

# DIVISION LITERACY PLAN



The 2024-2025 Division Literacy Plan (DLP) pertains to **K-5 literacy instruction** per VDOE guidance.

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## DIVISION CONTACT INFORMATION

School Division: **Virginia Beach City Public Schools**

Superintendent: **Donald E. Roberston | Donald.Robertson@vbschools.com**

Local School Board Chair: **Kimberly A. Melnyk | schoolboard@vbcpsboard.com**

Division VLA Lead: **Danielle E. Colucci | Danielle.Colucci@vbschools.com**

Local Board Adoption Date for Division Comprehensive Plan: **05/28/2024**

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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:

*All students actively engage in evidence-based literacy instruction that inspires learning, growth, and joy. Working in partnership with families and our community, we empower all students to acquire the literacy skills necessary for success in school and life.*

#### We are committed to:

- Applying systematic, explicit instruction in foundational skills to support word recognition while simultaneously building language comprehension.
- Using high-quality instructional materials grounded in science-based reading research (SBRR).
- Monitoring progress and providing feedback to support student learning and mastery.
- Building student knowledge and vocabulary by using complex texts across the curriculum.
- Providing students with ample opportunities to read, write, communicate, and collaborate.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
VLA Strategic Planning Committee and DLP Subcommittee	Dec 2023 - May 2024	VLA Planning Meetings
Administrators and Central Office Instructional Personnel	May 2024	Citywide Principal Meeting
School Board	May 2024	School Board Meeting
Reading Specialists	June 2024	Reading Specialist Meeting
Teachers	June 2024	Division All Staff Communication
Families, Caregivers, and Community Members	May 2024	Division Community Newsletter, Superintendent Deskside Chats, School Newsletters, and Division Literacy Website
New Hires	Ongoing as needed	New Employee Onboarding

## SECTION TWO: Selecting High-Quality Instructional Materials

Directions: List below the High-Quality Instructional Materials (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):	HMH into Reading	All special populations will also receive HMH into Reading as their core program.
Supplemental Instruction (K-5):	TBD	TBD - ELL TBD - Gifted
Intervention (K-5):	SIPPS - Early Intervention Reading Initiative [EIRI] (K-3) Read 180 Code Flex (3-5)	SIPPS (4-5) and Spire with Sounds Sensible (K-5) - SWD Read 180 Code Flex (3-5) - SWD and ELL

## 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
*VDOE Principal and Assistant Principal Professional Development	Elementary principals, assistant principals, and central office administrators	June 27, 2024
*LETRS V1 + VDOE Virginia Literacy Act Capstone Canvas Course  Or VDOE - VLP Canvas Modules	K-5 classroom teachers (including Title I and Title II reading/literacy- teachers) Special education and English Learner teachers serving K-5 students	Ongoing in 2024-25
*VDOE - VLP Canvas Modules	Reading Specialists	Sept 2024 - June 2025
*VBCPS Administrator Professional Learning (PL)	Elementary administrators and central office leaders	April 24, 2024 May 1, 2024 May 15, 2024 July 17-18, 2024 Aug 6, 2024 Ongoing in 2024-25
*VBCPS Literacy Leader PL	K-5 reading specialists and literacy coaches (Title I and Title II)	April 24, 2024 Aug 6, 2024 Monthly 2024-25
*VBCPS Essential Teacher PL Sessions	K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL)	Various summer sessions 2024 Preservice week 2024 Ongoing and job-embedded in 2024-25

*\*Per VDOE directions, this plan reflects elementary, K-5, planning for the 2024-25 school year. Therefore, middle school trainings are not included in the above chart. VBCPS will ensure all required middle school modules and trainings are completed.*

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

Literacy leaders will receive monthly professional learning (PL) and presentations aligned to the requirements of the VLA and adopted curriculum. They will share the presentations with K-5 teachers (including special education, EL, and gifted teachers) during collaborative meetings at their schools. VBCPS utilizes instructional coaching to deliver PL as every elementary school has at least one reading specialist. This job-embedded PL model will continue throughout 2024-25 to ensure support for the implementation of the adopted curriculum and other requirements of the VLA (e.g., developing student reading plans, clarity on the English Standards of Learning (SOLs), progress monitoring, VALLSS, and parent communication). In addition to the VDOE-VLP Canvas modules, LETRS, and job-embedded PL, HQIM PL sessions will be provided during the summer of 2024 and during preservice week. Administrators will receive PL during spring and summer sessions and regularly scheduled principal

meetings. A framework highlighting the quarterly focus for HQIM and EBLLI PL will be provided to principals to guide planning, PL, and feedback on implementation.

