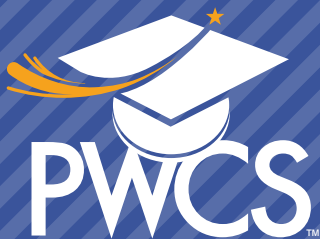


PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

PWCS Literacy Plan

LAUNCHING THRIVING
FUTURES



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Executive Summary

The mission of the Prince William County Public School's (PWCS) Literacy Program PreK-12 is to nurture, enhance, and guarantee the literacy development of each student to prepare all our students with

“
**the knowledge, skills,
and habits of mind
necessary to create a
thriving future for
themselves and their
community.**
”

This plan is developed to transform literacy instructional practice in alignment with the Science of Reading and the Virginia Literacy Act (VLA), thus improving the learning outcomes of all students. The key goals of the plan are to:

- 1 Decrease literacy achievement gaps among groups of students.
- 2 Establish common best practice expectations for literacy instruction and learning.
- 3 Enhance the knowledge and skills of teachers and leaders at all levels through high-quality cycles of professional learning and feedback that develop and sustain the expertise.
- 4 Implement scaffolds, interventions, remediation, and acceleration so that all students can meet or exceed grade-level benchmarks and standards.
- 5 Consistently monitor student progress through diagnostic, formative, and summative assessments and intervene to provide instruction and learning support to teachers and students based on assessment outcomes.
- 6 Ensure all students are reading on grade level by grade three and remain on grade level for the duration of their educational career.

Alignment to PWCS Strategic Plan

Prince William County Public Schools (PWCS) understands the importance of literacy as the foundation of learning and is committed to our students’ academic, economic, and life success. Students must read, write, and communicate at high levels to ensure thriving futures and post-secondary success. As such, we are committed to providing equitable, high-quality learning experiences and high expectations to meet and exceed the goals set forth by the [PWCS Vision 2025 Launching Thriving Futures Strategic Plan](#).



Learning and Achievement for All is our most critical commitment- it represents our promise to provide academic excellence for all.

- PWCS will provide equitable opportunities for all students to achieve at high levels.
- PWCS will prepare students for post-secondary education and the workforce.
- PWCS will prepare all staff members to support and challenge all students.
- In grades 3-8, a reading and math SOL pass rate of 85%.
- Increase 3-11 advanced pass rates on reading, math, and science SOLs by 10%.
- Students reading on third grade level at 80%.

STRATEGIC MISSION

We prepare our students to be critical thinkers, responsible digital citizens, innovators and visionaries, resilient individuals, and global collaborators.

LITERACY VISION

Guided by evidence based, student centered literacy practices, PWCS students will develop strategies for independent reading, writing, and critical thinking across various content areas.

LITERACY MISSION

PWCS students will read, write, speak, listen, and think critically in every class, every day.

Alignment to the Law

The VLA, passed in 2022, aims to improve early literacy outcomes for students in Virginia. It mandates evidence-based literacy instruction for students from kindergarten to grade eight, with use of high-quality instructional materials approved by the state to ensure all students are receiving instruction from quality curriculum. Interventions and supplemental instruction for those not meeting literacy benchmarks must come from state approved resources as well.

Alignment to Research

Students benefit from explicit and systematic instruction in all areas of literacy including phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The Virginia Department of Education (VDOE) Standards of Learning for English Language Arts 2024 outline the explicit instruction, which involves directly explaining concepts, consistent feedback and support to achieve mastery. The methodology outlined in the standards ensures that learning intentions are clear to both the teacher and the student.

Alignment to PWCS Core Beliefs

Every student in Virginia deserves exceptional, evidence-based literacy instruction, including opportunities to read, write, listen, and discuss rich texts. In PWCS, this level of instruction is accessible to all students in every classroom across the division.

The PWCS literacy model ensures high-quality, inclusive, and equitable literacy instruction. It focuses on engagement, continuous improvement, and the Multi-Tiered System of Support Framework. This plan aligns literacy expectations with strategic changes to enhance learning for all students, including those with disabilities, English learners, and advanced learners. This literacy plan supports rigorous, standards-aligned instructional practices and clarifies routines and supports for all learners.

Purpose of the Plan

This plan will serve as a framework to guide decision-making regarding curriculum, programming, professional development, and resource allocation to ensure equitable access to instruction.

- Ensure viability by providing the necessary resources for curriculum implementation.
- Implement evidence-based instructional strategies and curriculum to guarantee student learning.
- Utilize data from balanced assessments to personalize curriculum and instruction.
- Cultivate lifelong readers and writers, integrate literacy across all content areas, and foster literacy partnerships within the broader community.

Current State of Literacy

IN THE UNITED STATES

As of 2025, literacy rates among school-aged children in the United States show significant variation across states. Nationally, about 34% of fourth graders perform below the basic reading level. States like Massachusetts have the highest child literacy rates, while New Mexico has the lowest. Efforts to improve literacy include various educational programs and initiatives aimed at enhancing reading skills from an early age. Despite these efforts, challenges remain, particularly in underfunded and underserved communities.

