# Division Literacy Plan





## Division Contact Information

School Division: **(First, Last) | name@division.domain**

Superintendent: **(First, Last) | name@division.domain**

Local School Board Chair: **(First, Last) | name@division.domain**

Division VLA Lead: **(First, Last) | name@division.domain**

Local Board Adoption Date for Division Comprehensive Plan: **00/00/0000**

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:

*Enter your literacy vision here.*

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
| --- | --- | --- |
| *Ex. Parents* | *April 2024* | *Division Parent Engagement Event and PTO meetings* |
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## 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).*

| Instruction Populations | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
| --- | --- | --- |
| Core (K-5): | *Ex. Approved Program A (ABC Elementary*  *Approved Program B (DEF Primary)*  *Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)* | *All special populations will receive the same core program by school.* |
| Supplemental Instruction (K-5): | *TBD* | *TBD* |
| Intervention (K-5): | *TBD* | *TBD* |

| Instruction Populations | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SWD) |
| --- | --- | --- |
| Core (K-5): |  |  |
| Supplemental Instruction (K-5): |  |  |
| Intervention (K-5): |  |  |

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

*Enter your description of additional training here.*

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* |
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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* |
|  |  |  |
|  |  |  |
|  |  |  |

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.

*Enter your plan here*

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

*Enter your plan here*

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](https://law.lis.virginia.gov/vacode/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 divisionwide literacy plan will be housed on your school division website: *Enter the link here*

## 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