

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

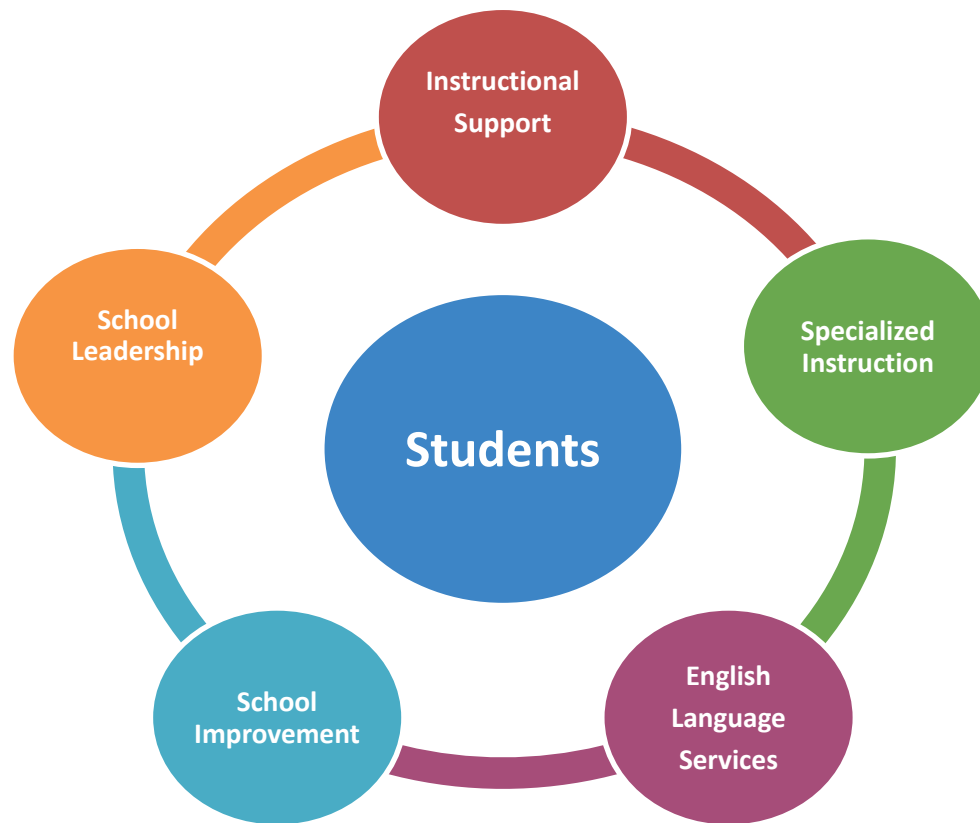


School Board Meeting
Thursday, October 21, 2021

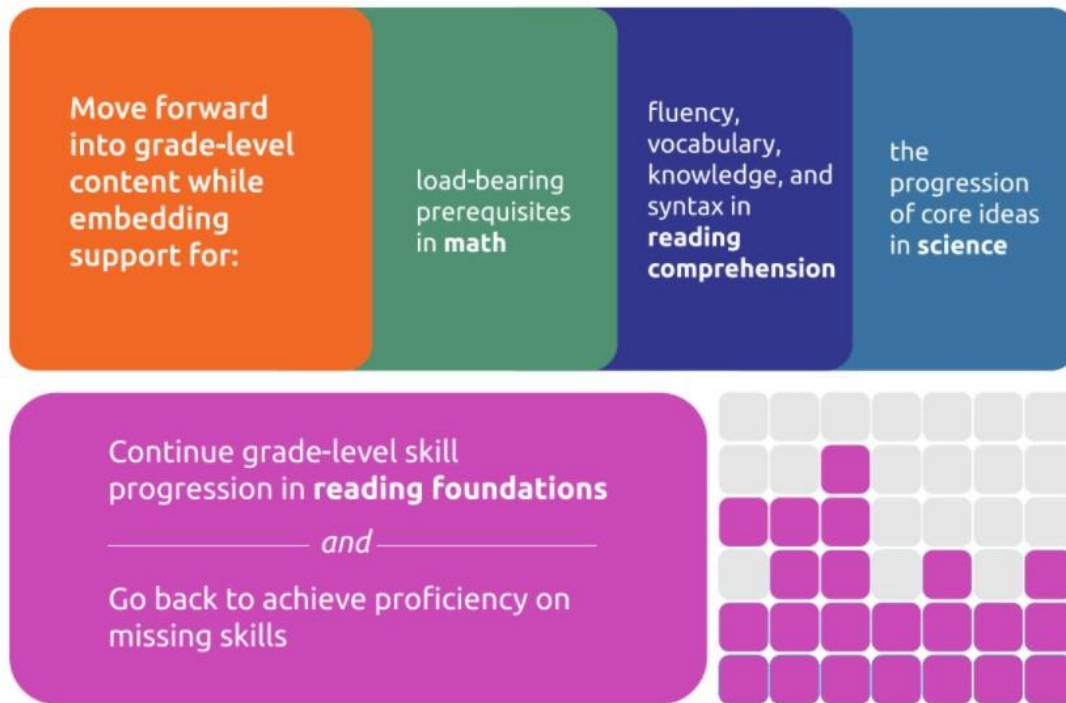
Essential Questions

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**?

