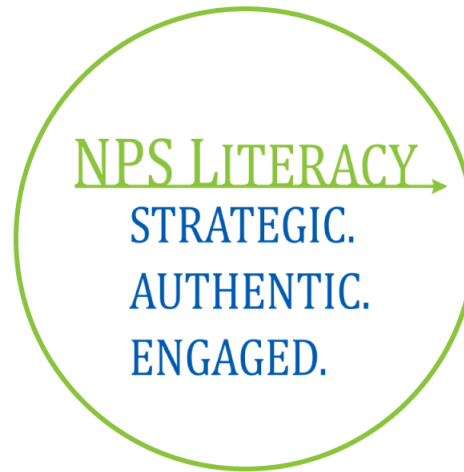


Norfolk Public Schools

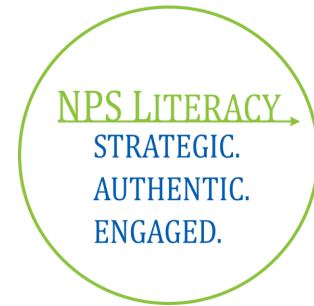
PreK-12 Literacy Plan



Norfolk Public Schools
The cornerstone of a proudly diverse community



Norfolk Public Schools Literacy Plan



VISION

The vision of NPS Literacy is to facilitate strategic, authentic, and engaging literacy instruction in order to develop college and career ready learners who are able to read, write, communicate, and think critically in a global society.

MISSION

Every student will read, write, communicate, and think critically in every classroom, in every school, everyday - ***no exceptions.***

NPS Literacy Promises to...

1. Provide an equitable, systematic, and evidence-based literacy **curriculum** to ensure every student experiences high quality core literacy instruction.
2. Deliver explicit, data-driven, differentiated reading and writing **instruction**, rooted in evidence-based research, throughout the entire literacy block.
3. Administer screening and progress monitoring **assessments** to identify students who do not meet literacy benchmarks.
4. Deliver additional evidence-based instruction and **intervention** for students who do not meet literacy benchmarks.
5. Provide **families** with access to free online evidence-based literacy instruction resources to support their child's literacy development at home.
6. Build a **community** of readers, writers, communicators, and critical thinkers.
7. Provide **professional development** in evidence-based literacy instruction to teachers, reading specialists, and principals.

STRATEGIC.

- PROMOTE AN EQUITABLE, SYSTEMATIC LITERACY FRAMEWORK AS THE FOUNDATION OF A SUCCESSFUL READING AND WRITING PROGRAM.
- FOSTER A RIGOROUS CURRICULUM THAT ENSURES EVERY STUDENT EXPERIENCES HIGH QUALITY LITERACY INSTRUCTION.
- DELIVER EXPLICIT, DATA-DRIVEN, DIFFERENTIATED READING AND WRITING INSTRUCTION THAT IS ROOTED IN SCIENTIFIC RESEARCH.

AUTHENTIC.

- MOTIVATE STUDENTS BY BUILDING RELATIONSHIPS AND MAKING READING AND WRITING PERSONALLY MEANINGFUL.
- FACILITATE LEARNING EXPERIENCES THAT HONOR DIVERSITY AND REFLECT CULTURALLY RELEVANT INSTRUCTION THROUGH READING, WRITING, AND RESEARCH.
- CHALLENGE STUDENTS WITH COMPLEX, DIVERSE TEXTS THAT ENGAGE MINDS, CAPTURE ATTENTION, AND EVOKE EMOTIONS.

ENGAGED.

- CULTIVATE CLASSROOMS WHERE STUDENTS ARE ACTIVELY ENGAGED IN READING AND WRITING.
- UTILIZE AUTHENTIC TASKS, STUDENT CHOICE, AND COLLABORATION AS KEYS TO ACTIVE ENGAGEMENT.
- PROVIDE LEARNING EXPERIENCES WHERE STUDENTS READ, WRITE, COMMUNICATE, AND THINK CRITICALLY IN EVERY CLASSROOM, IN EVERY SCHOOL, EVERYDAY - NO EXCEPTIONS.

