

DINWIDDIE COUNTY  
PUBLIC SCHOOLS  
**LITERACY PLAN**



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# INFORMATION



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An electronic version of this document  
can be found online at [www.dcpsnet.org](http://www.dcpsnet.org)  
(Literacy) on the [DCPS website](http://www.dcpsnet.org).

## 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

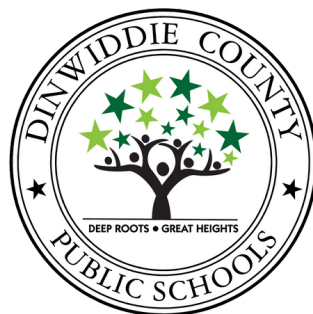
Build trust by acting honestly, openly,  
ethically, and respectfully.

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# LITERACY PLAN COMMITTEE

2024-2025 Initial Committee Members

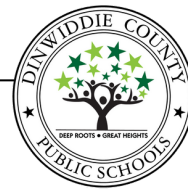
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# INTRODUCTION

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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).”



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# THE VIRGINIA LITERACY ACT

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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 SPECIALIST**, 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 that VDOE anticipates the VLA will be a "multi-year effort" and that the VLA for 2024-2025 is primarily focused on early literacy efforts (K-5). The DCPS Comprehensive Literacy Plan meets and exceeds the expectations of the VLA for 2024-2025. While the VLA currently focuses on grades K-5, DCPS is proactively working to implement best practices in research-based literacy education in all grade levels, including middle and high school. This Literacy Plan will be revised to match new information provided by VDOE.

# THE VIRGINIA LITERACY ACT



## Strengthening Reading in Virginia



# SECTIONS



**SECTION 1:  
PLANNING FOR  
COMPREHENSIVE  
COMMUNICATION**

**SECTION 2: SELECTING  
HIGH-QUALITY  
INSTRUCTIONAL  
MATERIALS**

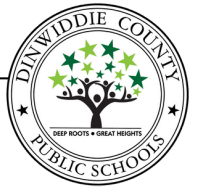
**SECTION 3: ENSURING  
VIRGINIA LITERACY  
ACT EVIDENCE-BASED  
READING RESEARCH  
TRAINING**

**SECTION 4: MONITORING  
STUDENT ASSESSMENT  
AND PROGRESS**

**SECTION 5: ASSESSING  
DIVISION LEVEL  
PROGRESS**

**SECTION 6: ENGAGING  
PARENTS, CAREGIVERS,  
AND COMMUNITY**





# SECTION 1

## Planning for Comprehensive Communication

### Literacy Vision:

Literacy is a fundamental human right, and the productive struggle of learning to read and write is a healthy process that must be taught. 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 2024-2025 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 implement 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-5 students will participate in a literacy screener (beginning of year, mid-year, end of year).
- All 6-10 students will participate in a literacy screener (beginning of year and end of year).
- Support will be provided to targeted teachers and/students driven by assessment data and learning walk observations.
- High quality feedback will be provided by building level leaders 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 and July 2024	School Board Presentation and Leadership Advance
School Leaders	July 2024	Leadership Advance
Teachers	August 2024	iDCPS (Preservice)
Students	August 2024	Literacy Block
Parents	August 2024	School(s) Family Engagement Events
Community Members	June 2024 and August 2024	School Board Presentation and Back-to-School Bash (Division Event)

$$\begin{array}{ccccccc}
 \text{D} & \times & \text{LC} & = & \text{RC} \\
 \text{Decoding} & & \text{Language} & & \text{Reading} \\
 & & \text{Comprehension} & & \text{Comprehension}
 \end{array}$$

