

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Virtual Virginia**

Superintendent: **Brian Mott | brian.mott@virtualva.org**

Local School Board Chair: **Brian Mott | brian.mott@virtualva.org**

Division VLA Lead: **Sarah Warnick | sarah.warnick@virtualva.org**

Local Board Adoption Date for Division Comprehensive Plan: **07/01/2024**

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.

Virtual Virginia Literacy Vision:

Virtual Virginia students will have equitable opportunities to develop productive literacy skills and effectively communicate their ideas and knowledge through a variety of modalities.

Priorities and Goals

1. Implement high-quality instructional materials rooted in science-based reading research and best practices for evidence-based literacy instruction.
2. Ensure equitable access to learning and targeted instructional support as needed.
3. Empower students to become effective listeners, writers, and critical thinkers.
4. Provide students with consistent opportunities to build their vocabulary and knowledge using complex texts on a wide variety of topics.
5. Consistently engage students in using evidence to understand complex texts and discuss meaning.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Virtual Virginia Instructional Program Leaders	June and July 2024	Program Leadership Update Meeting
Teachers	August 2024	Pre-service VVA EdCamp sessions and planning meetings
Students	August 2024	Literacy Block
Families	August 2024	Program Student and Family Welcome Webinar Program Website
Partnering school division personnel	August 2024	Program Student and Family Welcome Webinar Biweekly School Support and Partnership meetings Program Website

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).

Instruction Population	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K–5):	HMH: Into Reading	All special populations will receive the same core program.

Instruction Population	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Supplemental Instruction (K–5):	University of Florida (UFLI) Foundations	All special populations will receive the same supplemental program options.
Intervention (K–5):	Really Good Reading: Blast Really Good Reading: HD Word	All special populations will receive the same intervention programs or an intervention that uses evidence-based practices grounded in science-based reading research that aligns with the student’s specifically designed instruction.

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
VDOE/VLP Canvas modules	All core area K–8 teachers, including teachers endorsed as reading specialists	August 2024–June 2025
HMH: Into Reading Getting Started Live Training	All core area K–8 teachers, including teachers endorsed as reading specialists K–8 instructional specialists (principals)	August 2024
VDOE/VLP Literacy Session	K–8 instructional specialists (principals)	June 2024
VDOE/VLP Reading Specialist Microcredential Course	Interested participants (optional)	May 2024–June 2025

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

Instructional leaders will attend the informational Literacy Session in June 2024. All K–8 classroom teachers and teachers with the reading specialist endorsement will complete two asynchronous modules that introduce the components of the core curriculum by August 2024. They will attend a two-hour workshop facilitated by Houghton Mifflin Harcourt that focuses on implementing the core curriculum in August 2024. Additional training will be provided for all K–5 teachers and instructional leaders in August 2024 to support the implementation of the core curriculum, supplemental and intervention resources.

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 & Literacy Screener (VALLS): K–3	Beginning, Middle, and End of Year	Partnering LEA where students are members
The Comprehensive Instructional Program (CIP) Comprehension Benchmarks	Grade 2: Quarters 1–4 Grades 3–5: Quarters 1–3	All K–5 teachers
HMH Into Reading: VA	Formative assessments used weekly to guide immediate instructional needs	All K–5 teachers
Standards of Learning (SOLs)	End-of-year assessments, Grades 3–5	Partnering LEA where students are members
MasteryConnect Formative Assessments	Weekly, ongoing Grades 2–5	All K–5 teachers

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
Collaborative Lesson Planning and Data Review Sessions	All K–5 teachers, 6–8 teachers	Twice monthly
Data Review Sessions	Instructional specialists with all K–5 teachers	Monthly
Informal Course walkthroughs	Instructional specialists and coaches	Monthly
Instructional Leadership and Data Review Meetings	Directors, instructional specialists	Weekly
Formal Course and Synchronous Session Observations	Instructional specialists and coaches	Aligned with evaluation cycle, once per semester

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.

Families of Virtual Virginia students will be invited to participate in the development of their child's Student Reading Plan. Invitations will be sent to parents/guardians by the student's K–5 teacher. Parents/guardians will play an active role in the collaborative creation of the plan.

In the final section of the Student Reading Plan, parents will receive a digital chart outlining at-home resources available for grades K–5. Individualized progress reports will be shared

quarterly and will include updates on each child's Student Reading Plan and any options for at-home support.

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

All students enrolled in the Virtual Virginia K–5 program will be invited to participate in a series of “Get Ready” virtual sessions to support the transition to virtual learning. These sessions will introduce students to the tools used in online instruction and the literacy program goals and resources to be implemented. Welcome sessions will be conducted for families in August prior to the start of the 2024–2025 school year to review the literacy program and resources that will be used in K–5 courses.

Online Literacy and Community Nights will be held each semester at the elementary level using Zoom video-conferencing. These interactive virtual events will include opportunities for families to engage in a variety of activities in collaboration with K–5 teachers.

Report cards will be uploaded to the student information system and available quarterly for division contacts to access. These quarterly reports will detail student progress aligned to the 2024 English-Language Arts Virginia Standards of Learning.

Virtual Virginia's Literacy Plan and updates will be made available to all stakeholders and community members via the program website. School-based personnel at partnering schools will be provided with literacy updates at the School Support and Partnership meetings held twice monthly throughout the year.

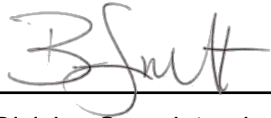
Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection 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 division-wide literacy plan will be housed on your school division website: <https://virtualvirginia.org/about/literacy-plan/>

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

Brian Mott

Print Name

6/28/24

Date