

# DIVISION LITERACY PLAN



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## DIVISION CONTACT INFORMATION

School Division: **Orange County Public Schools**

Superintendent: **Dr. Daniel Hornick** [dhornick@ocss-va.org](mailto:dhornick@ocss-va.org)

Local School Board Chair: **Melissa Anderson** [manderson@ocss-va.org](mailto:manderson@ocss-va.org)

Division VLA Lead: **Dr. Judy Woolfrey** [jwoolfrey@ocss-va.org](mailto:jwoolfrey@ocss-va.org)

Local Board Adoption Date for Division Comprehensive Plan: July 15, 2024

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## SECTION ONE: Planning for Comprehensive Communication

### School Division Literacy Vision:

*Our school division is committed to ensuring all students become successful, confident readers and writers who strive to reach their full potential. We believe literacy is the foundation for lifelong learning and critical to every student's academic and personal success.*

*Anchored in the use of high-quality, evidence-based instructional materials, our literacy vision prioritizes equitable access to rigorous and engaging core instruction for every learner. We are dedicated to meeting students where they are by providing targeted support that addresses their individual needs.*

*We recognize that literacy development is a shared responsibility. We actively partner with families and the broader community to create a collaborative learning environment that nurtures a culture of reading and writing. By engaging all stakeholders—including educators, school leaders, support staff, and community partners—we ensure that teachers are empowered, students are supported, and families are equipped to help students thrive.*

*Together, we will build a literacy-rich culture that prepares every student to succeed in school and life.*

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
OCPS Administration	Weekly 2024-2027	<ul style="list-style-type: none"> <li>Elementary Principals Meeting</li> <li>Secondary Principals Meeting</li> </ul>
OCPS Administration	Monthly 2024-2027	Admin. Staff meetings <ul style="list-style-type: none"> <li>highlight areas of literacy success</li> <li>Share professional development plans and Lead Teacher PD</li> </ul>
OCPS Instructional Staff	July 2024, July 2025, July 2026, July 2027	New Teacher Week <ul style="list-style-type: none"> <li>Share OCPS Literacy Vision</li> </ul>
OCPS Instructional Staff	Monthly 2024-2027	Instructional Meetings
Reading Specialists	Monthly 2024-2027	Intervention Instructional Meeting
Literacy Lead Teachers	Monthly 2024-2027	<ul style="list-style-type: none"> <li>Core Literacy Instruction</li> <li>Professional Development Plans</li> </ul>
Parents/Caregivers	Quarterly 2024-2027	<ul style="list-style-type: none"> <li>Report Cards, Student</li> <li>Reading Plans</li> </ul>
Parents/Caregivers	Quarterly 2024-2027	Family Literacy Nights
Parents/Caregivers	Monthly 2024-2027	Parent Advisory Meeting
Parents/Caregivers	Monthly 2024-2027	CKLA Family Caregiver Letters
Parents/Caregivers	Quarterly 2024-2027	VLP Parent Resource
School Board and Community	Quarterly 2024-2027	<ul style="list-style-type: none"> <li>Division Data presentation</li> <li>Update on the</li> <li>Implementation of VLA</li> </ul>
School Board and Community	June 2024 - ongoing	<ul style="list-style-type: none"> <li>School Board Presentation</li> <li>OCPS website updated w/new information</li> </ul>

## SECTION TWO: Selecting High-Quality Instructional Materials

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Ex. Approved Program A (ABC Elementary) Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Amplify Core Knowledge Language Arts (CKLA)	Amplify Core Knowledge Language Arts (CKLA)
Supplemental Instruction (K-5):	Lexia Core 5 Orton-Gillingham methodology	Tier 1 and 2, including ELL/SWD <ul style="list-style-type: none"> <li>• Lexia Core 5</li> <li>• Orton-Gillingham methodology</li> </ul>
Intervention (K-5):	mCLASS Intervention Orton-Gillingham methodology Lexia Core 5	Tier 2 and 3, including ELL/SWD <ul style="list-style-type: none"> <li>• mCLASS Intervention</li> <li>• Orton-Gillingham methodology</li> <li>• Lexia Core 5</li> </ul>
Core (6-8):	McGraw-Hill Study Sync	McGraw-Hill Study Sync
Supplemental Instruction (6-8):	Implementing a New Program **will choose supplemental once we identify the area of need.	Orton-Gillingham Methodology (ELL)
Intervention (6-8):	Lexia Power Up	Lexia Power Up(SWD, ELL) Orton-Gillingham Methodology (SWD)

## SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research

### Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Ex. LETRS	All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers	June 2024 – December 2024
IMSE - Institute for Multi-Sensory Education	K-8 Core Area Teachers, ELL Instructors, and Special Education Teachers	December 2022-ongoing
VDOE Canvas Course	Core Area Teachers, ELL Instructors, Gifted and Special Education Teachers	Sept 2024-ongoing
LETRS - Language Essentials for Teachers of Reading and Spelling	Core Area Teachers, EL Instructors, Gifted and Special Education Teachers	October 2022 - May 2023
Amplify CKLA	K-5 Teachers, ELL, Reading Specialists, Building Administrators	July 2024 - Ongoing
Amplify CKLA Strengthening/Coaching	K-5 Teachers, ELL, Reading Specialists, Building Administrators	July 2024 - Ongoing
mCLASS	K-5 Teachers, ELL Teachers, Reading Specialists, SPED Teachers, Building Administrators	July 2025 - Ongoing
McGraw-Hill Study Sync	6-8 Teachers, ELL & SPED teachers, Reading Specialists, Building Administrators	July 2025 - Ongoing
Lexia	K-8 Teachers, ELL & SPED teachers, Reading Specialists, Building Administrators	July 2024 - Ongoing

## 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
<i>Ex. Virginia Language &amp; Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle, and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
Virginia Language and Literacy Screening System (VALLSS) (K-8)	K-8 Beginning, Middle, End of Year	K-8 Teachers, EL, SPED Teachers, Reading Specialist
mCLASS (K-5)	K-5 Beginning, Middle, End of Year	K-8 Teachers, EL, SPED Teachers, Reading Specialist
mCLASS (K-5)	K-5 Progress Monitoring Bi-Weekly	K-8 Teachers, EL, SPED Teachers, Reading Specialist
Lexia (K-8)	K-8 Lexia Skills Progress and Standards Review monthly	K-8 Teachers, EL, SPED Teachers, Reading Specialist
Amplify (K-5)	Beginning, Middle, End of Year	K-5 Classroom Teachers
Amplify (K-5)	End of Unit Assessment	K-5 Classroom Teachers, SPED & ELL Teachers
Study Sync (6-8)	Beginning, Middle, End of Year	6-8 Classroom Teachers, SPED & ELL Teachers
Study Sync (6-8)	End of Unit Assessments	6-8 Classroom Teachers

## SECTION FIVE: Assessing Division-Level Progress

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
Data Review, Debriefing, and Next Steps Creation	Central Office Administration, Principal, Assistant Principals	Monthly
PLC Collaborative Planning and Lesson Plan Development	K-8 Teacher, Principals, English Coordinator, Reading Specialist, Lead Teachers, ELL, Gifted, & SPED Teachers	Weekly
Lesson Plan Review	Principals, English Coordinator, Director of Elementary or Secondary Education	Weekly
Classroom Walkthroughs and Feedback	Principals, English Coordinator, Amplify Coach (K-3), Study Sync Coach, Director of Elementary or Secondary Education	Bi-weekly
Data Meetings	Principals, English Coordinator, Director of Elementary or Secondary Education, Reading Specialist, Language Arts Lead Teachers, EL, Gifted, SPED teachers	Monthly
PLC Data Meetings	Principals, Grade Level Teachers, Reading Specialists, SPED, Gifted, & ELL Teachers	Monthly
Data Review	English Coordinator, Director of Elementary or Secondary Education, Reading Specialists	Monthly

## 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.

*Schools will communicate with K–8 families regarding providing targeted literacy interventions. Parents will receive detailed information about the Virginia Language and Literacy Screening System (VALLSS), including the intended student population, the administration schedule, and how results will be shared. VALLSS results will be communicated using the Virginia Literacy Partnership (VLP) family letters and score reports.*

*For students identified as needing additional literacy support, teachers and parents will collaborate to develop individualized Student Reading Plans. These collaborative meetings will occur at least three times per year—aligned with completing each VALLSS screening window—to develop and review the plan and monitor student progress. Families will be provided with appropriate resources and strategies to support literacy development at home. In addition, quarterly progress reports will be shared with families, including tools to further support their child's growth in literacy.*

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

*The division literacy plan will be shared broadly across the school community. Individual schools and teachers will partner with families and share written and in-person information. Opportunities for stakeholder input, information, and collaboration will include family resources, family literacy events, student progress conferences, and parent advisory groups.*

<b>Areas of Literacy Instruction</b>	<b>Relation to Literacy Development</b>	<b>Timeline</b>
Literacy Instruction	Weekly Newsletter	Weekly Quarterly Progress Reports Twice a year and as needed
Literacy Instruction	CKLA Unit Caregiver Letters	Beginning of each unit
Literacy Instruction	VALLSS Family Letters and Score Reports	3x a Year
Literacy Instruction	Parent-Teacher Conferences	2x a year

<i>Gifted Education</i>	<i>Annual Parent Meeting</i>	<i>Annually</i>
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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 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.ocss-va.org/>

## 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

Daniel P. Hornick  
 Print Name

June 19, 2025  
 Date