

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Madison County Public Schools**

Superintendent: **Anna Graham** | agraham@madisonschools.k12.va.us

Local School Board Chair: **Nita Collier** | nitacollier@madisonschools.k12.va.us

Division VLA Lead: **Cathy Jones** | cjones@madisonschools.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **June 10, 2024; Revision Approved: June 9, 2025**

SECTION ONE: Planning for Comprehensive Communication

School Division Literacy Vision:

The 2022 General Assembly passed the Virginia Literacy Act (VLA) to improve literacy outcomes across Virginia. School districts are required to have full implementation by the fall of 2024. The 2023-2024 school year marked MCPS's first year of fully implementing the literacy curriculum utilizing the Science of Reading.

In Madison County Public Schools, excellent literacy instruction will:

1. Be anchored in the use of high-quality instructional materials (HQIM) rooted in science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI).
2. Provide students with consistent opportunities to build their vocabulary and knowledge of the world using complex texts on a wide variety of topics.
3. Encourage students to effectively use and comprehend complex texts, either through verbal communication or written expression, on a regular basis.
4. In grades K-2, provide explicit instruction and targeted practice opportunities with foundational reading skills using a structured phonics approach.
5. In grades 3-5, the core instructional program will focus on developing students' comprehension, improving word analysis, refining phonics skills, and helping students apply their vocabulary knowledge effectively.
6. In grades 6-8, students will engage in writing across all subject areas to expand their writing opportunities, improve their writing proficiency, and deepen their engagement with learning.

Research-based literacy practices, such as comprehension-building strategies to help students make sense of text, will be embedded into instruction to enhance both reading and writing skills.

To support greater reading proficiency, students will routinely engage in comprehension-building strategies, including:

- **Part A:** Building students’ world and word knowledge to help them better understand complex texts.
- **Part B:** Providing regular opportunities for students to ask and answer questions that deepen their understanding of what they read.
- **Part C:** Teaching a consistent routine for identifying the gist of a short passage.
- **Part D:** Instructing students in monitoring their own comprehension during reading.

These integrated practices will help students become more effective readers and writers across the curriculum.

7. In grades 9-12, utilize literacy skills acquired from K-8 and integrate literacy skills into all courses where teachers will focus on content and disciplinary literacy routines and strategies that focus on writing to learn and advanced reading skills.
8. Create an inclusive and supportive learning environment that fosters academic growth and success for **all** students. Targeted support will be provided to all students who need it.

The following actions were implemented to promote the Division Literacy Plan to all stakeholders:

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|---|-------------------|--|
| Board Members, teachers, parents, and community members | December 13, 2021 | School Board Meeting Review of the Long-Range Plan (included focus on literacy) Literacy Textbook Adoption Update; Textbook adoption policy followed; Textbooks were screened for alignment with Science of Reading. |
| Administrators and the WYES reading specialist shared information with parents and teachers | February 2, 2022 | Family Literacy Night Science of Reading Informational Session |
| Board members, parents, teachers and community members | May 9, 2022 | School Board Meeting Literacy Textbook Adoption The textbook adoption team presented at the school board meeting. The School Board |

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|--|---|---|
| | | voted to adopt McGraw Hill’s “Open Court Reading” for Grades K-5. |
| Board members, parents, and community members | October 10, 2022 | School Board Meeting <u>Principals provide Action Steps for Improvement in Literacy</u> |
| Board members, parents, and community members | November 14, 2022 | School Board Meeting <u>PALs data shared</u> |
| Board members, parents, and community members | September 11, 2023 | School Board Meeting <u>MPS and WMS share school improvement plans (to include literacy)</u> |
| Board members, parents, and community members | Oct 9, 2023 | School Board Meeting <u>WYES and MCHS share school improvement plans (to include literacy)</u> |
| Parents and teachers | Feb. 1, 2023 | Waverly Yowell Elementary WYES Title I Family Night: Review of Reading Supports for WYES Families |
| Students, teachers, parents, community members | January 18, 2024 | MPS Multi-Cultural Literacy Night |
| Parents and teachers | Feb. 8, 2024 | Waverly Yowell Elementary WYES Title I Family Night: Review of Reading Supports for WYES Families |
| Board of Supervisors | Feb. 29, 2024 | Presentation of Board Priorities and Budget Goals to include the Literacy Vision |
| Students, Teachers, parents, community members | March 7, 2024 | MPS Literacy and Art Night |
| Madison County Diversity, Opportunity, and Inclusion Taskforce; guests | March 28, 2024 and May 6, 2024 | Viewing the <i>Right to Read</i> ; engaging the community to reach our goals |
| Students, Teachers, parents, community members | April 11, 2024 | MPS Nature Night and Book Give Away |
| Students, Teachers, parents, community members, School Board | Updates to communicate progress toward our vision at December, April, and July Board meetings | Presentation at School Board Meetings |
| Parents/guardians | Schools will share celebrations and progress with parents on a quarterly basis | School newsletters, emails, teacher communication home to parents |