PURPOSE: Student Excellence

Create authentic and culturally relevant learning experiences so that each student will be a creative, collaborative, civic-minded, critical thinker with effective communication skills.

Measurable Growth Goals Over Time

- Increase the percentage of students reading on grade level by the third grade as measured by the third grade reading SOL test.
- Increase the percentage of students passing reading SOL tests.
- Increase the percentage of students who pass an Advanced Placement (3 or higher) exam; pass an International Baccalaureate (4 or higher) exam; successfully complete a Dual Enrollment class (C or higher); or earn an industry certification by graduation.

NPS Literacy Plan Action Steps

Implementation Legend

Developing and Procuring **DP**

Building Knowledge **BK**

Coaching **C**

Monitoring **M**

Full Implementation **FI**

Note: Items with an * are required by the Virginia Literacy Act

Pre-kindergarten

Overarching Goal:	Increase the percentage of students reading on grade level by the third grade as measured by the third grade reading SOL test.					
End Goal:	By the end of 2026-2027 SY, 80% of students entering kindergarten will be school ready based on the spring VKRP assessment results.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
% of students kindergarten ready based on the spring VKRP assessment results.	72% (71.7)					
Annual Target		73%	75%	77%	79%	80%
Black	67%					
Hispanic	78%					
Multi-Race	72%					
White	76%					
SWD	41%					
EL	73%					
SES	69%					

Focus Area	Strategic Action	2023-2024	2024-2025	2025-2026	2026-2027
Curriculum	<p>By implementing a balanced approach that integrates various aspects of literacy in alignment with the Creative Curriculum, involving families and the community, and adapting to the evolving needs of the students, we can ensure a successful literacy journey for every child.</p> <ul style="list-style-type: none"> Implement daily systematic phonemic awareness curriculum in Pre-kindergarten (Heggerty). Revised daily explicit and systematic alphabet knowledge and phonological awareness lessons and integrated curriculum to align with the Early Learning and Development Standards and Virginia Language and Literacy Screener. 	DP/BK	BK/C	C/M	FI
Instruction	<p>Foster a Well-Designed Early Literacy Instructional Program</p> <ul style="list-style-type: none"> Provide ample opportunities for oral language development. Create an engaging and print-rich environment including well-stocked libraries, reading corners, and access to a wide range of age-appropriate books. Literacy-related resources, such as alphabet charts, visual word walls, and language games, etc. will be intentionally included in the classroom environment with students having hands on and eye level access to these resources. Engage students in phonological awareness activities to build foundational skills in reading and writing. Intentionally plan interactive read-aloud twice a day. 	BK/C/M	BK/C/M	BK/C/M	FI

Assessment	<p>Create systems and processes to assess, monitor, and respond to student literacy progress by utilizing the Virginia Language and Literacy Screener to assess developmental progress in:</p> <ul style="list-style-type: none"> • Alphabet Knowledge • Phonological Awareness • Language: Passage Comprehension • Name Writing • Print Concepts 	BK/C/M	BK/C/M	BK/C/M	FI
Intervention	<p>Utilize age and developmentally appropriate assessment tools and skill development ranges to evaluate children's literacy progress and identify areas for improvement.</p> <ul style="list-style-type: none"> • Regularly assess and monitor children's literacy skills, providing individualized support as needed. • Utilize data to implement small group differentiated instruction. 	BK/C/M	BK/C/M	BK/C/M	FI
Professional Development	<p>Enhance Professional Development for Teachers</p> <ul style="list-style-type: none"> • Provide ongoing professional development opportunities for preschool teachers focused on effective literacy instruction strategies, early language development, and phonics instruction. • Offer workshops, conferences, and collaborative learning opportunities to keep teachers updated on the latest research and best practices in preschool literacy. • Support teachers in developing individualized and small group instruction plans to meet the diverse literacy needs of their students. 	DP/BK	BK/C/M	C/M	FI
Community Engagement	<p>Encourage Community Partnerships</p> <ul style="list-style-type: none"> • Collaborate with local libraries, literacy organizations, and community centers to extend literacy support beyond the classroom. 	DP/BK	BK/M	M	FI

