

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Alexandria City Public Schools**

Superintendent: **Dr. Melanie Kay-Wyatt** | [melanie.kay-wyatt@acps.k12.va.us](mailto:melanie.kay-wyatt@acps.k12.va.us)

Local School Board Chair: **Michelle Reif** | [michelle.reif@acps.k12.va.us](mailto:michelle.reif@acps.k12.va.us)

Division VLA Lead: **Dr. Pierrette Finney** | [pierrette.finney@acps.k12.va.us](mailto:pierrette.finney@acps.k12.va.us) and **Carmen Sanders** | [carmen.sanders@acps.k12.va.us](mailto:carmen.sanders@acps.k12.va.us)

Local Board Adoption Date for Division Comprehensive Plan: **06/25/2025**

## 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:

**Vision:** To foster enriching and inclusive literacy experiences for students by building a comprehensive, culturally-sustaining PreK-12 literacy program that reflects our diverse community. To empower students to think critically and communicate effectively within and beyond the classroom.

**Mission:** To provide all educators with research-based and differentiated tools, knowledge, and resources for supporting students' ongoing literacy growth. To engage students in diverse literacy learning experiences and opportunities that empower and inspire them to create change in their communities and the world.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
DLP School-based	December 2024	• Update on Approved DLP

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Committee	<p>March 2025</p> <p>Fall 2025</p> <p>Spring 2026</p> <p>Fall 2026</p> <p>Spring 2027</p>	<p>Revisions</p> <ul style="list-style-type: none"> <li>● Google Feedback Forms <ul style="list-style-type: none"> <li>○ March 2025</li> <li>○ May 2025</li> </ul> </li> <li>● Reach out to new staff to join committee via email and English Newsletter</li> <li>● Update on VDOE feedback for DLP</li> <li>● Update on revised DLP based on VDOE feedback</li> <li>● Sharing public facing information and resources via email</li> <li>● Update on DLP progress</li> <li>● Update on DLP Progress</li> <li>● Update on DLP Progress</li> </ul>
Administrators	<p>March 2025: April and May 2025 June 2025-June 2027</p> <p>May-September 2025 Continued updates throughout 2025-2027</p>	<ul style="list-style-type: none"> <li>● DLP Overview</li> <li>● Google Feedback Forms</li> <li>● Wednesday Weekly updates</li> <li>● ACPS Insider and Express Newsletters</li> <li>● Communications Office collaboration</li> </ul>
Central Office Literacy Team	<p>ACPS Literacy Team Meetings:</p> <ul style="list-style-type: none"> <li>● Dec. 6,</li> <li>● Jan. 17, 31</li> <li>● Feb. 21</li> <li>● March 7, 21</li> <li>● April 4, 18</li> <li>● May 2, 16, 30</li> </ul> <p>2025-2027 Literacy Team Meetings: Every other Friday</p>	<ul style="list-style-type: none"> <li>● Google Calendar invites</li> <li>● Email reminders and communications</li> <li>● Requesting input and feedback, surveys</li> </ul>
ACPS Leadership (SLT)	<p>March and April 2025, April 2026, April 2027</p> <p>Form to collect feedback: Shared: April 2025-2027 Due: May 2025-2027</p>	<ul style="list-style-type: none"> <li>● School Board Presentation review</li> <li>● Collaboration with Executive Director of Instructional Support and Chief Academic Officer to request feedback from key ACPS stakeholders by May 2025</li> </ul>

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Board	School Board Presentation April, 2025, April 2026, April 2027  Form to collect feedback: Shared: May 2025 Due: June 2025	<ul style="list-style-type: none"> <li>• School Board Presentation</li> <li>• Collaboration with Executive Director of Instructional Support and Chief Academic Officer to request feedback from key ACPS stakeholders by June 2025</li> </ul>
ACPS Staff	June 2025- June 2027  May and June 2025 Continued updates throughout 2024-2027	<ul style="list-style-type: none"> <li>• School-based Literacy Team Turn Around Trainings</li> <li>• Weekly WW Administration and Leadership Newsletter</li> <li>• Faculty Meeting Presentations</li> <li>• ACPS Express and Insider</li> <li>• Communications Office Collaboration</li> <li>• ACPS Website</li> <li>• English Newsletter</li> </ul>
Parents/Caregivers	June-August 2025  Continued updates throughout 2025-2027  Spring 2025-Fall 2027	<ul style="list-style-type: none"> <li>• DLP Updates in the ACPS Express</li> <li>• ACPS Websites and ACPS Newsletters</li> <li>• VALLSS and VLA video created in collaboration with the Communications Dept.</li> <li>• Public-facing Canvas courses with VLA/VALLSS information and at-home literacy supports</li> </ul>
Community	Continued updates throughout 2025-2027	<ul style="list-style-type: none"> <li>• School Board Presentations (televised and available on YouTube)</li> <li>• ACPS Express</li> <li>• ACPS Websites</li> </ul>

