

DIVISION LITERACY PLAN GUIDANCE

April 2025



GOALS

- By the end of this session, participants will take away ideas for revisions to their Division Literacy Plan for the biennial submission on June 30, 2025.

VLA GRADES 4-8 CODE OF VIRGINIA

- Require local school boards to adopt Board of Education approved core curriculum for Grades 4 and 5, and Board of Education approved supplemental and intervention curriculums for Grades 4-8. ([Code of Virginia 22.1-253.13:1](#))
- Each local school board shall provide reading **intervention services** to students in kindergarten through grade eight who demonstrate **substantial deficiencies based on their individual performance on the Standards of Learning reading assessment** or a literacy screener provided by the Department. ([Code of Virginia 22.1-253.13:1](#))

THE DIVISION LITERACY PLAN

- Division Literacy Plans (DLP) are shared with stakeholders and assist in communicating implementation of evidence-based literacy expectations across all schools.
- Division Literacy Plans address how the local school board will align the following with evidence-based literacy instruction practices aligned with science-based reading research:
 - core, supplemental, and intervention literacy curriculum
 - evidence-based training and High-Quality Instructional Materials (HQIM) implementation support
 - screening, supplemental instruction, and interventions
 - engaging parents and caregivers in collaborative literacy development of their children

OVERVIEW

- Division best practices and next steps for consideration are categorized by the six sections outlined on the Board of Education approved Division Literacy Plan template:
 - Section 1: Planning for Comprehensive Communication
 - Section 2: Selecting High-Quality Instructional Materials
 - Section 3: Ensuring VLA Evidence-Based Reading Research Training
 - Section 4: Monitoring Student Assessment and Progress
 - Section 5: Assessing Division Level Progress
 - Section 6: Engaging Parents, Caregivers, and Community
- 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.

WHAT ADJUSTMENTS AND
REVISIONS ARE NEEDED
BASED ON THE LESSONS
LEARNED FROM THE 2024-
2025 SCHOOL YEAR?



SECTION 1: PLANNING FOR COMPREHENSIVE COMMUNICATION

SECTION 1: PLANNING FOR COMPREHENSIVE COMMUNICATION GUIDING QUESTIONS

- What is your literacy vision?
- How will you communicate and ensure that all school division staff, with a focus on educators and leaders, can communicate the literacy vision of the school division?
- How will you share with the community that you are making progress on this vision; including school success metrics?
- What lesson(s) did you learn from the 2024-2025 academic year? How can your division build on the successes in their biennial plan?

SECTION 1: PLANNING FOR COMPREHENSION COMMUNICATION GUIDANCE

Sample Chart

Stakeholder Group	Timeline	Plan for Communication
All Staff	Weekly	Weekly Staff Newsletter to share school/staff highlights in addition to new resources and support opportunities.
Community Members	Quarterly	Presentations to the school board to include division data and update on the implementation and success of requirements of the Virginia Literacy Act.
Families and Caregivers	Quarterly	Report cards to share student data and progress in literacy. Family and Caregiver Toolkit of resources for supporting literacy at home.

SECTION 2: SELECTING HIGH-QUALITY INSTRUCTIONAL MATERIALS

CORE CURRICULUMS (K-5)

- The Virginia Literacy Act (VLA) passed by the Virginia General Assembly in 2022 and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade 8.” To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (VDOE) to recommend instructional programs—including core, supplemental, and intervention materials—for approval by the Virginia Board of Education (VBOE).

SUPPLEMENTAL CURRICULUM (K-8)

- A supplemental program provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance Tier 1 instructional program during whole class or small group instruction with additional instruction or practice opportunities.

