

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: Floyd County Public Schools

Superintendent: Dr. Jessica Cromer, cromerj@floyd.k12.va.us

Local School Board Chair: James Ingram, ingramj@floyd.k12.va.us

Division VLA Lead: Tammy Hubbard, hubbardt@floyd.k12.va.us

Local Board Adoption Date for Divisionwide Comprehensive Plan: 06/10/2024

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.

School Division Literacy Vision:

Empowering every student to become a confident, lifelong learner through evidence-based literacy instruction, fostering critical thinking, creativity, and a passion for reading and writing.

In order to accomplish this vision:

- FCPS will utilize evidence-based literacy instruction grounded in science-based reading research in all K-5 classrooms.
- Educators in grades K-5 will use VDOE approved High Quality Instructional Materials selected by our curriculum committees.
- Educators will participate in VLA and curriculum professional development opportunities to support the implementation of effective evidence-based literacy practices.
- FCPS will ensure all students receive access to grade-level instruction.
- Reading specialists will continue to participate in professional development in order to support quality literacy instruction.
- Reading Specialists will oversee the development of student reading plans for students identified as being of High Risk of Reading Difficulties' as determined by the Fall VALLSS Assessment.
- Literacy tutors will support teachers by providing scaffolds and assistance to students during whole group instruction
- Educators will provide flexible small group instruction using VALLSS protocols or

FCPS adopted curriculums thirty minutes daily.

- Pacing guides, calendars, and literacy block expectations will be established and communicated to all educators.
- FCPS will identify specific literacy assessments that will be utilized to collaboratively monitor student progress.
- FCPS will build and maintain strong, productive external partnerships with families and the community.

Division Literacy Plan Goals:

By the end of the 2024-2025 school year, 100% of elementary principals and assistant principals and middle school reading specialists will complete the professional learning requirements identified by the Virginia Literacy Act.

By the end of the 2024-2025 school year, 100% of elementary teachers will complete the professional learning requirements identified by the Virginia Literacy Act.

By the end of the 2024-2025 school year, at least 100% of K-5 teachers will report being knowledgeable and confident implementing evidence-based literacy practices, as measured by the teacher efficacy survey.

By the end of the 2024-2025 school year, all K-5 students will engage with rigorous grade-level literacy tasks as evidenced by 100% of classroom walkthrough data.

By the end of the 2024-2025 school year, 100% of K-5 teachers will implement FCPS selected high quality instructional materials with fidelity, as measured by school/classroom walkthrough data.

Stakeholder Group	Timeline	Plan for Communicating
School Board	June 10, 2024	Literacy Plan Information Item
School Board	June 27, 2024	Literacy Plan Action Item
VDOE	July 1, 2024	Submit Literacy Plan
FCPS School Administrators	July 9, 2024	Leadership Meeting(s)
FCPS Staff Updates	August, 6, 2024	Faculty Meetings
FCPS Community	August 8, 2024	Open House
Special Education, Title I & III, Gifted Parents	Twice Yearly	Advisory Committee

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.

K-5 Core Curriculum: Benchmark Advance, All K-5 Students

Supplemental Instruction (K-3): UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022, IXL English Language Arts, 2023

Intervention (2-8): Lexia Core5 Reading, VLA Protocols

Tier 1	K-5 Core	Benchmark Advance	60 min	ALL
Tier 1	K-2 Supplemental	UFLI Whole Group	30 min	ALL
Tier 1	K-2 Supplemental	UFLI Flexible Small Groups	30 min	ALL
Tier 2, Tier 3	K-5 Intervention	Heggerty; Kindergarten, Primary &, Bridge the Gap		Phonological & Phonemic Awareness
Tier 2, Tier 3	K-5 Intervention	UFLI		Phonics
Tier 2, Tier 3	K-5 Intervention	Lexia Core5		Phonological & Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension

