

Fluvanna County Public Schools

Division Literacy Plan



Division Contact Information

School Division: **Gemma Soares** | gsoares@apps.fluco.org

Superintendent: **Peter Gretz** | pgretz@apps.fluco.org

Local School Board Chair: **Andrew Pullen** | apullen@apps.fluco.org

Division VLA Lead: **Allison Poindexter** | apoindexter@apps.fluco.org

Local Board Adoption Date for Division Comprehensive Plan: **08/14/2024; Revised 04/17/2025**

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.

Fluvanna County Public Schools Literacy Vision:

Through collective efficacy, collaboration, and intention, we will apply meaningful assessment practices that inform instruction, utilize student-centered, research-supported curriculum, and provide engaging instructional practices that inspire, motivate, and educate all students.

These literacy classrooms will produce confident and competent readers and writers, as well as creative, critical thinkers.

Introduction

Literacy brings joy; it allows children and young adults to see themselves and their experiences in the characters in literature, to express and evaluate their complex and conflicting emotions, and to learn about the world around them. Additionally, literacy empowers and liberates; it reduces poverty, improves employment opportunities, and positively affects health and welfare. Literacy has a ripple effect on families and communities, increasing opportunities and life choices (UNESCO).

The Virginia Department of Education states, "The goal of literacy instruction in Virginia is 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, 2021b).

But beyond this limited definition - Literacy educators in Fluvanna County know that students must have functional reading and writing skills to be **equipped for life, and to have a positive impact.**

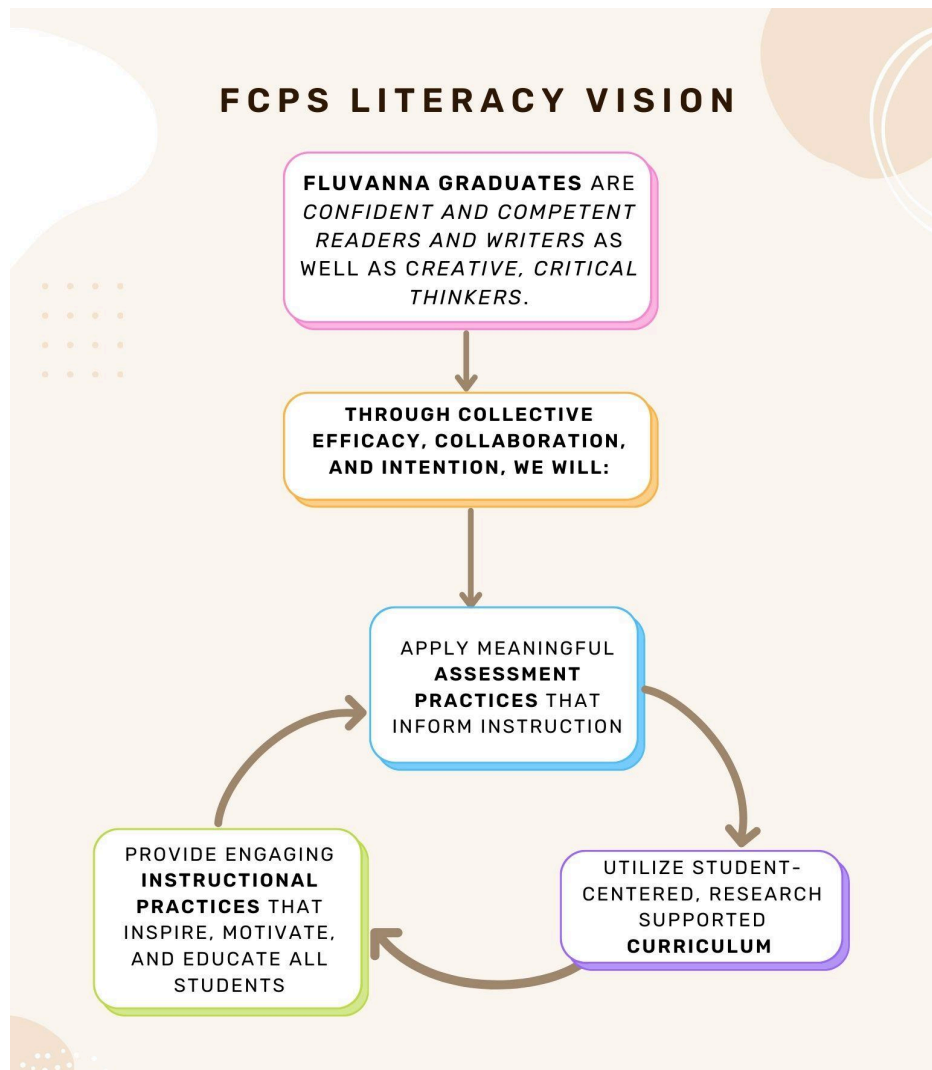
How will we accomplish this goal?

The Fluvanna County literacy plan will provide engaging instructional practices that inspire and motivate students, utilize a student-centered, research-supported curriculum that allows for teacher autonomy, and apply meaningful assessment practices that inform instruction.

