

# DIVISION LITERACY PLAN



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## DIVISION CONTACT INFORMATION

School Division: **Caroline County Public Schools**

Superintendent: **Dr. Sarah Calveric** | [scalveric@ccps.us](mailto:scalveric@ccps.us)

Local School Board Chair: **Shawn Kelley** | [skelley@ccps.us](mailto:skelley@ccps.us)

Division VLA Lead: **Dr. Herbert Monroe** | [hmonroe@ccps.us](mailto:hmonroe@ccps.us)

Local Board Adoption Date for Division Comprehensive Plan: **06/01/2024**

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## 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:

*CCPS fosters a culture of literacy that ensures all scholars become skilled readers, writers, and communicators.*

CCPS believes strong literacy skills (reading, writing, speaking, and listening) are essential in developing knowledgeable, self-motivated learners.

To develop strong literacy as a life skill, our diverse scholars:

- Interact with rigorous, evidence-based literacy instruction using high quality instructional materials anchored in science-based reading research;
- Engage in literacy rich environments equipped with individualized supports and resources;
- Develop Creativity, Communication, Collaboration, Critical Thinking, and Citizenship through relevant, cross-curricular literacy experiences that ensure 3E readiness (Enrolled, Enlisted, Employed).

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Parents/Families	Summer 2024 Fall 2024 Winter 2024 Spring 2024	Website - VLA Community Corner, Open House and other School Based Events, School Newsletters
Students	Fall 2024	Classroom Poster, Classroom Announcements, Literacy Recognition Program
Staff/Employees	Spring 2024	CCPS Insider, Work Week Session, School-Based Newsletters, Summer Professional Learning
Community Partners	Summer 2024	Advisory Meetings, CCPS Express Newsletter, Website
School Board	April 8, 2024 Summer 2024	Superintendent Updates, Presentations

## 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>Ex. Approved Program A (ABC Elementary) Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	<i>TBD in Fall 2024</i>	<i>TBD in Fall 2024</i>
Intervention (K-5):	<i>TBD in Fall 2024</i>	<i>TBD in Fall 2024</i>

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Benchmark Advance	Benchmark Advance
Supplemental Instruction (K-5):	TBD in Fall 2024	TBD in Fall 2024
Intervention (K-5):	TBD in Fall 2024	TBD in Fall 2024

## 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>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
Language Essentials for Teachers of Reading and Spelling (LETRS) - Volume 1	Elementary Reading Specialists and Instructional Specialist	Summer 2022 - May 2023
LETRS Volume 1	Cohort 1 - Bowling Green Elementary K-3 Teachers	March 2023 - March 2024
LETRS Volume 1	Cohort 2 and 3 - Bowling Green, Madison Elementary, & Lewis and Clark Elementary K-3 Teachers	August 2023 - June 2024
Literacy Learning Sessions for Administrators	Elementary and Middle School Administrators	August 2023 - February 2024
Virginia Literacy Partnership (VLP) Canvas Course in the Science of Reading	Elementary Reading Specialists	August 2023 - August 2024
VLP Canvas Course	K-3 Teachers (new to CCPS) 4-5 Teachers Exceptional Education Teachers, English Language Learner Teachers 6-8 English Teachers 6-8 Content Area Teachers	August 2024 - May 2025
VLP Institute for Administrators	Elementary Administrators and Middle School Administrators	Spring/ Summer 2024
VLP Institute for New K-5 Reading Specialists and	Middle School Reading Specialists	Summer 2024

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Middle School Reading Specialists		
VLA Capstone Module (for teachers who have completed LETRS Vol 1)	Teachers who completed LETRS Volume 1	Fall 2024

