

Division Literacy Plan

May 2, 2024



The 5 Key Elements of the Virginia Literacy Act

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- Every student in kindergarten to grade five will receive core literacy instruction based in scientifically based reading research and evidence-based literacy instruction, as defined in the VLA. Students in kindergarten through grade eight will also receive evidence-based supplemental instruction and intervention, as outlined in an individualized student reading plan, if they do not meet literacy benchmarks.
- Every teacher will use evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention, and participate in pre-service preparation or training on evidence-based literacy instruction.
- Every family will have access to online resources to support literacy development at home, and will be able to participate in the development of their child's student reading plan, if their child does not meet literacy benchmarks.
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Strategic Plan 2023-2028

Priority 1 - Increase Academic Achievement

Goals

All CCS learners will graduate **equipped with a plan for the future.**

All CCS learners will have access to **rigorous, inclusive, and relevant learning experiences.**

All CCS learners will demonstrate mastery in reading and math, leading to the **elimination of achievement and opportunity gaps.**

Target 1: 80% or more students will demonstrate mastery and proficiency in tier 1 instruction.

Target 9: Increase reading achievement for all students to at least 75% proficiency across all student membership groups.

Target 11: Annually reduce failure of math and reading SOLs by 10% or more for African-American students and students with disabilities.

Target 12: Increase early literacy for all students to at least 75% proficiency across all student membership groups.

Beginning in the 2024-2025 school year

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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 belief, we:

- 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 instructional capacity of every teacher and leader through sustained professional learning also rooted in science-based reading research and Evidence Based Literacy Instruction

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High Quality Instructional Materials		
Core Instruction	K-5	HMH Into Reading
	6-8	Fall 2024
Supplemental Instruction	Multiple Options Pending State Approval	Examples: Heggerty UFLi
Intervention Instruction	Multiple Options Pending State Approval	Examples: S.P.I.R.E. SIPPS

HMH Into Reading

SNAPSHOT

OVERALL RATING

K

Meets Expectations

1st

Meets Expectations

2nd

Meets Expectations

3rd

Meets Expectations

4th

Meets Expectations

5th

Meets Expectations

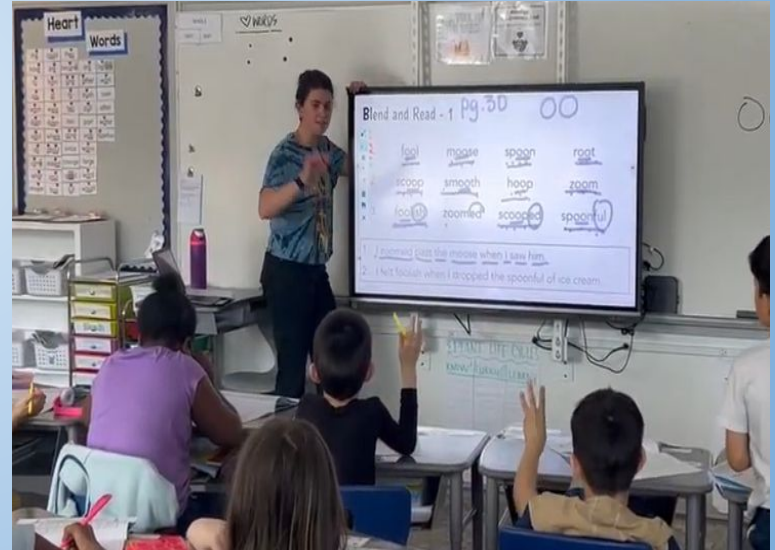
HMH INTO READING

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness	<div></div>	<div></div>	N/A	N/A	N/A	N/A
Phonics & Word Study	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Vocabulary	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Text Reading & Fluency	N/A	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Developing Comprehension & Background Knowledge	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Small Group Instruction & Independent Practice	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Writing	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

