



DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

School Division: **Henry County Public Schools**

Superintendent: **Dr. Amy Blake-Lewis** | amy.blake-lewis@henry.k12.va.us

Local School Board Chair: **Mr. Teddy Martin** | tmartin2@henry.k12.va.us

Division VLA Lead: **Dr. Elizabeth Motley** | elizabeth.motley@henry.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **06/06/2024**

Link on HCPS Website for Division Literacy Plan:

<https://www.henry.k12.va.us/departments/academics/division-literacy-plan>

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:

HCPS students will effectively read, write, listen, and speak for many purposes in varied settings. Our teachers will use high-quality instructional materials aligned with evidence-based literacy practices to foster students' growth in word knowledge and reading comprehension, developing the ability to think creatively and critically across all disciplines. Our community's focus on literacy will provide all students with the necessary tools to positively impact their world and ensure a successful future.

TIMELINE	PLAN FOR COMMUNICATING
<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
May 14, 2024	Division Plan Roll Out
May 2024	Elementary Literacy Playbook
June 6, 2024	Presentation to School Board
August 8, 2024	Back to School Night presentation
April 2024	Middle School Family Literacy Night
August 2024-May 2025	Monthly parent involvement nights - elementary schools

TIMELINE	PLAN FOR COMMUNICATING
August 2024-May 2025	Weekly updates and information via ParentSquare, social media, or HCPS webpage Parents receive written communication 3X a year (after the fall, winter, and spring VALLSS testing windows) that explains their child's performance in reading. They can set up times to meet with their child's teacher following the reports home.
24-25 School year	A Literacy Station in the lobby of the School Board Office is available to all parents/students. Monthly, our Director of Communications shares the theme for the station on social media pages and invites parents/students to come get a book. A Book Nook in the county Administration building is stocked with books that are available to anyone in the community. This is also advertised on social media. Weekly, we share announcements in the HCPS community (to parents, teachers, and students) through ParentSquare. Each week we include a literacy advertisement to help convey the importance of reading at home to support our literacy vision.
Summer 2025	One Division - One Book: All elementary students and teachers
Fall 2025	One Division - One Book: All middle school students and teachers
Fall 2025-Spring 2027	Elementary schools and middle schools will continue to hold family literacy nights at each school during the school year where parents will be encouraged to participate. Schools will ensure that students have books to read through our free book donations from community partners, the HCPS Book Nook, supplements from Title I, and through our libraries. Schools are implementing Accelerated Reader to help encourage and incentivize independent reading, a crucial factor in solidifying reading skills and oral reading fluency for our students. Our division's Communications Coordinator will continue to include reading reminders and advertisements in our division newsletter that goes out to families weekly. Parents will continue to get updated progress on their students' reading growth through STAR Reading and VALLSS reports that are distributed to families upon completion of assessment windows. Reading specialists and classroom teachers will meet with families to discuss the results of reading assessments, explain interventions, and offer support for parents to help their children at home. HCPS will continue to encourage reading through the summer through our Summer reading programs.

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):	Benchmark Advance	Benchmark Advance
<u>Supplemental</u> Instruction (K-5):	Heggerty (K&1) IXL English Language Arts NewsELA (Grades 3-5) Lexia Core 5 Just Right Decodable Readers (K-2) UFLI (University of Florida) (K-1)	Heggerty (K&1) IXL English Language Arts NewsELA (Grades 3-5) Lexia Core 5 Just Right Decodable Readers (K-2) UFLI (University of Florida) (K-1)
Intervention (K-5):	Lexia Core 5 and PowerUp Benchmark Steps to Advance	Lexia Core 5 and PowerUp Benchmark Steps to Advance
Intervention (6-8)	Lexia PowerUp	Lexia PowerUp
Supplemental (6-8)	IXL English Language Arts NewsELA	IXL English Language Arts NewsELA

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.

Target Audience	Name of Training	DATE/YEAR
Ex. LETRS	All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers	June 2024 – December 2024
Summer 2024		
ITRTS, ICs, RS, Instruction, and Technology	Lexia Core 5/PowerUp training	May 2024

Target Audience	Name of Training	DATE/YEAR
Elementary Principals, Middle School Principals, and one Assistant Principal	Required Principal Training	June 28, 2024 at Radford University (9:00-4:00)
Elementary Reading Teachers and English 6-8 teachers	Houghton Mifflin Harcourt <i>Into Reading</i> and <i>Into Literature</i> refresher training	May 29, June 6, June 10, June 18, 2024
New K-3 teachers and anyone who needs the training	Open Court Refresher Training	June 18, 2024
Read 180/ CODE teachers	Read 180/ CODE training from Scholastic Representative	August 13, 2024
2024-2025 School Year		
Elementary Reading Teachers and English 6-8 teachers	Houghton Mifflin Harcourt <i>Into Reading</i> and <i>Into Literature</i> refresher training	August 28, 2024
K-3 Special Education teachers who completed Volume 1	LETRS Volume 2 and Required K-5 Language Comprehension Module	2024-2025
New Kindergarten, First, Second, and Third Grade Teachers, All fourth and fifth-grade teachers EL teachers in grades 6-12 Selected Special Education Teachers of students in grades 4-8	LETRS Vol 1	2024-2025
Preschool Teachers	LETRS Early Childhood	2024-2025
Middle School Reading Specialists	VDOE Reading Institute (required)	Early Fall 2024
Grades 6-8 ELA Teachers; Middle School Principals	6-8 ELA Teacher Modules	2024-2025
Grades 6-8 Content Teachers	6-8 Content Teacher Modules	2024-2025
Elementary Reading Specialists	Student Reading Plan Training	August 2024
K-8 Teachers	Lexia Core 5/PowerUp Training	Back-to-school workdays - training provided by Lexia and our ITRTs.
6-8 Teachers	NewsELA Building Background	January 7, 2025

