DIVISION LITERACY PLAN

■ DIVISION CONTACT INFORMATION

School Division: **Pittsylvania County Schools**

Superintendent: **Dr. Mark Jones**   mark.jones@pcs.k12.va.us

Local School Board Chair: **Mr. Calvin D. Doss**   cdoss@pcs.k12.va.us

Division VLA Lead: **Teresa B. Petty**   teresa.petty@pcs.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **05/14/2024**

■ 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:

Pittsylvania County Schools' students will read complex text at or above grade level using critical thinking skills to demonstrate comprehension through oral and written communication across curriculums.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Teachers	03/29/24	Teachers' Advisory Meeting
Principals	04/11/24	Share VDOE Playbook
Parents	04/18/24	Title I District Parent Advisory Council
Community	4/18/24	Minority Advisory Council

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Administrators	05/09/24	Principals' Meeting at SBO
Reading Designees	05/13/24	Reading Designee Mt. SBO
School Board	05/14/24	School Board Meeting
Teachers and Support Persons	05/29/24	Teacher Summer Academy
Administrators	07/29/24 -12/24	Revisit VLA Review at Monthly Principals Meetings
Teachers	08/24-12/24	Faculty and Grade Level Meetings and Parent Reading Plan Development Meetings
Parents and Guardians	08/24-12/24	PTO (Parent Teacher Organization) Meetings, PCS Website, School Based Websites, and during Reading Plan Development 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):	• Approved Program McGraw Hill Wonders 2023 for grades K-2 and grades 4-5. • We ask that Grade 3 also be approved for Core in McGraw Hill Wonders 2023.	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	• Approved Program Wilson Fundations Grades K-2.	All Special populations will receive the same supplemental program by school.
Intervention (K-5):	• VALLS K-3, • Lexia Core 5 (3-5),	All special populations will receive the same intervention program by school.

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GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
● Fundations Second Dose (K-2). ● Lexia Live	

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
LETRS	Reading Specialists and Teachers (35)	Summer 2022-Spring 2024
VLA/ Science of Reading	Elem. Reading Teachers/ Elem. Admin K-3	08/22-12/22 Base Schools
Explicit Teaching Training Training (VALUE series)	Elementary Administrators	06/27/23
VDOE Training Modules	District Reading Specialists (6)	08/23-05/24
Explicit Teaching Training (VALUE series)	Reading Designees(Returned to Base School to Present to all Faculty)	08/08/23
Fluency Training Training (VALUE series)	Reading Designees(Returned to Base School to Present to all Faculty)	11/06/23
Comprehension Training (VALUE series)	Reading Designees(Returned to Base School to Present to all Faculty)	01/04/24
VLA/Science of Reading	Middle School Administrators and Reading Teachers	01/05/24
VLA/Science of Reading	Teachers Grades 4-5	01/24-/4/24
VLA/Science of Reading	Regular & Sped Teachers/ELL/Gifted	05/23/24

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

Additional Training:
Lexia Core5	Teachers Grades 3-5	05/28/24 & Fall 2024
Wonders 2023	Teachers Grades K-5	08/05/24
VDOE Modules	Administrators/Teachers	Fall 2024
VALLS New Test	Teachers, VALLS Tutors K-3	Fall 2024

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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 (VALLS): Pre-K-3	Beginning, Middle and End of Year	Reading Specialist, VALLS Coordinator
NWEA MAP Assessment (K-5)	Beginning, Middle and End of Year	Teachers
Through Course Growth Assessments (3-5)	Fall and Winter	Teachers
Standards of Learning (SOL)	Spring	Teachers
Lexia Core 5	Weekly	Teachers
Quarterly Checklists (K-1)	End of each 9 weeks	Teachers
Curriculum Based Assessments for Wonder	Weekly and Benchmarks	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
Classroom Walkthroughs	Principals	Bi-Weekly
Collaborative Planning Sessions (Division and School Level)	Reading Specialists, Assistant Superintendent for Instruction, Assistant Superintendent for Special Education, Directors of Elementary, Middle, Special Education, and Teachers.	Bi-Weekly
Student Reading Plans	Reading Specialists, Teachers	Fall, Winter, Spring
Schools' Data Dashboards	Administrators, Teachers	Weekly
Lesson Plans	Administrators, Teachers	Weekly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Academic Reviews	Central Office, Administrators	Triennial and/or Quarterly

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 and caregivers will be informed of diagnostic screener results once completed. If the results indicate that a student has been identified as needing a Student Reading Plan, they will have the opportunity to participate in a meeting to determine the appropriate supplemental and/or interventions that will be used to support the individual student's needs. If the parent does not attend the meeting to set goals and determine the best course of action, the Reading Intervention Team will make those determinations to build the plan. All Student Reading Plans will be provided to the parents and caregivers.

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

The district-wide literacy plan posted on the school website and reviewed with each school will be the foundation for building clear vision, goals, and directions for our district's literacy program. The common language, materials, and processes detailed in this plan will build common conversations around literacy. Discussing the reading plans with parents and caregivers will build partnership and open communication with all stakeholders. Community partnerships include church-based tutorial programs and United Way funding of our Book Buddies program.

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: *Enter the link here*

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

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Division Superintendent/   Print Name   Date
Authorized Designee Signature