

RichLit

Richmond Public Schools Literacy Plan

2021-2024



DREAMS⁴RPS Priorities

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- 1) Exciting and Rigorous Teaching and Learning
- 2) Skilled and Supported Staff
- 3) Safe and Loving School Cultures
- 4) Deep Partnership with Families and Community
- 5) Modern Systems and Infrastructure

RPS Literacy Plan

Vision

- Create a vibrant culture of literacy that cultivates a joy for reading, writing, and learning and inspires stakeholders to contribute to and participate in the overall success of our students.

Mission

- All RPS students will be reading on grade-level in 3rd grade and all RPS graduates will have the reading, writing and communication skills to be college, civic, and career ready.

RPS Literacy Plan Goals

- 1 Ensure all students are reading at or above grade level at the end of 3rd grade
- 2 Increase student reading and writing proficiency and advanced rates
- 3 Increase the % of students who are college, civic, and career ready in literacy
- 4 Increase access to culturally relevant texts/resources in and outside of schools

RPS Literacy Data



The Phonological Awareness Literacy Screening (PALS) data shows an increase in the % of students identified for intervention

Assessment Date	Kindergarten (required)		First Grade (required)		Second Grade (required*)		Third Grade (not required**)	
	RPS	VA	RPS	VA	RPS	VA	RPS	VA
Spring 2019	27%	14%	39%	22%	39%	25%	38%	42%
Spring 2018	20%	12%	37%	19%	36%	21%	36%	40%
Spring 2017	24%	12%	34%	18%	38%	21%	31%	33%

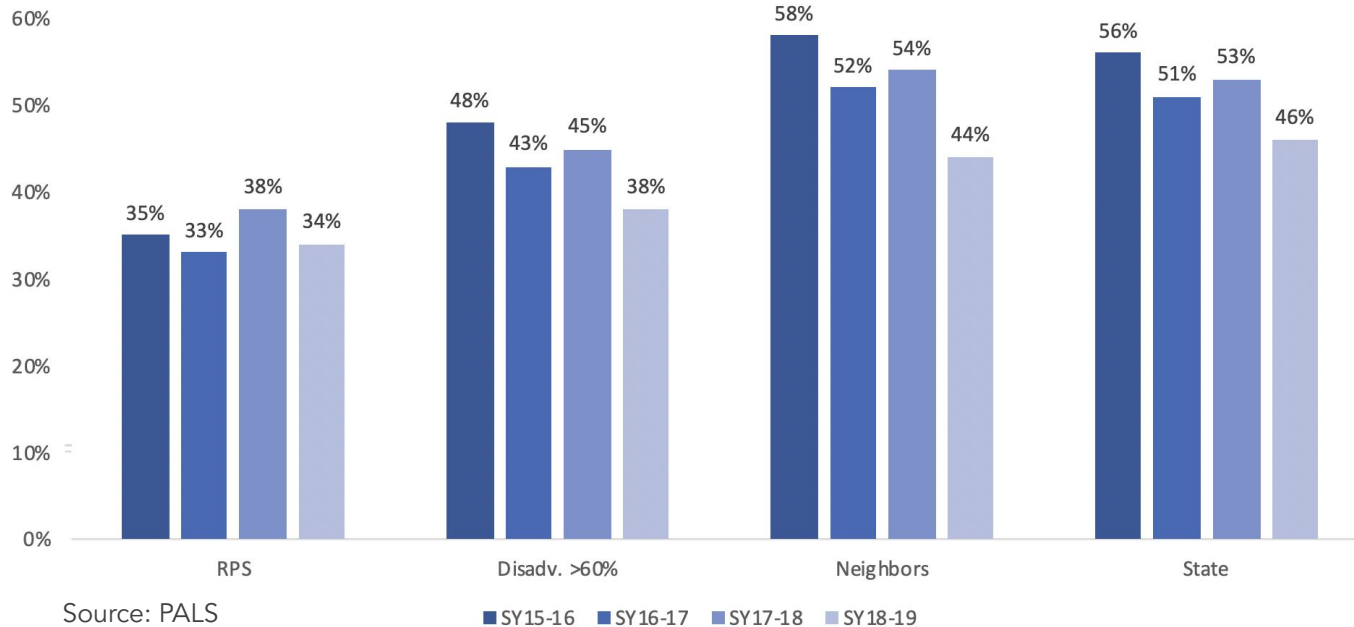
*required unless student scored at High Benchmark in previous Spring

**percentage is of 3rd grade number of students assessed; the number of students assessed across the state is significantly lower than K-2