[U.S. Literacy Rates by State
Literacy Statistics 2024-25](#)

IN VIRGINIA

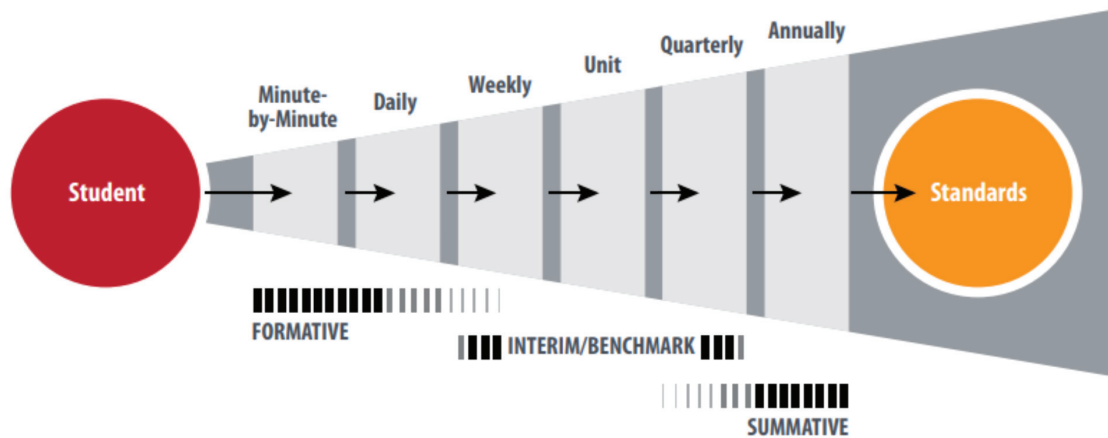
In Virginia, approximately 40% of fourth graders perform below the basic reading level. The state has implemented several initiatives, such as the VLA, to address these challenges and improve early literacy outcomes. The VLA focuses on enhancing reading instruction and providing targeted support to struggling readers. Recent efforts, including the ALL In Virginia initiative, have shown promising results in recovering from post-pandemic learning loss. These efforts are complemented by community partnerships and resources such as the Virginia Literacy Partnership, which provide additional support for students and families. However, the state continues to focus on providing tailored support and resources to ensure all students achieve literacy proficiency.

[Virginia Department of Education
Virginia Department of Education - Literacy
Report on the Condition of Education 2024](#)

IN PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

Balanced Assessment to Support Instruction

The PWCS balanced assessment framework ensures that the division’s instructional staff utilize robust data to inform its instructional planning, delivery, monitoring, and evaluation of student progress.



Teachers benefit from understanding the assessment framework because it provides essential learner data that helps them design purposeful instruction and respond effectively to student needs through core teaching, intervention, and enrichment.

Before introducing a new concept or skill, teachers use pre-assessments to determine which students already understand the material, who is ready to learn, and who may need support. These assessments also help activate prior knowledge and guide instructional planning. Pre-assessments can be informal—such as oral questions, quick quizzes, entrance tickets, or targeted activities—or formal, like universal screeners such as the Virginia Language and Literacy Screening System (VALLSS).

The expanded framework on the next page outlines the role of assessment for every teacher to plan, support, monitor, and verify the learning of the full range of learners in every class or course.

	Planning Learning	Support Learning	Monitoring Learning	Verifying Learning
Formative Data/Evidence (Inform instruction and student learning)	<ul style="list-style-type: none"> • Maps out when, why, and how all aspects of formative assessment 	<ul style="list-style-type: none"> • Informs both students and teachers to make immediate adjustments to teaching/learning 	<ul style="list-style-type: none"> • Allows teachers and students to see the progress since the last progress check 	<ul style="list-style-type: none"> • Confirms what the student knows and can do toward the learning target
Interim/Benchmark Data (Monitor student learning)	<ul style="list-style-type: none"> • Shows teachers the instructional level/starting point for a unit, semester, or the year 	<ul style="list-style-type: none"> • Shows teachers what learning objectives have been mastered and what needs to be addressed next for each student to move their learning to the next level 	<ul style="list-style-type: none"> • Tracks student progress over time and provides periodic and multiple data points against benchmarks • Promotes program improvements, instructional changes, and mid-course corrections 	<ul style="list-style-type: none"> • Establishes a grade or score and can be used to make a program, curricular, and instructional change
Summative Data (Evaluate long-term learning)	<ul style="list-style-type: none"> • Assists with planning future instruction or establishing the big picture within the classroom • Promotes program improvement(s), curricula changes, and professional learning needs 	<ul style="list-style-type: none"> • Informs classroom decisions such as groupings alteration and mapping 	<ul style="list-style-type: none"> • Provides a snapshot of what students know and can do 	<ul style="list-style-type: none"> • Provides standardized data for making decisions on macro levels about subgroups, schools, and districts

VALLSS Data (Benchmark)

