

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Winchester Public Schools**

Superintendent: **Jason Van Heukelum** | vanheukelum@wps.k12.va.us

Local School Board Chair: **Bryan Pearce-Gonzales** | pearceb@wps.k12.va.us

Division VLA Lead: **Jamie Woodall** | Woodallj@wps.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **03/25/2024**

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:

Our vision is an inclusive community of academic and linguistic excellence, where every student is empowered to thrive. By integrating the Virginia Literacy Act and WIDA framework, we aim to cultivate confident communicators, critical thinkers, and lifelong learners prepared for a global society.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Families & Community	August 2024, November 2024, January 2025, March 2025	Division literacy information night
Families	Fall 2024	School literacy plan meetings
Families	Quarterly	School family engagement nights
Families & Community	August 2024	Division literacy website
Community	Ongoing	Campaign for Grade Level Reading

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Board & Community	March 2024	Division Literacy Plan review and approval
Educators	April 2024, ongoing	Division literacy plan shared with all K-12 Staff

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):	Open Up Resources, Bookworms Reading and Writing, 2022	
Supplemental Instruction (K-5):	<ul style="list-style-type: none"> -Foundations Levels K, 1, 2, Second Edition, 2020 -Heggerty Phonemic Awareness Levels Kindergarten and Primary - Flyleaf -Geodes -Word Connections -Florida Center for Reading Research -University of Florida Literacy Institute -95 Comprehension, 1st Edition, 2012 -Fluency and Fry Phrases -Lexia Core5 Reading V4.7.4, 2013 	Flashlight (EL), ELlevation (EL)
Intervention (K-5):	<ul style="list-style-type: none"> -95 Comprehension, 1st Edition, 2012 -SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020 -Bridge the Gap: Intervention Lessons, 2020 -Lexia Core5 Reading V4.7.4, 2013 -Foundations Levels K, 1, 2, Second Edition, 2020 	
Core (6-8)	Open Up Resources, EL Education Language Arts Curriculum, First Edition, 2017	
Intervention (6-8)	<ul style="list-style-type: none"> -95 Comprehension, 1st Edition, 2012 -95 Phonics Chip Kits -SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020 -Bridge the Gap: Intervention Lessons, 2020 -Lexia Powerup 	

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, 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
Curriculum Work: Digging into Bookworms	Designated K-4 teachers, multi classroom leaders, reading specialists, ESOL teachers, SPED teachers	June & July 2024
The Hive Conference	Designated K-8 multi classroom leaders, teachers, administrators, reading specialists, gifted specialist, special education specialist, ESOL coordinator	July 2024
Asynchronous Bookworms Course	Designated K-4 teachers, reading specialists, and multi classroom leaders	May-July 2024
Bookworms Launch Virtual Session	Executive Director of Curriculum and Instruction, Literacy Supervisor, Science Supervisor, SPED Specialist, Gifted Specialist	May/June 2024
LETRS Vol 1	Choice K-8 teachers, multi classroom leaders, reading specialists, ESOL teachers, SPED teachers	Multiple cohorts throughout the 2024-2025 SY
LETRS Vol II	Choice K-8 teachers, multi classroom leaders, reading specialists, ESOL teachers, SPED teachers	Multiple cohorts throughout the 2024-2025 SY
Asynchronous Virginia Literacy Partnerships Canvas Coursework	ALL elementary, intermediate, and middle school teachers	2024-2025 SY
VALLSS training	ALL elementary teachers and support staff	<ul style="list-style-type: none"> • Preservice day(s) 2024-2025 SY • Prior to MID year testing window • Prior to EOY testing window
Language and Literacy Goal Setting	All K-8 teachers	Quarter 1 2024-2025 SY
ESOL teacher led PD sessions grounded in the text: 7 Steps to a	All K-8 teachers	Quarterly 2024-2025 SY

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Language- Rich Interactive Classroom		
Curriculum and Instruction Reading Specialist & Multi Classroom Leader Meetings “train the trainer”	All K-8 ELA multi classroom leaders and reading specialists	Monthly 2024-2025 SY
Book Studies <ul style="list-style-type: none"> • Writing Revolution • The Knowledge Gap • Reading for Life 	Choice K-8 multi classroom leaders, teachers, administrators, reading specialists, ESOL teachers, SPED teachers	Multiple cohorts throughout the 2024-2025 SY
Bookworms Training -Consultant from OpenUp Resources	K-5 administrators, teachers, reading specialists, ESOL teachers, SPED teachers, and multi classroom leaders	Tuesday, November 5th, 2024

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.

