

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: Arlington Public Schools

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Local Board Adoption Date for Division Comprehensive Plan: **May 2024 (July 1, 2024 due to State)**

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

School Division Literacy Vision:

In Arlington Public Schools literacy - reading, writing, speaking/communicating, listening comprehension and production - is a universal entry point to achievement and a core function of academic, economic and social success. Arlington Public Schools (APS) graduates possess the literacy skills necessary to be responsible global citizens and college or career ready. This will be accomplished by implementing rigorous, evidence-based literacy instruction through high quality curriculum and intervention grounded in the science of reading. Administrators, educators, and reading specialists will be supported through high quality, job embedded professional learning. The Arlington Literacy Plan sets forth a clear path to ensuring district-wide literacy proficiency and achievement for all students K-12 by 2030.

APS Literacy Goals:

1. By the end of the 2024-2025 school year, at least 85% of teachers will be implementing our selected high quality instructional materials, interventions and curriculum with fidelity, as measured by school/classroom walkthrough data.
2. By the end of 2024-25, 90% of APS instructional staff will participate in professional learning in the Science of Reading to build theoretical and instructional knowledge and skill.

3. By the end of the 2024-2025 school year, students will have the opportunity to engage with rigorous grade-level literacy tasks from the HQIM 90% of the time, as measured by school/classroom walkthrough data.
4. By the end of the 2024-25 school year, students identified at severe risk on a reading screener (to include General ed, EL, Sped) will participate in literacy intervention groups 90% of the time as evidenced in the students' Reading Plans.
5. By the end of the 2024-2025 school year, at least 75% of stakeholders (leaders, teachers, families) will report a favorable response on how effectively APS is supporting students and partnering with families to improve literacy achievement, as measured by questions on a stakeholder survey (*Your Voice Matters*).

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Academics Team	June 2024	Create a one-pager for all stakeholders; ensure all members of the Academics team understand the plan and implications for their work; how to communicate/support implementation
Administrators & central office staff	Aug 2024	<ul style="list-style-type: none"> ● Administrators Summer Conference / Literacy Summit ● Staff Central ● LeaderNews ● Superintendent's Wed letter
English Language Arts Advisory Committee (ELAAC)	September 2024	<ul style="list-style-type: none"> ● First business meeting
Teachers & instructional support staff	August 2024 - June 2025	<ul style="list-style-type: none"> ● New staff training ● Pre-service week ● Reading Specialist turn-around trainings ● APS internal communications- staff central, Supt Weekly message, Friday Five
APS Community	August 2024 - June 2025	<ul style="list-style-type: none"> ● Community Engagement Opportunities - if event ● Friday Five ● APS Calendar if there's event ● Every Student Counts Videos <ul style="list-style-type: none"> ○ Secondary ○ Elementary
School Board	April 2024	<ul style="list-style-type: none"> ● Friday Letter Memo ● Monitoring report ● School Board e-newsletter

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Parents	August/September 2024	<ul style="list-style-type: none"> ● Open House 2024 ● Back to School Night 2024 and Q1 PTA meeting ● Parent-Teacher Conferences ● District and school websites ● ParentSquare messages ● Superintendent's weekly letter ● CCPTA - share video or 1-pgr

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. "Supplemental Instruction" and "Intervention" may be listed as "TBD" until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	<i>Core Knowledge Language Arts (K-5)</i>	<i>Core Knowledge Language Arts (K-5) with appropriate scaffolds, accommodations and modifications.</i>
Supplemental Instruction (K-5):	<i>95% Core Phonics Program or Foundations, Lexia Core 5, UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022</i>	<i>95% Core Phonics Program or Foundations with appropriate scaffolds, accommodations and modifications</i>
Intervention (K-5):	<i>Lexia Core5 Phonics Lesson Library (pending); 95% Teaching Blending, 95% Chip Kit Basic, Advanced, Multisyllable, Multisyllable Routine Cards (pending), 95 Comprehension, 1st Edition, 2012 Vocab Surge A&B, 1st Edition, 2013</i>	<i>Phonics Lesson Library 95% Teaching Blending (pending), 95% Chip Kit Basic, Advanced, Multisyllable, Multisyllable Routine Cards (pending), 95 Comprehension, 1st Edition, 2012 Vocab Surge A&B, 1st Edition, 2013</i>
6-8 Core	<i>Vocabulary Surge, HMH Into Literature</i>	<i>Lexia Power Up</i>
6-8 Intervention	<i>Multisyllable Routine Cards, Phonics Lesson Library, Lexia PowerUp</i>	<i>Multisyllable Routine Cards, Phonics Lesson Library, Lexia PowerUp</i>
ELD	<i>Language Studio (K-5)</i>	<i>National Geographic: Life (6-8th grade) Pathways (9-12)</i>
Special Ed	<i>Core Knowledge Language Arts (K-5) 95% Core Phonics Program</i>	<i>IMSE (Orton Gillingham)</i>

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
	<i>Fundations</i>	<i>95% Phonics Lesson Library- Basic, Advanced, Multisyllable Phonemic Awareness</i> <i>95 PA Intervention Resource (PAIR) (pending)</i> <i>Unique Learning (Pending)</i> <i>Readtopia (Pending)</i>

Elementary: The resources listed in the table above are the materials Arlington Public Schools will utilize for the 2024-25 school year. These materials have been procured and are currently being utilized for instruction in the 2023-24 school year. The VDOE approved core resource is CKLA, 95% Core Phonics program, Foundations. All current teachers have been trained in the resources to include general education, special education, English Learner teachers in order to provide access and instruction for all students with evidence-based resources grounded in the science of reading. New teachers will be provided with training on the approved resources.

