



Montgomery County
Public Schools

Montgomery County Public Schools
Division Birth-12 Literacy Plan
School Year 2023 - 24

2023-2024 Division SBO Pre-K-12 Literacy Team Membership

Dr. Bernard F. Bragen, Jr., Superintendent

Dr. Barbara M. Wickham, Assistant Superintendent of Curriculum & Instruction

Dr. Tony Walker, Director of Special Education

Dr. Julie Ligon, Supervisor of Special Education

Steve Sizemore, Director of Elementary Education

Adam Simpson, Director of Secondary Education

Emily Altizer, Administrator of Federal Programs, ESL, & PreK

Kelly Rowland, Coordinator of Reading Intervention Programs

Tricia Metzel, Administrator of English/Language Arts

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Acknowledgements

Process for Developing Birth to Twelve Literacy Plan

A division level instructional team consisting of various departments was formed and met on August 4, 2021 to address areas of concern around literacy. The team completed a problem solving document to identify the problems within our literacy program and to determine the expected benefits of having a district wide literacy action plan. The problems identified were as follows:

- All children should be reading on grade level by the end of third grade
- Reduce the number of referrals which reduces the number of students identified as being at risk
- Strong & Consistent Tier I Instruction - Focus on prevention not intervention
- Spiral Curriculum K-12
- Focus on instruction not programs
- Interventions must be matched to specific skill deficits
- Co-teaching pairs should be trained in specific strategies and provided feedback on the effectiveness

The team identified expected benefits of developing and implementing a literacy action plan. The expected benefits are as follows:

- Children will be able to read and comprehend on grade level
- Children will be academically prepared to be successful in all areas
- Children will have higher self esteem and belief in self
- Students will be more joyful readers
- The achievement gap between student groups will be reduced
- Behavior concerns will be reduced
- Decrease in need for formal intervention in secondary
- Teachers will have a better understanding of how to move students to the next level of cognition
- Teachers will feel more effective and will be happier

The team brainstormed a list of factors which contributed to the need for improving literacy instruction in the division and members of the team were assigned to review various resources currently in place for literacy instruction. Resources, practices and procedures from K-12 were reviewed and an overview of the resources, including Benchmark plan, tiered programs document, literacy look-fors, middle school intervention structure, SRI, LETRS proposal, lesson plan components, data collection

procedures, and assessment was compiled. The team discussed the effectiveness of the instructional resources and practices. Next, the team reviewed literacy plan templates from other states to help determine the format of our Literacy Action Plan.

Additional stakeholders across the division (elementary & secondary) were identified to serve on this literacy committee for the 2022-2023 school year.

At present, the state is continuously working on developing a Literacy Action Plan; therefore, this is constantly a working document.

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Executive Summary

This document presents the Pre-K-12 literacy action plan meticulously crafted by the Division Literacy Team to enhance literacy outcomes within the educational landscape. Comprising seven comprehensive sections, the plan embodies the collective effort and expertise dedicated to fostering literacy excellence across all levels.

The Pre-K-12 literacy action plan, crafted by the Division Literacy Team, encompasses seven key components aimed at advancing literacy outcomes. In the first component, the MCPS Literacy Vision Statement establishes the commitment to cultivating a culture of literacy proficiency alongside effective communication strategies for widespread engagement. The MCPS Literacy Improvement Goals provide clear objectives to propel progress and excellence in literacy education. Action Plans outline crucial steps for selecting high-quality instructional materials and delivering comprehensive training aligned with the Virginia Literacy Act Evidence-Based Reading Research, vital for equipping educators with the necessary tools and knowledge. Prioritizing Monitoring Student Assessment and Progress highlights the significance of ongoing evaluation in tailoring interventions to meet diverse student needs.

Evaluating Division Level Progress offers a holistic assessment framework for informed decision-making and strategy refinement. Finally, Engaging Parents and Community acknowledges their pivotal role in fostering a supportive literacy ecosystem through collaborative partnerships and transparent communication channels. The Pre-K-12 literacy action plan embodies a holistic approach to literacy advancement, encompassing strategic vision, targeted goals, actionable plans, rigorous assessment, and inclusive community engagement. It reflects our unwavering commitment to empowering students with the essential skills and competencies for lifelong success in a rapidly evolving world.

