

# NETWORK IMPLEMENTATION SERIES

Launching Our Work & Building  
Investment in a Literacy Vision



VIRGINIA DEPARTMENT OF  
EDUCATION

# VDOE Welcome Message



# Learning Series at a Glance

Day 1	Day 2	Day 3	Day 4
Launching Our Work and Building Investment in a Literacy Vision	Effective Leadership during Adoption and Early Implementation of HQIM	Establishing the Conditions for Successful HQIM Implementation	Deepening Support for Teachers: Professional Learning & Collaborative Planning

# Our Agenda

Time	Topic
15 min.	Getting Started
~55 min.	Vision of Success: Effective Leadership & the VLA
~15 min.	Unpacking the Expectations & Layers of Support for Divisions
10 min.	Break
~80 min.	How to Craft & Communicate your Division Literacy Vision & Application Planning in Division Teams
5 min.	Wrapping Up

# Norms



- Take care of yourself.
- Be fully present.
- Take risks.
- Be mindful of other participants.

# Access Today's Materials

**Go to:**

<http://tinyurl.com/VASession1>

**Click** “Make a Copy”

**Save** it to your drive → this is your own note-catcher to mark up as we go!

 Google Docs

Copy document

Would you like to make a copy of **Note Catcher**?

Make a copy



# Parking Lot

For questions that would be best answered by the VDOE, please use the following parking lot link:

<http://tinyurl.com/VDOEParkingLot>



# Guiding Questions

- What does successful planning and implementation of the Virginia Literacy Act look like?
- How can division leadership teams lay (or build upon) a strong foundation for this important work to improve literacy?



# Vision of Success: Effective Leadership and the VLA

# Outcome

We will:

- Understand the **process of leading impactful systems-level change** with the shared goal of improved literacy outcomes for all of Virginia's students

# What is the Virginia Literacy Act?

Divisions are required to:

- adopt and implement “a program of literacy instruction that is aligned with **science-based reading research (SBRR)** and provides **evidence-based literacy instruction (EBLI)**” to every K-8 student
  - **Grades K-5:** Core Program
  - **Grades K-5 and 6-8:** Supplemental & Intervention Programs
- develop a **literacy plan** to:
  - ensure program implementation
  - staff reading specialists to support intervention needs
  - provide professional learning to teachers, reading specialists, and leaders

# Team Reflection

Discuss the following questions with your team. Prepare to share with the whole group:

- What is the **potential impact** of the VLA for your division and across the state?
- What **excites** you about this new legislation?

Let's share with the whole group!

# NAVIGATING CHANGE

Discuss the following question with your team and be prepared to share:

What **leadership moves** are necessary to support **successful HQIM implementation**?

# Case Study: Successfully Navigating Change

As you read the case study, consider the following:

- What **leadership moves** did Dr. Santiago and her team make to ensure successful implementation?
- How do these moves **compare** to the leadership moves you identified with your team?

## Successfully Navigating Change: How the Hillside Division Shifted Literacy Instruction to Align with the Virginia Literacy Act

### Background:

Dr. Angie Santiago has been a division superintendent with Hillside Public Schools in the state of Virginia for five years and is excited to see the Virginia Literacy Act (VLA), which requires each Virginia school division to adopt a high-quality literacy curriculum aligned with science-based reading research instruction for students in kindergarten through eighth grade, passed in 2022 and expanded in 2023. Dr. Santiago knows the process will require time and patience, but is excited to adopt and implement aligned high-quality instructional materials (HQIM) effectively so that all students can achieve success in school and beyond.

### January 2024:

Dr. Santiago has overheard teachers and central office staff across the division and state discussing the shift to HQIM. While many are excited about the change, some staff are anxious about the shift to a new literacy curriculum. Dr. Santiago has heard that many teachers want to keep their existing materials. Around the same time, Dr. Santiago learns about the VDOE Network Implementation Series, which she has heard is intended to support divisions in navigating implementation of the VLA. She assembles a team which includes the Assistant Superintendent, Director of Literacy, and two principals from her division to attend the first session, *Launching Our Work and Building Investment in a Literacy Vision*.

