.)

Audience	Key Message	Desired Outcome	Date to Issue Communication	Method of Communication	Person Responsible for the Communication	Status
Principals, LLC	ACPS is seeking stakeholders to inform RFP process for selection of phonemic awareness/phonics program.	Formation of committee to review phonemic awareness/phonics program options.	November/December 2020	Memo	Carolyn Wooster/Office of Teaching, Learning, and Leadership	
Principals, LLC	School literacy leadership teams will meet to reflect on school-specific K-2 literacy priorities.	Collaboration of school leadership teams in understanding long-range K-2 literacy plan and conducting school-specific theories of action and desired	June 2021*	Memo, email	Carolyn Wooster/Office of Teaching, Learning, and Leadership	

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		look-for's in improvement.				
Teachers	Grade-level teacher leaders are offering just-in-time professional development for upcoming units of study.	Engagement of grade-level teacher cohort teams in ongoing PD of just-in-time unit mapping ahead of upcoming units of study.	2020-2021	Email, Canvas	Carolyn Wooster/ Teaching, Learning, and Leadership /Office of Talent Development	
Principals, LLC	School leaders can follow established procedures for arranging and facilitating classroom demonstration visits.	School leader awareness of protocols to facilitate teacher-teacher classroom demonstration visits.	September 2021*	Memo; LLC Google Drive	Carolyn Wooster/Office of Teaching, Learning, and Leadership	
Teachers, School Leaders	ACPS is providing a new course offering (in partnership with university) in Comprehensive Literacy.	Registration of teachers in credit-bearing Comprehensive Literacy course in Fall 2023.	Spring 2023	(collaborate w/Office of Talent Development)	Carolyn Wooster/ Teaching, Learning, and Leadership /Office of Talent Development	

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School leaders and teachers	ACPS committee has selected an explicit phonemic awareness/phonics program and will be providing professional development offerings for its implementation in the coming year.	Teacher and leader understanding of professional development offerings around phonemic awareness/phonics program and its integration into ACPS' comprehensive literacy program.	Spring 2021	memo; Canvas; (collaborate with Office of Talent Development)	Carolyn Wooster/Office of Teaching, Learning, and Leadership n/Office of Talent Development	
School leaders	The Literacy Leadership Cadre has refined protocols for collecting data, analyzing data, and planning responsive instruction and intervention.	School-based knowledge of refined protocols for collecting data, analyzing data, and planning responsive instruction and intervention.	August 2022	LLC/Office of Instruction	memo; LLC Google Drive or Canvas	

*Subject to being postponed if more pressing hybrid/virtual learning conversations take precedence.