DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: Botetourt County Public Schools / 143 Poor Farm Road Fincastle, VA 24090

Superintendent: (Jonathan D. Russ, Ed.D.) | jruss@bcps.k12.va.us

Local School Board Chair: (Anna Weddle) | aweddle@bcps.k12.va.us

Division VLA Lead: (Michael Tetreault) | mtetreault@bcps.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: 05/09/2024



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:

It is the mission of Botetourt County Public Schools to ensure that all students participate in quality learning experiences necessary to grow, to adapt and to meet the challenges of responsible citizenship in a changing global society. Botetourt County Public Schools believes that literacy is the foundation for quality learning experiences and student growth. By building readers, writers, and communicators, every student graduates prepared for meaningful employment, higher education opportunities, or military service.

Educators in Botetourt County offer a consistent and impactful approach to literacy by implementing a literacy program focused on reading science using high-quality instructional materials. They promote students' understanding of complex texts to expand

their knowledge of the world, cultivate critical thinking skills and communication of ideas, and provide personalized support for students on their literacy journey.

Botetourt County Public Schools recognizes that a strong partnership with parents and the community is essential for student success. The division fosters continuous collaboration and communication with all stakeholders through individual school communities, advisory committees, superintendent updates, and strategic direction progress reports.

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STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Ex. Parents	April 2024	Division Parent Engagement Event and PTO meetings
Parents	Monthly 2024-2025	School Board Meeting Dates / Strategic Direction Updates
Parents	Quarterly 2024-2025	Superintendent's Parent Advisory Committee and Superintendent Newsletters
Special Education Parents	Quarterly 2024-2025	Special Education Advisory Committee
Gifted Parents	Twice Yearly 2024-2025	Gifted Parent Advisory Committee
Title I and Title III Parents	Twice Yearly 2024-2025	Division Parent Advisory Committee Event Nights
BCPS School Board Members	Monthly 2024-2025	School Board Meeting Instructional (Literacy) Updates as part of the Superintendent's Report
BCPS Instructional Staff	Monthly 2024-2025	Superintendent Employee Advisory Committee
BCPS School Administrators	Monthly 2024-2025	Elementary Administrative Meetings Secondary Administrative Meetings
BCPS Division Administrators	Monthly 2024-2025	Instructional Meetings

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

	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Core (K-5):	HMH: Into Reading	All students: 3-5 Adopted in 2021
		All students: K-2 Adopting Fall 2024
Supplemental Instruction (K-2):	Literacy Resources: Heggerty	All students: K-2

	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Supplemental	University of Florida Literacy	All students: K-2
Instruction	Institute: UFLI	
(K-2):		
Intervention	Lexia Voyager Sopris: Language!	Special Education Students
(6-8):	Live	
Intervention	EPS Operations: SPIRE	Title I and Title III Students
(K-8):	_	

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
Ex. LETRS	All Core Area Teachers, EL	June 2024 – December
	Instructors, Gifted and	2024
	Special Education Teachers	
Orton-Gillingham	All new K-8 Teachers of	Summer 2024 / Ongoing
Approach	Reading / Language Arts /	Summer Trainings
	Special Education	
	Teachers K-12 / PreK	
	Teachers	
LETRS (Lexia)	All new K-2 Teachers of	Ongoing Training
	Reading / Language Arts	
	Additional Training of	
	Division Teachers 3-12	
UVA Canvas Modules	6-8 Content Area Teachers	Ongoing Training
	(mathematics, social	
	studies and science)	

• **Orton-Gillingham Approach:** Orton-Gillingham is widely used to teach students with dyslexia, and the components behind it have been well researched for many years. It is designed to aid students in mastering language skills through structured, direct, multisensory, and individualized instruction.

- The <u>Lexia LETRS®</u> (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.
- **UVA Canvas Courses:** The VLA requires that educators complete training to implement the reading science shifts outlined in the statute. VDOE contracts with UVA to offer no-cost training to school divisions to meet the requirements of the legislation.

Additional Notes:

Training for HMH: Into Reading will occur during the BCPS workweek schedule in August. HMH will provide virtual training opportunities at the start of the year and throughout the year.

3-5 received HMH training at the start of 2021 and virtual training opportunities throughout that school year.

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	
Ex. Virginia Language & Literacy Screener (VALLSS): Pre-K	Beginning, Middle and End of Year	Reading Specialist, VALLSS Coordinator	
Virginia Standards of Learning and	End of Year	Classroom Teachers	

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	
Growth Assessments			
Virginia Language and Literacy Screener: VALLSS	Beginning, Middle and End of Year	Classroom Teachers, Reading Specialists, Title I Teachers, VALLSS Instructors	
CIP Benchmark Assessments	Throughout the Year (Division Testing Calendar)	Classroom Teachers	
DIBELS Screener	Beginning, Middle and End of Year	Classroom Teachers	
GRADE (Group Reading Assessment and Diagnostic Assessment)	1x yearly (5 th and 8 th)	Classroom Teachers	
Local Division Writing Prompts	1x yearly (elementary)	Classroom 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
Ex. Classroom	Principals	Bi-Weekly
Walkthroughs		
Ex. Collaborative Planning	Principal and Reading	Weekly
Sessions with Lesson Plan	Specialist	
Debrief		
Virginia Standards of	Classroom Teachers	End of Course
Learning Assessments		

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
VALLSS Screener Data	Classroom Teachers, School Administrators, Division Administrators	Ongoing throughout the Year
Classroom Observations	Principals	Ongoing throughout the Year
CSIP Comprehensive School Improvement Plans	Division Administrators, School Administrators and School Staff	3x Yearly and ongoing throughout year

Division Goals

Division Goal 1:

Baseline Data:

20-21 82%

21-22 84%

22-23 84%

Botetourt County Public Schools will increase its English / Reading SOL performance on state standardized scores by 5% (89%).

Division Goal 2:

Students with disabilities:

20-21 46%

21-22 52%

22-23 55%

Botetourt County Public Schools will increase its English / Reading SOL performance for special education students by 10% (65%).

Division Goal 3:

(new VALLSS / no baseline data)

^{*}overall English / Reading SOL scores / 7th statewide

At the end of the 2024-25 school year, 95% of K-3 students will be at grade level as measured by the Virginia State Screening Assessment (VALLSS).



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.

BCPS parents will be active participants in the creation of a student's reading plan. The new VALLSS assessment scores will be communicated to all parents.

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

Botetourt County Public Schools recognizes that a strong partnership with parents and the community is essential for student success. The division fosters continuous collaboration and communication with all stakeholders through individual school communities, advisory committees, superintendent updates, and strategic direction progress reports.

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:

www.bcps.k12.va.us (Once approved, division plan will be on the BCPS website)



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	Print Name	Date
Signature		