

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Greene County Public Schools**

Superintendent: **Dr. Andrea Whitmarsh** | awhitmarsh@greenecountyschools.com

Local School Board Chair: **Mr. Brooks Taylor** | btaylor@greenecountyschools.com

Division VLA Lead: **Dr. Donna Payne** | dpayne@greenecountyschools.com

Local Board Adoption Date for Division Comprehensive Plan: **06/12/2024**

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:

In Greene County Public Schools, our unwavering vision is to create a learning community where every student, from kindergarten to grade 12, not only receives solid core instruction but also thrives in an enriching literacy environment. Our commitment is grounded in scientifically based reading research and evidence-based practices, ensuring that every classroom, every day, provides robust instruction in phonological awareness, systematic phonics, fluency, vocabulary, and comprehension in grades K-5.

We prioritize daily opportunities for students to expand their background knowledge through a diverse range of high-quality fiction and nonfiction texts, fostering a love for learning and a deep understanding of the world around them.

Recognizing the diverse needs of our students, we ensure that every learner has access to high-quality intervention facilitated by well-trained staff. This personalized support is a cornerstone of our commitment to meeting individual literacy needs.

Understanding that writing is the culmination of all the reading skills acquired, we emphasize the integration of comprehensive reading skills into the development of strong writing abilities. This holistic approach prepares our students to effectively communicate and articulate their thoughts, ideas, and knowledge.

Our dedicated staff is at the heart of this vision, engaged in continual professional development focused on scientifically based reading research. This ongoing training equips our educators with the knowledge and skills needed to implement evidence-based practices effectively, ensuring a dynamic and evolving approach to literacy instruction.

Empowering our community's children for lifelong success is our overarching mission. By weaving together these elements, we aspire to cultivate a learning environment that not only meets literacy benchmarks but also inspires a lifelong love for reading, writing, and learning. Through collaboration, innovation, and a steadfast commitment to excellence, we empower every student to become proficient readers, critical thinkers, and lifelong learners, ready to embark on a journey of lifelong success.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Central Office Staff	April 2024	Division Leadership Meeting
School Board/Community	May 2024	School Board Meeting
Admin/Teacher Focus Group	May 2024	Zoom Meeting
Building Administration	June 2024	Leadership Retreat
Reading Specialists	August 2024	Preservice PD
Classroom Teachers	August 2024	Preservice PD
Parents	August 2024	Back To School Event/Annual Title I Meeting/Handbook

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):	Benchmark Advance	Benchmark Advance
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

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
IMSE Orton-Gillingham Training	K-3 teachers, Interventionists, Special Education Teachers, EL teachers, building administration	July 31 – August 4, 2023 Summer 2024 for new K-2 teachers
VLP Canvas Course	Reading Specialists K-5	2023-2024 SY
VLP Canvas Course	Administrators, Coaches, and Teachers K-8, Special Education/Interventionists K-12, EL K-12	2024-2025 SY
Benchmark Advance HQIM Training	Classroom Teachers, Administrators, Special Education Teachers, Reading Specialists, and Instructional Coaches	Summer/Fall 2024

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

The professional development provided by Benchmark Advance consists of 4 modules. Three of the four modules are pre-recorded and on demand for teachers explaining the program structure, topic text sets, instructional framework, responsive teaching, whole-group instruction, small-group instruction, independent practice, and a review of all resources. The third module is in person and scheduled for August 2024 during preservice week. It is interactive and intended to help participants better understand how to use the new resources in the classroom. The fourth module which is also pre-recorded and on demand will be completed by August 31. Ongoing professional development and support will be provided through collaboration with reading specialists and instructional coaches.

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 (VALLSS): K-3	Beginning, Middle, and End of year	Classroom teachers, special education teachers, reading specialists, and reading intervention
VALLSS Progress Monitoring Tools	Every 2-4 weeks	Classroom teachers, special education teachers, reading

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
		specialists, and reading intervention
CIP Benchmarks	Quarterly	Classroom or special education teacher
Teacher created formative assessments	Weekly	Classroom or special education teacher
Benchmark Advance Assessments	TBD	TBD

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	Principal, Coach	Bi-Weekly
PLC/Data Meetings	Principal, Coach, Classroom Teacher, Special Education Teachers, Interventionists	Bi-Weekly
Division Data Meetings	Central Office Personnel	Monthly
School CSIP Meetings	Central Office Personnel Building Administrators	Monthly

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.

The VALLSS assessment will be administered to all students in K-3 in the Fall of 2024. Reports will be sent home with all students for parental review and will be discussed at fall Parent/Teacher Conferences. Attached to reports for any student not meeting benchmark will be a questionnaire to gain parent input into the draft Student Reading Plan. The VALLSS Coordinator will be responsible for consulting on the draft Student Reading Plan based on the results of the VALLSS assessment, parental input, classroom teacher input, and reading specialist input. Once a draft is written, a meeting will be scheduled to include all parties that provided input on the plan including the parent. The classroom teacher, interventionist, and parent will receive a completed copy of the plan. The plan will be reviewed mid-year and end-of-year at a minimum and changes will be made as indicated by the needs of the student.

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

Parent communication is key in development of partnerships that result in student success. In grades K-5 parents will receive updated copies of what their child is expected to know by the end of the school year along with progress reports and report cards. School staff will also embed parent education into school wide reading events to include understanding how to help your child at home and how to determine if they are making expected progress in reading. Classroom teachers, special education teachers, reading specialists, and interventionist will maintain frequent contact with families of students who have not met benchmark on the VALLSS assessment to ensure collaboration in the reading growth of the student. The following resource will be shared with families https://static.literacy.virginia.edu/resources/VALLSS_Family_Brochure_English.pdf.

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: www.greenecountyschools.com

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

Andrew Whitmarsh
Print Name

6/12/24
Date



School Board Chair

Brooks Taylor
Print Name

6/12/24