

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Fauquier County Public Schools**

Superintendent: **(Dr. Major Warner) | mwarner@fcps1.org**

Local School Board Chair: **(Susan Pauling) | susan.pauling@fcps1.org**

Division VLA Lead: **(Whitney Boring) | whitney.boring@fcps1.org**

Local Board Adoption Date for Division Comprehensive Plan: **00/00/0000**

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

School Division Literacy Vision:

The goal of literacy instruction in Fauquier County Public Schools is to ensure our students are effective communicators who purposefully read, write, and speak paired with critical thinking skills that are required as they progress and transition through their lives.

In Fauquier County Public Schools, excellent literacy instruction will:

- 1. Use high-quality instructional materials (HQIM) that is rooted in science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI).*
- 2. Utilize data to provide explicit instruction and targeted practice opportunities with foundational reading skills and structured phonics through core instruction.*
- 3. Engage students in using text evidence to make meaning from complex text, build vocabulary knowledge, and participate in writing and discussions to promote comprehension while reading.*
- 4. Ensure equitable opportunities for all students to do the cognitive work of each lesson and receive targeted support as needed.*

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|----------------------------------|------------|--|
| Ex. Parents | April 2024 | Division Parent Engagement Event and PTO meetings |
| FCPS1 Staff and Parent Community | March 2024 | Superintendent Memo regarding VLA vision, upcoming |

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|--|----------------|---|
| | | VLA Plan timeline, 1 pager on SOR sent out to community. |
| Special Education Community (SEAC March Meeting) | March 2024 | Communicated VLA vision and timeline |
| Elementary Visits | April-May 2024 | Communicate timeline for VLA and Q&A |
| FCPS1 Staff and Community | April 2024 | Addition of VLA webpage attached to FCPS1 division website. |

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).*

| INSTRUCTION POPULATIONS | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
|---------------------------------|--|--|
| Core (K-5): | <i>Ex. Approved Program A (ABC Elementary) Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)</i> | <i>All special populations will receive the same core program by school.</i> |
| Supplemental Instruction (K-5): | <i>TBD</i> | <i>TBD</i> |
| Intervention (K-5): | <i>TBD</i> | <i>TBD</i> |

| INSTRUCTION POPULATIONS | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
|---------------------------------|---------------------------|--|
| Core (K-5): | HMH Into Reading Virginia | Special Populations (ELL, Gifted, SWD) will all have access. |
| Supplemental Instruction (K-5): | | |
| Intervention (K-5): | | |

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> |
| <i>IMSE</i> | <i>Core Area Teachers,</i> | <i>2022-2023 SY-</i> |
| IMSE | Core Area Teachers in all 3 levels, Special Education Teachers, ELL Teachers | 2019-Present |
| Introduction to new materials for school administrators and teachers | K-5 teachers using the materials; all K-5 school administration | June 11, 2024 (Administrators) July 9 th , 16 th and August 8 th (Teachers) |
| Foundational Professional Learning: HMH Into Virginia (On-going coaching support) | K-5 teachers and K-5 school administrators | Opening of 2024-2025 SY 1 st Check-in: September 2024 |
| VALUE Series from Virginia Literacy Partnership | K-5 teachers and K-5 school administrators, Reading Specialist | Opening of 2024-2025 SY |
| School-based PLC's: HQIM-based lesson planning, celebrate successes and address trends or challenges that have emerged. | K-5 teachers and K-5 administrators, Reading Specialist | 2024-2025 SY |

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

In October 2024, HMH coaches will visit all 11 elementary schools to meet with teachers. A second visit from HMH coaches will occur in January 2025 to meet with teachers to provide feedback and answer any questions.

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> |
| Virginia Language & Literacy Screener (VALLSS): Pre-K through 3 rd grade | Beginning, Middle, and end of year | K-5 teachers, Reading Specialist, VALLSS Coordinator |
| NWEA MAP Growth Assessment: 3rd- 5 th Grade | Beginning, Middle and End of Year | 3-5 grade teachers |
| DIBELS | TBD | Reading Specialist |

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, Instructional Supervisors and Literacy Coaches | Monthly (On-going with consistency) |
| School-based PLC's: HQIM-based lesson planning, celebrate successes and address trends or challenges that have emerged. | K-5 teachers and K-5 administrators, Reading Specialist, Literacy Coaches, Department of Instruction personnel | Ongoing 2024-2025 SY |
| | | |

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.

We are currently exploring options to embed the Student Reading Plans within our learning management system and how to utilize the results of the screener to adequately set goals for students. Once the VALLSS teacher training is released from Virginia Literacy Partnerships, we will plan meetings to assist teachers in developing measurable goals for student reading plans.

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

- *Family Literacy Nights at all 11 Elementary Schools- On-going throughout 2024-2025 SY*
- *Literacy Highlights in Division-wide newsletter*
- *Superintendents Forums throughout 2024-2025 SY*
- *School board meeting updates*
- *VLA Updates presented to SEAC (Special Education Advisory Committee)*
- *VLA HUB and access to literacy resources for FCPS1 staff and community*
- *FRESH Community events throughout the 2024-2025 to promote literacy*

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:

[Virginia Literacy Act - Fauquier County Public Schools \(fcps1.org\)](https://www.fcps1.org)

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