

Areas of Focus Update - Academic Disparities (Pre-K - 2 Literacy)



School Board Meeting
Thursday, November 12, 2020



EQUITY FOR ALL 2025

Essential Questions

- Why is Pre-K - 2 literacy **important**?
- How do we address **Pre-K - 2 literacy** in the **curriculum**?
- Why was the K-2 Task Force brought together, and what was their **process**?
- What does the **K-2 data** say, and what **goals** did the K-2 Task Force determine as a result of this data analysis?
- What are the **recommendations and next steps** of the K-2 Task Force?
- What is the **professional learning** for our teachers?
- What **changes** have been made for **Virtual PLUS+**?

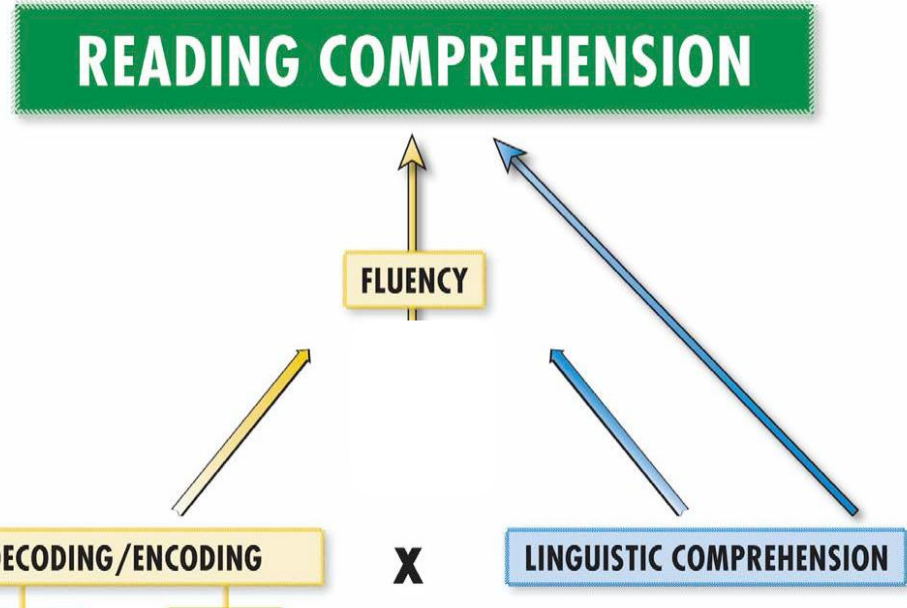


Importance of Early Reading & Literacy Development

A child who is a poor reader at the end of first grade has an almost 90% chance of remaining a poor reader at the end of Grade 4 and at least a 75% chance of being a poor reader as long as they are in school

(e.g. Francis et al., 1995; Juel, 1998)

