



DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

School Division: **Richmond City Public Schools** | rvaschools.net

Superintendent: **Jason Kamras** | jkamras@rvaschools.net

Local School Board Chair: **Dawn Page** | dpage2@rvaschools.net

Division VLA Lead: **Cassandra Bell** | cbell@rvaschools.net

Local Board Adoption Date for Division Comprehensive Plan: **12/06/2024**

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 & Mission

RPS Literacy Vision

Our vision is to empower every student with essential literacy skills through evidence-based instruction and high-quality, culturally relevant instructional materials, fostering an inclusive and collaborative learning environment that ensures equity and prepares students for lifelong success.

RPS Literacy Mission

Our mission is to ensure that every RPS student, from Pre-K onwards, achieves grade-level and joyful reading proficiency and graduates with the essential literacy, critical thinking, problem-solving, and teamwork skills needed for success in higher education, active citizenship, and professional life.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Literacy coaches (K-8)</i>	<p><i>SY 23-24: March 2024, April 2024, June 2024</i></p> <p><i>SY 24-25: August 2024-May 2025</i></p>	<i>Monthly literacy coach meetings</i>
<i>Reading interventionists (K-5)</i>	<p><i>SY 23-24: April 2024</i></p> <p><i>SY 24-25: August 2024 - May 2025</i></p>	<i>Monthly reading interventionist meetings</i>
<i>Elementary principals</i>	<p><i>SY 23-24: April 2024, May 2024</i></p> <p><i>SY 24-25: August 2024 - January 2025</i></p>	<i>Monthly principal cluster meetings, leadership newsletters</i>
<p><i>Division academic department leaders</i></p> <p><i>(Multilingual Learner Success, Exceptional Education, Curriculum & Instruction, Academic Programs & Supports)</i></p>	<p><i>SY 23-24: March 2024, May 2024</i></p> <p><i>SY 24-25: August 2024, October 2024, November 2024, December 2024</i></p>	<i>VLA team meetings</i>
<i>Families</i>	<i>August 2024 - Ongoing</i>	<i>Back-to-school nights, PTO/PTA meetings, family engagement nights, school based newsletters</i>

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):	<p><u>Grades K-2</u></p> <ul style="list-style-type: none"> Open Up Resources, EL Education Language Arts Curriculum, First Edition, 2017: Approved Core Program 8 <p><u>Grades 3-5</u></p> <ul style="list-style-type: none"> Imagine Learning LLC, Imagine Learning EL Education, First Edition, 2019: Approved Core Program 4 	<p>All special populations will receive the same core program by school.</p> <p>Additionally, special populations will continue to receive push-in support from specialized personnel and, in some cases, pull-out support as well.</p>
Supplemental Instruction (K-5):	<p><u>Grades K-2</u></p> <ul style="list-style-type: none"> University of Florida Literacy Institute: Approved Supplemental Program 15 <p><u>Grades K-1</u></p> <ul style="list-style-type: none"> Heggerty Phonemic Awareness K-1: Approved Supplemental Program 9 	<p>Richmond Public Schools intends to purchase Imagine Language and Literacy by January 2025 for our English Language Learners to utilize during their small group time.</p> <p>Richmond Public Schools will utilize Unique Learning Systems for students with disabilities accessing the adapted curriculum within the Intensive Support Program.</p>

GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
	<p><i>All special populations will receive the same core program by school.</i></p> <p><i>Additionally, special populations will continue to receive push-in support from specialized personnel and, in some cases, pull-out support as well.</i></p>
<p>Intervention (K-5):</p> <ul style="list-style-type: none"> ● <i>SIPPS, 4th Edition, 2020: Approved Intervention Program 5</i> ● <i>Lexia Core5 Reading V4.7.4, 2013: Approved Intervention Program 12</i> 	<p><i>All ELs will use Imagine Language Learning and Literacy instead of Lexia Core5.</i></p> <p><i>All ELs are entitled to intervention, provided by an interventionist. LIEP teachers may pull ELs for additional support during this time, in addition to the minutes provided by the interventionist.</i></p> <p><i>All special populations will receive the same core program by school.</i></p> <p><i>Additionally, special populations will continue to receive push-in support from specialized personnel and, in some cases, pull-out support as well.</i></p>