### 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)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

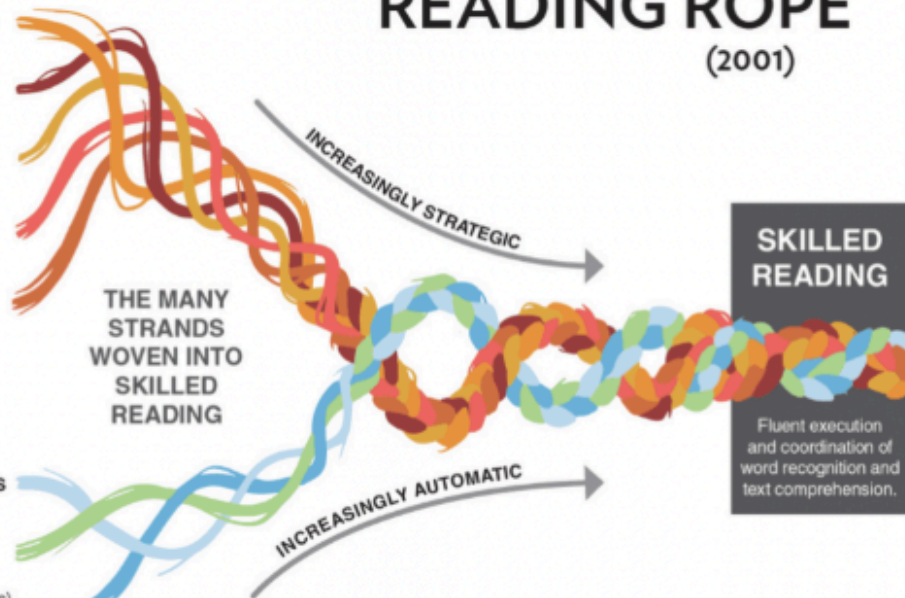
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

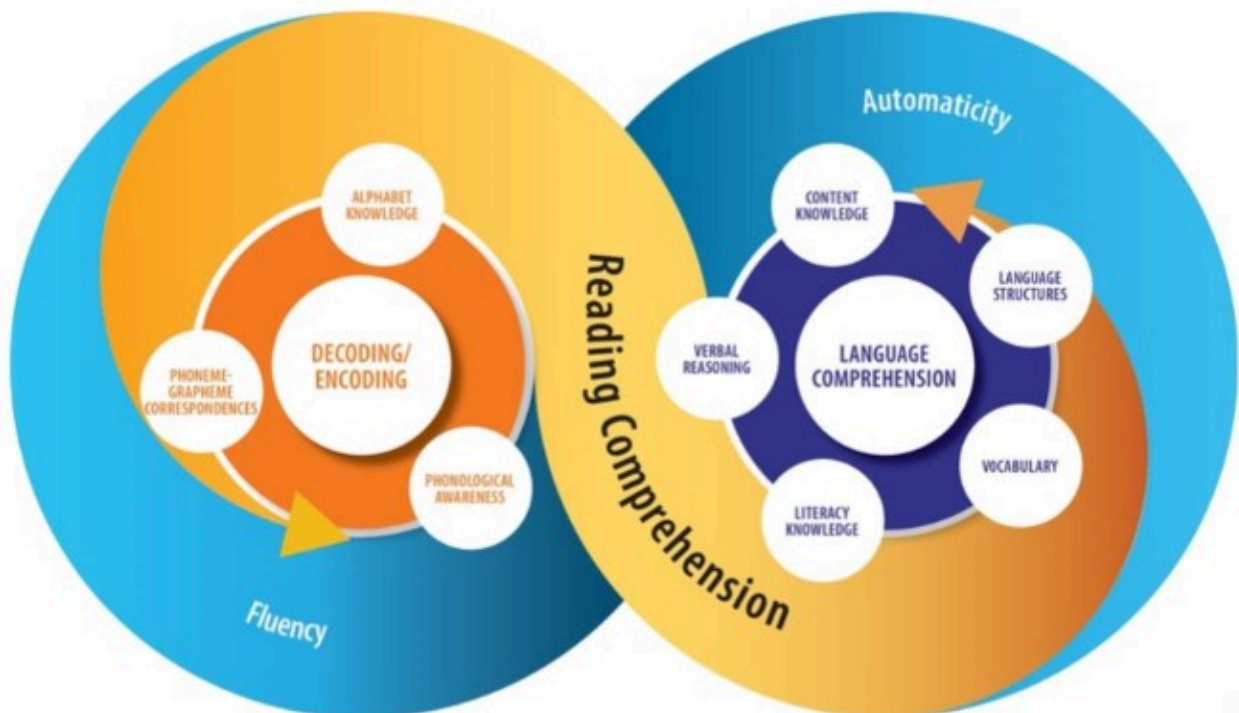
**SIGHT RECOGNITION**  
(of familiar words)



**SKILLED READING**

Fluent execution and coordination of word recognition and text comprehension.