Research-Informed Literacy Instruction



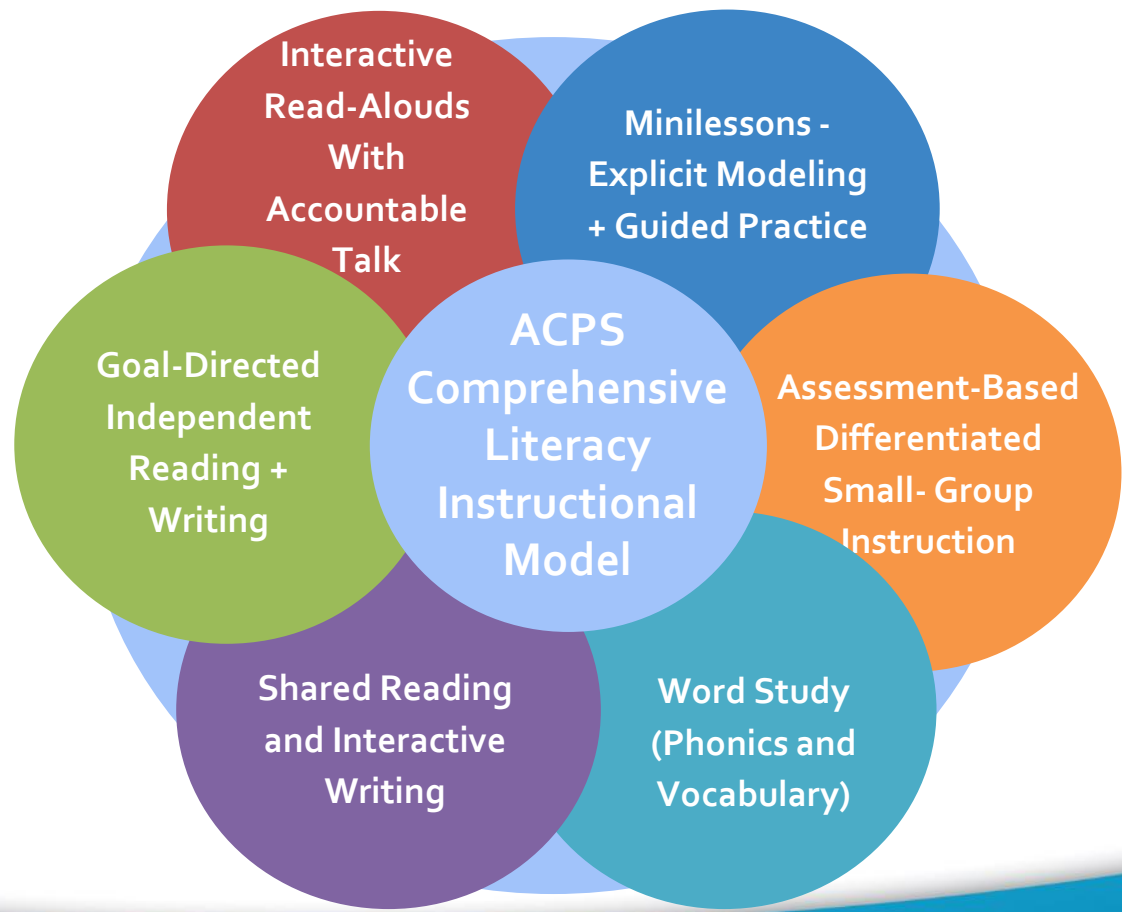
From VDOE Literacy Summit on Feb, 24, 2020

Solari, Emily (2020) "Reading and Literacy in 2020: The Multiple Levers that Impact Reading Achievement"

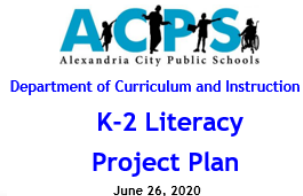
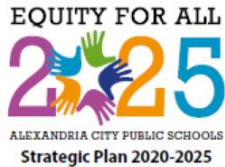
Pre-K Literacy Instructional Model



ACPS Literacy K-5 Instructional Model



ACPS 2025 Strategic Plan: *Equity for All*



Implement a consistent, high-impact approach to teaching literacy in all K-2 classrooms across the Division.

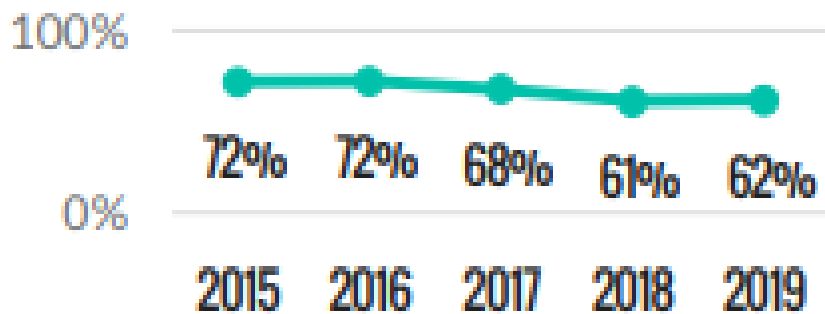
- Clearly define and support the implementation of an evidence-based comprehensive and responsive literacy approach using the K-5 Literacy Guidelines.

Form a K-2 Literacy Task Force including representation from all ACPS schools dedicated to collaborating, researching, and implementing best literacy practices

- Provide professional learning to support the implementation of the new K-5 literacy adopted materials including TCRWP, Fountas and Pinnell Guided Reading, and Word Study.

