

THE VIRGINIA LITERACY ACT

Review of Student Reading Plan Template

VIRGINIA DEPARTMENT OF EDUCATION

A faint, light blue graphic in the background features a torch with a flame on the right side, and a silhouette of a mountain range on the left side. The torch is positioned vertically, and the mountain range is depicted with several peaks of varying heights.

PURPOSE

- § [22.1-253.13:1](#). The Virginia Literacy Act (VLA) passed by the Virginia General Assembly in 2022, and expanded in 2023 and 2024, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires each school board to provide reading intervention services for students who demonstrate substantial deficiencies, documented for each student in a student reading plan.
- The **Board shall provide guidance on the content of student reading plans** and the **Department shall develop a template** for student reading plans that aligns with the requirements.

STUDENT READING PLANS

The student reading plan template was developed to document reading intervention services provided to students who demonstrated substantial deficiencies based on their performance on the Standards of Learning reading assessment or the literacy screener.

Starting in the 2024-2025 school year, student reading plans will be required in K-3 to align with the new Virginia Language and Literacy Screening System (VALLSS). As VALLSS expands to 4-8 over time, students reading plans will be required in those additional grades.

STUDENT READING PLANS & FAMILY INVOLVEMENT

The VLA requires that “the parent of each student shall receive notice before services begin and a copy of the student reading plan.”

STUDENT READING PLAN SNAPSHOT

Student Reading Plan

Student Information

Student Name		Grade	
Student ID		Date of Plan Development	
Participating Parent/Guardian(s)		Date of Parent/Guardian(s) Notification	

School Support

The following staff members will support the implementation of this plan.

	Staff Member	Contact Information
Classroom Teacher		
Reading Specialist		
Other Staff Support		
Other Staff Support		

Area(s) of Identified Need

Based on the assessment information, the student has the following area(s) of need:
 Alphabet Knowledge: Phonemic Awareness: Decoding/Encoding: Fluency: Vocab/Comprehension:

Literacy Screener	
Specific assessment subtest(s) that indicates risk in the area(s)	
Additional assessment(s) (If applicable)	

Targeted Reading Goal(s)*

*The number of targeted reading goals will be determined by the needs identified on VALLSS.

Area of Targeted Goal #1
 Alphabet Knowledge: Phonemic Awareness: Decoding/Encoding: Fluency: Vocab/Comprehension:

Goal Statement #1
 Describe the anticipated outcome student will reach by the end of the school year. (Target determined by the screener and/or assessments listed above.)



Describe the objective(s) that will support growth towards Goal #1:

Objective 1	
Objective 2	
Objective 3	

Area of Targeted Goal #2
 Alphabet Knowledge: Phonemic Awareness: Decoding/Encoding: Fluency: Vocab/Comprehension:

Goal Statement #2
 Describe the anticipated outcome student will reach by the end of the school year. (Target determined by the screener and/or assessments listed above.)

Describe the objective(s) that will support growth towards Goal #2:

Objective 1	
Objective 2	
Objective 3	

Progress Monitoring Plan
 Describe how progress will be monitored (e.g., progress monitoring tool, observation data, fluency quick read, word reading inventory, etc.) including frequency of progress monitoring.

Targeted Intervention Details
 Date Intervention Services Begin: _____
 Identify the evidence-based reading intervention(s) the student will receive.

Describe any additional details of the plan such as the delivery method, location, dosage/frequency, and person(s) responsible for each goal.

Narrative of Student Progress and Next Steps
 Describe student response (may include assessment results) and next steps in plan.

Additional Consideration for Reading Intervention Services
 Describe any additional services that are appropriate to accelerate the student's reading skill development.

Family Resources
 The strategies, resources, or materials listed below may support reading progress at home.



CONTENT FOR STUDENT READING PLANS (1 OF 2)

The Student Reading Plan template contains:

- **Student information:** who is receiving services, date of plan development, and involvement of parents/guardians
- **School support:** which staff members will support the implementation of the plan
- **Area(s) of identified need:** include information about the student's assessments
- **Targeted reading goal(s):** addresses area of need, a goal statement to describe the anticipated outcome the student can reach by the end of the school year, and supporting objectives
 - *The number of targeted reading goals will be determined by needs identified.*
- **Progress monitoring plan:** description of the specific measures that will be used to evaluate and monitor the student's progress

CONTENT FOR STUDENT READING PLANS (2 OF 2)

The Student Reading Plan template also contains:

- **Targeted intervention details:** specific details of the intervention including delivery method, location, dosage, frequency, and the person responsible for each goal
- **Narrative for student progress and next steps:** description of student response and any changes to the plan (e.g., student meets goal before end of year, student is not demonstrating progress)
- **Additional considerations for reading intervention services:** document any additional services or plans to support the student with their reading development
- **Family resources:** any strategies, resources, or materials that may support reading progress at home

Next Steps

NEXT STEPS

- The Student Reading Plan will be made available for public comment. Feedback may be sent to vla@doe.virginia.gov.
- The Student Reading Plan will return to the Board for final approval at the April 2024 BOE meeting.