

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Amherst County Public Schools** | www.amherst.k12.va.us

Superintendent: **Dr. William Wells** | wwells@amherst.k12.va.us

Local School Board Chair: **Mr. Chris Terry** | cterry@amherst.k12.va.us

Division VLA Lead: **Mrs. Robin Wheeler** | rwheeler@amherst.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **6/6/2024**

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 Amherst County Public Schools, we envision excellent literacy instruction that cultivates proficient communicators across disciplines. Grounded in science-based reading research and evidence-based practices, we prioritize high-quality instructional materials for equitable learning opportunities. Our approach addresses all components of literacy instruction, providing tailored support for student success. Through engagement with complex texts and evidence-based practices, students develop comprehensive skills and knowledge for lifelong learning and effective communication.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
ACPS School Board	April 2024 May 2024	Presentation on VLA Division Literacy Plan
Reading Specialists	April 2024	VLA & HQIMs
Elementary Administrators & Teachers	April 2024/May 2024	Professional Development - PLCs, Faculty Meeting
Parents	May 2024-May 2025 August 2024 (Quarterly) August/Sept. 2024 August/Sept. 2024 September-May 2025 October 2024	Literacy Links Newsletter Division Family Newsletter Open House Back to School Night Parent Literacy Events VLA Brochure
Community Members	May 2024	Social Media/Division Webpage

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>Ex. Approved Program A (ABC Elementary Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	<i>TBD</i>	<i>TBD</i>
Intervention (K-5):	<i>TBD</i>	<i>TBD</i>

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Open Court Reading, 2023	All special populations will receive the same core program by school, with the Gifted population accessing additional challenge texts and inquiry based activities.
Supplemental Instruction (K-5):	University of Florida Reading Institute (UFLI) Heggerty Phonemic Awareness	University of Florida Reading Institute (UFLI) - ELL, SWD Heggerty Phonemic Awareness - ELL, SWD
Intervention (K-5):	Really Great Reading - HD Word Really Great Reading - Blast Foundations Lexia Core5 Reading Bridge the Gap: Intervention Lessons	Really Great Reading - HD Word - SWD Really Great Reading - Blast - Foundations -SWD Lexia Core5 Reading ELL, SWD, Gifted Bridge the Gap: Intervention Lessons -SWD, ELL

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>
LETRS, Volume 1	K-5 Teachers, Special Education Teachers, Reading Specialists	August 2021-May 2025
LETRS, Volume 2	Reading Specialists	August 2024-May 2025
TTAC Region 5 - Science of Reading - Elementary Administrators	Elementary Administrators	September 2022, October 2022, November 2022
TTAC Region 5 - Science of Reading - Reading Specialists	K-5 Reading Specialists	November 2022
VLP Canvas Modules	K-5 Reading Specialists	August 2023-May 2024

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
In-Person Institutes & VLP Canvas Modules	K-8 Reading Specialists *new	August 2024-May 2025
VLP Canvas Modules	K-5 Elementary Teachers, 6-8 Core Area Teachers, ESL Instructors, Gifted and Special Education Teachers, 9-12 Content Teachers	August 2024-May 2025
VLP School Principal Training	Elementary and Middle School Principals, Assistant Principals	June 2024
VLA Reading Specialist Microcredential Course	Interested Participants K-12	May 2024-Present
VLP Value Series - various components including infographics, professional learning guides	K-8 Core Area Teachers, Special Education Teachers, ESL Teachers, Gifted Teachers, Reading Specialists, Elementary and Middle School Administrators	July 2024-May 2025
Really Great Reading - Blast Foundations & HD Word	K-8 SPED Teachers	Fall 2024
University of Florida Reading Institute (UFLI) Local Training	K-8 Teachers, VALLS Interventionists	October 2024
Lexia Core5 (K-5) & PowerUp (6-8)	K-8 Teachers	Winter 2024, August 2024, November 2024
Bridge the Gap	K-8 Teachers	Winter 2024
Open Court Reading	K-5 Core Area Teachers, Special Education Teachers, ESL Teachers, Gifted Teachers, Reading Specialists, Elementary School Administrators	Targeted Sessions - August 2024 (initial), November 2024, February 2025; On-going
Virginia's Language and Literacy Screening System (VALLSS) Certification Tutorial Module (3 hr)	K-3 Teachers	Fall 2024
Virginia Language and Literacy Screener (VALLS) Interventionists Local Training	VALLS Interventionists	Fall 2024-May 2025

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

Professional development (PD) to support the implementation of the HQIM (K-5) will be provided beginning in August 2024 and will be on-going through the 2024-2025 school year, and then again in subsequent years. This will also include revisions to the division's curriculum and pacing guide resources to align with the implementation of HQIM and the 2024 English Standards of Learning. Additional PD will be provided to those utilizing the adopted intervention and supplemental materials through PLCS.

