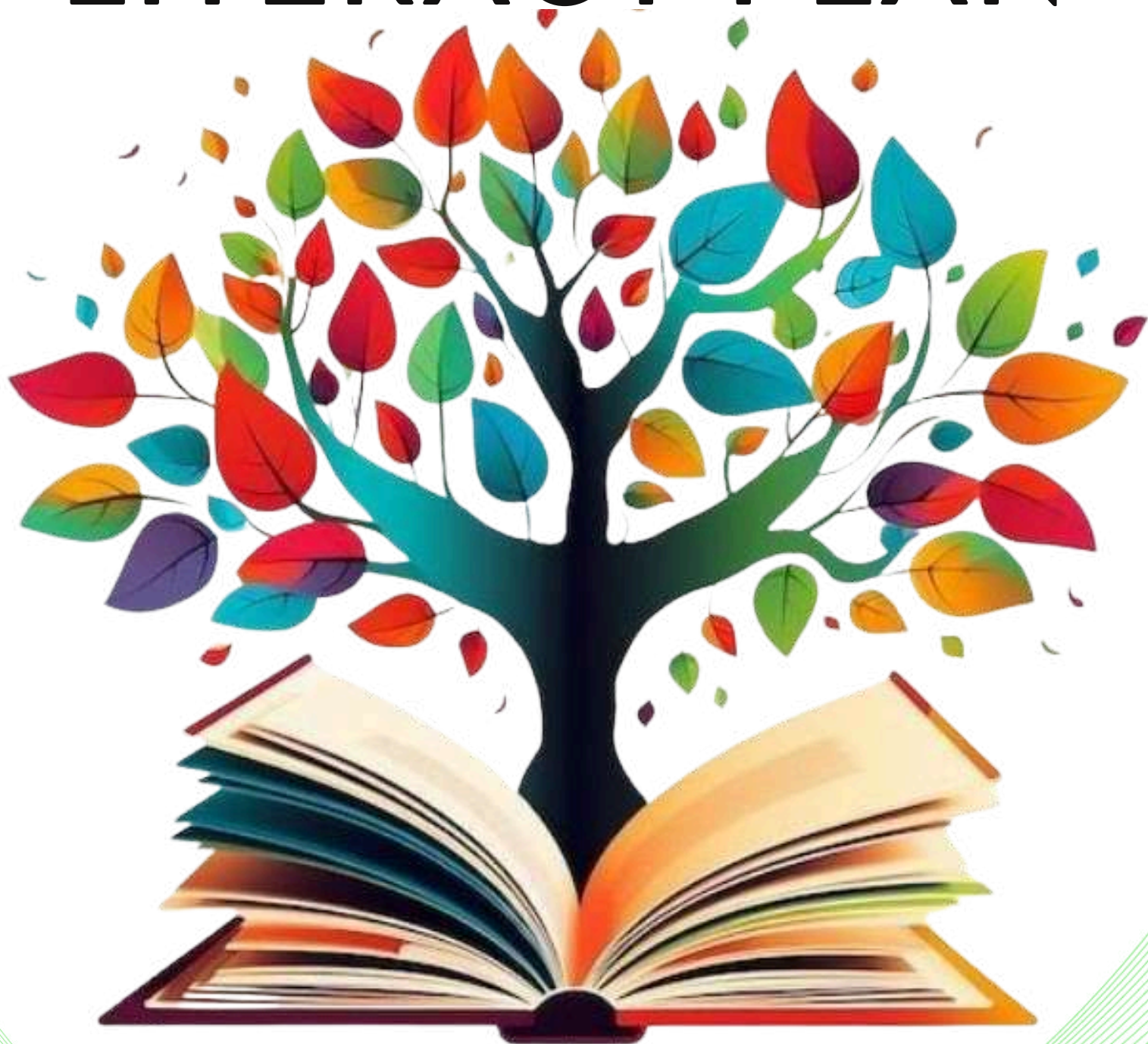


DINWIDDIE COUNTY
PUBLIC SCHOOLS
LITERACY PLAN



INFORMATION



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**An electronic version of this document
can be found online at www.dcpsnet.org
(Literacy) on the [DCPS website](http://www.dcpsnet.org).**

DCPS Vision Statement

Every student is life-ready and has a
path for lifelong success.

DCPS Mission Statement

Dinwiddie County Public Schools will
provide each student the opportunity
to become a productive citizen,
engaging the entire community in the
educational needs of our children.

CORE VALUES

The pursuit of excellence lies at the
center of everything we do to ensure
the highest standards of
achievement and performance.

We believe a truly equitable
education provides equal opportunity
for all students to develop the
valuable knowledge and skills they
need to lead productive and fulfilling
lives.

By modeling and expecting integrity,
our students will learn the life skills of
honesty, trustworthiness, and strong
ethical beliefs.

Giving our students opportunities
and core values of **Excellence**, **Equity**,
and **Integrity** will help them become
productive citizens while they aspire
to reach their goals and dreams for
the future.

Excellence

Ensure all students receive an
exemplary academically challenging
education that meets their social and
emotional needs.

Equity

To eliminate gaps and achieve
excellence, we must provide access to
schools, resources, and learning
opportunities according to each
student's unique needs.

Integrity

Build trust by acting honestly, openly,
ethically, and respectfully.

LITERACY PLAN COMMITTEE

2024-2025 Committee Members

Brandi Atkins, Teacher, Midway Elementary
Scott Brockwell, Teacher, Dinwiddie High
Penny Brooks, Program Administrator-Early Learning & Literacy
Dr. Amanda Clay, Chief Academic Officer
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INTRODUCTION

This literacy plan is rooted in DCPS's belief that every student can achieve success, with literacy serving as the cornerstone for academic excellence across all grades and subjects.