	<ul style="list-style-type: none">• Organize community literacy events, such as read aloud sessions, book fairs, and author visits, to promote a love for reading among preschoolers and their families.• Engage volunteers from the community to serve as reading buddies or mentors for preschool students.				
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Grades K-2

Overarching Goal:	Increase the percentage of students reading on grade level by the third grade as measured by the third grade reading SOL test.					
End Goal:	By the end of 2026-2027 SY, 90% of second grade students will be reading on grade level as measured by the spring 2027 PALS/VALLSS assessment.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
% of 2nd graders meeting PALS/VALLSS spring benchmark	59% (58.6)					
Annual Target		67%	75%	83%	90%	90%
Black	52.5%					
Hispanic	52.6%					
Multi-Race	71.3%					
White	71.7%					
SWD	25.9%					
EL	40.7%					
SES	52.1%					

Focus Area	Strategic Action	2023-2024	2024-2025	2025-2026	2026-2027
Curriculum	<p>Engage in the review, revision, and/or procurement process to identify evidence-based core literacy instructional materials for K-2.*</p> <ul style="list-style-type: none"> Implement systematic phonemic awareness curriculum in kindergarten (Superkids). Pilot systematic phonics curriculum in Kindergarten (Superkids). Revise daily explicit and systematic phonemic awareness and phonics lessons and integrated curriculum in grades 1-2 to align with Virginia Literacy Act. 	C	M	M	FI
Instruction	<p>Provide daily, explicit, systematic, and cumulative instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to ensure all students receive a solid foundation in literacy.*</p> <ul style="list-style-type: none"> Develop, introduce, and implement daily explicit and systematic phonemic awareness and phonics lessons in grade K-2. Increase access and time in connected text. Develop, introduce, and implement a knowledge building literacy curriculum and content resources that cultivate skills and support learners to read and write across a variety of genres and disciplines in grades K-2. 	C	M	FI	FI
	<p>Implement small, skill-based groups informed by ongoing evidenced-based diagnostic data.*</p> <ul style="list-style-type: none"> Refine small group instruction to focus on data-driven “skills groups” and foundational skills remediation (not “leveled” guided reading). 	BK/C	C	M	FI

Assessment	Develop and use assessment and data-analysis protocols to monitor student literacy progress and facilitate identification of and intervention for students not meeting literacy benchmarks.* <ul style="list-style-type: none"> • Lexia Core5 • PALS/VALLSS • Unit Assessments • Formative Assessments 	C	M	FI	FI
	Utilize state approved literacy screener to assess student learning throughout the year.*	BK	C	M	FI
Intervention	Utilize screening, diagnostic, and progress monitoring assessment tools/protocols to identify students in need of intervention.*	DP/BK	C	M	FI
	Create individual reading plans for each student who demonstrate specific literacy needs.*	DP/BK	C	M	FI
	Ensure all schools have schedules that support a full literacy block, including scheduling for intervention support.*	BK/C	C	M	FI
	Implement intervention support to students in K-2 not meeting literacy benchmarks using evidence-based intervention resources aligned to Science Based Reading Research.* <ul style="list-style-type: none"> • PALS Early Literacy Tutors trained in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). • Title I Teachers trained in SIPPS. • Collaborate with schools to asset map human resources and identify curriculum resources to support intervention routines. 	C	M	FI	FI

Professional Development	<p>Build teacher knowledge of evidence-based theory, assessment, and instructional practices aligned to the science of reading.*</p> <ul style="list-style-type: none"> • State reading specialist training in September. • Monthly replicable PD provided to reading specialists. • Monthly Lexia success planning meeting and ongoing PD. 	BK	C	M	FI
Community Engagement	Ensure that every family has access to free online evidence-based literacy instruction resources to support their child's literacy development at home.*	DP/BK	C	M	FI
	Create systems and processes to develop, implement and monitor student progress on student reading plans in collaboration with teachers and families.*	DP/BK	C	M	FI
	<p>Create and implement a communications and media plan to communicate NPS Literacy Plan and initiatives.</p> <ul style="list-style-type: none"> • Promote NPS READ 14.2 reading initiative with families and community partners to increase reading opportunities and book access for students outside of school. 	DP/BK	C/M	FI	FI

