

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:

PWCS Strategic Plan adopted February 2, 2022

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 office
Teachers	May 2024, monthly	Quarterly department chair meetings, principal communications to staff
Parents	July 2024, ongoing	Webinar, direct messaging, letters home regarding 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

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 VLA team meetings, and updates from the Associate Superintendent for Teaching and Learning to Executive Cabinet and Instructional Leadership Team.

Building Leadership:

- **Monthly Briefings:** Beginning April 2024, and continued 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/or 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 Office Updates:** Provide weekly updates from the English Language Arts office to keep reading specialists informed about new resources and developments.

Teachers:

- **Monthly CLT Meetings:** Organize monthly opportunities for teachers to share experiences and discuss literacy instruction techniques.
- **Quarterly Team Leader and Department Chair Meetings:** Use these meetings to disseminate information and gather feedback on literacy practices.
- **VLA LaunchPad:** Includes regular updates, information, FAQs, resources and other supports 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.

- **Literacy Nights:** Host literacy nights at all schools to engage parents and showcase students’ literacy achievements.
- **Back to School Night:** The English Language Arts 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.
- **Family Engagement Series:** The English Language Arts team will host a family engagement session around updated literacy instruction, assessment, and supporting literacy at home.
- **Division wide communication:** The English Language Arts 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, the locally developed 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 towards achieving it.

SECTION TWO: Selecting High-Quality Instructional Materials

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

Prince William County Schools (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 Houghton Mifflin Harcourt (HMH), which was 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 English Language Arts, Science, and Social Studies to support literacy development and comprehension in 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:** For the school year 2024-2025, schools can incorporate other interventions as needed for students if they are on the state approved list.
- **Curriculum Revision:** Division curriculum documents are being revised to incorporate both the new standards for English Language Arts as well as HMH, UFLI, and Newsela. The English Language Arts Curriculum teams are partnering with the English Learners, Special Education, and Gifted teams to align the curriculum and accompanying documents.

SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Numerous stakeholders will be participating in 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 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, Title I Reading Teachers, 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	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

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
VLP Training for Administrators	Elementary Principals and one Assistant Principal	Summer and Fall Dates

- **Professional Learning Opportunities with 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 the use of HMH, UFLI, and Newsela. Sessions are offered K-8.
 - **During the Year:** Throughout the school year, TNTP will be supporting our continued implementation and growth. They will be on-sight at schools three times a year to provide coaching support to staff. Additionally, they will work with our English Language Arts 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 Houghton Mifflin Harcourt (HMH) curriculum, support schools during the year through coaching, and increase the knowledge and capacity of our reading specialists. TNTP will guide teachers on how to seamlessly integrate the supplemental and HMH curriculums.

The English Language Arts team will be responsible for monitoring implementation practices, providing support, and collaborating with TNTP on trainings.

- **Lexia:** 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. 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 LETRS Volume 1 and 2. In school year 2024-25 they will also be supported through ten professional development workshops led by TNTP and our English Language Arts team.
 - This extensive training will ensure all our reading specialists have a solid understanding of the science of reading research as well as practical knowledge around implementation of evidence-based literacy instruction.
- **Central Office Administrators and Literacy Leaders**

- A cohort of central office Administrative Coordinators are participating in LETRS beginning summer of 2024.
- Representatives from English Language Arts, English Learners, Special Education, and Instructional Coaching are included in this cohort.

Finally, in addition to the state required training, the English Language Arts 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 monitored through a variety of screeners and diagnostic tools as outlined below. The division English Language Arts team will provide continued support as needed on the following assessments.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLSS grades K-2	Beginning, middle, end of year	Classroom teachers, Reading Specialists, Reading Teachers
VALLSS grade 3	Beginning for all, middle and end of year for students identified as high or moderate risk	Classroom teachers, Reading Specialists, Reading Teachers
HMH Growth Measure grades 3-8	Beginning, middle, end of year	Classroom teachers, ELA teacher, Reading Specialists
VGA grades 3-8	Fall and Winter	Classroom teachers, ELA teacher, Reading Specialists
Lexia grades K-8	As needed to monitor progress through intervention	Classroom teachers, ELA teacher, Reading Specialists
aimswebPlus	As needed to monitor progress through intervention	Classroom teachers, ELA teacher, Reading Specialists
HMH Text selection 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 Coach, and Reading Specialist	2-6 weeks

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
AimswestPlus for students already receiving Tier 2 intervention	Building leaders, teachers, and Reading Specialist	2-6 weeks
Classroom walkthrough tool	ELA Team, school leadership, and division leadership will utilize the VLP 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 VLP walkthrough tool	Regularly from October to March
Trend Tracker	Division leaders who oversee schools directly	Regular visits aligned with instructional rounds
MTSS Dashboard in Synergy for Reading Support Plans	Division and building leaders, reading specialists	Quarterly
HMH Growth Measure progress	Classroom teachers and ELA team	Three times a year
VALLSS	Teachers, Reading Specialists, and ELA team	For K-2, three times a year Grade 3, once and two more times for students identified

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 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.
- **Trend Tracker:** The use of Trend Tracker will help monitor the progress and trends in literacy across the division. HMH and EBRI will be embedded in these trend trackers for comprehensive data analysis.

- **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 Supports (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 towards goals at any time.
- **Norming Monitoring Across the Division:** To ensure consistency, monitoring practices will be normed across the division using 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 through the following ways:

- **Data Analysis:** Regular analysis of data collected from various sources such as classroom assessments, HMM Unit Assessments, HMM Growth Measure, Lexia Core5, and student reading plan goals provide valuable insights into student progress and supports decision making.
- **Feedback to Schools:** Regular feedback is provided to schools based on the 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 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 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

Prince William County Public Schools (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 supports 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.
- **MTSS Invitations:** PWCS will leverage existing Multi-Tiered System of Supports (MTSS) invitations to involve parents in developing student reading plans. MTSS 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.

Prince William County Schools (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-Facing Informational Webinar:** A webinar 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 including break-out sessions on literacy held on a Saturday in the fall.
- **Family Engagement Series (FES):** The English Language Arts 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.
- **Division-Wide Communication:** A division-wide 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 division wide literacy plan will be housed on your school division website:
<https://pwcps.sharepoint.com/sites/STLN-ELAT>

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



LaTanya McDade (Jun 26, 2024 16:17 EDT)

Division Superintendent/ Authorized
Designee Signature

LaTanya D. McDade, Ed.D.

Print Name

Jun 26, 2024

Date