Introduction:

The Need for a Division Literacy Plan

The cultivation of early literacy skills contributes to enhanced school readiness, lifelong learning, the empowerment of individuals, and the establishment of a solid foundation for intellectual growth.” These words expressed by Dr. Jan Hasbrouck (2023) echoes the sentiment that the formative years, beginning at infancy, are crucial in a child's educational journey. This is why implementing a comprehensive birth - grade 12 literacy plan in Montgomery County Public Schools is paramount.

Such a plan ensures that children have the foundational skills to read and comprehend effectively from the earliest stages of their educational journey. By providing structured, evidence-based literacy instruction from birth through grade 12, children are equipped with the tools necessary for academic success in all areas of study. A robust literacy plan supports the development of academic preparedness among students, enabling them to excel across all subject areas. As children become proficient readers, they can have the confidence to tackle complex concepts and critically engage with academic material.

When faithfully implementing a literacy plan, it will promote joyful reading experiences among students. They are more likely to develop a love for reading due to the fact that they will experience success in reading and comprehension. Thus, leading to enhanced enjoyment and engagement with texts. Taking a comprehensive birth to Grade 12 approach to literacy will also promote the narrowing of the achievement gap between student groups. By providing targeted support and interventions for students who may be struggling with literacy, our school division can work towards creating more equitable educational opportunities for all learners.

A birth to grade 12 literacy plan contributes to a reduction in behavior concerns within schools. As students become more proficient readers and gain confidence in their abilities, they are less likely to exhibit behavioral issues that may come from frustration or disengagement.

In secondary education, by addressing literacy needs early and systematically, there may be a decreased need for formal interventions. Students are more likely to enter middle and high school with strong foundational literacy skills, reducing the necessity for intensive remediation later on in their educational career.

For educators, a well-developed literacy plan provides guidance on how to effectively support students at each stage of their literacy development. Teachers gain a better understanding of instructional strategies and interventions tailored to individual student needs, ultimately leading to greater effectiveness in the classroom and increased job satisfaction.

A birth to grade 12 literacy plan is vital for academic success, supporting positive attitudes towards reading, closing the achievement gaps, assisting in the reduction of behavior concerns, and supporting both students and educators throughout their educational journey. Without such a plan in place, schools may struggle to address the diverse literacy needs of their student population, hindering overall academic achievement and well-being.

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Section 1: MCPS Literacy Vision Statement

Montgomery County Public Schools is committed to ensuring that all students develop strong literacy skills that establish a foundation for them to succeed in academics and become productive citizens in a global society. In order to accomplish this vision:

- Students will engage in regular literary practices across various genres and text types in order to read accurately and fluently to access grade level materials.
- Students will develop the necessary skills to read, write, speak, and listen, in order to become readers and writers who persevere in the face of challenging work.
- MCPS will utilize evidence-based literacy instruction grounded in cognitive science and reading research.
- MCPS will provide professional development opportunities to support educators in implementing effective evidence-based literacy practices.
- MCPS will partner with families and other stakeholders to reinforce literacy skills in the classroom and at home to promote a culture of lifelong learning.
- Teachers will facilitate active engagement in literacy tasks through differentiated instruction to meet the needs of all learners.
- Teachers will be provided with High-quality instructional resources that are needed to deliver systematic and explicit instruction, ensuring that all students receive standards-aligned grade level instruction on a daily basis in every classroom.

Stakeholder Group	Timeline	Plan for Communicating
Students & Families	2024-2025	Website, Open House, School Board meetings, newsletter, Homeroom, Parent Resource Center & Social Media
Community	2024-2025	Website, School Board meetings, public library, Parent Resource Center, & social media
All MCPS Employees	2024-2025	Beginning of the year PD, Updates, Website, School Board meetings, social media, & curriculum meetings
Universities	2024-2025	Direct contact through planning meetings, department heads of school education, social media
Pediatricians, DDS, Red Cross, Churches, & local agencies	2024-2025	Information is provided to these entities

