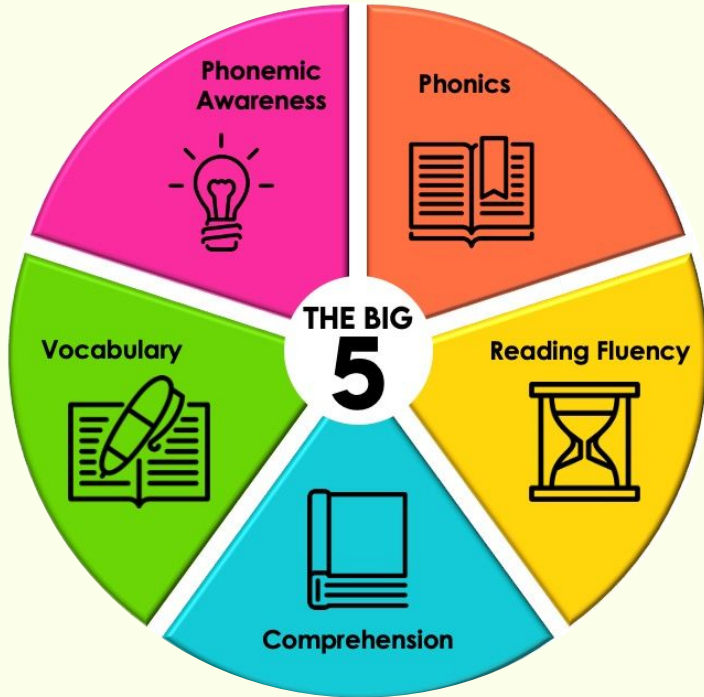JCPS Literacy Update

# The Power of Literacy

# What is Literacy?

**What:** The creative and analytical ability to **identify, understand, interpret, create, compute, and communicate**, using visual, audible, and digital **texts** across disciplines.

**How:** The development of **literacy skills is on a continuum** allowing for individuals to utilize it over **varying contexts** and with **varying abilities**.

**Why:** Literacy is a **moral imperative** because it gives humans the ability to articulate our experiences and interact with others to improve the world around us.

# The Five Components of Literacy

**Phonemic Awareness**

**Phonics**

**Vocabulary**

THE BIG
**5**

**Reading Fluency**

**Comprehension**

**Phonemic awareness** is an understanding of phonemes, or the smallest units of spoken language which combine to create syllables and words. Phonemic awareness is the ability to isolate, identify, focus on, and manipulate sounds in spoken words.

**Phonics** is the relationship between letters and sounds in written language. A student who is strong in phonics is able to sound out and spell different words.

**Fluency** is the ability to read quickly and accurately, and comes about when the reader has mastered enough decoding skills to focus on the meaning of the text.

**Vocabulary** is the amount of words with which the reader is familiar. The larger a student's vocabulary is, the easier it is for them to derive meaning from the text.

**Comprehension** is the ultimate goal of literacy. It is the reader's ability to understand and make sense of written text.

# Shifts Made This Year

★ **Consistent Core Curriculum K-8: EL**
  ○ All K-8 students have access to a high quality reading curriculum
★ **Foundational Skills Focus**
  ○ Without phonemic awareness and phonics, reading cannot sustain higher level texts
★ **Knowledge Building (Deeper Not Wider)**
  ○ Expanding exposure to literacy across disciplines and focusing on building knowledge prior to assessment
★ **K-12 Literacy Plans**
  ○ Literacy Team,s Embedded Literacy Supports, Progress Monitoring, Data Driven Decisions
★ **Adolescent Literacy Model** (6-12)

# Professional Learning & Training

- **3741 Teachers, Coaches & School Leaders** have received professional learning as 11/1/23

- Additional session planned for early 2024 for New Hires

- Summer 2024 will include deeper dives into Modules & Skills Block and introduce ALL Block for grades 3-5.

