DINWIDDIE COUNTY PUBLIC SCHOOLS

LITERACY PLAN

INFORMATION
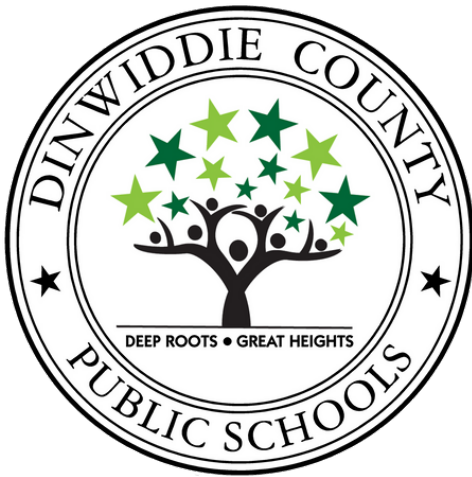
DCPS Vision Statement
Every student is life-ready and has a path for lifelong success.

DCPS Mission Statement
Dinwiddie County Public Schools will provide each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.

CORE VALUES

The pursuit of excellence lies at the center of everything we do to ensure the highest standards of achievement and performance.
We believe a truly equitable education provides equal opportunity for all students to develop the valuable knowledge and skills they need to lead productive and fulfilling lives.
By modeling and expecting integrity, our students will learn the life skills of honesty, trustworthiness, and strong ethical beliefs.

Giving our students opportunities and core values of **Excellence, Equity,** and **Integrity** will help them become productive citizens while they aspire to reach their goals and dreams for the future.

Excellence
Ensure all students receive an exemplary academically challenging education that meets their social and emotional needs.

Equity
To eliminate gaps and achieve excellence, we must provide access to schools, resources, and learning opportunities according to each student's unique needs.

Integrity
Build trust by acting honestly, openly, ethically, and respectfully.

LITERACY PLAN COMMITTEE

Committee Members

Brandi Atkins, Teacher, Midway Elementary

Scott Brockwell, Teacher, Dinwiddie High

Penny Brooks, Program Administrator-Early Learning & Literacy

Dr. Amanda Clay, Chief Academic Officer

Jesse Clay, Teacher, Dinwiddie Middle School

Sheri Culbreath, Principal, Southside Elementary

Robbie Garnes, Principal, Dinwiddie High

Crystal Giannini, Reading Specialist, Dinwiddie High

Danette Irvin, Lead Literacy Interventionist

Erica Johnson, Reading Specialist, Dinwiddie Middle

Mary Peters, Director of Exceptional Education

Sabrina Marshall, Teacher, Dinwiddie Elementary

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Jennifer Ward, Teacher, Sutherland Elementary

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Carly Woolfolk, Director of Secondary Education

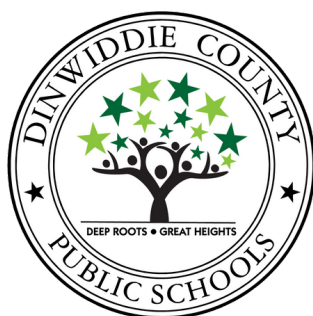Annie Zorn, Reading Specialist, Sunnyside Elementary

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INTRODUCTION

This literacy plan is rooted in DCPS's belief that every student can achieve success, with literacy serving as the cornerstone for academic excellence across all grades and subjects.

This plan establishes a comprehensive framework for literacy development that will integrate seamlessly into Dinwiddie City Public Schools' curriculum, instruction, and assessment practices. Its primary goal is to empower the DCPS community to nurture students into proficient readers, writers, critical thinkers, and effective communicators, ensuring they graduate fully prepared for future academic pursuits and careers. The plan aims to set clear expectations and ensure uniform implementation of literacy education among all stakeholders, underscoring the pivotal role of literacy in academic achievement and instructional practices across our school district.

Regularly scheduled reviews and updates will keep this document responsive to the evolving needs and challenges faced by students, teachers, leadership teams, parents, and community members. It will incorporate new research findings, technological advances, availability of high-quality resources, and the latest best practices in literacy education.

This document aligns closely with the goals and strategies outlined in the DCPS Comprehensive Plan and meets or exceeds the Virginia Literacy Act (VLA) requirements.

Definition of Literacy

Literacy is defined as "the ability to read and write within the Virginia public school system. However, an expanded definition of literacy also carries additional significance. Some examples depicting the broader range of literacy include academic literacy, computer literacy, cultural literacy, economic literacy, functional literacy, media literacy, and workplace literacy." (VDOE)

The DCPS goal for literacy instruction mirrors that of the state of Virginia: "To ensure that all children have the necessary skills to become successful readers, writers, speakers, and listeners with the critical thinking skills that are required to be successful as they progress and transition through the stages of their lives (VDOE)."
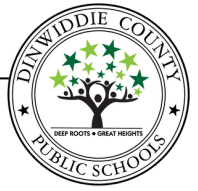
THE VIRGINIA LITERACY ACT

The excerpt below from the VDOE website outlines the parameters and expectations of the Virginia Literacy Act (VLA) for the school year 2024-2025 and beyond.

With the passage of the Virginia Literacy Act (VLA) in the 2022 General Assembly, Virginia is taking the lead nationwide to improve early literacy outcomes for Virginia's young learners. Through the VLA, the Virginia Department of Education (VDOE) will support school divisions through a multi-year effort with tools, resources, technical assistance, and funding.

