

# VIRGINIA LITERACY UPDATES

## MARCH 2025



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## MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF INSTRUCTION

Educators,

As we spring into March, we celebrate the joy of reading all month long with National Literacy Month. If you are celebrating this month with fun and engaging reading activities, please use #EverybodyReadsVA on social media posts. We would love to promote the great activities schools are doing to promote reading and literacy.

With the second semester in full swing, divisions should be planning for next year's implementation of the Virginia Literacy Act (VLA). School divisions are already implementing the Virginia Language and Literacy Screening System (VALLSS) screener for Grades K-3 and providing instruction in kindergarten through Grade 5 with Board-approved core curriculum/HQIM, supplemental programs and intervention programs for students. In 2025-2026, these opportunities will be extended with the Grade 4-8 VALLSS screener available for schools to use with qualifying students. Currently, the VALLSS screener is undergoing a pilot phase in 20 divisions across the Commonwealth. This pilot will inform the decision rules to determine which students need to take the screener, rules which will also include the consideration of a student's Reading Standards of Learning (SOL) Assessment score from the previous school year. Until those decision rules are finalized and for planning purposes, divisions should consider current data around students served by Multi-Tiered Systems of Supports (MTSS) *already in place* to support struggling readers.

Division Literacy Plans already include supplemental and intervention programs for students in Kindergarten through Grade 5. The 2025-2026 DLP will include the adoption of Grade 6-8 supplemental and intervention programs that will be used support student needs to enhance current MTSS resources. By adding quality Board-approved supplemental and intervention programs to existing MTSS practices, middle schools will tighten their approaches to support students in reading with stronger tools and resources. The Grade 6-8 supplemental and intervention program guides will be finalized later in March.

Our English and Literacy team is available to answer any questions that division and school leaders may have regarding the implementation of VLA. Please reach out by sending an email to [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov).

Thank you for all that you do for developing readers across the Commonwealth.

Michelle

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## INSTRUCTIONAL MATERIALS

**Please share with division-level ELA leaders, secondary teachers, and educators who are involved in the selection process for instructional materials.**

### English Grades 6-12 Textbook and Instructional Materials

On December 3, 2024, the VBOE received the Final Review of Proposed State Approved Textbooks for 6-12 English. The Board of Education took action to approve the list of proposed secondary English textbooks. The VDOE has published revised lists of approved textbooks on its [2024 English Textbooks webpage](#).

The *Code of Virginia* permits local school boards to use textbooks not approved by the VBOE. If a local school board opts to use a textbook not approved by the Board of Education, a local textbook review process should be conducted that includes components similar to the state level review. The [Guidelines for Local Textbook Approval](#) provide additional information.

A comprehensive overview of the current textbook review process, along with the Regulations Governing Local School Boards and School Divisions, are available in [Virginia's Textbook Review Process](#).

Note: This process is separate from the legislation set forth in the Virginia Literacy Act, which requires local school boards to adopt core curriculum from the [Board-approved list](#) for Grades K-5.

### Cycle 4 Curriculum Review

**\*New:** The 4<sup>th</sup> cycle of curriculum review is began at the end of January, 2025. The Virginia Literacy Partnerships received over 60 applications across all program areas, including Core K-5 Literacy, Supplemental Programs Kindergarten – Grade 8, and Intervention Programs Kindergarten – Grade 8. The review process is on-going and it is anticipated that materials will be presented to the Board of Education for review in early fall 2025.

Do you know a review team member?

**\*Important:** Review teams are comprised of educators from all across the state of Virginia. Teams are diverse and representative of multiple facets of literacy instruction; each team includes a classroom teacher, a reading specialist or instructional coach, and a division leader or administrator. Additionally, teams are comprised of educators from each of the eight Superintendent Regions in the Commonwealth. Cycle 4 teams consist entirely of veteran review teams, which speaks to the high level of engagement, as well as a deep commitment, to this important work. Virginia Literacy Partnerships and Virginia Department of Education would like to express deep gratitude and appreciation for all of the educators who have been a part of this crucial work. Thank you for many hours spent reviewing hundreds of program submissions, reaching consensus with fellow reviewers, and consistently identifying programs that answer the question, *what is best for kids?* This work would not be possible without dedication and diligence in implementing the review process paired with fidelity and integrity.

