

PCPS Division Literacy Plan

500 City Hall Avenue, Poquoson, VA 23662
| poquoson.k12.va.us

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Poquoson City Public Schools | Poquoson.k12.va.us**

Superintendent: **(Arty C. Tillett) | Arty.Tillett@poquoson.k12.va.us**

Local School Board Chair: **(Shannon Martin) | Shannon.Martin@poquoson.k12.va.us**

Division VLA Lead: **(Dara Libby) | Dara.Libby@poquoson.k12.va.us**

Local Board Adoption Date for Division Comprehensive Plan: **06/18/2024**

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

School Division Literacy Vision:

At PCPS, every student will develop the literacy skills necessary for effective communication, creative expression, and critical thinking. Our commitment to literacy excellence prepares students to thrive in a dynamic world by equipping them with the tools to articulate ideas, analyze information, and navigate complex texts with confidence and purpose.

Our literacy vision is grounded in the following principles:

- *Effective Communication and Creative Expression*: PCPS students will cultivate the ability to express themselves thoughtfully and purposefully through reading, writing, speaking, and listening, fostering a culture of communication and collaboration.
- *Critical Thinking and Problem-Solving*: Students will acquire the research, analytical, and synthesis skills needed to be independent thinkers, innovative problem-solvers, and discerning consumers of information, preparing them for success in college, careers, and beyond.
- *Perseverance and Preparation*: PCPS students will develop resilience and perseverance in the face of challenging work, making meaning from high-quality and complex texts, and preparing to meet the rigorous demands of higher education and the workforce.

To achieve our literacy vision, PCPS commits to:

- Providing targeted support to ensure that all students learn to read and write, addressing individual needs and fostering growth for every learner.
- Employing instructional strategies that are evidence-based and grounded in research, ensuring that teaching practices are aligned with the latest research in literacy education.
- Engaging students in challenging work using high-quality instructional materials and a broad selection of media and complex texts, fostering curiosity and broadening their perspectives.
- Providing daily tier-one instruction that is explicit, systematic, and cumulative, laying a strong foundation for literacy development and building upon it with each successive lesson.
- Using data to drive instruction and make intervention and enrichment decisions, ensuring that instructional practices are responsive to student needs and outcomes.
- Incorporating authentic literacy-learning experiences that require students to collaborate, think critically, and communicate through a variety of media, ensuring real-world relevance and application.
- Providing ongoing professional development to ensure that our teachers possess the knowledge and skills needed to implement evidence-based literacy practices effectively, promoting continuous growth and improvement.
- Communicating regularly with families about student literacy outcomes, building partnerships and collaboration between home and school to support student success.
- Promoting the joy of literacy within our families and school community, celebrating the wonders of reading, writing, and learning together.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<p>School Board Updates <i>Purpose: Provide progress updates</i></p>	<p>Monthly, as needed</p>	<p>Presentations and accompanying materials provided in advance of Board meetings and work sessions.</p>
<p>Instructional Team <i>Purpose: Plan, inform, and support VLA implementation</i></p>	<p>Bi-weekly meetings</p>	<p>Running Meeting Agendas & Notes</p>
<p>Literacy Leadership Team <i>Purpose: Plan, inform, and support VLA implementation</i></p>	<p>Monthly Meetings</p>	<p>Running Meeting Agendas & Notes</p>
<p>Division Leadership Team (Division-wide administrators) <i>Purpose: Build capacity; set expectations; plan, inform, and support VLA implementation</i></p>	<p>Monthly Meetings</p>	<p>Running Meeting Agendas & Notes</p>