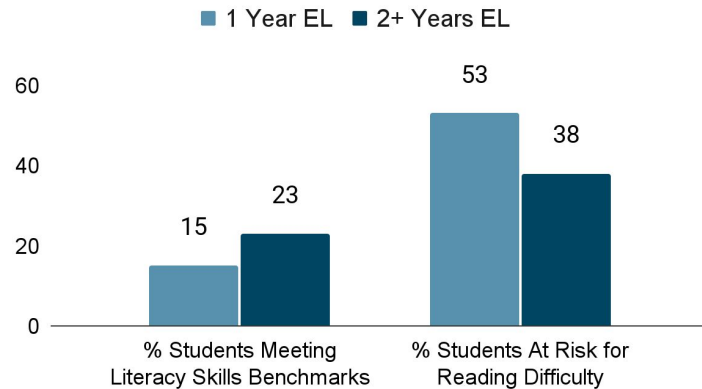- In the process of selecting a High School ELA Curriculum
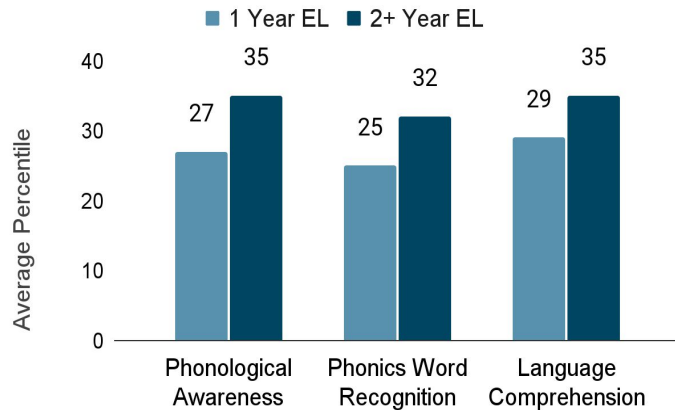
# MAP Fluency Diagnostic

**Students who score below 60% on MAP** Growth

**took the MAP Reading Fluency assessment**

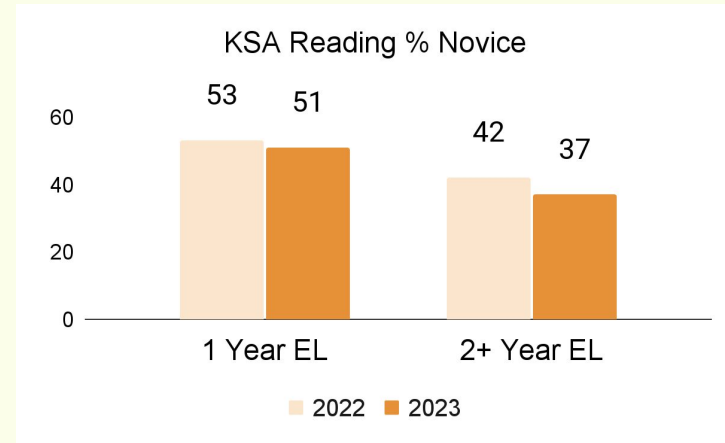| Grade | Appropriate for | Subtest |
|-------|-----------------|---------|
| K | All Students | Foundational Subtest |
| 1 | All students | Adaptive Oral Reading |
| 2 | All students | Adaptive Oral Reading |
| 3-5 | All students | Adaptive Oral Reading |

# MAP Fluency for EL Schools: Grades 1-2

Elementary schools who have used EL Skills Block for 2 or more years have stronger fluency skills compared to those schools only using for 1 year.

