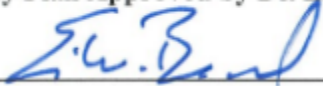


Division Contact Information

Augusta County Public Schools Literacy Plan Preschool through Grade 12

DIVISION CONTACT INFORMATION

School Division: Augusta County	Superintendent: Dr. Eric Bond
Local School Board Chair: David Shifflett	Division VLA Lead: Jane Wright
Local Board Adoption Date for Division-Wide Comprehensive Plan: June 27, 2024	
Revised: <u>November 6, 2024; June 2025; November 2025</u>	
ACPS Literacy Plan Approved by Dr. Eric Bond	
Signature: _____	Date: _____

ACPS Literacy Plan Approved by Dr. Eric Bond	
Signature: <u></u>	Date: <u>6-2-25</u>

Section I: Comprehensive Communication

Section I: Planning for Comprehensive Communication

School Division Literacy Vision:

Augusta County Public Schools believes that learning to read is a universal right for every student. Students are expected to become effective communicators who purposefully read, write, and speak across multiple disciplines. Literacy skills will be developed through the use of evidence-based literacy instruction. Students engage with high-quality texts and digital media to develop comprehension, active listening, and discussion skills. Students express ideas and knowledge in deep and meaningful discussions and writing through various modalities. Students are active listeners, critical thinkers, and collaborators who identify problems, find solutions, and analyze outcomes in the service of becoming productive citizens.

Communication of Vision to Stakeholders: Quarterly updates will be given to our School Board, with the public invited. In addition, updates will be posted on the Augusta County Public Schools webpage.

Stakeholder Group:	Timeline:	Plan for Communication:
Division & School Leaders	Annually at the Administrative Retreat	Total Staff/AP meeting
School Board	Annually in June	School Board Meeting
Teachers & Staff	Annually in April & May	Grade Level, Department, and/or Faculty Meetings Grade Level Meetings
Students	Annually in August	Morning Announcements Morning Meeting Grade Level Meetings
Parents/Community	Annually in July	Social Media and Division Communication Tools

Section II: Sharing Progress

Sharing Progress: Success will be measured in Kindergarten - Grade 8 in multiple ways, including VALLS data, MAP data, and SOL test results. Parents will receive the VALLS summary report and can access student progress via the Parent Portal in Infinite Campus.

Stakeholder Group:	Timeline:	Plan for Communication:
Division & School Leaders	Annually in Fall, Winter, & Spring	Total Staff/AP meeting
School Board/Community	Annually in Winter & Summer	School Board Meeting Website Updates
Teachers & Staff	Annually in Fall, Winter, & Spring	Grade Level, Department, and/or Faculty Meetings *Use of online portals
Students	Annually in Fall, Winter, & Spring	Score Reports
Parents	Annually in Fall, Winter, & Spring	Score Reports sent home

Section III: Selecting HQIM

Section III: Selecting High-Quality Instructional Materials

Description: Augusta County Public Schools uses Benchmark Advance for the core curriculum for Kindergarten through Grade 5. Materials will support all students, including general education students, special education students, gifted and talented students, and ESL students. The chart below lists the curriculum, supplemental, and intervention resources used within the division for Grades Kindergarten through Grade 8.

EBLI:	General Education	Special Populations (Gifted, SWD, ELL)
Core	Benchmark Advance (K-5)	All special populations will receive the same core program by school.
Supplemental K-8	<ul style="list-style-type: none">● University of Florida Literacy Institute (Phonics K-2)● Lexia Core 5 & Power Up (Gr 3-8)● IXL (Grades 6-8)	<ul style="list-style-type: none">● Students struggling to meet core expectations will receive supplemental instruction using VDOE-approved materials as listed. The student population served includes SPED, ELL, economically disadvantaged, and any other general education student not meeting grade level expectations.
Intervention	<ul style="list-style-type: none">● Benchmark Advance Phonics Intervention for code-based instruction, Steps to Advance for language-based instruction● Lexia Core 5 & Power Up (Grades 3-8)	Intervention resources from Benchmark Advance are in place for Tier II and Tier III students.

Section IV: EBLI Training

Section IV: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Description: Professional educators (K-5) in Augusta County Public Schools are trained in Orton Gillingham Strategies through the Institute of Multi-Sensory Education and LETRS through Lexia, which gives educators knowledge of EBLI. Grade 6 -Grade 8 educators receive training opportunities in morphology and orthography during scheduled professional development days throughout the academic year.

Benchmark Advance training is provided for K-5 educators new to Augusta County yearly or new to teaching reading. Returning educators receive ongoing support and professional development throughout the year to include training on the use of supplemental and intervention resources. Professional educators in Grades 6-8 have the opportunity for continued support through Lexia and IXL. Professional development on the use of HQIM will be provided for teachers in Grades 6-8.

New hires will complete the training modules with the Virginia Literacy Partnership. New hires are also given the opportunity to take OG, LETRS, and VLP training to increase their knowledge of EBLI.

Training will be documented through sign-in sheets and/or certificates of completion. Building administrators, teachers, and central office staff will use the VLP Walkthrough tool to document the implementation of the training.