Beginning in the 2024-2025 school year:
- Every kindergarten to grade five **STUDENT** will receive core literacy instruction based on scientifically based reading research and evidence-based literacy instruction, as defined in the VLA. If they do not meet literacy benchmarks, kindergarten through grade eight, students will receive evidence-based supplemental instruction and intervention, as outlined in an individualized student reading plan.
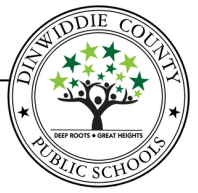- Every **FAMILY** will have access to online resources to support literacy development at home and can participate in developing their child's student reading plan if their child does not meet literacy benchmarks.
- Every **TEACHER** will use an evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention and participate in pre-service preparation or training on evidence-based literacy instruction.
- Every **READING SPECIALIS**T, in consultation with classroom teachers, will coordinate and oversee intervention for students not meeting literacy benchmarks and will develop and monitor student progress on student reading plans, working closely with families and teachers.
- Every **DIVISION** will develop a literacy plan, ensure an evidence-based literacy curriculum, staff enough reading specialists to support intervention needs, and provide professional development to help teachers, reading specialists, and principals.

VDOE

Note: VDOE anticipated the VLA as a "multi-year effort" and the VLA for 2024-2025 was primarily focused on early literacy efforts (K-5). The DCPS Comprehensive Literacy Plan met and exceeded the expectations for 2024-2025. The VLA focuses on grades K-8 for 2025-2027. This Literacy Plan has been revised based off on new guidance from VDOE and our Biennial Literacy Plan is now in efffect.

DCPS continues to proactively work to implement best practices in research-based literacy education in all grade levels, including high school.

THE VIRGINIA LITERACY ACT

Strengthening Reading in Virginia

SECTIONS
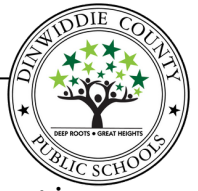
Literacy Vision:

Literacy is a fundamental human right that must be taught, and the productive struggle of learning to read and write is a healthy process. Dinwiddie County Public Schools is committed to creating a thriving community of effective listeners, speakers, readers, writers, and critical thinkers who understand the power of literacy within our schools, communities, and world.

To this end, we will provide:
- All students with direct instruction utilizing high-quality instructional materials based on the science of reading research.
- Data-driven, skill-based, and ongoing support to address the needs of students.
- Continuous, data-informed, and targeted educational training to instructional staff across all content areas to foster literacy-rich environments.

Goals:

By the end of the 2026-2027 school year:
- All K-12 instructional staff will be provided with targeted professional development on the science of reading research, explicit instruction, and utilization of high quality instructional materials (HQIM).
- All K-8 HQIM will be inventoried in each school and materials will be provided to instructional staff.
- All K-8 instructional staff will teach the 2024 English Standards of learning utilizing HQIM with fidelity and integrity as measured by classroom walkthrough data.
- All K-12 students will receive explicit instruction, targeted practice opportunities, and on-going teacher feedback.
- All PreK-3 students will participate in a literacy screener (beginning of year, mid-year, end of year).
- 4-8 students with Fail/Basic or Fail/Below Basic SOL scores will participate in a literacy screener (beginning of year and mid-year).
- All 9-10 students will particpate in a literacy screener (beginning of the year and end of the year).
- Support will be provided to teachers and students, driven by assessment data and literacy walkthrough observations.
- Building level leaders will provide high-quality feedback to K-12 instructional staff on direct instruction using HQIM, as documented by learning walk observations.
- All K-12 instructional staff will foster a love of reading among students by creating engaging and positive reading experiences.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division Leaders	June 2024 - May 2027	School Board Presentations, Leadership Advance Summer, School Board Work Sessions, Leadership Newsletters
School Leaders	June 2024-May 2027	Leadership Work Sessions, Leadership Advance Summer, Monthly Principal Work Sessions, Leadership Newsletters
Teachers	May 2024-May 2027	VLA Presentations at each school, iDCPS (Preservice Conference), Elementary and Secondary Newsletters, Professional Learning Sessions, New Teacher Training
Students	August 2024-May 2027	Literacy Block
Parents	June 2024-May 2027	School Board Meetings, School(s) Family Engagement Literacy Events, District Letter, VLP Family Flyers, Division Literacy Page, School and Division Social Media
Community Members	June 2024-May 2027	School Board Presentations and Back-to-School Bash (Division Event), School Board Meetings, Social Media, Family Engagement Literacy Events, Division Literacy Page

$$D \times LC = RC$$

Decoding   Language Comprehension   Reading Comprehension

Science-Based Reading Research

The following excerpt from the VDOE VLA Implementation Playbook (p. 5) offers a succinct summary:

Science-based reading comprises decades of scientific research about how students become proficient readers. The study can be loosely summarized by a formula known as the Simple View of Reading:

The Simple View of Reading means that to become skilled readers:
· Students must be able to decode (D) the words on the page by understanding the sounds that letters make and blending those sounds to make words
· Students must also have the necessary language comprehension (LC) skills, such as vocabulary, background knowledge, and understanding of language structures to comprehend what they decode.
· Once students can do both these things–decode and comprehend–with sufficient fluency, they will become proficient readers with ample reading comprehension ability (RC).

Another way of capturing this idea is through Scarborough's Rope (next page). This provides a more detailed visual representation of the decoding (D) and language comprehension (LC) skills that must be explicitly taught for students to become skilled readers.