**Chart 1 — Average Percentile**

Legend: ■ 1 Year EL  ■ 2+ Year EL

| Category | 1 Year EL | 2+ Year EL |
|---|---|---|
| Phonological Awareness | 27 | 35 |
| Phonics Word Recognition | 25 | 32 |
| Language Comprehension | 29 | 35 |

**Chart 2**

Legend: ■ 1 Year EL  ■ 2+ Years EL

| Category | 1 Year EL | 2+ Years EL |
|---|---|---|
| % Students Meeting Literacy Skills Benchmarks | 15 | 23 |
| % Students At Risk for Reading Difficulty | 53 | 38 |

# KSA Data for EL Schools

Elementary schools who have used EL saw gains in proficiency rates and declines in novices, with greater improvements in schools using EL for 2 or more years

**KSA Reading % Proficient**

| | 1 Year EL | 2+ Year EL |
|---|---|---|
| 2022 | 23 | 31 |
| 2023 | 21 | 34 |

■ 2022  ■ 2023

**KSA Reading % Novice**

| | 1 Year EL | 2+ Year EL |
|---|---|---|
| 2022 | 53 | 42 |
| 2023 | 51 | 37 |

■ 2022  ■ 2023

# EL Curriculum Evaluation Support Plan

**TRAINING:**
To what extent have JCPS administrators and teachers received **EL curriculum training**?

**IMPLEMENTATION (Quantitative):**
To what extent has the district **implemented the EL curriculum in schools?**

**IMPLEMENTATION (Qualitative):**
What are the **successes, challenges**, and **improvement opportunities** in implementing the EL curriculum?

**SHORT-TERM OUTCOMES:**
How has students' reading proficiency (measured by **interim assessments**) changed since the district implemented the EL curriculum?

**LONG-TERM IMPACTS:**
Have students' reading proficiency (measured by **KSA**) improved after 5 years of curriculum implementation (27-28) compared to 22-23?

# Implementation Plan

★ Coaching and Support
   ○ Implementation Plans Overview: Presented to zone and building leaders in July
   ○ Formative Systems Reviews/School Visits
      ■ Formative Systems Reviews: 94% complete
      ■ Number of K-8 School Visits: 1062
   ○ Instructional Rounds
      ■ A deeper dive than a typical school/site visit with explicit feedback for principal

# Implementation Plan

★ Progress Monitoring
  ○ Student Outcome Lead Measures
    ■ All K-2 students will receive grade level Foundational Literacy Skills EVERYDAY
    ■ Mastery of foundational skills, K-2: P-PA  F-V-C
  ○ Vital Signs

# Literacy Best Practice "Look Fors"

During August and September, JCPS school and district leaders conducted close to **5,000 observations of K-8 classrooms** and look fors were evident 75% of the time.

During October, a team made up of JCPS and EL staff visited 21 schools to check on implementation and provide coaching and support.

- 80% of the indicators were evident or somewhat evident across 841 observations
- Strengths - teachers demonstrated evidence of advanced preparation and use quick checks for understanding
- Areas for improvement - teachers use protocols to allow students to build upon each other's responses and promote equity of voice

# Look Fors Provided to Leaders

## ELA Look Fors October – November

**JCPS ACADEMICS** — PURPOSE DRIVEN. FUTURE FOCUSED.

### K-5 Modules
1. Teachers use protocols to allow students to build upon each other's responses and promote equity of voice.
2. Teachers intentionally use a variety of grouping strategies (partners, triads, homogeneous, heterogeneous, random, etc.).

### 6-8 Modules
1. Teachers use protocols to allow students to build upon each other's responses and promote equity of voice.
2. Teachers intentionally use a variety of grouping strategies (partners, triads, homogeneous, heterogeneous, random, etc.).

### Frequency Recommendations
- Set up a system to visit each teacher during literacy block/course once a week.
- Embed the Look For Language into your current tool.
- Use the exact verbiage to ensure the data pull for ARSI is correct.
- Assign a Team Member to be in charge – AIC or AP, etc.

### K-2 Skills Block
1. Teachers set up routines and procedures that are familiar to the students.
2. Students complete assigned activities during independent rotations.

### Important Dates
- As part of K-8 EL Curriculum Monitoring, the next pull of learning walk data will occur on November 30. The Look Fors & best practices for Aug-Sept for K-8 ELA are included here. Schools should upload their data by 3 PM on the 30th to the EL Curriculum Look For Tool (See Dr. Dossett or Chief Robert Moore for questions).
- December & January Look Fors will be shared at the November 1 Principal Meeting.