## 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 (Pre-K)	The Creative Curriculum for Preschool	The Creative Curriculum for Preschool
Core (K-5):	Open Up Resources, Bookworms Reading and Writing, 2022 (K-5)	Open Up Resources, Bookworms Reading and Writing, 2022 (K-5)
Supplemental Instruction (K-8):	NoRedInk (6-12) University of Florida Literacy Institute, UFLI: Foundations (Grades K-2)	NoRedInk (6-12)
Intervention (K-8):	Really Great Reading Countdown (K-5) Really Great Reading Blast (K-5) Really Great Reading HD-Word (K-5) HMH Read 180 (6-8) Lexia Reading Core5 and PowerUp (K-5; 6-8)	Voyager Sopris Language! Live (6-12) - SWD Wilson Foundations (K-5) - SWD Wilson Just Words (K-5) - SWD Lexia Reading (K-5) - SWD, ELL Really Great Reading Countdown (K-5) - ELL Really Great Reading Blast (K-5) - ELL Really Great Reading HD-Word (K-5) - ELL
Core (6-12)	Savvas myPerspectives	Savvas myPerspectives
Intervention (9-12)	Lexia	Language Live! (9-12) - SWD Lexia - EL, SWD

### 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>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
Wilson Foundations	Elementary Special Education Teachers	August 2025 - December 2025
Wilson Just Words	Elementary Special Education Teachers	August 2025 - December 2025

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Bookworms Shared Reading	Elementary General Education, Special Education, EL & Advanced Academics Teachers	August 2025 - June 2027
Bookworms ELA Block Writing	Elementary General Education, Special Education, EL & Advanced Academics Teachers	August 2025 - June 2027
Bookworms DI (Differentiated Instruction) Block Small Group Instruction	Elementary General Education, Special Education, & EL Teachers	August 2025 - June 2027
Really Great Reading	Elementary General Education, Special Education, & EL Teachers	August 2025 - June 2027
UFLI Foundations (University of Florida Literacy Institute)	Interventionists	August 2025 - June 2027
Specially Designed Instruction (SDI) in Literacy	All Special Education Teachers	August 2025-April 2027
Language Live!	Secondary Special Education Teachers	August 2025 - December 2027
Lexia	6-12 Teachers	August 2025-June 2027
VLP VALUE Series-Workshop	6-12 Teachers	August 2025-June 2027
Science of Reading-Providing background on VALLSS subtests	6-12 Teachers	August 2025-June 2027
Read 180	Read 180 Teachers	August 2025-June 2027
The Creative Curriculum for Preschool Science of Reading Resources- Teaching Strategies	Preschool Teachers and Instructional Assistants; General Education and Special Education	August 2025-June 2027
NoRedInk	6-12 Teachers	August 2025-June 2027
Using Data for Small Group Instruction	6-12 Teachers	August 2025-June 2027
Literacy Professional Learning for School Leaders	6-12 Administrators	August 2025-June 2027
New Licensed Staff Orientation Onboarding	New Teachers	August 2025, 2026, and 2027
VLA Canvas Course (20-40 hour course)	New Teachers and Staff	April 2025-June 2027
SOL Teacher Leaders	6-12 Teachers and Administrators	Fall-Spring of 2025-2027

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

Initial training on adopted curriculum materials has been conducted throughout the past two years and will continue in the coming two years to support refinement and integration of the resources in classrooms. The trainings will occur during school-based and division-wide professional learning days as well as during site-based sessions during and after the school day. (PLC meetings, grade-level meetings, department meetings, etc.) This ongoing professional learning will include the following: navigating and utilizing adopted resource platforms, data analysis provided by adopted curricular materials, curriculum revisions based on implementation feedback, and deepening the understanding of the science of reading research to connect with adopted curricular materials.

Instructional specialists are collaborating on a coherent professional learning schedule, so all Specialized Instruction, English Learner, and Advanced Academics teachers participate in training on adopted curricular materials.