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
<i>VLP Canvas Course</i>	<i>All K-8 classroom teachers, SPED teachers, and LIEP teachers</i>	<i>June 2024 – December 2024</i>
<i>VLP Canvas Course</i>	<i>All K-8 reading specialists</i>	<i>August 2023 - May 2024 or September 2024 - May 2025</i>
<i>Capstone Course</i>	<i>Teachers who have completed LETRS Vol. 1 and/or Orton-Gillingham training</i>	<i>June 2024 – May 2025</i>
<i>Open Up Resources: EL Education Language Arts Curriculum</i>	<i>K-5 classroom teachers, SPED teachers, LIEP teachers, and principals</i>	<i>August 2024 - Ongoing</i>
<i>Imagine Learning EL Education</i>	<i>3-5 classroom teachers, SPED teachers, LIEP teachers, and principals</i>	<i>August 2024 - Ongoing</i>
<i>Lexia Core5 Reading</i>	<i>3-5 classroom teachers, literacy coaches, reading interventionists, and other instructional support staff</i>	<i>August 2024 - Ongoing</i>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022</i>	<i>K-2 classroom teachers, literacy coaches, reading interventionists, instructional assistants, principals, assistant principals, and other instructional staff</i>	<i>May 2024 - May 2025</i>
<i>SIPPS, 4th Edition, 2020</i>	<i>Classroom teachers, reading interventionists, LIEP teachers, SPED teachers, principals, assistant principals, and other instructional support staff</i>	<i>August 2024 - Ongoing</i>
<i>VLA Professional Learning Sessions</i>	<i>Principals</i>	<i>Monthly (September 2024 - May 2025)</i>
<i>LETRS</i>	<i>Classroom teachers, coaches, and reading interventionists</i>	<i>August 2024 - Ongoing</i>

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

- VLP Canvas Course (K-8 teachers):** *The Virginia Literacy Partnership (VLP) in collaboration with UVA and VDOE developed nine online modules in Canvas to support elementary and middle school teachers with implementation of the Virginia Literacy Act. These modules focus on building a strong literacy knowledge base rooted in science-based reading research (SBRR) and evidence-based literacy instruction (EBLI). These modules are self-paced and are recommended to be taken one per month.*
- VLP Canvas Course (K-8 reading specialists):** *The Virginia Literacy Partnership (VLP) in collaboration with UVA and VDOE developed nine online modules in Canvas to support elementary and middle school reading specialists with implementation of the Virginia Literacy Act. These modules, much like those developed for teachers, focus on building a strong literacy knowledge base rooted in science-based reading research (SBRR) and evidence-based literacy instruction (EBLI). Because reading specialists are tasked with supporting building administrators and classroom teachers in fully understanding and applying the provisions of VLA, their modules include a more*

extensive study of the science of reading and the skills needed to support scholars in becoming proficient readers. These modules are also self-paced and are recommended to be completed at a rate of one module per month.

- **Capstone Course:** *This course is intended to support K-8 teachers/leaders who have completed LETRS Vol. 1 or Orton-Gillingham training prior to 2022. Individuals enrolled in this course will be required to complete 3 online modules to ensure that they are well equipped to meet all requirements under VLA.*
- **Open Up Resources: EL Education Language Arts Curriculum:** *Training to support the implementation of this HQIM will be provided by district ELA instructional specialists during new teacher orientation, district preservice days, and throughout the 2024-25 school year. Each school's literacy coach will also provide weekly professional learning sessions during regularly scheduled meetings with teachers.*
- **Imagine Learning: EL Education:** *Training to support the full integration of this HQIM will be provided by Imagine Learning representatives during our district pre-service week. This training will help all teachers in grades 3-5 learn to navigate the Imagine Learning platform and all associated digital resources. Ongoing professional learning opportunities will be provided throughout the school year by ELA instructional specialists and school based literacy coaches.*
- **UFLI Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022:** *Numerous professional learning opportunities will be provided to support the implementation of this supplemental HQIM throughout both the summer of 2024 and during district preservice. These sessions will aid in deepening understanding of UFLI's overall structure and alignment to the science of reading and VLA, unpacking key resources for implementation, internalizing Day 1 and 2 instructional routines through video observation and rehearsal protocols, as well as planning for small group instruction. These training opportunities are intended for kindergarten through second grade teachers, literacy coaches, reading interventionists, principals, assistant principals, as well as instructional assistants who support literacy. Ongoing training throughout the course of the 2024-25 school year will also be provided.*
- **SIPPS, 4th Edition, 2020:** *Training on this intervention for elementary teachers and reading interventionists will be provided by division intervention specialists and building level reading specialists during new teacher orientation, district preservice week, and throughout the 2024-25 school year.*
- **VLA Professional Learning Sessions:** *Principals will engage in monthly sessions focused on the VLP Canvas course that their teachers are taking. These sessions will be led by our division VLA team. Principals will then turnkey these sessions in collaboration with their school-based literacy coach to support teachers in continuing their implementation of VLA.*
- **LETRS:** *Training will be provided through both in-person and online modules, and will be monitored and supported by district reading intervention specialists. After each session, teachers will demonstrate evidence of implementation through lesson planning and work samples.*