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.





# SECTION 2 Selecting High-Quality Instructional Materials

## VDOE Approved HQIM

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH: Into Reading	HMH: Into Reading
Supplemental Instruction (K-5):	None at this time	None at this time
Intervention (K-5):	LEXIA: CORE 5	LEXIA: CORE 5
	Lindamood-Bell: Seeing Stars (Plan for training in Visualizing & Verbalizing by 2026)	Lindamood-Bell: Seeing Stars (Plan for training in Visualizing & Verbalizing by 2026)
Core (6-8):	HMH: Into Literature	HMH: Into Literature
Supplemental Instruction (6-8):	None at this time	None at this time
Intervention (6-8):	LEXIA: Power Up	LEXIA: Power Up
	Lindamood-Bell: Seeing Stars (Plan for training in Visualizing & Verbalizing by 2026)	Lindamood-Bell: Seeing Stars (Plan for training in Visualizing & Verbalizing by 2026)

## 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
<b>Superintendent</b>	Leader, Vision Setter, Communicator, Expectation Setter, Accountability	<ul style="list-style-type: none"> <li>• Ensure time, supports, development, and structures are put in place to allow teachers and leaders sufficient opportunity to understand and build investment in new HQIM</li> <li>• Establish and communicate HQIM adoption and implementation as a key division priority</li> <li>• Communicate roles and responsibilities to all stakeholders</li> <li>• Understand the HQIM research</li> <li>• Establish a division-level HQIM lead to spearhead adoption and implementation efforts. Work with HQIM lead to:               <ul style="list-style-type: none"> <li>○ Assess instruction division wide</li> <li>○ Establish a division-wide vision for excellent literacy instruction</li> <li>○ Establish literacy/HQIM priorities and goals</li> <li>○ Approve and purchase selected HQIM</li> <li>○ Develop an HQIM-based literacy strategy</li> </ul> </li> </ul>

### 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
<b>Division Leaders (Academic Services Team)</b>	Communicator, Supporter, Strategy Developer, Lead HQIM Trainer, HQIM Adoption Committee Leader, Accountability	<ul style="list-style-type: none"> <li>● Set clear expectations around HQIM implementation</li> <li>● Communicate the division's literacy vision, priorities, goals and strategy</li> <li>● Understand the HQIM research; build investment and understanding in the need for HQIM implementation</li> <li>● Assess the current state of instruction</li> <li>● Develop an HQIM-based literacy strategy</li> <li>● Establish and train curriculum adoption committee(s) consisting of key stakeholders</li> <li>● Design structures and processes for unit and lesson preparation, collaboration, learning, and feedback for teachers and leaders</li> <li>● Create HQIM-based development plans for teachers, school leaders and other support staff</li> <li>● Develop and launch trainings and supports</li> <li>● Determine progress monitoring tools for the division</li> <li>● Facilitate adoption and implementation efforts:               <ul style="list-style-type: none"> <li>○ Assess instruction division wide</li> <li>○ Establish a division-wide vision for excellent literacy instruction</li> <li>○ Establish literacy/HQIM priorities and goals</li> <li>○ Approve and purchase selected HQIM</li> <li>○ Develop an HQIM-based literacy strategy</li> </ul> </li> <li>● Collaborate with building level stakeholders' division wide</li> </ul>
<b>School Leadership (Principals and Assistant Principals)</b>	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	<ul style="list-style-type: none"> <li>● Understand and develop expertise in the HQIM research</li> <li>● Communicate the division's literacy vision, priorities, goals, and strategy</li> <li>● Build investment and understanding across teachers in the need for HQIM implementation</li> <li>● Lead school-level development to promote understanding of approved HQIM</li> <li>● Place support structures and roles to enable successful HQIM implementation</li> <li>● Develop a progress monitoring plan and ensure understanding of progress monitoring tools</li> <li>● Analyze data with teachers in collaboration with reading team members and assist with making decisions to promote progress</li> <li>● Participate in planning meetings to ensure alignment of HQIM with instruction</li> <li>● Provide feedback based on literacy observations of direct instruction using HQIM</li> <li>● Foster a partnership with reading specialist(s) to ensure professional needs are addressed for teachers</li> <li>● Collaborate with all stakeholders</li> </ul>
<b>School Leadership (Reading Specialists and Interventionists)</b>	Supporter, School-level Investment Builder, Expectation Setter, Implementation Lead, Monitor, Accountability	<ul style="list-style-type: none"> <li>● Understand and develop expertise in the HQIM research</li> <li>● Communicate and foster implementation of the division's literacy vision, priorities, goals, and strategies</li> <li>● Build investment and understanding across teachers in the need for HQIM implementation</li> <li>● Lead school-level development to promote understanding of approved HQIM</li> <li>● Develop and implement student reading plans; monitor progress; and, ensure understanding by all stakeholders</li> <li>● Analyze data with teachers and assist with making decisions to promote progress</li> <li>● Participate in planning meetings to ensure alignment of HQIM with instruction</li> <li>● Provide feedback based on literacy observations of direct instruction using HQIM</li> <li>● Support classroom teachers in delivering explicit instruction using evidence-based literacy strategies</li> <li>● Collaborate and communicate with all stakeholders</li> </ul>