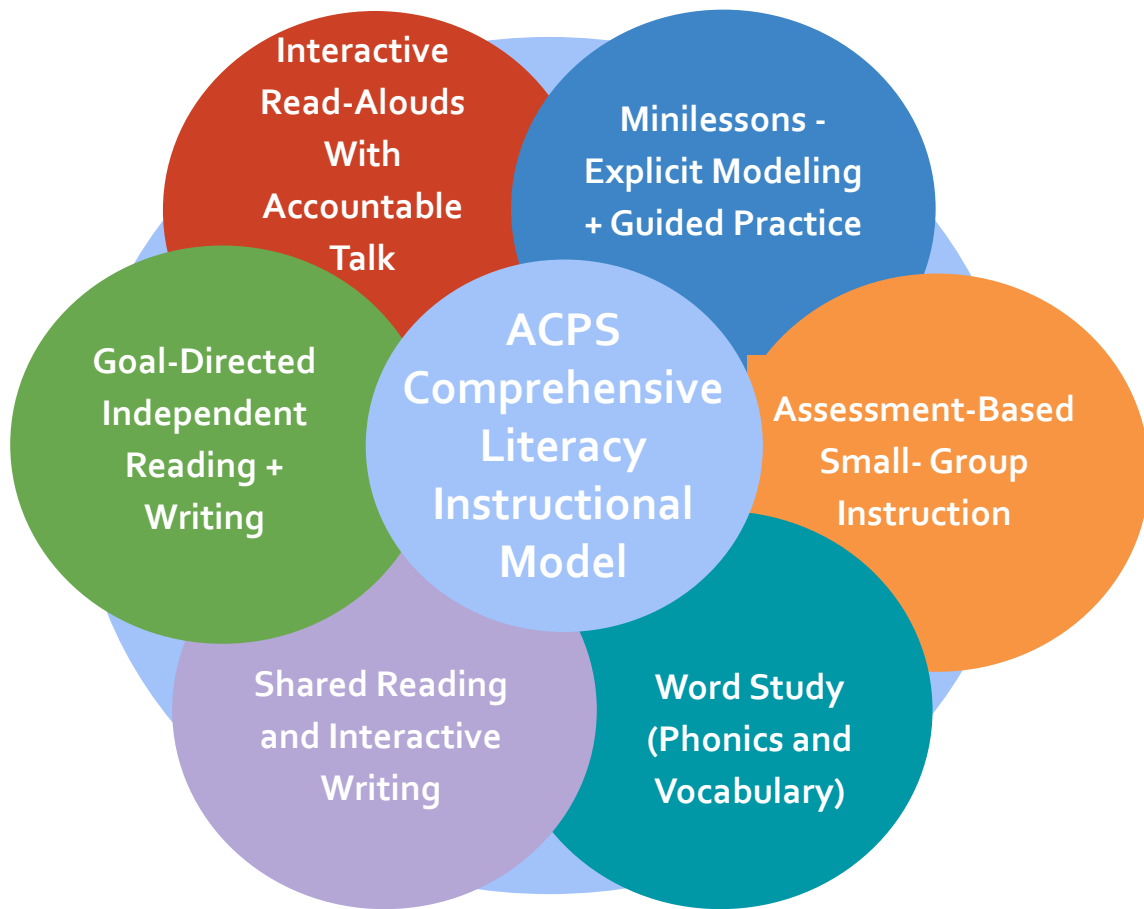
Teaching, Learning, and Leadership



Tier 1 Instruction the Primary Lever for Accelerating Learning Outcomes

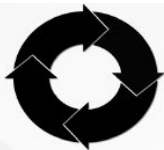


ACPS Literacy K-5 Instructional Model