Percentage of Students Above PALS Threshold

On average, for the level of students above the PALS threshold RPS was:

- 17 percentage points behind neighboring divisions
- 16 percentage points behind the state



On average, for SOL reading test* scores RPS scored:

- 8 percentage points lower than the state rate for Pass Advanced scores
- 13 percentage points lower than the state rate for Pass Proficient scores

Test Year	VA Pass Advanced	RPS Pass Advanced (500+)	VA Pass Proficient	RPS Pass Proficient (400-499)	VA OVERALL PASS RATE	RPS OVERALL PASS RATE
2016-2017	19%	10%	61%	48%	80%	58%
2017-2018	17%	9%	62%	50%	79%	59%
2018-2019	16%	9%	62%	48%	78%	56%

*SOL reading test occurs at the end of 3rd-8th grade and 11th grade.

On average, for SOL writing test scores RPS scored:

- 14 percentage points lower than the state rate for Pass Advanced scores
- 12 percentage points lower than the state rate for Pass Proficient scores

Test Year	VA Pass Advanced	RPS Pass Advanced	Va Pass Proficient	RPS Pass Proficient	VA OVERALL PASS RATE	RPS OVERALL PASS RATE
2016-2017	25%	11%	54%	41%	79%	53%
2017-2019	24%	11%	54%	39%	78%	50%
2018-2019	24%	9%	51%	42%	76%	52%

*SOL writing test occurs at the end of 8th grade and 11th grade.

- There are significant gaps across each grade level with middle schools having the largest gaps in SOL Reading and Writing Pass Rates

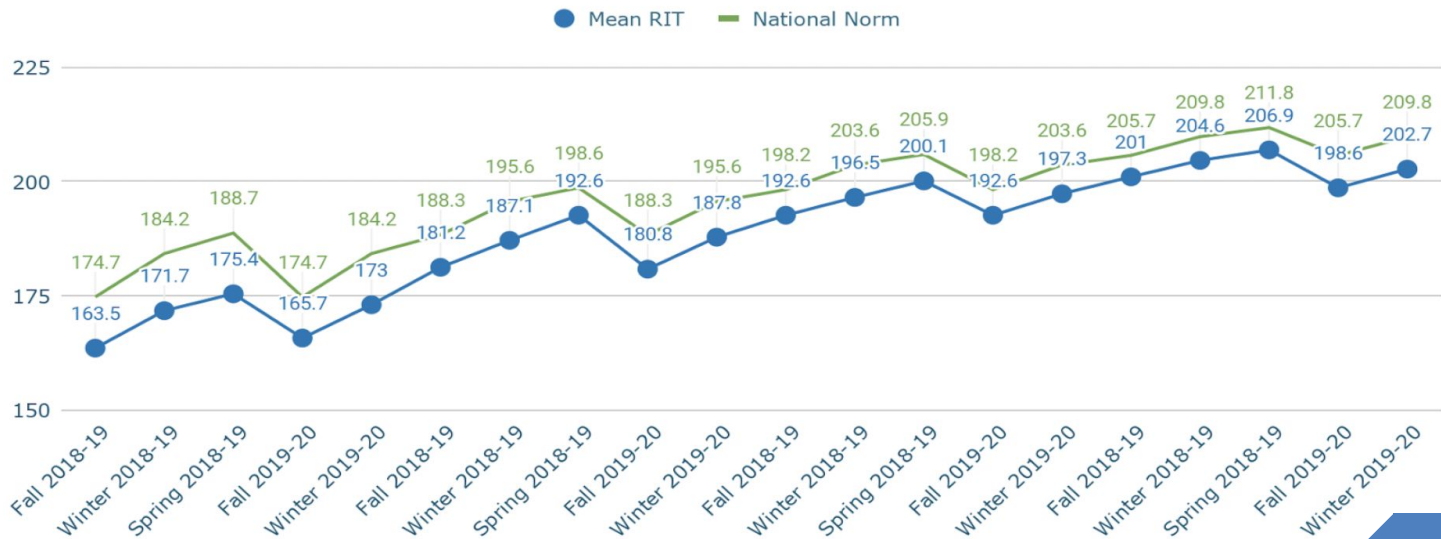
18-19 SOL	Reading 3	Reading 4	Reading 5	Reading 6	Reading 7	Reading 8	Reading EOC	Writing 8	Writing EOC
RPS	50%	56%	62%	55%	54%	53%	67%	45%	61%
State	71%	75%	78%	77%	79%	76%	86%	70%	81%
% Gap	-21	-19	-16	-22	-25	-23	-19	-25	-20

Mean RIT Comparison: RPS v. USA

On average, RPS students scored 7.7 points lower than the national average on the NWEA MAP Growth Assessment.