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

NAME OF TRAINING	TARGET AUDIENCE	DATE/ YEAR
Benchmark Advance	K-5 Teachers and Administrators	Orientation week (July 31, 2024) and Teacher Pre-Service Week (August 6, 2024) Ongoing in PLC meetings
2024 SOLs for English	K-5 Teachers and 6-12 ELA Teachers	Summer 2024, Teacher work week August 2024
VALLSS	K-3 Teachers and Reading Specialists	August 2024
LETRS Volume 2	K-3 Teachers who have completed LETRS Volume 1	June 2024- October 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. Screeners associated with Board approved materials may be listed as “TBD” until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
<i>Ex. Virginia Language &amp; Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
Virginia Language & Literacy Screener (VALLS): Pre-K	Beginning, Middle and End of Year	Preschool teachers, reading specialists
Virginia Language & Literacy Screener (VALLS): K-3	Beginning, Middle and End of Year	K-3 teachers, reading specialists
STAR Literacy Screener	Beginning, Middle and End of Year (Progress monitoring monthly)	Classroom teachers
Benchmark Advance Assessments	End of Unit	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.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
Classroom Walkthroughs	Principals	Monthly
Learning Walks	Administrators, Reading Specialists, and Instructional Specialists	Quarterly
VALLSS	Classroom Teachers and Reading Specialists	Fall, Winter, and Spring
Surveys - Analysis of Implementation	Contracted Resource	Beginning, Mid, & End of Year
Monthly Calendar with Focus Topics for implementation of the HQIM for PLC teams, Principal Roundtable, and Asst. Principal Roundtable	Director of Elementary Education, Literacy Support Specialist, Instructional Specialist	Monthly

## 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.\*

Teachers will engage with families quarterly specifically regarding their child's literacy development.

Timeline	Parent/Family Engagement Plan
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September/October	<ul style="list-style-type: none"> <li>● Development of Student Reading Plans for students in the high risk band according to VALLSS</li> </ul>
October/November	<ul style="list-style-type: none"> <li>● Meetings with parents to set goals and finalize Student Reading Plans</li> <li>● Share family resources and identify additional supports to support student success</li> </ul> <p>*Progress monitoring of plan implementation is ongoing.</p>
January/February	<ul style="list-style-type: none"> <li>● Share student progress on Student Reading Plans within report cards</li> <li>● Invite parents/families for Student Led Parent Conferences</li> </ul>
April/May	<ul style="list-style-type: none"> <li>● Student Goal Conferences are held to review spring data and student progress</li> <li>● Share additional family resources for summer support</li> </ul> <p>*If a student is referred to attend summer school, the family will be contacted by May 1.</p>

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

CCPS is committed to developing lifelong strategic and skilled readers, writers, and communicators. A critical element in this process is establishing and capitalizing on positive and productive relationships with parents and families. In the journey of implementing the provisions of the Virginia Literacy Act, CCPS will continue to communicate with parents, caregivers, and community members about the changes taking place in literacy instruction. Communication is a key component of managing such a significant change, and we will continue to take every opportunity to communicate with our stakeholders and engage them in the process in the interest of increasing awareness and literacy outcomes for our students.

Fall 2024:

- CCPS website: Virginia Literacy Act Implementation Updates - Community Corner
- Community newsletter: CCPS Express
- CCPS employee newsletter: CCPS Insider
- Open House event for parents & families: Display core instructional materials and provide handouts of Virginia Literacy Partnership materials
- Parent Conferences K-8: Information provided about Benchmark Advance and VLP family literacy resources
- CCPS Advisory Team Meetings: Literacy updates on the core ELA program implementation and supportive materials for families (Superintendent Advisory Teams, Parents, Pastors, Advisory Committee for Exceptional Education (ACEE), Gifted)
- School leadership and building reading specialists will work with parents as partners in the development of student reading plans for those students in the high risk band according to the VALLSS.

Spring 2025:

- CCPS website: Virginia Literacy Act Implementation Updates - Community Corner

- Community newsletter: CCPS Express
- CCPS employee newsletter: CCPS Insider
- School based events for parents & families: Display core instructional materials and provide handouts of Virginia Literacy Partnership materials
- Parent Conferences K-8: Information provided about Benchmark Advance and VLP family literacy resources
- School Board presentation focused on status of implementation of the HQIM/Benchmark Advance

Summer 2025:

- Summer Academy communications
- Summer learning opportunities are communicated to families

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: [www.ccps.us](http://www.ccps.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
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