## 6-8 Recommended Supplemental and Intervention Instructional Program Guides

**\*New:** At the Virginia Board of Education meeting on [February 27, 2025](#), the VDOE presented the [Grade 6-8 Recommended Supplemental Instructional Program Guide](#) and the [Grade 6-8 Recommended Intervention Instructional Program Guide](#) for first review. After a period of 30 days, in which time the public may access, review, and provide feedback on the programs, the Board will reconvene on March 27 and will vote on the Guides. If the Board votes in favor of the recommended programs, the Approved Supplemental and Intervention Instructional Program Guides will be final, and the process will be complete for this cycle. Divisions will use the guides to select supplemental and intervention materials for Grades 6-8 and include these selections in the Division’s Literacy Plan.

Questions about curriculum review can be emailed to [VLP-VLA@virginia.edu](mailto:VLP-VLA@virginia.edu) and [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov)

## Purchasing Materials

VDOE has secured pricing for all approved core, supplemental, and intervention programs. Divisions may use the pricing structures below.

- [Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)
- [Intervention Instructional Program Guide & Supplemental Instructional Program Guide | Virginia Department of Education](#)



### **Next steps for divisions:**

- Review approved lists for English Grades 6-8 to begin local adoption processes for textbooks and high-quality instructional materials (HQIM)/curriculum.
- Review the Grade 6-8 Recommended Supplemental Instructional Program Guide and the Grade 6-8 Recommended Intervention Instructional Program Guide that went to the Board of Education for first review and begin planning for local adoption processes to be implemented.

# USE OF VALLSS AND STUDENT READING PLANS

Please share with division-level ELA and assessment leaders, principal supervisors, elementary principals, and reading specialists who are responsible for the administration of VALLSS and EIRI services to ensure that all students K-3 are assessed according to the updated VALLSS assessment calendar.

## Kindergarten through Grade 3

**\*NEW:** Virginia Literacy Partnerships has created a resource sharing the [VALLSS Subtest Description and Examples](#). Divisions should consider sharing this information with families and caregivers, so that they are aware of the areas of literacy development that are measured in VALLSS. Virginia Literacy Partnerships has [family resources](#) available. VDOE also has a website dedicated to [family supports for reading](#).

**\*IMPORTANT:** Students who were not previously in the High-Risk Band, and scored in the High-Risk Band at Mid-Year are required to have a Student Reading Plan and to receive EIRI Services. Students who are no longer in the High-Risk Band must continue to have a Student Reading Plan. These students are no longer required to receive EIRI services but may do so at the discretion on the division/school. Questions regarding the [Early Intervention Reading Initiative \(EIRI\)](#) requirements and Student Reading Plans may be sent to [Ellen Frackelton](#), Elementary PK-5 Reading/Literacy Coordinator.

Just as with Fall assessments, in addition to providing an overall code-based *Band of Risk*, VALLSS: Grades K-3 *Instructional Indicators* supply information at the subtest level to indicate specific skills in which students would benefit from additional explicit instruction to move them towards the Low-Risk band.

## Student Reading Plans

Divisions may choose to update Student Reading Plans after the mid-year VALLSS administration window with updated student data. If students are newly designated in the High-Risk Band, schools need to write a Student Reading Plan that will be in place through the remainder of the school year. If Kindergarten through Grade 3 students are designated in the High-Risk Band, they will be required to receive an additional [2.5 hours of literacy instruction through EIRI](#).

High Risk	Moderate Risk	Low Risk
Students are the most likely to have ongoing reading difficulties.	Requires additional explicit instruction in skills with instructional indicators for designated students.	Students are at the lowest risk for reading difficulties.
Students qualify for Early Reading Intervention Services (EIRI).	Supplemental instruction is highly recommended based on student need.	Cumulative review of student progress is needed.
Students must have a student reading plan in place.		

VLP, in collaboration with VDOE, has developed the resources below.