Target Audience	Name of Training	DATE/YEAR
	Knowledge	
Reading Teachers and Media Paraprofessionals	Lexia PowerUp Training	January 7, 2025
Summer 2025		
K-5 Teachers who started late in the year or who want to complete the training in the summer	LETRS Volumes 1 and 2	Summer 2025
K-5 Teachers	Benchmark Advance HQIM training	Summer 2025
6-8 English Co-Teachers	UFLI (University of Florida)	Summer 2025
2025-2026 School Year		
New (24-25) K-3 teachers, All 4-5, EL 6-8, 4-8 Special Ed	LETRS Volume 2 and Required K-5 Capstone Module	2025-2026
New (25-26) Elementary Teachers	LETRS Volume 1	2025-2026
New (25-26) Middle School English Teachers	6-8 ELA Teacher Modules	2025-2026
New (25-26) Grades 6-8 Content Teachers	6-8 Content Teacher Modules	2025-2026
2026-2027 School Year		
New (25-26) Elementary Teachers	LETRS Volume 2 and Required K-5 Language Comprehension Module	2026-2027
New (26-27) Elementary Teachers	LETRS Volume 1 (Volume 2 and Capstone Module to be completed 2027-2028)	2026-2027
New (26-27) Grades 6-8 Content Teachers	6-8 Content Modules from VLP	2026-2027
New (26-27) Middle School English Teachers	6-8 ELA Teacher Modules from VLP	2026-2027

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

After the adoption of core curricular materials, teachers will have training provided by the publisher that we choose. This will happen before the implementation of new HQIMs in the summer of 2025. Additionally, teachers will have training opportunities for the supplemental materials. Reading specialists will work with teachers in elementary schools and middle schools on which resources to use beyond our core program to best meet the needs of their diverse student groups.

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 & Literacy Screener (VALLSS): Pre-K</i>	<i>Beginning, Middle, and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
VALLSS PK-2 and 3rd Graders who are new to VA, were identified for summer school, or who were identified as below benchmark on PALS grade 2	Beginning, Middle, and End of Year	Reading Specialists, Classroom Teachers
VALLS 4-8 for students who did not meet benchmark on the 2025 SOL test	Fall and Midyear	Reading Specialists, Classroom Teachers
Benchmark Advance's weekly assessments for grades K-5	Weekly to assess progress on skills and features learned during the week	K-5 Classroom Teachers, Reading Specialists
Benchmark Advance Unit Assessments for grades K-5	Every 3 weeks to assess progress on skills and features learned during the unit	K-5 Classroom Teachers, Reading Specialists
CIP Benchmarks (2-8)	Quarterly	Classroom Teachers
Reading SOL Tests (3-8)	End of Year	Site Testing Coordinators, administrators, Classroom Teachers
STAR Reading Assessment (K-8) to determine grade level equivalents in reading	Beginning, Middle, and End of Year	Reading Specialists, Building Principals, Teachers

Parents of students assessed in our VALLSS, STAR Reading, and SOL windows will receive a detailed report of their students' progress. Teachers will have parent/teacher conferences in

which they can discuss student progress with parents. Parents are encouraged to reach out to school and district literacy leaders for assistance in understanding reports or finding resources for help for their students at home.

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
<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>
Classroom Walkthroughs	Principals and Reading Specialists	Weekly
Common Planning Meetings with teachers and reading specialists	Reading Specialists	Weekly
Assessment Data Review and Data Conferencing	Principals	Quarterly
Division Data Review and Disaggregation Meetings	Central Office Administrators and Coordinators	After each reading assessment (VALLSS, MAP, Benchmarks, STAR, and SOL)
Data Discussions with Building Administrators	Division Superintendents and Leadership Team	Quarterly in the Principal Roundtables

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

After completing the VALLSS screeners (fall, winter, and spring), student reports are sent home to parents (within a week of the window closing) with the [VALLSS letter](#). Parents have the opportunity to meet with their child's teacher to discuss the results of the screener and address any questions or concerns.

We also send home STAR Reading Screener reports to students in grades 3-8. Parents are asked to reach out with questions or concerns.

Reading Specialists have an invitation letter that they send home if a student qualifies for a Reading Plan. Parents are invited to the meeting to help draft the plan. Parents are encouraged to participate in reading plan meetings where the student's plan will be developed with teacher, principal, and parent input. Each reading plan will have a QR code that takes parents to resources that they can use at home with the student based on data collected in the subtests of the VALLSS screener. Reading specialists will also make the Family Resources available to parents on the VA Connects website.

Our HCPS website has a literacy tab that houses our Division Literacy Plan and the points of contact (reading specialists) at each school as well as at the division level. Parents can access contact information to reach out with questions or concerns.

Parents are encouraged to attend monthly parent involvement activities held at elementary schools. Many of those nights focus on reading skills, easy interventions, and practice that parents can do at home with their children. We also partner with community organizations including our libraries and Piedmont Arts Association.

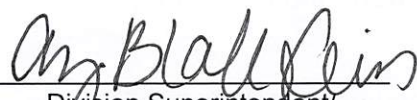
Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection 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.

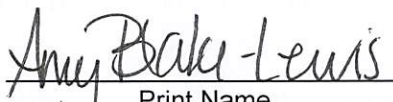
Provide the link to where the division-wide literacy plan will be housed on your school division website: www.henry.k12.va.us

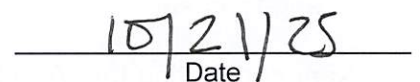
DIVISION LITERACY PLAN CERTIFICATION:

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


Division Superintendent
Authorized Designee Signature


Print Name


Date