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
<b>Teachers (K-12 &amp; Literacy Tutors)</b>	Provider, Knowledge Builder, Facilitator of Learning, Accountability	<ul style="list-style-type: none"> <li>• Understand the science of reading and research behind HQIM</li> <li>• Provide input and feedback on HQIM selection</li> <li>• Use approved HQIM consistently, intentionally, and with integrity</li> <li>• Ask questions and collaborate to build an understanding of HQIM</li> <li>• Analyze data in collaboration with instructional leaders and make decisions to promote progress</li> <li>• Provide direct, data-driven, skill-based instruction using HQIM</li> <li>• Provide specific feedback to stakeholders</li> <li>• Promote literacy-rich environments</li> <li>• Invest in ongoing training to understand planning procedures, tools, and expectations</li> <li>• Carefully review and organize materials, ensuring understanding prior to implementation</li> </ul>
<b>Students</b>	Owner of Learning, Self-advocator, Accountability	<ul style="list-style-type: none"> <li>• Understand learning expectations</li> <li>• Realize learning involves productive struggle</li> <li>• Engage in active learning based on the science of reading using HQIM</li> <li>• Apply learning across contents and transfer to real-world experiences</li> <li>• Provide feedback on academic experiences and goals</li> </ul>

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.”



# SECTION 3

## Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

### Evidence-Based Reading Research Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS	All K-5 teachers: General Education, Literacy Tutors, and Exceptional Education (Cohort V) Note: Began LETRS training for K-2 staff 2020-2021	August 2024-June 2025
LETRS for Administrators	Principals and Assistant Principals: K-5, Select Division Leaders	August 2024-August 2026
VLP: VALUE Series	K-8 teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025
2024 English Standards of Learning	K-12 Administrators and K-12 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024
VALLSS	K-3 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024
HMH: Into Reading	K-5 Teachers: General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025
HMH: Into Literature	6-8 Teachers: ELA General Education, Exceptional Education, English Learner & Gifted; Paraprofessionals	August 2024-June 2025
Evidence-based Literacy Instruction and Science Based Reading Research (VDOE)	Principals: K-8	June 14, 2024
Capstone Canvas Module developed by UVA: Implementation of VLA	K-5 teachers: General Education, Exceptional Education, English Learners, Title I; Reading Specialists	June 2024-August 2025
Capstone Canvas Modules developed by UVA	6-8 teachers: ELA and content; Reading Specialists, Middle School Principal and Assistant Principals	September 2024-August 2025





**LETRS®:** 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.

**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: Selected portions will be utilized for instructional support as needed based on walkthrough data and student outcomes.*

**2024 English Standards of Learning:** New updated standards of learning for grades K-12

**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.

**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.

**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.

**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.

**LETRS®:** 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 successfully implement a sustainable literacy program aligned to scientifically based research.

