

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Montgomery County Public Schools**

Superintendent: **Dr. Bernard F. Bragen, Jr. | [berniebragen@mcps.org](mailto:berniebragen@mcps.org)**

Local School Board Chair: **Linwood Hudson | [linwoodhudson@mcps.org](mailto:linwoodhudson@mcps.org)**

Division VLA Lead: **Dr. Barbara M. Wickham | [barbarawickham@mcps.org](mailto:barbarawickham@mcps.org)**

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:

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 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):	Amplify CKLA	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	Heggerty UFLI Wordly Wise 3000	<i>All special populations will receive supplemental Instruction based on their VALLSS risk band</i>
Intervention (K-5):	Amplify mCLASS Intervention Benchmark Advance Benchmark Phonics Lexia Core5 Really Great Reading - HD Word	<i>All special populations will receive supplemental Instruction based on their VALLSS risk band</i>

## 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
LETRS Volume I	Interested Core Area Teachers, EL Instructors, Gifted, and Special Education Teachers	June 2024 – May 2025
VLP Canvas Course	Interested Core Area Teachers, EL Instructors, Gifted, and Special Education Teachers	June 2024 – May 2025
Orton Gillingham	Interested Core Area and Special Education Teachers	June 2024 – May 2025
LETRS Volume II	Interested Teachers who have Completed Volume I	June 2024 – May 2025

Training for Amplify CKLA will take place for K – 5 Core Area Teachers, EL Instructors, Gifted, and Special Education Teachers beginning in May 2024. Two additional trainings will be held in August 2024, prior to the first day of school. Additional trainings will be held October 2024 – April 2025.

## 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
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
VALLSS - 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

Assessment	How Often	Person(s) Responsible for Administration
PSAT/ASVAB/SAT	Per occurrence	Testing Coordinator
IAAT (for identified students)	1 time	Testing Coordinator

## 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
Literacy Planning Cycle Walkthroughs	Teachers, Reading Specialists, Coach, Admin, & Division Leadership	Ongoing through year
Kindergarten Readiness Screener	Classroom teacher & reading specialists	1 time (when registering for KG)
VKRP PreK	Classroom Teacher	2 times per year
VKRP Kindergarten	Classroom Teacher	2 times per year
VALLSS	Classroom Teacher	3 times per year
MAP Assessment	Classroom Teacher	3 times per year
SOL Assessment	Testing Coordinator	1 time per year
ACCESS for ELLs	ELL Teacher	1 time per year
Common Unit/Report Card Assessments	Classroom Teacher	End of each unit
PAST Assessments	Reading Specialists	2 - 3 times per year
VAAP	Special Education Teacher	1 time per year
LETRS Phonics and Word-Reading Survey -	Reading Specialists	3 times per year
LETRS Spelling Screener	Reading Specialists	3 times per year
History Local Alternative Assessments/ Performance Assessments	Classroom Teacher	4 times per year
Advanced Placement Tests	Testing Coordinator	1 time per year
PSAT/ASVAB/SAT	Testing Coordinator	Per occurrence
IAAT	Testing Coordinator	1 time

## 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.

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.

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

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

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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: <https://www.mcps.org/departments/curriculum>





# 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

Bernard F. Bragen, Jr.  
Division Superintendent  
Authorized Designee Signature

Bernard F. Bragen, Jr.  
Print Name

Dec 11, 2024  
Date