

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.
- ELA Educators in grades 6-8 will use our newly adopted secondary textbooks approved by the Virginia Board of Education.
- 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 K-3 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	Biannually	Literacy Plan Information Item
VDOE	Biannually	Submit Literacy Plan
FCPS School Administrators	Monthly	Leadership Meeting(s)
FCPS Staff Updates	Monthly	Faculty Meetings, Newsletters, Google Classroom Updates
FCPS Community	Biannually	Open house, literacy nights, presentations to the Board
Families and Caregivers	Quarterly	Report cards, Literacy data, Family Literacy Toolkit
Special Education, Title I & III, Gifted Parents	Biannually	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.

Tier 1	Core K-5	Benchmark Advance	60 min	ALL
Tier 1	Core 6-8	HMH Into Literature	45-60 min	ALL
Tier 1	Supplemental K-2	UFLI Whole Group UFLI Flexible Small Groups	30 min 30 min.	ALL
Tier 2, Tier 3	Intervention K-3	UFLI	Flexible Groups	VALLS High-Risk, Gifted, SWD, EL
Tier 2, Tier 3	Intervention 2-8	Lexia Core5 & PowerUp	30 min. Daily	VALLSS Identified, Gifted, SWD, EL

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
Audience	Training	Date
Reading Specialists, Classroom Teachers, SPED	LETRS	August 2020-June 2022
FCPS K-5 Reading Specialist(s)	VLP Reading Specialist Training	August 2023
FCPS K-5 Reading Specialist	UVA Canvas Course	September 2023 - Ongoing
FCPS Building Administrators	VLP Training	June 2024, November 2024, or Training Modules
FCPS K-5 Teachers (classroom, SPED, EL, Title 1)	UVA Canvas Course	June 2024 -Ongoing
FCPS 6-8 ELA Teachers	UVA Canvas Course	September 2024 - Ongoing
FCPS 6-8 Content Teachers	UVA Canvas Course	September 2024 - Ongoing
Specialty and Resource Teachers (Art, Music and PE)	UVA Course on UVA on VLP Website*	September 2024 - Ongoing

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Administrators, K-3 ELA Teachers, SPED, Reading Specialists	Benchmark Advance Training	August 2023-Ongoing
Administrators, 4-5 ELA Teachers, SPED, Reading Specialists	Benchmark Advance Training	August 9, 2024 - Ongoing
Administrators, Reading Specialists, Classroom Teachers	VLP In-Person Coach Support	July 8 2025 - Ongoing
Administrators, Reading Specialists, Classroom Teachers	Lexia Training	August 9 2024 - Ongoing
Administrators, 6-8 ELA Teachers, SPED, Reading Specialists	HMH Curriculum Training	August 5, 2025 - Ongoing

Additional Trainings:

- VALLSS Assessment Self-Guided Training for K-3 Teachers, RS, etc. - VLA Modules
- VALLSS Assessment Self-Guided Training for 4-8 Teachers - VLA Modules
- 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, November 5th, February 10th, and ongoing through 2025-2026 school year
- Flexible Small-Groups and Scaffolding Core Instruction, VLP Coaches - February 10, 2025

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.

Here is the information organized into a **three-column chart** for clarity:

Assessment/Tool	Frequency	Administered By
VALLSS K-8	3 times a year	Teachers & Reading Specialists
Lexia (Grades 2-8)	Quarterly	Classroom Teacher
UFLI Progress Monitoring Tool	Weekly	Teachers
UFLI ORF Checks	Quarterly	Teachers
BA Interim Assessment (Grades K-2)	Quarterly	Teachers
BA Unit Tests (Grades 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 (Grades 3-7)	Quarterly	Teachers
WIDA ACCESS (Grades K-12)	Annually	EL Teacher & STCs
Standards of Learning Assessments (Grades 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 Data Meetings	Admin Team	Triannually
Teacher Survey	Admin Team	Annually
PLC Data Meetings	Teachers and Admin	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.

Following the completion of the diagnostic screener, teachers will share individual student results with families. During the first parent-teacher conference, teachers will engage families in meaningful discussions about their child's literacy development and provide practical, at-home strategies and resources to support growth. For students identified as high risk through the VALLSS screener, Student Reading Plans will be developed collaboratively with input from both teachers and families.

Throughout the school year, teachers will continue to communicate student progress by sharing updated screener results and ongoing progress monitoring data. Plans will be revisited and adjusted as needed during subsequent parent-teacher conferences. For any K-3 student identified as high risk on the VALLSS, a reading specialist will participate in the conferences and help coordinate the additional 2.5 hours of literacy support required by the Virginia Literacy Act (VLA).

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

All FCPS elementary schools are committed to fostering strong partnerships with families and the community to support literacy development. Schools will continue to host PTO meetings and family engagement nights throughout the year, with a focus on sharing literacy strategies and celebrating student progress.

We will also continue our division-wide *One Division, One Book* initiative to promote family literacy and engagement. Parents and caregivers will be invited to take part in the book selection committee, helping to ensure that the chosen texts reflect the interests and diversity of our community.

In addition, teachers, reading specialists, and school administrators will regularly share newsletters with families, providing updates on literacy instruction, student learning, and opportunities for home support and involvement.

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 A. Cromer

Division Superintendent/
Authorized Designee Signature

Jessica A. Cromer

06.17.2025

Date