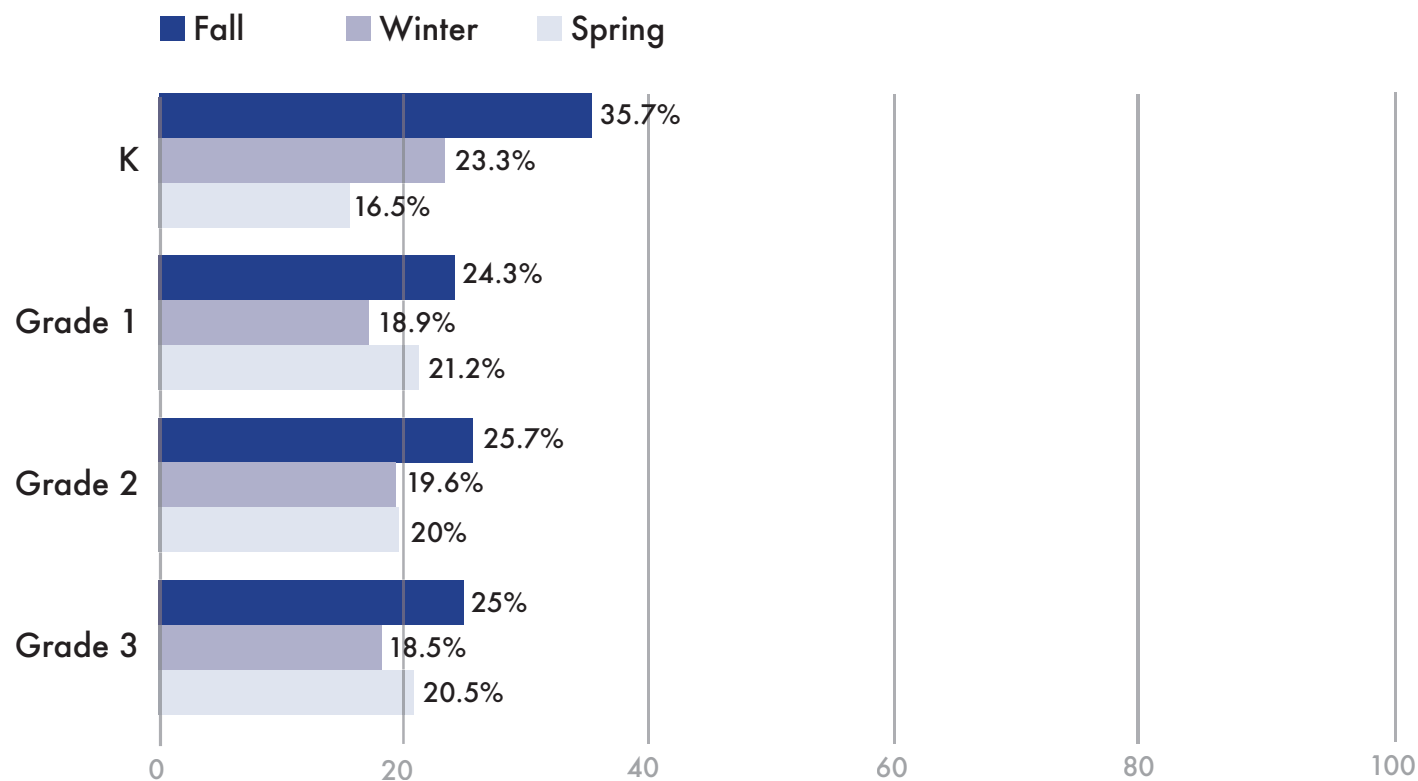
The **Virginia Language and Literacy Screening System (VALLSS)** is a state-provided tool designed to assess the risk of reading difficulties in young students. Developed by the VDOE in collaboration with the University of Virginia's School of Education and Human Development, VALLSS aims to identify students who may need additional support in developing their reading skills.

Purpose and Benefits:

- **Early Detection:** VALLSS helps in identifying gaps in basic language and literacy skills early on, which can prevent future learning difficulties.
- **Targeted Instruction:** The results provide teachers with valuable information to plan specific interventions and tailor instruction to meet each student's needs.
- **Parental Involvement:** Families are informed about their child's performance and areas that may require additional support, fostering a collaborative approach to literacy development.

By using VALLSS, educators can ensure that students receive the necessary support to develop strong reading skills, setting a solid foundation for their academic success.

Students Identified for VALLSS Intervention



Houghton Mifflin Harcourt Growth Measure (Interim/Benchmark)

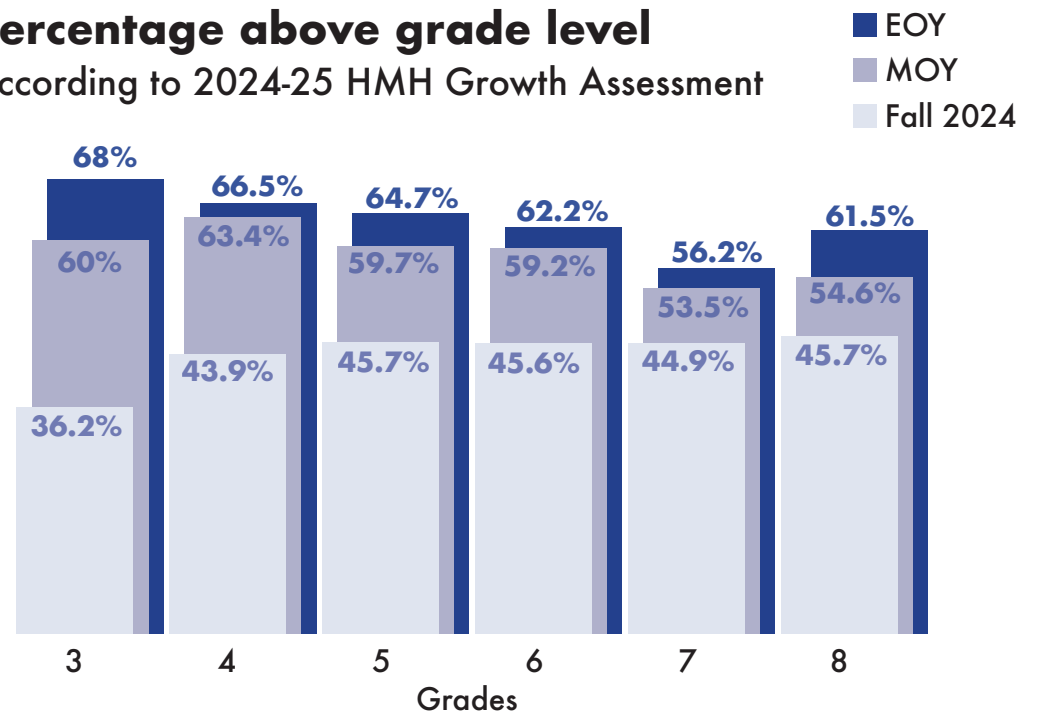
Grades 3-8

The Houghton Mifflin Harcourt (HMH) Reading Growth Measure is a computer-adaptive test of reading growth administered to students in grades three through eight in the fall, winter, and spring. This universal assessment should function as an initial screening and inform decisions about further diagnostic assessment that may be needed.