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, VALLS Coordinator</i>
Virginia Language & Literacy Screener (VALLS), PK-3	Beginning (all PK-3 students), Middle (all PK-2 students, Grade 3 Moderate & High-Risk), and End of Year (all PK-2, Grade 3 Moderate & High-Risk)	Reading Specialists, Classroom Teachers
HQIM Unit/Domain Assessments	At the conclusion of each unit	Classroom Teachers
Heggerty Phonemic Awareness Assessments	As Needed; Quarterly	Classroom Teachers Reading Specialists Special Education Teachers
Phonological Awareness Screening Test (PAST)	As Needed; Quarterly	Classroom Teachers Reading Specialists Special Education Teachers
Really Great Reading Diagnostic Decoding Surveys	As Needed; Quarterly	Special Education Teachers Reading Specialists
Spelling Inventory, Grades 4-5	Beginning, Middle, and End of Year	Classroom Teachers Reading Specialists Special Education Teachers
easyCBM Passage Reading Fluency (PRF)	Beginning, Middle, and End of Year	6-8 Special Education Teachers
Qualitative Reading Inventory (QRI), Grades 6-8	Beginning and End of Year	6-8 English Teachers Special Education Teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLS Progress Monitoring Tools (Quick Checks)	As Needed; Quarterly	Classroom Teachers Reading Specialists Special Education Teachers

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>
Classroom Walkthroughs	Principals, Assistant Principals	Monthly
Instructional Rounds	Division Level Support Team (DLST)	Beginning, Middle, and End of Year
Professional Learning Communities - Agendas, Continuum of Implementation	Principals Division Level Support Team (DLST)	Weekly
Literacy Look-Fors Tool (established 2022-23)	Principals, Division Level Support Team (DLST)	Quarterly
Lesson Plan Review - Focus on HQIM & Intervention Support	Principals and Assistant Principals Division Level Support Team (DLST)	Weekly
VALLS Data	Principals and Assistant Principals Supervisor of Literacy and Federal Programs	Beginning, Middle, and End of Year
Qualitative Reading Inventory (QRI) Results, Grades 6-8	Principals and Assistant Principals Supervisor of Literacy and Federal Programs Supervisor of Special Education and Early Childhood	Beginning and End of Year
ACPS Reading and Writing Summary Charts	Classroom Teachers	Quarterly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Division Level Administrative Professional Learning Community	Principals Division Level Support Team (DLST)	Monthly

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.

Amherst County Public Schools (ACPS) will ensure that each school forms a team that will consist of the principal or a designee, reading specialist, classroom teacher, parent(s), and special education teacher in order to collaborate amongst all stakeholders to determine goals to be outlined in the student reading plan based on available assessment data. This process will be utilized for all students identified as at-risk on the VALLS Assessment (K-3), or for those students who demonstrate a substantial deficiency on the VA Standards of Learning Reading Assessment (3-8).

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

At the conclusion of each assessment window, parents will receive an assessment report outlining strengths and areas for instructional support. This assessment report will include an overview of how the data can be interpreted, strategies that can be used to support identified areas of need, and will include an opportunity for a follow-up conference for discussion of current strategies, progress, and next steps. In addition, parents will receive a quarterly newsletter providing at-home resources to support literacy instruction. This will be sent to all parents division-wide. Additional resources, including games and decodable books, will be made available to parents through each school's Parent Resource Center. Each school will host a literacy event to provide parents hands-on opportunities to learn more about literacy and how to support literacy in the home.

ACPS will continue to find opportunities to establish partnerships with the community to provide awareness and promote literacy in the community, such as those established with the local public library.

Division Level VALLS data will be shared with school administrators and the School Board after each assessment window to include the number of students performing within each score band. This data will be provided by grade level, as well as individual school level, and progress monitored to ensure that students are moving into advanced score bands. In addition, this data will be utilized to set specific division and school level goals.

For questions related to your student's assessment data or Student Reading Plan, please contact the school or Ashley Hutchinson, Division Lead Instructional Literacy Specialist or Robin Wheeler, Supervisor of Literacy and Federal Programs.

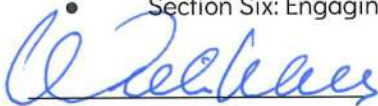
Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection 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.amherst.k12.va.us/cms/one.aspx?pageId=16083821>

DIVISION LITERACY PLAN CERTIFICATION:

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

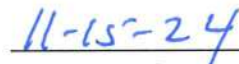
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division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



Division Superintendent/
Authorized Designee Signature



Print Name



Date

SY 2024-2025

Original Submission - June 6, 2024

Revision - November 15, 2024