- [Student Reading Plan Template](#)
- [Division Student Reading Plan Guidance](#)
- [Family Invitation to Participate Letter](#)
- [Family Invitation to Participate Letter – Spanish](#)
- [Student Reading Plan Family Explanation Letter](#)
- [Student Reading Plan Family Explanation Letter - Spanish](#)

The VBOE approved the Student Reading Plan Template at the April 25, 2024 meeting. Divisions may complete [Student Reading Plans](#) in other formats/platforms as long as these meet the minimum requirements to satisfy the VLA.

Student Reading Plans must include the following sections:

- Student Information
- Area(s) of Identified Need
- Targeted Reading Goal(s)
  - Goal Statement(s)
  - Objectives
- Progress Monitoring Plan
- Target Intervention Details
- Narrative for Student Progress and Next Steps
- Additional Considerations for Reading Intervention Services
- Family Resources

### **\*NEW:** [Sharing VALLSS Information with Families](#)

Updated English and Spanish versions of the [Family Invitation to Participate](#) in the Student Reading Plan Process can now be found on the VLP website. Family Letter Templates to help with communicating VALLSS data are available in both Spanish and English and are found behind the VAConnects login. Resources > Family Support. Families may access PDF versions [here](#). These can be helpful resources when sharing information about performance on the screening instrument.

### [Supporting Students using Early Intervention Reading Initiative \(EIRI\)](#)

The VLA and EIRI require an additional 2.5 hours of literacy instruction for students that are designated in the High-Risk Band on VALLSS. Intervention “(iv) may include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, extended instructional time in the school day or school year, or, for students in grades six through eight, a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's reading plan. In accordance with § [22.1-215.2](#), the parent of each student shall receive notice before services begin and a copy of the student reading plan.”

How schools meet the additional instruction for students designated in the High-Risk Band is a local division decision and will depend on the master schedule, resources available, and individual student’s

needs. School divisions have flexibility and can use a combination of any of the above options to ensure that students receive 2.5 hours of additional literacy instruction a week.

All students, including students with an IEP or 504 Plan and students who qualify for English language services, who take VALLSS: Grades K-3 and score in the High-Risk band will be required to have a Student Reading Plan and qualify for EIRI services. EIRI requires 2.5 hours of additional reading support weekly. Divisions should consult with families, teachers, administrators, special educators, English language teachers, and reading specialists to determine student learning needs and ways to address them. VDOE and VLP have worked collaboratively to create guidance documents for students who have an IEP/504 Plan and students who qualify for English language support services.

- [EIRI IEP Guidance](#)
- [EIRI ELD Guidance](#)



#### **Next Steps for school divisions:**

- Review mid-year VALLSS student data to determine if changes are needed regarding student reading plans, including developing plans for students who now fall into the High-risk band.
- Communicate with parents on their child’s VALLSS scores.
- Offer for families to participate in the development of any new student reading plans. Use the letter templates provided to develop division letters.

## PROFESSIONAL DEVELOPMENT

**Please share with division-level ELA leaders, principal supervisors, and principals to ensure that all teachers are trained according to the requirements of the VLA. This information includes Board-approved training options, a timeline for completion, and supports for division implementation.**

### **\*NEW- VLA K-8 Specialty Area Professional Learning Optional Module**

The VLA K-8 Specialty Area Professional Learning Module is now available. This is an **optional non-Canvas module**. This module covers why the VLA is important, the reason behind why Virginia is shifting literacy instruction, evidence-based literacy instruction aligned to science-based reading research, and other related topics related to the VLA. It also discusses how this group of educators can support students, and ways to integrate literacy into your classroom. This optional module can be found on the VLP website on the [VLA for Specialty Area Teachers page](#).

### Science-based Literacy Training Options

#### **Superintendent’s Memo 003-24**

[Virginia Literacy Act: Science-Based Literacy Instruction Training](#)

#### **Professional Educator Training Requirements**

As part of the Virginia Literacy Act, Kindergarten-Grade 8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. Educators have until the beginning of the 2025-26 academic year to complete the training. Divisions must make every effort to

ensure teachers complete their training by the training deadline. February 1-7, 2025 was the final window for registration submissions. For teachers hired after February, information will be forthcoming on how to register them. The chart below outlines the professional learning requirement for each group of teachers.