INTERVENTION CURRICULUM (K-8)

- Intervention programs provide systematic, explicit evidence-based instruction aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Interventions for Students

INTERVENTION FOR GRADES 4-8 (1 OF 2)

- Updates to the 2024 Budget delayed implementation of the Grade 4-8 screener and the development of student literacy plans to the 2025-2026 year. [Item 117 \(DOE/ COO\) Instructional Services. HB6001 - Chapter 2](#) (6. Notwithstanding §22.1-253.13:1 G and H of the Code of Virginia, for students in grades 4 through 8, the administration of literacy screeners and development of student literacy plans shall not be required until the 2025-2026 school year.)
- 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 which 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.
- 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](#))

INTERVENTION FOR GRADES 4-8 (2 OF 2)

- The VALLSS 4-8 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.
- Intervention services for students in Grades 4-8 will be provided using a VBOE approved intervention.
- Existing MTSS programs can be enhanced with Board-approved supplemental and intervention programs for Grades 6-8.

SECTION 2: SELECTING HIGH-QUALITY INSTRUCTIONAL MATERIALS GUIDING QUESTIONS

- Which VDOE-approved literacy instructional materials will your division use for core curriculum, supplemental instruction, and intervention?
- How will your division use materials to support special populations within the division?
- Has your school division adopted these materials yet and if not, what is the plan to have these in place and ready for instruction for the 2025-2026 school year?

SECTION 2: SELECTING HIGH-QUALITY INSTRUCTIONAL MATERIALS GUIDANCE

Sample Chart

	General Education	Special Populations (ELL, Gifted, SWD)
Core (K-5)	Approved core (K-5)	Approved core (ELL, Gifted, SWD)
Supplemental (K-8)	Approved supplemental (K-2) Approved supplemental (K-3) Approved supplemental (3-5) Approved supplemental (6-8)	Supplemental (ELL, Gifted) Supplemental (3-5 SWD) Supplemental (ELL, Gifted, SWD) Supplemental (Gifted)
Intervention (K-8)	Approved intervention (K-5) Approved intervention (3-5) Approved intervention (6-8)	Intervention (SWD) Intervention (SWD) Intervention (EL, SWD)

SECTION 3: ENSURING VIRGINIA LITERACY ACT EVIDENCE-BASED READING RESEARCH TRAINING

SECTION 3: ENSURING VIRGINIA LITERACY ACT EVIDENCE-BASED READING RESEARCH TRAINING GUIDING QUESTIONS

- How will your school division ensure that all educators receive evidence-based literacy instruction training grounded in science-based reading research?
- How will your school division ensure that all educators have initial training in foundational literacy skills?
- How will your school division provide and ensure ongoing training for all teachers and other stakeholders (e.g., leaders, administrators) in foundational literacy skills?
- How will your school division provide and use ongoing HQIM implementation support to ensure fidelity to the evidence-based curricular resources that have been adopted by your school division and to support educators with the implementation of HQIM?
- How will your school division ensure that all educators (e.g., teachers, administrators, special population teachers) are a part of trainings and implementation support learning opportunities?

SECTION 3: ENSURING VIRGINIA LITERACY ACT EVIDENCE-BASED READING RESEARCH TRAINING GUIDANCE

Sample Chart

Name of Training	Target Audience	Date
Canvas Course	As outlined in the Virginia Literacy Update	July 2023-Ongoing
Core Curriculum Training	K-5 Teachers, Reading Specialist, Building Administrators	July 2024-Ongoing
LETRS	K-8 Teachers, Reading Specialist, Building Administrators	July 2023-June 2024
Intervention Material Training	K-5 Teachers, Reading Specialist	July 25, 2025; August 28, 2025; October 13, 2025; January 12, 2026
Supplemental Material Training	3-8 Teachers, Reading Specialist	Once a quarter August 2025-June 2026

SECTION 4: MONITORING STUDENT ASSESSMENT AND PROGRESS

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- Which tools will your division use to monitor student progress beyond VALLSS?
- How often will you screen and/or assess students to progress monitor their improvement?
- What role do teachers, school leaders, and reading specialists play in using VALLSS and other reading data to inform and adjust instructional practice?