**Capstone Canvas Module developed by UVA:** Implementation of VLA

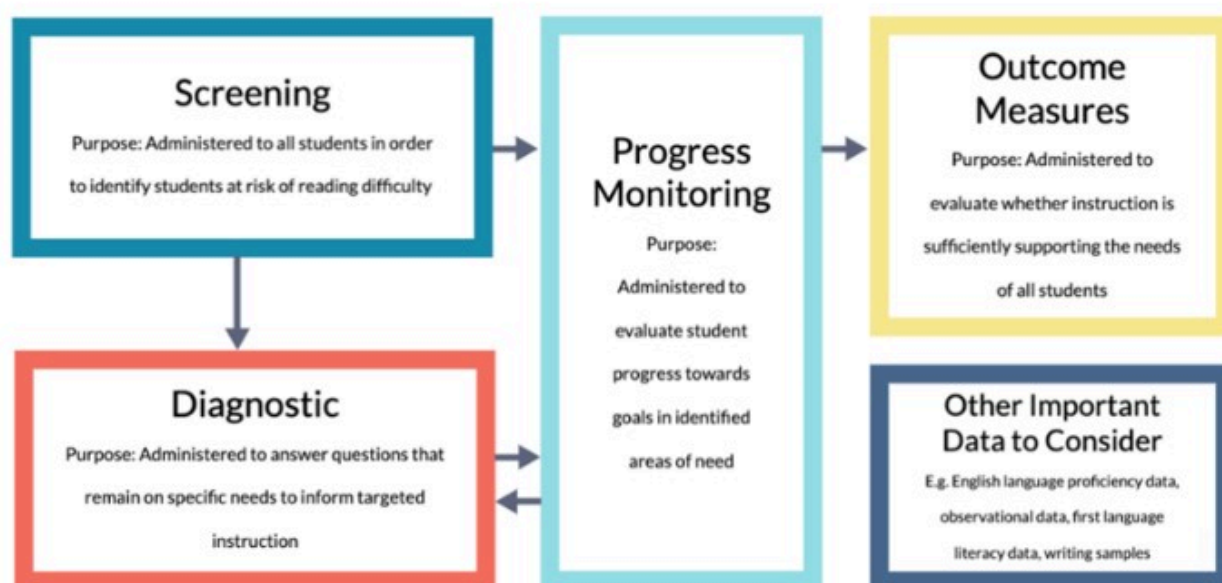
**Canvas Modules developed by UVA:** VDOE has contracted with UVA to create modules tailored to meet the specific needs of the intended audience in order to implement the reading science shifts outlined in the VLA; topics include: Science-based Reading Research, Evidence-based Literacy Instruction, Data Literacy, Phonemic Awareness, Phonics, Fluency, and Reading Comprehension.