SCARBOROUGH'S **READING ROPE** (2001)
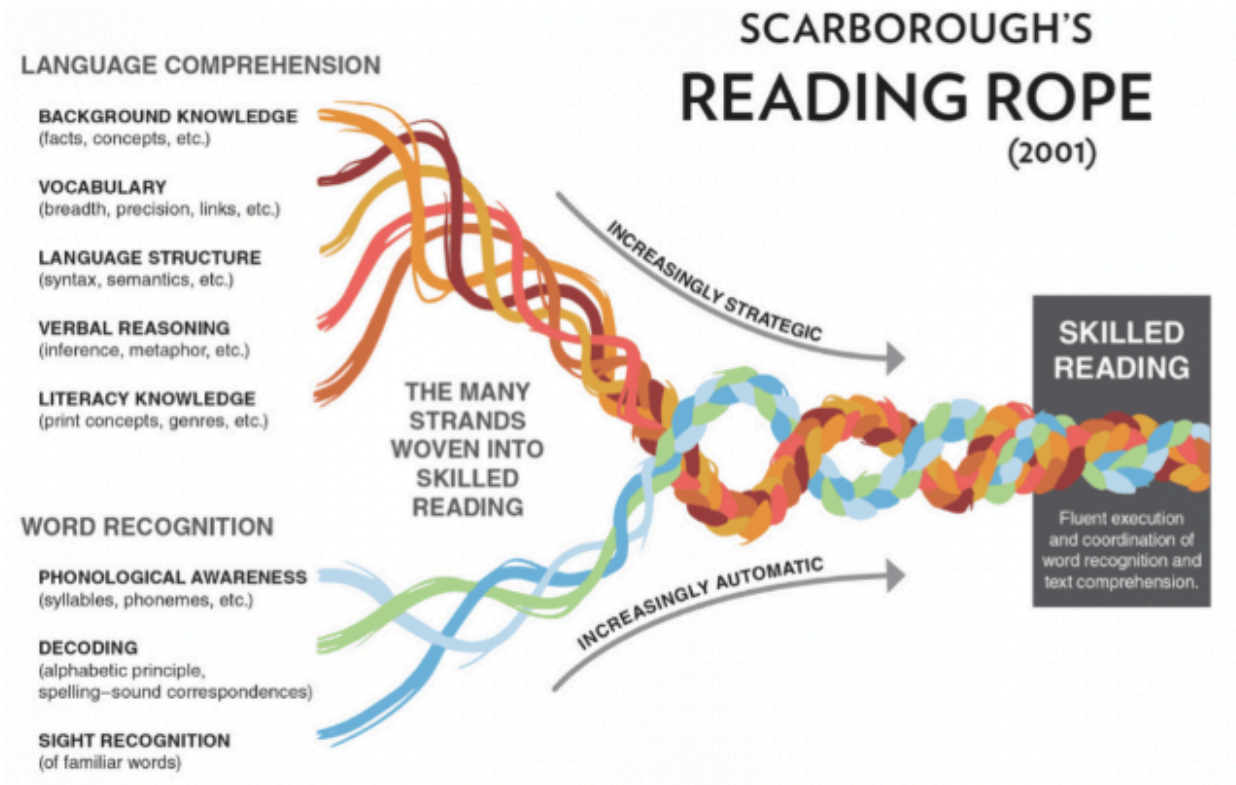
Virginia Literacy Partnership (VLP) adapted the reading rope above to create the graphic below:
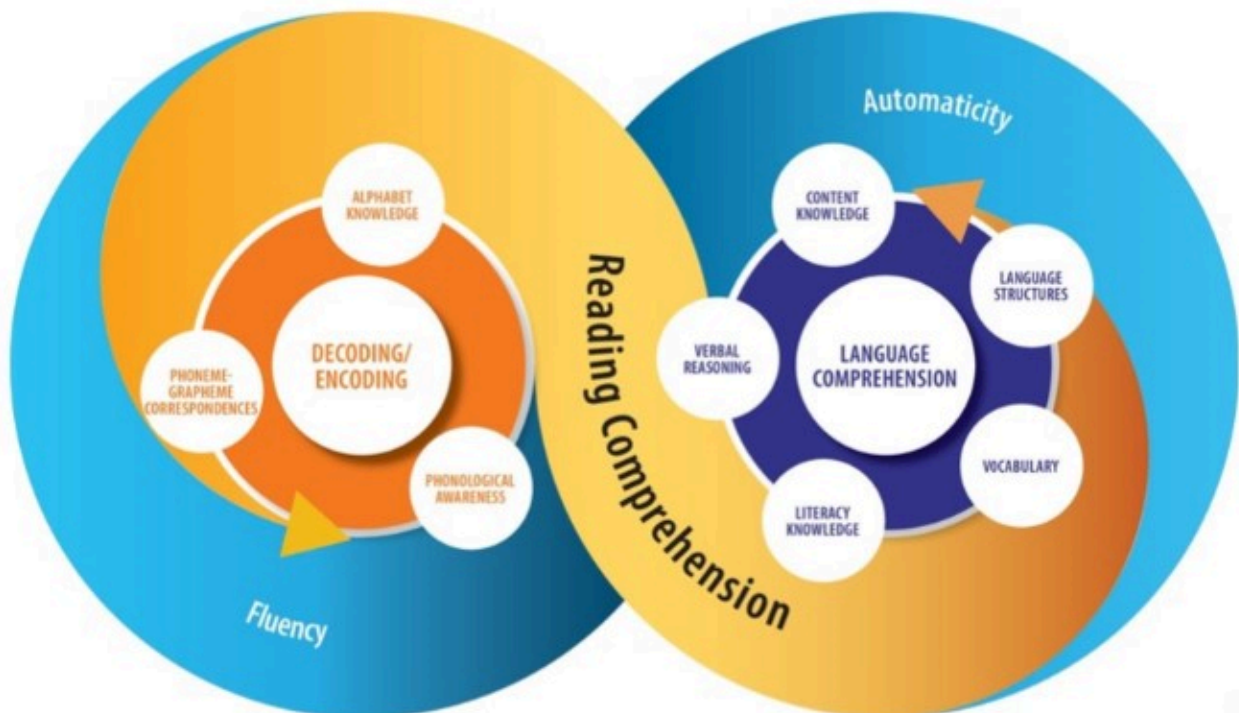
Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Evidence-Based Reading Research

Evidence-based literacy instruction (EBLI) refers to classroom practices based on clear and convincing data from well-designed research. EBLI, in short, is the idea that classroom practices related to literacy should be grounded in the best available current scientific evidence about how children learn to read, write, and think critically rather than relying on tradition, limited anecdotal evidence, social media trends, and online education influencers, individual personal judgment, or other influences lacking research-based support. EBLI should follow a systematic scope and sequence, be explicit, and provide many opportunities for students to practice with newly acquired skills. Simultaneously, instruction should allow all students to access complex texts that build knowledge about the world and important topics through a coherent sequence.