Early Literacy Data - Grade 3 SOLs

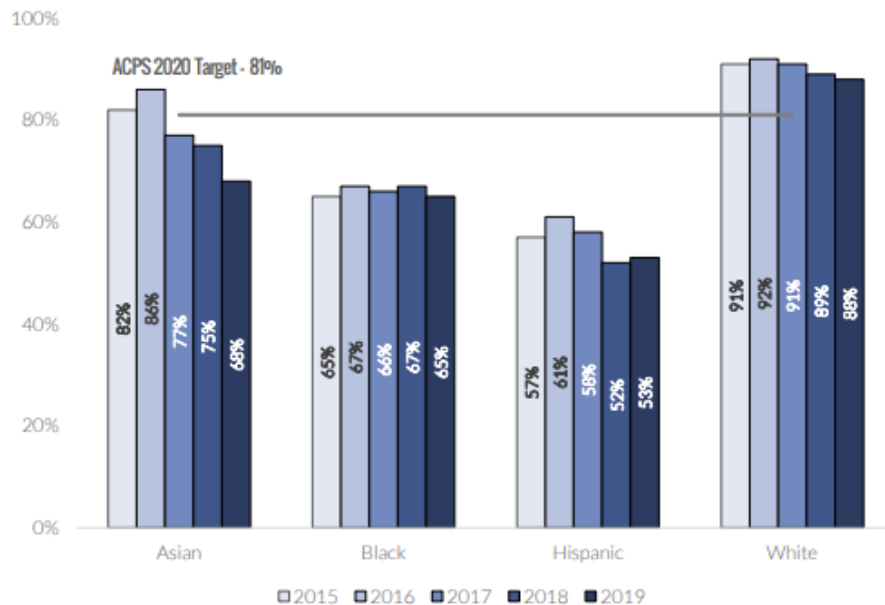
Grade 3 Reading ACPS 2020 Target: 81%



KEY INDICATOR - SOL PASS RATES

READING

By Race/Ethnicity

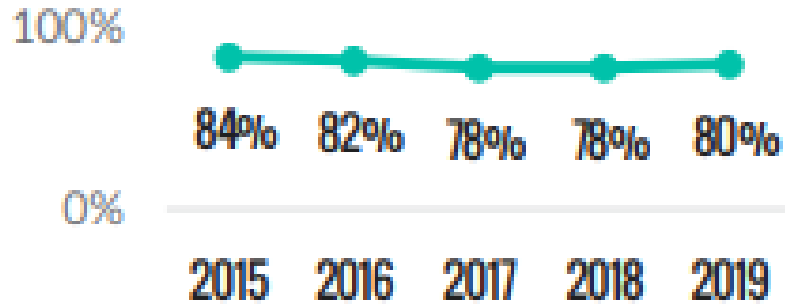


Early Literacy Data - PALS

(Phonological Awareness Literacy Screening)