Divisions must make every effort to ensure teachers complete their training by the training deadline of the start of the 2025-2026 academic school year. Divisions have shared strategies they are using to ensure they meet this deadline: 1) hosting monthly check-in meetings with all staff enrolled in the same course; 2) check-ins with school literacy coaches; 3) group sessions with teachers of similar content areas have scheduled times to complete the course; and 4) monthly progress reports to school leaders. If leaders would like to talk through strategies to achieve this, please reach out to [VLA@doe.virginia.gov](mailto:VLA@doe.virginia.gov).

Educator Group	VLA Requirements	Anticipated Canvas Modules Release	Number of Canvas Modules	Approximate Completion Time
K-5 Reading Specialists	Required to attend Reading Institutes (Summer/Fall 2023 or Fall 2024) and complete Canvas modules*	September 2024	9	3-4 hours per module
K-5 Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers</b> Canvas Course	July 2024	9	2-3 hours per module
K-5 Teachers who have completed LETRS Volumes 1 & 2 <b>OR</b> Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers Capstone</b> Canvas Course	July 2024	3	1-1.5 hours per module
K-5 Teachers who have completed <b>ONLY</b> LETRS Volume 1 (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers Language &amp; Comprehension</b> Canvas Course	July 2024	7	2-3 hours per module
K-8 Principals	Required to attend Reading Institutes (Summer/Fall 2024)	N/A	<i>No Canvas modules are planned for K-8 principals at this time.</i>	N/A
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete <b>6-8 Reading Specialists</b> Canvas Course	September 2024	9	3-4 hours per module
6-8 ELA Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete <b>6-8 ELA Teachers</b> Canvas Course	September 2024	9	2-3 hours per module
6-8 ELA Teachers who have completed LETRS Volumes 1 & 2 <b>OR</b> Orton-Gillingham courses that meet the specified criteria (ELA	Required to complete <b>6-8 Teachers Capstone</b> Canvas Course	September 2024	3	1-1.5 hours per module

Educator Group	VLA Requirements	Anticipated Canvas Modules Release	Number of Canvas Modules	Approximate Completion Time
Classroom, Special Educators, EL Teachers)				
6-8 ELA Teachers who have completed ONLY LETRS Volume 1 (ELA Classroom, Special Educators, EL Teachers)	Required to complete <b>6-8 Teachers Language &amp; Comprehension</b> Canvas Course	September 2024	6	2-3 hours per module
6-8 Content Area Teachers (Content Classroom, Special Educators)	Required to complete <b>6-8 Content Teachers</b> Canvas Course	September 2024	3	1-2 hours per module
K-8 Specialty and Resource Teachers (e.g., art, music, PE, CTE, resource)	Optional non-Canvas module and will be available on the public UVA website	January 2025	N/A	1-2 hours

Other Educator Groups	Professional Development
9-12 Reading Specialists	All reading specialists should be trained, 9-12 Reading Specialists may opt to enroll in the 6-8 Reading Specialists Canvas Course.
9-12 SPED & EL Teachers*	VLP has not developed content specifically for 9-12 SPED and EL teachers, but divisions can opt to enroll them in the 6-8 ELA course.
Blind and Hearing-Impaired	Blind and hearing-impaired teachers should enroll in whichever course is best aligned with their role: K-5 Teachers (depending on their level of OG or LETRS training) or 6-8 ELA (depending on their level of OG or LETRS training).
ELA coordinators	VLP offered ELA coordinators training in the 2023-2024 school year.
Other educators <ul style="list-style-type: none"> <li>9-12 ELA &amp; Content Area Teachers</li> <li>Central Office Administration</li> <li>Instructional Specialists</li> <li>ITRTs</li> <li>K-12 Resource Teachers</li> <li>Long-term Substitutes</li> <li>Pre-School Teachers</li> <li>Speech &amp; Language Pathologists</li> </ul>	<p>Current licensing limits the number of participants who can take the courses, as prioritized by the law. Other educator groups may participate in the optional non-Canvas module that will be released on the VLP public website in September.</p> <p>If divisions would like to recommend these educator groups receive further information on VLA/EBLI/SBRR, VLP recommends that they take the VALUE Series professional learning module which can be found on the Educator Resource Center on the <a href="#">VLP public website</a>.</p>

