

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Henry County Public Schools**

Superintendent: **Dr. Amy Blake-Lewis** | amy.blake-lewis@henry.k12.va.us

Local School Board Chair: **Mr. Teddy Martin** | tmartin2@henry.k12.va.us

Division VLA Lead: **Dr. Wendy Durham** | wdurham@henry.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **06/06/2024**

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:

HCPS students will effectively read, write, listen, and speak for many purposes in varied settings. Our teachers will use high-quality instructional materials aligned with evidence-based literacy practices to foster students' growth in word knowledge and reading comprehension, developing the ability to think creatively and critically across all disciplines. Our community's focus on literacy will provide all students with the necessary tools to positively impact their world and ensure a successful future.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Elementary Principals	May 14, 2024	Division Plan Roll Out
Elementary Teachers	May 2024	Elementary Literacy Playbook
School Board	June 6, 2024	Presentation to School Board
Parents	August 8, 2024	Back to School Night presentation
Parents	August 2024-May 2025	Parent involvement nights - elementary
Parents	August 2024-May 2025	Updates and information via parent square or HCPS webpage

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):	K-3 General Education – Open Court K-5 Houghton Mifflin Harcourt <i>Into Reading</i>	All special populations will receive the same core programs.
Supplemental Instruction (K-5):	Reading A-Z IXL Lexia Core 5 and PowerUp	UFLI
Intervention (K-5):	UFLI (University of Florida) Heggerty Read 180/Code	UFLI

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 the name of the 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.

Target Audience	Name of Training	DATE/YEAR
Ex. LETRS	All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers	June 2024 – December 2024
Summer 2024		
ITRTS, ICs, RS, Instruction, and Technology	Lexia Core 5/PowerUp training	May 2024
Elementary Principals, Middle School Principals, and one Assistant Principal	Required Principal Training	June 28, 2024 at Radford University (9:00-4:00)

Target Audience	Name of Training	DATE/YEAR
Elementary Reading Teachers and English 6-8 teachers	Houghton Mifflin Harcourt <i>Into Reading</i> and <i>Into Literature</i> refresher training	May 29, June 6, June 10, June 18, 2024
New K-3 teachers and anyone who needs the training	Open Court Refresher	Dates TBD
2024-2025 School Year		
K-3 Special Education teachers who completed Volume 1	LETRS Vol 2	2024-2025
New Kindergarten, First, Second, and Third Grade Teachers, All fourth and fifth-grade teachers EL teachers in grades 6-8 Special Education Teachers of grades 4-8	LETRS Vol 1	2024-2025
Preschool Teachers	LETRS Early Childhood	2024-2025
Middle School Reading Specialists	VDOE Reading Institute (required)	Early Fall 2024
6-8 ELA Teachers; Middle School Principals	6-8 ELA teacher Modules (To be released in Early September)	2024-2025
6-8 Content Teachers	6-8 Modules Content Teachers (To be released in Early September)	2024-2025
Reading Specialists	Student Reading Plan Training	(The plan will be approved in April 2024)
Teachers (enough for 240 teachers)	Lexia Core 5/PowerUp Training	Back to school workdays
2025-2026 School Year		
New K-3, All 4-5, EL 6-8, 4-8 Special Ed	LETRS Vol 2	2025-2026

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

After the adoption of core curricular materials, teachers will have training provided by the publisher that we choose. This should happen before the implementation of new HQIMs in the summer of 2025.

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 & Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle, and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
VALLS PK-3	Beginning, Middle, and End of Year	Reading Specialists, Classroom Teachers
Measures of Academic Progress (MAP) K-2; 3-8 for students identified as at-risk readers	Beginning, Middle, and End of Year	Reading Specialists, Building Principals, Teachers
Developmental Spelling Analysis (K-5)	Beginning, Middle, and End of Year	Reading Specialists, Classroom Teachers
CIP Benchmarks (2-8)	Quarterly	Classroom Teachers
Reading SOL Tests (3-8)	End of Year	Site Testing Coordinators, Classroom Teachers

SECTION FIVE: Assessing Division Level Progress

Directions: Provide below the progress monitoring tools and resources utilized to monitor literacy progress in the division, who is responsible, and how often monitoring will occur.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<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>
Classroom Walkthroughs	Principals and Reading Specialists	Weekly
Common Planning Meetings with teachers and reading specialists	Reading Specialists	Weekly
Assessment Data Review and Data Conferencing	Principal	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 will be invited to and encouraged to participate in reading plan meetings where the plan will be developed with the teacher and parent input.

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

To include parents in our literacy development, we hold parent meetings on back-to-school nights and host monthly parent involvement activities as planned by each elementary school. We use our parent communication platform to inform parents of community events at the Blue Ridge Regional Library branches and Piedmont Arts Association. We maintain a literacy station in the central office lobby with monthly themes and a rotating collection of free books for families.

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division. The Department shall post each division-wide literacy plan on its website.

Provide the link to where the division-wide literacy plan will be housed on your school division website: www.henry.k12.va.us

DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community


Division Superintendent/
Authorized Designee Signature


Print Name


Date