All students in PWCS participated in the HMH Growth Measure three times during the 2024-25 school year (fall, winter, and spring). This assessment measured students' comprehension of text. The assessment placed students into a tier of proficiency ranging from well below, below, approaching, on grade level, and above grade level. The data in this table represents the percentage of second through eighth grade student who scored in the on or above grade level range according to the measure.

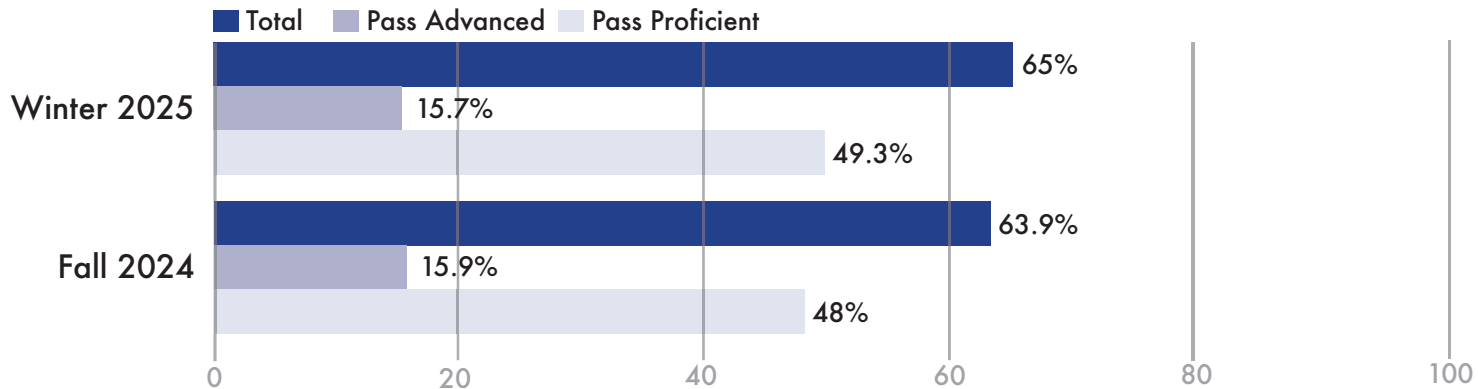
Percentage above grade level

According to 2024-25 HMH Growth Assessment



Star Data (Benchmark)

Star Reading™ is a trademarked, computer-adaptive assessment by Renaissance Learning that measures reading comprehension and skills for students in grades 9–12. During the 2024–25 school year, all students in grades 9–11 enrolled in SOL English Language Arts courses, as well as 12th graders who did not pass the (End of Course) EOC Reading SOL, took the Star Reading assessment three times—fall, winter, and spring.



SOL Assessment (Summative)

Finalized SOL data for the 2024 - 25 school year is not available at this time. However, the preliminary data indicates the following pass rates:

76%

was the average pass rate on the Reading SOL in grades three through eleven.

39%

of English Learners in grades three through eleven passed.

48%

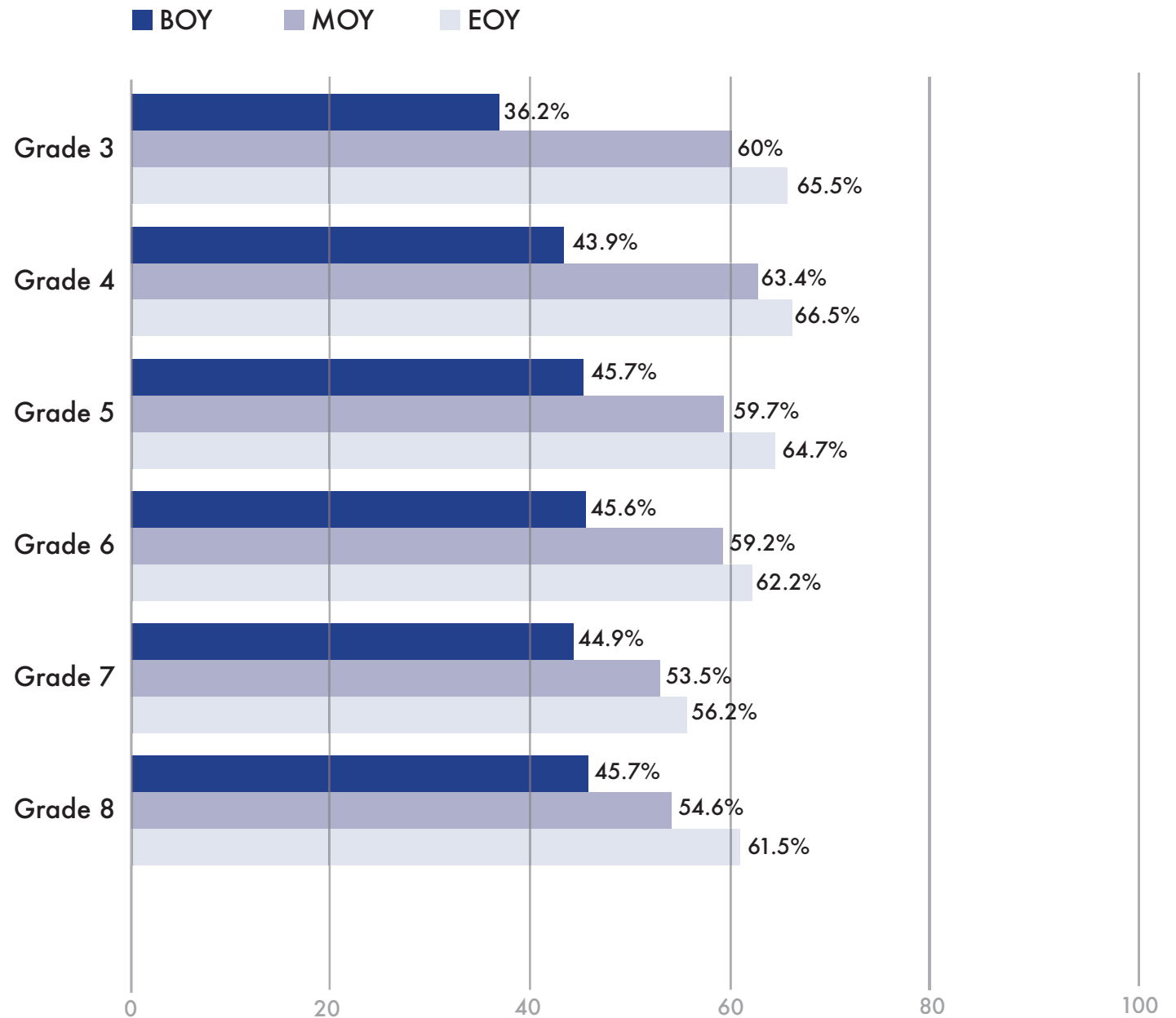
of students with disabilities in grades three through eleven passed.