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.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
FCPS K-5 Teachers (i.e. Classroom, SPED, EL, Title 1)	UVA Canvas Course	Early June 2024 - April 2025
FCPS K-5 Reading Specialist(s)	VLP Reading Specialist Training	August 2023
FCPS K-5 Reading Specialist	UVA Canvas Course	September 2023 - June 2024
FCPS Building Administrators	VLP Training	June or November 2024
FCPS K-5 Teachers (classroom, SPED, EL, Title 1)	UVA Canvas Course	June 2024 - April 2025
FCPS 6-8 ELA Teachers	UVA Canvas Course	September 2024 - April 2025
FCPS 6-8 Content Teachers	UVA Canvas Course	September 2024 - April 2025
Specialty and Resource Teachers (Art, Music and PE)	UVA Course on UVA on VLP Website*	September 2024 - June 2025
New FCPS K-5 Reading Specialist(s)	VLP Reading Specialist Training	November 2024

Additional Trainings:

- VALLSS Assessment Training for K-3 Teachers, RS, etc. - Held by VLA in Fall
- Science of Reading Refresher - Self-Guided PD - For Back to School
- Benchmark Training for Grades 4 & 5 and any new educators - 1/2 day am Back to School Teacher Workday August 6-12
- Benchmark Training for Administrators - 1/2 day pm Back to School Teacher Workday August 6-12
- Benchmark Deep Dive into Reading for Grades 4 & 5 and any new educators - November 5
- Benchmark Deep Dive into Writing Instruction for Grade 4 & 5 and any new educators - February 10
- Lexia Core5 & Power Up Launch Training - August 7th
- Lexia Core5 & Power Up Data Overview - November 5th

SECTION FOUR: 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.

- VALLSS K-3, 3 times a year, teachers & Reading Specialists
- Lexia 2-8, Annually, Classroom Teacher
- UFLI Progress Monitoring Tool, Teachers, Weekly
- BA Interim Assessment K-2, Quarterly, Teachers
- BA Unit Tests K-5, 3 times Quarterly, Teachers
- PAST, Core Phonics Survey, LETRS Word Reading Survey, & Dibels, Diagnostic as Needed, Reading Specialists
- LETRS Phonics & Word Reading Survey, Diagnostic as Needed, Reading Specialists
- VALLSS Quick Checks, Progress Monitoring as needed, Teachers & Interventionists
- CIP Benchmarks 3-7, Quarterly, Teachers
- WIDA Access (K-12), Annually, EL Teacher & STCs
- Standards of Learning Assessments 3-5, Annually, STCs

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	How Often
Classroom Walkthroughs	Principals	Weekly
Administrative Learning Sessions	Admin Team	Monthly
Teacher Survey	Admin Team	Annually
PLC Meeting Discussions	Teachers and Staff	Quarterly
Peer Observations	New Teachers	Annually

SECTION SIX: Engaging Parents, Caregivers, and Community

Describe your plan to involve parents and caregivers in the development and implementation of the Student Reading Plans based on diagnostic screener results.

Teachers will share the results with families after the screening is completed. During the first parent-teacher meeting, teachers will have discussions and involve the parents by providing resources and strategies parents can do at home to further support literacy development. Student reading plans will be collaboratively developed for students identified as high risk as determined by the VALLSS screener. Teachers will provide updated results and information throughout the year; including student progress monitoring data and updating plans as needed during parent-teacher conferences. A reading specialist will be part of the parent-teacher conferences for any students who are identified as high-risk on VALLSS reports and will help provide and/or oversee the additional 2.5 hours of service required by the VLA.

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

All FCPS elementary schools will continue to hold PTO meetings and nights throughout the school year where literacy instruction will be highlighted. We will also continue our One Division, One Book for our entire division to support family literacy engagement. Parents will participate in the book selection committee and process. Teachers, reading specialists, and school administrators will continue to send out newsletters.

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.floyd.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

Jessica Cramer

Division Superintendent/
Authorized Designee Signature

Jessica Cramer

12.06.2024

Date