SECTION 4: MONITORING STUDENT ASSESSMENT AND PROGRESS GUIDANCE

Sample Chart

Assessment	How Often	Person(s) Responsible for Administration
VALLSS	Fall, Mid-year and Spring	K-5 Classroom teachers, K-8 Reading Specialist
Core Curriculum Unit Assessments	At the end of each unit, approximately once a month	K-5 Classroom teachers
Lexia (K-8)	Twice a year (beginning and end of year)	K-8 Classroom teachers, K-8 Reading specialists
Quarterly District Assessments 3-8	End of each quarter	Division and school leadership, K-8 Classroom teachers
Writing Portfolio Samples K-8	Three times a year	School leadership, K-8 Classroom teachers

SECTION 5: ASSESSING DIVISION LEVEL PROGRESS

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GUIDING QUESTIONS (1 OF 2)

- How will your division monitor the implementation of your Division Literacy Plan?
- How are you using data collected during the 2024-2025 academic year to inform development of your biennial plan?

SECTION 5: ASSESSING DIVISION LEVEL PROGRESS

GUIDING QUESTIONS (2 OF 2)

Sample Chart

Progress Monitoring Tool/Resource	Who is Responsible	How Often will Monitoring Occur
Classroom Walkthroughs and Feedback	Central office leadership, Principal, Assistant Principal	Monthly
Data Meetings (School and District)	Reading Specialist, Principal, Assistant Principal, Grade level teachers, Central office leadership	Quarterly
Collaborative Planning Sessions	Principal, Assistant Principal, Grade level teachers, Division literacy leadership, Reading specialist	Monthly

SECTION 6: ENGAGING PARENTS, CAREGIVERS, AND COMMUNITY

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- How will your division provide support and guidance to schools regarding how parents and caregivers may get involved in the development of the student reading plan? How will that support, and guidance differ for elementary and secondary students?
- How will your school division share individual student data from assessments to parents and caregivers so they can understand how their child is performing in reading?
- How will your division share resources with families to support literacy development outside of school? Including parents and caregivers of gifted, English Learners, and Special Education students.
- How will your division create community partnerships around the literacy development of all students?

SECTION 6: ENGAGING PARENTS, CAREGIVERS, AND COMMUNITY GUIDANCE

- Include a plan for sharing VALLSS data with families.
- Include a plan for providing resources to families to support student literacy development.
- Include the person or people at the division who will be a point of contact for families.
- Include ways for engagement across Kindergarten through Grade 8.
 - Literacy nights
 - Partnerships with local libraries
 - Book fairs
 - Community partnerships
 - Partnerships with colleges and universities
 - Mobile book delivery

NEXT STEPS

- Each local school board shall post, maintain, and update as necessary on each school board's website the following:
 - A copy of its Division Literacy Plan.
 - The job description and contact information for any reading specialist employed by the school division.
 - The job description and contact information for any dyslexia specialist employed by the school division.
- Biennial submissions are due June 30, 2025.

DIVISION LITERACY PLAN APPLICATION- SSWS

- A DLP application is currently in development.
- School divisions will utilize this application to submit their biennial DLPs due June 30, 2025.
- The screenshots in the remaining slides are in TEST mode in SSWS and NOT currently available in the application.
- School divisions can expect a Virginia Education Update article with information when the application goes live.

To Do LIST IN SSWS PLATFORM

days	Required Local Match (RLERLM)			
Due in 6 days	2024-2025 Division Literacy Plan (DLP)	04/30/2025	Jill Nogueras	
Due in 8	2024-2025 Student Record	05/02/2025	Sherry Pettis	Brittney

TEST- Not yet in
Production mode

SELECT THE DLP APPLICATION IN SSWS

APPLICATIONS

Division Literacy Plan (DLP) - [Data Sensitivity: Low]

This new application will allow public school divisions to upload their Division Literacy Plans for review by DOE staff prior to publication.

**TEST- Not yet in
Production mode**

HOMEPAGE OF THE DLP- STILL IN TEST MODE

Virginia Department of Education
An official website of the Commonwealth of Virginia Here's how you know

Find a Commonwealth Resource

VIRGINIA DEPARTMENT OF EDUCATION SINGLE SIGN-ON WEB SYSTEMS

SSWS Menu >> Division Literacy Plan (DLP) Home

Plans

TEST

User Information
Jill In Amelia
ameliajill

Amelia County (004)

Local Application Contact (DLP)

Email

VDOE Application Contact (DLP)
Jill Noguera
(804) 418-4715
Email

Division Literacy Plan (DLP)

Logout

TEST

This application is open for data submission until 04/30/2025.
Home Page text for testing by QA team.

