



Cougar Connections and Conversations

9/13/24



Connecting - Icebreaker Question Exchange

Step 1: Pair Up - Find someone you don't know and introduce yourselves.

Step 2: Share Your Answers - Choose one of the following questions to discuss:

- What is one thing that makes you proud of your child?
- What was a favorite school memory from your own childhood?
- What is something you are excited to learn about today?

Step 3: Listen & Reflect - Listen to your partner's answers and share your own.

Step 4: Share with the Group - Be ready to share something interesting you learned about your partner!

Connecting - Icebreaker Question Exchange

Step 1: Pair Up - Find someone you don't know and introduce yourselves.

Step 2: Share Your Answers - Choose one of the following questions to discuss:

- What is one thing that makes you proud of your child?
- What was a favorite school memory from your own childhood?
- What is something you are excited to learn about today?

Step 3: Listen & Reflect - Listen to your partner's answers and share your own.

Step 4: Share with the Group - Be ready to share something interesting you learned about your partner!

Today's Conversations...

- Benchmark Advance Materials- What does literacy instruction look like this year and why
- Family Engagement Survey Results
- Early Release Monday information

Parent Coffee

September 13, 2024

Virginia Literacy Act in FCPS



The Virginia Literacy Act (VLA)

1. Planning for Comprehensive Communication
2. Selecting High-Quality Instructional Materials
3. Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
4. Monitoring Student Assessment and Progress
5. Assessing Division Level Progress
6. Engaging Parents, Caregivers, and Community

The Virginia Literacy Act (VLA)

1. Planning for Comprehensive Communication
2. Selecting High-Quality Instructional Materials
3. Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
4. Monitoring Student Assessment and Progress
5. Assessing Division Level Progress
6. Engaging Parents, Caregivers, and Community

High Quality Instructional Materials

[HQIM Video](#)