### February 2024

The team attends the first session in the Network Implementation Series, in which they deepen their understanding of the Virginia Literacy Act, learn about expectations for Division Literacy Plans, hear where other divisions are in the process, and begin to develop their own literacy vision, using the current state of literacy instruction as a baseline. The team learns that the Division Literacy Plan will outline their HQIM-Based Literacy Strategy. Along with the Division Literacy Plan, the VDOE has also shared the Instructional Materials Implementation Playbook, which they mentioned will be instrumental in helping divisions to develop a comprehensive literacy strategy.

After the session, Dr. Santiago brainstorms how to shift teacher and staff mindset to build the case for adopting HQIM. She assembles a team to visit classrooms and analyze student work throughout the division to assess the current landscape of literacy instruction in Hillside schools. Before conducting the analysis, Dr. Santiago met with the team to share and discuss science-based reading research (SBRR) and best practices

# Case Study: Team Debrief

Discuss the following with your team:

- How did the leadership moves in the case study compare to the leadership moves your team generated?
- What would you change or add to your list?

**If you have already started this process:**

What leadership moves has your team already done?  
What might be your next move?

**If you have not yet started this process:**

What is your current entry point? What is your next move?

# Components of a Coherent Literacy Strategy

1. Assessed the landscape
2. Developed a literacy vision and goals
3. Built and maintained investment
4. Defined clear roles and responsibilities
5. Adopted strong HQIM and structures for coherence
6. Provided development and supportive structures (e.g. professional learning around HQIM and EBLI aligned to SBRR)
7. Established Accountability, Monitoring Progress, and Adjusting Strategy



# Key Point



- Division-level literacy improvement and high-quality instructional materials implementation are multifaceted change management processes that require:
  - intentional leadership
  - thorough planning
  - prioritization

**This work is challenging but critical! It will result in equitable literacy instruction and improved outcomes for all of Virginia's students.**

# Let's Connect!

- Briefly review the Components of a Coherent Literacy Strategy
- Pair up with another district team.
- Discuss:
  - Where is your team in this process of implementing the Virginia Literacy Act?
  - What has been effective in moving your strategy forward?

# Unpacking the Expectations and Layers of Support for Divisions

# Outcomes

We will:

- Explore the **components of the “Division Literacy Plan”** and **illuminate how the arc of learning** in the Network Implementation Series will support your completion and execution of this plan
- Deepen our understanding of the **seven layers of a coherent literacy strategy**

# How will we get there?

The Network Implementation Series will support you in developing your **Division Literacy Plan.**



## 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:

STAKEHOLDER GROUP


TIMELINE

PLAN FOR COMMUNICATING

# The Division Literacy Plan: Purpose

Outlines districts' strategies for new HQIM implementation and developing evidence-based literacy instructional (EBLI) practices

## DIVISION LITERACY PLAN



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School Division Literacy Vision:

STAKEHOLDER GROUP      TIMELINE      PLAN FOR COMMUNICATING

# The Division Literacy Plan: Expectations

The **Components of a Coherent Literacy Strategy** should serve as the backbone of the Division Literacy Plan:

1. Assess the landscape
2. Develop a literacy vision and goals
3. Build and maintain investment
4. Define clear roles and responsibilities
5. Adopt strong HQIM and structures for coherence
6. Provide development and supportive structures (e.g. professional learning around HQIM and EBLI aligned to SBRR)
7. Establish Accountability, Monitor Progress, and Adjust Strategy

# How will the Network Implementation Series support leaders?

Review the Network Implementation Series Syllabus in your note catcher.

Consider the following:

- What are you most excited to learn about?
- How does the timing of the session compare to your current entry point?