It is important to acknowledge that the evidence base for literacy instruction evolves and changes over time. Educators need initial training and ongoing professional development, as well as access to credible sources on current science, to base their teaching decisions on evidence rather than opinions and assumptions.

Are informed by continuous and multiple assessments

Provide rich contexts for learning

Draw on texts with multiple forms and complexity levels

High-quality best practices in literacy instruction[9]

Differentiate instruction

Embed skills and strategies through active and explicit instruction

Provide multiple opportunities to build positive student identities

Selecting High-Quality Instructional Materials

VDOE Approved HQIM

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH: Into Reading	All Special Populations will receive the same core program.
		Unique Learning System (SWD in certain self-contained settings)
Supplemental Instruction (K-5):	University of Florida Literacy Institute (UFLI): Used only by Reading Team for Tier 2/3	All Special Populations may receive this program.
Intervention (K-5):	LEXIA: CORE5	All Special Populations will receive this intervention program.
	Lindamood-Bell: Seeing Stars	All Special Populations may receive this intervention program.
	Lindamood-Bell: Visualizing & Verbalizing	All Special Populations may receive this intervention program.
Core (6-8):	HMH: Into Literature	All Special Populations will receive the same core program.
		Unique Learning System (SWD in certain self-contained settings)
Supplemental Instruction (6-8):	None at this time	None at this time
Intervention (6-8):	LEXIA: PowerUp	All Special Populations will receive this intervention program.
	Lindamood-Bell: Seeing Stars	All Special Populations may receive this intervention program.
	Lindamood-Bell: Visualizing & Verbalizing	All Special Populations may receive this intervention program.

Literacy Roles & Responsibilities

Elementary & Secondary Level: HQIM Implementation		
All stakeholders hold a level of accountability and commitment to communicating the division's literacy vision as it pertains to their role defined below.		
Stakeholder	**Role**	**Responsibilities**

Superintendent	Leader, Vision Setter, Communicator, Expectation Setter, Accountability	• Ensure time, support, development, and structures are put in place to allow teachers and leaders sufficient opportunity to understand and build investment in new HQIM
		• Establish and communicate HQIM adoption and implementation as a key division priority.
		• Communicate roles and responsibilities to all stakeholders
		• Understand the HQIM research
		• Establish a division-level HQIM lead to spearhead adoption and implementation efforts. Work with HQIM lead to:
		  ○ Assess instruction division-wide
		  ○ Establish a division-wide vision for excellent literacy instruction
		  ○ Establish literacy/HQIM priorities and goals
		  ○ Approve and purchase selected HQIM
		  ○ Develop an HQIM-based literacy strategy

| Elementary & Secondary Level: HQIM Implementation		
All stakeholders hold a level of accountability and commitment to communicating the division's literacy vision as it pertains to their role defined below.		
Stakeholder	**Role**	**Responsibilities**

Division Leaders (Academic Services Team)	Communicator, Supporter, Strategy Developer, Lead HQIM Trainer, HQIM Adoption Committee Leader, Accountability	• Set clear expectations around HQIM implementation
		• Communicate the division's literacy vision, priorities, goals, and strategy
		• Understand the HQIM research, build investment, and the need for HQIM implementation.
		• Assess the current state of instruction
		• Develop an HQIM-based literacy strategy
		• Establish and train curriculum adoption committee(s) consisting of key stakeholders
		• Design structures and processes for unit and lesson preparation, collaboration, learning, and feedback for teachers and leaders
		• Create HQIM-based development plans for teachers, school leaders, and other support staff
		• Develop and launch training and supports
		• Determine progress monitoring tools for the division
		• Facilitate adoption and implementation efforts:
		  ◦ Assess instruction division-wide
		  ◦ Establish a division-wide vision for excellent literacy instruction
		  ◦ Establish literacy/HQIM priorities and goals
		  ◦ Approve and purchase selected HQIM
		  ◦ Develop an HQIM-based literacy strategy
		• Collaborate with building-level stakeholders division-wide

School Leadership (Principals and Assistant Principals)	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	• Understand and develop expertise in HQIM research • Communicate the division's literacy vision, priorities, goals, and strategy • Build investment and understanding across teachers in the need for HQIM implementation • Lead school-level development to promote understanding of approved HQIM • Place support structures and roles to enable successful HQIM implementation • Develop a progress monitoring plan and ensure knowledge of progress monitoring tools • Analyze data with teachers in collaboration with reading team members and assist with making decisions to promote progress • Participate in planning meetings to ensure alignment of HQIM with instruction • Provide feedback based on literacy observations of direct instruction using HQIM • Foster a partnership with reading specialist(s) to ensure professional needs are addressed for teachers • Collaborate with all stakeholders

Elementary & Secondary Level: HQIM Implementation

All stakeholders hold a level of accountability and commitment to communicating the division's literacy vision as it pertains to their role defined below.

