

# DIVISION LITERACY PLAN



The 2024-25 Division Literacy Plan pertains to K-5 literacy instruction.



## DIVISION CONTACT INFORMATION

School Division: **York County School Division** | [yorkcountyschools.org](http://yorkcountyschools.org)

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Local Board Adoption Date for Division Comprehensive Plan: **06/10/2024**

## 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:

York County School Division, in partnership with families, is dedicated to providing all future-ready graduates with equitable opportunities to receive evidence-based literacy instruction. This commitment aims to cultivate students who read fluently, think critically, and communicate effectively, fostering a lifelong passion for learning and encouraging meaningful contributions to the local and global community.

YCSD literacy instruction will:

- Engage students in a variety of writing and speaking opportunities which empower students to share their knowledge effectively
- Develop critical thinking and comprehension skills necessary for success within and beyond the classroom
- Implement explicit foundational reading and writing strategies to build fluency
- Utilize complex texts on a variety of topics to build vocabulary and knowledge of the world
- Leverage the use of approved high-quality instructional materials rooted in science-based reading research

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Focus group meeting with K-12 teachers, reading specialists, SPED and ESL teachers, and parents	April 2024	Focus group provided input on the strengths and areas to improve within the current literacy program and suggestions for the K-12 literacy vision.
Division Literacy Plan Committee	April/May 2024	Planning meetings
Gifted Education Advisory Committee (GEAC) and Special Education Advisory Committee (SEAC) Members	April/May 2024 2024-25	Quarterly meetings
Reading Specialists	May 2024	Reading Specialist monthly meeting
Title I Advisory Committee	May 2024	Quarterly Title I Advisory meeting
Elementary and Secondary teachers	June 2024	Video message
Principals and Assistant Principals	June 2024	Principal meeting
Division-level Staff	June 2024	Staff meetings
School Board	June 2024	Work session
YCSD Staff	August 2024	Division pre-service trainings
Families/Community	Fall 2024	Family engagement events PTA meetings YCSD literacy website YCSDigest email to all YCSD staff and families

## SECTION TWO: Selecting High-Quality Instructional Materials (HQIM)

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.

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH <i>Into Reading</i> VA	HMH <i>Into Reading</i> VA
Supplemental Instruction (K-5):	Heggerty Phonemic Awareness IXL English Language Arts	University of Florida Literacy Institute (UFLI) Foundations TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Intervention (K-5):	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) TBD	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Visualizing and Verbalizing

## 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.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Language Essentials for Teachers of Reading and Spelling (LETRS) Volume 1	K-2 classroom teachers Select 3-5 classroom teachers K-5 special education teachers K-8 reading specialists Literacy coaches Select principals and assistant principals	2020-2024
Language Essentials for Teachers of Reading and Spelling (LETRS) Volume 2	K-8 reading specialists Literacy coaches Instructional coordinators	2020-2024
Structured Literacy Training	K-8 special education teachers	June 2018 – 2025
Virginia Department of Education (VDOE) /Virginal Literacy Partnership (VLP) Canvas Modules and 2-day in-person training	All K-8 reading specialists	August 2023 - June 2025
Virginal Literacy Partnership (VLP) Administrator Training	All K-8 principals and selected assistant principals	June 27, 2024 Fall 2024
Virginia Department of Education (VDOE)/ Virginal Literacy Partnership (VLP) Canvas Modules	Pre-K-5 classroom teachers K-12 general special education teachers Pre-K12 deaf/hard-of-hearing and blind/visually impaired teachers K-12 English as a second language teachers 6-8 English, science, social studies, and mathematics teachers	September 2024 - June 2025
Virginal Literacy Partnership VALUE Series	All K-8 principals and assistant principals	Monthly meetings 2024-25
Virginia Assessment of Language and Literacy Screening System (VALLSS) Training Module	All K-3 classroom teachers and reading specialists	Fall 2024

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Virginia Language and Literacy Screening System (VALLSS) Data Report Training	All K-3 classroom teachers and reading specialists	October 2024
High Quality Instructional Materials (HQIM) Training	All K-5 teachers and special population teachers All K-5 principals and assistant principals	June 2024 July 2024 August 2024 October 2024 November 2024 January 2024 March 2024

Directions: Add a description of each training below the chart in the space provided.

**LETRS:** LETRS (Language Essentials for Teachers of Reading and Spelling) is a comprehensive literacy professional development program designed for pre-K to 5th-grade educators. LETRS provides teachers with the essential knowledge of skills needed to master the fundamentals of reading and writing instruction.

**Structured Literacy Training:** Provided to special education teachers, this training includes direct and systematic approaches to teaching the structure of oral and written language. The training addresses the needs of students who have specific learning disabilities in the areas of reading, spelling, and/or writing, including students with dyslexia.

**VDOE/VLP Canvas Module Trainings:** The Virginia Department of Education (VDOE) has contracted with the Virginia Literacy Partnerships (VLP) to create a series of 9 Canvas modules with essential information to implement the requirements of the Virginia Literacy Act, evidence-based literacy instruction, and science-based reading research.

**VLP VALUE Series:** The Virginia Literacy Partnerships (VLP) provides professional learning topics grounded in science-based reading research. This series scaffolds learning about each topic by presenting short introductory videos, infographics, recorded webinars, instructional resources, and finally additional readings for each of the key components of effective instruction. This guide provides a step-by-step comprehensive implementation approach that can be used by building leaders and literacy coaches.

**VALLSS Training Module and Data Report Training:** The Virginia Language & Literacy Screening System (VALLSS) training module will be provided by Virginia Literacy Partnerships (VLP) for all PK-3 teachers. This training module will provide training on the administration of the state’s new literacy screening assessment and the student data reports needed for instruction and remediation.

