DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

School Division: **Southampton County Public Schools|** [Southampton County Public Schools](#)

Superintendent: **Dr. Gwendolyn Shannon |** gshannon@southampton.k12.va.us

Local School Board Chair: **Dr. Deborah Goodwyn |** dgoodwyn@southampton.k12.va.us

Division VLA Lead: **Kelli Gillette | kgillette@southampton.k12.va.us**

Local Board Adoption Date for Division Comprehensive Plan: **July 8, 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:

Southampton County Public Schools
Literacy Vision

Through the combined efforts of key stakeholders*, the students of Southampton County Public Schools will be provided literacy instruction anchored in the use of high-quality instructional materials (HQIM) & rooted in science-based reading research (SBRR). Systematic, explicit instruction will be provided using best practices for evidence-based literacy instruction (EBLI) through:

1. Daily Phonemic and Phonological Awareness instruction.
2. Targeted practice opportunities with foundational reading skills using a structured phonics approach in the primary grades (K-2). Students in Grades 3-5 will also receive foundational reading skills phonics instruction via the core instructional program.
3. Consistent opportunities to build fluency, vocabulary knowledge and knowledge of the world using authentic text on a wide variety of topics.
4. Using text evidence to make meaning of complex texts in writing or through speaking.
5. Targeted intervention provided for students falling in the high risk band on the Virginia Language and Literacy Screener (VALLS).

*Key stakeholders include, but are not limited to students, parents/guardians, teachers/staff, administrators, and community partners.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Ex. Parents	*April 2024*	*Division Parent Engagement Event and PTO meetings*
Reading Specialists	April 2024	Literacy Vision shared/communicated in the April Reading Specialists monthly meeting.
School Board Members/ Community	May 2024	Final Proposed Literacy Vision shared/communicated in the May Instructional Report at the local school board meeting.
Building Administrators/EL Specialist/Special Education Designees	May 9, 2024	Literacy Vision and local implementation details shared/communicated during the VLA Leadership Committee Meeting.
School Board Members/ Community	June 2024	June Instructional Report: Update on local Virginia Literacy Act implementation
Parents	June 14, 2024	Placed letter from Division Superintendent & VDOE VLA One-Pager in Report Cards to go home with students.
Parents/Community	July 2024	Superintendent's letter posted to the website with VDOE one pager and DLP.
School Board Updates/Curriculum & Instruction	Monthly, as needed	Presentations and accompanying materials posted in Board Docs
Community Event(s)	Summer 2024	Communicate event information on Remind text service, division website, SCPS Facebook page, & via PowerSchool/ RoboCall.
Community Outreach	Summer 2024	Newspaper Article/Ad; brochure public libraries (Courtland/Franklin)
Certified & Non-certified Teachers/ Building Instructional Staff	August 2024	Communicate/share Literacy Vision at Virginia Literacy Act Update Meeting during Summer Professional Development.
Parent/Families/ Caregivers	September 2024	Letter/One-pager/Vision
Parent/Families/ Caregivers	Fall Title I Meeting	Brochure
Parent/Families /Caregivers	Quarterly	SCPS VLA Update Newsletter

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):	Houghton Mifflin Harcourt, HMH Into Reading Virginia, 2020 (K-5)	All special populations will receive the same core program.
Supplemental Instruction (K-5):	Heggerty Phonemic Awareness Kindergarten, 2022 (K) Heggerty Phonemic Awareness Primary, 2022 (1-2) 95 Percent Phonics Core Program (PCP) (K-2) IXL English Language Arts, 2023 (K-5) Learning A-Z, Raz-Plus, 2023 (K-5)	Special populations will have access to the same supplemental programs as the general education students in addition to: UFLI Foundations: An explicit and Systematic Phonics Program (1st Edition, 2022) – Special Education Population
Intervention (K-5):	Bridge the Gap: Intervention Lessons, 2020 (3-5) Benchmark Phonics Intervention, 2022 (K-5)	Special populations will have access to the same intervention programs as the general education students in addition to: SPIRE 4th Edition, 2017, with Sounds Sensible 3rd Edition, 2020 - Special Education Population

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
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*
LETRS (Volume 1)	Curriculum Specialist, Reading Specialists, and ELA Teachers/Special Education Teachers	Offerings began August 2021 – August 2024
LETRS (Volume 2)	Curriculum Specialist, Reading Specialists, and select ELA Teachers/Special Education Teachers	Offerings began August 2022 - Present
VDOE Online Modules/Canvas Course	All Core Area Teachers, EL Specialist, Gifted and Special Education Teachers not previously trained in the Science of Reading	June 2024-June 2025 School Year

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

HMH Into Reading Training Overview
Professional learning for literacy instruction will be based on the Science of Reading and Evidence-Based Literacy Instructional Practices. Together, these principals, in conjunction with our core and supplemental instructional resources will establish high-quality literacy instruction across all elementary classrooms in Southampton County Public Schools.

