

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Prince William County Public Schools**

Superintendent: **Dr. LaTanya McDade** | pwcssupt@pwcs.edu

Local School Board Chair: **Dr. Babur Lateef** | blateef@pwcs.edu

Division VLA Leads: **Carla Drew** | drewcn@pwcs.edu, **Marisa Miranda** | mirandmj@pwcs.edu

Local Board Adoption Date for Division Comprehensive Plan:

SECTION ONE: Planning for Comprehensive Communication

PWCS Division Literacy Vision:

In Prince William County Schools (PWCS), literacy launches thriving futures.

The PWCS Strategic Mission emphasizes preparing students to be critical thinkers, responsible digital citizens, innovators, visionaries, and resilient individuals. Guided by evidence-based, student-centered literacy practices, PWCS students develop strategies for independent reading, writing, and critical thinking across various content areas. In every class, every day, PWCS students engage in critical reading, writing, speaking, and thinking.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division Leadership	Established January 2024, ongoing	SLAB and Admin Instant at least monthly
Building Leadership	April 2024, monthly thereafter	SLAB and Admin Instant at least monthly
Reading Specialists	January 2024, monthly	Monthly meetings Weekly updates from the ELA program
Teachers	May 2024, monthly	Quarterly department chair meetings, principal communications to staff
Parents	July 2024, ongoing	Webinar, direct messaging, letters home regarding Virginia Language & Literacy Screening System (VALLSS) implementation and data, literacy nights

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Community	August 2024	Public facing PWCS webpage featuring community information, the division literacy plan, resources, updates, webinar

To communicate and ensure that all school division staff will effectively convey this literacy vision, these are the strategies we will use:

Division Leadership:

- **Ongoing Communication:** Regular communication when needed through SLAB, Admin Instant, division Virginia Literacy Act (VLA) team meetings, and updates from the Associate Superintendent for Teaching and Learning to the Executive Cabinet and Instructional Leadership Team.

Building Leadership:

- **Monthly Briefings:** Beginning April 2024 and continuing monthly, provide briefings via SLAB and Admin Instant to reinforce the literacy vision and strategies and to share information.
- **Leadership Level Meetings:** Provide a regular cadence of information sessions and workshops to help building leaders integrate literacy goals, grow their capacity, and support the growth of teachers in implementing evidence-based literacy instruction.

Reading Specialists:

- **Monthly Meetings:** Hold monthly meetings to discuss the implementation of literacy strategies and share best practices.
- **Weekly ELA Program Updates:** Provide weekly updates from the English Language Arts (ELA) department to keep reading specialists informed about new resources and developments.

Teachers:

- **CLT Meetings:** Provide opportunities for teachers in weekly CLTs to share experiences and discuss literacy instruction techniques.
- **Quarterly Team Leader and Department Chair Meetings:** These meetings are used to disseminate information and gather feedback on literacy practices.
- **VLA Launchpad:** Includes regular updates, information, FAQs, resources, and other support that may be helpful to instructional staff.

To share progress with the community and demonstrate student success metrics:

Parents:

- **Webinars and Direct Messaging:** Starting July 2024, provide regular webinars and direct messaging to inform parents about VALLSS implementation, literacy practices, and understanding their student's literacy data. The ELA team will host a family engagement session around updated literacy instruction, assessment, and supporting literacy at home.
- **Literacy Nights:** Host literacy nights at all schools to engage parents and showcase students' literacy achievements.

- **Back to School Night:** The ELA and Literacy team will provide communications for all schools to use at Back to School Night to inform partners about literacy instruction practices and assessments as well as ways they can support at home.
- **Divisionwide communication:** The ELA team will develop a toolbox for schools to norm communication for parents around literacy instruction, supporting literacy at home, VALLSS, and Reading Plans.

Community:

- **Public Webpage:** In August 2024, we will launch a public-facing PWCS webpage dedicated to literacy featuring community information, the state-required literacy plan, resources, and updates.

By maintaining clear communication channels, providing regular updates, and actively engaging with all stakeholders, PWCS will effectively communicate its literacy vision and the progress being made toward achieving it.

SECTION TWO: Selecting High-Quality Instructional Materials

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH (Houghton Mifflin Harcourt)	HMH (used with all special populations)
Supplemental Instruction (K-5):	UFLI K-2, Newsela 3-5	UFLI K-2, Newsela 3-5 (used with all special populations)
Intervention (K-5):	Lexia Core5	Lexia Core5 (used with all special populations)

PWCS, in alignment with Virginia Department of Education-approved instructional materials, is making significant strides to enhance its educational resources and support for both teachers and students.