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.

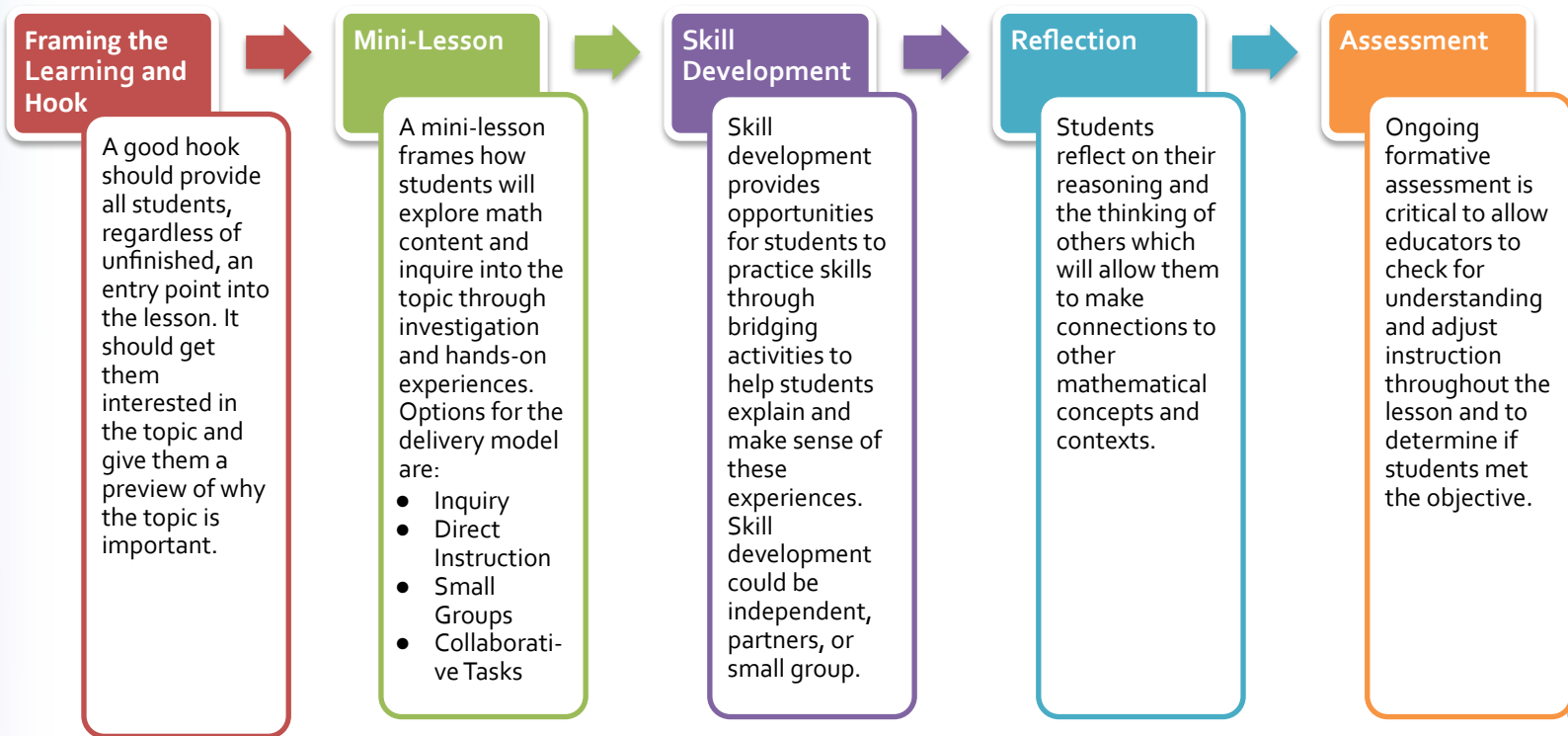
June 24, 2021: 120 K-2 teachers, administrator, and literacy leaders participated in orientation training to preview and prepare for the implementation in the coming school year.