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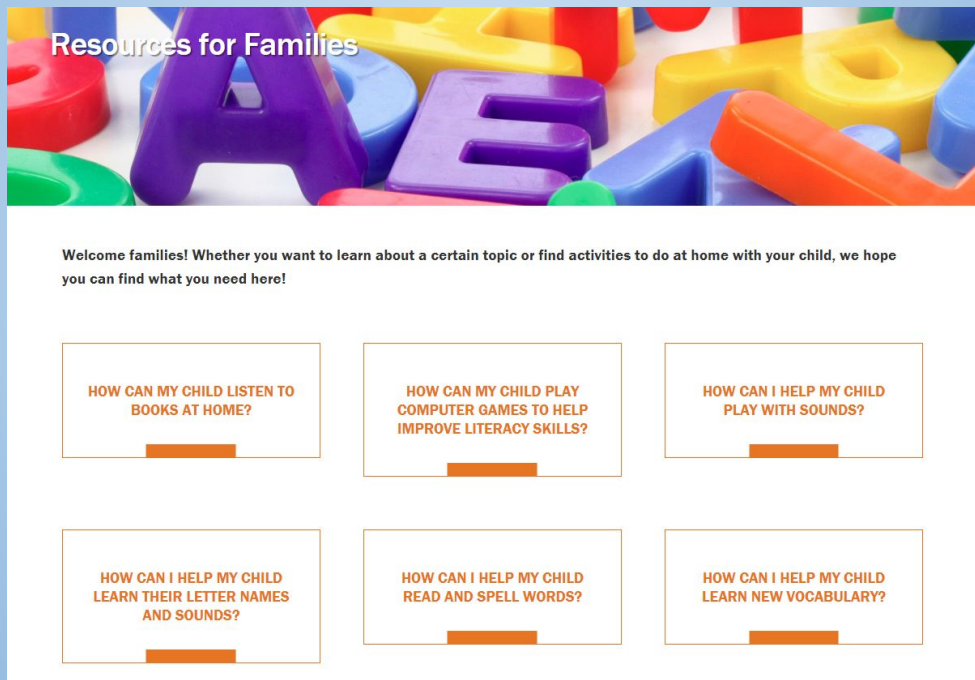
- **Training**
 - Differentiated approach to alignment of Science Based Reading Research across our Division to include LETRS and Canvas modules provided by the VDOE and VLP
- **Evidence Based Literacy Instruction Monitoring**
 - Literacy Walks and PLCs
- **Assessment**
 - VALLS and DIBELS 8
- **Student Reading Plan**



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CCS Reading Specialists have been preparing and planning for VLA:

- Monitoring and presenting LETRS courses
- Piloting Student Reading Plans
- Supporting tier two interventions
- Active members of MTSS and PLCs
- Collaborating with others
- Providing tiered interventions
- Completing the VLP Canvas Modules for Reading Specialists
- Sharing VALUE series PD with staff

The Division Literacy Plan

- **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 LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division:	School Division Name	
Superintendent:	(First, Last)	name@division.domain
Local School Board Chair:	(First, Last)	name@division.domain
Division VLA Lead:	(First, Last)	name@division.domain
Local Board Adoption Date for Divisionwide Comprehensive Plan:	00/00/0000	

SECTION ONE: Planning for Comprehensive Communication

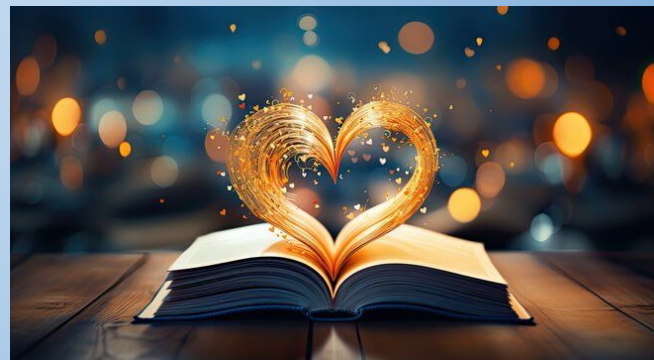
Directions: Describe the division literacy vision and when and how the vision will be communicated with all stakeholders to be certain that all members of the community understand what progress towards this vision looks like as the VLA is implemented.

School Division Literacy Vision:

Thank you!

Collaborator and Feedback Sessions included:

- **VDOE Literacy Network Implementation Team**
- **Reading Specialist Team**
- **Leadership Committee**
- **Instructional Coaching Team**
- **K-8 Principals**
- **Community Partners**
- **Teacher Committee**



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Comments/Questions