## ELA LOOK FORS December – January

**JCPS ACADEMICS** — PURPOSE DRIVEN. FUTURE FOCUSED.

### K-5 Modules
1. Teachers ask questions that focus on any of the following **from the text**: details, structure, concepts/ideas.
2. Teachers use EL protocols to allow students to build upon each other's responses and promote equity of voice.

### 6-8 Modules
1. Teachers ask questions that focus on any of the following **from the text**: details, structure, concepts/ideas.
2. Teachers use EL protocols to allow students to build upon each other's responses and promote equity of voice.

### K-2 Skills Block
1. During **whole group instruction**, multisensory instruction is modeled and promoted as indicated in the lesson plan.
2. During the **teacher-led group**, multisensory instruction is modeled and promoted as indicated in the lesson plan.

### Important Dates
- As part of K-8 EL Curriculum Monitoring, the pull of learning walk data related to these look fors will occur on January 31, 2024. Schools should upload their data by 3 PM on the 31st to the EL Curriculum Look For Tool (See Dr. Dossett or Chief Robert Moore for questions).
- February & March Look Fors will be shared at the January 10 Principal Meeting.

# Literacy Plans

**Overall Trends**
- ★ **Literacy Instruction**
  - ○ Implementation of curriculum using High-Quality Materials for Core Instruction, EL Education
  - ○ Enhanced Early Literacy Instruction K-8

**Celebrations**
- ★ **Data and Assessment**
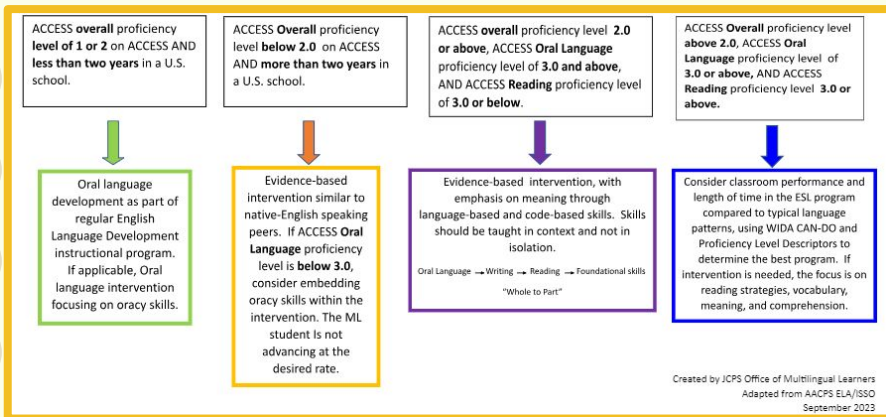  - ○ Intentional focus on identifying students' foundational skill areas of growth
- ★ **Literacy Intervention**
  - ○ student goal setting
  - ○ teacher led small group instruction aligned to the targeted focus area
  - ○ frequent progress monitoring aligned to the targeted focus area
- ★ **Literacy Team Reflection of School Literacy Progress**

# Multilingual Learners & Literacy

★ Created **English Language Development Companions** for the Curriculum Modules grades K - 8 to provide additional scaffolded support for ML's whose language proficiency level is a 2 or less.