This plan establishes a comprehensive framework for literacy development that will integrate seamlessly into Dinwiddie City Public Schools' curriculum, instruction, and assessment practices. Its primary goal is to empower the DCPS community to nurture students into proficient readers, writers, critical thinkers, and effective communicators, ensuring they graduate fully prepared for future academic pursuits and careers. The plan aims to set clear expectations and ensure uniform implementation of literacy education among all stakeholders, underscoring the pivotal role of literacy in academic achievement and instructional practices across our school district.

Regularly scheduled reviews and updates will keep this document responsive to the evolving needs and challenges faced by students, teachers, leadership teams, parents, and community members. It will incorporate new research findings, technological advances, availability of high-quality resources, and the latest best practices in literacy education.

This document aligns closely with the goals and strategies outlined in the DCPS Comprehensive Plan and meets or exceeds the Virginia Literacy Act (VLA) requirements.



Definition of Literacy

Literacy is defined as “the ability to read and write within the Virginia public school system. However, an expanded definition of literacy also carries additional significance. Some examples depicting the broader range of literacy include academic literacy, computer literacy, cultural literacy, economic literacy, functional literacy, media literacy, and workplace literacy.”
(VDOE)

The DCPS goal for literacy instruction mirrors that of the state of Virginia: “To ensure that all children have the necessary skills to become successful readers, writers, speakers, and listeners with the critical thinking skills that are required to be successful as they progress and transition through the stages of their lives (VDOE).”



THE VIRGINIA LITERACY ACT

The excerpt below from the VDOE website outlines the parameters and expectations of the Virginia Literacy Act (VLA) for the school year 2024-2025 and beyond.

With the passage of the Virginia Literacy Act (VLA) in the 2022 General Assembly, Virginia is taking the lead nationwide to improve early literacy outcomes for Virginia's young learners. Through the VLA, the Virginia Department of Education (VDOE) will support school divisions through a multi-year effort with tools, resources, technical assistance, and funding.

Beginning in the 2024-2025 school year:

- Every kindergarten to grade five **STUDENT** will receive core literacy instruction based on scientifically based reading research and evidence-based literacy instruction, as defined in the VLA. If they do not meet literacy benchmarks, kindergarten through grade eight, students will receive evidence-based supplemental instruction and intervention, as outlined in an individualized student reading plan.
- Every **FAMILY** will have access to online resources to support literacy development at home and can participate in developing their child's student reading plan if their child does not meet literacy benchmarks.
- Every **TEACHER** will use an evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention and participate in pre-service preparation or training on evidence-based literacy instruction.
- Every **READING SPECIALIST**, in consultation with classroom teachers, will coordinate and oversee intervention for students not meeting literacy benchmarks and will develop and monitor student progress on student reading plans, working closely with families and teachers.
- Every **DIVISION** will develop a literacy plan, ensure an evidence-based literacy curriculum, staff enough reading specialists to support intervention needs, and provide professional development to help teachers, reading specialists, and principals.

Note that VDOE anticipates the VLA will be a "multi-year effort" and that the VLA for 2024-2025 is primarily focused on early literacy efforts (K-5). The DCPS Comprehensive Literacy Plan meets and exceeds the expectations of the VLA for 2024-2025. While the VLA currently focuses on grades K-5, DCPS is proactively working to implement best practices in research-based literacy education in all grade levels, including middle and high school. The Literacy Plan was revised to match new information provided by VDOE.

THE VIRGINIA LITERACY ACT



Virginia Literacy Act



Strengthening Reading in Virginia



SECTIONS

SECTION 1:
PLANNING FOR
COMPREHENSIVE
COMMUNICATION

SECTION 2: SELECTING
HIGH-QUALITY
INSTRUCTIONAL
MATERIALS

SECTION 3: ENSURING
VIRGINIA LITERACY
ACT EVIDENCE-BASED
READING RESEARCH
TRAINING

SECTION 4: MONITORING
STUDENT ASSESSMENT
AND PROGRESS

SECTION 5: ASSESSING
DIVISION LEVEL
PROGRESS

SECTION 6: ENGAGING
PARENTS, CAREGIVERS,
AND COMMUNITY



SECTION 1

Planning for Comprehensive Communication

Literacy Vision:

Literacy is a fundamental human right, and the productive struggle of learning to read and write is a healthy process that must be taught. Dinwiddie County Public Schools is committed to creating a thriving community of effective listeners, speakers, readers, writers, and critical thinkers who understand the power of literacy within our schools, communities, and world.

To this end, we will provide:

- All students with direct instruction utilizing high-quality instructional materials based on the science of reading research.
- Data-driven, skill-based, and ongoing support to address the needs of students.
- Continuous, data-informed, and targeted educational training to instructional staff across all content areas to foster literacy-rich environments.

Goals:

By the end of the 2024-2025 school year:

- All K-12 instructional staff will be provided with targeted professional development on the science of reading research, explicit instruction, and utilization of high quality instructional materials (HQIM).
- All K-8 HQIM will be inventoried in each school and materials will be provided to instructional staff.
- All K-8 instructional staff will implement HQIM with fidelity and integrity as measured by classroom walkthrough data.
- All K-12 students will receive explicit instruction, targeted practice opportunities, and on-going teacher feedback.
- All PreK-3 students will participate in a literacy screener (beginning of year, mid-year, end of year).
- All 4-5 students will participate in a literacy screener (beginning of year and end of year).
- All 6-10 students will participate in a literacy screener (beginning of year and end of year).
- Support will be provided to targeted teachers and/students driven by assessment data and learning walk observations.
- High quality feedback will be provided by building level leaders to K-12 instructional staff on direct instruction using HQIM as documented by learning walk observations.
- All K-12 instructional staff will foster a love of reading among students by creating engaging and positive reading experiences.



STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division Leaders	June 2024 - May 2025	School Board Presentations, Leadership Advance Summer 2024, School Board Work Sessions, Leadership Newsletters
School Leaders	June 2024-May 2025	Leadership Work Sessions, Leadership Advance Summer 2024, Monthly Principal Work Sessions, Leadership Newsletters
Teachers	May 2024-May 2025	VLA Presentations at each school May 2024, iDCPS (Preservice Conference), Elementary and Secondary Newsletters, Professional Learning Sessions
Students	August 2024-May 2025	Literacy Block
Parents	June 2024-May 2025	School Board Meetings, School(s) Family Engagement Events, District Letter, VLP Family Flyers, Division Literacy Page
Community Members	June 2024-May 2025	School Board Presentations and Back-to-School Bash (Division Event), School Board Meetings, Social Media, Literacy Events

$$\begin{array}{ccccc} \text{D} & \times & \text{LC} & = & \text{RC} \\ \text{Decoding} & & \text{Language} & & \text{Reading} \\ & & \text{Comprehension} & & \text{Comprehension} \end{array}$$

Science-Based Reading Research

The following excerpt from the VDOE VLA Implementation Playbook (p. 5) offers a succinct summary:

Science-based reading comprises decades of scientific research about how students become proficient readers. The study can be loosely summarized by a formula known as the Simple View of Reading:

The Simple View of Reading means that to become skilled readers:

- Students must be able to decode (D) the words on the page by understanding the sounds that letters make and blending those sounds to make words
- Students must also have the necessary language comprehension (LC) skills, such as vocabulary, background knowledge, and understanding of language structures to comprehend what they decode.
- Once students can do both these things—decode and comprehend—with sufficient fluency, they will become proficient readers with ample reading comprehension ability (RC).

Another way of capturing this idea is through Scarborough's Rope (next page). This provides a more detailed visual representation of the decoding (D) and language comprehension (LC) skills that must be explicitly taught for students to become skilled readers.

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

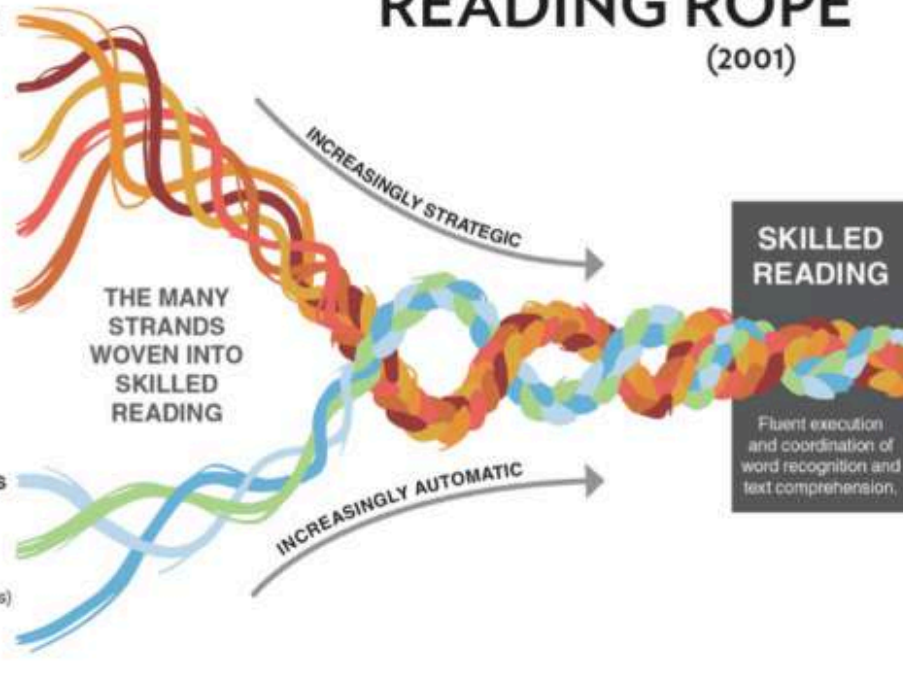
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

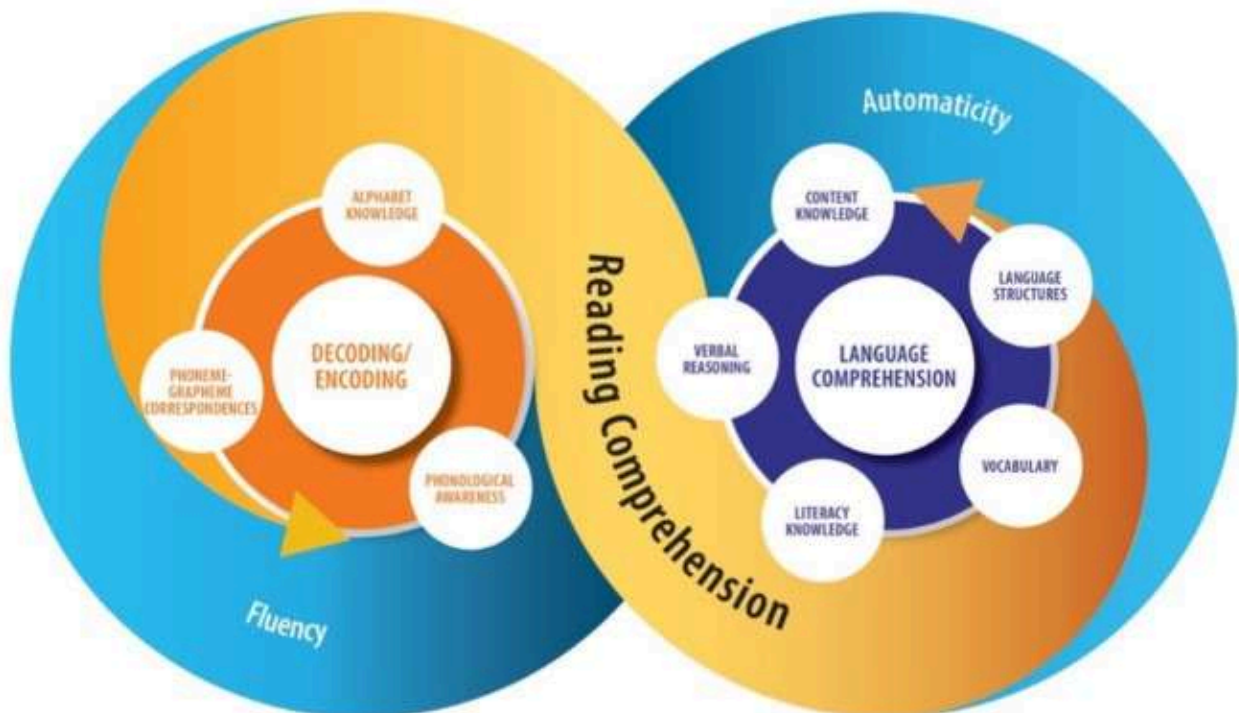
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Virginia Literacy Partnership (VLP) adapted the reading rope above to create the graphic below:



