DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

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

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

Local School Board Chair: **Kathleen J. Brown | schoolboard@vbcpsboard.com**

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

Local Board Adoption Date for Division Comprehensive Plan: **11/10/25**

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	Ongoing	Citywide Principal Meeting Updates as well as progress monitoring and celebrations will be shared throughout the year based on assessment cycles.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Board	Ongoing	School Board Meeting Updates as well as progress monitoring and celebrations will be shared throughout the year based on assessment cycles.
Reading Specialists	Monthly	Reading Specialist Meeting job-embedded professional learning will occur monthly with a focus on supporting teachers with data analysis, progress monitoring and implementation of approved resources.
Teachers	Bi-weekly	Division All Staff Communication Job embedded professional learning will occur through professional learning communities to support data analysis, progress monitoring and implementation of approved resources.
Families, Caregivers, and Community Members	Ongoing	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:	UFLI Heggerty Sound Partners Lexia Core5 95% Comprehension	ELL - Supplemental materials for English learners will be used based on data identifying individual student needs. Gifted - Supplemental materials for gifted students will be used based on data and

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
		compliance with differentiated and extended curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs.
Supplemental Instruction 6-8:	Lexia Power Up	ELL - Supplemental materials for English learners will be used based on data identifying individual student needs. Gifted - Supplemental materials for gifted students will be used based on data and compliance with differentiated and extended curriculum as indicated in VA Code 8VAC20-40-20 and VA Code 8VAC20-40-40 to meet learning needs.
Intervention K-5:	SIPPS and Heggerty Early Intervention Reading Initiative UFLI Sound Partners Lexia Core5 Read 180 Code	Spire with Sounds Sensible - SWD SIPPS and Read 180 Code - SWD and ELL
Intervention 6-8:	Lexia Power Up Read 180 Read 180 Code SIPPS	SIPPS and Read 180 Code - 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 Asynchronous legacy PALS course for new hires
*LETRS V1 + VLP Canvas Modules **Or** LETRS V1 & 2 + VLP Canvas Modules **Or** VDOE - VLP Canvas Modules	K-8 teachers, (including Title I and Title II reading/literacy-teachers), special education and English learner teachers serving K-8 students	Ongoing in 2025-26 and 26-27 for new hires

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
*VDOE - VLP Canvas Modules and In-Person Institutes	Reading specialists	Sept 2024 - June 2025 Ongoing in 2025-26 and 26-27 for new hires
*VBCPS Administrator Professional Learning (PL)	Elementary administrators and central office leaders Middle school administrators and central office leaders Continue for elementary and secondary administrators and central office	ES: April 24, 2024 May 1, 2024 May 15, 2024 July 17-18, 2024 Aug 6, 2024 Ongoing in 2024-25 MS: May 16, 2024 Aug 15, 2024 Feb 13, 2025 April 10, 2025 All: Ongoing in 2025-26 and 26-27 (dates TBD) Aug 2025 Oct 2025 Feb 2026 May 2026
*VBCPS Literacy Leader PL	K-5 reading specialists and literacy coaches (Title I and Title II); 6-8 reading specialists and coaches	April 24, 2024 (ES) Aug 6, 2024 (ES) Monthly 2024-25 (all) Aug 2025 Monthly 2025-26 and 26-27
*VBCPS Essential Teacher PL Sessions	K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL) 6-8 English teachers, literacy coaches, and reading specialists (including special education)	Various summer sessions 2024 Preservice week 2024 Ongoing and job-embedded in 2024-26 Various summer sessions 2025 and 2026 Preservice week 2025 and 2026 Ongoing and job-embedded in 2025-26 and 26-27
Supplemental Material Training	K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL) 6-8 English teachers, literacy coaches, and reading specialists (including special education)	Once a quarter (Aug 2025-June 2026)

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Intervention Material Training	K-5 classroom teachers (including GRTs, special education, Title I, Title II, and EL) 6-8 intervention teachers, literacy coaches, and reading specialists (including special education)	Once a quarter (Aug 2025-June 2026)

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-8 school teachers as appropriate (including special education, EL, and gifted teachers) during collaborative meetings at their schools. VBCPS utilizes instructional coaching to deliver PL as every elementary and middle school has at least one reading specialist. This job-embedded PL model will continue throughout 2025-26 and 2026-27 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, job-embedded PL, and HQIM PL sessions will be provided on an on-going basis to support implementation. Administrators will receive PL during spring and summer sessions and regularly scheduled principal meetings.

SECTION FOUR: 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 and 4-8	K-3 - Three times a year based on the schedule provided by VDOE during the fall, winter, and spring windows. 4-8 - Two times a year based on the schedule provided by VDOE during the fall and winter windows.	Teachers, reading specialists, Early Literacy Coordinator
NWEA MAP Grades 2-8	Grade 2 - Middle and End-of-Year Grades 3-8 - Beginning, Middle, and End-of-Year	Teachers, reading specialists, special education teachers, EL teachers, K-12 Academic Support Programs Coordinator
Standards of Learning Reading Assessment	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 and literacy leaders, academic coordinators, school improvement specialist (MS)	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 and literacy leaders, school improvement specialist (MS), Department of Teaching and Learning	Ongoing (weekly to monthly)
Student Reading Plan Progress Monitoring and Student Response Team Meetings	Teachers, GRTs, special education teachers, EL teachers, administration, reading specialists and literacy leaders, 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 survey of staff and families	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. VBCPS has developed a division literacy webpage that can be accessed through the division website. This provides families with information and resources to support students' literacy growth at home. The webpage shares VBCPS K-12 literacy vision, goals, instructional resources and helpful links to EBLI resources. The webpage links to school contact information, making contacting administrators and reading specialists convenient for parents/guardians. Additionally, it includes the name and contact information of the division dyslexia advisor, the elementary language arts coordinator and the secondary English coordinator. The webpage also houses the current Division Literacy Plan, division and school-level community newsletters, and Virginia Literacy Act information. It also provides families with the Division Literacy Plan and helpful information regarding evidence-based literacy 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 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.

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: *Literacy For All - Virginia Beach City Public Schools*

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
	Donald E Robertson	11/10/25