Areas of Focus: Literacy K–4, Math Recovery, and Accelerated Learning

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EQUITY FOR ALL



School Board Meeting Thursday, October 21, 2021



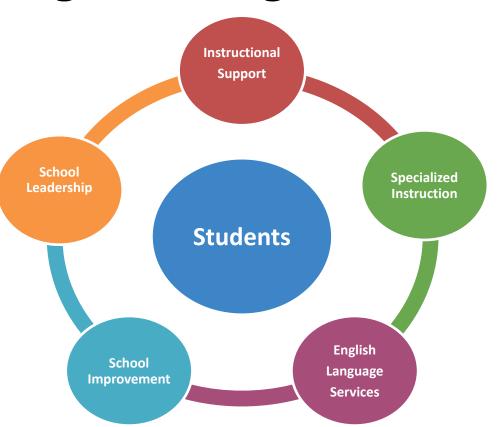
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Essential Questions

- 1. How are we **accelerating learning** in English language arts for students?
- 2. Where are we in the implementation of the **phonics program**?
- 3. How are we **accelerating learning** in mathematics for students?
- 4. How is the **English Learner (EL) Office** supporting students?
- 5. How is **Specialized Instruction** providing specific services to address student needs?
- 6. What are our **next steps**?

Teaching, Learning, and Leadership







Tier 1 Instruction the Primary Lever for Accelerating Learning Outcomes



Instruction Partners. "Addressing Unfinished Learning." 2021. Retrieved from https://drive.google.com/file/d/1BIGDAefrUTDzbslrpHGpDVghxcssu9Fa/view?usp=sharing.

APC School Schoo

ACPS Literacy K-5 Instructional Model

Interactive **Read-Alouds** Minilessons -With **Explicit Modeling** Accountable + Guided Practice Talk ACPS **Goal-Directed** Comprehensive Independent Literacy Reading + Instructional Writing Model Shared Reading Word Study and Interactive (Phonics and Writing Vocabulary)

Assessment-Based Small- Group Instruction

Literacy K–4

Virginia Department of Education (VDOE) 2021–2022 Goals for Teaching Literacy



Address literacy instruction using a comprehensive approach



Support early literacy using evidenced based practices



Focus on essential skills in everyday instruction to address unfinished learning



Know where to access resources and guidance

Virginia Department of Education. "English SOL Conference, Kindergarten–Grade Two." Virginia Department of Education General Session. August 9, 2021. Retrieved from https://www.doe.virginia.gov/instruction/english/professional_development/2021/k-2/k-2-vdoe-general-session.pdf.

Literacy K–4: Accelerating Literacy Development

Implement	• Systematic and explicit phonics & phonemic awareness instruction with use of high-quality curriculum resources for mastering foundational reading skills
Enhance	 The capacity of teachers to provide assessment-based literacy instruction
Support	 Students' access to grade-level standards and texts with increased scaffolds and connections throughout the curriculum
Engage	 Stakeholders in supporting literacy throughout the home and community

Phonics Resource Implementation Update

May 4, 2021: An RFP committee of classroom teachers, EL teachers, Specialized Instruction specialists, administrator, and literacy coaches and interventionist selected Really Great Reading as the vendor of explicit and systematic phonics and phonemic awareness curriculum resources.

June 24, 2021: 120 K-2 teachers, administrator, and literacy leaders participated in orientation training to preview and prepare for the implementation in the coming school year. August 8-18, 2021: Division-wide trainings for teachers, leaders, paraprofessionals and specialists kicked off ongoing PLC (Professional Learning Community) in use of new resources to support instruction in foundational literacy skills

August 24, 2021 -Present: Teachers began providing structured foundational skill instruction with use of new resources: -Hands-on manipulatives, vibrant visual teacher presentation tools, adaptive software to meet differentiated needs, multisensory supports to create strong letter-sound linkages in the brain, and a comprehensive scope and sequence of phonics and phonemic awareness

October 12, 2021:

180 ACPS teachers and leaders have completed at least five hours of coursework in scientifically aligned instruction to support strong decoding skills and fluent reading for al ACPS readers.