Detailed Scope & Sequence	
Session	Focus Area(s)
1 February	<b>Launching Our Work and Building Investment in a Literacy Vision</b> <ul style="list-style-type: none"><li>● Build investment in the process of leading impactful systems-level change with the shared goal of improved literacy outcomes for all of Virginia's students</li><li>● Explore the components of the "Division Literacy Plan" and illuminate how the arc of learning in the Network Implementation Series will support their completion and execution of this plan</li><li>● Understand the seven layers of a coherent literacy strategy, and make connections to your division's context by considering your current landscape</li><li>● Develop or refine/strengthen your literacy vision, and make a plan to share and invest all stakeholders in this vision</li><li>● Apply your learning to relevant sections of the Division Literacy Plan</li></ul>
2 March	<b>Effective Leadership during Adoption and Early Implementation of HQIM</b> <ul style="list-style-type: none"><li>● Deepen shared understanding of the importance of HQIM and how it supports EBLI aligned to SBRR</li><li>● Review best practices and expectations for selecting and adopting an approved HQIM</li><li>● Learn and plan to apply strategies for engaging stakeholders in the adoption and implementation processes to promote buy-in and investment</li><li>● Set aligned HQIM implementation and literacy goals, and develop a plan to monitor progress towards those goals</li><li>● Define clear roles and responsibilities for the early implementation phase</li><li>● Apply your learning to relevant sections of the Division Literacy Plan</li></ul>
3 April	<b>Establishing the Conditions for Successful HQIM Implementation</b> <ul style="list-style-type: none"><li>● Understand the enabling conditions for successful HQIM implementation and achieving your literacy vision</li><li>● Make a plan to:<ul style="list-style-type: none"><li>○ Establish systems and structures that enable effective HQIM implementation (e.g. instructional time and resources, developing a robust professional learning plan for leaders and teachers, clear expectations and systems for curriculum-embedded assessment administration and analysis, etc.)</li><li>○ Continue to build and maintain investment in your vision, goals, and new HQIM amongst all stakeholders (e.g. ongoing communication, celebrating successes, etc.)</li></ul></li><li>● Apply your learning to relevant sections of the Division Literacy Plan</li></ul>
4 May	<b>Deepening Support for Teachers: Professional Learning and Collaborative Planning</b> <ul style="list-style-type: none"><li>● Emphasize the importance of pairing knowledge-building professional learning ("PL") about evidence-based literacy instruction with additional HQIM-specific PL for both leaders and teachers </li></ul>



# Key Resource: Instructions for Completion of the Division Literacy Plan

Includes:

- rationale, guiding questions, and additional considerations for each component of the plan

## INSTRUCTIONS FOR COMPLETION OF THE DIVISION LITERACY PLAN



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. Required by the VLA and as a best practice, school divisions should have a well-articulated Division Literacy Plan that can be shared with stakeholders and assist in communicating implementation expectations across all schools. The literacy plan is designed to improve early literacy outcomes for students in pre-kindergarten through grade eight by requiring school divisions to address how the local school board will align the following with evidence-based literacy instruction practices aligned with science-based reading research. The plan requires school divisions to plan all aspects of the Virginia Literacy Act around:

- core reading and 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

This companion document is intended to provide division level guidance and support as divisions develop their literacy plan in compliance with the Virginia Literacy Act (VLA).

The Division Literacy Plan template is broken into the following sections:

- [Section One: Planning for Comprehensive Communication](#)
- [Section Two: Selecting High-Quality Instructional Materials \(HQIM\)](#)
- [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](#)

To assist school divisions in writing their plans, each section has guiding questions and considerations to help school divisions think through their plans and answer coherently and comprehensively. VDOE will support school divisions with questions, but the intent of this document is to provide leaders with a complete set of guidelines so that the plan not only addresses the required legislation, but also is designed and aligned to the vision of the school division.

### SECTION ONE: Planning for Comprehensive Communication

Superintendents and their school divisions have a responsibility for creating and communicating a literacy vision. This vision should be clearly articulated by the Superintendent and be shared with members of the school community, educators, leaders, parents, and caregivers. When a vision is effectively communicated, all members of the community, but most importantly, educators and leaders within the school division can clearly articulate the vision themselves and know and understand exactly what they are working toward to demonstrate success.

School divisions, led by their Superintendent, have the responsibility of planning for a comprehensive and intentional communication plan for the community at large. Shifting practices to evidence-based literacy instruction and adopting new materials is hard work. It will take all members of a community to help develop the skills needed to improve student achievement outcomes. Providing the community and the educators within the school division with a clear

# How to Craft & Communicate Your Division Literacy Vision

# Outcomes

- Deepen our understanding of the seven layers of a coherent literacy strategy, and make connections to your division's context by considering your current landscape
- Learn best practices to develop or refine/strengthen your literacy vision, and make a plan to share and invest all stakeholders in this vision

## North Star

A clear vision for effective literacy instruction **sets the bar** for what is expected across all classrooms and serves as the division's 'north star,' **aligning stakeholders on a common goal.**



# Exploring & Analyzing Sample Visions

- Access and independently review the **Sample Visions** in your note catcher.
- **Discuss:**
  - What stands out to you most about the sample vision statements? Why?
  - Based on these examples, how might we define a strong vision statement for literacy?
  - To what extent do visions like this exist in your division?
  - What potential impact could vision statements like this have on a division?