71%

of third graders passed the SOL in the 2024-25 school year.

Grades 3-8 Reading on or Above Grade Level

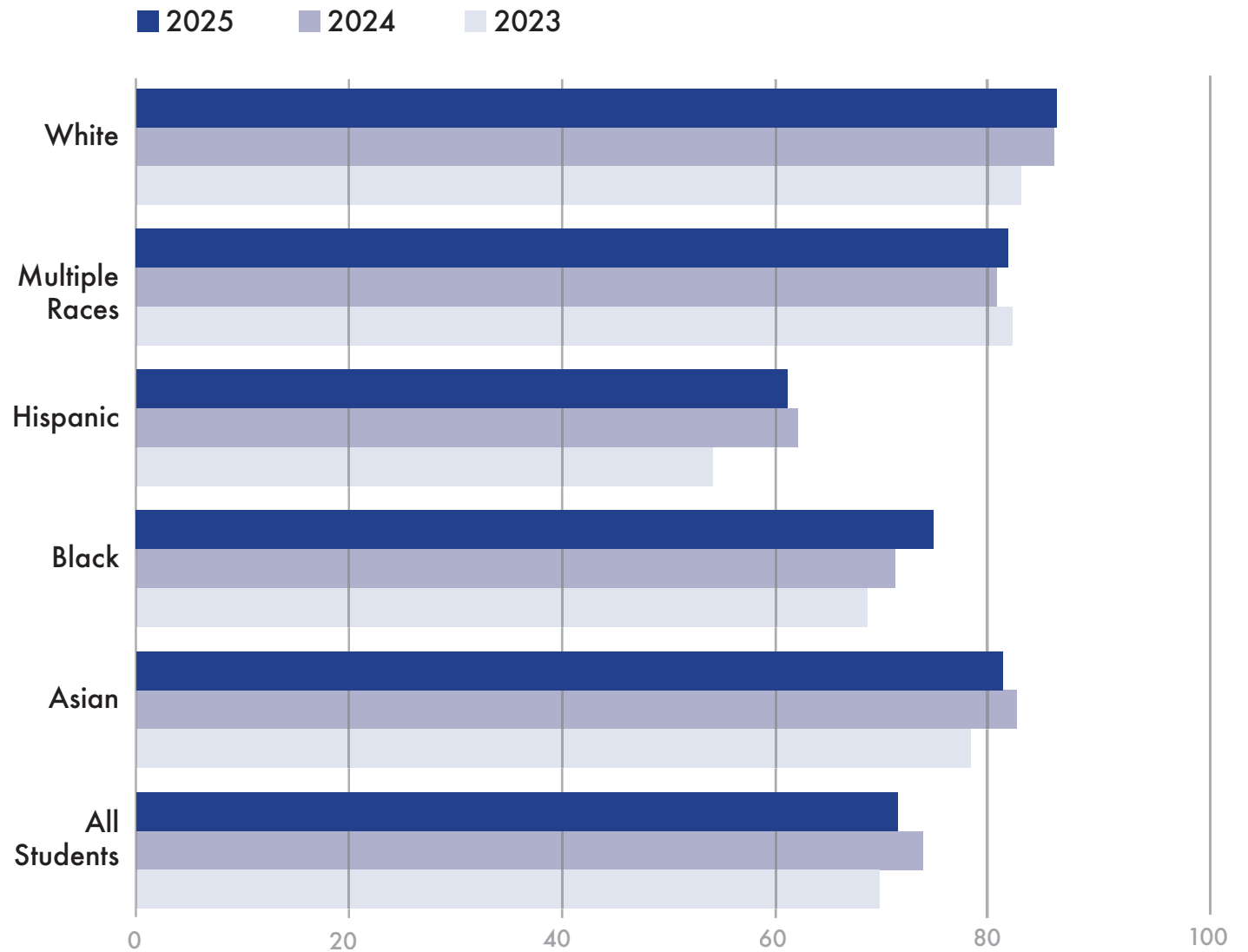
ACCORDING
TO HMH GROWTH
MEASURE



Grades 3-8 Reading SOL Pass Rates

Race/Ethnicity

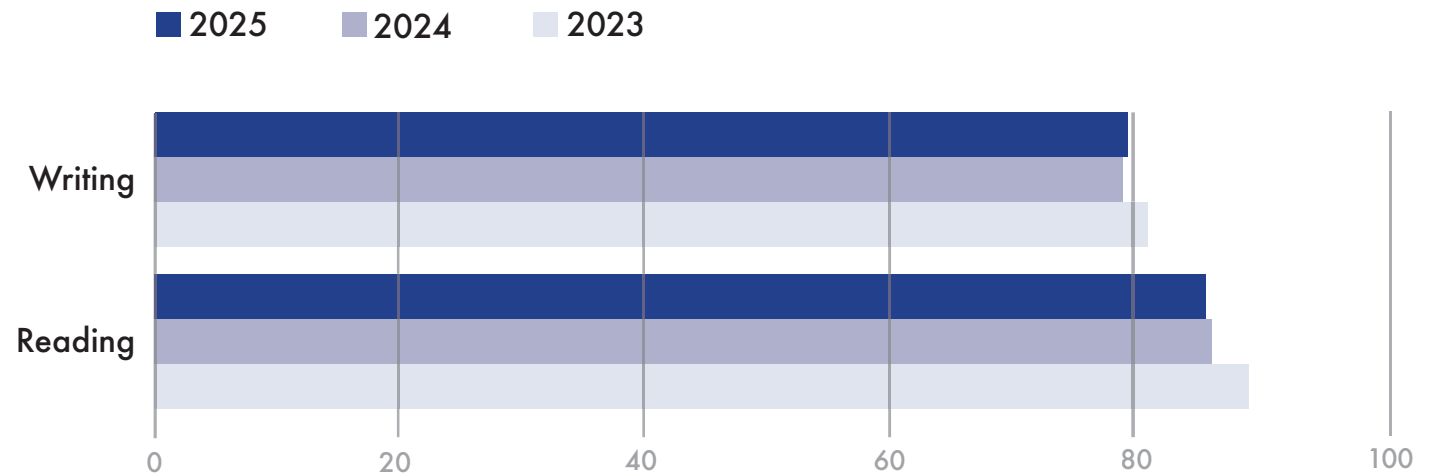
2023-25



Grade 11 SOL End of Course

READING AND WRITING PERCENTAGES

Chart will be updated June 1



STAKEHOLDERS Students

To ensure students have the habits of mind to create a thriving future for themselves and their community, every PWCS student will develop the knowledge and skills throughout their pre-K-12 experience to graduate with the following qualities:

Profile of a Graduate



Critical Thinker

A critical thinker applies knowledge to everyday life situations to make independent decisions. They view the world around them objectively and question ideas through an analytical lens to determine what is true.

Digital Citizen

A digital citizen uses information technology to better the world around them. They can utilize technology ethically and safely to gather data and information and apply critical thinking to make informed choices. A digital citizen engages online responsibly and ethically in society and government.

Innovator and Visionary

An innovator and visionary brings a sense of hope, creative thinking, and encouragement to solving the problems facing society today and in the future. They have an entrepreneurial drive and a desire to make a positive difference.

Resilient

A resilient person feels confident in their ability to manage their own lives and manage setbacks that may occur. A resilient person has the skills to overcome obstacles and adapt well in the face of adversity, trauma, tragedy, threats, or significant sources of stress.

Global Collaborator

A global collaborator views themselves as citizens of their county, country and of the world. They value different perspectives and viewpoints and work in collaboration with others. They view diversity as a strength and seek first to understand, then be understood.

English Learners