Position Statements:

- *Structured literacy* - Structured literacy is an explicit, systematic approach that includes the Five Pillars of Reading Instruction, as supported by the science of reading.
- *English as a discipline* - Students need a specific set of skills to read, write, and think about literature.

- *Text selection*—Literacy educators in Fluvanna County believe that students should encounter diverse, rich, and high-interest texts that help them build knowledge of the human experience and the world around them. We believe that reading inspires and develops empathy, compassion, and thoughtfulness.
- *Quality core instruction*—Students deserve explicit, differentiated instruction led by highly qualified educators who deliver evidence-based curriculum and make intentional instructional choices based on data. This quality core instruction is the right of all students.
- *Intervention* - Literacy educators in Fluvanna County will steadfastly work to understand why gaps in literacy exist and investigate how to address root causes to find solutions. The key to unlocking literacy is differentiating resources and scaffolding support to make quality literacy instruction accessible for all



students.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
FCPS Staff	April - May 2023	Literacy Needs Assessment Survey
Parents	August 2023	Literacy Needs Assessment Survey

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
PreK-12 Literacy Committee	September - December 2023	Shared Literacy Needs Assessment Results
Pre-K12 Literacy Committee	September - December 2023	Draft Division Literacy Plan
Staff, Families, Community Members	November 2023 - present	FCPS Literacy Newsletter Open House Parent Teacher Conferences
Pre-K12 Literacy Committee	September 2024 - May 2025	Monitor the implementation of VLA
Admin, Teachers	August 2024 - May 2026	PLC Meetings
Pre-K12 Literacy Committee	September 2024 - May 2026	Monitor and Celebrate Progress of Division Literacy Plan

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 differs 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).*

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	<i>Amplify, Core Knowledge Language Arts</i>	
Supplemental Instruction (K-8):	<i>Boost Reading, 1e, 2023</i> <i>UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022</i> <i>IXL ELA, 2024</i> <i>Newsela ELA, 2024</i> <i>Scholastic Scope Magazine, 2023</i>	
Intervention (K-8):	<i>Lexia Core5 Reading V4.7.4, 2013,</i> <i>Lexia PowerUp Literacy, v5.2.2, 2024</i>	<i>Read 180, 2023 (SWD)</i>

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 the name of the 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>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
VLP Modules	All K-8 Core, EL, Gifted, and SPED teachers	August 2024 - May 2025
VLP Principals Training	Principals and assistant principals in each elementary and middle school	June 2024
VLP Reading Specialist Modules	All K-8 Reading Specialists	August 2024 - May 2025
VLP Modules for New Teachers	All New K-8 Core, EL, Gifted, and SPED teachers	August 2025 - May 2026

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

May 2024 - Amplify CKLA Overview (all K-5 educators)
 August 2024 - Amplify CKLA and Boost Launch (all K-5 educators and administrators)
 2024/2025 - Amplify CKLA and Boost strengthening and coaching (all K-5 educators)
 January 2024 - Lexia Core 5 and Power Up training (all 3-8 ELA teachers)
 August 2024 - HMH Read 180 training (all Special Education teachers and ELA interventionists 5-8)

SECTION FOUR: 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 & 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): PreK - 8	Fall, Mid-Year, Spring	Teachers, reading specialists, SPED teachers
MAP: Grade 2-8	Fall & Spring	Teachers
Amplify curriculum-based assessments	TBD	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>

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom walkthroughs using VLP-developed walk-through tool	Principals, literacy coordinators	Monthly
Collaborative planning and/or PLCs using lesson plan templates and curriculum scope and sequence	Teachers (general, special education) and specialists (reading specialists, ELL teachers, literacy coordinator)	Weekly
Building-level Curriculum and Instruction PLCs with data from classroom walkthroughs or assessments	Principals, assistant principals, literacy coordinators	Weekly
Division-level Curriculum and Instruction at Admin meetings with data from classroom walkthroughs or assessments	Directors, principals, literacy coordinators	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 developing and implementing the Student Reading Plans based on diagnostic screener results.

Parents will receive an “invitation to participate” letter. They will have options for collaborating in the development of their students' reading plans. Opportunities to learn more will be available at Open House and at Back to School Night. Parents will receive screener results during parent-teacher conferences.

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

1. Communication
 - a. Distribute monthly literacy newsletter, in which we update stakeholders on the progress of our plan
 - b. Leverage social media
 - c. Promote the division website for resources and information
2. Build literacy-rich environments
 - a. Share the availability of local Free Little Libraries
 - b. Encourage partnership with local public library
3. Build parent/caregiver capacity
 - a. Organize Literacy and Math Nights for families
 - b. Offer partnership through Open House, Back to School Night, and Parent/Teacher Conferences

Division Contacts

Title	Name
Director of Elementary Education	Gemma Soares

Title	Name
Division Literacy Coordinators	Allison Poindexter, Jessie Stringer
Dyslexia Advisor	Cynthia Peck
Central Elementary Reading Specialists	Cynthia Peck, Jaime Nuckols, and Erin Denby
Carysbrook Elementary Reading Specialist	Jessie Stringer
Fluvanna Middle Reading Specialist	Dawn Baber
Fluvanna County High School Reading Specialist	Allison Poindexter

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://fluco.org/curriculum-home/>

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