Framing the Learning and	Mini-Lesson	Skill Development	Reflection	Assessment
Hook A good hook should provide all students, regardless of unfinished, an entry point into the lesson. It should get them interested in the topic and give them a preview of why the topic is important.	A mini-lesson frames how students will explore math content and inquire into the topic through investigation and hands-on experiences. Options for the delivery model are: • Inquiry • Direct Instruction • Small Groups • Collaborati- ve Tasks	Skill development provides opportunities for students to practice skills through bridging activities to help students explain and make sense of these experiences. Skill development could be independent, partners, or small group.	Students reflect on their reasoning and the thinking of others which will allow them to make connections to other mathematical concepts and contexts.	Ongoing formative assessment is critical to allow educators to check for understanding and adjust instruction throughout the lesson and to determine if students met the objective.

Mathematics

AREAS WITH SERIOUS IMPLICATIONS FOR EQUITABLE ACCESS TO HIGH-QUALITY MATHEMATICS TEACHING AND LEARNING

GRADE-LEVEL CONTENT

On-grade-level mathematics content must be the focus of students' work.

EQUITABLE, EFFECTIVE TEACHING PRACTICES

Position all students as competent, confident, and capable learners and doers of mathematics.

ADVOCACY

Engage in work that supports all students' equitable access to high-quality, meaningful mathematics.

National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics. "Continuing the Journey: Mathematics Learning 2021 and Beyond." July 2021. Retrieved from <u>https://www.nctm.org/uploadedFiles/Research_and_Advocacy/collections/Continuing_the_Journey/NCTM_NCSM_Continuing_the_Journey_Report-Fnl2.pdf</u>. 10



Mathematics, Continued

Accelerating Learning and Bridging to New Learning

- Provide access to on-grade-level content in tier 1 instruction through equitable, effective teaching practices, including just-in-time vs. just-in-case instruction and the just-in-time quick checks.
- Develop increased scaffolds throughout the curriculum to support student access to grade-level content by using prerequisite knowledge.
- Redesign tier 2 and tier 3 Multi-Tiered System of Support (MTSS) to include Do the Math and DreamBox for grades K–5 and Math 180 for grades 6–8.
- Provide ongoing professional development on addressing unfinished learning through grade-level content

Catalyzing Change in Math Administrators & Instructional Coaches Cohorts

- **Broaden** the purposes of learning mathematics.
- **Create** equitable structures in mathematics.
- **Implement** equitable mathematics instruction.
- **Develop** deep mathematical understanding.

Supporting English Learner Students

- Collaborate with Curriculum Specialists and school-based teams to support implementation of literacy and math initiatives.
- Focus on **EL Best Practices** in tier 1 instruction through:
 - **Professional learning** (Division-wide and school-based trainings for Ο teachers and coaches, collaboration in PLCs, and individual coaching)
 - **Collaboration Cohort** for EL and General Education co-teaching pairs Ο



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Supporting EL Students, Continued

- Greater emphasis on culturally responsive teaching and learning
- Collaboration with Student Services on implementation of trauma-informed practices
- Guidance on **welcoming newcomer** students
- Integration of quality elements of English Language Development (ELD) in EL services:

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Associated Language Functions and Language Features: ways students might use language to meet the purposes of schooling

Specialized Instruction

Special Education (SPED) Supports and Services in the General Education Setting

Co-Teaching Best Practices

- High Yield Models of Co-Teaching
- Specially Designed Instruction

Special Education Tier 2 and 3 Targeted Academic Interventions

Reading	Math	
 Orton Gillingham Fundations Flex Just Words Great Leaps Language! Live 	 Number Worlds Hands on Standards Do the Math Now! Transitions to Algebra Inside Algebra 	14



Specialized Instruction, Continued

COVID-19 Recovery

Data Collection and Determination of Need

- Review records:
 - Pre-COVID-19
 - Initial COVID-19 closure
 - Virtual PLUS+ hybrid
- Review first progress.
- Determine the impact, which may require COVID-19 recovery services.
- Consider an Individualized Education Program (IEP) meeting.

Planning and Implementing

- Recruit and hire staff.
- Establish student schedules and groupings.
- Establish an attendance and data collection process for progress monitoring.
- Anticipate a start date of January 2022.







Next Steps

- 1. Implement recommendations from Catalyzing Change through math administrators and instructional coaches cohorts.
- 2. **Complete** the Specialized Instruction planning, data collection, and student identification for an intervention program.
- 3. Enhance teacher capacity for foundational reading skills instruction with the use of new phonics and phonemic awareness resources.
- Provide ongoing professional learning and support for K–12 mathematics, early literacy, EL Best Practices, and Co-Teaching Best Practices.

Questions and Discussion

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