*Note: Items with an * are required by the Virginia Literacy Act*

K-2 Progress Monitoring Plan

Action Step: Student performance and progress is examined frequently, over time, to evaluate response to instruction and intervention and to inform educational decisions around instruction, intervention, and allocation of resources. <i>Examine - Evaluate - Respond</i>					
	K	1	2	Who's Responsible	Frequency
Lexia Progress Checks	◆	◆	◆	District Literacy Team, School Instructional Leadership Team	Monthly
				Classroom Teachers, Grade Level Teams	Weekly
PALS Quick Checks	◆	◆	◆	Classroom Teachers, Grade Level Teams, School Instructional Leadership Teams	Monthly (when applicable)
Unit Assessments		◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Every 3-4 weeks
Quarterly Literacy Assessment (QLA)		◆	◆	School Instructional Leadership Team, Grade Level Teams, Classroom Teachers	End of each quarter
PALS/VALLSS	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Fall, Mid-Year, Spring
Classroom Formative Assessments	◆	◆	◆	Classroom Teachers, Grade Level Teams	2-3 times a week

Grades 3-5

Overarching Goal:	Increase the percentage of students passing the reading SOL tests.					
End Goal:	By the end of 2026-2027 SY, 75% of students in grades 3-5 will pass the reading SOL test.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
Grade 3	58%					
Annual Target		62%	67%	71%	75%	75%
Asian	86%					
Black	49%					
Hispanic	53%					
White	80%					
Multi-Race	65%					
SWD	32%					
SES	50%					
EL	31%					
Grade 4	63%					
Annual Target		67%	71%	75%	80%	80%
Asian	88%					
Black	55%					
Hispanic	59%					

White	79%					
Multi-Race	77%					
SWD	32%					
SES	55%					
EL	29%					
Grade 5	60%					
Annual Target		64%	68%	72%	77%	77%
Asian	79%					
Black	54%					
Hispanic	53%					
White	78%					
Multi-Race	67%					
SWD	31%					
SES	53%					
EL	23%					

Focus Area	Strategic Action	2023-2024	2024-2025	2025-2026	2026-2027
Curriculum	<p>Procure and refine a knowledge-building literacy curriculum based on the science of reading and current research on evidence-based practices in phonics, fluency, vocabulary, oral language, reading comprehension, and writing.*</p> <ul style="list-style-type: none"> • Development of formative assessments. • Provide curriculum alignment documents to support planning and ensure alignment of written, taught, and tested curriculum. • Emphasize word analysis routines focused on syllabication and morphology. 	C	M	FI	FI
Instruction	<p>Revise literacy block to ensure learning opportunities for scaffolded, on-grade reading and text comprehension, small group instruction, writing, and intervention.</p> <ul style="list-style-type: none"> • Expand the time for instruction focused on student reading complex, on grade-level text. • Promote close reading and text annotation strategies. • Refine small group instruction to focus on data-driven “skills groups” and foundational skills remediation (not “leveled” guided reading). 	DP/BK	C	M	FI
	<p>Implement strategies that are rooted in current research on evidence-based practices in phonics, fluency, vocabulary, oral language, reading comprehension, and writing.</p> <ul style="list-style-type: none"> • Promote knowledge-building practices that support the integration reading and writing experiences. • Provide opportunities for meaningful writing in response to reading. 	C	C	M	M

Assessment	<p>Develop and use assessment and data-analysis protocols to monitor student literacy progress and facilitate identification of and intervention for students not meeting literacy benchmarks.*</p> <ul style="list-style-type: none"> • Growth Assessments • Lexia Core5 • Unit Assessments • Formative Assessments 	C	C/M	M	FI
	Utilize state approved literacy screener to assess student learning throughout the year.*	BK	C	M	FI
Intervention	Utilize screening, diagnostic, and progress monitoring assessment tools/protocols to identify students in need of intervention.*	DP/BK	C	M	FI
	Create individual reading plans for each student who demonstrate specific literacy needs.*	DP/BK	C	M	FI
	Ensure all schools have schedules that support a full literacy block, including scheduling for intervention support.*	BK/C	M	FI	FI
	<p>Implement intervention support to students in 3-5 not meeting literacy benchmarks using evidence-based intervention resources aligned to Science Based Reading Research.*</p> <ul style="list-style-type: none"> • Title I teachers trained in SIPPS. • Collaborate with schools to asset map human resources and identify curriculum resources to support intervention routines. 	BK/C	C	M	FI
Professional Development	<p>Build teacher knowledge of evidence-based theory, assessment, and instructional practices aligned to the science of reading and current research in knowledge-based reading instruction.*</p> <ul style="list-style-type: none"> • State reading specialist training in September • Benchmark textbook training • Monthly replicable PD to reading specialists • Monthly Lexia success planning meeting and ongoing PD 	BK	C	M	FI