RPS Mean RIT Over Time: Growth Reading 2-5

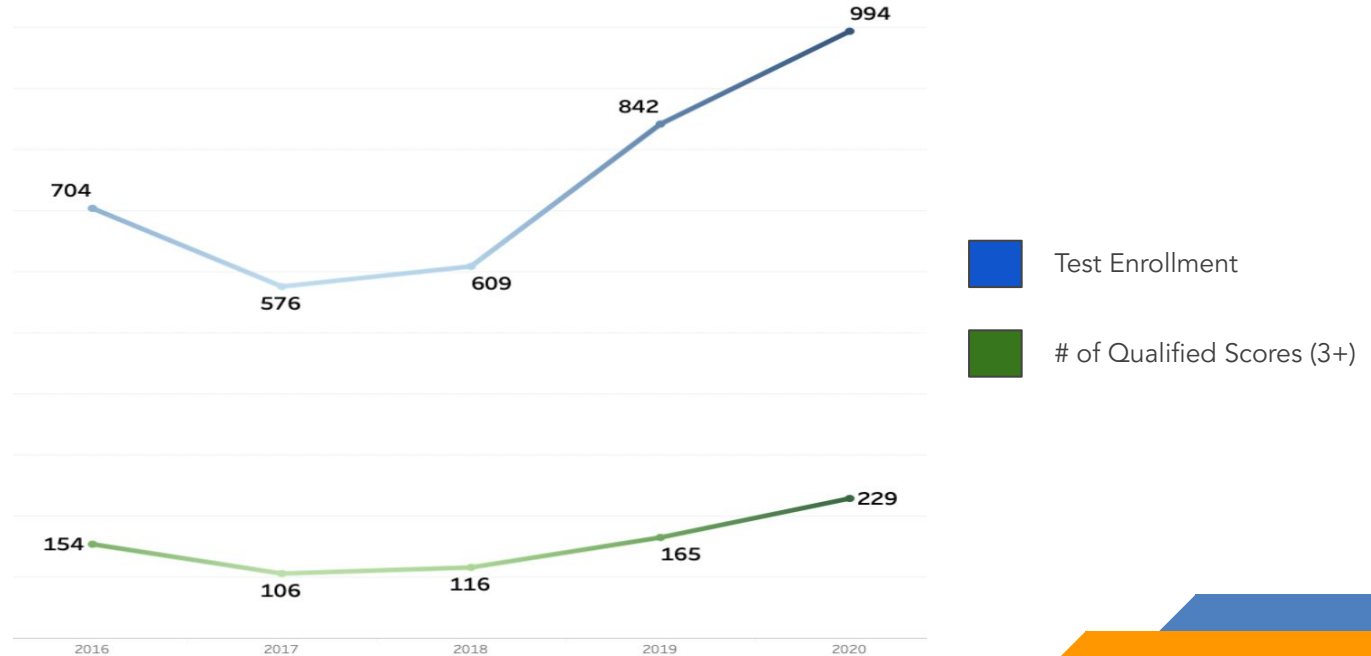
Fall 2018 to Winter 2020



Less than 10% of AP tests, across all content areas, at high schools other than Open and Community receive a passing score

Year	Score 5	Score 4	Score 3	Score 2	Score 1
2016-2017	1	5	13	30	52
2017-2018	2	5	12	33	48
2018-2019	2	6	12	28	53

The rate of improvement in students receiving a qualified score has not been increased at the rate of test enrollment



Measures of Success



1

Ensure all students are reading at or above grade level at the end of 3rd grade

Objective 1: Increase the number of students reading at or above grade level by the end of 3rd grade by 5% each year, beginning in 2021-2022

Objective 2: Increase the proportion of students scoring at or above the 50-point threshold on the PALS assessment to 39% in SY 20-21, 42% in SY 21-22, and 50% in SY 22-23

2 Increase student reading and writing proficiency and advanced rates

Objective 1: Increase student SOL reading proficient and advanced rates overall and in all subgroups to 64% in SY 21-22 and 68% in SY 22-23

Objective 2: Increase student SOL writing proficiency and advanced rates overall and in all subgroups to 60% in SY 21-22 and 64% in SY 22-23

Objective 3: Increase student writing proficiency overall and in all subgroups throughout the school year using performance rubrics

