

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Warren County Public Schools** |

Superintendent: **Dr. Christopher Ballenger** | cballenger@wcps.k12.va.us

Local School Board Chair: **Dr. Kristen Pence** | kpence@wcps.k12.va.us

Division Virginia Literacy Act (VLA) Lead: **Heather Bragg** | hbragg@wcps.k12.va.us

Local Board Adoption Date for Division Literacy Plan: **06/26/2024**

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division's literacy vision and when and how it will be communicated with all stakeholders to ensure 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 interested in evidence-based literacy instruction in the division.

School Division Literacy Vision:

WCPS students will develop the necessary reading, writing, speaking, and listening skills across multiple disciplines that are the foundations for creative and purposeful expression in language. In Warren County Public Schools, excellent literacy instruction will:

- 1. Be anchored in the use of high-quality instructional materials (HQIM) rooted in the five pillars of science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI).**
- 2. In the primary grades (K-2), provide explicit instruction and target practice opportunities for foundational reading skills using a structured phonics approach. Grades 3-5 students will continue to receive and practice phonics instruction via the core instructional program.**
- 3. Provide all students with explicit morphology instruction to build their vocabulary.**
- 4. Ensure access to various genres and complex texts to increase student knowledge of the world and a wide variety of topics.**
- 5. Engage students in using text evidence to make meaning of complex texts in writing or through speaking.**
- 6. Guarantee equitable opportunities for all students to do the cognitive work of each lesson and receive targeted support as needed.**

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Staff	May 3, 2024	Presentation to elementary teachers and administrators communicating instructional expectations to meet implementation of the VLA for the 2024-2025 school year
Administrators	June 21, 2024	Principals attend the state-provided Reading Institute for Administrators
School Board	June 26, 2024	Present the division literacy plan for approval
Community	Summer 2024	<ol style="list-style-type: none"> 1. Post division literacy plan to the WCPS website 2. Send out an email to elementary parents inviting them to review the division literacy plan and provide an introduction/overview of the science of reading 3. Present to the WCPS school board meeting on June 26, 2024, which will be recorded and posted to the website.

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</i>	• <i>N2Y Unique Learning Systems</i>
Supplemental Instruction (K-5):	• <i>Core 5 Lexia K-2</i> • <i>Heggerty Phonemic Awareness Kindergarten</i> • <i>Heggerty Phonemic Awareness Primary (Grade 1)</i> • <i>UFLI Foundations (K-2 Phonics)</i>	• <i>TBD</i>
Intervention (K-5):	• <i>Core 5 Lexia K-5</i>	• <i>TBD</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
State provided (Canvas)	K-8 Administrators	June 21, 2024
State provided (Canvas)	K-5 Content Area Teachers (classroom, SPED, ESL)	Summer 2024
State provided (Canvas)	6-8 English teachers	Fall 2024
State provided (Canvas)	6-8 Content Area Teachers	Fall 2024
VLP Value Series	K-8 instructional assistants (IA) and student support coaches (SSC)	Fall 2024
VLP Value Series	Speciality and Resource Teachers K-8	Fall 2024

*all modules should be completed by the end of 2024-2025 school year

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

- HMH Into Reading curriculum reboot provided through a combination of division-led training and HMH-provided professional development opportunities to assist teachers with implementing best practices and leveraging core curriculum resources to provide English instruction consistent with the expectations of the VLA.
- The division VLA Reading Specialists will establish and lead professional learning communities to support understanding and facilitate discussion around the state-provided training modules.

- The division Dyslexia/English Curriculum Coordinator will lead summer curriculum development meetings for each grade level K-5 to adjust pacing guides and update curriculum resources and assessments consistent with the VLA.

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 & Literacy Screener (VALLSS): Pre-K – 3	Beginning, Middle and End of Year	VLA Reading Specialists, Classroom teachers, Testing Coordinator
VALLSS Progress Monitoring: K-3	Bi-weekly	VLA Reading Specialists, Classroom teachers, IAs, and SSCs
Grades 4-5 Assessment and Progress Monitoring - TBD	TBD	VLA Reading Specialists, Classroom teachers, 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
<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>
Grade Level Collaborative Planning	Principals, grade level leads, instructional coaches, VLA Reading Specialist	Weekly
Classroom Walkthroughs/Observations of written/taught/tested curriculum	Principals, Instructional Resource Team, and VLA Reading Specialist	Ongoing
Lesson Plan Monitoring	Principals	When walkthroughs are conducted

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Completion checks of VLA training	VLA Reading Specialist and Dyslexia/English Curriculum Coordinator	Monthly Check-Ins
Data Meetings	Principals, grade level leads, instructional coaches	at least 2 x per quarter
Coaching Cycles	Teachers, instructional coaches, VLA Reading Specialist	as requested/needed

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.

Parents will be notified of their child’s scores from the Virginia Literacy and Language Screening System (VALLSS) testing. The communication mode to notify parents, for example by mail, secure electronic portal, etc., will be determined when the division receives access to VAConnect in late July. The parents of students who require a reading plan will be notified alongside the test results and will be invited to participate in the development of the reading plan. Test results and progress related to the reading plan will also be discussed during parent/teacher conferences or anytime at parent request.

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

The VLA Reading Specialists, the Dyslexia/English Curriculum Coordinator, and the Assistant Superintendent of Instruction will work together to build successful school, parent, and community partnerships in relationship to literacy development. The division will hold bi-annual parent/community meetings to explain the VLA, the science of reading, assessment results, and the changes parents/guardians should anticipate related to reading instruction. Information will also be shared via the division website that will include helpful resources, short video segments, and infographics related to literacy instruction. In addition to these communications, schools may host additional parent/community nights where information regarding literacy instruction is shared.

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 divisionwide 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 divisionwide literacy plan on its website.

Provide the link to where the divisionwide literacy plan will be housed on your school division website: https://www.wcpsva.org/instructional_materials

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



Dr. Christopher Ballenger

Print Name

June 21, 2024

Date

Division Superintendent/
Authorized Designee Signature