Our New Curriculum for K - 6


































































Many Strands Are Woven into Skilled Reading

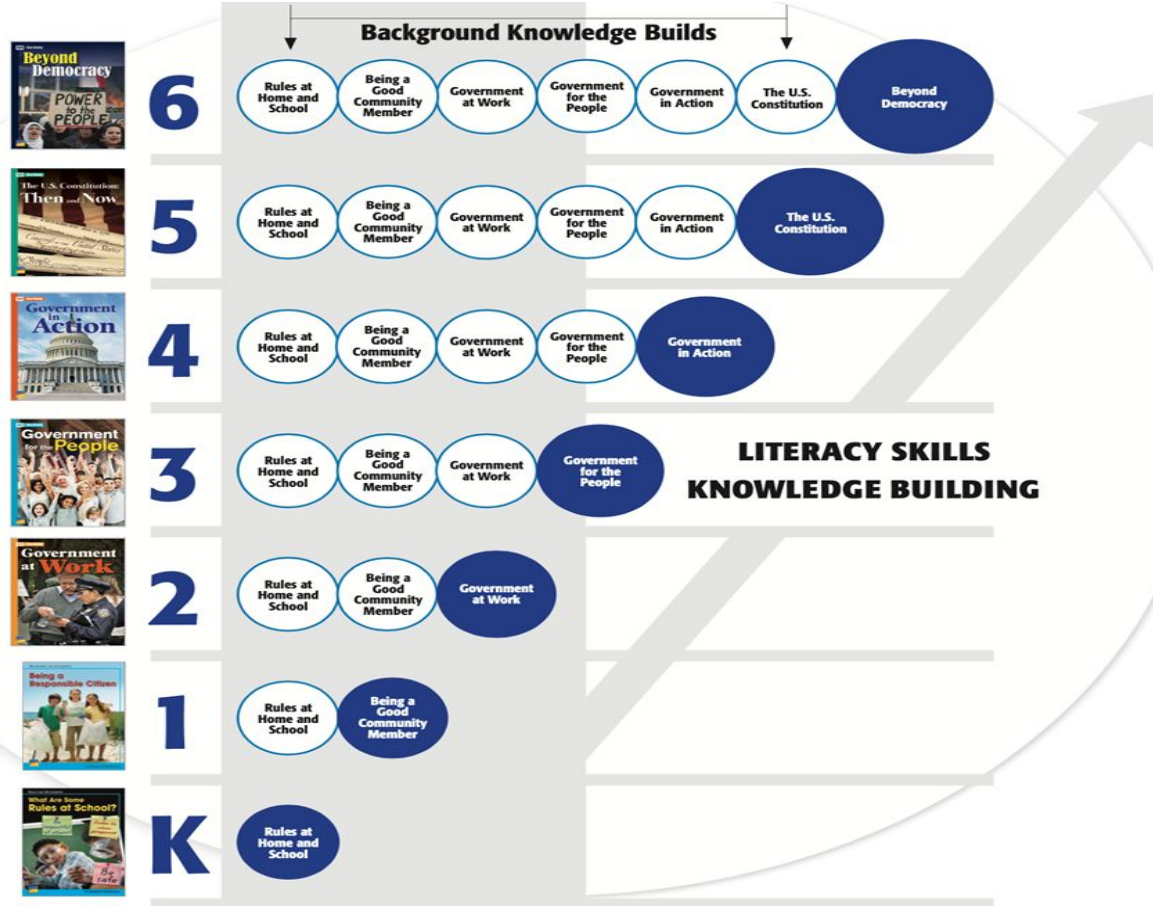


Scarborough's Reading Rope (2001)

Common Topics, K - 6

Unit	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Life Science								
2	Character Matters								
3	Government and Citizenship								
4	Perspectives in Literature								
5	Technology and Society								
6	Themes Across Cultures								
7	History, Culture, and Geography								
8	Earth Science								
9	Economics								

Growing Knowledge over Time



Home School Connection

Plants and Animals Have Needs

In this unit, we'll read about the needs of plants and animals and think in depth about the question "Why do living things have different needs?" Here are some activities designed to continue the conversation about the needs of living things and to build on the skills and concepts your child is learning in school. Who knows? Maybe you'll learn a thing or two alongside your child!

Basic Grammar

Needs in the Neighborhood

Take a walk around the neighborhood with your child. As you do, jot down all the living things you see, from the tallest tree to the tiniest bug. Don't forget—people are living things, too! When you return home, challenge your child to categorize each living thing as a plant or an animal. Together, brainstorm what each plant or animal needs to stay alive. You can start with an example, like grass needs water and a chipmunk needs shelter and predators.

Vocabulary Grammar

Use It in a Sentence

Your child is learning new words associated with living things and their needs, such as **air, plants, sprout, sunlight, water, food, shelter, grow, hunt, survive**. Review the meaning of each word with your child. Then write each word in a sentence.

My Reading and Writing

Plants and Animals Have Needs

1 Unit

Comprehension Grammar

I'm an Expert

Several of the selections describe a sequence, or a series of events, in a reading skill that your child learns over the years. Support this skill by asking your child to think of something that happens in a sequence, such as playing a sport. Have her describe to you how to do it. It may help her to think of each step. Encourage your child to use signal words, such as first, next, and last.

Take-Home Activity Calendar

Do at least one activity each week. Draw an X or an O in a box when finished. Can you create a row of Xs or Os?

Week	Read Together	I Know My ABCs!	Name Game	Game Instructions
Week 1	Read "Boats Eat Honey" to your child. Point to the words as you read. Encourage your child to follow along and join in.	Sing the alphabet song with your child.	Write your child's name on a piece of paper. Cut out the letters and mix them up. Then have your child put his or her name in order.	Have each player roll one die, move a marker (e.g., a penny) the number of spaces, and read the letter. If correct, the next player plays. If wrong, the player moves back and the next player plays. Game ends when all players have reached Finish.
Week 2	Read "Soil, Water, Air, and Light" to your child. Point to the words as you read. Encourage your child to follow along and join in.	Walk an ABC sing-along walk on the Internet.	Say letter names (e.g., letters in your child's name). Have your child write each letter.	Start at the beginning of the path and move the marker to the finish line.
Week 3	Read "Baby Mice" to your child. Point to the words as you read. Encourage your child to follow along and join in.	Spell It!	My Favorite	

The U.S. Constitution: Then and Now

In this unit, we read about the U.S. Constitution and how it has changed over the years to accommodate the changing nation and its citizens. We think in depth about the question "How do laws continue to evolve?" Here are some activities designed to continue the conversation about the Constitution and its amendments, and to build on the skills and concepts your child is learning in school. Hopefully you'll even have some fun, too, as you work together!