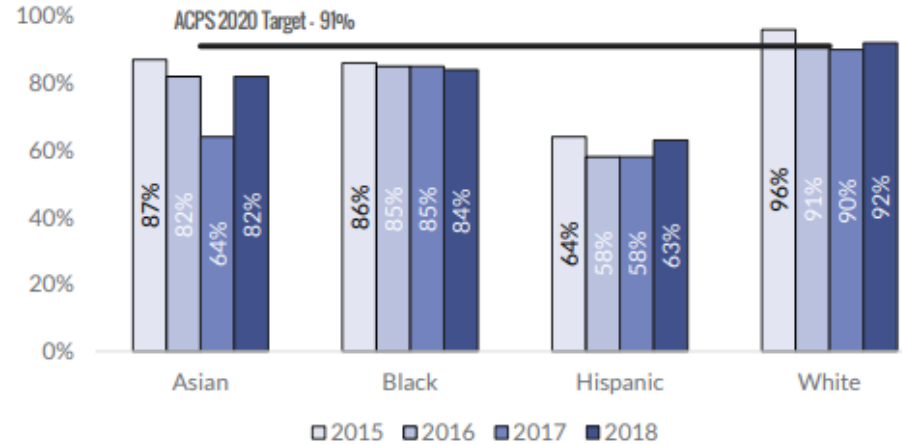
Meeting K-Readiness Standards in Fall

ACPS 2020 Target: 91%



KEY INDICATOR - PALS BENCHMARKS

Students Meeting Kindergarten Readiness Standards in Fall - By Race/Ethnicity



K-2 Literacy Task Force Members

Teachers	Administrators + Central Office Staff	Specialists + Coaches
<p>Ms. Jessica Angelo, First Grade Teacher</p> <p>Mrs. Donna Anthony, Kindergarten Teacher</p> <p>Ms. Sarah Blair, Kindergarten Teacher</p> <p>Ms. Sarah Calhoun, Kindergarten Teacher</p> <p>Ms. Michelle Hart, Second Grade Teacher</p> <p>Mr. John Perlman, Retired Elementary Teacher</p> <p>Mrs. Amanda Priestley, English Learner (EL) Teacher</p> <p>Ms. Danielle Smith, First Grade Teacher</p>	<p>Ms. Liza Burrell-Aldana, Principal</p> <p>Mrs. Nicole Barrion, Special Education Instructional Specialist</p> <p>Ms. Tiana Dominick, Talented and Gifted (TAG) Instructional Specialist</p> <p>Ms. Donna McConnell, Arlington County Elementary Specialist</p> <p>Mrs. Katherine Philipp, English Learner (EL) Curriculum Specialist</p> <p>Ms. Kimberly Schell, K-12 Literacy Coordinator and Secondary Literacy Instructional Specialist</p> <p>Dr. Carolyn Wooster, Elementary Literacy Instructional Specialist</p> <p>Dr. Patricia Zissios, Principal</p>	<p>Ms. Julita Brown-Dunn, Reading Interventionist</p> <p>Mrs. Alexandra Drone, Reading Specialist</p> <p>Mrs. Kathryn Harrington, Literacy Coach</p> <p>Mrs. Andrea Heckel, Literacy Coach</p> <p>Ms. Sheri Hilditch, K-12 Instructional Coach</p> <p>Mrs. Maria Magallanes, Literacy Coach</p> <p>Dr. Andrea Manninen, Literacy Instructional Specialist</p> <p>Ms. Kaylah Williams, Reading Specialist</p>

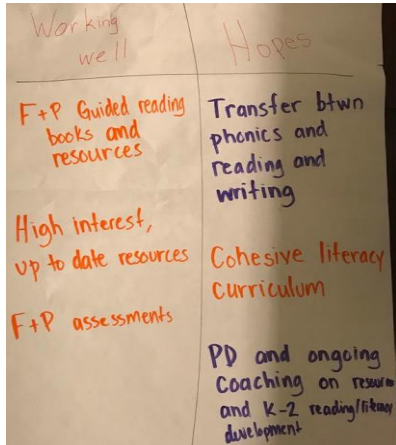
K-2 Task Force Process

Data Analysis and
Resource Review

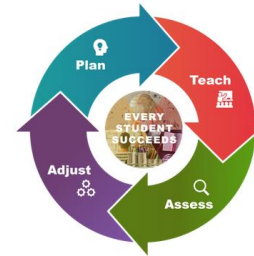
Review of Current
Research + Literature

Inventory of Current
ACPS Resources +
Needs

Building the Plan +
District Feedback



Comparing
Reading
Research to
Program Design



ACPS Literacy Guidelines for
Kindergarten-Grade 5
Updated June 2020



Department of Curriculum and Instruction

K-2 Literacy Task Force Project Plan

June 26, 2020

This project supports the ACPS 2025 Strategic Plan.