Adapted from Gough, P. and Tunmec, W. (1986) and Scarborough, H. S. (2001)

Evidence-Based Reading Research

Evidence-based literacy instruction (EBLI) refers to classroom practices based on clear and convincing data from well-designed research. EBLI, in short, is the idea that classroom practices related to literacy should be grounded in the best available current scientific evidence about how children learn to read, write, and think critically rather than relying on tradition, limited anecdotal evidence, social media trends, and online education influencers, individual personal judgment, or other influences lacking research-based support. EBLI should follow a systematic scope and sequence, be explicit, and provide many opportunities for students to practice with newly acquired skills. Simultaneously, instruction should allow all students to access complex texts that build knowledge about the world and important topics through a coherent sequence.

It is important to acknowledge that the evidence base for literacy instruction evolves and changes over time. Educators need initial training and ongoing professional development, as well as access to credible sources on current science, to base their teaching decisions on evidence rather than opinions and assumptions.





SECTION 2

Selecting High-Quality Instructional Materials

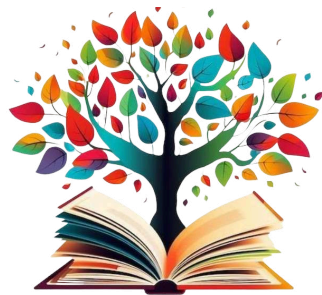
VDOE Approved HQIM

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH: Into Reading	All Special Populations will receive the same core program. Unique Learning System (SWD in certain self-contained settings)
Supplemental Instruction (K-5):	University of Florida Literacy Institute (UFLI): Used only by Reading Team for Tier 2/3	All Special Populations may receive this program.
Intervention (K-5):	LEXIA: CORE5	All Special Populations will receive this intervention program.
	Lindamood-Bell: Seeing Stars and Visualizing & Verbalizing	All Special Populations may receive this intervention program.
Core (6-8):	HMH: Into Literature	All Special Populations will receive the same core program. Unique Learning System (SWD in certain self-contained settings)
Supplemental Instruction (6-8):	None at this time	None at this time
Intervention (6-8):	LEXIA: PowerUp	All Special Populations will receive this intervention program.
	Lindamood-Bell: Seeing Stars and Visualizing & Verbalizing	All Special Populations may receive this intervention program.

Literacy Roles & Responsibilities

Elementary & Secondary Level: HQIM Implementation All stakeholders hold a level of accountability and commitment to communicating the division's literacy vision as it pertains to their role defined below.		
Stakeholder	Role	Responsibilities
Superintendent	Leader, Vision Setter, Communicator, Expectation Setter, Accountability	<ul style="list-style-type: none"> Ensure time, support, development, and structures are put in place to allow teachers and leaders sufficient opportunity to understand and build investment in new HQIM Establish and communicate HQIM adoption and implementation as a key division priority. Communicate roles and responsibilities to all stakeholders Understand the HQIM research Establish a division-level HQIM lead to spearhead adoption and implementation efforts. Work with HQIM lead to: <ul style="list-style-type: none"> Assess instruction division-wide Establish a division-wide vision for excellent literacy instruction Establish literacy/HQIM priorities and goals Approve and purchase selected HQIM Develop an HQIM-based literacy strategy
Division Leaders (Academic Services Team)	Communicator, Supporter, Strategy Developer, Lead HQIM Trainer, HQIM Adoption Committee Leader, Accountability	<ul style="list-style-type: none"> Set clear expectations around HQIM implementation Communicate the division's literacy vision, priorities, goals, and strategy Understand the HQIM research, build investment, and the need for HQIM implementation. Assess the current state of instruction Develop an HQIM-based literacy strategy Establish and train curriculum adoption committee(s) consisting of key stakeholders Design structures and processes for unit and lesson preparation, collaboration, learning, and feedback for teachers and leaders Create HQIM-based development plans for teachers, school leaders, and other support staff Develop and launch training and supports Determine progress monitoring tools for the division Facilitate adoption and implementation efforts: <ul style="list-style-type: none"> Assess instruction division-wide Establish a division-wide vision for excellent literacy instruction Establish literacy/HQIM priorities and goals Approve and purchase selected HQIM Develop an HQIM-based literacy strategy Collaborate with building-level stakeholders division-wide
School Leadership (Principals and Assistant Principals)	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	<ul style="list-style-type: none"> Understand and develop expertise in HQIM research Communicate the division's literacy vision, priorities, goals, and strategy Build investment and understanding across teachers in the need for HQIM implementation Lead school-level development to promote understanding of approved HQIM Place support structures and roles to enable successful HQIM implementation Develop a progress monitoring plan and ensure knowledge of progress monitoring tools Analyze data with teachers in collaboration with reading team members and assist with making decisions to promote progress Participate in planning meetings to ensure alignment of HQIM with instruction Provide feedback based on literacy observations of direct instruction using HQIM Foster a partnership with reading specialist(s) to ensure professional needs are addressed for teachers Collaborate with all stakeholders