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).

| Instruction Populations | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
|---------------------------------|---|--|
| Core (K-5): | McGraw Hill LLC, Open Court Reading | All special populations (ELL, Gifted, SWD) will receive the same core program by school. |
| Core (6-8) | HMH Into Literature (6-8) | All special populations (ELL, Gifted, SWD) will receive the same core program by school. |
| Supplemental Instruction (K-5): | UFLI: Foundations: An Explicit and Systematic Phonics Program, 1 st Edition, 2022 | UFLI: Foundations: An Explicit and Systematic Phonics Program, 1 st Edition, 2022 |
| Intervention (K-5): | Lexia Core 5 SIPPS: Phonological and Phonemic Awareness Beginning, Challenge, Extension, and Plus (3-5) Heggerty | Lexia Core 5 (ELL, SWD) Heggerty (ELL, SWD) |
| Intervention (6-8) | Lexia PowerUp Literacy, v5.2.2, 2024 Read 180, 2023 | Lexia PowerUp Literacy (ELL, SWD) Read 180 (ELL, 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 |
|------------------|--|-----------|
| LETRS | Primary, Elementary, & Middle School Teachers to include SPed, ELL, and specialists. (To | 2019-2025 |

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|---|---|---|
| | date 37 teachers have completed Level 1) | |
| Orton Gillingham | Primary and Elementary Teachers (To date 13 teachers have completed this training) | 2022-2025 |
| Heggerty | Reading interventionists (2) | 2022-2025 |
| Open Court | All faculty (primary and elementary) | 2022-2025; ongoing as new staff members are onboarded |
| Open Court | Primary New Teachers | 2024-2025; ongoing as new staff members are onboarded |
| Lexia Core 5 | Primary and Elementary Teachers | 2024-2025; ongoing as new staff members are onboarded |
| VLP K-5 Reading Specialists | K-5 Reading specialists per VLA requirements; including training for new reading specialists | 2024-2025 |
| VLP K-5 Teachers | K-5 teachers per VLA requirements | 2024-2025; ongoing as new staff members are onboarded |
| VLP K-5 Capstone Course | K-5 teachers per VLA requirements | 2024-2025; ongoing as new staff members are onboarded |
| VLP Reading Institutes | K-5 Principals | Summer/Fall 2024 |
| VLP Reading Institute | 6-8 Principals | Summer 2024 |
| VALLS Professional Development | K-3 Teachers | Fall 2024 |
| VALLS Professional Development | 4-8 Teachers | Fall 2025 |
| VLA Requirements (Optional and available on UVA website) | Specialty and Resource teachers | 2024-2025; ongoing as new staff members are onboarded |
| Science-based Literacy Instruction Training (Canvas) | Reading Specialists, General Education Teachers, Special Education Teachers (Grades K-8) | 2024-2025 |
| Evidence-based Instructional Practices (based on individual schools' CSIP literacy goals) | General Education Teachers, Special Education Teachers, Specialists, Administrators (Grades PK-8) | 2024-2025; 2025-2026 |
| Read 180 | SPED Teachers (6-8) | 2024-2025 and 2025-2026 |
| Lexia PowerUp Literacy, v5.2.2, 2024 | 6-8 Teachers, Reading Specialist, SPED Teachers | 2025-2026 |

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

Madison County Public Schools adopted Open Court for grades K-5 and Houghton Mifflin Harcourt Into Literature for grades 6-12 to begin implementation at the start of the 2022-2023 School Year. In

August of 2022, all staff were trained on using and implementing these materials. Training has been ongoing throughout the two school years since implementation, as both companies provide in-person and online modules that teachers access during their department meetings. New teachers are trained using the modules provided and through a train-the-trainer model by teacher leaders.