★ Monthly professional development academies to support ESL teachers

★ Reading Decision Tree for MLs

| ACCESS **overall** proficiency **level of 1 or 2** on ACCESS AND **less than two years** in a U.S. school. | ACCESS **Overall** proficiency level **below 2.0** on ACCESS AND **more than two years** in a U.S. school. | ACCESS **overall** proficiency level **2.0 or above**, ACCESS Oral Language proficiency level of **3.0 and above**, AND ACCESS **Reading** proficiency level of **3.0 or below**. | ACCESS **Overall** proficiency level **above 2.0**, ACCESS **Oral Language** proficiency level of **3.0 or above**, AND ACCESS **Reading** proficiency level **3.0 or above**. |
|---|---|---|---|
| Oral language development as part of regular English Language Development instructional program. If applicable, Oral language intervention focusing on oracy skills. | Evidence-based intervention similar to native-English speaking peers. If ACCESS **Oral Language** proficiency level is **below 3.0**, consider embedding oracy skills within the intervention. The ML student is not advancing at the desired rate. | Evidence-based intervention, with emphasis on meaning through language-based and code-based skills. Skills should be taught in context and not in isolation.  Oral Language → Writing → Reading → Foundational skills  "Whole to Part" | Consider classroom performance and length of time in the ESL program compared to typical language patterns, using WIDA CAN-DO and Proficiency Level Descriptors to determine the best program. If intervention is needed, the focus is on reading strategies, vocabulary, meaning, and comprehension. |

Created by JCPS Office of Multilingual Learners
Adapted from AACPS ELA/ISSO
September 2023

## Kindergarten Quick View

JCPS K EL Pacing Guide

| | K ELD Module 1 34 Days | K ELD Module 2 43 Days | K ELD Module 3 39 Days | K ELD Module 4 39 Days |
|---|---|---|---|---|
| K EL Curriculum Topics | Toys and Play | Weather Wonders | Trees are Alive | Enjoying and Appreciating Trees |
| K Guiding Questions | What can we do to make playing together fun? What makes toys fun? Which classroom toy do I prefer? Why do I prefer that classroom toy? What toys do others prefer? Why do they prefer them? | What is weather? How can I be prepared for any type of weather? What is weather like around the world? How does weather affect people? | What do all living things need to live and grow? What do researchers do? How do we know that something is living? How do living things depend on trees to meet their needs? What patterns can we observe in how living things meet their needs? | How and why are trees important to us and our communities? How can we inspire others to appreciate and enjoy trees? |
| KAS Standards | RL.K.1, RL.K.7, SL.K.1 W.K.1, L.K.6 W.K.8, SL.K.3 | | | |
| WIDA Key Language Use | Inform | | | |
| EL Curriculum Performance Task | Describing a Classmate's Toy Preference | My Weather Story: An Imaginary Weather Narrative | Informational Collage: Tree Experts | Opinion Writing and High-Quality Artwork: Tree Appreciation Cards |

# DEP & Academics: Literacy for ALL

★ **Aligned FRAMEWORKs**
1. **Identity:** Personal and Community Identities
2. **Skills:** Develops Skills & Builds on Standards
3. **Intellect:** Knowledge & Intellect Building
4. **Criticality:** Power & Equity Dynamics
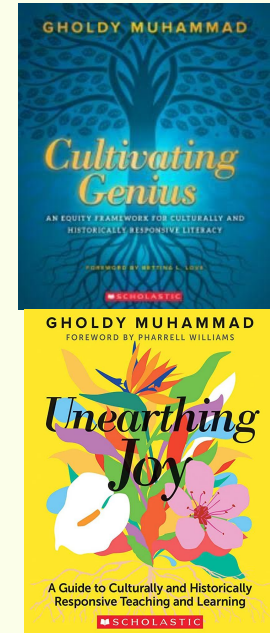5. **JOY!** Engagement & Authenticity

★ **Clarity of Goals and Supports**
   ○ Racial Equity Envoys
   ○ Racial Equity Walkthroughs
   ○ DEP Collaboration for Literacy

★ **Book Study**
   ○ District wide
   ○ Dr. Muhammad Visit in April

★ **Student Opportunities**
   ○ Lit & Includes the 5 components of literacy
   ○ Components of the ARE
   ○ Afrocentric curriculum