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 instruction.

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 all ACPS readers.

ACPS Comprehensive K-12 Mathematics Instructional Framework



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

https://www.nctm.org/uploadedFiles/Research_and_Advocacy/collections/Continuing_the_Journey/NCTM_NCSM_Continuing_the_Journey_Report-Fnl2.pdf.

Mathematics, Continued

Accelerating Learning and Bridging to New Learning

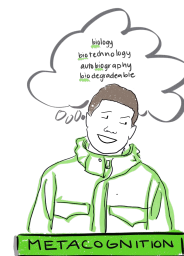
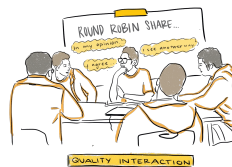
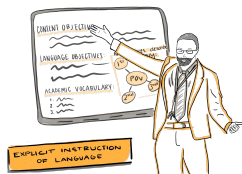
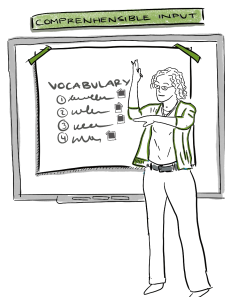
- Provide **access to on-grade-level content** in tier 1 instruction through equitable, effective teaching practices, including just-in-time vs. just-in-case instruction and the just-in-time quick checks.
- Develop **increased scaffolds** throughout the curriculum to support student **access to grade-level 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.

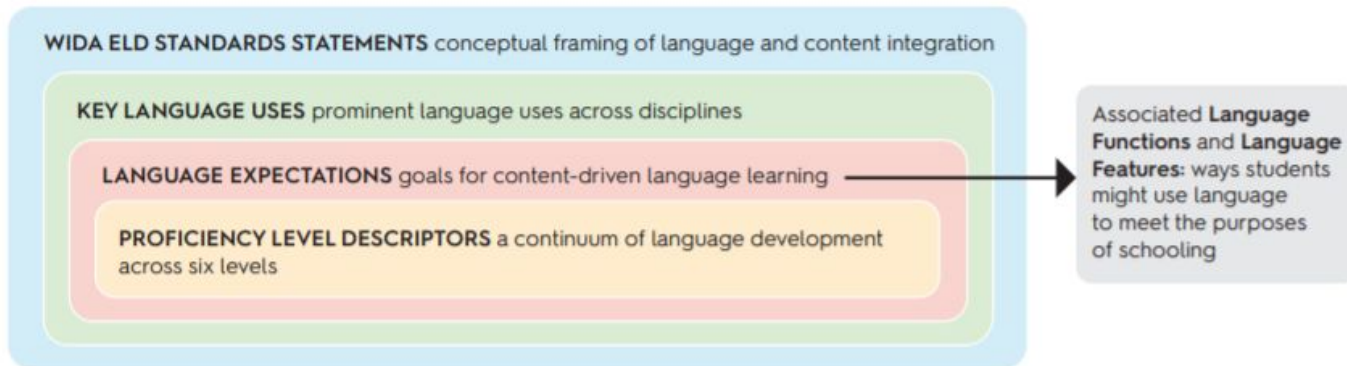
Supporting English Learner Students

- 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 teachers and coaches, collaboration in PLCs, and individual coaching)
 - **Collaboration Cohort** for EL and General Education co-teaching pairs



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:



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

- Orton Gillingham
- Foundations
- Flex
- Just Words
- Great Leaps
- Language! Live

Math

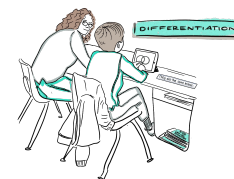
- Number Worlds
- Hands on Standards
- Do the Math Now!
- Transitions to Algebra
- Inside Algebra

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.
4. **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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