Section 2: MCPS Literacy Improvement Goals

- Goal 1: By the end of the 2024-25 school year, MCPS will ensure that 80% of students in Grades K - 5 are proficient in their current grade level Language Arts Virginia Standards of Learning by utilizing explicit instruction in the following:
- phonemic awareness, phonics, fluency
 - vocabulary and comprehension
- Goal 2: MCPS will implement HQIM to increase rigor and engagement opportunities through authentic and purposeful listening, speaking, reading and writing learning experiences in 100% of our classrooms.
- Goal 3: MCPS will ensure that 100% of ELA teachers have access to professional development and training on evidence-based literacy instruction by the end of the 2024-25 school year.
- Goal 4: MCPS will ensure that 100% of teachers and students have access to evidence-based literacy curriculum, instructional materials, and resources for all tiers of instruction.
- Goal 5: MCPS will provide 100% of families with access to resources to support literacy development at various developmental stages of their children's lives, including birth to five years of age to ensure kindergarten readiness.
- Goal 6: MCPS teachers will use at least three data sources to inform literacy instruction, differentiation, and intervention, strengthening all tiers of instruction to address reading and writing deficiencies.
- Goal 7: MCPS will ensure that 100% elementary schools' master schedules are created to provide adequate time for all components of English/Language Arts instruction.
- Goal 8: MCPS will ensure that 100% of students will have opportunities to interact and learn from general education, special education, and/or reading professionals in a collaborative co-teaching setting as needed.
- Goal 9: MCPS will provide support to 100% of schools ensuring equity and services for literacy initiatives.

Section 3: Action Plans

Goal 1:

MCPS will ensure that every child is proficient in their current grade level Language Arts Virginia Standards of Learning by the end of each school year utilizing explicit instruction in the following:

- phonemic awareness, phonics, fluency
- vocabulary and comprehension

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none"> • Deliver literacy instruction using state-endorsed HQIM (Tier I) • Provide evidence based supplemental instruction for students with deficits (Tier II) • Administer evidence-based interventions for students not progressing (Tier III) 	<ul style="list-style-type: none"> • Classroom teachers • Reading Specialists • Special Education Teachers • ELL Teachers • Instructional Coaches • Literacy Aides • Special Education Aides 	<ul style="list-style-type: none"> • June 2025 • Ongoing 	<ul style="list-style-type: none"> • Common Assessments aligned with the adopted curriculum • SOL scores • MAP • VALLSS

Goal 2:

MCPS will increase rigor and engagement opportunities through authentic and purposeful listening, speaking, reading and writing learning experiences.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Design lessons with engaging qualities of tasks• Utilize multisensory instruction• Incorporate vocabulary instruction	<ul style="list-style-type: none">• Division Leaders• School Leaders/Administrators• Support staff• Instructional Staff	<ul style="list-style-type: none">• Ongoing	<ul style="list-style-type: none">• Chronic Absentee List• PBIS Data• Teacher Lesson Plans• Classroom Observations• Student Data

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Goal 3:

MCPS will ensure that all teachers have access to professional development and training on evidence-based literacy instruction.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">● Provide Professional Development opportunities in the Science of Reading for Kindergarten - Eighth Grade teachers, SPED teachers, Reading Specialists, EL Teachers, Instructional Coaches. Including:<ul style="list-style-type: none">● LETRS Volume I● VLP Training (Canvas Course):● Orton Gillingham Training Optional Supplemental Resource: <ul style="list-style-type: none">● LETRS Volume II: open to anyone who has completed Volume I● VALUE Series	<ul style="list-style-type: none">● Division Leaders● Instructional Staff	<ul style="list-style-type: none">● Ongoing	<ul style="list-style-type: none">● VAALLS● Common Assessments● Lesson Plans

Goal 4:

MCPS will ensure that all teachers and students have access to evidence-based literacy curriculum, instructional materials, and resources for all tiers of literacy instruction.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none"> ● Adopt and utilize High Quality Instructional materials that meet the needs of Tier I, Tier II, and Tier III instruction, including: <ul style="list-style-type: none"> ○ Supplemental Materials ○ Intervention Materials ● Ensure that HQIM and associated technical resources are distributed in an organized and timely manner ● Provide ongoing HQIM-specific professional learning opportunities ● Establish school-level HQIM leads ● Create and implement a system to monitor professional learning attendance and efficacy ● Create look-fors per grade level on what implementation of 	<ul style="list-style-type: none"> ● Division Leadership Team ● Finance Department ● Community Members ● School Board ● Admin. Of ELA, Academic Coaches, Reading Specialists ● School Administrator, reading specialists, academic coaches, special education coordinators, other teachers 	<ul style="list-style-type: none"> ● May 2024 ● August 2024 ● Monthly, September - April 	<ul style="list-style-type: none"> ● Adoption timelines ● Purchase Orders ● Professional Development on instructional materials ● Non-evaluative Look-fors Document

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>evidence-based literacy instruction looks like per grade level</p> <ul style="list-style-type: none"> • Engage in walk-throughs throughout the school year to look for implementation of evidence-based literacy instruction • Integrate the VDOE Literacy Planning Cycle into existing PLC teams in order to provide ongoing support and non-evaluative feedback to teachers. • Provide evidence-based feedback training for coaches and reading specialists • Identify bright spots and celebrate HQIM successes that are observed in the classroom regularly and publicly 			

Goal 5:

MCPS will provide all families with access to resources that support literacy development at various developmental stages of their children’s lives, including birth to five years of age to ensure kindergarten readiness.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Provide training for VDOE Literacy resources• Provide students with access to tutors• Host Family Engagement & Title I nights• Pre-K programs• Develop community partnerships	<ul style="list-style-type: none">• Instructional Staff• Title I Schools & Federal Programs Administrators• Pre-K Program Admin.• Community Members	<ul style="list-style-type: none">• 24-25 School year	<ul style="list-style-type: none">• Monitor use of programs• Use of tutors• Survey• Attendance• Students in Pre-K

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Goal 6:

MCPS will use multiple sources of data to inform literacy instruction, differentiation, and intervention, strengthening all tiers of instruction to address reading and writing deficiencies.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Adopt and develop authentic purposeful assessment processes in order to determine student deficits and strengths.• Determine assessments for each tier of instruction• Develop common assessments K-8• Training in assessment implementation• Provide training in analysis (PLCs) <p>Utilize the following assessment tools:</p> <ul style="list-style-type: none">• MAP in Elementary• SOL Growth 3-8• VALLSS• ELA Assessment• ELA End of Unit• PLCs• Reading Plans	<ul style="list-style-type: none">• Teachers / Admins• Coaches• Reading Specialist	<ul style="list-style-type: none">• 2024-2025 School Year	<ul style="list-style-type: none">• Tiered assessment data• Data use for planning & differentiation• PLCs

Goal 7:

MCPS will ensure that master schedules are created to provide adequate time for all components of English/Language Arts instruction.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Create & Implement Master Schedules to support ELA• Prioritize common planning time among ELA and Special Education teachers in the scheduling process• Prioritize ongoing, regular opportunities for share learning around SBRR and HQIM through PLCs• Provide division-level support for principals in fostering effective PLC systems and practices	<ul style="list-style-type: none">• Directors• Administrators	<ul style="list-style-type: none">• 2024-2025 School Year	<ul style="list-style-type: none">• Data• Stakeholder feedback

Goal 8:

MCPS will ensure that students will have opportunities to interact and learn from general education, special education, and/or reading professionals in a collaborative co-teaching setting as needed.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Facilitate SDI trainings• Provide EBLLI PD• Provide Co-teaching training• Create Co-planning opportunities	<ul style="list-style-type: none">• Instructional Staff• Administration• Curriculum Admin	<ul style="list-style-type: none">• 2024-2025 School Year	<ul style="list-style-type: none">• Data• Evidence in lesson plans• Observations

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Goal 9:

MCPS will adopt and develop authentic purposeful assessment processes in order to determine student deficits and strengths.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<ul style="list-style-type: none">• Facilitate staffing• Analyze VALLSS literacy screener data and any other diagnostic assessments administered• Provide EBLI Training• Monitor practice• Employ Teacher surveys• Prioritize curriculum-embedded assessments	<ul style="list-style-type: none">• Administration• Curriculum Team• PLCs• Teachers	<ul style="list-style-type: none">• 24-25 School Year	<ul style="list-style-type: none">• Peer to peer look for EBLI observations• Usage of adopted curriculum• Review of student data