# SECTION 4 Monitoring Student Assessment and Progress

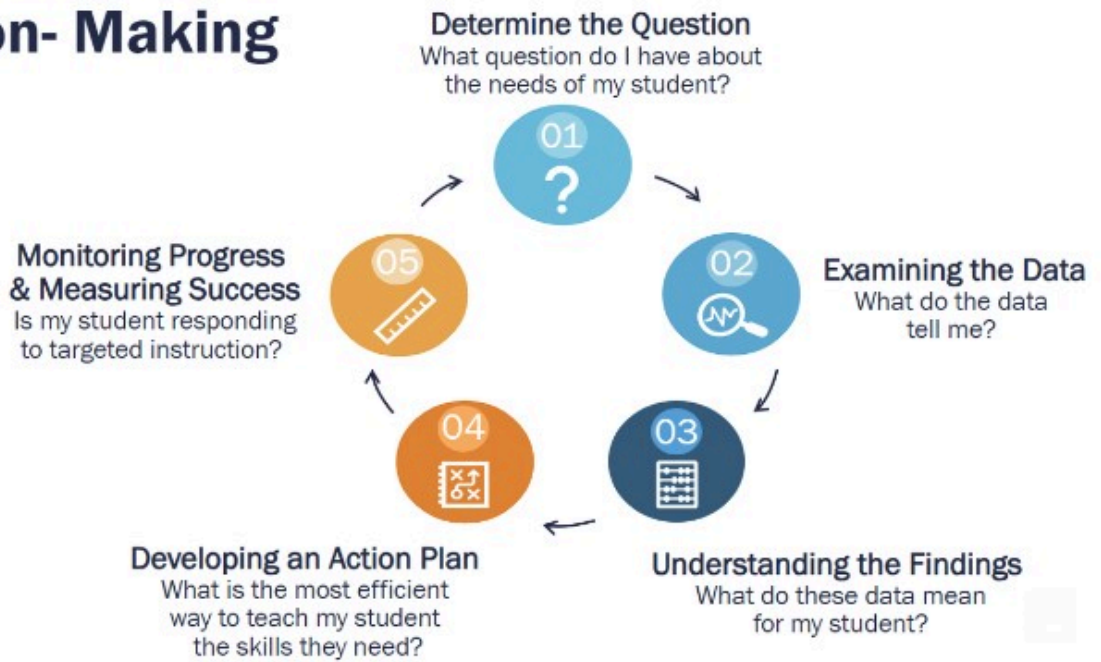
## Assessments

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
PALS PLUS: Grades 4-8	Beginning and End 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, Literacy Tutors, Teacher
DIBELS, 8th Edition: Grades K-8	As needed per Student Reading Plan	Reading Specialist, Reading Interventionist, Literacy Tutors, Teacher
ExactPath (Edmentum): Grades 9-10	Beginning and End of Year	Reading Specialist, Teacher

## Comprehensive Assessment System



# Data-Based Decision- Making



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 PROGRESS ON STUDENT READING PLANS.



## 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. DCPS will also exceed these expectations and create reading plans for Grade 4-8 students.



# SECTION 5 Assessing Division Level Progress

## Monitoring Tools

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom literacy walkthroughs using consistent literacy walkthrough tool	Principals, Assistant Principals, Reading Specialist	-Building level schedule created (weekly walkthroughs) -Division level schedule created (each school monthly)
Literacy Planning Cycle: planning, delivery, walkthrough data, feedback	Principals, Assistant Principals, Reading Specialist	Weekly (building level schedules will identify grade levels)
Review of VALLS and PALS PLUS data	Division Leaders, Principals, Assistant Principals	Beginning, middle, and end of year
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	Principals, Assistant Principals, Reading Specialists	Monthly (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



# SECTION 6 Engaging Parents, Caregivers, and Community

## Engagement Strategies and Action Steps

Parent and Caregiver Engagement in Student Reading Plans		
Strategy	Person(s) Responsible	Timeline
<p>Create systems and processes to develop, implement, and monitor student progress on Student Reading Plans in collaboration with teachers and parents/caregivers:</p> <ul style="list-style-type: none"> <li>• Each parent/caregiver will receive information on understanding the literacy screener results.</li> <li>• Each school will involve the parent/caregiver in development of the Student Reading Plan.</li> <li>• Each school will provide quarterly updates to parents/caregivers on student reading progress.</li> </ul>	<p>Division Leaders, School Leaders, Reading Specialists</p>	<p>June 2024-July 2024</p>
<p>Ensure every family has access to free online evidence-based literacy instruction resources to support literacy development at home.</p>	<p>Division Leaders, School Leaders, Reading Specialists, Innovation Specialists</p>	<p>August 2025-May 2025</p>
<p>Conduct literacy assemblies for parents/caregivers during each school's Open House event.</p> <ul style="list-style-type: none"> <li>• Assemblies will be held based on the student's grade level.</li> <li>• The Division Literacy Plan will be explained.</li> <li>• Grade-level specific tools and strategies will be provided to parents/caregivers.</li> </ul>	<p>School Leaders, Reading Specialists, Teachers, FACE Specialist</p>	<p>August 2024-October 2024</p>





<b>Stakeholder Engagement in Literacy Development</b>		
<b>Action Step</b>	<b>Person Responsible</b>	<b>How Often</b>
Create and implement a plan to communicate Dinwiddie County Public Schools' Literacy Plan, initiatives, events, and resources for families which will include the following: <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Division Literacy page on website</li> <li>• Division created videos</li> <li>• Virginia Literacy Partnerships (VLP) Family Resources</li> <li>• Newsletters</li> </ul>	Division Leaders, School Leaders, Reading Specialists, FACE Specialist	Quarterly
Title I Family and Community Engagement (FACE) specialist will plan and implement division-wide engaging literacy-centered events for parents/caregivers.	FACE Specialist	Quarterly
Conduct division-wide quarterly literacy nights (to be held at each school): <ul style="list-style-type: none"> <li>• Offer sessions to provide strategies/tools to parents/caregivers on how to support literacy development at home.</li> <li>• Share student data from assessments with parents/caregivers</li> <li>• Provide free books to students.</li> </ul>	School Leaders, Reading Specialists, Title I Reading Interventionists, Teachers, FACE Specialist	Quarterly
Special Education: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Special Education Advisory Committee meetings and made available in the Parent Resource Center.	Division Leaders, EXED Instructional Specialists	Quarterly
Title I: Literacy information and tools/strategies to help parents/caregivers support their child will be shared during Title I Parent Advisory Council meetings.	Title I Reading Interventionists, 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	Quarterly
Gifted: Literacy information and tools/strategies to help parents and caregivers support their advanced and/or gifted learner will be shared during parent workshops.	Division Leaders, Gifted Teachers, Teachers	Quarterly