Secondary: General education, special education and English Language teachers have been trained in Lexia Power Up in the 23-24 school year. We will continue to train new teachers with this intervention resource in the 2024-25 school year. All reading teachers, special education teachers, English Learner teachers will be trained and begin implementation of Multisyllable Routine Cards in the 24-25 school year. These resources will be utilized in the Structured Literacy or ELD courses.

The Structured Literacy teachers will be trained in Phonics Lesson Library as well as the 6 step structure literacy lesson plan prior to the 2024-25 school year. This will allow for the implementation of the interventions in the Structured Literacy, and Structured Literacy Inclusion or self-contained classes.

The resources listed in the special populations column have been procured and distributed to utilize to continue to support progress. Teachers of all special populations have been provided with access, training and support for effective implementation of these resources. In Fall 2022, K-5th grade teachers were trained in the core instructional resources CKLA, Core Phonics/Fundations.

Ongoing training and support will be provided with monthly content county-wide trainings as well as job embedded support from an ELA Specialist. New teachers will be trained in core resources during preservice by reading specialists.

SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<p><i>VLP/VDOE provided training includes the following modules:</i></p> <p>Science-based reading research and evidence-based literacy instruction Data literacy Phonemic awareness Phonics Fluency Reading comprehension Dyslexia The Virginia Literacy Act: Implementation</p>	<p><i>All reading teachers K-5</i></p>	<p><i>July 2023-June 2025</i></p>
<p>VLP/VDOE-provided training Canvas Modules</p>	<p>All core content area teachers, English Learner teachers, Advanced Academic teachers, Special Education teachers, and all teachers who hold an elementary or middle school teaching license</p>	<p>August 2024- June 2025 (elementary) September 2024-September 2025</p>
<p>Lexia Aspire to include the following Modules: Administrators and General ELA Teachers What is Structured Literacy? Theories of Reading Development Word Recognition: Fluency: Bridge of Comprehension A Brief History of English Working with Latin Morphemes Working with Greek Morphemes Language Comprehension: Enhancing Academic Language Explicit Vocabulary Instruction Strategies for Incidental Vocabulary Acquisition The Underpinnings of a Sentence Reading Comprehension & Writing: Factors that Contribute to Comprehension Texts that Provide Information Argumentative and Persuasive Texts Narrative Texts</p> <p>Reading Specialist/Structured Literacy Teachers/Special Education Teachers All modules listed above and Word Recognition What is Dyslexia? Syllables and Common Morphemes Reading and Spelling Long Words The Reading-Spelling Connection</p>	<p>Middle and High School (6-12th) EL teachers, Special education teachers, Reading Interventionists, Reading Specialists, some ELA teachers will engage with 14 of the modules</p>	<p>August 2023-May 2025</p>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Supporting Phonemic Awareness Language Comprehension Structure of Sentences Supporting Emergent Bilinguals Subject-Verb Agreement Phrases and Clauses Sentence Comprehension and Sentence Writing Building Comprehension and Writing Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive Developmental Language Disorder Paragraph Writing: Expository and Argumentative, Essay Writing		
VALLS	K-3 teachers	Aug-Sept 2024

Most Elementary Reading Specialists, and some Special Education and English Learner teachers have completed LETRS Unit 1. Some secondary teachers have completed Aspire training. Teachers will engage with the Science of Reading training as outlined for their instructional role.

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

The English Language Arts office will provide initial training on CKLA, 95% Core Phonics/Fundations in preservice August 2024 for all K-5 teachers new to APS and ongoing training and support through job embedded training with the ELA Specialists as needed. All returning teachers have been trained in the resources including general education, special education, English Learner teachers upon adoption SY 2021 and 2022. Continuous training and support will be provided based on site visits, walk through data and analysis of assessment data.

The English Language Arts office has provided training on Lexia Core 5 for elementary and Lexia Power Up for 6-8th in the 2021, 2022, and 2023 school years. The ELA office will provide initial training for intervention resources such as multisyllabic routines, phonics lesson library, fluency routines for 6-8th grade teachers that will serve as interventionists in the elementary and middle schools. Ongoing training and support will be provided as needed based on site visits, walk through data, and analysis of assessment data.