# Qualities of a Strong Vision

A strong vision should:

- align to science-based reading principles
- be concise, compelling description of what students are doing and achieving
- align stakeholders on a common goal of literacy classroom expectations
- build rationale for why HQIM are necessary

# Key Point



An inspiring and compelling division literacy vision is the **seed, or starting point**, of leading this change. This vision should clearly articulate what you want to be true for all students in your division:

**What should effective instruction look like?**

**An effective literacy vision is grounded in what the research says about EBLI aligned to SBRR.**

# Supporting HQIM Implementation: Effective Communication Strategies

- Clearly communicate the what, why, and how of the change including positive impact on students and the changing role of the teacher.
- Ensure that a consistent message is shared along the vertical spine of the district.
- Communication and messaging are positive, frequent, and employed through a proactive approach.
- Leaders acknowledge that change can be challenging and utilize a coaching approach to support implementation.



# Application: Planning in Division Teams

# Outcomes

- Develop or refine/strengthen your literacy vision, and make a plan to share and invest all stakeholders in this vision
- Apply your learning to relevant sections of the Division Literacy Plan

# Components of a Coherent Literacy Strategy

- **Assessed the current landscape**
- Developed a literacy vision and goals
- Built and maintained investment
- Defined clear roles and responsibilities
- Adopted strong HQIM and structures for coherence
- Provided development and supportive structures (e.g. professional learning around HQIM and EBLI aligned to SBRR)
- Established Accountability, Monitoring Progress, and Adjusting Strategy
- Successfully completed, submitted, and led the components in the Division Literacy Plan

# Assessing the Current Landscape

- What does literacy instruction currently look like with existing materials?
- How often do students receive evidence-based literacy instruction aligned to science-based reading research?

## **Possible Strategies for Assessing your Landscape:**

- Observing instruction during school walkthroughs
- Sending out a stakeholder survey
- “Lunch & Learn” - host an in-person listening session to gather feedback

# Application Planning: Considering Our Landscape

With your team, discuss the following:


- What steps have you taken to begin assessing your current landscape?
- If you have started the process, what trends have you uncovered?
- If you have not yet begun the process, what is your plan to conduct this landscape analysis in the next several weeks?

# Application Time

- Use the **Instructions for Completion of the Division Literacy Plan** to craft and communicate your literacy vision.
- Use the **guiding questions** to describe:
  - the division literacy vision
  - when and how the vision will be communicated with **all** stakeholders

**Be prepared to share with the group!**

## DIVISION LITERACY PLAN



### DIVISION CONTACT INFORMATION


School Division  
Superintendent  
Local School Board  
Division VLA  
Local Board

### SECTION 1

Directions: Stakeholders like as the V

School Division

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### 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 student success metrics?
- If your school division is already implementing this work, where are you on the journey and how are you communicating this progress with your community stakeholders? Where will you go next?

School divisions, led by their Superintendent, have the responsibility of planning for a comprehensive and intentional communication plan for the community at large. Shifting practices to evidence-based literacy instruction and adopting new materials is hard work. It will take all members of a community to help develop the skills needed to improve student achievement outcomes. Providing the community and the educators within the school division with a clear

# Let's Learn from Each Other: Division Share-Out

# Wrapping Up



# Announcements & Next Steps

- Review the VLP Approved Core Instructional Program Guide to support your HQIM selection
- Begin socializing the adoption & selection process with your board
- To ensure timely arrival of materials:
  - Prepare the board by laying the groundwork for purchase and procurement

# Where are we headed?

Day 1	Day 2	Day 3	Day 4
<p>Launching Our Work and Building Investment in a Literacy Vision</p>	<p>Effective Leadership during Adoption and Early Implementation of HQIM</p>	<p>Establishing the Conditions for Successful HQIM Implementation</p>	<p>Deepening Support for Teachers: Professional Learning &amp; Collaborative Planning</p>