This is a Placeholder for language to be added by the business office, to give end users information about how this application works and what the purpose of this application.

This new application will allow public school divisions to upload their Division Literacy Plans for review by DOE staff prior to publication. This text helps.

**TEST- Not yet in
Production mode**

UPLOADING TO THE DLP APPLICATION IN SSWS

The screenshot displays the SSWS DLP application interface. On the left is a sidebar with user information for 'TEST' (Jill In Amelia, ameli Jill) and contact details for Amelia County (004), VDOE Application Contact (DLP) (Jill Noguera), Local SSWS Admin (Cynthia Reasoner), Local SSWS Backup Admin (Amelia Tester), and VDOE SSWS Admin (Danielle Dooley). The main area shows a 'Plans' table with the following data:

Division	File Name	Upload Date	Response File	Review/Comments
Amelia County (004)	VALLSS_Certificate	04/21/2025 03:20:49 PM		
Amelia County (004)	Sample Regional Center report.pdf	04/15/2025 09:53:49 AM		Superseded by a more recently uploaded document

Below the table is an upload section for 'Division Literacy Plan file to Upload (400MB Max):' with a 'Choose File' button and 'No file chosen' text, and an 'Upload' button.

TEST- Not yet in Production mode

GREEN NOTIFICATION ONCE THE DLP IS LOADED SUCCESSFULLY

Plans

- Division Literacy Plan file DLP SSWS Test Document.docx uploaded successfully

Division	File Name	Upload Date	Response File	Review/Comments
Amelia County (004)	DLP SSWS Test Document.docx	04/24/2025 07:45:36 AM		
Amelia County (004)	VALLSS_Certificate.pdf	04/21/2025 03:20:49 PM		Superseded by a more recently uploaded document
Amelia County (004)	Sample Regional Center report.pdf	04/15/2025 09:53:49 AM		Superseded by a more recently uploaded document

TEST- Not yet in Production mode

Division Literacy Plan file to Upload (400MB Max): No file chosen

FROM VDOE PERSPECTIVE

Search Results: 3 [\(Back to Search\)](#)

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Division	File Name	Upload Date	Response File	Review/Comments
Amelia County (004)	DLP SSWS Test Document.docx	04/24/2025 07:45:36 AM		Respond
Amelia County (004)	VALLSS_Certificate.pdf	04/21/2025 03:20:49 PM		Superseded by a more recently uploaded document
Amelia County (004)	Sample Regional Center report.pdf	04/15/2025 09:53:49 AM		Superseded by a more recently uploaded document

TEST- Not yet in
Production mode

WHEN DLP FEEDBACK IS AVAILABLE TO DIVISIONS

Division	File Name	Upload Date	Response File	Review/Comments
Amelia County (004)	DLP SSWS Test Document.docx	04/24/2025 07:45:36 AM	AmeliaCountyDLP_ResponseTest.docx	Please review the feedback to your Division Literacy Plan.
Amelia County (004)	VALLSS_Certificate.pdf	04/21/2025 03:20:49 PM		Superseded by a more recently uploaded document
Amelia County (004)	Sample Regional Center report.pdf	04/15/2025 09:53:49 AM		Superseded by a more recently uploaded document

TEST- Not yet in
Production mode

THANK YOU

Jill Nogueras

Associate Director of K-12 English & Literacy

Jill.Nogueras@doe.virginia.gov

Ellen Frackelton

Coordinator of Elementary Reading & Literacy

Ellen.Frackelton@doe.virginia.gov

Colleen Cassada

Coordinator of Secondary English & Literacy

Colleen.Cassada@doe.virginia.gov

Amanda Hassell

Early Literacy Specialist

Amanda.Hassell@doe.virginia.gov

Ciara Stamper

Secondary Intervention Specialist

Ciara.Stamper@doe.virginia.gov

Emily McMillen

Division Support Specialist

Emily.McMillen@doe.virginia.gov

English Program

VDOE.English@doe.virginia.gov