## 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
Virginia Language & Literacy Screening System (VALLSS): Pre-K-3	Beginning, Middle, and End-of-Year	Teachers, reading specialists, Early Literacy Coordinator
NWEA MAP Grades 2-5	Grade 2 - Middle and End-of-Year Grades 3-5 - Beginning, Middle, and End-of-Year	Teachers, reading specialists, special education teachers, EL teachers, K-12 Academic Support Programs Coordinator
VDOE Growth Measures and Standards of Learning Reading Assessment	Beginning, Middle, and End-of-Year	Teachers, reading specialists, special education teachers, EL teachers, building administrators

*In addition to the assessments listed above, VBCPS teachers and specialists utilize ongoing formative assessment to inform and differentiate instruction in the classroom. This will occur through approved core, supplemental, and intervention resources.*

## 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
Division Level Analysis of Literacy Assessment Data Meetings	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability	Beginning, Middle, and End-of-Year
School Level Analysis of Literacy Assessment Data	Department of Teaching and Learning, Department of School Leadership, Office of Planning, Innovation, and Accountability, teachers, GRTs, special education teachers, EL teachers, administration, reading specialists, academic coordinators	Beginning, Middle, and End-of-Year (more frequently as needed)
School Level Collaborative Data Analysis and Planning Sessions	Teachers, GRTs, special education teachers, EL teachers, administration, reading Specialists,	Ongoing (weekly to monthly)

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
	Department of Teaching and Learning specialists	
Student Reading Plan Progress Monitoring and Student Response Team Meetings	Teachers, GRTs, special education teachers, EL teachers, administration, reading specialists, Department of Teaching and Learning, and school academic coordinators	Ongoing
Classroom Learning Walks/Observations Feedback Tools and Platform	Department of Teaching and Learning, Department of School Leadership, administration and teachers	Ongoing
VBCPS Spring Survey of Staff, Families, and Partners	Director of Research and Evaluation	Annually

## 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.

VBCPS will ensure families are aware of the Virginia Language and Literacy Screening System results by utilizing the VLP family letters and score reports. Additional communication will be provided to families of students whose literacy assessment results indicate the need for a Student Reading Plan. Families will be invited to participate in the development of their child’s Student Reading Plan. Parents will receive a copy of the Student Reading Plan and be provided progress updates. In the spring, a survey will be provided to parents to solicit their feedback on their experience regarding the Student Reading Plan.

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

VBCPS prioritizes strong partnerships as outlined in our Strategic Framework, Goal 5: Mutually Supportive Partnerships. VBCPS is currently developing a division literacy webpage to add to our division website. This will provide families with information and resources to support students’ literacy growth at home. The web page will share the VBCPS K-12 literacy vision, goals, instructional resources, and helpful links to EBLI resources. The webpage will link to each school’s webpage so parents can easily find contact information for school staff, including administrators and reading specialists. It will also house the current Division Literacy Plan. Division and school-level community newsletters will share critical information related to the Virginia Literacy Act and provide families with important information and resources regarding instruction and assessment.

The following strategies will also be used to grow our partnerships with families and stakeholders.

- Parents and Caregivers - The division website will be updated to include literacy information and resources for parents. Families will receive assessment information regarding their students’



literacy progress. If a student requires a student reading plan, VBCPS will ensure parents/guardians are informed and invited to participate in the development of the plan. Additionally, Title I will host Literacy Family Engagement sessions focused on enhancing family understanding of literacy and building home libraries.

- Community Partnerships - The division will continue to develop meaningful partnerships with universities and other community organizations to support student literacy growth.
- Division Level Outreach - The division will provide helpful videos to explain resources and evidence-based literacy instruction. Course guides and storyboards related to the curriculum will be updated and accessible to families. VBCPS will also ensure principals provide regular updates and assessment information to parents.

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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: [Home - Virginia Beach City Public Schools \(vbschools.com\)](http://Home - Virginia Beach City Public Schools (vbschools.com))

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## DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

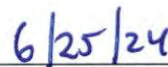
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community



Division Superintendent/  
Authorized Designee Signature



Print Name



Date