

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Danville Public Schools** danvillepublicschools.org
Superintendent: **Dr. Angela Hairston** ahairston@mail.dps.k12.va.us
Local School Board Chair: **Tyquan Graves** tgraves@mail.dps.k12.va.us
Division VLA Lead: **Kimberly Agnor** kagnor@mail.dps.k12.va.us
Local Board Adoption Date for Division Comprehensive Plan: **06/06/2024; Update 11/25/2024;**
Update 6/6/2025

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated to all stakeholders to ensure 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:

Danville Public Schools students are effective readers, writers, speakers, and listeners who can Use critical thinking skills to express their ideas and knowledge. We will educate all students by teaching with rigor and high expectations, inspiring students to engage and excel by utilizing high-quality instruction materials (HQIM) rooted in science-based reading research (SBRR) and evidence-based literacy instruction (EBLI) delivered by well-prepared teachers. Our vision is to create a literacy-rich environment where every student achieves their expected growth in reading each academic year, with at least 80% of K-8 students at or above grade level by the end of the academic year.

The literacy vision will be communicated to administrators and school leadership teams through professional learning. School leadership teams will then redeliver the training with support from Curriculum and Instruction to their school teaching faculty.

The communication plan also includes parent and family education opportunities at each school site in collaboration with the Family and Community Engagement team. We will also have a broad-reaching plan, including community information announcements through social media, signage, and the Danville Public Schools media program Chalk Talk. Included in our

communication plan are the following strategies:

- Scheduling and conducting parent/community learning sessions for the components of our literacy plan
- Holding training sessions for parents and community members on the use of literacy materials utilized by students in and out of school
- Creating newsletters for families and community members with literacy instructional tips and at-home practices
- Scheduling parent/family conferences to monitor and inform of student progress
- Sharing community communication through social media, signage, and special events for students and families.
- Communication occurs quarterly with school administrators and teachers via the Friday Memo for administrators, Teacher Tidbit for Teachers, and Coaching Chronicles for Instructional Coaches, regarding progress toward our literacy vision.
- Updates about progress toward our literacy vision are shared with stakeholders via the Danville Public Schools website, Social media outlets (Facebook, Parent Pocket), and quarterly updates to our School Board.
- Parents will receive Quarterly Updates on progress toward our literacy vision through the Parent Pocket and Division websites.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Administrators, Instructional Coaches & Division Staff	July 14-15, 2025 and ongoing	Principal and Assistant Principal Meetings
Administrators, Instructional Coaches & Division Staff	Weekly	Friday Memo and Coaching Chronicles
Teachers	July 14-15, 2025 August 5, 2-25 and ongoing	Professional Learning Sessions
Teachers	Weekly	Teacher Tidbit
Students	August 2025-May 2027	Literacy Instructional Blocks
Parents	August 2025-May 2027	Family Engagement Sessions and PTA meetings
Community	August 2025-May 2027	Multi-faceted communication through social media, signage, and special events for students and families.

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	Core Instruction	Supplementary Instruction	Intervention
K-5 General Education	Houghton Mifflin Harcourt <i>Into Reading (K-5)</i>	Heggerty Phonemic Awareness (K-2) Foundations (K-2) Newsela (3-5)	Lexia Core5 Reading (K-5) Heggerty Bridge the Gap (3-5)
K-5 SPECIAL POPULATIONS (ELL, Gifted, SWD)	Houghton Mifflin Harcourt <i>Into Reading (K-5)</i>	Heggerty Phonemic Awareness (K-2) Foundations (K-2) Newsela (3-5)	Lexia Core5 Reading Heggerty BTG (3-5) Wilson Language
6-8 General Education	Savvas My Perspectives	Newsela	Lexia Power Up Read 180
6-8 SPECIAL POPULATIONS (ELL, Gifted, SWD)	Savvas My Perspectives	Newsela	Lexia Power Up Read 180 Wilson Language

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, the names of those who will attend, and the dates on which 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
LETRS Vol. 1 Instructor Course	Literacy Coaches Classroom Teachers SPED Teachers Gifted Teachers	August 2025 Kick-off and Begin Course October 2025 Unit 1 PL Session December 2025 Unit 2 PL Session February 2026 Unit 3 PL Session April 2026 Unit 4 PL Session
LETRS Vol. 2 Instructor Course	Literacy Coaches Classroom Teachers SPED Teachers Gifted Teachers Literacy Specialists	August 2025 Kick-off and Begin Course October 2025 Unit 1 PL Session December 2025 Unit 2 PL Session February 2026 Unit 3 PL Session April 2026 Unit 4 PL Session
LETRS Administrator Course	Select Administrators	August 2025 Kick-off and Begin Course October 2025 Unit 1 PL Session December 2025 Unit 2 PL Session February 2026 Unit 3 PL Session April 2026 Unit 4 PL Session
UVA Courses for the Virginia Literacy Act	K-5 Teachers, EL Teachers, 6-8 Teachers, SPED teachers, Gifted Teachers, Administrators Literacy Coaches, Reading Specialists	August 2024-September 2025

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
HQIM Training • HMH K-5, 9-12 • Savvas 6-8 • Lexia K-8 • Foundations and Heggerty grades K-3 • Newsela	K-5 Teachers, EL Teachers, 6-8 Teachers, SPED teachers, Gifted Teachers, Administrators Literacy Coaches, Reading Specialists	July 14-15, August 5, 2025, and throughout August 2025-May 2027; and self-paced online courses available throughout the school year.