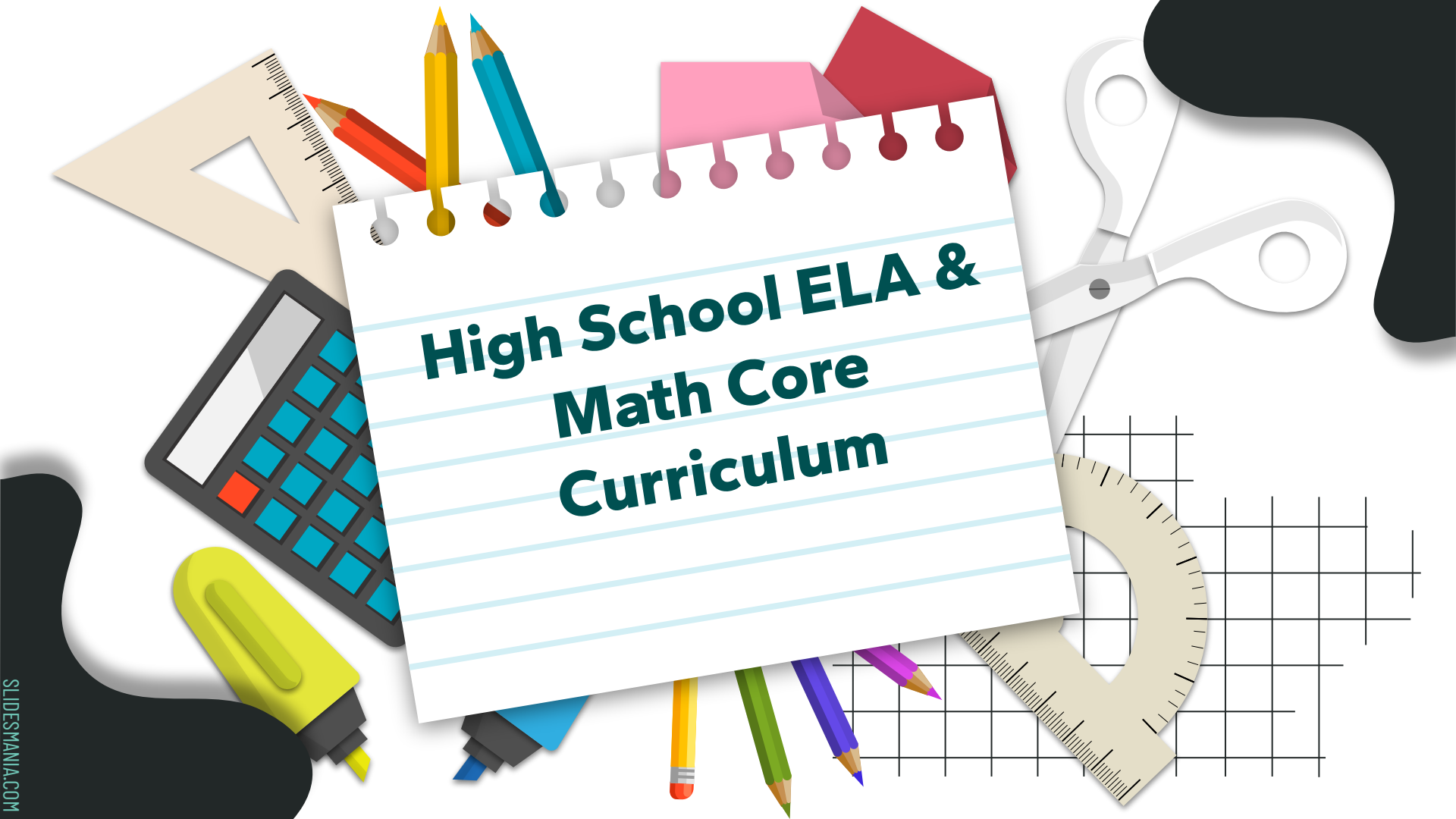# Let's See it in Action!