PWCS is committed to providing meaningful access to grade-level academic content through appropriate instruction. Instruction by both the general education teacher and EL teacher should complement one another in support of developing a student's academic English language proficiency. English language instruction is designed to help English learners learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English (Saunders & Goldberg, 2008). According to the WIDA Access, all English language learners identified as levels 1-5 must be provided adequate and appropriate EL services by an ESL-endorsed teacher. English language development must include thoughtful and strategic instruction with listening, speaking, reading, and writing opportunities.

Students with Disabilities

Supporting students with disabilities is the responsibility of the general education and special education teams. Effective instruction begins with the planning process. Ensuring both teachers participate or meet regularly to plan and reflect will increase student instructional progress.

Planning should ensure instruction is on grade level standards and learning targets with appropriate scaffolds required for the learner. Special educators are responsible for specially designed instruction based on the Individualized Education Program (IEP) goals of students with disabilities as a part of this planning process. They will need to consider IEP accommodations while they plan to ensure the child is accessing the general education goals through this specially designed instruction. The general education and special education teams will ensure assessments are designed to monitor student progress on learning outcomes and monitor the progress of students on their IEP goals as part of this planning work. Careful attention should be paid to students who are also multi-lingual language learners as a component of this planning process.

Dyslexia Guidelines

Dyslexia is a specific learning disability diagnosed by a medical professional. Dyslexia affects word recognition, spelling, and decoding abilities, all of which impacts reading. Students with dyslexia characteristics may meet the criteria for special education evaluation processes under the Individuals with Disabilities Education Act (IDEA, 2004). It is important to note that having dyslexia does not mean a person requires an IEP. It does mean that specialized instruction may be required for these students.

