

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Southampton County Public Schools** | [Southampton County Public Schools](https://www.southampton.k12.va.us)

Superintendent: **Dr. Gwendolyn Shannon** | [gshannon@southampton.k12.va.us](mailto:gshannon@southampton.k12.va.us)

Local School Board Chair: **Dr. Deborah Goodwyn** | [dgoodwyn@southampton.k12.va.us](mailto:dgoodwyn@southampton.k12.va.us)

Division VLA Lead: **Kelli Gillette** | [kgillette@southampton.k12.va.us](mailto:kgillette@southampton.k12.va.us)

Local Board Adoption Date for Division Comprehensive Plan: **July 8, 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:

### **Southampton County Public Schools Literacy Vision**

Through the combined efforts of key stakeholders\*, the students of Southampton County Public Schools will be provided literacy instruction anchored in the use of high-quality instructional materials (HQIM) & rooted in science-based reading research (SBRR). Systematic, explicit instruction will be provided using best practices for evidence-based literacy instruction (EBLI) through:

1. Daily Phonemic and Phonological Awareness instruction.
2. Targeted practice opportunities with foundational reading skills using a structured phonics approach in the primary grades (K-2). Students in Grades 3-5 will also receive foundational reading skills phonics instruction via the core instructional program.
3. Consistent opportunities to build fluency, vocabulary knowledge and knowledge of the world using authentic text on a wide variety of topics.
4. Using text evidence to make meaning of complex texts in writing or through speaking.
5. Targeted intervention provided for students falling in the high risk band on the Virginia Language and Literacy Screener (VALLS).

\*Key stakeholders include, but are not limited to students, parents/guardians, teachers/staff, administrators, and community partners.

| STAKEHOLDER GROUP                                                   | TIMELINE             | PLAN FOR COMMUNICATING                                                                                                   |
|---------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------|
| <i>Ex. Parents</i>                                                  | <i>April 2024</i>    | <i>Division Parent Engagement Event and PTO meetings</i>                                                                 |
| Reading Specialists                                                 | April 2024           | Literacy Vision shared/communicated in the April Reading Specialists monthly meeting.                                    |
| School Board Members/<br>Community                                  | May 2024             | Final Proposed Literacy Vision shared/communicated in the May Instructional Report at the local school board meeting.    |
| Building Administrators/EL Specialist/Special Education Designees   | May 9, 2024          | Literacy Vision and local implementation details shared/communicated during the VLA Leadership Committee Meeting.        |
| School Board Members/<br>Community                                  | June 2024            | June Instructional Report: Update on local Virginia Literacy Act implementation                                          |
| Parents                                                             | June 14, 2024        | Placed letter from Division Superintendent & VDOE VLA One-Pager in Report Cards to go home with students.                |
| Parents/Community                                                   | July 2024            | Superintendent's letter posted to the website with VDOE one pager and DLP.                                               |
| School Board Updates/Curriculum & Instruction                       | Monthly, as needed   | Presentations and accompanying materials posted in Board Docs                                                            |
| Community Event(s)                                                  | Summer 2024          | Communicate event information on Remind text service, division website, SCPS Facebook page, & via PowerSchool/ RoboCall. |
| Community Outreach                                                  | Summer 2024          | Newspaper Article/Ad; brochure public libraries (Courtland/Franklin)                                                     |
| Certified & Non-certified Teachers/<br>Building Instructional Staff | August 2024          | Communicate/share Literacy Vision at Virginia Literacy Act Update Meeting during Summer Professional Development.        |
| Parent/Families/<br>Caregivers                                      | September 2024       | Letter/One-pager/Vision                                                                                                  |
| Parent/Families/<br>Caregivers                                      | Fall Title I Meeting | Brochure                                                                                                                 |
| Parent/Families<br>/Caregivers                                      | Quarterly            | SCPS VLA Update Newsletter                                                                                               |

## 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):                     | Houghton Mifflin Harcourt, HMH Into Reading Virginia, 2020 (K-5)                                                                                                                                                                                | All special populations will receive the same core program.                                                                                                                                                                                                 |
| Supplemental Instruction (K-5): | Heggerty Phonemic Awareness Kindergarten, 2022 (K)<br>Heggerty Phonemic Awareness Primary, 2022 (1-2)<br><br>95 Percent Phonics Core Program (PCP) (K-2)<br><br>IXL English Language Arts, 2023 (K-5)<br><br>Learning A-Z, Raz-Plus, 2023 (K-5) | Special populations will have access to the same supplemental programs as the general education students in addition to:<br><br>UFLI Foundations: An explicit and Systematic Phonics Program (1 <sup>st</sup> Edition, 2022) – Special Education Population |
| Intervention (K-5):             | Bridge the Gap: Intervention Lessons, 2020 (3-5)<br><br>Benchmark Phonics Intervention, 2022 (K-5)                                                                                                                                              | Special populations will have access to the same intervention programs as the general education students in addition to:<br><br>SPIRE 4 <sup>th</sup> Edition, 2017, with Sounds Sensible 3 <sup>rd</sup> Edition, 2020 - Special Education Population      |