# Principal Perspectives

Learn From Experts

# On The Horizon

# K-12 Mathematics Plan
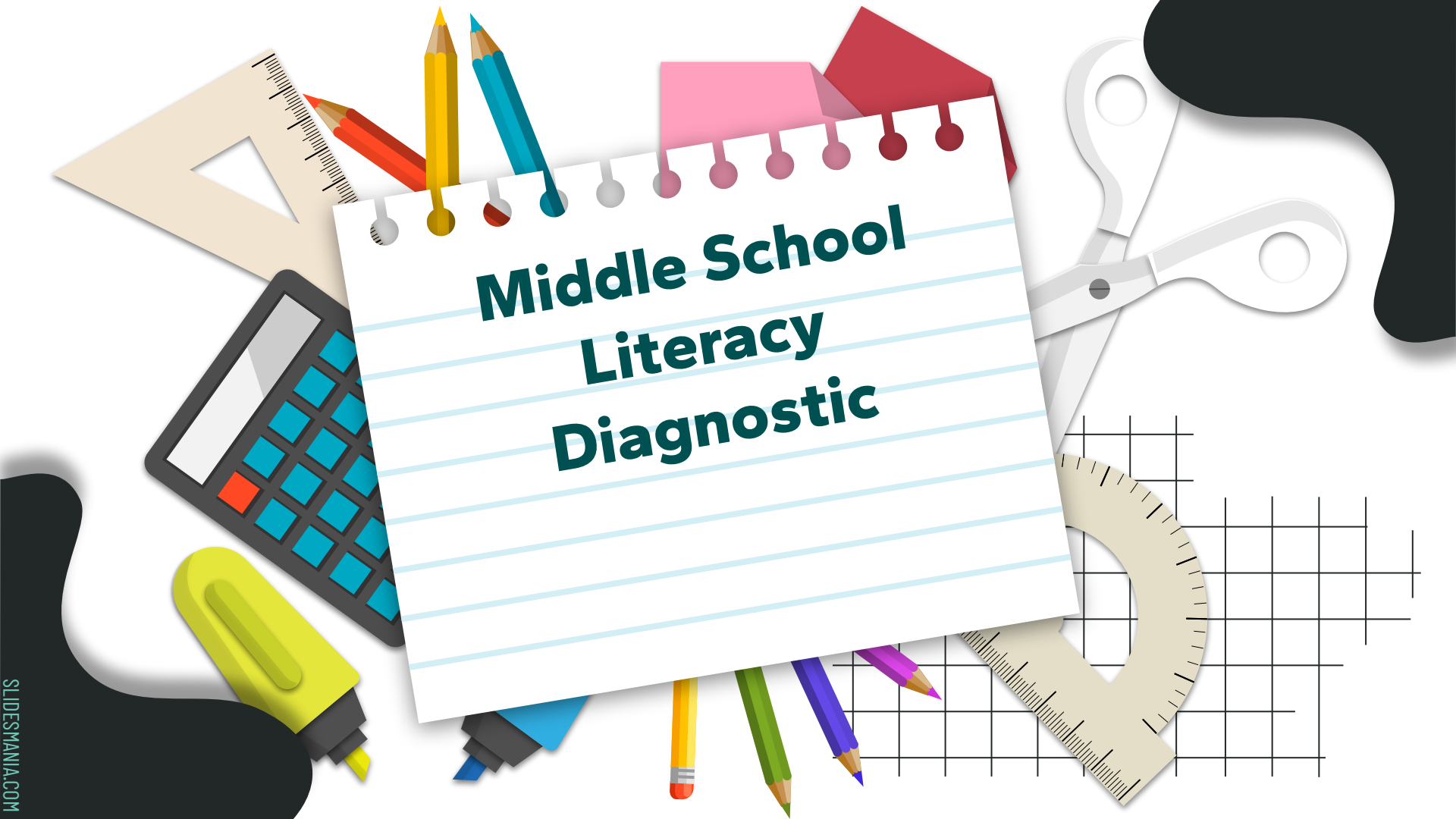
- Foundational Math Skills

# High School ELA & Math Core Curriculum