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<p>Reading Specialists (K-8)</p> <p><i>Purpose: Build capacity; set expectations, provide coaching, plan, inform, and support VLA implementation.</i></p>	<p>Bi-weekly/Monthly Meetings</p>	<p>Running Meeting Agendas & Notes</p>
<p>Parents & Caregivers</p> <p><i>Purpose: Provide input and support for VLA implementation</i></p>	<p>Continuous updates, as needed, survey distribution as needed</p>	<p>Meeting agendas & notes, parent engagement events, Family Literacy Nights, PTO meetings, building and division newsletters, ParentSquare updates, social media posts</p>
<p>Teachers and Staff</p> <p><i>Purpose: Inform and support VLA implementation</i></p>	<p>Professional learning days, weekly PLT meetings, monthly faculty meetings</p>	<p>Presentations, meeting agendas & notes from PLT and faculty meetings, staff handbooks, professional learning community meetings, weekly staff newsletters, and professional development sessions</p>
<p>Community</p> <p><i>Purpose: Build awareness and provide information and support for VLA implementation</i></p>	<p>Monthly updates, as needed</p>	<p>Social media posts, school board meetings, and school/division webpages</p>
<p>SEAC</p> <p><i>Purpose: Build awareness and provide information and support for VLA implementation</i></p>	<p>Monthly meetings</p>	<p>Meeting Agendas & Minutes and Presentations</p>

SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the HQIM selected from the Virginia Board of Education approved list for each of the following tiers and populations. Instructional resources for special populations may be the same as those for general education. If a resource material is different for special populations, indicate which population is receiving the resource. More than one resource per division may be utilized with the school and/or grade level indicated in the chart below. “Supplemental Instruction” and “Intervention” may be listed as “TBD” until final Board approved lists are provided. Divisions **may only use** the approved instructional components of selected Board approved supplemental and intervention materials. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH <i>Into Reading</i> Program	All special populations will receive core instruction from the <i>Into Reading</i> Program, including EL students, gifted students, and students with disabilities who access the general education curriculum.
Supplemental Instruction (K-5):	UFLI Heggerty	TBD
Intervention (K-5):	Lexia Core5	TBD

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

Directions: List below the evidence-based reading research training that will be utilized in the division. Include name of training, who will attend each training, and when the training will be provided. Consider how training extends beyond the core literacy instructors in the division. List each training topic separately. Add a description of each training below the chart in the space provided.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Division Conference SPARK!	All PCPS Faculty & Staff	August 2024
LETRS Volume 1 (<i>tentative</i>)	Primary and Elementary Teachers, <i>if applicable</i>	September 2024 – May 2025
LETRS Volume 2	Primary and Elementary teachers, Reading Specialists, and administrators who have completed Volume 1	September 2024 – May 2025
Virginia Literacy Partnerships (VLP) Training	Elementary and middle school principals	June 27, 2024 (Region II) July 14, 2024 (Alternate site)
Virginia Literacy Partnerships (VLP) Training	Reading Specialists	2-day Institute; online modules
Virginia Literacy Partnerships (VLP) Online Modules	Core area teachers, EL teachers, gifted education teachers, and special education teachers	Summer/Fall 2024 – Summer 2025

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>Getting Started with Into Reading</i>	K-5 Curriculum writers; K-5 classroom teachers, special education teachers, and reading specialists (optional)	June 10, 2024
<i>Getting Started with Into Reading</i>	K-5 classroom teachers (mandatory for those teachers who did not attend the June session)	August 13, 2024
<i>Leader Success with Into Reading</i>	Poquoson Primary School principal, assistant principal Poquoson Elementary School principal, assistant principal	June 17, 2024
<i>Team Coaching with Into Reading, Virginia</i>	K-5 classroom teachers, special education teachers, and reading specialists	August 14, 2024 August 22, 2024
<i>Coaching (Into Reading personal coaching)</i>	K-5 lead teachers and reading specialists	On-demand; ongoing