Elementary & Secondary Level: HQIM Implementation		
All stakeholders hold a level of accountability and commitment to communicating the division's literacy vision as it pertains to their role defined below.		
Stakeholder	Role	Responsibilities
School Leadership (Reading Specialists and Interventionists)	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	<ul style="list-style-type: none"> Understand and develop expertise in HQIM research Communicate and foster implementation of the division's literacy vision, priorities, goals, and strategies Build investment and understanding across teachers in the need for HQIM implementation Lead school-level development to promote understanding of approved HQIM Develop and implement student reading plans; monitor progress; and ensure understanding by all stakeholders Analyze data with teachers and assist with making decisions to promote progress Participate in planning meetings to ensure alignment of HQIM with instruction Provide feedback based on literacy observations of direct instruction using HQIM Support classroom teachers in delivering explicit instruction using evidence-based literacy strategies Collaborate and communicate with all stakeholders
Teachers (K-12 & Literacy Tutors)	Provider, Knowledge Builder, Facilitator of Learning, Accountability	<ul style="list-style-type: none"> Understand the science of reading and research behind HQIM Provide input and feedback on HQIM selection Use approved HQIM consistently, intentionally, and with integrity Ask questions and collaborate to build an understanding of HQIM Analyze data in collaboration with instructional leaders and make decisions to promote progress Provide direct, data-driven, skill-based instruction using HQIM Provide specific feedback to stakeholders Promote literacy-rich environments Invest in ongoing training to understand planning procedures, tools, and expectations Carefully review and organize materials, ensuring understanding before implementation
Students	Owner of Learning, Self-advocator, Accountability	<ul style="list-style-type: none"> Understand learning expectations Realize learning involves productive struggle Engage in active learning based on the science of reading using HQIM Apply learning across contents and transfer to real-world experiences Provide feedback on academic experiences and goals



As noted in the VDOE's VLA Implementation Playbook, high-quality instructional materials (HQIM) "can be thought of as curriculum, or all of the instructional content that is used to teach students" (p. 2). Effective HQIM are designed around science-based reading research and evidenced-based literacy instruction.

Core HQIM are materials and curricula officially adopted by the school division for quality tier 1 instruction in the classroom.

The **VLA** currently requires the adoption and implementation of a state-approved core HQIM in grades K-5. While the VLA does not require the adoption or implementation of a state-approved core HQIM in grade levels beyond grade 5, the core HQIM adopted by DCPS for grades 6-8 (HMH: Into Literature) is **grounded in evidence-based literacy instruction.**

This does not imply "scripted" teaching or loss of teacher autonomy, as noted in the VDOE's Virginia Literacy Act Implementation Playbook (p. 25): "Many teachers fear a loss of autonomy when a new curriculum is introduced. These fears are understandable, for HQIM requires teachers to use their materials to ground their daily instructional experiences. That said, teachers will now be able to focus on engaging students in that content in the daily HQIM." Further, "teachers will have consistent access to high-quality grade-level content and no longer spend significant time searching for or creating materials for daily lessons. Instead, teachers can use their new materials to focus on the needs of their students and create instructional experiences grounded in materials and supports tailored to their needs."





SECTION 3

Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Evidence-Based Reading Research Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
2024 English Standards of Learning	K-12 Administrators and K-12 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024
6-8 Canvas Course developed by UVA	6-8 teachers: ELA and content; 9-12 ELA teachers, Reading Specialists, Middle School Principal and Assistant Principals	September 2024-August 2025
Capstone Canvas Module developed by UVA	Teachers & Reading Interventionists who have completed LETRS Volume 1 & 2	August 2024-August 2025
Evidence-based Literacy Instruction and Science Based Reading Research (VDOE)	Principals: K-8	June 14, 2024
HMH: Into Literature	6-8 Teachers: ELA General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025
HMH: Into Reading	K-5 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025
K-5 Teachers Language & Comprehension Canvas Course developed by UVA	K-5 teachers: General Education, Exceptional Education, English Learners, Gifted, Reading Interventionists	August 2024-August 2026
LETRS for Administrators	Principals and Assistant Principals: K-5, Select Division Leaders	August 2024-August 2026 5
LETRS for Early Childhood Educators	Preschool teachers, Early Learning Specialist, Program Administrator for Early Learning & Literacy	August 2024-March 2025
LETRS Volume 1	All K-5 teachers: General Education and Exceptional Education (Cohort V), Literacy Tutors, Note: Began LETRS training for K-2 staff 2020-2021	August 2024-June 2025



NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Lindamood-Bell: Seeing Stars	Exceptional Education Teachers, Reading Specialists, Reading Interventionists	August 2024-January 2025
Lindamood-Bell: Visualizing & Verbalizing	Exceptional Education Teachers, Reading Specialists, Reading Interventionists	August 2024-January 2025
PALS Plus	4-8 Teachers: General Education, Exception Education, Paraprofessionals, Administrators	September 2024
Reading Institutes	New K-8 Reading Specialists, Principals & Assistant Principals	September 2024
Reading Specialists Course developed by UVA	K-5 Reading Specialists (new)	September 2024-August 2025
Unique Learning System (ULS)	K-12: Exceptional Education Teachers (Self-Contained)	August 2024
VALLSS	K-3 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024
VLP Non-Canvas Module	K-12 Specialty and Resource Teachers (Art, CTE, Music, PE, Media Specialists, Math Interventionists, Innovation Specialists) and 6-12 Content Area Teachers	September 2024
VLP: VALUE Series	K-8 teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025

2024 English Standards of Learning: New updated standards of learning for grades K-12.

6-8 Canvas Course developed by UVA: Science-based reading research for grades 6-8, the middle school learner, comprehending complex text, vocabulary/language, fluency, and word recognition for grades 6-8, dyslexia and collaboration.

Capstone Canvas Module developed by UVA: Implementation of VLA and the reading rope (encoding and language comprehension).

Dinwiddie County Public Schools VLA Training 2024-2025



Evidence-based Literacy Instruction and Science-Based Reading Research (VDOE): One-day, in-person training on evidence-based literacy instruction and science-based reading research. Topics will include using data to plan instruction, coaching systems change, core instruction, and the role of reading specialists.