Community Engagement	Ensure that every family has access to free online evidence-based literacy instruction resources to support their child's literacy development at home.*	DP/BK	C	M	FI
	Create systems and processes to develop, implement and monitor student progress on student reading plans in collaboration with teachers and families.*	DP/BK	BK/C	M	FI
	<p>Create and implement a communications and media plan to communicate NPS Literacy Plan and initiatives.</p> <ul style="list-style-type: none"> Promote NPS READ 14.2 reading initiative with families and community partners to increase reading opportunities and book access for students outside of school. 	DP/BK	C/M	FI	FI

*Note: Items with an * are required by the Virginia Literacy Act*

3-5 Progress Monitoring Plan

Action Step: Student performance and progress is examined frequently, over time, to evaluate response to instruction and intervention and to inform educational decisions around instruction, intervention, and allocation of resources. <i>Examine - Evaluate - Respond</i>					
	3	4	5	Who's Responsible?	Frequency
Lexia Progress Checks	◆	◆	◆	District Literacy Team, School Instructional Leadership Team	Monthly
				Classroom Teachers, Grade Level Teams	Weekly
Literacy Quick Checks	◆	◆	◆	Classroom Teachers, Grade Level Teams, School Instructional Leadership Teams	Monthly (if applicable)
Unit Assessments	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Every 3-4 weeks
SOL Growth Assessment	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Fall, Mid-Year
PALS/VALLSS	◆			District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Fall, Mid-Year, Spring
Classroom Formative Assessments	◆	◆	◆	Classroom Teachers, Grade Level Teams	2-3 times a week

Grades 6-8

Overarching Goal:	Increase the percentage of students passing the 6-8 reading SOL tests.					
End Goal:	By the end of 2026-2027 SY, 75% of students in grades 6-8 will pass the reading SOL test.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
Grade 6	53%					
Annual Target		58%	64%	70%	75%	75%
Asian	86%					
Black	43%					
Hispanic	50%					
White	79%					
Multi-Race	67%					
SWD	22%					
SES	45%					
EL	17%					
Grade 7	55%					
Annual Target		60%	65%	70%	75%	75%
Asian	79%					
Black	45%					
Hispanic	54%					
White	78%					

Multi-Race	69%					
SWD	26%					
SES	47%					
EL	16%					
Grade 8	59%					
Annual Target		63%	67%	71%	75%	75%
Asian	84%					
Black	51%					
Hispanic	56%					
White	81%					
Multi-Race	74%					
SWD	28%					
SES	51%					
EL	13%					

Overarching Goal:	Increase the percentage of students passing the grade 8 writing SOL test.					
End Goal:	By the end of 2026-2027 SY, 75% of students in grades 6-8 will pass the writing SOL test.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
Grade 8	38%					

Annual Target		45%	55%	65%	75%	75%
Asian	72%					
Black	26%					
Hispanic	39%					
White	60%					
Multi-Race	56%					
SWD	7%					
SES	28%					
EL	6%					