- **Core Resource:** The core resource for general education and specialty populations K-8 is HMH, adopted by the division in 2021.
- **Supplemental Resources:** Supplemental resources, engaged in by all students, are used to enhance the Tier 1 core resource and are incorporated as part of Tier 1 instruction.
 - **K-2:** The University of Florida Institute (UFLI) will be utilized in grades K-2 to support phonics instruction. The division is purchasing all materials for schools to support UFLI.
 - **3-12:** Newsela will be utilized in grades 3-12 for ELA, Science, and Social Studies to support literacy development and comprehension of all contents. The division is purchasing Newsela.
- **Intervention at Tiers 2 and 3:**
 - **Lexia:** This is a current division-purchased resource and will serve as the primary program for intervention at Tiers 2 and 3. PWCS will provide additional support to school staff and leaders implementing Lexia. The goals will be to strengthen understanding around the program, how it

is utilized with teacher instruction, and understanding data reports to monitor progress. Lexia will be our 'first intervention' in Tiers 2 and 3.

- **Additional interventions:** Schools are able to incorporate other interventions as needed for students if they are on the state-approved list and schools have had training and success with the identified program.
- **Special Considerations:** In determining interventions for special education students who require a student reading plan, school IEP teams will review all data and student needs. IEP teams are not limited to the state-approved intervention list when determining the best instructional match for the student and their needs.
- **Curriculum Revision:** Division curriculum documents are being revised to incorporate both the new standards for ELA as well as HMH, UFLI, and Newsela. The ELA Curriculum teams are partnering with the English Learners, Special Education, and Gifted teams to align the curriculum and accompanying documents.

SECTION THREE: Ensuring VLA Evidence-Based Reading Research Training

Numerous stakeholders will participate in the Virginia Department of Education required or locally required training. This training will ensure all staff are current with Science of Reading research, evidence-based best practices, and updated instructional methods. Training required for the school year 2024-25 is outlined in the table below.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS Vol. 1	Returning K-5 Reading Specialists, K-5 Instructional Coaches, Central Office Leadership Cohort	July 2024-July 2025
VLP Modules	New K-5 and all 6-8 Reading Specialists	September 2024-August 2025
VLP Modules K-5	K-5 Grade Level Teachers, EL, Level 1 Special Education, Gifted, Title 1 Reading Teachers	June 2024-June 2025
VLP Modules 6-8 ELA	6-8 ELA teachers and EL/SPED who support ELA	September 2024-August 2025
VLP Modules 6-8 Core	6-8 Math, Science, Social Studies, EL/SPED who support those areas, and Gifted	September 2024-August 2025
VLP Training for Administrators	Elementary Principals and one Assistant Principal	Summer and Fall Dates

- **Professional Learning Opportunities with The New Teacher Project (TNTP):** PWCS has partnered with TNTP to provide professional learning opportunities. TNTP is an organization known for its expertise in

educational training and curriculum implementation. This collaboration will allow all teachers the opportunity to be trained in best practices with high-quality instructional materials.

- **Summer:** Throughout the summer, teachers can engage in numerous sessions to support using HMH, UFLI, and Newsela. Sessions are offered at K-8.
- **During the Year:** Throughout the school year, TNTP will support our continued implementation and growth. They will be on-site at schools three times a year to provide coaching support to staff. Additionally, they will work with our ELA team to provide monthly sessions to our reading specialists K-8.

The main goals of our collaboration with TNTP are to provide extensive training to teachers on the effective use of the HMH curriculum, support schools during the year through coaching, and increase the knowledge and capacity of our reading specialists. TNTP will guide teachers in seamlessly integrating the supplemental and HMH curriculums.

The ELA team will be responsible for monitoring implementation practices, providing support, and collaborating with TNTP on training.

- **Lexia:** PWCS will provide additional support to school staff and leaders implementing Lexia. The goals will be to strengthen understanding of the program, how it is utilized with teacher instruction, and understanding of data reports to monitor progress. This training will occur in the fall and throughout the school year.
- **Reading Specialists:**
 - The job description of the Reading Specialist has been updated to reflect VLA requirements, newly defined roles and responsibilities, and to ensure the Reading Specialist is the literacy leader in the building.
 - Over a three-year period, the Reading Specialists will be required to complete the VLA modules and then Language Essentials for Teachers of Reading and Spelling (LETRS) Volume 1 and 2. In the school year 2024-25, they will also be supported through ten professional development workshops led by TNTP and our ELA team.
 - This extensive training will ensure that all our reading specialists have a solid understanding of the science of reading research as well as practical knowledge around the implementation of evidence-based literacy instruction.
- **Central Office Administrators and Literacy Leaders**
 - A cohort of central office Administrative Coordinators are participating in LETRS beginning in the summer of 2024.
 - Representatives from ELA, English Learners, Special Education, and Instructional Coaching are included in this cohort.

