Division Overview for Student Reading Plans

How does the student reading plan promote literacy for the Commonwealth's youngest learners?

The Virginia Literacy Act (VLA) aims to improve the early literacy outcomes for students in kindergarten through third grade. Student reading plan development is one component of this effort. Some of the ways that student read plan development supports literacy growth include:

- Utilizing the **Virginia Language and Literacy Screener System (VALLSS)** to help identify which students meet the criteria for the student reading plan.

- Ensuring that every student receives **core literacy instruction that is grounded in science-based reading research**, as well as **evidence-based intervention for those students who do not meet benchmarks**.

- Requiring every reading specialist to coordinate intervention services in collaboration with teachers and families. In addition, reading specialists **will develop, oversee implementation of, and monitor student progress on student reading plans**.

- Promoting family involvement by giving notice of the plan, the opportunity to participate in its development, and a copy of the document. The plan must include **strategies, resources, and materials for families to use at home** to support their child's progress in reading.

What definitions in the VLA are essential to understand?

Evidence-based literacy instruction: "*structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) can be differentiated to meet the individual needs of students.*"

Science-based reading research: "*research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.*"

What are schools required to provide?

For those K-3 students who demonstrate substantial deficiencies, * the VLA specifically requires:

- **Individual reading intervention services** [§ 22.1-253.13:1(G)]
  The VDOE is required to maintain a list of approved core literacy curricula, supplemental instruction practices and programs, and intervention programs that consist of "evidence-based literacy instruction aligned with science-based reading research."

- **A student reading plan** [§ 22.1-253.13:1(H)(3)]
  The VDOE is required to provide a template for schools.

* VLA asserts that identification will be based on performance on an early literacy screener or the VA Reading SOL.

What are the guaranteed components of the student reading plan and what should division leaders consider when developing systems and structures that support implementation?

Use the chart below as you consider the required components of the VLA's Student Reading Plan.

Guaranteed Component of the VLA Student Reading Plan	Guiding Questions: How will your division or school...
(a) the student's specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the early literacy screener provided or approved by the Department	• Embed professional development and support for teachers in learning to administer the VALLS and analyze student reading data? • Develop/refine the division's data-based decision-making processes?
(b) the goals and benchmarks for growth in reading	• Ensure that school-based teams build capacity with data analysis to set goals and benchmarks that are targeted and attainable? • Provide examples and samples of attainable goals to guide teachers as they create goals? • Provide guidance on the number of goals and objectives that should be included on the Student Reading Plan?
(c) a description of the specific measures that will be used to evaluate and monitor the student's reading progress	• Develop/refine the division's or school's comprehensive assessment system, including progress monitoring? • Develop/refine the systems, processes and procedures used to routinely evaluate and monitor student progress? • Support the use of progress monitoring tools that align to student needs?
(d) the specific evidence-based literacy instruction that the student will receive	• Determine the best utilization of staffing for intervention delivery? • Plan for and support the adoption of intervention program(s)? • Provide ongoing professional learning to school leaders and teachers around how to choose and plan for implementation of effective interventions?
(e) the strategies, resources, and materials that will be provided to the student's parent to support the student to make reading progress	• Include families in the development of the student reading plan? • Notify parents/guardian(s) of assessment results and progress? • Decide what resources to share with families for additional practice outside of school?
(f) any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	• Support teams with regards to allocation of resources to determine which students will receive which services? • Develop a master schedule that will support ongoing student access to core instruction as well as intervention services?
May include the following services for the student: • *instruction from a reading specialist, trained paraprofessional, computer-based reading tutorial program, or classroom teacher with support from a paraprofessional, or* • *extended instructional time in the school day or the school year*	• Provide support for teachers on how to access additional resources to support student learning? • Help teams determine what additional supports and services are available? • Provide professional learning for teachers, paraprofessionals and others who support reading instruction to build capacity?

Want to learn more?

- The Virginia Department of Education maintains a page dedicated to the Virginia Literacy Act on their website. For additional information, visit the VLA webpage.
- The Virginia Literacy Partnerships office provides support to schools and districts to implement the requirements in the VLA. For additional information, please visit the VLP website.

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