Stakeholder	Role	Responsibilities
School Leadership (Reading Specialists and Interventionists)	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	• Understand and develop expertise in HQIM research • Communicate and foster implementation of the division's literacy vision, priorities, goals, and strategies • Build investment and understanding across teachers in the need for HQIM implementation • Lead school-level development to promote understanding of approved HQIM • Develop and implement student reading plans; monitor progress; and ensure understanding by all stakeholders • Analyze data with teachers and assist with making decisions to promote progress • Participate in planning meetings to ensure alignment of HQIM with instruction • Provide feedback based on literacy observations of direct instruction using HQIM and progress monitoring • Support classroom teachers in delivering explicit instruction using evidence-based literacy strategies • Collaborate and communicate with all stakeholders
Teachers (K-12 & Literacy Tutors)	Provider, Knowledge Builder, Facilitator of Learning, Accountability	• Understand the science of reading and research behind HQIM • Provide input and feedback on HQIM selection • Use approved HQIM consistently, intentionally, and with integrity • Ask questions and collaborate to build an understanding of HQIM • Analyze data in collaboration with instructional leaders and make decisions to promote progress • Provide direct, data-driven, skill-based instruction using HQIM, the 2024 English Standards of Learning, and progress monitoring • Provide specific feedback to stakeholders • Promote literacy-rich environments • Invest in ongoing training to understand planning procedures, tools, and expectations • Carefully review and organize materials, ensuring understanding before implementation
Students	Owner of Learning, Self-advocator, Accountability	• Understand learning expectations • Realize learning involves productive struggle • Engage in active learning based on the science of reading using HQIM • Apply learning across contents and transfer to real-world experiences • Provide feedback on academic experiences and goals

As noted in the VDOE's VLA Implementation Playbook, high-quality instructional materials (HQIM) "can be thought of as curriculum, or all of the instructional content that is used to teach students" (p. 2). Effective HQIM are designed around science-based reading research and evidenced-based literacy instruction.

Core HQIM are materials and curricula officially adopted by the school division for quality tier 1 instruction in the classroom.

 The **VLA** currently requires the adoption and implementation of a state-approved core HQIM in grades K-5. While the VLA does not require the adoption or implementation of a state-approved core HQIM in grade levels beyond grade 5, the core HQIM adopted by DCPS for grades 6-8 (HMH: Into Literature) is **grounded in evidence-based literacy instruction.**

This does not imply "scripted" teaching or loss of teacher autonomy, as noted in the VDOE's Virginia Literacy Act Implementation Playbook (p. 25): "Many teachers fear a loss of autonomy when a new curriculum is introduced. These fears are understandable, for HQIM requires teachers to use their materials to ground their daily instructional experiences. That said, teachers will now be able to focus on engaging students in that content in the daily HQIM." Further, "teachers will have consistent access to high-quality grade-level content and no longer spend significant time searching for or creating materials for daily lessons. Instead, teachers can use their new materials to focus on the needs of their students and create instructional experiences grounded in materials and supports tailored to their needs."
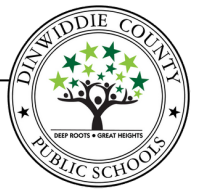
Evidence-Based Reading Research Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
2024 English Standards of Learning	K-12 Administrators and K-12 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024, 2025, 2026
6-8 Canvas Course developed by UVA	6-8 teachers: ELA and content; 9-12 ELA teachers, Reading Specialists, Middle School Principal, and Assistant Principals	September 2024-May 2027
Capstone Canvas Module developed by UVA	Teachers & Reading Interventionists who have completed LETRS Volume 1 & 2	August 2024-May 2027
Evidence-based Literacy Instruction and Science Based Reading Research (VDOE)	Principals: K-8	June 14, 2024
HMH: Into Literature	6-8 Teachers: ELA General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2027
HMH: Into Reading	K-5 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2027
K-5 Teachers Language & Comprehension Canvas Course developed by UVA	K-5 teachers: General Education, Exceptional Education, English Learners, Gifted, Reading Interventionists	August 2024-May 2027
LETRS for Administrators	Principals and Assistant Principals: K-5, Select Division Leaders	August 2024-May 2027
LETRS for Early Childhood Educators	Preschool teachers, Early Learning Specialist, Program Administrator for Early Learning & Literacy	August 2024-May 2027
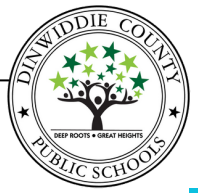
NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS Volume 1	All K-5 teachers: General Education and Exceptional Education (Cohort V), Literacy Tutors Note: Began LETRS training for K-2 staff 2020-2021	August 2024-June 2027
Lindamood-Bell: Seeing Stars	Exceptional Education Teachers, Reading Specialists, Reading Interventionists	August 2024-January 2027
Lindamood-Bell: Visualizing & Verbalizing	Exceptional Education Teachers, Reading Specialists, Reading Interventionists	August 2024-January 2027
Reading Institutes	New K-8 Reading Specialists, Principals & Assistant Principals	September 2024
Reading Specialists Course developed by UVA	K-5 Reading Specialists (new)	September 2024-August 2027
Unique Learning System (ULS)	K-12: Exceptional Education Teachers (Self-Contained)	August 2024, 2025, 2026
Unlocking Big Words	4-12 Teachers: General Education and Exceptional Education, Reading Specialists, and Reading Interventionists	June 2025 - May 2027
VALLSS	K-8 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024 (K-3) August 2025 (K-8)
VLP Non-Canvas Module	K-12 Specialty and Resource Teachers (Art, CTE, Music, PE, Media Specialists, Math Interventionists, Innovation Specialists) and 6-12 Content Area Teachers	February 2025 - May 2027
VLP: VALUE Series	K-8 teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2027

Note: 2025-2026 and 2026-2027: Training will be provided for all new hires based on role and/or any instructional staff who did not complete previously required training.
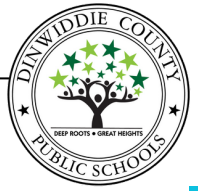
2024 English Standards of Learning: New updated standards of learning for grades K-12.

