

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Pulaski County Public Schools** |
Superintendent: **Mr. Robert Graham** | robert.graham@pcva.us
Local School Board Chair: **Mr. Josh Taylor** | joshua.taylor@pvca.us
Division VLA Lead: **Dr. Tara Grant** | tara.grant@pcva.us, **Mrs. Kim Sink** ksink@pcva.us
Local Board Adoption Date for Division Comprehensive Plan: **07/30/2024**

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:

In Pulaski County Public Schools, our vision is to promote literacy excellence through science-based reading research. We provide equal access to high-quality literacy education, tailored to diverse student needs in order to exceed academic standards. Through evidence-based practices, educator collaboration, and community engagement, we ensure all students develop essential literacy skills for success.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School board members, Implementation Team, Parents, Administrators, Reading Specialists, Teachers	throughout the 23-24 school year and 24-25 school year	Parent Engagement Events PTO meetings Title I meetings Handbooks

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):	<i>HMH-Into Reading (Houghton-Mifflin-Harcourt) grades K-5, grades 6-8 digital access</i>	<i>All populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	<i>UFLI (Phonics K-2), Heggerty (Phonological and Phonemic Awareness K-1), Newsela (Comprehension 3-5), Wilson (Phonics K-2), Lexia Core 5, Rewards (Phonological), Learning A-Z Foundations, Really Great Reading</i>	<i>Skill based groups (tier 2, within classroom or with resource teachers), students targeted by VALLS</i>
Intervention (K-5):	<i>Lexia, Spire (Phonological and Phonemic Awareness, Phonics, and Fluency)</i>	<i>Sped, tier 3</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
<i>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
Canvas Modules (VLP)	Reading Specialists	August 2023, Currently in progress, should be completed by May/June 2024
Canvas Modules (VLP)	K-8 Teachers (i.e., classroom, ELA, SPED, EL, Title I)	Begins in mid June; all modules will be available and self paced; teachers have until June 2025 to complete

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Canvas Modules (VLP)	Reading Specialists who have not yet completed training	Early September
LETRS I	K-8 teachers (gen ed and sped) and reading specialists	3 cohorts have been trained through PCPS
Orton Gillingham	K-8 teachers (gen ed and sped), admin, and reading specialists	
Evidence based literacy instructional practices	K-8 teachers, admin	Ongoing, throughout the school year
CORE instructional materials training (particularly structured literacy components)	K-8 teachers, admin, reading specialists, Sped teachers	ongoing throughout the school year self paced PD modules
VLA administrators training	K-8 administrators	Early June-Early fall

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

- Currently in contact with HMH rep to secure more training for teachers, specifically on Structured Literacy components.
- UFLI and Heggerty training, provided by PCPS employees, TTAC (Radford University and Virginia Tech), and VLP will be 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
<i>Ex. Virginia Language & Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLSS coordinator, classroom teachers</i>
VALLS	Beginning, Middle, and end of year	Classroom teachers, Reading specialists,
CIP Benchmarks	Quarterly	Classroom teachers
Star Early Literacy Assessment	Beginning, Middle, and end of year	Classroom teachers
PAST (phonemic awareness)	Quarterly	Reading Specialists
HMH Interactive Early Literacy Assessments	Beginning of the year	Classroom teachers
KTEA, WCJ-TA, WIAT	Upon request by IEP team or child study team	School Psychologists
WIDA Screener for Kindergarten and WIDA Screener; WIDA ACCESS for ELLs	Upon enrollment; Annually (January - March testing window)	EL teachers, EL specialist

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
HMH Assessments	As needed throughout the school year or as instructed by reading plans	Classroom teachers, reading specialists
Easy CBM	As needed throughout the year or as instructed by reading plans	Classroom teachers, reading specialists
Formative Assessments	Ongoing	Classroom teachers, reading specialists

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
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
Lexia	Principal, Reading Specialist, Instructional Coordinator	Quarterly
Reading Benchmarks	Principal, Reading Specialist, Instructional Coordinator	Quarterly
Literacy Walkthroughs	Principals, Reading Specialists, Instructional Coordinators	Quarterly
PLC with lesson plan and data debrief	Principals, Reading Specialists, Instructional Coordinators	Weekly
VALLS	Classroom Teachers, Reading Specialists	Fall, Winter, & Spring
Reading Standard of Learning	Principals, Classroom Teachers, Reading Specialists	Spring - K-8
Integrated Reading Writing (grades 5, 8, 11)	Principals, Classroom Teachers, Reading Specialists	March

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.

Develop positive relationships with families at the beginning of the year. Communicate with families about VDOE expectations, VLA, and reading plans based on diagnostic screener results. Partner with parents, including multilingual families, to participate in reading plan meetings. Appropriate linguistic and cultural support will be provided.

Partner with parents, including multilingual families, to participate in reading plan meetings. Appropriate linguistic and cultural support will be provided.

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

Partnerships will begin at the beginning of the year with Open House and information sharing through student handbook, website, and school messages. Parent conferences will be scheduled to develop the reading plan and communicate academic progress and planning. Partnerships will be strengthened through the Pulaski County Public Schools Book Bus going to neighborhoods to provide free books to families. Pulaski County will also host community and family literacy nights at each school. These nights will provide families with strategies on how they can engage their children to read at home along with tips on helping improve literacy skills.

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.pcva.us/page/academics>

DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

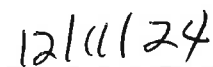
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community



Division Superintendent/
Authorized Designee Signature



Print Name



Date