Date	Topic	Time
August 2024	Grades K-2 HMH *Into Reading* Getting Started (The Science of Reading and *Into Reading*)	3 hours
August 2024	Grades 3-5 HMH *Into Reading* Getting Started (The Science of Reading and *Into Reading*)	3 hours
August 2024	Heggerty/95% Core Phonics Program Training	2 hours
August 2024	Learning A-Z (Raz Plus) Training	1 hour
August 2024	IXL Training	1 hour

August 2024 + Coaching	6-Syllable Type + Multisyllabic Words Training	2 hours
August 2024	VALLSS VLP Online Training	3 hours
October 3	Using Assessments to Drive Instruction: Using VALLS to Plan Instruction (Grades 1-3)	*Session times will vary depending on County-Wide Staff Development Sessions
November 4	Using Assessments to Drive Instruction: Using VALLS to Plan Instruction (Kindergarten)	*Session times will vary depending on County-Wide Staff Development Sessions
Ongoing Support:		
August 2024 – June 2025	VLP Value Series to Support VLP/VDOE Online Modules Canvas Course	Approximately 1 – hour Monthly (Virtual)

- Central Office administration, Building administration and Reading Specialists will use the VLP Walkthrough Tool to provide structured feedback in line with teacher VDOE/VLP Canvas Course Modules. Walkthrough schedules will be released to staff in advance. Clear expectations/look-fors will be presented to staff in advance of each walkthrough.
- Monthly principal meetings will occur to keep an open line of communication between buildings and the Southampton County Central Office Curriculum & Instruction Team.
- 4 + 1 Coachly Program through HMH will provide a Reading Coach that will work directly with 1 teacher from each building. That teacher will coordinate with other teachers in the building on best practices for using HMH *Into Reading*.
- Additional Professional Development will be added to the division schedule based on need.

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
Ex. Virginia Language &Literacy Screener (VALLS): Pre-K	*Beginning, Middle and End of Year*	*Reading Specialist, VALLS Coordinator*
Virginia Language & Literacy Screener (VALLS): Pre-K through 3rd Grade	Beginning, Middle and End of Year	Classroom Teachers, Special Education Teachers, EL Specialist, and Reading Specialists
Phonological Awareness Screening Test (Grades K-3)	As needed	Reading Specialists
Heggerty Phonemic Awareness Assessment (Grades K-5)	As needed	Classroom Teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
LETRS Phonics & Word-Reading Survey (Grades K-5)	End of 1st 9 Weeks, End of 3rd 9 Weeks as needed	Classroom Teachers and/or Reading Specialists
LETRS Spelling Screener (Grades K-5)	K-3: End of 1st 9 Weeks, End of 3rd 9 Weeks as needed 4-5: Beginning of Year, end of 1st 9 Weeks, Winter, End of 3rd 9 Weeks	Classroom Teachers and/or Reading Specialists
DIBELS (Grades K-3)	Progress monitoring for Students in the High Riskband on the VALLSS Assessment	Classroom Teachers and/or Reading Specialists
SOL Growth Assessments & SOL Testing (Grades 3-8)	Fall, Winter & Spring	Classroom Teachers, Special Education Teachers, and/or Reading Specialists
HMH Module Assessments	Conclusion of each module	Classroom Teachers, Special Education Teachers, EL Specialist
STAR Assessment (Grades 4-8 only)	Fall, Winter & Spring	Classroom 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.

In addition to monitoring student achievement progress, SCPS 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 ongoing, 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

Figure 3 from VDOE VLA Implementation Playbook, p 37

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Ex. Classroom Walkthroughs	*Principals*	*Bi-Weekly*
Ex. Collaborative Planning Sessions with Lesson Plan Debrief	*Principal and Reading Specialist*	*Weekly*
Lesson Planning Meetings	Classroom Teachers/Instructional teams	Weekly
Lesson Delivery	Classroom Teachers supported by Reading Specialists	Daily
Literacy Walkthroughs utilizing VLP Classroom Walkthrough Tool	Principals, Reading Specialists, & Curriculum/Instruction Department	Principals: Weekly Reading Specialists: Monthly Curriculum/Instruction Department: Monthly
Feedback & Coaching	Principals, Reading Specialists, Curriculum/Instruction Department	Principals: Weekly Reading Specialists: Monthly Curriculum/Instruction Department: Monthly
Data Meetings	Principals, Classroom Teachers, Reading Specialists	Monthly
Student Reading Plans	Reading Specialists, Classroom Teacher, Principals, Special Education Teacher, EL Specialist	Weekly
VALLSS (Student Data)	Classroom Teachers, Reading Specialists, Principals, & Curriculum/Instruction Department	Fall, Mid Year, Spring

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.

Parents and caregivers will continue to be informed of VALLS & diagnostic screener results. If the results indicate that their student has been identified as needing 2.5 hours of weekly intervention and a Student Reading Plan (as required by the Virginia Literacy Act), they will have the opportunity to review their student's data with school staff as well as provide input toward their student's plan. Student Reading Plans will describe the student's learning gap(s) and the specific goal the student is working towards. The plan will also provide information on how often and how long the student will receive this intervention. Parents and caregivers will be notified of and receive a copy of the plan before the intervention begins and teachers will update families of progress towards the goal throughout the school year.

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

Southampton County Public Schools will use a team approach (including parents/caregivers, classroom teachers, reading specialists/tutor, interventionist, Special Education teachers, EL Specialist,principals, support services, etc.) to foster partnerships focused on student literacy development. Parent(s)/Caregiver(s) will receive a Family Invitation to Participate Letter to participate in Student Reading Plan meetings. Students will also be given an opportunity to share their success and express their concerns.

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 divisionwide literacy plan will be housed on your school division website: *https://www.southampton.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

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Division Superintendent/   Print Name   Date
Authorized Designee Signature