Finally, in addition to the state-required training, the ELA team will provide continuous training throughout the year for division and building leaders during our principal and assistant principal/administrative intern regular meetings.

SECTION 4: Monitoring Student Assessment and Progress

Students will be assessed, and their progress will be monitored through various screeners and diagnostic tools as outlined below. The division ELA team will provide continued support as needed on the following assessments.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLSS grades K-1	Beginning, middle, and end of year	Classroom teachers, reading specialists, reading teachers
VALLSS grade 2	Beginning and middle students are identified as having a high or moderate risk for end-of-year.	Classroom teachers, reading specialists, reading teachers.
VALLSS grade 3	Beginning for all, middle and end of the year for students identified as high or moderate risk	Classroom teachers, reading specialists, reading teachers.
HMH Growth Measure grades 2-8	Beginning, middle, and end of year.	Classroom teachers, ELA teachers, reading specialists
Lexia grades K-8	As needed to monitor progress through intervention	Classroom teachers, ELA teachers, reading specialists
HMH Unit Assessments grades 2-5	One assessment per unit	Classroom teachers
Performance-Based Assessments 6-8	One assessment per unit	Classroom teachers

SECTION FIVE: Assessing Division-Level Progress

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Lexia Core5 monitoring	Building leaders, teachers, MTSS coaches, and reading specialists	2-6 weeks
AimswebPlus for students already receiving Tier 2 intervention	Building leaders, teachers, MTSS coaches, and reading specialists	2-6 weeks
Classroom walkthrough tool	ELA Team, school leadership, and division leadership will utilize the TNTP/PWCS walkthrough tool to monitor implementation and progress	Following the regular observation schedule
Instructional Rounds walkthrough tool	Building and Division leaders participating in rounds may utilize the TNTP/PWCS walkthrough tool	Regularly from October to March
MTSS Dashboard in Synergy for Reading Support Plans	Division and building leaders, reading specialists	Quarterly
HMH Growth Measure progress	Classroom teachers and the ELA team	Three times a year
VALLSS	Teachers, Reading Specialists, and ELA team	Per assessment calendar
VALLSS Progress Monitoring Tools	Teachers, Reading Specialists	As needed per student reading plan to monitor progress on intervention

Monitoring the Implementation of the Division Literacy Plan

The division will monitor the implementation of the Division Literacy Plan through several strategies:

- **HQIM:** Optional summer training with TNTP as described above around the use of HQIM with integrity and monitoring this with regular walkthroughs.

- **Tier 1 Instruction:** A consistent walkthrough tool will be used to assess the quality of Tier 1 instruction in classrooms.
- **Instructional Rounds Guidance:** Regular instructional rounds will be conducted to observe and assess the literacy plan's implementation in classrooms. This will be done using normed tools to ensure consistency and objectivity.
- **Lexia Core5 Monitoring:** Lexia Core5, a research-proven, technology-based system, will be used to monitor student progress in real time. Clear language around requirements and guidance will be developed to ensure effective implementation.
- **MTSS Movement Criteria:** The Multi-Tiered System of Support (MTSS) will be used to identify students who need additional support and monitor their progress.
- **Student Reading Plans:** These are required for any student in the high-risk band on the VALLSS assessment. Plans will have specific goals and will be monitored for progress toward goals at any time.
- **Norming Monitoring Across the Division:** To ensure consistency, monitoring practices will be normed across the division using a consistent walkthrough tool. This ensures that the same criteria and tools are used in all schools.
- **Guidance on Monitoring Incoming Kindergartners:** Specific guidance for how to effectively monitor incoming kindergartners' literacy skills.

Monitoring Data Collection and Providing Information to Schools

The Division will monitor data collection and provide information to schools regarding assessment results in the following ways:

- **Data Analysis:** Regular analysis of data collected from various sources such as classroom assessments, HMH Unit Assessments, HMH Growth Measure, Lexia Core5, and student reading plan goals provide valuable insights into student progress and support decision-making.
- **Feedback to Schools:** Regular feedback is provided to schools based on data analysis. This includes information on student progress, areas of improvement, and strategies for enhancing literacy instruction.
- **Professional Development:** Based on the data collected and the feedback provided to schools, targeted professional development sessions can be organized. For example, if data indicates a need for improved Tier 2 and Tier 3 instruction, PD sessions can be organized on Lexia, and support can be provided to VALLSS tutors.
- **Connection with Literacy Progress:** PD sessions in the upcoming school year will be aligned and relevant and will directly contribute to improving literacy outcomes.