Task Force Goals + Recommendations



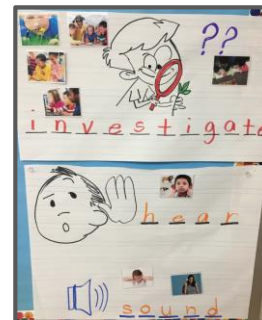
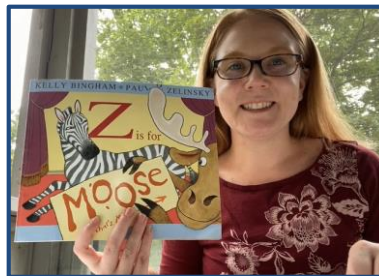
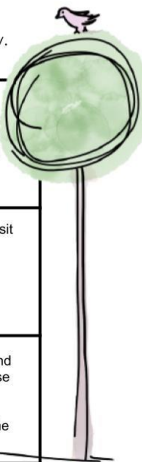
Active Literacy Learning in Pre-K

My Learning Choices

November 9-13

Complete 1-2 activities during your independent choice time each day. Color in the box for each activity you complete.

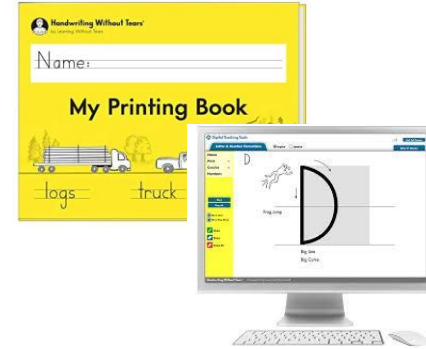
<p>Gather a collection of leaves into a container. Using your scissors practice cutting the leaves. Can you cut it into small pieces?</p>	<p>Create a simple pattern using sticks and leaves. How many different patterns can you make? What else can you use to make a pattern.</p>	<p>Draw and write in your journal. Look outside - can you find a tree to draw? Tell someone all about your picture.</p>
<p>Ring Around the Rosy- Play Ring Around the Rosy with family and if outside fall on a pile of leaves!</p>	<p>★ Student's Choice ★ Write the activity you chose to do here</p> <hr/>	<p>Take a blanket and go sit under a tree and read your favorite books.</p>
<p>Go outside draw in the dirt, sand or on the sidewalk and use a stick and trace your name.</p>	<p>Going on a Leaf Hunt- take a walk outside to look for leaves of different shapes, colors and sizes</p>	<p>Choose a letter card and say the letter name. Use small objects such as pompoms, buttons, or even sticks to create the letter.</p>



K-2 Virtual Literacy Instruction



Engaging, game-based software for synthetic phonics instruction.



Integrated print-digital handwriting tools and workbooks.



The Literacy
Footprints
Digital Reader



Digital texts in multiple languages for assessment and instruction.



Print take-home books and phonics charts for Quarter 2.

Materials and Resources

- **Explicit and systematic phonics and phonemic awareness curriculum resources**
 - Teacher resources
 - Student manipulatives
 - Decodable print texts
 - Software for adaptive practice
- **Integration of phonics/phonemic awareness resources with overall curriculum**
 - Engagement of teacher leaders in authoring curriculum alignment and integration resources



Professional Learning

- Collaboration with vendors in orienting teachers to **new resources**
- Skilled in-class **literacy coaching**
- Collaborative professional **communities of practice**
- Professional development in **best practices in early literacy instruction**
 - Administrators
 - Coaches
 - Teachers



Next Steps: Pivoting to a Virtual Setting



1. **Implement** phonics and phonemic awareness resources for Virtual PLUS+ (MyOn, Edmentum, etc.).
2. **Complete** an RFP to adopt an explicit and systematic phonics/phonemic awareness program.
3. **Embed** explicit phonics and phonemic awareness resources as a part of the ACPS Comprehensive Literacy Instructional Model and curriculum.
4. **Provide** ongoing professional learning and support for early literacy instruction.

Questions and Discussion

Dr. Gerald R. Mann, Jr.
Executive Director of
Instructional Support

Ms. Kimberly Schell,
K-12 Literacy Coordinator and
Secondary Literacy Specialist

Dr. Carolyn Wooster,
Elementary Literacy Specialist



Mrs. Kathryn Harrington,
James. K. Polk
Literacy Coach

Mrs. Andrea Heckel,
Ferdinand T. Day
Literacy Coach

Mrs. Donna Anthony,
Samuel L. Tucker
Kindergarten Teacher