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Section 4: Monitoring Student Assessment and Progress

Name of Assessment	Frequency of Use
Kindergarten Readiness Screener	1 time (when registering for KG)
VKRP PreK (Includes VALLSS, EMAS, CBRS)	3 times per year (VALLSS) 2 times per year (EMAS, CBRS)
VKRP Kindergarten (Includes VALLSS, EMAS, CBRS)	3 times per year (VALLSS) 2 times per year (EMAS, CBRS)
PALS/VALLSS - Grades 1 - 3	3 times per year
MAP Assessment - Grades 1 - 5	3 times per year
SOL Growth Assessments - Grades 3 - 8	Fall, Winter
SOL Assessment - Grades 3 - EOC	1 time per year
ACCESS for ELLs - Grades K - 12	1 time per year
Common Unit/Report Card Assessments - Grades K - 12	End of each unit
PAST Assessments - Grades 2 - 12 (for students identified)	2 - 3 times per year
VAAP (for students who qualify)	1 time per year
LETRS Phonics and Word-Reading Survey - Grades 2 - 8 (for students identified)	3 times per year
LETRS Spelling Screener - Grades K - 8 (for students identified)	3 times per year
Interim Assessments in Reading - Grades 6 - 12	3 times per year
History Local Alternative Assessments/ Performance Assessments (Grades 4, EOC)	4 times per year
Advanced Placement Tests (by course)	1 time per year
PSAT/ASVAB/SAT	Per occurrence
IAAT (for identified students)	1 time

In order to achieve the goals outlined in the MCPS Secondary Literacy Action Plan, the monitoring of progress will be reviewed as the Secondary Literacy Team (SLT) works toward the identified measures of success for each of the seven goals. The SLT will meet on a quarterly basis to review the progress on each goal and action steps. The division will share the progress on its website as well as through Secondary Curriculum & Instruction meetings.

The Director of Secondary Education, Division ELA Coordinator, additional central office leadership representing literacy and special education, building administrators, and the SLT will be leaders in supporting the literacy plan that has been developed to ensure that all MCPS students reach proficiency and beyond on all literacy assessments and expectations.

The principal and school literacy teams will lead staff in achieving literacy goals at their individual schools and will provide updates to the Director of Secondary at least twice per year.

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Section 5: Assessing Division Level Progress

Name of Assessment	Frequency of Use	Responsibility	Students tested
Literacy Planning Cycle Walkthroughs	Ongoing through year	Teachers, Reading Specialists, Coach, Admin, & Division Leadership	Lookfors integrated into PLCs
Kindergarten Readiness Screener	1 time (when registering for KG)	Classroom teacher & reading specialists	All rising Kindergarten students
VKRP PreK	2 times per year	Classroom Teacher	All Pre-K
VKRP Kindergarten	2 times per year	Classroom Teacher	All Kindergarten
VALLSS	3 times per year	Classroom Teacher	Grades PreK - 3
MAP Assessment	3 times per year	Classroom Teacher	Grades 1 - 5
SOL Growth Assessments	Fall, Winter	Classroom Teacher	Grades 3 - 8
SOL Assessment	1 time per year	Testing Coordinator	Grades 3 - 8, & EOC
ACCESS for ELLs	1 time per year	ELL Teacher	Active ELLs Grades K - 12
Common Unit/Report Card Assessments	End of each unit	Classroom Teacher	Grades K - 12
PAST Assessments	2 - 3 times per year	Reading Specialists	Grades K - 12 (for students identified through VALLSS, MAP, SOLs)
VAAP	1 time per year	Classroom Teacher	For students who qualify
LETRS Phonics	3 times per year	Reading Specialists	Grades 2 - 8 (for

and Word-Reading Survey -			students identified)
LETRS Spelling Screener	3 times per year	Reading Specialists	Grades K - 8 (for students identified)
History Local Alternative Assessments/ Performance Assessments	4 times per year	Classroom Teacher	(Grades 4, EOC)
Advanced Placement Tests	1 time per year	Testing Coordinator	(by course)
PSAT/ASVAB/SAT	Per occurrence	Testing Coordinator	(for identified students)
IAAT	1 time	Testing Coordinator	(for identified students)

MCPS is committed to ensuring that every student achieves proficiency and beyond in literacy assessments and expectations. To achieve this, the division employs a comprehensive monitoring system that involves both division and school-based literacy teams.