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

**HQIM (High Quality Instructional Materials) HMH Trainings:** Initial training with the use of the adopted HQIM materials, Houghton Mifflin Harcourt (HMH) *Into Reading*, will occur in optional 6-hour increments throughout the summer, during August pre-service dates. To ensure fidelity of

implementation, follow-up training will occur throughout the 2024-25 school year. Teacher training will include specific use of the high-quality instructional materials, the components of the literacy block aligned to the newly adopted materials, a review of the resources for each literacy block component, and an in-depth training of the writing components. In addition, York County School Division (YCSO) will provide training on the new YCSO curriculum guides during August 2024 pre-service days, which will emphasize the alignment of the curriculum and assessments with the 2024 English Standards of Learning and the new HQIM.

Additional HQIM training throughout the 2024-25 school year:

- HQIM Tier I Follow-up Training—September 2024
- HQIM and Assessment/Data Disaggregation Training—October 2024
- HQIM and Scaffolds/Differentiation Training—November 2024
- HQIM and Walkthrough-based Training—January 2025
- HQIM and Spiraling the Standards—March 2025

## 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.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screener System (VALLSS): Grades Pre-K-3	Beginning, middle, and end-of-year	Classroom teachers
DIBELS ORF and MAZE: Grades 3-5	Beginning, middle and end-of-year; progress monitoring every four weeks for students below benchmarks	Classroom teachers
HMH Qualitative Spelling Inventory (QSI): Grades 3-5	Beginning, middle and end of year	Classroom teachers
Informal Decoding Inventory (IDI): Grades K-2	Beginning, middle and end of year	Classroom teachers
Division unit assessments, to include grade level writing rubrics: Grades 1-5	After each unit	Classroom teacher
VDOE Student Growth Assessment: Grades 3-5	Fall and Winter	Classroom teacher
Standards of Learning (SOL): Grades 3-5	Spring 2025	Classroom teacher

## 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
Division Level Analysis of Literacy Assessment Data	Department of Curriculum and Instruction, Department of Special Education, Director of School Leadership, instruction coordinators, literacy coaches	Monthly
School Level Analysis of Literacy Assessment Data	Principals, assistant principals, reading specialists, literacy coaches, assessment and compliance coordinators, classroom teachers, special education teachers	Ongoing via Professional Learning Communities (PLC)
School Improvement Plan Reviews	Department of Curriculum and Instruction, Department of Special Education, Director of School Leadership, instruction coordinators, principals	Quarterly
Student Reading Plans	Reading specialists, teachers, families	Quarterly
Classroom Walkthroughs, Formal Observations, Teacher Lesson Plans	Principals, assistant principals, division leaders, and literacy coaches	Ongoing
Teacher Efficacy and Implementation Survey	Division leaders	Quarterly

## SECTION SIX: Engaging Parents, Caregivers, and Community

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 be informed of any diagnostic screener assessments and will be provided the opportunity to review their student’s data with school staff. York County School Division staff will disaggregate the VALLSS data to identify students performing in high-risk bands on the screener assessment. For students performing in high-risk bands on subtests, reading specialists in each school will collaborate with the parents/caregivers and the classroom teachers to create the VLA required Student Reading Plan. The plan will describe specific goals and identify evidence-based literacy strategies that will be used to support students' literary needs. The plan will also provide information on how often and how long the student will receive intervention. Parents/caregivers will be notified before the interventions begin and will be provided with quarterly updates on students’ progress. The division and schools will provide parents/caregivers with literacy resources to use at home.

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

**Division Literacy Vision:** In April 2024, the York County School Division convened a focus group consisting of teachers, reading specialists, principals, parents, and division leaders. The purpose was to review the components of the Virginia Literacy Act, offer feedback on the division’s current

literacy landscape, and gather input on the division's literacy vision. Members of the focus group provided suggestions for enhancing communication and involving parents/caregivers in the division's literacy program. The input gathered from the focus group informed the creation of the K-12 division literacy vision statement. This vision will be disseminated through division communications, social media channels, and the division's website.

Division Literacy Webpage: The division will create a K-12 literacy webpage, which will include the YCSD literacy plan, information on the division's literacy program, and literacy resources available to parents, families and the community. The webpage will also include the job description and contact information for any reading specialist and dyslexia specialist employed in the division, pursuant to subsection G of of § 22.1-253.13:2 .

Literacy Opportunities and Resources: To support family-school partnerships and engagement in relation to literacy development, the following opportunities and resources will be available to parents, families, and the community:

- Quarterly Title I school's literacy-focused family nights
- Title I Parent Advisory Committee meetings
- School-based literacy family workshops
- Individualized Educational Plan (IEP) and Response to Interventiong (Rtl) meetings
- End-of-year family meeting for any third grader performing below grade level benchmarks in reading
- Talking points and/or brochure for use in parent/teacher conferences
- School PTA events
- School open house events
- Special Education Advisory Committee (SEAC) meetings
- Gifted Education Advisory Committee (GEAC) meetings
- York Foundation for Public Education (YFPE) meetings
- Division English Learner family/community night
- Division and school sponsored Literacy events
- Division Special Education Resource Fair night
- Monthly literacy videos on the division webpage for families
- Resources available at York County public libraries
- Summer literacy family engagement events
- Feedback from family survey and/or focus groups
- YCSD Let's Talk platform to reach YCSD staff to help answer questions or provide support

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 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 division wide literacy plan on its website.

Provide the link to where the division wide literacy plan will be housed on your school division website:

[York County School Division \(yorkcountyschools.org\)](http://yorkcountyschools.org)

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## 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



Victor D. Shandor, Ed.D.

June 11, 2024

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Division Superintendent/  
Authorized Designee Signature

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Print Name

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Date