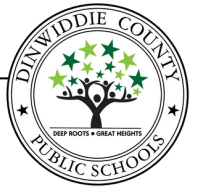




Stakeholder Engagement in Literacy Development		
Action Step	Person Responsible	How Often
Elementary schools will partner with various clubs and teams from the middle and high school to create Reading Buddy groups. Reading Buddy groups from the middle and high school will visit elementary schools at least quarterly to read books and complete literacy activities with students.	Division Leaders, Reading Specialists	Quarterly
Create and implement a system of literacy incentives for students in each school. Each school will create their own plan.	School Leaders, Reading Specialists, Teachers, FACE Specialist	Monthly
<p>Expand community partnerships around literacy development:</p> <ul style="list-style-type: none"> <li>• Touchstone Bank partnership to support family engagement with the One Month One Book initiative.</li> <li>• Molina Healthcare partnership to provide books for school libraries.</li> <li>• United Way of Greater Richmond and Petersburg partnership to donate books for Little Free Libraries located throughout the community.</li> <li>• Richmond Squirrels partnership to host reading incentives for reading month.</li> <li>• Pizza Hut Book-It partnership to provide a summer reading incentive program.</li> <li>• Dolly Parton's Imagination Library partnership to provide children in Dinwiddie County (ages 0-5) with a free book each month.</li> <li>• Dinwiddie Parks &amp; Recreation department partnership to support Little Free Libraries at ballparks throughout the county.</li> <li>• Feed More partnership to disperse free books during market nights monthly.</li> </ul>	FACE Specialist, Reading Specialists, Teachers	September 2024-May 2025 (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

**DR. KARI WESTON**

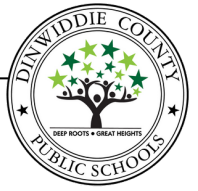
**JUNE 26, 2024**

Division Superintendent Signature

Print Name

Date





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# RESOURCES

[Code of Virginia](#)

[DCPS Comprehensive Strategic Plan](#)

[DCPS Literacy web page](#)

[Updates from VDOE](#)

[VDOE Literacy web page](#)

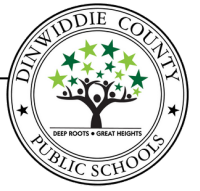
[VDOE Division Literacy Plan Template and Instructions](#)

[VDOE Virginia Literacy Act](#)

[VLA Updates](#)

[VDOE Virginia Literacy Act Implementation Playbook](#)

[Virginia Literacy Partnerships](#)



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# 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

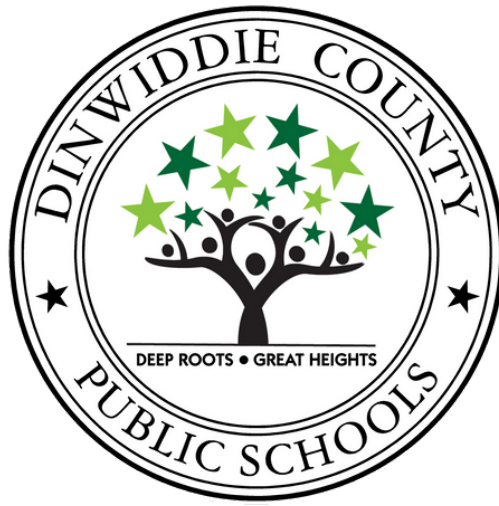
**VALLSS:** Virginia Language & Literacy Screening System

**VDOE:** Virginia Department of Educatiion

**VLA:** Virginia Literacy Act

**VLP:** Virginia Literacy Partnerships





DINWIDDIE COUNTY  
PUBLIC SCHOOLS