HMH: Into Literature: Professional learning and common planning on the core adopted curricular components (building knowledge and language, shared reading, small group reading, foundational skills, and writing) will occur division-wide and at the school level throughout the school year to ensure alignment with standards of learning, ELA curriculum, and evidence-based instructional practices.

HMH: Into Reading: Professional learning and common planning on the core adopted curricular components (building knowledge and language, shared reading, small group reading, foundational skills, and writing) will occur division-wide and at the school level throughout the school year to ensure alignment with standards of learning, ELA curriculum, and evidence-based instructional practices.

K-5 Teaching Language & Comprehension Canvas course developed by UVA: Implementation of the VLA, science-based reading research and evidence-based literacy instruction, data literacy, fluency, reading comprehension, dyslexia, and application of teaching both sides of the reading rope (encoding and language comprehension).

LETRS® for Administrators: Language Essentials for Teachers of Reading and Spelling for Administrators enables leaders to effectively support educators as they engage in the LETRS course of study and work to implement the learnings in their classrooms. LETRS for Administrators is a professional learning opportunity designed to guide state, district, and building administrators and instructional leaders in creating adaptable and suitable literacy initiatives using systems thinking and implementation science. The program defines the systems and infrastructures required to implement a sustainable literacy program aligned to scientifically based research.

LETRS® for Early Childhood Educators: Language Essentials for Teachers of Reading and Spelling for early childhood educators is a professional learning experience for pre-K and Kindergarten teachers that provides deep knowledge of early literacy instruction. Teachers gain new skills to help young learners build a literacy foundation before they even learn to read or write.

LETRS® Volume 1: Language Essentials for Teachers of Reading and Spelling is proven professional learning rooted in the science of reading and designed to help teachers master the content and principles of effective language and literacy instruction. Its content extends across the five essential components of reading plus oral language, spelling, and writing.

Lexia: Core5: Research-based reading program proven to accelerate literacy gains for Pre-K-5 students.

Lexia PowerUp: Accelerates literacy gains for students in grades 6-12 who are at risk of not meeting College- and Career-Ready Standards

Lindamood-Bell Seeing Stars®: Program develops symbol imagery - the ability to visualize sounds and letters in words - as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

Lindamood-Bell Visualizing and Verbalizing® (V/V®): Program develops concept imagery - the ability to create an imagined gestalt from language - as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

PALS Plus: A literacy screening tool for grades 4-8 that assesses fundamental literacy skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Reading Specialists Course developed by UVA: Implementation of VLA, science-based reading research and evidence-based literacy instruction, data literacy, phonemic awareness, phonics, fluency, reading comprehension, dyslexia, and application of teaching both sides of the reading rope (encoding and language comprehension).

Reading Institute: Implementation of VLA, science-based reading research and evidence-based literacy instruction, data literacy, phonemic awareness, phonics, fluency, reading comprehension and application of teaching both sides of the reading rope (encoding and language comprehension).

Unique Learning System (ULS): Solution designed specifically to help students with special learning needs master their state's extended standards.

VALLSS: Revised literacy screener (universal screener) aligns with the most current evidence base; accurately identifies students at risk of developing reading difficulties; provides instructional-useful information for teachers; and allows for measurement of growth over time and across grade levels.

VLP Non-Canvas Module: Available on the UVA public site.

VLP: VALUE Series: Virginia Assessment for Literacy: Updated & expanded series grounded in science-based reading research. Topics include Science-Based Reading Research, Explicit Instruction, Data Literacy, Language Development, Phonemic Awareness, Fluency, Phonics, Comprehension, Vocabulary & Oral Language, Culturally and Linguistically Diverse Students. Note: Based on walkthrough data and student outcomes, selected portions will be utilized for instructional support as needed.