VALLS Training:

Teachers are provided yearly for those who have never been given the VALLS screener. This training includes teachers in Grades Kindergarten through Grade 8.

Section V: Monitoring & Assessment

Section IV: Monitoring Student Assessment and Progress

Description: ACPS will use the formative, summative, and benchmark assessments accompanying the adopted curriculum for Grades K-5. The MAP Assessment tool will be used for Grades 2-8, giving nationally normed data, a Lexile performance range, and instructional guidance. Additionally, students in Grades 6-8 will take quarterly benchmark assessments provided by the Comprehensive Instructional Program (CIP). The assessment table below highlights details of the assessment schedule.

Benchmark Advance contains accompanying intervention resources, including Quick Checks for progress monitoring. School leaders, intervention specialists, reading specialists, and classroom teachers are expected to disaggregate the data quarterly to evaluate students' progress and the effectiveness of instruction.

Family stakeholders will receive communication through the Parent Portal. In addition, VALLS Student Summary reports are sent home to parents in the fall, winter, and spring. Parents are invited to speak directly with the teacher regarding those reports.

Assessment	How Often	Person Responsible
Benchmark Advance Curriculum Assessments Grades K-5	Formative -weekly Summative- every 15 days	Classroom Teacher
MAP Grades 2-8	Fall, Winter, & Spring	Classroom Teacher
VALLS Grades K-2 Grades 3-8	Fall, Winter, Spring (K-2) Fall, Winter (GR 3-8)	Classroom Teacher
CIP Assessments Grades 6-8	Fall, Winter, Spring	Classroom Teacher
IRW Locally Developed Assessments Grades 6-8	Fall & Spring	Classroom Teacher

Section V: Assessing Division-Level Progress

Description:

Division leaders will provide quarterly division-level data from the data points listed below to school administrators, comparing their school's performance to the division's. Reflective questions will be asked to lead the staff through an analysis of their data to create action steps.

School-based teams, including administrators, Grade-Level Leads, Reading Specialists, and Intervention Specialists, will use MAP, VaConnects, and/or Benchmark Universe to disaggregate screener and assessment data and lead teachers in conversations to identify student and instructional needs.

Monitoring Tool	Resources	Responsible Party	Frequency
MAP (Grades 2-8)	MAP	Division, Building Administration, Classroom Teachers	Fall, Winter, Spring

VALLS (Grades K-8)	VALLSS	Admins, Grade Level Leads, Reading Specialists, Intervention Specialists	Fall, Winter (K-2, At Risk GR 3, GR 4-8 students fail/fail basic on the Reading SOL) Spring (K-2, At Risk GR 3)
Comprehensive Instructional Program (Grades 6-8)	CIP Benchmark tests	Grades 6-8 Classroom teachers	Quarterly
Benchmark Assessments (Grades K-5)	Benchmark Universe	Elementary Admins, Grade Level Leads, Reading Specialists, & Intervention Specialists	<ul style="list-style-type: none"> ● Weekly Common Assessments ● Common Unit Assessments
SOL Reading Test (Grades 3-8)	Pearson	Admins, Grade Level Leads (Elementary), ELA Department Chairs (Middle), Reading Specialists, Intervention Specialists	Spring
Literacy Walkthrough Tool (Grades K-8)	Division Built	ACPS Instruction Team Admins	Quarterly

Section VI: Engaging Stakeholders

Section VI: Engaging Parents, Caregivers, and Community

Description: The ACPS Student Reading Plan for Kindergarten through Grade 8 students includes parent input into the plan's development by requiring their presence in person, via phone, or via Google Meet in the fall and spring. In the fall, the parents join in developing the plan with the teacher, talking about the areas of struggle for their child and receiving resources or strategies that may be helpful for at-home literacy support. Parents receive a winter progress report of their student's performance. They are given the opportunity for an in-person meeting if desired. Then, a final meeting is held in the spring to see if the child has met their literacy goal or if the SRP needs to be continued into next year.

- [Elementary Grades K-8](#)

Parents of students screened in Grades PreK-GR 8 receive a VALLS screener report in the fall, winter, and spring to communicate their child's performance. Parents are also afforded the opportunity of parent conferences anytime during the school year and formally during the fall semester.

Families of students in Kindergarten through Grade 2 who are identified as High Risk based on VALLS assessments will be invited to participate in a Home-School partnership program. As part of this initiative, At-Home Literacy Kits will be provided, featuring carefully designed activities that target specific areas of need. Families will also be invited to attend a workshop where they will learn about the partnership, receive the literacy kits, and observe demonstrations of the activities to support implementation at home.

All Grade 3-8 parents receive MAP and SOL reports, communicating their child's mastery of grade-level standards. Instruction in Grades K-8 is differentiated to meet all learners' needs through the core curriculum, which provides materials for students of all abilities, including our ESL learners. At-home resources are also provided to support parents with their child's learning.

Families receive communication from classroom teachers via in-person, phone, Google Meet, or email. In addition, communication from division leaders invites parents to ask questions or bring concerns and includes the needed contact information.

- Dr. Sarah Melton, Assistant Superintendent for Instruction and Technology
- Jane Wright, Director of Elementary Instruction
- Abe Mikell, Instructional Supervisor of Secondary Humanities