Advanced Learners

Gifted students require advanced, complex content that caters to their intellectual curiosity, problem-solving abilities, and rapid information mastery. Conceptual thinking stimulates deeper understanding and provides differentiation opportunities in all content areas. Learning is advanced through differentiation in language arts instruction, with opportunities for extended thinking

STAKEHOLDERS Teachers

Passionate and knowledgeable teachers are crucial for developing literate citizens, employees, parents, and lifelong learners. Teachers champion all students and foster a diverse and inclusive classroom culture. They create a literacy-rich environment with culturally relevant texts and integrate literacy into all subjects, encouraging reading, writing, listening, speaking, and critical thinking. Teachers analyze data to tailor instruction to student needs and interests, use balanced assessments, and collaborate with stakeholders for consistent instruction. Additionally, they model the application of literacy skills in various subjects and engage in ongoing professional development.

Language arts teachers teach strategies for understanding and experiencing a variety of texts. They make the process of selecting, problem-solving, comprehending, and self-monitoring visible to students. Furthermore, they set literacy goals with students and communicate progress to students, families, and administrators.

General Requirements for All Teachers:

Teachers play a vital role in fostering literacy and creating an inclusive, supportive classroom environment. They must be passionate, knowledgeable, and committed to continuous improvement.

- **Passionate and Knowledgeable:** Essential for developing literate citizens, employees, parents, and lifelong learners.
- **Champion All Students:** Foster a diverse and inclusive classroom culture.
- **Create Literacy-Rich Environment:** Use culturally relevant texts and integrate literacy into all subjects.
- **Encourage Comprehensive Literacy Skills:** Promote reading, writing, listening, speaking, and critical thinking.
- **Analyze Data:** Tailor instruction to student needs and interests.
- **Use Balanced Assessments:** Implement varied assessment methods to gauge student progress.
- **Collaborate with Stakeholders:** Work with families, administrators, and other educators for consistent instruction.
- **Model Literacy Skills:** Demonstrate the application of literacy skills across various subjects.
- **Engage in Professional Development:** Continuously improve teaching practices through ongoing learning.

Language Arts Teachers:

Language Arts teachers focus on developing students' understanding and enjoyment of texts, making literacy processes clear, and setting and communicating literacy goals.

- Help students develop skills to select, problem-solve, comprehend, and self-monitor while reading a variety of texts.
- Clearly demonstrate the steps involved in literacy processes and routines.
- Collaborate with students to establish literacy goals.
- Regularly update students, families, and administrators on literacy achievements.

STAKEHOLDERS Leaders

Building Leaders

In PWCS, building principals create a cohesive school community and guide the learning experience by setting building-level expectations and procedures. They interact daily with teachers, staff, and students to build trust, communication, and collaboration. To foster literacy, school leaders develop a culture that values literacy and aligns with the division's goals; create schedules that facilitate literacy instruction; analyze data to establish a school-wide focus and identify supports to close gaps; develop long-range plans to monitor and close reading gaps; secure materials and resources for literacy activities; ensure the implementation of literacy instruction through walkthroughs and feedback; and engage in ongoing professional learning to expand their understanding of literacy instruction.

Division Leaders

Division leaders create the infrastructure that makes the learning experience possible in schools. They maximize learning by providing necessary resources, designing curriculum materials, and setting procedures to enhance instruction. To foster literacy, these leaders create a collaborative culture that encourages innovation; establish and plan to achieve division literacy goals; review and provide resources; fund literacy initiatives; maintain a visible presence in schools, monitor literacy instruction effectiveness through data analysis; develop supportive curricula; offer professional learning opportunities; and engage in ongoing professional learning to expand their understanding of literacy instruction.

STAKEHOLDERS External

Families

Families are essential partners in the learning experience, preparing students for learning and collaborating with teachers and school staff to ensure student growth. They foster literacy by ensuring daily, on-time school attendance, providing reading and writing materials at home, practicing speaking and listening skills with students, modeling lifelong literacy, participating in school literacy events, and celebrating student achievements.

Community

The school community, including non-instructional staff, business partners, and community members, play a crucial role in the instructional experience. These stakeholders bridge school-based learning with authentic community experiences to strengthen literacy. Community members foster literacy growth by embracing a culture of lifelong learning, supporting school literacy events, collaborating with school personnel, forging partnerships for enhanced literacy experiences, and advocating for literacy-rich experiences both in and out of the classroom.

Instructional Standards of Excellence

In PWCS, instruction is **driven** by Virginia and the PWCS Profile of a Graduate and the Instructional Core, **grounded** in cultural relevance, inclusivity, Universal Design for Learning (UDL), and 7-Steps core principles, and **centered** on following both the curriculum with fidelity and implementing research-based and evidence-based practices for **ALL** students and across **ALL** content areas PK-12.

Core and Supplemental Materials

The Virginia Literacy Act (2022) requires all Virginia school divisions to adopt high-quality instructional materials for K–8 classrooms by the 2024–25 school year. Our division uses Houghton Mifflin Harcourt (HMH) as the core resource for grades K–8 and SAVVAS for grades 9–12. Supplemental resources include UFLI for phonics instruction in grades K–3 and NewsELA for reading comprehension in grades 3–12. These materials support consistent, high-quality literacy instruction in every classroom.

Daily English language arts lessons must be grounded in these adopted materials. Students need access to a curriculum that builds foundational skills in a systematic sequence and develops knowledge coherently from grade to grade. The adopted resources ensure all students have equitable access to rigorous literacy learning.

Explicit Literacy Instruction

Explicit and systematic instruction in all literacy areas—such as phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing—benefits students. Literacy instruction in PWCS will center around explicit instruction, which includes clear explanations of concepts, consistent feedback, and support to help students achieve mastery.

The 2024 English Standards of Learning establish a foundation for teachers to implement an evidence-based approach. This approach begins with a strong foundation, progresses rigorously, and focuses on applying skills to challenging texts and learning experiences.

