

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Richmond County Public Schools** | <https://www.richmond-county.k12.va.us/>

Superintendent: **Bernard "Trey" S. Davis**, Ed.D. | bdavis@richmond-county.k12.va.us

Local School Board Chair: **Boyd K. Blackley** | ContactSBO@richmond-county.k12.va.us

Division VLA Lead: **Jason Strong**, Ed.D. | jstrong@richmond-county.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **06-11-2025**



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:

Using the most effective, research based literacy instruction to ensure all students become capable and thoughtful citizens.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING	INFORMATION SHARED
Building/Division Administrators	Monthly Instructional Meetings	Division Leadership Meetings	Assessment data, teacher feedback.
Teachers	Monthly	Grade Level Literacy Meetings	Data analysis and intervention matching
School Board and Community Members	Monthly School Board Meetings	School Board Meeting	School and division assessment data and progress
Families/Guardians	August 2025	Email, website	Information about VLA
Families/Guardians	September 2025	Email, mailing, SchoolMessenger call notification	Student reading plans and calendar of progress updates
Families/Guardians	October 2025	Information session	VLA details and division literacy plan
Families/Guardians	Quarterly	Mail merge email	Student progress and assessment data

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*).

GRADE LEVEL	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core K-5	Open Up Resources, Bookworms K-5 (possibly HMH IntoReading grade 5 depending on funds)	All Student Populations
Core 6-8	HMH IntoLiterature 6-8	All Student Populations
Supplemental K-2	University of Florida Literacy Institute Foundations (UFLI; Phonics K-5)	All students grades K-2, SWD and High risk grades 3-5
Supplemental, 8-12	No Red Ink (6-8)	All students
Supplemental, 6-8	HMH Writable (6-8)	All students
Intervention K-5	Lexia Core5 (K-5)	All students
Intervention, K-1, 6th	Orton Gillingham (K-1; 6th; SPED)	SWD
Intervention, K-2	Foundations	SWD
Intervention, 5	95% Group	High risk
Intervention, 6-8	Lexia PowerUp	High risk, students with reading plans
Intervention, 6-8	Read 180	High risk, SWD

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
VLA Canvas Training	All K-8 Core Area Teachers, ELA Instructors, Gifted and Special Education Teachers who did not previously complete training	June 2025 – May 2026
Bookworms Canvas Course	All K-5 Reading Teachers who have not previously completed training	June, July, August 2025, and ongoing in grade level meetings
Bookworms grade level training and continuous support	All K-5 ELA Teachers	Quarterly
VALLSS Training	K-8 Reading Teachers and Specialists	June, July, August 2025
Aimsworld Plus Training	K-8 Reading and Special Education Teachers	August 2025, ongoing in grade level meetings
UFLI Training	K-2 Reading Teachers	July, August 2025, ongoing in grade level meetings
Lexia Core5 and PowerUp Training	K-8 Reading Teachers	June and July, 2025
HMH Training (in collaboration with Lancaster Co. Schools)	6-8 ELA Teachers	July and August, 2025, ongoing through online coaching support (Coachly)
Mastery Connect Assessment Training	3-8 Teachers	August, 2025

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

All core area teachers, ELA teachers, and Special Education teachers will complete the VLA Literacy Training if they have not completed it previously. This training will provide information on science-based reading research so that all teachers will identify and be able to provide evidenced-based literacy instruction.

Teachers will attend training on curriculum materials if they have not previously been trained. All K-5 reading teachers will also complete the Bookworms Canvas Course. This course provides information and resources to support teachers with successful implementation of the Bookworms curriculum. In-person training will also be provided by Bookworms representatives during beginning of year teacher work days. K-2 reading teachers will attend a summer training on

teaching the UFLI Foundations program. K-8 reading teachers will also attend training with Lexia representatives on LexiaCore5 and Lexia PowerUp if they have not completed training previously. Ongoing implementation support will be provided in grade level meetings throughout the year.

Teachers will be trained on the assessment and progress monitoring materials for reading. K-8 reading teachers will complete the online administration tutorials for the Virginia Literacy & Language Screening System (VALLSS). All reading teachers will be trained on implementing screening and progress monitoring through Aimsweb Plus at the beginning of the school year and throughout the school year at grade level meetings.