For administrators, division-level leadership, and other educators not required to take Canvas courses, VLP has developed open-access training materials which can be found on their website:

<https://literacy.virginia.edu>. Resources found here address K-3 learners, 4-8 learners, administrators, coaching support, and many other topics. Helpful resources can be found using the links below:

- [VLP Homepage](#)
- [K-3 VALUE series](#)

- [4-8 VALUE series](#)

## Resources to Support Division and School Administrators

**Please share with division-level ELA leaders, principal supervisors, and principals to support teachers who are completing Canvas courses to support required VLA training in 2024-2025.**

In response to the field, VLP has produced resources for division- and school-level literacy leadership to support educators as they work through Canvas modules. Infographics with information on the anticipated timeline for completion, audience, and focus of the Canvas modules have been created for each course and can be found on the [VLP Website for Reading Specialists and Administrators](#). The course overviews include the module title, module topics, and guiding discussion questions for each module within the respective Canvas courses. Use of these materials is **optional**. These materials can support meaningful discussions around learning objectives and provide support for grade-level or school-based trainings. These are available for K-5 courses and 6-8 courses.

### **\*NEW:** [VLP Evidence-Based Literacy Instruction Canvas Course Reports](#)

VLP has developed a reporting method to allow each division to see which teachers are enrolled in the Canvas courses, as well as their progression through the modules within the course. Each quarter, your SSWS division contact (the person who submits the files to VLP) will receive a file in SSWS from Beth Williams or Kimberly Bavis with your division's course report. **The second quarter course reports are being provided in February 2025. The third quarter reports will be provided starting in mid-March 2025.** Division contacts will receive an email from [literacy@virginia.edu](mailto:literacy@virginia.edu) before the file is shared with them in SSWS. **Files only stay in SSWS for seven days, so please promptly access and download your file when a notification has been received.**

If other division or school leaders require this information, please disseminate it to them. Within the report, there is helpful information on the first tab of the spreadsheet "Helpful Information," followed by a tab for each of the nine courses. Teachers will be listed on the tab of the course they are enrolled in as of the date of the report.

## Reading Specialist Provisional Microcredential

**Please share with division-level ELA leaders, human resource directors, principal supervisors, and principals who need to enroll educators in a reading specialist position in the microcredential course to meet the requirements of VLA.**

Over 600 educators are currently enrolled in the Microcredential course. Divisions are asked to check in with registered teachers and provide supports to them. Division supports may include regular check-in on microcredential progress with the candidates by leadership, assistance from currently licensed reading specialist, or microcredential course study groups. Course completers will qualify for a five-year provisional reading specialist license that can help divisions fill reading specialist vacancies until full licensure can be obtained by individuals.

Teachers interested in enrolling in the Reading Specialist Microcredential Course must [complete the pre-registration form](#).

- Divisions should work with educators interested in becoming a reading specialist to sign-up for the reading microcredential course? and to enroll in a reading specialist degree program through a university.
- Division literacy leads, in partnership with human resource team members, should work to monitor and support educators who are completing the self-paced Reading Specialist Microcredential modules.
- Division human resources directors should work with successful microcredential completers to apply for the add-on endorsement through VDOE.
  - To add the endorsement, the school division will submit the following to the VDOE licensure office:
    - a completed Licensure Request Form (LRF),
    - the provisional certificate of completion, and
    - a \$50 fee payment.
    - The microcredential and provisional endorsement are not renewable.

## Webinars to Support Gifted and English Learner Instruction

The VDOE in partnership with VLP hosted webinars focusing on VLA implementation with English learners and gifted learners. The webinar recordings and slides are available on the Virginia Literacy Act [webpage](#) of the VDOE.