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## 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>Ex. Virginia Language &amp; Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
VALLSS (PreK-3)	Beginning, Middle, End of Year	Gen Ed, SPED, EL Teachers, Reading Specialists
VALLSS (4-8)	Beginning and Middle of Year	Gen Ed, SPED, EL Teachers, Reading Specialists
VALLSS Progress Monitoring (K-8)	Beginning, Middle, End of Year	Gen Ed, SPED, EL Teachers, Reading Specialists
MAP Growth (2-12)	Beginning, Middle, End of Year	Gen Ed, SPED, EL Teachers
WIDA (K-12)	Jan-March	EL and Gen Ed Teachers
DIBELS (K-5)	Beginning, Middle, End of Year as Needed	Gen Ed, SPED, EL Teachers, Reading Specialists
Informal Decoding Inventory (Walpole et al.) (K-5)	Beginning, Middle, End of Year	Gen Ed, SPED, EL Teachers, Reading Specialists
Developmental Spelling Assessment (DSA) (6-8)	Beginning, Middle, End of Year	Grades 6-8 Gen Ed, SPED, and EL English Teachers
Qualitative Reading Inventory (6-8)	Beginning, Middle, End of Year	EL Teachers
NoRedInk Benchmark/Milestone Assessments (6-8)	Quarterly	Grades 6-8 English Teachers

## 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>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
Classroom Walkthroughs and Data Collection Forms	Administrators, Instructional Coaches & Division Instructional Specialists	Monthly
Collaborative Planning Session Protocols	Administrators, Instructional Coaches & Division Instructional Specialists	Weekly
Assessment Data Analysis Review & Implementing Progress Monitoring Protocols	Administrators, Instructional Coaches and Professional Learning Community Teams	Ongoing; Quarterly
Usage Reports & Observation on Implementation of Adopted Materials	Administrators, Instructional Coaches and Division Instructional Specialists	Ongoing; Quarterly
Student Work Sample Analyses	Administrators, Instructional Coaches and Professional Learning Community Teams	Ongoing; Quarterly
Quarterly Chats in Collaboration with the Office of School Improvement	Senior Leadership Team & School Leadership Teams	Quarterly
Completion Certificates for VLP Canvas Course and Required Science of Literacy Training	Administrators, Instructional Coaches, and Division Instructional Specialists	Quarterly
Secondary Writing Assessments Analysis	Administrators, Instructional Coaches, and Division Instructional Specialists	Quarterly

## 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.

### Points of Contact:

Ms. Kimberly Schell

K-12 Literacy Coordinator and Secondary Literacy Specialist



**Dr. Carolyn Wooster**  
**Elementary Literacy Instructional Specialist**

- *Collaborate with the Office of Communications to develop a community-facing communication plan, reaching parents and caregivers about the VLA and SRPs*
- *Create division-level communications, translated in multiple languages, for schools to send to families and caregivers. This communication includes opportunities for how parents can participate in their student's reading plan*
- *Provide updates on student progress via progress monitoring data tools*
- *Develop tools to support parent and caregiver knowledge of their student's data and a progress monitoring or screening results*
- *Host Family Literacy Nights at individual schools in the fall and spring*
- *Share individual student data via various division-level communication platforms or directly from the school or teacher*
- *Share parent resources via a public facing Canvas courses*
- *Convene division leaders with community advocacy groups to share resources and updates in literacy instruction in the division*
- *Support families with understanding student data and reports via published and digital platform resources*
- *Student facing one-pager and/or presentation to help explain the VLA and changes for next year (6-8)*

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

*ACPS will continue to collaborate with their wide network of invaluable literacy community partners throughout the City of Alexandria. The committed nonprofits such as the Alexandria Literacy Initiative (ALI), ranging from the Alexandria Tutoring Consortium to Wright to Read to Inspire LIT, will continue to support and enrich ACPS' mission to enhance students' literacy learning within and beyond the school day.*

*ALI Members-Alexandria Tutoring Consortium*

*Casa Chirilagua- non-profit  
Out of School Time Program*

*ACPS will also enhance our resources to support parents and caregivers with at-home literacy learning:*

- *building their library of videos on the ACPS Growing Readers ACPS Literacy Website*
- *providing support with accessing software programs like Really Great Reading's at-home Reading Playgrounds program (K-2), Read 180 (6-8), and Lexia Core5 and PowerUp K-12)*

- *providing access and structures encouraging a high volume of reading beyond the school day*
- *host Family Literacy Nights at individual schools in the Fall and Spring*

*Additionally, communications via social media, ACPS platforms and newsletters, FACE, and school-based communications will provide another essential avenue for information. This will also include a continued partnership with Alexandria Library by highlighting available resources.*

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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:

<https://www.acps.k12.va.us/departments/teaching-learning-leadership/office-of-instructional-support/english-language-arts/virginia-literacy-act>

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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

Dr. Melanie Kay-Wyatt  
Print Name

June 25, 2025  
Date