

DIVISION LITERACY PLAN- DRAFT 4



DIVISION CONTACT INFORMATION

School Division: **(First, Last) | name@division.domain**

Superintendent: **Royal Gurley | gurleyr1@charlottesvilleschools.org**

Local School Board Chair: **Lisa Larson-Torres | torresl1@charlottesvilleschools.org**

Division VLA Lead: **Stacy Reedal | reedals1@charlottesvilleschools.org**

Local Board Adoption Date for Division Comprehensive Plan: **05/30/2024**

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:

In Charlottesville City Schools, we believe:

Literacy is a civil right that has the power to create equitable outcomes for every student.

To achieve this, we will:

- Ensure equitable opportunities for **all** students to do the cognitive work of each lesson and receive targeted support as needed
- Build a strong foundation in oral language and word recognition through explicit instruction so that students can make meaning of and understand grade-level, complex text
- Provide **all** students strong literacy instruction with a vertically aligned PreK-12 scope and sequence rooted in science-based reading research
- Increase the instructional capacity of every teacher and leader through sustained professional learning aligned to Science of Reading and Evidence Based Literacy Instruction

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Families/Caregivers	Fall 2024	Title I literacy event or other school-based literacy event to include a designed introduction of the literacy vision and plan
Community	June 2024	School Board Meeting
Principals	Ongoing	Planned meetings throughout the year for monitoring of the literacy plan and updates
Other Central Office Leadership (Special Education, PreK, ESL, Family Engagement, etc)	Ongoing	Planned meetings throughout the year for monitoring of the literacy plan and updates
Teachers	August 2024 Ongoing	PreWeek training, professional learning dates, PLC meetings, and inclusion of the vision on all literacy documents shared with teachers (ie pacing guides, assessment calendars)
Reading Leadership Team	monthly	Reading Leadership Team will review and monitor the DLP to include professional development, student success metrics, and progress towards student growth goals
The Public/Greater Community	August 2024 December 2024	Create a CCS Literacy Page on the division's website Update website to include full plan and family engagement resources
Instructional Coaches	July 2023 Ongoing	Pre-PreWeek training, planned attendance at monthly coach meeting

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 (K-5):	<i>Ex. Approved Program A (ABC Elementary Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH: Into Reading K-5	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	TBD	TBD
Intervention (K-5):	TBD	TBD

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>
LETRS I	All K-5: <ul style="list-style-type: none"> English/Reading Core Area Teachers K-12 ESL Instructors Instructional Coaches Reading Specialists PK-5 Administrators Gifted and Special Education Teachers 	Offered yearly from August - May
VLA Modules designed by VLP	<ul style="list-style-type: none"> Reading Specialists Special Education 6-12 6-8 English Teachers 6-8 Mathematics, Science, History/Social Science Teachers 	Offered yearly from August - May

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Curriculum Based Implementation Training	<ul style="list-style-type: none"> • All K-8 core area teachers • ESL Instructors • Gifted teachers • Special Education Teachers 	New teacher training during New Teacher Orientation, Ongoing on professional development days and embedded into PLCs led primarily by the reading leadership team
VALUE Series Professional from VLP	<ul style="list-style-type: none"> • All K-8 core area teachers • ESL Instructors • Gifted teachers • Special Education Teachers 	Ongoing professional development delivered by the reading leadership team in PLCs, faculty meetings, new teacher orientation, etc
Assessment Systems: VALLS, DIBELS, MTSS	<ul style="list-style-type: none"> • All K-8 core area teachers • ESL Instructors • Gifted teachers • Special Education Teachers 	August 2024
2024 English Standards of Learning	<ul style="list-style-type: none"> • All K-8 core area teachers • ESL Instructors • Gifted teachers • Special Education Teachers 	Explicit professional development to align assessments, pacing guides, core resource, and instructional practices
LETRS II	<ul style="list-style-type: none"> • OPTIONAL • Any CCS employee that wishes to participate. LETRS I is a pre-requisite requirement 	Offered yearly from August - May

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

We are not adopting new curricular materials at this time, therefore we will not be offering additional training specific to curriculum adoption.