- [The Virginia Literacy Act and English Learners](#)
- [The Virginia Literacy Act and Gifted Learners](#)



### **Next steps for division:**

- Follow up with teachers who are taking the legislatively required Canvas training courses to provide supports for completion by the start of the 2025-2026 school year. Review the quarterly Canvas reports provided by VLP to follow teacher progress.
- Encourage teachers to sign-up for the Reading Specialist Microcredential program if they 1) desire to be a reading specialist and have not begun programming; or 2) are in a reading specialist program but will not be complete by the start of 2025-2026 and the division would like to hire them as a reading specialist.

## PLANNING

### Planning for 2025-2026 Grades 6-8 Implementation

**Please share with division-level and school-level ELA leaders to ensure planning is underway for next school year.**

**\*NEW:** Next year, division literacy plans should include implementation for Grades 6-8. Division and school leaders should consider this implementation an enhancement to existing Multi-Tiered Systems of Support (MTSS) which support students who are struggling with reading. The Virginia Board of Education reviewed for first review in February the list of recommended intervention and supplemental programs for middle schools. Once approved by the Board on final approval, divisions can use the program guides to select the intervention and supplemental programs for use next school year. Supplemental programs are intended to supplement the school's core curriculum where students need more instruction. Intervention programs are used to target specific student needs. As divisions and schools are planning for 2025-2026, please consider the following.

- Staffing- VLA provides funding to support local school divisions hire reading specialists to meet the requirement of 1:550 for Grades K-5 and 1:1100 for Grades 6-8.
- Screening- Virginia Literacy Partnerships (VLP) is currently piloting the expanded Grades 4-8 Virginia Language and Literacy Screening System (VALLSS) in 20 school divisions across the Commonwealth. The data gathered from the pilot will be used to determine the subtask items that are included in the screener. The data from the pilot will also be used to determine the bands of risk, which will determine what students will be required to have a student reading plan and receive intervention. Additionally, students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment will be required to have a student reading plan and receive intervention.
- Student reading plans- Students who are designated in the high-risk band on the VALLSS will need a student reading plan. The components of the student reading plan will be based on the subtasks that are included in the finalized Grade 4-8 VALLSS. ([Code of Virginia 22.1-253.13:1](#))
- Curriculum- At the Virginia Board of Education meeting on February 27, 2025, the VDOE presented the Grades 6-8 Recommended Supplemental Instructional Program Guide and the Grades 6-8 Recommended Intervention Instructional Program Guide for first review. After a period of 30 days, in which time the public may access, review, and provide feedback on the programs, the Guides will be presented to the Board with anticipated final action to approve them. Once final action takes place to approve the recommended programs, the Approved Supplemental and Intervention Instructional Program Guides will be final, and the process will be complete. Materials from this approved list will be utilized in middle school intervention courses.
- Scheduling for intervention- Existing MTSS programs can be enhanced with Board-approved supplemental and intervention programs for Grades 6-8. As an option for students in Grades 6-8, a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's reading plan *may be used* to provide intervention. ([Code of Virginia 22.1-253.13:1](#))

## Literacy Office Hours

**Please share with division-level ELA leaders to ensure they are connected to the communication and support offered this year for literacy.**

**\*REMINDER:** As released on June 27, 2024, in [Superintendent's Memo 003-24](#), beginning July 10, Literacy Office Hours have been held for division instructional leaders to ask questions about the VLA implementation and give feedback on implementation.

**\*NEW:** Office hours are jointly hosted by VDOE and VLP staff. Literacy Office Hours are offered bi-weekly and in the new year will be held on Monday mornings from 10:30-11:00 a.m. starting on January 6, 2025.

Updated Zoom links will be sent to division instructional leaders who have been designated as such in SSWS to register for the Office Hours. Once registered, you may attend any of the sessions without re-registering. Division literacy leaders can reach out to [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov) for more information on registration. New division literacy leaders need to contact the school division Educational Registry Application (ERA) manager for the Single Sign-on for Web Systems (SSWS) platform to update the literacy contact information.

## Division Literacy Plan

**Please ensure that division reading specialist and dyslexia specialist contact information is posted on your division website.**

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. VDOE has posted the links to division literacy plans on the [Division Literacy Plan](#) webpage.