3 Increase the % of students who are college, civic, and career ready in literacy

Objective 1: Increase SOL subject areas of reading to 68% proficient and writing to 64% proficient by 2022-2023

Objective 2: Increase the number of students who are “college and career ready” on the PSAT on Evidence-Based Reading & Writing (ERW) to 21% by SY 22-23

Objective 3: Increase the number of students taking an AP course by 10% and receiving a score of 2 or higher by 10% each year starting in 2021-2022

4 Increase access to culturally relevant texts/resources in and outside of schools

Objective 1: Increase the percentage of culturally relevant texts used in core and elective curricula each year

Objective 2: Increase the access to culturally relevant texts and resources outside of our schools each year

Priorities & Actions



1

Establish times, structures, and guidelines for a defined block of time to maximize the development of literacy skills

Action 1.1: Adopt and implement ELA curricula in preschool through twelfth grade that includes 1.) systematic and explicit literacy instruction for preschool-2, 2.) grade-level appropriate texts, 3.) authentic writing tasks connected to the reading, 4.) vocabulary and comprehension strategies 5.) specific resources for intervention and support for ELLs and SWDs that prepares students for college, career, and civic readiness

1

Establish times, structures, and guidelines for a defined block of time to maximize the development of literacy skills

Action 1.2: Ensure a consistent design across all grade levels with clear expectations of the literacy block to include specific times for intervention and supports. The literacy block should include developmentally appropriate times for students to read, think, talk, and write

Action 1.3: Research, design, and implement models for year-long school and extended day programs to support the development of literacy

Action 1.4: Utilize Reading Interventionists in each RPS school to provide equitable access to high-quality literacy interventions for students

2

Use a balanced assessment model for reading and writing from preschool to twelfth grade

Action 2.1: Clearly define assessments to be used to indicate reading and writing proficiency and to monitor student progress at each grade level

Action 2.2: Adopt an assessment platform that provides clear, robust, and actionable data. Implement a systemic process for teachers and administrators to analyze data in meaningful cycles of learning to inform instructional decisions and communicate to parents

Action 2.3: Utilize a kindergarten readiness tool to identify student needs and provide support prior to entering kindergarten

2

Use a balanced assessment model for reading and writing from preschool to twelfth grade

Action 2.4: Develop and implement a systematic writing plan to include structures for a K-12 writing portfolio

Action 2.5: Build a model that guides students to assess their own learning through student-goal setting, student-led conferences, and presentations

3

Provide meaningful, job-embedded, long-term professional development for teachers and administrators on literacy practices that yield positive student outcomes

Action 3.1: Ensure consistent, clear, and culturally responsive delivery of literacy instruction across all grade levels

Action 3.2: Implement differentiated professional learning experiences for administrators and teachers that focus on 1.) scientifically-based literacy development, 2.) culturally responsive literacy instruction, 3.) sustaining a robust curriculum, and 4.) utilizing AP coursework and assessments

3

Provide meaningful, job-embedded, long-term professional development for teachers and administrators on literacy practices that yields positive student outcomes

Action 3.3: Utilize literacy coaches in each school to provide ongoing, job-embedded, literacy professional learning focused on scientifically-based literacy instruction and the curriculum for teachers and staff

Action 3.4: Build and sustain strategic partnerships with colleges, universities and other partners to develop 1.) pre-service teachers' understanding of scientifically-based literacy instruction, 2.) literacy institutes and 3.) literacy endorsement programs

4

Focus on culturally relevant literacy integration across all content areas in preschool through twelfth grade

Action 4.1: Utilize consistent vocabulary building and critical thinking strategies across subjects

Action 4.2: Integrate reading, writing, oral language, and research skills based on the VA English SOLs into all subjects to build literacy development across all disciplines

Action 4.3: Implement culturally-relevant performance tasks that utilize a variety of texts and media for research and presentations across subjects

5 Engage all families and organizations to build a culture of literacy in Richmond

Action 5.1: Develop specific partnerships to provide funding & books for schools to help support family libraries

Action 5.2: Launch family literacy events within schools and across the city in partnership with families and organizations

5 Engage all families and organizations to build a culture of literacy in Richmond

Action 5.3: Build families' ability to support their children's literacy development through 1.) use of literacy strategies at home, 2.) understanding of grade level and end-of-course expectations and 3.) regularly scheduled communication of their child's progress and upcoming literacy events and family literacy institutes.

Our focus is Literacy.

“If not us, then who? If not now, then when?”

- *John Lewis*



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