Further training on curricular and assessment materials will occur during the first week back for staff, and then throughout the year as data is collected and used to alter students' instructional programs.

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 Screening System (VALLSS): Pre-K-2	Beginning, Middle and End of Year	Classroom Teachers, Reading specialist, trained paraprofessionals
Virginia Language & Literacy Screening System (VALLSS): 3-8	Beginning of year screener for all basic and below basic; middle and end of year for all high risk.	Classroom Teachers (or reading specialist and trained paraprofessionals)
AimswestPlus Reading Benchmark Assessments, 3-8	Beginning, Middle and End of Year	Classroom Teachers
VALLSS Progress Monitoring Tools	Grades K-3—timeline TBD	Classroom Teachers, Special Education Teachers, Reading specialist, trained paras
Aimswest Plus Progress Monitoring	K-3 Students who are identified as at high risk of reading difficulties will be monitored biweekly with AimswestPlus. 4-8 students at high risk of reading difficulties who are below the fluency benchmark will also be monitored biweekly.	Classroom Teachers, Special Education Teachers, Reading specialist, Trained paras
Developmental Spelling Assessment	Grades 3-5 Beginning, Middle, and End of Year	Classroom Teachers
HMH Assessments	Grades 6-7	Classroom teachers
Lexia reports	Grades K-8	Classroom teachers
Mastery Connect, formative assessments	Grades 3-8	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
Classroom Walkthroughs	Principals and Division Instructional Leadership	Monthly
Data Spreadsheets: Screening; Progress Monitoring; VALLSS; Informal Decoding Inventory	Reading Specialist	Monthly
Lesson Plans	Principals and Division Instructional Leadership	Weekly
Curriculum Pacing Guides	Reading Specialist	Annually, by August 15
Periodic Assessments: AimswebPlus Benchmarks; VALLSS	Assistant Superintendent and Division Leadership Team	Quarterly
Summative Assessments: SOL; VALLSS	Division Leadership Team and School Board	Annually by September 30
Teacher feedback survey and input meetings	Assistant Superintendent and Division Leadership Team	Quarterly
Parent feedback survey	Assistant Superintendent and Division Leadership Team	Middle and end of year

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 participate in plan development for their children in the fall during parent-teacher conferences after VALLSS has been given (mid October). Parents who can not attend parent-teacher conferences can collaborate with the teacher on the phone or provide input through an online survey. Parents whose children are participating in child study meetings will have the opportunity to review and provide input on their child's plans during those meetings. If parents have questions about the VALLSS assessment or their child's reading plan, they can contact the classroom teacher, the elementary school reading specialist, Emily Osburn (eosburn@richmond-county.k12.va.us), the middle school reading specialist (position currently vacant), or the assistant superintendent, Jason Strong (jstrong@richmond-county.k12.va.us). Dyslexia experts for the division are Kristen Medlin (kmedlin@richmond-county.k12.va.us) for grades K-4 and Christina Elliott (celliot@richmond-county.k12.va.us) for grades 5-8.

A variety of communication tools will be utilized to inform families and engage in conversations about literacy instruction and intervention for students, including (but not limited to) social media platforms, newsletters, and phone calls.

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

Engaging the community in literacy development supports not only our children, but the future of our community. Current partnerships will be expanded on with other local agencies including the public library (housed in our community college) to allow for the distribution of free books to families during summer meal distribution. The division will also coordinate with pre-schools to provide any training to the center's staff which are provided to public school teachers.

Empowering and educating caregivers and parents to assist in literacy development has been a division-wide focus, but will become a main priority for the 25-26 school year. Various family events will be held to assist caregivers in understanding the changes in literacy instruction in the division, and also provide activities to do at home with their children. Any resources provided by supplemental and intensive instructional programs for families will also be distributed and explained.

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: <https://www.richmond-county.k12.va.us/departments/instruction-and-federal-programs>

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

Bernard S. Davis III

Print Name

6-11-25

Date