Following each administration of MAP Scores, VALLSS, and SOL assessments, the division literacy team, along with school-based literacy teams, diligently monitors the data. For students who are not making adequate progress or meeting acceptable benchmarks, specific data points are reviewed monthly by school literacy teams. These include Progress Monitoring Tools, Data Intervention Sheets sourced from adopted High Quality Intervention Materials, and Student Reading Plans. Principals provide updates on this data to the Directors of Elementary and Secondary Education during their monthly meetings.

To ensure alignment with the MCPS Literacy Action Plan, progress monitoring is conducted regularly by the Literacy Team. This team convenes quarterly to assess progress on each of the plan's eleven goals, review action steps, compile evidence, and determine next steps. Progress updates are shared with the School Board, as requested, as part of the Strategic Plan reports.

Key leaders involved in supporting the literacy plan include the Assistant Superintendent of Curriculum and Instruction, Directors of Elementary and Secondary Education, Division ELA Coordinator, central office leadership representing literacy and special education, building administrators, and the Literacy Team. Together, they provide guidance and support to ensure the successful implementation of the literacy plan.

At the school level, principals and school literacy teams take the lead in driving progress towards literacy goals. They provide regular updates to the Directors of Elementary and Secondary Education at least twice per year, keeping all stakeholders informed and engaged in the literacy improvement efforts across MCPS.

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Section 6: Engaging Parents and Community

In order to ensure comprehensive support for student reading development, we have devised a plan to actively involve parents in the formulation and execution of Student Reading Plans, leveraging diagnostic screener results. Recognizing the importance of parental engagement, we propose to schedule times during Parent/Teacher Conferences for teachers to meet with parents. These conferences will serve as opportune moments for educators to discuss diagnostic screener results, share insights into student reading strengths and areas for growth, and collaboratively devise tailored Student Reading Plans. By incorporating these discussions into established Parent/Teacher Conferences, we aim to streamline communication channels and maximize parental involvement in their child's reading journey. Additionally, we will offer flexibility for individual meetings outside of scheduled conferences, ensuring accessibility for all parents and caregivers. Through this effort, we aspire to foster a supportive partnership between educators and parents, ultimately enhancing student literacy outcomes.

In our division, fostering successful partnerships between the school, parents, and the community is paramount to advancing literacy development. To achieve this, we have devised a multifaceted approach. We will organize regular Family Engagement Events, such as Title 1 Nights, where parents are invited to participate in interactive workshops, literacy-focused activities, and receive valuable resources to support their children's reading and writing skills at home. We may also include booths at sporting events that have information for families to support their students with literacy. These events will serve as platforms for open dialogue, allowing parents to voice their concerns and ideas, fostering a sense of ownership and collaboration in their children's education. Additionally, we recognize the importance of catering to diverse learning needs, which is why we will provide parental support through adapted curriculum materials. By offering tools, guides, and online supports, we ensure that parents can actively engage in their child's literacy journey, regardless of their own educational background or time constraints. Through these initiatives, we aim to cultivate a strong sense of partnership between the school, parents, and the wider community, ultimately nurturing a supportive environment where every child has the opportunity to thrive in literacy and beyond.

Home Support for Literacy

Activities to Support Reading at Home

[General Information](#)

How can...

[my child listen to books at home?](#)

[my child play computer games to help improve literacy skills?](#)

[I help my child play with sounds?](#)

[I help my child learn their letter names and sounds?](#)

[I help my child read and spell words?](#)

[I help my child learn new vocabulary?](#)

[I help my child with reading comprehension?](#)

[I support my child's language development?](#)

[I support my child's writing?](#)

[my child read online books at home?](#)

[I help my child read with appropriate pace and expression?](#)