6-8 Canvas Course developed by UVA: Science-based reading research for grades 6-8, the middle school learner, comprehending complex text, vocabulary/language, fluency, and word recognition for grades 6-8, dyslexia and collaboration.

Capstone Canvas Module developed by UVA: Implementation of VLA and the reading rope (encoding and language comprehension).

<u>Dinwiddie County Public Schools VLA Training 2024-2025</u>

Evidence-based Literacy Instruction and Science-Based Reading Research (VDOE): One-day, in-person training on evidence-based literacy instruction and science-based reading research. Topics will include using data to plan instruction, coaching systems change, core instruction, and the role of reading specialists.

HMH: Into Literature: Professional learning and common planning on the core adopted curricular components (building knowledge and language, shared reading, small group reading, foundational skills, and writing) will occur division-wide and at the school level throughout the school year to ensure alignment with standards of learning, ELA curriculum, and evidence-based instructional practices.

HMH: Into Reading: Professional learning and common planning on the core adopted curricular components (building knowledge and language, shared reading, small group reading, foundational skills, and writing) will occur division-wide and at the school level throughout the school year to ensure alignment with standards of learning, ELA curriculum, and evidence-based instructional practices.

K-5 Teaching Language & Comprehension Canvas course developed by UVA: Implementation of the VLA, science-based reading research and evidence-based literacy instruction, data literacy, fluency, reading comprehension, dyslexia, and application of teaching both sides of the reading rope (encoding and language comprehension).

LETRS® for Administrators: Language Essentials for Teachers of Reading and Spelling for Administrators enables leaders to effectively support educators as they engage in the LETRS course of study and work to implement the learnings in their classrooms. LETRS for Administrators is a professional learning opportunity designed to guide state, district, and building administrators and instructional leaders in creating adaptable and suitable literacy initiatives using systems thinking and implementation science. The program defines the systems and infrastructures required to implement a sustainable literacy program aligned to scientifically based research.

LETRS® for Early Childhood Educators: Language Essentials for Teachers of Reading and Spelling for early childhood educators is a professional learning experience for pre-K and Kindergarten teachers that provides deep knowledge of early literacy instruction. Teachers gain new skills to help young learners build a literacy foundation before they even learn to read or write.

LETRS® Volume 1: Language Essentials for Teachers of Reading and Spelling is proven professional learning rooted in the science of reading and designed to help teachers master the content and principles of effective language and literacy instruction. Its content extends across the five essential components of reading plus oral language, spelling, and writing.

Lexia: Core5: Research-based reading program proven to accelerate literacy gains for Pre-K-5 students.

Lexia PowerUp: Accelerates literacy gains for students in grades 6-12 who are at risk of not meeting College- and Career-Ready Standards

Lindamood-Bell Seeing Stars®: Program develops symbol imagery - the ability to visualize sounds and letters in words - as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

Lindamood-Bell Visualizing and Verbalizing® (V/V®): Program develops concept imagery - the ability to create an imagined gestalt from language - as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

PALS Plus: A literacy screening tool for grades 4–8 that assesses fundamental literacy skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Reading Specialists Course developed by UVA: Implementation of VLA, science-based reading research and evidence-based literacy instruction, data literacy, phonemic awareness, phonics, fluency, reading comprehension, dyslexia, and application of teaching both sides of the reading rope (encoding and language comprehension).

Reading Institute: Implementation of VLA, science-based reading research and evidence-based literacy instruction, data literacy, phonemic awareness, phonics, fluency, reading comprehension and application of teaching both sides of the reading rope (encoding and language comprehension).

VALLSS: Revised literacy screener (universal screener) aligns with the most current evidence base; accurately identifies students at risk of developing reading difficulties; provides instructional-useful information for teachers; and allows for measurement of growth over time and across grade levels.

VLP Non-Canvas Module: Available on the UVA public site.

VLP: VALUE Series: Virginia Assessment for Literacy: Updated & expanded series grounded in science-based reading research. Topics include Science-Based Reading Research, Explicit Instruction, Data Literacy, Language Development, Phonemic Awareness, Fluency, Phonics, Comprehension, Vocabulary & Oral Language, Culturally and Linguistically Diverse Students. *Note: Based on walkthrough data and student outcomes, selected portions will be utilized for instructional support as needed.*
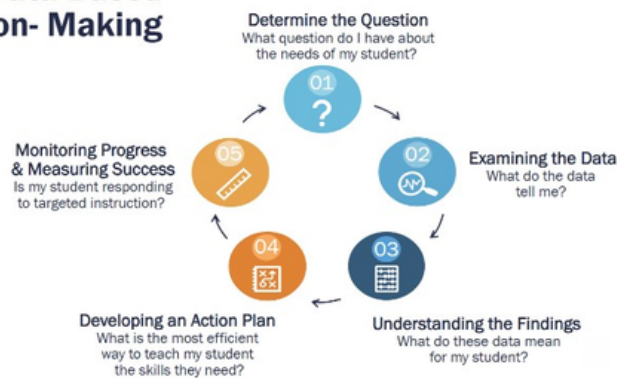
Assessments

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screening System (VALLSS): Pre-K-3	Beginning, Middle and End of Year	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
VLP Progress Monitoring Tools	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
Virginia Language & Literacy Screening System (VALLSS): Grades 4-8	Beginning and Middle of Year	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
Phonological Awareness Screening Test (PAST): Grades K-8	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist
DIBELS, 8th Edition: Grades K-8	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist
Lexia	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
Lindamood-Bell: Seeing Stars Monitoring Tools	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Teacher
UFLI Progress Monitoring Tools	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors
ExactPath (Edmentum): Grades 9-10	Beginning and End of Year	Reading Specialist, Teacher
Really Great Reading: Diagnostic Decoding Survey Grades 9-12 for certain students	As needed for any student presenting reading difficulties	Reading Specialist, Teacher
English SGA/SOL Assessments: Grades 3-12	Beginning, Middle and End of Year	Site Testing Coordinator, Teacher
HMH Assessments: K-8	On-going	Teacher

