



Montgomery County
Public Schools

Montgomery County Public Schools
Division Birth-12 Literacy Plan
School Year 2024 - 25

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

Jamison McGlothlin, Coordinator of Special Education

Steve Sizemore, Director of Elementary Education

Adam Simpson, Director of Secondary Education

Stacie Wright, Administrator of Equity Compliance

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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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 that 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 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.

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. Improved literacy skills also fosters communication and problem-solving abilities, enabling students to express themselves more effectively and resolve conflicts. A strong literacy foundation can enhance students' overall academic performance, leading to increased motivation and a positive attitude towards learning. This not only benefits individual students but also contributes to a more productive school environment.

In secondary education, addressing literacy needs early and systematically, may decrease the 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 a plan in place, schools may struggle to address the diverse literacy needs of their student population, hindering overall academic achievement and well-being.

Section 1: MCPS Literacy Vision Statement & Comprehensive Communication

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: Selecting High-Quality Instructional Materials & Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

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• Prioritize appropriate lesson preparation cycles	<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

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 the Amplify CKLA curriculum.• Ensure that Amplify CKLA materials are distributed in an organized and timely manner• Provide ongoing professional learning opportunities for Amplify CKLA• Establish school-level CKLA leads• Create and implement a system to monitor professional learning attendance and efficacy• Create look-fors per grade level on what implementation of evidence-based literacy instruction looks like• Engage in walk-throughs throughout the school year to look for implementation of evidence-based literacy instruction	<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
<ul style="list-style-type: none"> • 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 CKLA successes that are observed in the classroom regularly and publicly 			

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
	Core (K-5):	Amplify CKLA
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

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

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

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

Section 4: Monitoring Student Assessment and Progress

Name of Assessment:	Frequency of Use:	Administered By:
Kindergarten Readiness Screener	1 time (when registering for KG)	Kindergarten Teachers
VKRP PreK	2 times per year	PreK Teachers
VKRP Kindergarten	2 times per year	Kindergarten Teachers
VALLS - Grades PK - 3	3 times per year	PreK - Grade 3 Teachers
MAP Assessment - Grades 1 - 5	3 times per year	Grades K-5 Teachers
SOL Assessment - Grades 3-8 EOC	1 time per year	Testing Coordinator
ACCESS for ELLs - Active ELLs Grades K - 12	1 time per year	EL Instructors
Common Unit/Report Card Assessments - Grades K - 12	End of each unit	Core Area Teachers
PAST Assessments - Grades 2 - 12 (for students identified on VALLS)	2 - 3 times per year	Reading Specialists
VAAP (for students with disabilities who qualify)	1 time per year	Special Education Teachers
LETRS Phonics and Word-Reading Survey - Grades 2 - 8 (for students identified on VALLS)	3 times per year	Reading Specialists
LETRS Spelling Screener - Grades K - 8 (for students identified on VALLS)	3 times per year	Reading Specialists
History Local Alternative Assessments/ Performance Assessments (Grades 4, EOC)	4 times per year	Grade 4 Teachers/High School Content Teachers
Advanced Placement Tests (by course)	1 time per year	Testing Coordinator
PSAT/ASVAB/SAT	Per occurrence	Testing Coordinator
IAAT (for identified students)	1 time	Testing Coordinator

In order to achieve the goals outlined in the MCPS Literacy Action Plan, the monitoring of progress will be reviewed as the Literacy Team works toward the identified measures of success for each of the seven goals. The Literacy Team 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 Curriculum & Instruction meetings.

The Directors of Elementary & Secondary Education, Division ELA Administrator, additional central office leadership representing literacy and special education, building administrators, and the Literacy Team 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 Directors of Elementary & Secondary at least twice per year.