## 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)                  | Curriculum Specialist, Reading Specialists, and ELA Teachers/Special Education Teachers                                       | Offerings began August 2021 – August 2024 |
| LETRS (Volume 2)                  | Curriculum Specialist, Reading Specialists, and select ELA Teachers/Special Education Teachers                                | Offerings began August 2022 - Present     |
| VDOE Online Modules/Canvas Course | All Core Area Teachers, EL Specialist, Gifted and Special Education Teachers not previously trained in the Science of Reading | June 2024-June 2025 School Year           |

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

### **HMH Into Reading Training Overview**

Professional learning for literacy instruction will be based on the Science of Reading and Evidence-Based Literacy Instructional Practices. Together, these principals, in conjunction with our core and supplemental instructional resources will establish high-quality literacy instruction across all elementary classrooms in Southampton County Public Schools.

| Date        | Topic                                                                                                | Time    |
|-------------|------------------------------------------------------------------------------------------------------|---------|
| August 2024 | Grades K-2 HMH <i>Into Reading</i> Getting Started (The Science of Reading and <i>Into Reading</i> ) | 3 hours |
| August 2024 | Grades 3-5 HMH <i>Into Reading</i> Getting Started (The Science of Reading and <i>Into Reading</i> ) | 3 hours |
| August 2024 | Heggerty/95% Core Phonics Program Training                                                           | 2 hours |
| August 2024 | Learning A-Z (Raz Plus) Training                                                                     | 1 hour  |
| August 2024 | IXL Training                                                                                         | 1 hour  |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| August 2024 + Coaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 6-Syllable Type + Multisyllabic Words Training                                         | 2 hours                                                                      |
| August 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | VALLSS VLP Online Training                                                             | 3 hours                                                                      |
| October 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Using Assessments to Drive Instruction: Using VALLS to Plan Instruction (Grades 1-3)   | *Session times will vary depending on County-Wide Staff Development Sessions |
| November 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Using Assessments to Drive Instruction: Using VALLS to Plan Instruction (Kindergarten) | *Session times will vary depending on County-Wide Staff Development Sessions |
| <b>Ongoing Support:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                        |                                                                              |
| August 2024 – June 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VLP Value Series to Support VLP/VDOE Online Modules Canvas Course                      | Approximately 1 – hour Monthly (Virtual)                                     |
| <ul style="list-style-type: none"> <li>Central Office administration, Building administration and Reading Specialists will use the VLP Walkthrough Tool to provide structured feedback in line with teacher VDOE/VLP Canvas Course Modules. Walkthrough schedules will be released to staff in advance. Clear expectations/look-fors will be presented to staff in advance of each walkthrough.</li> <li>Monthly principal meetings will occur to keep an open line of communication between buildings and the Southampton County Central Office Curriculum &amp; Instruction Team.</li> <li>4 + 1 Coachly Program through HMH will provide a Reading Coach that will work directly with 1 teacher from each building. That teacher will coordinate with other teachers in the building on best practices for using HMH <i>Into Reading</i>.</li> <li>Additional Professional Development will be added to the division schedule based on need.</li> </ul> |                                                                                        |                                                                              |

## 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 &amp; 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): Pre-K through 3 <sup>rd</sup> Grade | Beginning, Middle and End of Year        | Classroom Teachers, Special Education Teachers, EL Specialist, and Reading Specialists |
| Phonological Awareness Screening Test (Grades K-3)                                 | As needed                                | Reading Specialists                                                                    |
| Heggerty Phonemic Awareness Assessment (Grades K-5)                                | As needed                                | Classroom Teachers                                                                     |