Basic Grammar

Make an Amendment

Students are learning that the U.S. Constitution included amendments that allowed changes to the nation's laws. Many of these amendments were enacted in order to specify specific rights that citizens were entitled to. Work with your child to think of an amendment he or she would like to pass. The idea can be a law that is currently being considered, an original idea that your child feels strongly about. Have your child put together a poster or pamphlet to let others know about his or her idea.

Vocabulary Grammar

Speech! Speech!

Your child is learning new words related to government and the Constitution. Work with your child to use these words in a sentence.

Texts - Close Reading

The U.S. Constitution: Then and Now

Comprehension Grammar

Exercising Your Rights

In this unit, students are learning about rights protesters as well as those who fight for the right for women to vote. Research print and online sources with your child to find ways that people are exercising their rights today. Have your child write a paragraph about the struggle and how lawmakers began or how lawmakers changed it.

Activity Connections

- art
- science
- social studies
- literature

Take-Home Activity Calendar

Keep building your Government and Citizenship knowledge. Try to do at least one activity from this calendar each week.

Week	Activity
Week 1	<p>Your Constitution Write a constitution for your family. Make a list of guidelines, rules, or freedoms that are essential for your family to be healthy and safe.</p> <p>Illustrate an Amendment Choose your favorite amendment and draw an image that represents what this amendment means to you.</p> <p>Bill of Rights Slideshow Make a digital presentation that explains the first ten amendments to the U.S. Constitution.</p>
Week 2	<p>Speech! Speech! Is there an injustice that you see everyday? Write a short speech about what the problem is and how you would go about solving it.</p> <p>Why Is an Amendment Not Always Enough? Write a short paragraph explaining why an amendment is meaningful only if the government and the people protest and uphold that amendment. Give examples from the text.</p> <p>Civil Rights Movement Timeline Make a time line featuring major events during the civil rights era.</p>
Week 3	<p>Supreme Court Justice Research a Supreme Court case, such as <i>Brown v. Board of Education</i>, that had a lasting effect on civil rights.</p> <p>Recite a Speech Memorize and recite a part of one of the speeches in this unit. Perform it and record it. Play it for your class.</p> <p>Propose an Amendment If you could propose and ratify one amendment to the U.S. Constitution, what would it be? Who would it protect? How would it be phrased?</p>

The Virginia Literacy Act (VLA)

1. Planning for Comprehensive Communication
2. Selecting High-Quality Instructional Materials
3. Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
4. Monitoring Student Assessment and Progress
5. Assessing Division Level Progress
6. Engaging Parents, Caregivers, and Community

The Virginia Literacy Act (VLA)

1. Planning for Comprehensive Communication
2. Selecting High-Quality Instructional Materials
3. Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
4. Monitoring Student Assessment and Progress
5. Assessing Division Level Progress
6. Engaging Parents, Caregivers, and Community

What do VALLSS scores tell you?

- 1 If your child is at risk for developing a reading difficulty

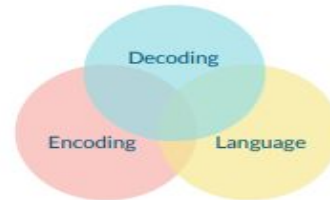
After all of the subtests are completed, the student will receive an indication of an overall band of risk.

These bands are:



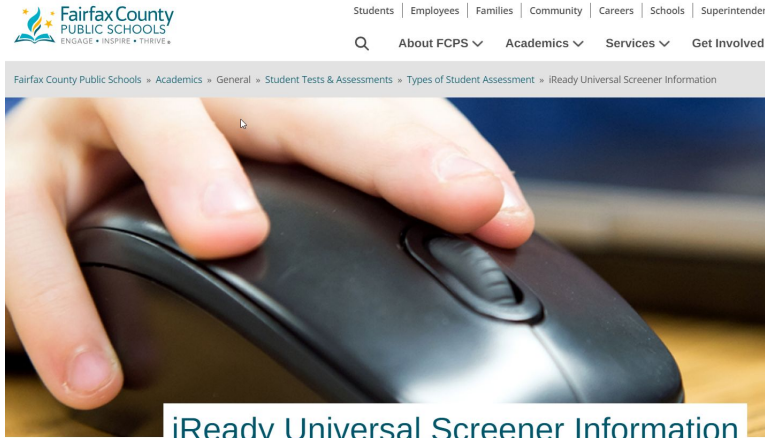
- 2 In what components of literacy your child needs further instruction

Teachers use this information to **plan instruction and intervention**, to ensure students get the support they need to catch up.



