

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Sussex County Public Schools**

Superintendent: **Dr. Julius Hamlin**

Local School Board Chair: **M. Eddie Morris Jr.**

Division VLA Lead: **Alvina Matthews**

Local Board Adoption Date for Division Comprehensive Plan: **06/13/2024**

SECTION ONE: Planning for Comprehensive Communication

Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented.

Stakeholder groups may include parents, teachers, community members and other groups who have an interest in evidence-based literacy instruction in the division.

School Division Literacy Vision:

Our vision is to create an inclusive, supportive, and engaging atmosphere where literacy bridges academic achievement, personal growth, and active citizenship. All students will engage with high-quality evidence-based literacy resources and strategies. We envision a community where literacy is the cornerstone of education, fostering critical thinking, creativity, and effective communication in efforts to mold productive citizens who persevere in the face of societal challenges. Enter your literacy vision here.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Teachers	August 2024	Professional Development
Administrators	July 2024	Professional Development
Parents	August 2024	Flyer with QR Code

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):	<i>K-2 Wonders HMH 3-12 Into Reading/ Literature HMH</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	<i>Lexia Core 5 Reading K-5</i>	<i>All special populations will receive the same core program by school.</i>
Intervention (K-5):	<i>Lexia Power Up</i>	<i>All special populations will receive the same core program by school.</i>

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):		
Supplemental Instruction (K-5):		
Intervention (K-5):		

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
<i>LETRS</i>	<i>K-2 Gen Ed, Special Education</i>	<i>Completed June 2024</i>
<i>LETRS</i>	<i>3-5 Gen Ed, Special Education</i>	<i>Targeted Completion January 2025</i>
<i>VDOE Canvas Modules</i>	<i>K-8 Content Teachers</i>	<i>Targeted Completion January 2025</i>

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

Type of Training	Duration
Houghton Mifflin Harcourt Textbook Training Sessions-	School Year 23-24 & 24-25
Wonders Textbook Training Sessions	School Year 23-24 & 24-25
Istation Training	School Year 23-24
Lexia Core 5/Power Up	School year 24-25

Enter your description of additional training here.

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
Virginia Language & Literacy Screener (VALLS): Pre-K	Beginning, Middle, and End of Year	Reading Specialist, VALLS Coordinator
STAR	Beginning and End of Year	Teacher/Reading Specialist
Division Checkpoints/Benchmarks	Quarterly/Each Grade Reporting Period	Teachers/Reading Specialist
Fall/Winter/Spring Growth Assessments	Beginning, Middle, and End of Year	Teachers/Testing Coordinators

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
Collaborative Planning Sessions with Lesson Plan Debrief	Principal and Reading Specialist	Weekly
Data Meetings	Principals/Reading Specialist	Bi-Weekly
CDR Meetings (School Based)	Principals	Bi-Monthly
CDR Meetings (District Wide)	Central Office Administrators	Quarterly

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.

Involving parents and caregivers in the development and implementation of Student Reading Plans based on diagnostic screener results is crucial for fostering a collaborative and supportive learning environment. Our comprehensive plan includes:

1. **Parent/Caregiver Orientation Sessions:** Host orientation sessions at the beginning of each academic year to provide an overview of the diagnostic screener results and how they inform the creation of tailored reading plans.
2. **Individual Meetings:** Schedule individual meetings with parents and caregivers to discuss their child's diagnostic screener results and the implications for their reading development. These meetings can be conducted by teachers, reading specialists, or counselors and should allow parents to ask questions and share insights about their child's reading habits and preferences.
3. **Collaborative Goal Setting:** Work with parents and caregivers to set specific, measurable, achievable, relevant, and time-bound goals for their child's reading growth. Encourage parents to share their expectations and aspirations for their child's literacy development, and align these goals with the objectives outlined in the reading plan.
4. **Regular Progress Updates:** Establish a system for regular progress updates, such as quarterly meetings or progress reports sent home to parents. During these updates, share data on their child's progress toward reading goals, celebrate successes, and discuss any challenges or adjustments needed to the reading plan.
5. **Resource Sharing:** Provide parents and caregivers with resources and strategies to support their child's reading development at home. This could include recommended reading lists, tips for fostering a literacy-rich environment, and suggestions for engaging in literacy activities.
6. **Parent Workshops:** Offer workshops or seminars focused on specific topics related to literacy development, such as phonics instruction, comprehension strategies, or fostering a love of reading. These workshops can empower parents with the knowledge and skills to effectively support their child's reading growth.
7. **Feedback and Evaluation:** Establish open channels for feedback from parents and caregivers regarding the effectiveness of the reading plan and their child's reading progress. Encourage parents to share their observations, concerns, and suggestions for improvement, and use this feedback to refine and enhance the support provided.

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

Building successful partnerships between schools, parents, caregivers, and the community is essential for fostering literacy development in children. We plan to:

1. **Create a Clear Vision:** Develop a shared vision among all stakeholders regarding the importance of literacy and its impact on children's academic success and future opportunities.
2. **Open Communication Channels:** Establish open lines of communication between the school, parents, caregivers, and community members. Utilize various channels such as newsletters, social media, and district-wide events to keep everyone informed and engaged.
3. **Parent and Caregiver Involvement:** Encourage parents and caregivers to actively participate in their child's literacy development. Provide resources and workshops on how to support literacy at home, including reading tips, literacy games, and strategies for fostering a love of reading.
4. **Community Engagement:** Forge partnerships with local libraries, literacy organizations, and businesses to support literacy initiatives. Collaborate on events such as author visits, book fairs, and shared reading sessions to promote literacy within the community.
5. **Professional Development:** Provide ongoing professional development opportunities for teachers and staff on evidence-based literacy instructional strategies and high-quality instructional materials.
6. **Feedback and Evaluation:** Seek feedback from parents, caregivers, and community members on literacy initiatives and continually evaluate their effectiveness. Make adjustments as needed to ensure that partnerships are meeting the needs of all stakeholders.

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.

Provide the link to where the division-wide literacy plan will be housed on your school division website: <https://www.sussex.k12.va.us>.

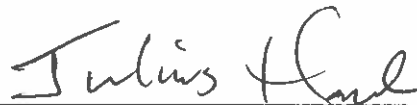
DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

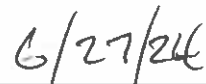
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community



Division Superintendent/
Authorized Designee Signature



Print Name



Date