Comprehensive Assessment System

Screening
Purpose: Administered to all students in order to identify students at risk of reading difficulty

Progress Monitoring
Purpose: Administered to evaluate student progress towards goals in identified areas of need

Outcome Measures
Purpose: Administered to evaluate whether instruction is sufficiently supporting the needs of all students

Diagnostic
Purpose: Administered to answer questions that remain on specific needs to inform targeted instruction

Other Important Data to Consider
E.g. English language proficiency data, observational data, first language literacy data, writing samples

Data-Based Decision-Making

01 Determine the Question
What question do I have about the needs of my student?

02 Examining the Data
What do the data tell me?

03 Understanding the Findings
What do these data mean for my student?

04 Developing an Action Plan
What is the most efficient way to teach my student the skills they need?

05 Monitoring Progress & Measuring Success
Is my student responding to targeted instruction?

AT THE SCHOOL LEVEL, BUILDING LEADERS AND TEACHERS WILL MEET MONTHLY AS WELL AS QUARTERLY TO ANALYZE THE DATA FROM THE ASSESSMENTS TO INFORM INSTRUCTION AND MONITOR PROGESS ON STUDENT READING PLANS.

Progress Monitoring Cycle

- Identify the area(s) of need
- Create targeted goals
- Determine progress monitoring
- Analyze the data
- Make informed decisions

DCPS Reading Specialists

Reading specialists are employed in each DCPS elementary, middle school, and high school. As noted in the Code of Virginia (§ 22.1-253.13:1), "A reading specialist, in collaboration with the teacher of any student who receives reading intervention services...shall develop, oversee implementation of, and monitor student progress on a student reading plan." In addition, reading specialists serve as co-teachers for teachers in the classroom, provide literacy-related professional development within the buildings, and work directly with students on reading improvement efforts. The job description and contact information for all DCPS Reading Specialists can be found here on the DCPS website, as required by the VLA.

Reading is the key to every door in your future.

Student Reading Plans

Beginning in 2024-2025, per the VLA, a building-based reading intervention team will create a reading plan for each student in grades K-3 who has yet to make sufficient reading progress as determined by VALLSS. As noted in the Code of Virginia (§ 22.1-253.13:1), each reading plan must follow a VDOE template and must include the student's specific reading skill deficiencies, goals, and benchmarks; a description of the measures to evaluate and monitor student reading progress; evidence-based literacy instruction, strategies, resources, and materials to be provided to parents in support of reading progress; and any additional services the team may deem beneficial and appropriate.

Beginning in 2025-2026, students in grades 4-8 who scored Fail/Basic or Fail/Below Basic on the Reading SOL test will be assessed using VALLSS, and a reading plan will be created to address weak skills as determined by VDOE guidelines.

Monitoring Tools

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom literacy walkthroughs using consistent literacy walkthrough tool	Division Leaders, Principals, Assistant Principals, (Reading Specialists/Interventionists in collaboration with Principals as needed)	-Building level schedule created (weekly walkthroughs /grade levels identified on schedules) -Division-level schedule created (each school-quarterly)
Literacy Planning Cycle: planning, delivery, walkthrough data, feedback	Principals, Assistant Principals, Reading Specialists, Reading Interventionists	Bi-weekly (building level schedules will identify grade levels and which team members will attend)
Review of VALLS data	Division Leaders, Principals, Assistant Principals	Beginning, middle, and end of the year (VALLS)
Data analysis meetings	Division Leaders, Principals, Assistant Principals	-Building level schedule (quarterly and after literacy screeners) -Division-level schedule (quarterly and after literacy screeners)
Review of Student Reading Plans and Progress Monitoring Data	Principals, Assistant Principals, Reading Specialists/Interventionists	Quarterly (as indicated per progress monitoring)

DATA FROM THE ABOVE PROGRESS MONITORING TOOLS WILL BE ANALYZED TO GUIDE DIVISION DECISIONS FOR PROFESSIONAL DEVELOPMENT AS WELL AS DETERMINE AREAS IN NEED OF ADDITIONAL SUPPORT.

In addition to monitoring student achievement progress, DCPS is committed to supporting teachers in implementing the science of reading and HQIM through a recursive system of lesson planning, instruction delivery, reflection, feedback, coaching, and adjustment. The "Literacy Planning Cycle" model below articulates this cyclical process.

LITERACY PLANNING CYCLE

Lesson Planning Meeting

Teachers and specialists (including, reading specialists, special education teachers, reading interventionists, and others) plan for daily lesson delivery of approved high-quality instructional materials (HQIM)

Lesson Delivery

Teachers deliver lessons grounded in HQIM; School leaders and specialists walk through lesson delivery regularly

Lesson Feedback

School leadership and specialists attend lesson feedback sessions to support teachers, discussing what worked well and what is needed for better implementation of HQIM in future lessons

Lesson Walk Throughs

School leadership, reading specialists, and other literacy team members conduct non-evaluative lesson walk throughs to support teachers on lesson delivery of HQIM grounded lessons followed by lesson feedback sessions