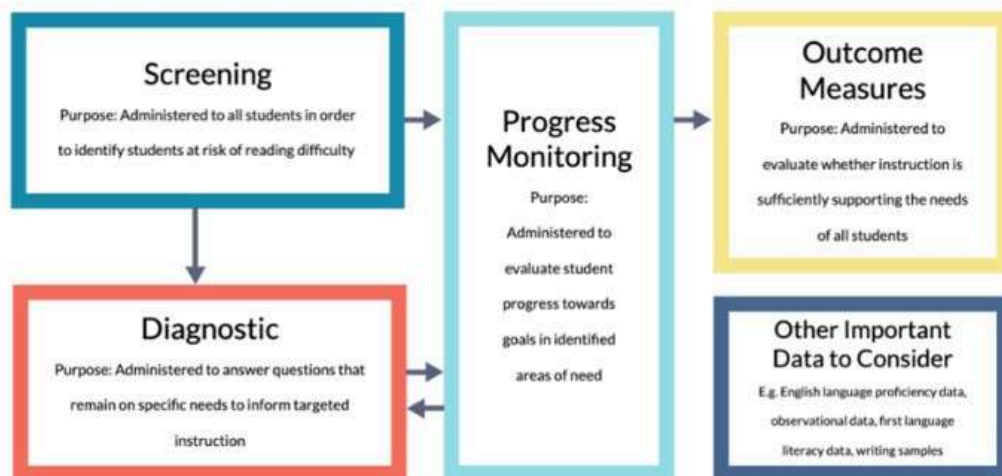


SECTION 4 Monitoring Student Assessment and Progress

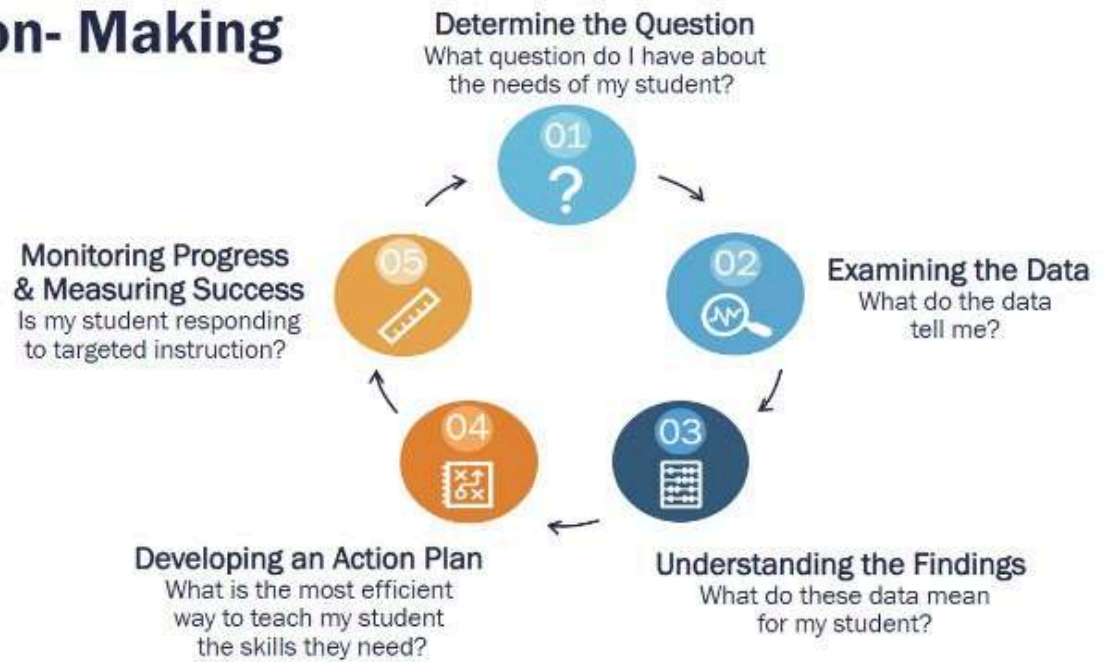
Assessments

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screening System (VALLSS): Pre-K-3	Beginning, Middle and End of Year	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
VLP Progress Monitoring Tools	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
PALS PLUS: Grades 4-8	Beginning and End of Year *As needed mid-year for students with reading plans	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
Phonological Awareness Screening Test (PAST): Grades K-8	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
DIBELS, 8th Edition: Grades K-8	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
ExactPath (Edmentum): Grades 9-10	Beginning and End of Year	Reading Specialist, Teacher

Comprehensive Assessment System



Data-Based Decision- Making



AT THE SCHOOL LEVEL, BUILDING LEADERS AND TEACHERS WILL MEET MONTHLY AS WELL AS QUARTERLY TO ANALYZE THE DATA FROM THE ASSESSMENTS TO INFORM INSTRUCTION AND MONITOR PROGRESS ON STUDENT READING PLANS.



DCPS Reading Specialists

Reading specialists are employed in each DCPS elementary, middle school, and high school. As noted in the Code of Virginia (§ 22.1-253.13:1), “A reading specialist, in collaboration with the teacher of any student who receives reading intervention services...shall develop, oversee implementation of, and monitor student progress on a student reading plan.” In addition, reading specialists serve as co-teachers for teachers in the classroom, provide literacy-related professional development within the buildings, and work directly with students on reading improvement efforts. The job description and contact information for all DCPS Reading Specialists can be found [here on the DCPS website](#), as required by the VLA.

Reading is the key to every door in your future.

Student Reading Plans

Beginning in 2024-2025, per the VLA, a building-based reading intervention team will create a reading plan for each student in grades K-3 who has yet to make sufficient reading progress as determined by VALLSS. As noted in the Code of Virginia (§ 22.1-253.13:1), each reading plan must follow a VDOE template and must include the student’s specific reading skill deficiencies, goals, and benchmarks; a description of the measures to evaluate and monitor student reading progress; evidence-based literacy instruction, strategies, resources, and materials to be provided to parents in support of reading progress; and any additional services the team may deem beneficial and appropriate. DCPS will also exceed these expectations and create reading plans for Grade 4-8 students.



SECTION 5 Assessing Division Level Progress

Monitoring Tools

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom literacy walkthroughs using consistent literacy walkthrough tool	Division Leaders, Principals, Assistant Principals, (Reading Specialists/Interventionists in collaboration with Principals as needed)	-Building level schedule created (weekly walkthroughs /grade levels identified on schedules) -Division-level schedule created (each school quarterly)
Literacy Planning Cycle: planning, delivery, walkthrough data, feedback	Principals, Assistant Principals, Reading Specialists, Reading Interventionists	Weekly (building level schedules will identify grade levels)
Review of VALLS and PALS PLUS data	Division Leaders, Principals, Assistant Principals	Beginning, middle, and end of the year (VALLS) Beginning and end of the year (PALS Plus)
Data analysis meetings	Division Leaders, Principals, Assistant Principals	-Building level schedule (quarterly and after literacy screeners) -Division-level schedule (quarterly and after literacy screeners)
Review of Student Reading Plans	Principals, Assistant Principals, Reading Specialists/Interventionists	Quarterly (as indicated per progress monitoring)

DATA FROM THE ABOVE PROGRESS MONITORING TOOLS WILL BE ANALYZED TO GUIDE DIVISION DECISIONS FOR PROFESSIONAL DEVELOPMENT AS WELL AS DETERMINE AREAS IN NEED OF ADDITIONAL SUPPORT.



In addition to monitoring student achievement progress, DCPS is committed to supporting teachers in implementing the science of reading and HQIM through a recursive system of lesson planning, instruction delivery, reflection, feedback, coaching, and adjustment. The “Literacy Planning Cycle” model below articulates this cyclical process.