- Divisions should maintain an accurate website link which contains the DLP and job descriptions and contact information for reading specialists and dyslexia specialists employed by the division.
- Divisions should share the DLP with stakeholders, including teachers who are implementing the plan, parents, and the community.

## Timeline for Completion of the DLP

- SY 2024-2025: Baseline Data Collection
  - Divisions submitted first DLP – July 1, 2024 (completed)
  - Approval of DLPs from VDOE - August 1, 2024 (completed)
  - Divisions submit updates to the DLP – December 6, 2024 (completed)
- SY 2025-2026: Year 1 of the Biennial DLPs
  - Divisions submit updates to the DLP- June 30, 2025
    - The June submission is required. Divisions will identify selected core, supplemental, and intervention materials for Kindergarten through Grade 5. Divisions will also identify selected supplemental and intervention materials for Grade 6-8. Additionally, divisions will update their plans to indicate how they are

implementing their plan to include communication planning, training, monitoring student progress, assessing division level progress, and engaging parents, caregivers, and community in grades K-8.

- SY 2026-2027: Year 2 of the Biennial DLPs

**Note:** A webinar will be offered in April 2025 for division leaders as they plan for the submission of the biennial Division Literacy Plan. An announcement will be shared through the Virginia Education Update and the next Literacy Update.

## School performance and Support Framework Resource Hub



**Please share with division and school leaders, educators, external partners and families to ensure that resources are used to support students and families.**

The new [School Performance and Support Framework Resource Hub](#) was created by the VDOE to provide greater information on the Framework and its free resources available to families and educators. Containing components designed to assist families in supporting their child and their school, the Hub provides supports for families focused on helping parents guide their children’s academic growth and performance. The Hub is also designed to provide educators and school leaders with the necessary information, resources, and supports to provide direct and focused assistance for schools based on student achievement data.

The Resource Hub is a key implementation tool for the School Performance and Support Framework, adopted by the Virginia Board of Education in August. By providing clear, concrete reporting on school performance to show students’ mastery of grade-level expectations, expected growth, and readiness for the next phase of school, the Framework and Resource Hub increase transparency and accessibility of information for Virginia schools and the families they serve.

Spring is a great time to take another look at these resources which are constantly being updated. Resources can be used to plan spring parent engagement workshops, share during spring school events, and to begin planning for summer and fall professional learning.

- Teachers have the opportunity to unlock new doors when teaching students to read, help students build knowledge from what they read, and learn to express their new understandings in writing. Reading teachers can access [Educator Supports for Reading](#) to find a multitude of resources to support all classroom learners. Resources for English Learners and Students with Disabilities are called out with special icons for visibility.

Icon	Description
	Supports English Language Learners
	Supports Special Education

- Parents play a critical role in supporting a child’s reading development. This guide includes a set of supports designed to help families understand what to expect in their child’s reading development, resources to support reading at home, and supports if a child is struggling. Educators should share the [Family Supports for Reading](#) with families and other stakeholders to support the learner’s journey to learning to read. Resources are arranged by grade level and include free online supports that anyone can access to support learning at home. This would be a great resource to share as schools are on breaks from school.



**Next steps for division:**

- Register for this semester’s Literacy Office Hours if not already registered.
- Review current implementation data of the division’s literacy plan to start planning for the biennial plans due June 30, 2026.
- Review the [School Performance and Support Framework Resources](#) and share with families and educators.

**IMPLEMENTATION PLANNING CHART:** Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

	K	1	2	3	4	5	6	7	8
<b>Student Reading Plans</b>	2024 - 2025	2024-2025	2024 - 2025	2024-2025	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
<b>VALLSS</b>	2024-2025	2024-2025	2024-2025	2024-2025 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)	2025-2026 (required for specified students*)
<b>VALLSS Español</b>	2025-2026	2025-2026	2025-2026	2025-2026					
<b>Completion of training on evidence-based literacy instruction aligned to science-based reading research</b>	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
<b>Instruction using the 2024 English Standards of Learning (Per VLA)</b>	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
<b>Division Literacy Plan</b>	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2025-2026	2025-2026	2025-2026

## FREQUENTLY ASKED QUESTIONS FROM THE FIELD

For a list of additional FAQs, please see [this document](#).