Section 5: Assessing Division Level Progress

Progress Monitoring Tool	Person(s) Responsible for Administration	How Often	Students tested
Literacy Planning Cycle Walkthroughs	Teachers, Reading Specialists, Coach, Admin, & Division Leadership	Ongoing through year	“Look-Fors” integrated into PLCs
Kindergarten Readiness Screener	Classroom teacher & reading specialists	1 time (when registering for KG)	All rising Kindergarten students
VKRP PreK	Classroom Teacher	2 times per year	All Pre-K
VKRP Kindergarten	Classroom Teacher	2 times per year	All Kindergarten
VALLSS	Classroom Teacher	3 times per year	Grades PreK - 3
MAP Assessment	Classroom Teacher	3 times per year	Grades 1 - 5
SOL Assessment	Testing Coordinator	1 time per year	Grades 3 - 8
ACCESS for ELLs	ELL Teacher	1 time per year	Grades 3 - 8, & EOC
Common Unit/Report Card Assessments	Classroom Teacher	End of each unit	Active ELLs Grades K - 12
PAST Assessments	Reading Specialists	2 - 3 times per year	Grades K - 12
VAAP	Special Education Teacher	1 time per year	Grades K - 12 (for students identified through VALLSS, MAP, SOLs)
LETRS Phonics and Word-Reading Survey -	Reading Specialists	3 times per year	For students who qualify

LETRS Spelling Screener	Reading Specialists	3 times per year	Grades 2 - 8 (for students identified)
History Local Alternative Assessments/ Performance Assessments	Classroom Teacher	4 times per year	(Grades 4, EOC)
Advanced Placement Tests	Testing Coordinator	1 time per year	(by course)
PSAT/ASVAB/SAT	Testing Coordinator	Per occurrence	(for identified students)
IAAT	Testing Coordinator	1 time	(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.

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. See [Appendix C](#) for additional ideas on how to engage parents & community members.

Home Support for Literacy

Activities to Support Reading at Home

[Additional Ideas for Literacy Home Support](#) [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

Birth-Grade 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	hannahahill@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
Val Dunham	Parent	CMS	
Carl Pauli	Dean of Students	CMS	cpauli@mcps.org
Cory Thompson	Parent	CMS	
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	domenicsaia@mcps.org
Carly Hansen	Kindergarten Teacher	GLES	carlyhansen@mcps.org
Suzanne Roberts	2nd Grade Teacher	GLES	suzanneroberts@mcps.org
Alexis Chadwell	4th Grade Teacher	HAES	alexischadwell@mcps.org
Ben Jantzen	Parent	HAES	
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

Appendix B

[VLA Implementation Playbook](#)

[VLA Walk Through Tool](#)

[VLA Guidance Documents](#)

Appendix C

Additional Ideas to Engage Parents & Community Members

- 1. Offering Preschool Initiative Programs:** Early childhood education programs, like preschool initiatives, play a crucial role in promoting literacy. They provide children with foundational skills such as vocabulary, phonemic awareness, and comprehension, which are essential for reading success.
- 2. Kindergarten Orientation:** Kindergarten orientation helps parents and children become familiar with the school environment and expectations, including literacy-related activities. It can also provide parents with information on how to support their child's literacy development at home.
- 3. Hosting Curriculum-Specific Family Literacy Nights:** Family Literacy Nights engage both parents and children in literacy activities related to the school curriculum. These events promote a positive attitude towards reading and learning within the family unit.
- 4. Local Partnerships with Regional Libraries and Local Universities:** Collaborating with libraries and universities can enhance access to literacy resources, such as books, workshops, and tutoring programs. It also strengthens community support for literacy initiatives.
- 5. Establishing Community Literacy Volunteers:** Community volunteers can provide additional support for literacy programs in schools and libraries. They may assist with tutoring, reading aloud to children, or organizing literacy events.
- 6. Sponsoring Literacy Booths at Community Events:** Literacy booths at community events raise awareness about the importance of literacy and provide resources and information to families. They may offer free books, literacy games, and tips for fostering reading habits at home.
- 7. Dolly Parton Imagination Library Involvement:** Programs like the Dolly Parton Imagination Library mail free books to children from birth to age five, promoting early literacy and a love of reading from an early age.
- 8. Materials Swap for Parents:** A materials swap allows parents to exchange books, educational materials, and resources, encouraging them to continue supporting their child's literacy development at home.
- 9. Literacy Volunteers of the New River Valley:** Engaging with organizations like the Literacy Volunteers of the New River Valley can provide additional support and resources for literacy initiatives, such as volunteer tutors or literacy workshops.

10. **High School Students Visit Elementary Schools:** High school students visiting elementary schools can serve as role models and mentors for younger students. They may assist with reading activities, storytelling, or literacy-related projects.

11. **“Commercial breaks” - Reading Tips During Fun Family Events:** Integrating reading tips and information during fun family events keeps literacy at the forefront of parents' minds and reinforces the importance of reading in everyday life.