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
<i>Virginia Language & Literacy Screener (VALLSS)</i>	<i>BOY, MOY (optional), and EOY</i>	<i>Classroom teachers, literacy coaches, reading interventionists, and other support staff</i>
<i>Benchmark Assessment (Unlocked Phonics)</i>	<i>BOY, MOY, and EOY</i>	<i>Classroom teachers, literacy coaches</i>
<i>Core5 Auto Placement</i>	<i>Once when students first log into Core5</i>	<i>Classroom teachers, literacy coaches</i>
<i>UFLI Progress Monitoring</i>	<i>Every 5th lesson</i>	<i>Classroom teachers, reading interventionists, other support staff</i>
<i>VGA</i>	<i>Twice a year</i>	<i>Classroom teachers, literacy coaches, administration, school test coordinator</i>
<i>Interims</i>	<i>Twice a year</i>	<i>Classroom teachers, literacy coaches</i>
<i>Standards of Learning (SOL) Assessments</i>	<i>End of Semester/End of Year</i>	<i>Classroom teachers, literacy coaches, administration, school test coordinator</i>

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>Classroom Walkthroughs</i>	<i>Principals, assistant principals, literacy coaches, reading interventionists, and instructional specialists</i>	<i>Weekly</i>
<i>Early Literacy Tracker</i>	<i>Classroom teachers, literacy coaches, and instructional specialists</i>	<i>Weekly</i>
<i>Intervention Tracker</i>	<i>Classroom teachers, reading interventionists, and instructional specialists</i>	<i>Weekly</i>
<i>VALLSS Report on Student Progress</i>	<i>Classroom teachers, literacy coaches, reading interventionists, and instructional specialists</i>	<i>Three times a year</i>
<i>Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principals, assistant principals, literacy coaches, and classroom teachers</i>	<i>Weekly</i>
<i>Data Meetings</i>	<i>Principals, assistant principals, literacy coaches, classroom teachers, and reading interventionists</i>	<i>Monthly</i>

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.

Beginning in the 2024-25 school year, all kindergarten through second grade students will be assessed using the Virginia Language and Literacy Screening System (VALLSS). Students may also be assessed in third grade if they score below benchmark or were identified on the end-of-year PALs assessment in the Spring of 2024. With this new literacy screener, students will be administered numerous subtests that will provide families with clear information regarding students' overall levels of risk that may prevent them from acquiring the skills needed to become proficient readers. If students score within the "high risk" band, a Student Reading Plan will be required to ensure that proper interventions are established to enable students to acquire the skills needed to read more effectively and efficiently.

Families will be informed of their child's VALLSS results once completed. If the results indicate that a student has been identified as needing a Student Reading Plan, parents/caregivers will have the opportunity to participate in a meeting to help set goals and determine a support plan of action. If the parent/guardian is unable to attend the meeting, the school-based literacy team (classroom teacher, reading interventionist, literacy coach, and administrator) will make the appropriate determinations needed to build the student's reading plan. This information will again be shared with parents/caregivers for input and feedback. Once finalized, all Student Reading Plans will be provided to the parents/caregivers. Additional resources (including hands-on activities and digital applications/websites) will be provided to families within their Student Reading Plans to aid in supporting their scholars at home.

Students who qualify for additional support in kindergarten through second grade will receive additional instruction utilizing UFLI. Students in grades 3-5 needing such support will receive additional instruction utilizing Lexia. SIPPS will be used as an additional intervention resource, as needed.

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

The following strategies will be used to grow our partnerships with families and other stakeholders:

- *Lit Limo – This mobile library will continue to provide books to build home libraries with age-appropriate materials of students' choosing. The Lit Limo services students at all elementary schools and in our neighborhoods every week during the school year and daily during the summer.*

- *Local University Partnerships – We will continue our existing partnership with Virginia Commonwealth University’s ExCELL program to provide early literacy support to teachers and families.*
- *Development of a Parental Involvement Framework – Create a clear, accessible framework that outlines how parents and caregivers can contribute to their children’s reading development. This will include examples of at-home literacy activities, tips for reading with children, and strategies to foster a love for reading.*
- *Parent Workshops – Host parent/caregiver workshops on effective reading strategies and understanding stages of literacy development. These sessions will be conducted in various languages to cater to our diverse communities.*
- *Community Literacy Nights – Foster school/community collaboration centered around literacy.*
- *Title I Literacy Nights – Engage families in annual literacy focused events to provide reading resources and showcase student work.*
- *Reading Buddies – Establish partnerships with local non-profits, businesses, and community organizations to recruit “reading buddies” for students at all elementary schools.*
- *Partner with Division Communications Team – Establish open lines of communication between schools and families by utilizing newsletters, parent/guardian-teacher conferences, and digital platforms to keep families informed and engaged around literacy.*
- *Read-Aloud Options for Families – Utilizing artificial intelligence or QR codes, provide information in audio form for parents/caregivers who cannot read.*



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.rvaschools.net/academics/curriculum-and-instruction/literacy>.

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

Jason Kamras

Print Name

12/6/2024 | 17:15 EST

Date