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as "TBD" until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
<i>Ex. Virginia Language & Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screener (VALLS) K-3	Beginning, Middle, End of Year	Classroom teachers, reading specialists, EL teachers, Special Education teachers
DIBELS (1-5)	Beginning, Middle, End of Year	Classroom teachers, reading specialists, EL teachers, Special Education teachers
NWEA MAP Growth Reading (3-10 and select 11-12th)	Beginning, Middle, End	Classroom teachers
Phonics Screener for Intervention (6-12)	pre-established intervals	Reading specialist, Structured Literacy Teachers
DIBELS (6-8)	pre-established intervals	ELD teachers, Structured Literacy Teachers and Special Education Teachers
Phonics Lesson Library (6-12)	pre-established intervals	Reading specialist
Lexia PowerUp (6-12)	pre-established intervals	Reading specialist
Lexia Core 5 (PreK-5)	pre-established intervals	Classroom teachers, reading specialists, EL teachers, Special Education teachers, tutors
Phonics Survey for Diagnostics (Core Phonics Survey, LETRS Phonics and Word Reading Survey, Informal Decoding Inventory (IDI))	pre-established intervals	Classroom teachers, reading specialists, tutors
Phonological Awareness Screener (Heggerty Phonemic Awareness Assessments, Phonological Awareness Screening Test (PAST), Really Great Reading's Phonological Awareness Survey)	pre-established intervals	Classroom teachers, reading specialists, EL teachers, Special Education teachers
VA Reading SOL (3-8th)	end of year	classroom teachers

SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

Goals

- By the end of the 2024-25 school year, the percentage of students scoring in Core or Core Plus on DIBELS will increase by 3% in each grade level K-5.
- By the end of 2024-25 school year, the NWEA Map Reading median growth percentile will be at the 50th percentile or above for grades 6-10.
- Throughout the 2024-2025 school year, K-5 students will receive explicit instruction and targeted

practice opportunities on a daily basis utilizing high quality materials with fidelity, as measured by school/classroom walkthrough, 85% of the time.

- By the end of the 2024-2025 school year, 6-12th structured literacy, special education and English language development classes will utilize high quality materials with fidelity, as measured by school/classroom walkthrough data 75% of the time.(year 1)

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
DIBELS Reading Screener (K-5, 6-8 SWD and English Learners)	Reading specialists and classroom teachers	Beginning, Middle, End
NWEA Map Growth Reading Data (3rd-10th) - median growth percentile of 50% or above	classroom teachers	Beginning, Middle and End
Classroom walkthroughs with data collected through Kick Up	Academics Supervisor, Principals and Assistant Principals	Quarterly
Collaborative Planning Meetings and Agendas	Reading specialist and teachers	Weekly
Collaborative Learning Team data monitoring with ATSS spreadsheet of data and making the intervention documentation system from school based to division based to enable oversight of intervention systems	Reading specialist and teachers	Monthly
Two Division-wide common assessments -General Education, SWD, ELD	Classroom teachers	Q1 and Q3
Lexia Core5 and Powerup	Classroom teachers, reading specialists, EL teachers, Special Education teachers	Quarterly
intervention resource specific progress monitoring	Reading specialists and classroom teachers	Quarterly

Arlington Public Schools uses a number of methods to assess both leading and lagging indicators of progress for the school division. APS is transparent in reporting student progress on screening assessments on the [data dashboard](https://www.apsva.us/departments/superintendents-office/student-progress-dashboard/) <https://www.apsva.us/departments/superintendents-office/student-progress-dashboard/>

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement. Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

In fulfillment of VA legislative code § 22.1-215.2, the parent will receive notice of their student's performance on the reading screener. If a student is identified for an intervention, parents will have the opportunity to participate in the development of the students reading plan at the school level during the fall parent teacher conferences. The plan will include the deficiency in reading as indicated by diagnostic data, goals and benchmarks for reading growth, progress monitoring tool, evidence based literacy instruction and intervention tools/materials that will be utilized. These plans will be implemented shortly after the screener assessments.

Describe your plan to build successful school, parent, caregiver, and community partnerships especially in relation to literacy development.

The English Language Arts advisory committee will continue to play an integral role as partners with APS division leadership in how to monitor and improve literacy achievement. This will be accomplished through monthly meetings to discuss curriculum, assessment, resources and interventions in the ELA classes division-wide. This committee will make recommendations to the school board and serve as a liaison to school sites.

To further engage the community, APS will continue to post curriculum resources and assessment information on the website. Opportunities to provide feedback will be available through the website or the ELAAC in-person meetings. The ELA office reports annually before the school board in a televised ELA monitoring report to update and include the community at large.

All schools will designate an administrator and teacher leader to serve as literacy leaders to provide the school-wide leadership and monthly oversight in staff training, curriculum implementation, student reading plans and all components of the VLA. This team will also be responsible for communicating with the school community.

School sites will provide regular, recurring and multimodal opportunities for families and community members to learn about evidence-supported literacy instruction including:

- Interpreting literacy screener and student achievement data
- School-based literacy nights
- Parent Teacher Association information nights
- Caregiver workshops for supporting literacy at home
- Improve the frequency of communication and sharing of student work product, with teacher feedback, to caregivers
- VDOE sponsored free literacy resources for families

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of § 22.1-253.13:2 and for any dyslexia specialist employed by such school division The Department shall post each division wide literacy plan on its website.

Provide the link to where the division wide literacy plan will be housed on your school division website: [APS ELA Website](#)

DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

Division Superintendent/
Authorized Designee Signature

Print Name

Date