VIRGINIA DEPARTMENT OF EDUCATION

Engagement Strategies and Action Steps

Parent and Caregiver Engagement in Student Reading Plans		
Strategy	**Person(s) Responsible**	**Timeline**
Create systems and processes to develop, implement, and monitor student progress on Student Reading Plans in collaboration with teachers and parents/caregivers: • Each parent/caregiver will receive information on understanding the literacy screener results. • Each school will involve the parent/caregiver in development of the Student Reading Plan. • Each school will provide quarterly updates to parents/caregivers on student reading progress.	Division Leaders, School Leaders, Reading Specialists/ Interventionists	June 2024-May 2027
Ensure every family has access to free online evidence-based literacy instruction resources to support literacy development at home.	Division Leaders, School Leaders, Reading Specialists/ Interventionists	July 2024-June 2027
Conduct literacy assemblies for parents/caregivers during each school's Open House event. • Assemblies will be held based on the student's grade level. • The Division Literacy Plan will be explained. • Grade-level specific tools and strategies will be provided to parents/caregivers.	School Leaders, Reading Specialists/ Interventionists, Teachers	August-September of each school year 2024-2027

| Stakeholder Engagement in Literacy Development		
Action Step	**Person Responsible**	**How Often**
Create and implement a plan to communicate Dinwiddie County Public Schools' Literacy Plan, initiatives, events, and resources for families, which will include the following: • Social Media • Division Literacy page on the website • Division created videos • Virginia Literacy Partnerships (VLP) Family Resources • Newsletters	Division Leaders, School Leaders, Reading Specialists/ Interventionists, FACE Specialist	Quarterly
Conduct literacy nights at least once per semester (to be held at each school): • Offer sessions to provide strategies/tools to parents/caregivers to support literacy development at home. • Share student data from assessments with parents/caregivers • Provide free books to students.	School Leaders, Reading Specialists/ Interventionists, Teachers, FACE Specialist	Bi-Annually
Special Education: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Special Education Advisory Committee meetings and available in the Parent Resource Center.	Division Leaders, EXED Leaders	Bi-Annually
Title I: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Title I Parent Advisory Council meetings.	Reading Specialists /Interventionists at Title I Schools, FACE Specialist	Fall and Spring
English Learners (ELs): Literacy information and tools/strategies to help parents and caregivers support their ELs will be shared during workshops for ELs.	Division Leaders, EL Caseload Teachers, Teachers	Bi-Annually
Gifted: Literacy information and tools/strategies to help parents and caregivers support their advanced or gifted learners will be shared during parent workshops.	Division Leaders, Gifted Teachers, Teachers	Bi-Annually
Create and implement a system of literacy incentives for students in each school. Each school will create its own plan.	School Leaders, Reading Specialists/ Interventionists, Teachers, FACE Specialist	Monthly

Stakeholder Engagement in Literacy Development		
Action Step	**Person Responsible**	**How Often**
Continue and/or expand community partnerships around literacy development: • Partnership with local banks to support family engagement with literacy (e.g. Virginia Reads One Book) • Molina Healthcare partnership to provide books for school libraries. • United Way of Greater Richmond and Petersburg partnered to donate books for Little Free Libraries throughout the community. • Richmond Squirrels partnership will host reading incentives for reading month. • Pizza Hut Book-It partnership to provide a summer reading incentive program. • Dolly Parton's Imagination Library partnership to provide children in Dinwiddie County (ages 0-5) with a free book each month. • Dinwiddie Parks & Recreation department partnership to support Little Free Libraries at ballparks throughout the county. • Feed More partnership to disperse free books during market nights monthly.	Division Level Leaders, Reading Specialists/ Interventionists,Teachers, FACE Specialist	July 2025-June 2027 (will vary depending on partnership)

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 ACCORDING 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.

DCPS DIVISION-WIDE LITERACY PLAN CAN BE LOCATED ON OUR WEBSITE AT THE FOLLOWING LINK: DCPS LITERACY
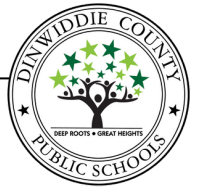
Division Literacy Plan Certification:

I 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
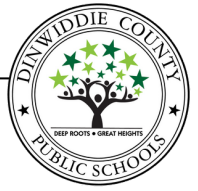- Section Six: Engaging Parents, Caregivers, and Community

Kari Weston	**DR. KARI WESTON**	**JUNE 10, 2025**
Division Superintendent Signature	Print Name	Date

RESOURCES

Code of Virginia

DCPS Comprehensive Strategic Plan

DCPS Literacy web page

Updates from VDOE

VDOE Literacy web page

VDOE Division Literacy Plan Template and Instructions

VDOE Virginia Literacy Act

   VLA Updates

VDOE Virginia Literacy Act Implementation Playbook

Virginia Literacy Partnerships

GLOSSARY

DCPS: Dinwiddie County Public Schools

EBLI: Evidence-Based Literacy Instruction

ELs: English Learners

FACE: Family and Community Engagment

HQIM: High-Quality Instructional Materials

LETRS: Language Essentials for Teachers of Reading and Spelling

PALS Plus: Phonological Awareness Literacy Screener

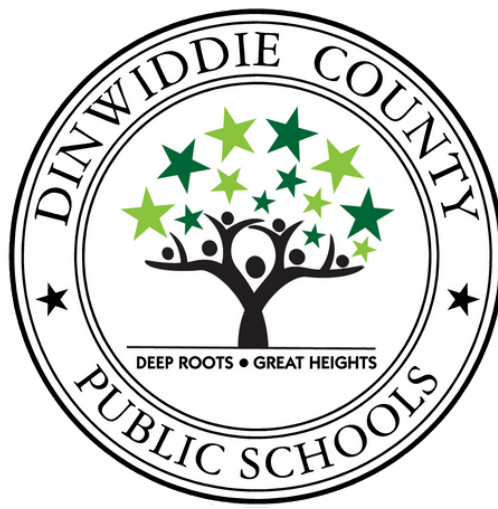**SBRR:** Science-based reading research

VALLSS: Virginia Language & Literacy Screening System

VDOE: Virginia Department of Educatiion

VLA: Virginia Literacy Act

VLP: Virginia Literacy Partnerships

DINWIDDIE COUNTY
PUBLIC SCHOOLS