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as “TBD” until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language and Literacy Screener (VALLS): PK-3	Fall, Winter & Spring Administration	Classroom teachers, reading specialists
Student Growth Assessment (SGA): Grades 3-5	Fall & Winter	Classroom teachers, reading specialists, special education teachers
Virginia Standards of Learning Assessments Grades 3-5	Spring 2025	Classroom teachers, reading specialists, special education teachers
HMH <i>Into Reading</i> Module Assessments: Grades K-5	Conclusion of each module	Classroom teachers, special education teachers
Qualitative Spelling Inventory (QSI): Grades K-5	Fall, Winter & Spring Administration	Classroom teachers, reading specialists, special education teachers
DIBELS (Literacy Screener)	As needed (Grades 4 & 5)	Literacy coach, reading specialists
Lexia Placement Assessment & Progress Monitoring (Diagnostic Assessment)	Fall 2024 & Spring 2025	Classroom teachers, special education teachers

SECTION FIVE: Assessing Division-Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom Walkthrough Tool and Feedback	Assistant Superintendent for Instruction, Principals, Assistant Principals, Literacy Coach, Reading Specialists	Monthly
Professional Learning Teams (PLT) Data Discussions	Principals, Assistant Principals, Literacy Coach, Reading Specialists	Bi-weekly
Grade-level Collaborative Planning Sessions	Principals, Assistant Principals	Bi-Weekly / Weekly
School Improvement Plan	Assistant Superintendent for Instruction, Literacy Coach, Principals	Bi-Weekly/Monthly
PCPS Strategic Plan Goal	Division Leadership Team	Monthly
Student Reading Plans	Reading Specialists & Teachers	Weekly

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

PCPS will involve parents and caregivers in the development and implementation of Student Reading Plans (SRPs) by:

- Arranging individual meetings with parents and caregivers to discuss their child's diagnostic screener results and the proposed SRP. This allows for personalized attention and ensures that parents understand the specific needs and goals for their child.
- Involving parents and caregivers in setting goals for their child's literacy development.
- Providing parents with resources and strategies they can use at home to support their child's reading and literacy skills.
- Keep parents informed about their child's progress towards their literacy goals. This could be done through progress reports, parent-teacher conferences, or regular updates via email or phone calls.
- Creating opportunities for parents and caregivers to provide feedback on the effectiveness of the SRP and any additional support they may need to help their child succeed.

Describe your plan to build successful school, parent, caregiver, and community partnerships especially in relation to literacy development.

Building successful partnerships between schools, parents, caregivers, and the community is essential for promoting literacy development among elementary school students. To build strong partnerships, PCPS will:

- Host information sessions to educate parents and caregivers about the importance of literacy development and how they can support their child's learning at home. Provide resources, tips, and strategies for creating a literacy-rich environment at home.
- Organize family literacy nights where students and their families can come together to participate in literacy-themed activities, games, and workshops.
- Forge partnerships with local libraries, literacy organizations, businesses, and community groups to provide additional support and resources for literacy development. This could include access to books, literacy programs, and guest speakers or mentors.
- Establish volunteer programs that allow community members to get involved in supporting literacy development in our schools. This could include reading buddies, literacy mentors, or volunteers to help with literacy-related events and activities.

- Celebrate literacy achievements and milestones within the school community. This could include recognition ceremonies, awards, and special events where students can showcase their reading skills and creativity.
- Engage our PTOs and advisory boards (SEAC, GEAC) to provide input and feedback on literacy initiatives, programs, and at-home parental support.
- Regularly evaluate the effectiveness of partnership activities and initiatives and adjust as needed. Solicit feedback from stakeholders to ensure that their needs and concerns are being addressed and that partnerships are contributing to improved literacy outcomes for students.

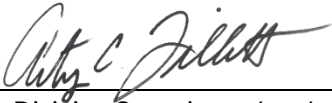
Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division The Department shall post each division wide literacy plan on its website.

Provide the link to where the division wide literacy plan will be housed on your school division website:
www.poquoson.k12.va.us/families/instruction

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

Arty C. Tillett, Superintendent

Print Name

June 18, 2024

Date