DIVISION LITERACY PLAN

Division Contact Information

School Division: **Albemarle County Public Schools**

Acting Superintendent: **Dr. Chandra Hayes | chayes@k12albemarle.org**

Local School Board Chair: **Dr. Rebecca Berlin | rberlin@k12albemarle.org**

Division VLA Lead: **Dr. Megan Wood | mwood@k12albemarle.org**

Local Board Adoption Date for Division Comprehensive Plan: **7/10/2025**

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:

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Parents/Guardians/Family Members	August 2025-June 2027	Distribute Division Literacy Instruction Plan PK-12 via school communication, Division website, Family Engagement Nights (Back to School, Open House, Reading Nights)
Teachers	August 2025 August 2026 Ongoing	New Teacher Academy Preservice Week Division Professional Learning Monthly Professional Learning Sessions
Division Level Finance Team	August 2025-June 2027	Monthly meetings between Department of Finance and Department of Instruction
School and County Level Leaders	August 2025-June 2027	School Board Meetings Joint School Board and Board of Supervisor Meetings
Community Partners	August 2025-June 2027	Division Website Social Media Local News Segments Family Council Communications

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.

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH *Into Reading*	All special populations will receive the same core program in every tier 1 classroom.
Core Resources (6-8):	HMH *Into Literature* and ACPS Approved Books List	All special populations will access the same resources in every tier 1 classroom. Selections used vary by teacher.
Supplemental Instruction (K-8):	Rewards, Megawords, Scholastic Action, Scholastic Scope	Used as needed for Tier 1 students.
Intervention (K-8):	UFLI, Read 180, Phonics for Reading, SIPPS, SIPPS Challenge, SIPPS Plus, Lexia Core 5, Lexia PowerUp, Lexia Language!, Read to Achieve, SPIRE, 95 Percent Group Wilson	Used as needed for Tier 2 and Tier 3 students.

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
LETRS Volume 1 VLP Capstone Course	All new-to-ACPS elementary teachers (K-5 Classroom, EL, Special Education, Reading Specialists and Talent Development Teachers)	August 2025-June 2026 August 2026-June 2027
LETRS Volume 2	Opportunity extended to interested teachers K-8	August 2025 - June 2027

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS - Admin	Principals and Assistant Principals	June 2024 – June 2026
VLP Canvas Course	All 6-8 Classroom Teachers 6-12 EL Teachers 6-12 Special Education Teachers 6-12 Talent Development Teachers	August 2025-June 2026 August 2026-June 2027
VLP Canvas Course for Specialty & Resource Teachers	All new-to-ACPS K-5 Specialists (PE, Music, Art, Library, CTE)	August 2025-June 2026 August 2026-June2027
VLP Canvas Course for Reading Specialists	New Reading Specialists	August 2025-June 2026 August 2026-June 2027
VALLS 4-8 Training Tutorials	4-8 ELA teachers and Reading Specialists	August 2025 -September 2027
HMH Into Reading/EBLI professional learning sessions (monthly)	All K-5 teachers	September 2025-June 2026 September 2026-June 2027

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

New teachers will receive *HMH Into Reading* grade-level training at New Teacher Academy in August 2025 and August 2026. Reading Specialists, instructional coaches, and HMH Champions (one classroom teacher per school) will receive professional development on how to support years 2 and 3 implementation of HMH Into Reading in August 2025 and August 2026. The school-based literacy teams will meet on a regular basis to debrief internal learning walks, review HMH Coachly trends, and guide support for HMH implementation.

HMH Champions (one teacher per elementary school) will be working as a team to develop professional learning sessions around EBLI and *HMH Into Reading*. This common professional learning that was developed centrally will be delivered monthly by each HMH Champion at school-based faculty meetings. This adheres to the state mandate of a core literacy program. Students in 6-8 use resources from the adopted program *HMH Into Literature.*

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 and Literacy Screener (VALLS) K-2	• Beginning, Middle, End of Year	Classroom Teachers
VALLS -Grade 3	• Beginning, Middle, End of year for students who were high risk in the spring of 2nd grade.	Classroom Teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLS 4-5	• Beginning of year for students who did not pass the reading SOL. • Midyear for students who were screened in Fall.	Classroom Teachers
VALLS 6-8	•Beginning/Middle of Year: 6th-8th grade students who failed previous SOL	Classroom Teachers and Reading Specialists
MAP Growth Assessments	• Beginning, Middle End of year in grades 3-5	Classroom Teachers
Common Quarterly Reading Assessments	•Quarterly reading assessment for grades 3-12	Classroom Teachers
VALLS Progress Monitoring AimsWeb Progress Monitoring	• 2-4 weeks, as needed per Student Literacy Plan	Classroom Teacher and Reading Specialists

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
Classroom Walkthroughs	Principals	Weekly
School-Based Literacy Team Implementation Meetings, K-5	Principals	Monthly
Grade-Level PLC Data, Implementation, or MTSS Conversations	Principals	Weekly
Division-wide ELA Content Advisory Team Meetings	ELA Curriculum Coordinators	Monthly
Division Data Meetings	Office of Strategic Planning	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.

Student Reading Plans (SRPs) will be developed based on screener data (VALLS) and documented in the Division's MTSS platform, Branching Minds. Plans are developed collaboratively with multiple stakeholders and shared with families for feedback. Reading goals are progress monitored, and identified interventions are implemented and monitored for

effectiveness. Student progress and next steps are discussed with families during fall conferences.

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

Every elementary and middle school will provide families with literacy nights where families will learn about evidence-based literacy instruction. The Division distributes a comprehensive Division Literacy Instruction Guide that provides stakeholders with an understanding of literacy instruction PreK-12 and how families can get involved to support literacy at home. Schools will send home VALLS reports and quarterly assessment reports with family-friendly letters that explain data and provide families with direction on how to support their student/s at home.

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.k12albemarle.org/our-departments/instruction/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	Print Name	Date
[signature]	Chandra Hayes	10/15/2026