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 |
|--|---|--|
| VALLSS | Fall, Winter, Spring | Principal, reading specialist, instructional coach, classroom teachers, English teachers |
| Open Court Unit Tests | Varies By Unit Conclusion of Every Unit | Principal, reading specialist, instructional coach, teachers |
| Open Court Universal Screener | August | Principal, reading specialist, instructional coach, teachers |
| VALLSS Progress Monitoring | Bi-Weekly | Principal, reading specialist, instructional coach |
| DIBELS | Level 2 Screener (August) Progress Monitor (Bi-weekly) | Principal, reading specialist, instructional coach |
| SOL Growth Assessments | Fall and Winter | Principal, reading specialist, instructional coach |
| HMH Reading Benchmarks | Fall and Winter | Principal, Reading specialist, English teachers |
| Comprehensive Instructional Program (CIP) Benchmarks | Fall and Winter | Principal, reading specialist, 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 | Bi-Weekly |
| Division Level Walkthroughs | Principals, central office staff | Monthly |

| PROGRESS MONITORING TOOL | PERSON(S) RESPONSIBLE FOR ADMINISTRATION | HOW OFTEN |
|---|---|-----------|
| Data meetings | Principals, central office staff, instructional coaches/reading specialists | Quarterly |
| Collaborative planning to review curriculum guides and pacing | Principals, central office staff, teachers, 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.

Across all schools in Madison County Public Schools, a consistent and collaborative approach will be taken to support students identified as needing reading intervention based on diagnostic screener results.

- **Diagnostic Results & Communication:** All parents will receive their child’s diagnostic screener results, including a summary of performance and guidance on interpretation. For students who do not meet benchmarks, schools will communicate areas of weakness and initiate the development of an individualized Student Reading Plan.
- **Collaborative Plan Development:** Teachers and reading specialists will collaborate to create an initial draft of the plan, with parent input actively solicited. Schools will offer meetings to involve families in refining the plan and selecting evidence-based interventions.
- **Ongoing Engagement:** Families will be kept informed through regular updates on student progress. Madison Primary School will host meetings every six weeks with parents to review monitoring data and adjust plans. Similarly, Waverly Yowell and William Wetsel will share progress updates and make modifications to plans in collaboration with parents during intervention meetings.

This unified approach ensures transparency, family engagement, and tailored support for every student who needs reading intervention.

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

Madison County Public Schools recognizes the importance of collaboration and partnership in improving literacy outcomes for students. To achieve this goal, the school division has tasked its various committees comprised of parents, teachers/staff, and community members to work together towards improving literacy within the schools. These committees come together to review literacy data, discuss instructional strategies, and provide feedback on the implementation of the division's literacy plan. By working together, these committees are able to provide valuable insights and perspectives on how to improve literacy instruction across the division. Current committees include: Diversity, Opportunity, and Inclusion Taskforce; SEAC; and Gifted Advisory.

MPS:

Madison Primary School offers parent-teacher conferences for all families twice annually where the specific academic progress of their child, including literacy, is shared and discussed. In addition, MPS offers ten monthly family nights; four of which will focus on literacy, and one of which will be an author's night. These activities provide families and educators with the opportunity to collaborate on effective instruction and support for children who are learning to read. MPS also partners with a variety of local agencies to provide additional literacy support, such as the Madison County Library, The Literacy Council, and the Quickstart Tennis program that promotes healthy eating and literacy.

WYES:

Waverly Yowell Elementary School offers opportunities for families to engage with the literacy curriculum and become familiar with literacy expectations through regular Literacy and Library Nights. Additionally, students are given opportunities to write and conduct research through projects such as the third-grade Endangered Species Project. Students showcase these projects and present them to parents annually. Waverly partners with community organizations, including the Madison County Library, Virginia Cooperative Extension, and Madison Garden Club, to provide students with opportunities to read and write across the curriculum.

WMS:

Wetsel Middle School offers numerous opportunities throughout the school year to foster successful partnerships among students, parents, caregivers, and the community. Weekly communication is provided to families about ongoing events, academic objectives, study guides, and volunteer opportunities. Our students participate in writing competitions with local organizations such as the American Legion Post.

Resources to Support Family and Community Involvement:

- Read Alouds to Support Diversity and Inclusivity (English and Spanish): <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/read-alouds-with-logos-to-printer.pdf>
- Tips for Reading at Home: <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/bookmark-final-with-logos-to-printer.pdf>
- How to Strengthen Literacy Skills at Home (English): <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/magnet-final-with-bleed.pdf>
- How to Strengthen Literacy Skills at Home (Spanish): https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-08/Spanish_Magnet.pdf

- Webinar: Science-Based Reading Research and the VLA; What Families Need to Know:
<https://vimeo.com/853491797/acae88393c?&login=true#> =

Families may also reach out to Desiree Van Hoven, Division Lead Reading Specialist,
dvanhoven@madisonschools.k12.va.us

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.

The division-wide literacy plan is housed on the school division website:
<https://www.madisonschools.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

Anna R. Graham

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June 10, 2025

Division Superintendent/ Authorized
Designee Signature

Print Name

Date