



Department of Curriculum and Instruction

K-2 Literacy Task Force Project Plan

June 26, 2020

This project supports the ACPS 2025 Strategic Plan.

Submitted by: Ms. Kimberly Schell, Literacy Team Coordinator

Strategic Plan Performance Measure(s) Addressed:

Goal 1: Academic Excellence: Reading on Grade Level by the End of Second Grade: *Design a program to ensure both below grade level readers and the general educational population will be reading on grade level or above by third grade.*

Educational 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 3: An Exemplary Staff: ACPS will recruit, develop, support, and retain staff that meets the needs of every student.

3.1 Teacher Resources and Supports: ACPS will continue to support 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 guided reading materials and classroom libraries.

K-2 Literacy Task Force Committee Members

Thank you to all of the educators who contributed their time and expertise on this K-2 Literacy Task Force project plan.

1. Ms. Jessica Angelo, First Grade Teacher
2. Mrs. Donna Anthony, Kindergarten Teacher
3. Mrs. Nicole Barrion, Special Education Instructional Specialist
4. Ms. Sarah Blair, Kindergarten Teacher
5. Ms. Julita Brown-Dunn, Reading Interventionist
6. Ms. Liza Burrell-Aldana, Principal
7. Ms. Sarah Calhoun, Kindergarten Teacher
8. Ms. Tiana Dominick, Talented and Gifted (TAG) Instructional Specialist
9. Mrs. Alexandra Drone, Reading Specialist
10. Mrs. Kathryn Harrington, Literacy Coach
11. Ms. Michelle Hart, Second Grade Teacher
12. Mrs. Andrea Heckel, Literacy Coach
13. Ms. Sheri Hilditch, K-12 Instructional Coach
14. Mrs. Maria Magallanes, Literacy Coach
15. Dr. Andrea Manninen, Literacy Instructional Specialist
16. Ms. Donna McConnell, Arlington County Elementary Specialist
17. Mr. John Perlman, Retired Elementary Teacher
18. Mrs. Katherine Philipp, English Learner (EL) Curriculum Specialist
19. Mrs. Amanda Priestley, English Learner (EL) Teacher
20. Ms. Kimberly Schell, K-12 Literacy Coordinator and Secondary Literacy Specialist
21. Ms. Danielle Smith, First Grade Teacher
22. Ms. Kaylah Williams, Reading Specialist
23. Mrs. Carolyn Wooster, Elementary Literacy Instructional Specialist
24. Dr. Patricia Zissios, Principal

Introduction and Project Description

Reading and writing are pivotal, complex tasks that need strengthening through equitable opportunities for practice and instruction that meet the needs of every student. ACPS has identified the need to remove barriers and 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 resources.

Data Analysis

1	Third Grade Standards of Learning (SOL) Scores Spring 2019	3	Phonological Awareness Literacy Screening (PALS) Data
2	Running Record/Development Reading Assessment/Fountas and Pinnell Assessments	4	Measures of Academic Progress (MAP) Data - <i>Title I Schools Only</i>

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

Deliverables

1	Implementation of an explicit and systematic phonemic awareness/phonics program or resource
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

Project Organization

Role	Description	Assignment
Sponsor (Member of Executive Staff)	<ul style="list-style-type: none"> Has ultimate authority over and is responsible for a project and/or a program, its scope, and deliverables 	<ul style="list-style-type: none"> Dr. Terri Mozingo, Chief Academic Officer
Project Manager	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Carolyn Wooster, Instructional Specialist for Elementary Literacy K-5
Project Team	<ul style="list-style-type: none"> Is responsible for performing the activities necessary for implementation of the project 	<ul style="list-style-type: none"> Carolyn Wooster, Instructional Specialist for Elementary Literacy K-5; Kimberly Schell, K-12 Literacy Team Coordinator & Secondary Literacy Curriculum Specialist; Literacy Leadership Cadre/Reading Specialists
Key Stakeholders	<ul style="list-style-type: none"> Provides expert understanding of their organization, and represents area for which the project is intended to support/serve 	<ul style="list-style-type: none"> Elementary Principals Instructional Coaches Academic Interventionists Classroom Teachers Student Parents/Guardians K-5 Students

Project Scope and Schedule Summary

Item #	Deliverables and Action Steps
1.0	Implementation of an explicit and systematic phonemic awareness/phonics program or resource.
1.1	Research, purchase, and integrate a systematic and explicit phonological awareness and phonics-based instructional program.
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.
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.
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.
1.5	Revise the ACPS Literacy Framework to include explicit phonemic awareness and phonics instruction.
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.
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.
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.
2.2	Per ACPS Guidelines, design a district wide data collection tool for consistently conducting and monitoring running record data.
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 appear to be falling below desired growth benchmarks.
2.4	Provide professional development to support teachers with selecting literacy strategies to develop skills for use with individual students based on data analysis.
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.
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.).
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.
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.

Item #	Deliverables and Action Steps
3.3	Align instructional resources and professional development initiatives to support SOL skills within Tier 1 instruction.
3.4	Create opportunities for vertical collaborations to share assessment rigor and SOL alignment.
3.5	Add and revise the K-5 Interactive Read Aloud lesson plans to include academic vocabulary paired with text.
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, Teachers College Reading and Writing Project (TCRWP) consultant training, in-house TCRWP experts, Saturday Reunions).
4.2	Align Reading Units of Study and Writing Units of Study with content area topics (social studies and science units) to support interdisciplinary learning wherever possible.
4.3	Create a system to facilitate classroom visits that model reading and writing workshop.
4.4	Design collaborative opportunities for unit planning across grade levels in schools and district.
4.5	Collaborate with building literacy leaders to define look-fors for reading and writing workshop to support district wide consistency.