Please describe what additional training will be provided to educators on the adopted curricular materials and when this training will take place.

K-5

Core Instructional High-Quality Instructional Materials: HMH Into Reading –Train teachers on using all instructional materials, both physical and electronic resources. This will occur during the summer and repeat throughout the 2025-26 and 2026-27 school years, with opportunities for instructors to gain knowledge through live virtual, in-person, and on-demand platforms.

Intervention Materials: Lexia Core5/Heggerty Bridge the Gap – Train teachers using this adaptive blended learning model, including teacher-delivered intervention and independent student practice. This will occur during the summer and repeat throughout the 2025-26 and 2026-27 school year, with opportunities for instructors to gain knowledge through live virtual platforms.

Supplemental Materials: Heggerty/Foundations/Newsela—Train teachers to use explicit phonemic awareness and phonics instruction. This will occur during the summer and repeat throughout the 2024-25 school year.

6-8

Core Instructional High-Quality Instructional Materials: Savvas My Perspectives –Train teachers on using all instructional materials, both physical and electronic resources. This will occur during the summer and repeat throughout the 2025-26 school year, with opportunities for instructors to gain knowledge through live virtual, in-person, and on-demand platforms.

Intervention Materials: Lexia Power Up/READ 180/Wilson Language – Train teachers using this adaptive blended learning model, including teacher-delivered intervention and independent student practice. This will occur during the summer and repeat throughout the 2025-26 school year, with opportunities for instructors to gain knowledge through live virtual platforms.

Supplemental Materials: Newsela—Train teachers to use Newsela as a supplemental resource for reading comprehension. This will occur during the summer and repeat throughout the 2025-26 school year.

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 and Literacy Screener (K-8)	Beginning, Middle, and End of Year	Classroom Teachers, Literacy Coaches, Reading Specialists, School Administrators
iReady (3-8) Supplemental for K-2	Winter, Spring	Classroom Teachers, Literacy Coaches, School Administrators
Benchmarks (3-8)	Quarter 1, Quarter 3, EOY	Classroom Teachers, Literacy Coaches, School Administrators
Early Literacy Foundations Assessments (K-3)	September 2025, October/November 2025, December 2025, February, April 2026	Classroom Teachers, Literacy Coaches, Reading Specialists, School Administrators

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	Literacy Coach, School Administration	Weekly
Division Level Walkthroughs	Central Office Staff	Monthly
Lexia Lessons and Assessments (K-8)	Classroom Teacher, School Administration, Literacy Coach, Central Office Staff	Monthly
Virginia Language and Literacy Screener (K-3)	Classroom Teacher, Literacy Coach, School Administration	Beginning, Middle, and End
Early Literacy Foundations Assessments (K-3)	Classroom Teacher, Literacy Coach, School Administration, Central Office Staff	September 2025, October/November 2025, December 2025, February, April 2026, September 2026, October/November 2026, December 2026, February and April 2027

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.

Driven by student performance on Virginia Language and Literacy and iReady screeners, reading specialists, in collaboration with classroom teachers, will schedule parent conferences to formulate a student reading plan for students reading below benchmark and grade level. The reading specialist will monitor the plan for implementation with fidelity by the classroom teacher and specialists. Parent conferences will be scheduled to update parents on progress.

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

Danville Public Schools is dedicated to fostering strong communities and deepening ties to our schools through fun, engaging, and innovative initiatives. We are guided by Dr. Karen Mapp's dual capacity framework, core process conditions:

- Relational
- Linked to Learning
- Asset Based
- Culturally Responsive
- Interactive.

The communication plan also includes parent and family education opportunities at each school site in collaboration with the Family and Community Engagement team. We will also have a broad-reaching plan including community information announcements through social media, signage, and the Danville Public Schools media program Chalk Talk. Included in our communication plan are the following strategies:

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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 division-wide literacy plan will be housed on your school division website: *Danville Public Schools Literacy Plan*

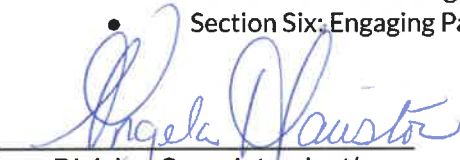
Points of Contact for Danville Public Schools Literacy Plan:

- Kimberly Agnor, Executive Director of Curriculum and Instruction
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- Colleen Barnes, Coordinator of ELA and Media Specialists
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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


Division Superintendent/
Authorized Designee Signature

Dr. Angela Hairston
Print Name

06/05/2025
Date