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 & Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
Virginia Language & Literacy Screener (VALLS): Pre-K	Beginning, Middle and End of Year	Reading Specialist, PreK Coordinator, PK-12 Literacy Coordinator, Teachers
Virginia Language & Literacy Screener (VALLS): K-3	Beginning, Middle and End of Year	Reading Specialist, PreK-12 Literacy Coordinator, Teachers
DIBELS 8	Beginning, Middle and End of Year Each grade level will complete various subtests that align/support the grade level need as noted in the CCS Literacy Screening Calendar for 24-25	Reading Specialist, Teachers, PreK-12 Literacy Coordinator
NWEA MAP	End of Year in Grade 2 2-3 times per year in grades 3+	School Testing Coordinator, Teachers, Director of Assessment
Division-Wide Curriculum Based Assessments	Quarterly	Teachers, Reading Specialist, PreK-12 Literacy Coordinator

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>
Literacy Walks with the CCS Literacy Look-Fors	Principal, Reading Specialist, Literacy Coordinator, Instructional Coach	Fall/Spring
Targeted Classroom Visits with the CCS Literacy Look-Fors designed for targeted areas	Principal, Reading Specialist, Instructional Coaches	Minimum: Fall/Spring
Grade Level ELA PLCs	Principal, Instructional Coach, Reading Specialist, Teachers	At least biweekly
CCS School Success Meetings	Superintendent, Chief Academic Officer, Director of Student Services, Content Coordinators, Principals	Twice per year

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Elementary MTSS Literacy Screening and Monitoring Meetings	Reading Specialists, various staff members included in meeting but dependent by site	Quarterly
Literacy Plan Implementation Review and Reflection	Literacy Coordinator, Reading Specialists	Monthly
Curriculum and Instructional Professional Learning Division Team Data Updates	Curriculum and Instructional Professional Learning Division Team (Chief Academic Officer, Division Coordinators)	Quarterly
Annual School Board Update	Literacy Coordinator	Annually
Strategic Plan Data Dashboard	Director of Assessment	Annually
Division Comprehensive Support Plan	Director of Assessment	Quarterly
District Capacity Assessment	VTSS Division Leadership Team	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.

At the start of the school year, elementary schools will sponsor an event for parents and caregivers to learn about the screener, VALLS, and what the student reports will look like/mean. This event could be included in the Title I Open House, parent-conference night, etc. Schools will have discretion to determine the best format/event that will have optimal engagement of parents and caregivers. To ensure alignment, some common communications will be provided to the caregivers.

Upon completion of the screener, parents and caregivers will be informed of individual student results. If the results indicate that a student has been identified for needing a Student Reading Plan, that will be included in the communication of student performance. Reading teams and classroom teachers will analyze student data to create a recommended reading plan. Parents and caregivers will be invited to collaborate on the student reading plan.

All student reading plans will be provided to the parents and caregivers. In addition, all parents and caregivers will be provided with quarterly progress reports. If progress monitoring indicates the need for a revision or modification of the student reading plan the parents and caregivers will receive communication and be invited to participate in the revision process.

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

We are working with families and caregivers to provide them with resources and materials that support literacy development in the following ways:

- Title One School-Based Literacy Family Engagement Events

- Example: Breakfast and Books
- Literacy and Math Nights
- Title I Parent Advisory Council Meetings
- Fall Literacy Event focused on understanding VALLS reports and student reading plans
- Literacy updates at PTO meetings, Title I events, and other school events
- Kindergarten Readiness Boxes – at Kindergarten Camp, rising K students and their families receive materials to support literacy skill development
- Madison House
- America Reads
- UVA Reading Practicum Student Partnership
- City of Promise
- Boys and Girls Club

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 divisionwide 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 divisionwide literacy plan on its website.

Provide the link to where the divisionwide literacy plan will be housed on your school division website: [Enter the link here](#)



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