Learn more at <https://literacy.virginia.edu/families>

What do iReady scores tell you?



Learn more at [FCPS.edu/us](https://www.fcps.edu/us)

Domains of Learning

Phonological Awareness

Phonics

High Frequency Words

Vocabulary

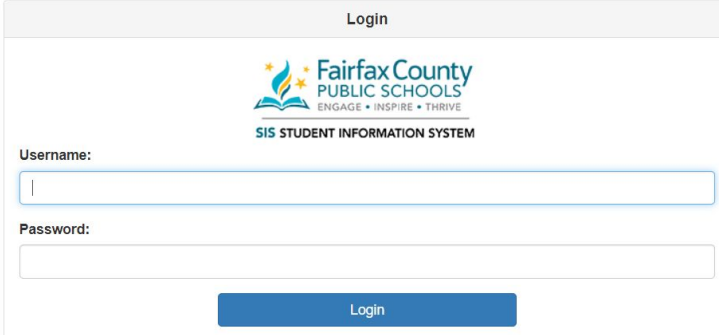
Comprehension: Literature

Comprehension:
Informational Text

Reading Plans

- Area of Need
- Yearly Goal
- Quarterly objectives
- Quarterly data to monitor progress towards goals

ParentVUE Account Access



The screenshot shows a login interface for the SIS Student Information System. At the top, it says "Login". Below that is the Fairfax County Public Schools logo, which includes the text "Fairfax County PUBLIC SCHOOLS" and the tagline "ENGAGE • INSPIRE • THRIVE". Underneath the logo is the text "SIS STUDENT INFORMATION SYSTEM". There are two input fields: "Username:" and "Password:". Below the input fields is a blue "Login" button. A grey triangle is visible in the bottom-left corner of the slide.

Summary Video



Virginia Family Resources



Welcome families! Whether you want to learn about a certain topic or find activities to do at home with your child, we hope you can find what you need here!

HOW CAN MY CHILD LISTEN TO BOOKS AT HOME?

HOW CAN MY CHILD PLAY COMPUTER GAMES TO HELP IMPROVE LITERACY SKILLS?

HOW CAN I HELP MY CHILD PLAY WITH SOUNDS?

HOW CAN I HELP MY CHILD LEARN THEIR LETTER NAMES AND SOUNDS?

HOW CAN I HELP MY CHILD READ AND SPELL WORDS?

HOW CAN I HELP MY CHILD LEARN NEW VOCABULARY?

<https://literacy.virginia.edu/resources-families>

Questions



Heather Cappozi
htcappozzi@fcps.edu

Lauren Surber
ljsurber@fcps.edu



Family Engagement Survey
Results for Haycock ES
Spring 2024

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
My child feels physically safe at school.	97%	Welcoming Environment
This school is safe, meaning it provides an environment where students and staff are free from emotional or physical harm.	97%	Welcoming Environment
This school values the diversity of its community.	97%	Welcoming Environment
I feel regular school attendance supports my child's academic success.	97%	Student Success
There are opportunities for me to volunteer at my child's school.	97%	Family and School Partnerships

Lowest-ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
I received enough information about what I can do at home to help my child improve their learning.	23%	Student Success
I received enough information about what I can do at home to support my child with mental health and wellness.	19%	Student Success
The school staff works with me to identify social and emotional skills that my child can develop to be successful.	18%	Student Success
This school provides me with opportunities to connect with other families.	17%	Collaboration With the Community
My child's school works with me to make key decisions about my child's education.	17%	Family and School Partnerships

Early Release Mondays- 1:05 Dismissal

Monday, September 23

Monday, October 18

Monday, December 9

Monday, February 24

Monday, March 17

Monday, April 28

Monday, May 19

The Reason for the Early Release Mondays

The Virginia Literacy Act

Requires teachers to complete 27 hours of additional training on EBLI (Evidenced Based Literacy Instruction)

General Logistics

- Buses will run at 1:05 and 4:05
- Approximately 200 students will be staying until 4:05
- SACC will not be supervising students on 9/23
- SACC will begin supervising with the 10/18 early release Monday
- Instructional assistants, specialists, and other non-classroom teachers will be providing student supervision

Sample Schedule for students remaining until 4:05

Community Building Activity

Lexia

SEL Activity/Homework Completion

ST Math

Read Aloud/Independent Reading (MyOn, PebbleGo)

Closing Circle



thank you

al warren