Focus Area	Strategic Action	2023-2024	2024-2025	2025-2026	2026-2027
Curriculum	Provide evidence-based core and intervention literacy instructional materials. <ul style="list-style-type: none"> • SAVVAS online/consumable textbooks • NoRedInk • Newsela • Achieve3000 • LexiaPowerUp 	C/M	C/M	M	FI
	Provide curriculum alignment documents to support planning for instruction and promote alignment of written, taught, tested curriculum (content and rigor). <ul style="list-style-type: none"> • SAVVAS online/consumable textbooks • NoRedInk • Newsela • Achieve3000 	BK/C	C/M	M	FI
	Continue to develop and refine curriculum and culturally responsive resources that support students as they read, write, discuss, collaborate, and think critically. <ul style="list-style-type: none"> • Classroom libraries • Student choice 	C	M	M	M
Instruction	Provide opportunities for meaningful writing in response to <ul style="list-style-type: none"> • Reading and discussion • Writing prompts 	C	M	M/FI	FI
	Revise literacy block to ensure learning opportunities for scaffolded, on-grade reading and text comprehension, small group instruction, writing, and intervention. <ul style="list-style-type: none"> • Explicit, modeled instruction • Vocabulary • Close reading strategies and annotation • Comprehension and analysis • Composing, written expression, and usage/mechanics 	C	C	M	M

	<p>Implement aspects of flipped classroom approaches to support alignment of content and rigor of SOL strands.</p> <ul style="list-style-type: none"> 14.2 Reading & Annotation HW routines 	BK	C	M	FI
Assessment	Implement an Assessment for Learning protocol that encourages critical thinking, discussion, and collaboration during the remediation process.	BK / C	C	M	FI
	<p>Strengthen protocols to assess, monitor, and respond to student literacy progress.</p> <ul style="list-style-type: none"> Unit Assessments Formative Assessments Lexia PowerUp 	BK/C	C	M	FL
Intervention	Utilize assessment and data-analysis protocols to facilitate identification of and intervention for students in need of intervention.	C	C / M	FI	FI
	Revise ELA and reading support blocks to ensure small group instruction based on data.	BK / C	C/M	M	FI
	Implement Lexia PowerUp in Reading Support classes.	BK/C	M	FI	FI
	Support implementation of Strategic Instruction Model (SIM) <i>Fundamentals in Sentence Writing and Paraphrasing and Summarizing</i> in Reading Resource blocks, in collaboration with the Office of Learning Support.	BK/C	C	M	FI

Professional Development	Build teacher knowledge of evidence-based theory, assessment, and instructional practices aligned to the science of reading. <ul style="list-style-type: none"> Monthly replicable PD provided to reading specialists Monthly Lexia success planning meeting and ongoing PD myPerspectives textbook & supplemental resources PD 	BK/C	C	C/M	FI
	Build teacher capacity in providing targeted feedback aligned to VDOE writing rubric.	C	C	C/M	M/FI
	Build teacher knowledge of integrated reading/writing SOL assessment format and expectations.	BK/C	C	M	M/FI
Community Engagement	Create systems and processes to develop, implement, and monitor student progress on student reading plans in collaboration with teachers and families.	DP	BK	BK	C
	Share NPS 14.2 Reading initiative with parents to increase reading opportunities for students outside of school and support lesson planning aligned to rigor of standards.	BK/C	C/M	M	FI

6-8 Progress Monitoring Plan

Action Step: Student performance and progress is examined frequently, over time, to evaluate response to instruction and intervention and to inform educational decisions around instruction, intervention, and allocation of resources.

Examine - Evaluate - Respond

	6	7	8	Who's Responsible?	Frequency
Lexia Progress Checks	◆	◆	◆	District Literacy Team, School Instructional Leadership Team	Monthly
				Classroom Teachers, Grade Level Teams	Weekly
Unit Assessments	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Monthly
SOL Growth Assessment	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Fall, Mid-Year
Classroom Formative Assessments	◆	◆	◆	Classroom Teachers, Grade Level Teams	2-3 times a week

Grades 9-12

Overarching Goal:	Increase the percentage of students passing the reading and writing SOL tests.					
End Goal:	By the end of 2026-2027 SY, 85% of students in grade 11 will pass the SOL reading test and 75% will pass the SOL writing test.					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Target
Grade 11 EOC Reading	76%					
Annual Target		79%	81%	83%	85%	85%
Asian	86%					
Black	70%					
Hispanic	69%					
White	90%					
Multi-Race	81%					
SWD	41%					
SES	68%					
EL	27%					
Grade 11 EOC Writing	64%					
Annual Target		67%	70%	73%	75%	75%
Asian	82%					