LITERACY PLANNING CYCLE

Lesson Planning Meeting

Teachers and specialists (including, reading specialists, special education teachers, reading interventionists, and others) plan for daily lesson delivery of approved high-quality instructional materials (HQIM)



Lesson Delivery

Teachers deliver lessons grounded in HQIM; School leaders and specialists walk through lesson delivery regularly

Lesson Feedback

School leadership and specialists attend lesson feedback sessions to support teachers, discussing what worked well and what is needed for better implementation of HQIM in future lessons

Lesson Walk Throughs

School leadership, reading specialists, and other literacy team members conduct non-evaluative lesson walk throughs to support teachers on lesson delivery of HQIM grounded lessons followed by lesson feedback sessions



SECTION 6 Engaging Parents, Caregivers, and Community

Engagement Strategies and Action Steps

Parent and Caregiver Engagement in Student Reading Plans		
Strategy	Person(s) Responsible	Timeline
<p>Create systems and processes to develop, implement, and monitor student progress on Student Reading Plans in collaboration with teachers and parents/caregivers:</p> <ul style="list-style-type: none"> Each parent/caregiver will receive information on understanding the literacy screener results. Each school will involve the parent/caregiver in development of the Student Reading Plan. Each school will provide quarterly updates to parents/caregivers on student reading progress. 	Division Leaders, School Leaders, Reading Specialists/ Interventionists	June 2024-July 2024
<p>Ensure every family has access to free online evidence-based literacy instruction resources to support literacy development at home.</p>	Division Leaders, School Leaders, Reading Specialists/ Interventionists	August 2025-May 2025
<p>Conduct literacy assemblies for parents/caregivers during each school's Open House event.</p> <ul style="list-style-type: none"> Assemblies will be held based on the student's grade level. The Division Literacy Plan will be explained. Grade-level specific tools and strategies will be provided to parents/caregivers. 	School Leaders, Reading Specialists/ Interventionists, Teachers	August 2024-October 2024



Stakeholder Engagement in Literacy Development		
Action Step	Person Responsible	How Often
Create and implement a plan to communicate Dinwiddie County Public Schools' Literacy Plan, initiatives, events, and resources for families, which will include the following: <ul style="list-style-type: none"> • Social Media • Division Literacy page on the website • Division created videos • Virginia Literacy Partnerships (VLP) Family Resources • Newsletters 	Division Leaders, School Leaders, Reading Specialists/ Interventionists	Quarterly
Conduct quarterly literacy nights (to be held at each school): <ul style="list-style-type: none"> • Offer sessions to provide strategies/tools to parents/caregivers to support literacy development at home. • Share student data from assessments with parents/caregivers • Provide free books to students. 	School Leaders, Reading Specialists/ Interventionists, Teachers	Quarterly
Special Education: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Special Education Advisory Committee meetings and available in the Parent Resource Center.	Division Leaders, EXED Instructional Specialists	Quarterly
Title I: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Title I Parent Advisory Council meetings.	Reading Specialists/Interventionists at Title I Schools	Fall and Spring
English Learners (ELs): Literacy information and tools/strategies to help parents and caregivers support their ELs will be shared during workshops for ELs.	Division Leaders, EL Caseload Teachers, Teachers	Quarterly
Gifted: Literacy information and tools/strategies to help parents and caregivers support their advanced or gifted learners will be shared during parent workshops.	Division Leaders, Gifted Teachers, Teachers	Quarterly
Create and implement a system of literacy incentives for students in each school. Each school will create its plan.	School Leaders, Reading Specialists/ Interventionists, Teachers	Monthly



Stakeholder Engagement in Literacy Development		
Action Step	Person Responsible	How Often
<p>Continue and/or expand community partnerships around literacy development:</p> <ul style="list-style-type: none"> • Touchstone Bank partnership to support family engagement with literacy (e.g. Virginia Reads One Book) • Molina Healthcare partnership to provide books for school libraries. • United Way of Greater Richmond and Petersburg partnered to donate books for Little Free Libraries throughout the community. • Richmond Squirrels partnership will host reading incentives for reading month. • Pizza Hut Book-It partnership to provide a summer reading incentive program. • Dolly Parton's Imagination Library partnership to provide children in Dinwiddie County (ages 0-5) with a free book each month. • Dinwiddie Parks & Recreation department partnership to support Little Free Libraries at ballparks throughout the county. • Feed More partnership to disperse free books during market nights monthly. 	Division Level Leaders, Reading Specialists/ Interventionists, Teachers	September 2024-May 2025 (will vary depending on partnership)



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 ACCORDING 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.

DCPS DIVISION-WIDE LITERACY PLAN CAN BE LOCATED ON OUR WEBSITE AT THE FOLLOWING LINK: [DCPS LITERACY](#)



Division Literacy Plan Certification:

I 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

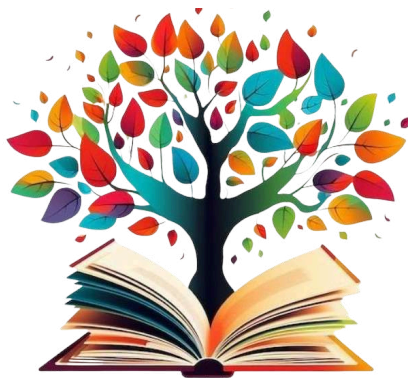
DR. KARI WESTON

NOVEMBER 12, 2024

Division Superintendent Signature

Print Name

Date





RESOURCES

[Code of Virginia](#)

[DCPS Comprehensive Strategic Plan](#)

[DCPS Literacy web page](#)

[Updates from VDOE](#)

[VDOE Literacy web page](#)

[VDOE Division Literacy Plan Template and Instructions](#)

[VDOE Virginia Literacy Act](#)

[VLA Updates](#)

[VDOE Virginia Literacy Act Implementation Playbook](#)

[Virginia Literacy Partnerships](#)



GLOSSARY

DCPS: Dinwiddie County Public Schools

EBLI: Evidence-Based Literacy Instruction

ELs: English Learners

FACE: Family and Community Engagment

HQIM: High-Quality Instructional Materials

LETRS: Language Essentials for Teachers of Reading and Spelling

PALS Plus: Phonological Awareness Literacy Screener

SBRR: Science-based reading research

VALLSS: Virginia Language & Literacy Screening System

VDOE: Virginia Department of Education

VLA: Virginia Literacy Act

VLP: Virginia Literacy Partnerships





DINWIDDIE COUNTY
PUBLIC SCHOOLS