DIVISION LITERACY PLAN

Division Contact Information

School Division:Buena Vista City **Public Schools**

Superintendent: Dr. Heather Ault

Local School Board Chair: Mrs. Teresa Ellison

Division VLA Leads: Dr. Brenda Walton

Local Board Adoption Date for Division Comprehensive Plan: June 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.

School Division Literacy Vision:

Buena Vista City Public Schools firmly believe that literacy is a foundational right for all students. We are committed to ensuring that every learner is equipped with the skills and knowledge to read, write, and think critically, empowering them to thrive academically and contribute meaningfully to a literate and informed society. All students in BVCPS will receive evidence-based literacy instruction, using high-quality instructional materials, that are explicit and systematic and focus on the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. All students will engage with high-quality complex texts and participate in writing and discussions anchored in evidence from the text to promote comprehension. All teachers will use an aligned system of assessment as well as ongoing data-based decision-making to drive instruction. BVCPS recognizes an essential component of student success is maintaining a strong partnership with parents and the community.

By spring 2026 less than 20% of students will be at high risk. The number of high-risk students will be reduced to less than 5% by the end of 2028.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Ex. Parents	*April 2025*	*Division Parent Engagement Event and PTO meetings*
Parents	Monthly; per school year	School Board Meeting Updates
Title I Parents	Twice; per school year	Division Title I events
BVCPS School Board Members	Monthly; per school year	School Board Meeting, Instructional Updates
BVCPS School Administrators	Monthly; per school year	Principal Meetings

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):	Benchmark Advance 2022	Grades K-5
Supplemental (k-5)	UFLI Heggerty Lexia	Phonics K-2 Phonemic Awareness K-1 Phonics K-5 Fluency 1-5 Vocabulary K-5 Comprehension K-5
Intervention (K-5):	Lexia	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (6-8):	HMH	Grades 6-8
Supplemental (6-8)	HMH (small group remediation)	Grades 6-8
Intervention (6-8):	Lexia	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension

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
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*
K-5 **NEW** Teachers, Administrators, Reading Specialist, Instructional Coach, or 6-12 Reading/English teacher to the Division	LETRS 1 Admin will complete the LETRS Admin training	During the 2025-2026 school year *Moving forward, any new teachers, who fit this criteria will complete LETRS training in their first year of teaching
NEW Teachers 6-8 (non English content teachers)	VLA: UVA/VDOE Canvas Course	*By November 30, 2025* *Moving forward, any new teachers, who fit this criteria will the required canvas course in their first year of teaching
Elementary K-5, Reading Specialist, Instructional Coach and SPED Teachers	LETRS (Volume 1 or 2)	School Year 2024-2025 August-Unit 1 September-Unit 2 January-Unit 3

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
		March-Unit 4
Middle School and High School English teachers	LETRS (Volume 1 or 2)	School Year 2024-2025 August-Unit 1 September-Unit 2 January-Unit 3 March-Unit 4
School Administrators and Assistant Superintendent	LETRS for Administrators	School Year 2024-2025 August-Unit 1 September-Unit 2 October-Unit 3 January-Unit 4 March-Unit 5
Teachers and Administrators	JMU TTAC-Science of Reading	School Year 2024-2025 February and March 2024 August 2024
Reading Specialist and Instructional Coach K-5	VLA Canvas Mandatory Training	School Year 2024-2025 Summer 2024
Teachers 6-8 (non English content teachers)	VLA: UVA/VDOE Canvas Course	School Year 2024-2025 March 30, 20025
**LETRS 1 or 2 training	Any teacher able to produce certification in one of these programs will only need to complete the “Capstone Implementation Modules” with the UVA/VDOE Canvas Course	

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

2024-2025 BVCPS will host a one day, in person professional development day on August 16, 2024 regarding the implementation of the Benchmark Advance curriculum. In addition, there are multiple webinars from Benchmark Advance that teachers will complete during the Summer of 20204. Follow up professional development will take place in January of 2025 to answer any questions and take a deeper dive into the curriculum. Previously, staff was trained in the use of Hefferty and UFLI. Special Education teachers are trained in OG over the 2023-2024 school year. Ignite professional development occurred on May 31, 2024 and Lexia PD occurred on August 15, 2024.

2025-2026 BVCPS will host a one day, in person professional development day on August 7, 2025 regarding the implementation of the HMH curriculum for English teachers 6-12.

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
Ex. Virginia Language & Literacy Screener (VALLS): Pre-K	*Beginning, Middle and End of Year*	*Reading Specialist, VALLS Coordinator*
VALLSS	3x a year (Mid year for only those students at high risk)	Grade Level Teachers K-8
Benchmark Advance (2-5) HMH (6-8)	End of Unit	Grade Level Teachers 2-8
UFLI K-2	Bi-Weekly	Grade Level Teachers K-2
CIP Benchmarks	Quarterly	Grade Level Teachers 2-8

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
Ex. Classroom Walkthroughs	*Principals*	*Bi-Weekly*
Ex. Collaborative Planning Sessions with Lesson Plan Debrief	*Principal and Reading Specialist*	*Weekly*
Ensure that adopted high-quality instructional materials (HQIM) are being used daily by classroom teachers, specialists, and paraprofessionals	Principals and Reading Specialist	Biweekly Walk-Throughs During Literacy Blocks

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
The Division Leadership and School Principals will meet regarding 5% reduction in high-risk student numbers annually	Division Leadership	Three times a year
Meet with reading specialists or literacy teams to monitor 5% reduction in high-risk student numbers annually, other trends in student data, and attend VALLS data meetings in the spring and fall	Principal and Reading Specialist	By attending twice a year VALLSS data meetings (fall and spring)
In collaboration with Reading Specialist, write the reading plan for high-risk students and communicate the plans and progress with families	Reading Specialist and Classroom Teachers	Three times a year

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.

Student Reading Plan Responsibilities	*Person(s) Responsible*	*How Often?*
Once the Reading Specialist and classroom teacher has drafted a student reading plan, the classroom teacher will communicate the plan's content with the parents/caregivers to solicit their input.	Reading Specialist and Classroom Teacher	At the initial and mid-year parent/teacher conferences either virtually or in-person
As collaborators in the student reading plan, the Reading Specialist will	Reading Specialist, EL Teachers, SpEd Teachers	Attend the initial and mid-year parent/teacher conferences either virtually or in-person

participate in the plan's content communication for parent/caregiver input regarding any student for whom he/she provides intervention.		
Send VALLSS family letter to all K-8 families	Classroom Teacher	Twice a Year

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

Establishing successful partnerships between schools, parents, caregivers and the wider community is paramount for fostering literacy development in children. To achieve this, we believe it is crucial to maintain open lines of communication through newsletters, emails, social media and parent conferences. Actively involving parents and caregivers in literacy activities will be key and fostered by encouraging their participation in workshops, school events and volunteering opportunities related to literacy. Collaborating with local libraries, businesses, and nonprofits will enrich literacy resources and opportunities, supporting the connections between literacy at home and at school. Through these concerted efforts, BVCPS will create a supportive ecosystem that enhances literacy development for all students.

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: https://www.bvcps.net/b_v_c_p_s_division_literacy_plan

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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

Division Superintendent/ Authorized Designee Signature	Print Name	Date