GRADE LEVEL	ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
All PreK	Virginia Preschool Language and Literacy Screener (PLLS)	3 X per year Fall, Winter, Spring	PreK Teachers
All PreK	Virginia Child Behavior Rating Scales (CBRS)	2 X per year Fall & Spring	PreK Teachers
All K	Virginia Language & Literacy Screening System (VALLSS)	3 X per year Fall, Winter, Spring	K Teachers
All 1-3	Virginia Language & Literacy Screening System (VALLSS)	3 X per year Fall, Winter, Spring	1-3 Teachers
All 3-8	Virginia Growth Assessments (VGA)	2 X per year Fall & Winter	3-8 Teachers
All 3-8	Virginia Standards of Learning Assessment (SOL)	yearly Spring	3-8 Teachers

GRADE LEVEL	ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
All 5 & 8	Integrated Reading and Writing Assessment	1 X per year Spring	5 th and 8 th ELA teachers
All K	Writing the alphabet	2 X per year Winter & Spring	K teachers
All 1-mastery	Writing the alphabet	3 X per year Fall, Winter, Spring	teachers
2	VALLSS Decoding Inventory	3 X per year Fall, Winter, Spring	teachers
3-4	VALLSS Decoding Inventory	3 X per year (unless previously mastered) Fall, Winter, Spring	3-4 teachers
All 1-mastery	Power Words	3 X per year Fall, Winter, Spring	teachers
All K-mastery	Bookworms Writing Assignments-Ehri's Phases	3 X per year Fall, Winter, Spring	teachers
4-6	Oral Reading Fluency (ORF)	3 X per year Fall, Winter, Spring	4-6 teachers
7-8	Oral Reading Fluency (ORF)	2 X per year Fall, Winter	7-8 teachers
4	LETRS Basic Screener	2 X per year Fall, Winter, Spring	4 th teachers
5-6	LETRS Advanced Spelling Screener	2 X per year Fall, Spring	5-6 teachers
All 2-5	Bookworms Writing Assignments	Ongoing	2-5 teachers
All 6-8	EL Education Writing Assignments	Ongoing	6-8 teachers
All K-2	Foundations Unit Assessments	At the conclusion of each unit	K-2 teachers
Select 3+	Foundations Unit	At the conclusion of each unit	Select 3 rd + teachers
All K-5	Bookworms Reading Response	Ongoing	K-5 teachers
All 6-8	EL Education	Ongoing	6-8 teachers
All 3-8	Performance Matters CFAs	6+ per year	3-8 teachers
Select K-8	MTSS Differentiation & Monitoring Tools	Weekly -Tier 3 Biweekly- Tier 2 Biweekly/Monthly- Differentiated instruction	Select K-8 ELA teachers, Reading Specialists, ESOL teachers, and SPED 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
Master Schedule <ul style="list-style-type: none"> • schedule components • special populations • teacher assignments 	Division Leaders	Annually (Summer)
Grade Level PLC & Planning Meetings	Building Leaders MCLs Reading Specialists	Weekly
K-8 Literacy Survey	Executive Director Literacy Supervisor	2x year (Winter & Spring)
K-8 Literacy Walkthrough Tool-Core Instruction	Executive Director Literacy Supervisor Building Leaders ESOL Coordinator SPED Specialist Gifted Specialist MTSS Specialist	Ongoing Goal- 25+ per month
Review student work samples	Literacy Supervisor Building Leaders MCLs Reading Specialists Grade Level Teams	Quarterly
Host literacy conversations	Executive Director Literacy Supervisor	Monthly
Literacy Status Report	Executive Director Literacy Supervisor	Quarterly
Talent Ed Perform- Language and Literacy Goals	ESOL Coordinator ESOL teachers Literacy Supervisor Reading Specialists Building Leaders	Yearly

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.

In the fall of 2024, division leaders will provide information on the division literacy plan, updates to the Virginia Literacy Screening Tool, and the Student Reading Plans. Schools will then provide information to families on how to be involved in the creation and documentation of Student Reading Plans. Teachers and families will work together to create the Student Reading Plans. Plans will be a part of our MTSS process at each school; where individual student data is regularly reviewed. Reading Specialists will assist teachers in writing, reviewing, and updating Student Reading Plans.

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

Winchester Public Schools currently partners with the Campaign for Grade Level Reading, recognizing that the support of student literacy is a community effort. The alignment of community resources will support families and schools.

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://va02201702.schoolwires.net/Page/7285>

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

Jason Van Heukelum

Print Name

3/25/2024

Date

