

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Dickenson County Public Schools**

Superintendent: **Haydee Robinson** hrobinson@dcps.k12.va.us

Local School Board Chair: **Jason Hicks** wjhicks@dcps.k12.va.us

Division VLA Lead: **Dennis Deel** ddeel@dcps.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **02/28/2024**

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:

The vision for literacy in Dickenson County Public Schools is to provide excellent literacy instruction for students in grades K-8 as outlined below:

1. Be anchored in the use of high-quality instructional materials (HQIM) rooted in science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI).
2. Provide students with consistent opportunities to build their vocabulary and reading comprehension using complex text in writing and through listening.
3. In the primary grades (K-2), provide explicit instruction and targeted practice opportunities with foundational reading skills using a structured phonics approach. Students in upper elementary grades (3-5) will receive phonics instruction via the core instructional program and approved supplemental and intervention resources. Students in middle school grades (6-8) showing a need for foundational reading skills will also receive instruction using approved supplemental and intervention resources.
4. Ensure equitable opportunities for ALL (K-8) students to receive high quality instruction and targeted supports.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Faculty and Staff	<ul style="list-style-type: none"> 2023-2024 2024-2025 	<ul style="list-style-type: none"> Resources Presentations Structured professional learning workshops
Reading Specialists	<ul style="list-style-type: none"> May 2023-ongoing 	<ul style="list-style-type: none"> Grade level meetings Professional development opportunities Curriculum/instructional planning
Administrators (division wide and building level)	<ul style="list-style-type: none"> 2023-2024 2024-2025 	<ul style="list-style-type: none"> School board and principals' meetings Division and school websites Correspondences
Parents	<ul style="list-style-type: none"> 2024-2025 	<ul style="list-style-type: none"> Division and school websites Open house events Correspondences
Community	<ul style="list-style-type: none"> 2024-2025 	<ul style="list-style-type: none"> Division and school websites Community in Schools events Social media

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>	Students with disabilities who access the general education curriculum will receive <i>HMH Into Reading</i> . EL and Gifted Students will also receive <i>HMH Into Reading</i> .

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Supplemental Instruction (K-5):	<ul style="list-style-type: none"> • IXL • Lexia CORE 5 	TBD
Intervention (K-5):	<ul style="list-style-type: none"> • IXL • Lexia CORE 5 	TBD

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
HMH Into Reading Implementation (facilitated by HMH Coaches)	<ul style="list-style-type: none"> • K-5 reading teachers • Reading specialists • Resource teachers • Principals • Division leaders 	2022-2023 (5 sessions)
HMH Into Reading Recap (reading specialists)	<ul style="list-style-type: none"> • K-5 reading teachers • Resource teachers 	July 17-20, 2023
VLA Institute	<ul style="list-style-type: none"> • Reading Specialists 	August 17-18, 2023
VLP Science of Reading	<ul style="list-style-type: none"> • K-8 reading teachers • Science and history teachers • Resource teachers • Division/building administration 	November 9, 2023
VLP Decoding	<ul style="list-style-type: none"> • K-8 reading teachers • Science and history teachers • Resource teachers • Division/building administration 	January 2024
VLP Comprehension	<ul style="list-style-type: none"> • K-8 reading teachers • Science and history teachers • Resource teachers • Division/building administration 	March 14, 2024
Literacy Implementation Network Series	<ul style="list-style-type: none"> • Division leaders • Reading specialists 	February 2024 March 2024 April 2024

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
VLP Administrators Professional Development	<ul style="list-style-type: none"> • Elementary/middle principals 	June 17, 2024
VDOE Literacy Institute	<ul style="list-style-type: none"> • Faculty • Reading specialist 	June 17, 2024
VLP Canvas Course	<ul style="list-style-type: none"> • Reading Specialists 	2023-2024
VLP Canvas Course	<ul style="list-style-type: none"> • K-8 faculty 	2024-2025
Lexia Introduction/Implementation	<ul style="list-style-type: none"> • Reading specialists • Tutors • Reading teachers 	February-May 2024
Lexia Retraining/Implementation	<ul style="list-style-type: none"> • Reading specialists • Tutors • Reading teachers • Division/building administration 	August 2024
VLP Explicit Instruction	<ul style="list-style-type: none"> • K-8 teachers • Resource teachers • Division/building administration • Reading specialists 	August 2024
IXL Training	<ul style="list-style-type: none"> • K-8 teachers • Resource teachers • Division/building administration • Reading specialists 	August 2024

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

LETRS – Volume 1 for SPED teachers through Radford University (July – December 2024)

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
CORE Assessments (HMH)	<ul style="list-style-type: none"> as indicated 	<ul style="list-style-type: none"> K-5th teachers Resource teachers Paraprofessionals
Virginia Language & Literacy Screener System (VALLSS) K-3	<ul style="list-style-type: none"> Beginning Middle End of Year 	<ul style="list-style-type: none"> K-3 teachers Title 1 personnel Reading specialists
Comprehensive Instructional Program Benchmark (CIP) (2 nd -8 th)	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> 2nd-8th teachers Resource teachers
SOL Test (3 rd -8 th)	<ul style="list-style-type: none"> End of year 	<ul style="list-style-type: none"> 3rd-8th teachers Resource teachers
IXL (K-8 th)	<ul style="list-style-type: none"> Beginning Middle End of year (K-2nd) As needed for progress monitoring 	<ul style="list-style-type: none"> K-8th teachers Resource teachers Paraprofessionals Interventionists
Lexia CORE 5 (K-5 th)	<ul style="list-style-type: none"> Beginning As needed for progress monitoring 	<ul style="list-style-type: none"> K-5th teachers Resource teachers Paraprofessionals Interventionists
Lexia Power Up (6 th -8 th)	<ul style="list-style-type: none"> Beginning As needed for progress monitoring 	<ul style="list-style-type: none"> 6th-8th teachers Resource teachers Paraprofessionals

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
Classroom walkthroughs	<ul style="list-style-type: none"> Administration Division supervisors 	<ul style="list-style-type: none"> Daily Weekly Bi-weekly Monthly
Lesson delivery	<ul style="list-style-type: none"> Administration Division supervisors 	<ul style="list-style-type: none"> Weekly Bi-weekly
Collaborative instructional planning	<ul style="list-style-type: none"> Administration Reading specialists K-8th teachers 	<ul style="list-style-type: none"> Weekly
Grade level/department meetings/data analysis meetings	<ul style="list-style-type: none"> Administration K-8th teachers SPED teachers Reading specialists 	<ul style="list-style-type: none"> 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.

Dickenson County Public Schools plans to share the criteria determined by the Virginia Literacy Screener (VALLSS) which qualifies a student to receive a Student Reading Plan with parents/guardians at Open House or other designated times. Parents of students qualifying for a Student Reading Plan would be invited to a meeting with the Literacy Team to create and discuss the plan.

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

Dickenson County Public Schools plans to have grade level open house meetings to inform parents of the Virginia Literacy Act, the new literacy screener (VALLSS), new standards (2024), and links to parent resources.

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://dcps.k12.va.us/UserFiles/Servers/Server_5990008/File/DCPS_Literacy_Plan_2024-2025.pdf

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

Haydee L. Robinson
Division Superintendent/ Authorized
Designee Signature

Haydee L. Robinson
Print Name

6-27-24
Date