Black	56%					
Hispanic	61%					
White	84%					
Multi-Race	77%					
SWD	24%					
SES	54%					
EL	22%					

Focus Area	Strategic Action	2023-2024	2024-2025	2025-2026	2026-2027
Curriculum	Provide evidence-based core and intervention literacy instructional materials. <ul style="list-style-type: none"> • SAVVAS online/consumable textbooks • NoRedInk • Newsela • Edmentum • CollegeBoard <i>AP Classroom</i> 	C/M	C/M	M	FI
	Provide curriculum alignment documents to support planning for instruction and promote alignment of written, taught, tested curriculum (content and rigor). <ul style="list-style-type: none"> • SAVVAS online/consumable textbooks • NoRedInk • Newsela 	BK/C	C	M	FI

	<p>Continue to develop and refine curriculum and culturally responsive resources that support students as they read, write, discuss, collaborate, and think critically.</p> <ul style="list-style-type: none"> • Classroom libraries • Student choice opportunities 	M	M	M	M
Instruction	<p>Provide opportunities for meaningful writing in response to</p> <ul style="list-style-type: none"> • Reading and discussion • Writing prompts 	C	C/M	M/FI	FI
	<p>Revise literacy block to ensure learning opportunities for scaffolded, on-grade reading and text comprehension, small group instruction, writing, and intervention.</p> <ul style="list-style-type: none"> • Explicit, modeled instruction • Vocabulary • Close reading strategies, including annotation • Comprehension and analysis • Composing, written expression, and usage and mechanics 	C	C/M	M	FI
	<p>Implement aspects of flipped classroom approaches to support alignment of content and rigor of SOL strands.</p> <ul style="list-style-type: none"> • 14.2 Reading & Annotation HW routines 	BK	C	M	FI
Assessment	<p>Implement an Assessment for Learning protocol that encourages critical thinking, discussion, and collaboration during the remediation process.</p>	BK / C	C	M	FI

	<p>Create systems and processes to assess, monitor, and respond to student literacy progress.</p> <ul style="list-style-type: none"> • Unit Assessments • Formative Assessments • Edmentum in English 9 • <i>AP Classroom</i> Progress Checks 	BK/C	C	M	FI
Intervention	Utilize assessment and data-analysis protocols to facilitate identification of and intervention for students in need of intervention.	BK/C	C / M	FI	FI
	Utilize Edmentum Exact Path student performance data to plan for small group instruction in English 9.	BK/C	C/M	M	FI
	Revise English blocks to ensure small group instruction based on data.	BK/C	C	M	FI
	Support implementation of Strategic Instruction Model (SIM) <i>Fundamentals in Sentence Writing and Paraphrasing and Summarizing</i> in Reading Resource blocks, in collaboration with the Office of Learning Support.	BK/C	C	M	FI
Professional Development	Build teacher knowledge of evidence-based theory, assessment, and instructional practices aligned to the science of reading.	DP/BK	BK	C/M	M
	Build teacher capacity in providing targeted feedback aligned to VDOE and/or AP writing rubrics.	BK/C	C	C/M	FI

	Build teacher knowledge of integrated reading/writing SOL assessment format and expectations.	BK/C	C	C/M	FI
Community Engagement	Share NPS 14.2 Reading initiative with parents to increase reading opportunities for students outside of school and support lesson planning aligned to rigor of standards.	BK/C	C/M	M	FI

9-12 Progress Monitoring Plan

Action Step: Student performance and progress is examined frequently, over time, to evaluate response to instruction and intervention and to inform educational decisions around instruction, intervention, and allocation of resources.

Examine - Evaluate - Respond

	9	10	11	12	Who's Responsible?	Frequency
Edmentum ExactPath	◆				District Literacy Team, School Instructional Leadership Team	Monthly
					Classroom Teachers, Grade Level Teams	Weekly
Unit Assessments	◆	◆	◆	◆	District Literacy Team, School Instructional Leadership Team, Classroom Teachers	Monthly
Classroom Formative Assessments	◆	◆	◆	◆	Classroom Teachers, Grade Level Teams	2-3 times a week