| ASSESSMENT                                        | HOW OFTEN                                                                                                                                                                       | PERSON(S) RESPONSIBLE FOR ADMINISTRATION                                   |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| LETRS Phonics & Word-Reading Survey (Grades K-5)  | End of 1 <sup>st</sup> 9 Weeks, End of 3 <sup>rd</sup> 9 Weeks as needed                                                                                                        | Classroom Teachers and/or Reading Specialists                              |
| LETRS Spelling Screener (Grades K-5)              | K-3: End of 1 <sup>st</sup> 9 Weeks, End of 3 <sup>rd</sup> 9 Weeks as needed<br>4-5: Beginning of Year, end of 1 <sup>st</sup> 9 Weeks, Winter, End of 3 <sup>rd</sup> 9 Weeks | Classroom Teachers and/or Reading Specialists                              |
| DIBELS (Grades K-3)                               | Progress monitoring for Students in the High Riskband on the VALLSS Assessment                                                                                                  | Classroom Teachers and/or Reading Specialists                              |
| SOL Growth Assessments & SOL Testing (Grades 3-8) | Fall, Winter & Spring                                                                                                                                                           | Classroom Teachers, Special Education Teachers, and/or Reading Specialists |
| HMH Module Assessments                            | Conclusion of each module                                                                                                                                                       | Classroom Teachers, Special Education Teachers, EL Specialist              |
| STAR Assessment (Grades 4-8 only)                 | Fall, Winter & Spring                                                                                                                                                           | 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.

In addition to monitoring student achievement progress, SCPS 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 ongoing, cyclical process.

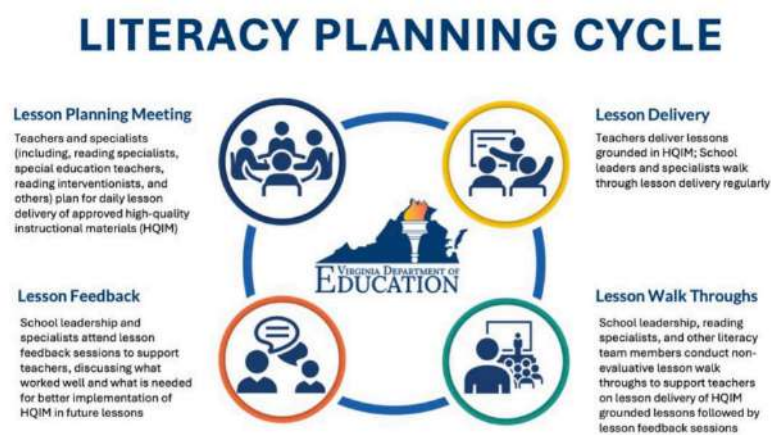


Figure 3 from VDOE VLA Implementation Playbook, p 37

| 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>                                                                                    |
| Lesson Planning Meetings                                            | Classroom Teachers/Instructional teams                                                       | Weekly                                                                                           |
| Lesson Delivery                                                     | Classroom Teachers supported by Reading Specialists                                          | Daily                                                                                            |
| Literacy Walkthroughs utilizing VLP Classroom Walkthrough Tool      | Principals, Reading Specialists, & Curriculum/Instruction Department                         | Principals: Weekly<br>Reading Specialists: Monthly<br>Curriculum/Instruction Department: Monthly |
| Feedback & Coaching                                                 | Principals, Reading Specialists, Curriculum/Instruction Department                           | Principals: Weekly<br>Reading Specialists: Monthly<br>Curriculum/Instruction Department: Monthly |
| Data Meetings                                                       | Principals, Classroom Teachers, Reading Specialists                                          | Monthly                                                                                          |
| Student Reading Plans                                               | Reading Specialists, Classroom Teacher, Principals, Special Education Teacher, EL Specialist | Weekly                                                                                           |
| VALLSS (Student Data)                                               | Classroom Teachers, Reading Specialists, Principals, & Curriculum/Instruction Department     | Fall, Mid Year, Spring                                                                           |

## 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 continue to be informed of VALLS & diagnostic screener results. If the results indicate that their student has been identified as needing 2.5 hours of weekly intervention and a Student Reading Plan (as required by the Virginia Literacy Act), they will have the opportunity to review their student's data with school staff as well as provide input toward their student's plan. Student Reading Plans will describe the student's learning gap(s) and the specific goal the student is working towards. The plan will also provide information on how often and how long the student will receive this intervention. Parents and caregivers will be notified of and receive a copy of the plan before the intervention begins and teachers will update families of progress towards the goal throughout the school year.

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

Southampton County Public Schools will use a team approach (including parents/caregivers, classroom teachers, reading specialists/tutor, interventionist, Special Education teachers, EL Specialist, principals, support services, etc.) to foster partnerships focused on student literacy development. Parent(s)/Caregiver(s) will receive a Family Invitation to Participate Letter to participate in Student Reading Plan meetings. Students will also be given an opportunity to share their success and express their concerns.

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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://www.southampton.k12.va.us/>

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## 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/  
Authorized Designee Signature

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Print Name

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Date