The Progression of Skills

The planned progression of reading skills and knowledge is systematically introduced at various grade levels, with mastery perfected as students gain more reading experience. Engaging in these skills is an expectation for all students. Classroom teachers and reading specialists identify those needing additional support to ensure that students who require more time, alternative strategies, and approaches can close performance gaps quickly. Some highlights of the reading skills progress are detailed here for PreK-12.

In grades K-5, students will receive foundational instruction in both reading (FFR) and writing (FFW) as they develop their skills in reading unfamiliar words within grade-level texts. The foundational standards provide the essential building blocks for students to engage with these texts. As students progress from kindergarten to grade 5, they will enhance their reading fluency, read complex grade-level texts, and respond to text-based questions and instruction both in writing and orally. Literacy instruction remains focused on the importance of students reading challenging grade-level literary and informational texts fluently, while also learning vocabulary, writing, collaborating, and researching within these texts.

Developing Skilled Readers and Building Reader Stamina Grades 3-12

- Developing and building knowledge, comprehension, and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts.
- Supporting reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression.
- Using reading strategies to support their comprehension when they encounter a challenging section or passage.
- Using what students read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant.
- Supporting opportunities for cross-curricular content and disciplinary integration as well as utilizing skills in practice.

Content Area Literacy

When students enter middle and high school, their teachers expect they have learned the basic skills and strategies for reading and comprehending text.

Students still working to develop these proficiencies may need assistance from their classroom teachers and, in some cases, from specialists in reading or special education to support their reading and writing in the classroom.

Focus on Tier 1 Instruction

Elementary Literacy Framework



DEVELOP STUDENTS' LANGUAGE CAPABILITIES

- Foster language development through purposeful speaking and listening activities.
- Encourage high-quality dialogue in the classroom to enhance thinking and language use.
- Expand students' vocabulary through explicit teaching and repeated exposure to new words.



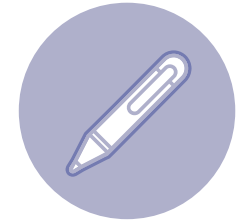
DEVELOP STUDENTS' EARLY READING SKILLS

- Cultivate a broad range of early reading capabilities.
- Develop students' phonological and phonemic awareness.
- Provide explicit instruction on early literacy skills and opportunities to apply these skills.



TEACH READING COMPREHENSION

- Teach strategies for overcoming comprehension barriers, such as prediction and questioning.
- Enhance students' fluency through targeted reading instruction.
- Understand students' current capabilities to teach and assess effectively.

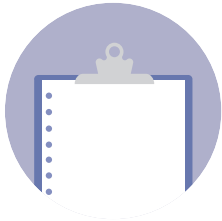


TEACH WRITING COMPOSITION SKILLS THROUGH MODELING AND SUPPORTED PRACTICE

- View writing as a process of planning, drafting, revising, editing, and publishing.
- Teach strategies to support each component of the writing process.
- Provide daily writing practice with a purpose and audience.

Focus on Tier 1 Instruction

Elementary Literacy Framework



DEVELOP STUDENTS' WRITING SKILLS THROUGH VARIED PRACTICE

- Promote fluent writing through extensive practice and effective feedback.
- Monitor students' handwriting for accuracy and fluency.
- Encourage vocabulary practice across content areas.



TARGET TEACHING SUPPORT THROUGH ACCURATELY ASSESSING AND RESPONDING TO STUDENT NEEDS

- Use high-quality assessment to target teaching to students' needs.
- Integrate formative assessment into teaching strategies.
- Use diagnostic assessment to inform next steps and make teaching more efficient.



USE HIGH QUALITY STRUCTURED INTERVENTIONS TO SUPPORT STRUGGLING READERS

- Prioritize developing standard-aligned Tier 1 teaching strategies.
- Use structured interventions for students struggling with literacy.
- Accurately diagnose capabilities and difficulties to match students to appropriate interventions.

Focus on Tier 1 Instruction

Secondary Literacy Framework



PRIORITIZE LITERACY ACROSS THE CURRICULUM

- Emphasize literacy as key to learning across all subjects.
- Promote literacy for subject-specific support.
- Support all teachers to communicate effectively in their subjects.



PROVIDE TARGETED VOCABULARY INSTRUCTION IN EVERY SUBJECT

- Provide explicit vocabulary instruction in every subject.
- Use effective approaches to help students remember new words.
- Prioritize teaching Tier 2 and 3 vocabulary.



DEVELOP STUDENTS' ABILITY TO READ COMPLEX ACADEMIC TEXTS

- Provide reading-focused training to secondary school teachers.
- Encourage active engagement with complex texts.
- Introduce reading strategies through modeling and group work.



BREAK DOWN COMPLEX WRITING TASKS

- Provide explicit instruction to improve writing.
- Break writing down into planning, monitoring, and evaluation.
- Provide targeted support to students who struggle with fluent writing.

Focus on Tier 1 Instruction

Secondary Literacy Framework



COMBINE WRITING INSTRUCTION WITH READING IN EVERY SUBJECT

- Combine reading activities and writing instruction.
- Teach students to recognize good writing features within each subject.
- Teach spelling, grammar, and punctuation explicitly.



PROVIDE OPPORTUNITIES FOR STRUCTURED TALK

- Emphasize the importance of talk in learning.
- Guide high-quality, well-structured talk.
- Model high-quality talk, including key vocabulary and metacognitive reflection.



PROVIDE HIGH QUALITY LITERACY INTERVENTIONS FOR STRUGGLING STUDENTS

- Plan to support students with the weakest levels of literacy.
- Develop a model of tiered support that increases in intensity with need.
- Use assessment to match students to appropriate interventions and monitor their impact.

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