By implementing these strategies, the division will effectively monitor the implementation of the Division's Literacy Plan, collect and analyze data, and provide valuable feedback to schools. This will contribute to improving literacy outcomes for all students and meeting our PWCS Strategic Plan goals.

SECTION SIX: Engaging Parents, Caregivers, and Community

PWCS is committed to ensuring that every student graduates on time with the knowledge, skills, and habits of mind necessary for a thriving future. As part of our strategic plan and in accordance with the requirements of the VLA, PWCS has outlined several initiatives to engage parents and caregivers in the development and implementation of student reading plans based on diagnostic screener results.

Student Reading Plans:

- **Parent Webinar:** Prior to the administration of the VALLSS (Virginia Assessment of Learning and Literacy for Students) screener, PWCS will hold a webinar. This webinar will outline the purpose of VALLSS and highlight the differences between the new screener and the previously used PALS Phonological Awareness Literacy Screening.
- **Multilingual Communication:** All written correspondence from the division will be translated into necessary languages. This ensures that parents and caregivers receive information in a language they understand.
- **Parent Preparation Letters:** PWCS will send home letters specifically developed to prepare parents for the changes in VALLSS results compared to PALS. These letters will provide context and set expectations.
- **Guidance Letters with Results:** After conducting VALLSS testing, PWCS will send home a guidance letter. The content of this letter will depend on the student's risk level.
- **High-Risk Band:** For students identified as high risk by VALLSS for developing ongoing reading concerns, the letter will outline the plan for high-quality core instruction with intensive additional support to meet student needs and will provide suggestions for at-home support.
- **Moderate Risk:** For students determined to be at moderate risk on the VALLSS, the letter will outline a plan for high-quality core instruction with supplemental classroom support to meet student needs and provide suggestions for at-home support.
- **Student Support Team (SST) Invitations:** PWCS will leverage existing SST invitations to involve parents in developing student reading plans. SST meetings provide a collaborative space for educators, parents, and caregivers to discuss student needs.
- **Flexible Meeting Options:** To facilitate parental involvement, PWCS will offer a variety of options for parents to join reading plan meetings. Flexibility ensures that more parents can participate.
- **Meeting Protocol:** During reading plan meetings, administrators will follow a protocol that incorporates parent input and historical data about the student. This collaborative approach ensures a comprehensive understanding of the student's needs.
- **Guidance for Monitoring and Timelines:** PWCS will provide guidance to parents regarding future plan monitoring and timelines. Clear communication helps parents understand the next steps in supporting their child's reading development.

Overall, PWCS aims to create a strong partnership between schools and families, ensuring that students receive the necessary support in their literacy journey.

PWCS has a comprehensive plan to enhance literacy development and foster strong partnerships with parents, caregivers, and the community. Here is a summary of the key initiatives:

- **Parent Informational Video:** A video created by the ELA team and shared with all stakeholders at the start of the school year to inform parents and caregivers about the curriculum, teaching methodologies, and the role of home support in literacy development.
- **Literacy Nights:** Interactive events hosted by every elementary school in the division to promote reading and writing skills and provide strategies for parents to support their children's literacy development at home.
- **Title I Family Camp:** A camp that includes break-out sessions on literacy held on a Saturday in the fall.
- **Family Engagement Series (FES):** The ELA team will host a session on curriculum, teaching methodologies, and the role of home support in literacy development.
- **Parent Liaisons:** Liaisons to support parents and ensure they are aware of the resources and initiatives.
- **Divisionwide Communication:** A divisionwide message for Back to School Night to ensure consistent communication about the division's literacy goals, strategies, and expectations for the school year.
- **Admin Toolbox:** Division-created letters and other communication materials provided to schools to help them communicate effectively with parents and caregivers about literacy expectations and progress.
- **Website:** A public-facing website with information, focus areas, and resources/videos.

Through these initiatives, PWCS aims to create a supportive and collaborative environment that enhances literacy development and ensures every student's success. The active involvement of parents and caregivers in their children's education is crucial, and these measures are designed to empower them with the knowledge and resources they need to effectively support their children's literacy development.

Provide the link to where the divisionwide literacy plan will be housed on your school division website:
https://www.pwcs.edu/academics___programs/language_arts/curriculum/virginia_literacy_act/index

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