Appendix A
Pre-K-12 Literacy Team Membership

Name	Title/Role	Location	Email
Kara Thurman	Pre-K Teacher	AES	karathurman@mcps.org
Natasha Pappas	Instructional Coach	AES	npappas@mcps.org
Carolyn Hash	9th Grade ELA Teacher	AHS	carolynhash@mcps.org
Martha Felty	Special Education Teacher	AHS	marthafelty@mcps.org
Kelly Roark	Assistant Principal	AHS	kroark@mcps.org
Melissa Brown	6th Grade ELA Teacher	AMS	melissabrown@mcps.org
Hannah Hill	8th Grade ELA Teacher	AMS	hannahhill@mcps.org
Sarah Pierce	Instructional Coach	AMS/BMS	sarahpierce@mcps.org
Kayla Dickerson	Gifted Resource Specialist	BES	kayladickerson@mcps.org
Kristyn Cabler	Instructional Coach	BES/GLES	kristyncabler@mcps.org
Stephanie Arnold	Reading Specialist	BHS	stephaniearnold@mcps.org
Maureen Powers	Assistant Principal	BHS	mpowers@mcps.org
Bonnie Frazier	ESL Teacher	BHS/CHS	bonniefrazier@mcps.org
Lesley Farmer	6th grade ELA Teacher	BMS	lesleyfarmer@mcps.org
Angela Williams	5th Grade Teacher	CES	awilliams@mcps.org
Heather Wade	3rd Grade Teacher	CES	heatherwade@mcps.org
Courtney Harrington	Assistant Principal	CHS	courtneycraggett@mcps.org
Jessica Fox	10th/12th Grade ELA Teacher	CHS	jessicafox@mcps.org
Carl Pauli	Dean of Students	CMS	cpauli@mcps.org
Angel Vance	Literacy Coach	CMS	avance@mcps.org
Jessica Jones	Principal	CPS	jjones2@mcps.org
Peggy Kincaid	Reading Specialist	CPS	pkincaid@mcps.org
Kate Stewart	Assistant Principal	EMES	kstewart@mcps.org
Kearah Donato	Reading Specialist	EMHS	kearahdonato@mcps.org

James Hill	10th/11th Grade ELA Teacher	EMHS	jamesh62@mcps.org
Sharon Newberne	Reading Specialist	FBES	snewberne@mcps.org
Domenic Saia	Assistant Principal	FBES	domenicisaia@mcps.org
Carly Hansen	Kindergarten Teacher	GLS	carlyhansen@mcps.org
Suzanne Roberts	2nd Grade Teacher	GLS	suzanneroberts@mcps.org
Alexis Chadwell	4th Grade Teacher	HAES	alexischadwell@mcps.org
Hannah Curry	Kindergarten Teacher	KES	hcurry@mcps.org
Julie Monday	Reading Specialist	MBES	juliemonday@mcps.org
Rhonda Poindexter	Reading Teacher	MC	rpoindex@mcps.org
Caitlin Ramseyer	Instructional Coach	PFES	caitlinramseyer@mcps.org
Kelly Rowland	Reading Intervention Specialist	SBO	kellyrowland@mcps.org
Jessica Muniz	Supervisor of Special Education	SBO	jessicamuniz@mcps.org
Julie Ligon	Supervisor of Special Education	SBO	jligon@mcps.org
Tricia Metzel	Administrator of ELA	SBO	triciametzel@mcps.org
Emily Altizer	Administrator of Federal Programs, ESL, and Preschool	SBO	emilyaltizer@mcps.org
Jennifer Wall	Administrator of Mathematics	SBO	jenniferwall@mcps.org
Stacie Wright	Administrator of Equity Compliance	SBO	staciewright@mcps.org
Guylene Wood-Setzer	Director of Equity and Diversity	SBO	gwood@mcps.org
Steven Sizemore	Director of Elementary Education	SBO	stevensizemore@mcps.org
Adam Simpson	Director of Secondary Education	SBO	adamsimpson@mcps.org
Tony Walker	Director of Special Education	SBO	tonywalker@mcps.org
Barbara Wickham	Assistant Superintendent of Curriculum and Instruction	SBO	barbarawickham@mcps.org
Brandon Keith	Principal	SMS	brandonkeith@mcps.org
Marissa Wilder	Literacy Coach	SMS	marissawilder@mcps.org
Julie Wynn	Reading Specialist	SMS	juliewynn@mcps.org