

DIVISION LITERACY PLAN



The 2025-27 Division Literacy Plan pertains to K-8 literacy instruction.



DIVISION CONTACT INFORMATION

School Division: **York County School Division** | yorkcountyschools.org

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Local Board Adoption Date for Division Comprehensive Plan: **10/30/2025**

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.

School Division Literacy Vision:

York County School Division, in partnership with families, is dedicated to providing all future-ready graduates with equitable opportunities to receive evidence-based literacy instruction. This commitment aims to cultivate students who read fluently, think critically, and communicate effectively, fostering a lifelong passion for learning and encouraging meaningful contributions to the local and global community.

YCSD literacy instruction will:

- Engage students in a variety of writing and speaking opportunities which empower students to share their knowledge effectively
- Develop critical thinking and comprehension skills necessary for success within and beyond the classroom
- Implement explicit foundational reading and writing strategies to build fluency
- Utilize complex texts on a variety of topics to build vocabulary and knowledge of the world
- Leverage the use of approved high-quality instructional materials (HQIM) rooted in science-based reading research

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division Literacy Plan Committee	April/May 2025	Planning meetings to integrate grades 6-8 into Division Literacy Plan
Grades K-1, Grade 2, and Grades 3-5 Focus Group Meetings for teachers, reading specialists, special education teachers, and English As A Second Language teachers	April 2025	Focus groups to discuss implementation of VLA initiatives, HQIM, alignment with assessments, and feedback for potential improvements
Grades 6-8 Focus Group meetings for teachers, reading specialists, special education teachers, and English as a Second-language teachers	October 2025 – April 2026	Focus groups to discuss implementation of VLA initiatives, HQIM, alignment with assessments, and feedback for potential improvements
Gifted Education Advisory Committee (GEAC) and Special Education Advisory Committee (SEAC) Members	Semester meetings for SY 25-26, 26-27	Share the inclusion of grade 6-8 in the literacy plan and semester meetings to share progress on the Division Literacy Plan
Reading Specialists	June 2025; Monthly for SY 25-26, 26-27	June 2025 - Reading Specialist meeting to share inclusion of grades 6-8 in plan and during monthly meetings to share progress on the Division Literacy Plan
Title I Advisory Committee	May and December for SY 25-26, 26-27	Semester Title I Advisory meeting to share inclusion of grades 6-8 in literacy plan and to share progress on the Division Literacy Plan
Elementary and Secondary Teachers	June 2025	Video message to share progress on the vision, detail any adjustments to implementation based on feedback surveys and focus groups, as well as inclusion of grades 4-8 in the VALLSS assessment and grades 6-8 in the Division Literacy Plan
Principals and Assistant Principals	June 2025; September – June for SY 25-26, 26-27	Principal meeting to share inclusion of grades 6-8 in plan and transition from DIBELS to VALLSS assessment in grades 4-8; Monthly meetings to share progress on the Division Literacy Plan
Division-level Staff	April 2025 – June 2027	Monthly staff meetings with special education and English as a Second Language staff to share progress of the components of the Division Literacy Plan
School Board	June 2025; November, March, and June for SY 25-26, 26-27	June 2025 work session to share updates to the Division Literacy Plan to include grades 6-8, subsequent meetings to share progress on the Division Literacy Plan and student literacy data
YCSD Staff	August 2025, 2026, and 2027	Division pre-service trainings to share implementation updates

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Families/Community	August 2025 - 2027	Family engagement events PTA meetings YCSD literacy website YCSDigest email to all YCSD staff and families Presentations on the Division Literacy Plan and student literacy data

SECTION TWO: Selecting High-Quality Instructional Materials (HQIM)

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.

	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Core (K-5):	HMH Into Reading VA (K-5)	HMH Into Reading VA (K-5)
Supplemental Instruction (K-5):	Heggerty Phonemic Awareness (K-3) IXL English Language Arts (3-5)	University of Florida Literacy Institute (UFLI) Foundations (K-5 SWD) Junior Great Books (3-5 Gifted) IXL English Language Arts (3-5 SWD, EL, Gifted)
Intervention (K-5):	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (K-5) Lexia Core5 (3-5)	University of Florida Literacy Institute (UFLI) Foundations (K-5 SWD) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (K-5 SWD, EL) Lexia Core5 (3-5 SWD, EL) Visualizing and Verbalizing (K-5 SWD, EL) 95 Comprehension (3-5 SWD) Unique Learning Systems Phonics (K-5 Special Programs)

	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Supplemental Instruction (6-8):	IXL English Language Arts (6-8)	Junior Great Books (6-8 Gifted) IXL English Language Arts (6-8 SWD, Gifted, EL)

	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Intervention (6-8):	Lexia PowerUp (6-8)	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (6-8 SWD) Lexia PowerUp (6-8 SWD, EL)

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.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Structured Literacy Training	New K-8 special education teachers	Ongoing 2025 - 2027
Virginia Department of Education (VDOE) /Virinial Literacy Partnership (VLP) Canvas Modules and 2-day in-person training	New K-8 reading specialists	Fall 2025, 2026, 2027
Virinial Literacy Partnership (VLP) Administrator Training	New K-8 principals and selected assistant principals	Fall 2025 -2027 Modules
Virginia Department of Education (VDOE)/ Virinial Literacy Partnership (VLP) Canvas Modules	New to VA Pre-K-5 classroom teachers K-12 general special education and gifted teachers Pre-K12 deaf/hard-of-hearing and blind/visually impaired teachers K-12 English As A Second Language teachers 6-8 English, science, social studies, and mathematics teachers	September 2025 - June 2026 September 2026 – June 2027
Virginia Literacy Partnership (VLP) VALUE Series	K-8 principals and assistant principals	Monthly meetings 2025 - 2027
Lexia Core5 Training	K-5 principals, assistant principals, assessment and compliance coordinators Select 3-5 classroom teachers, special education teachers, English As A Second Language teachers, and reading specialists	Ongoing 2025 - 2027
Lexia PowerUp Training	New middle school principals, assistant principals, assessment and compliance coordinators New grade 6-8 English teachers, special education teachers, English As A Second Language teachers, and reading specialists	Ongoing 2025 - 2027

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
95 Comprehension Training	3-5 special education teachers	June and August 2025-2027
Visualizing and Verbalizing Training	K-5 special education teachers	October/November 2025-2027
Junior Great Books Training	Select elementary gifted cluster teachers and Advanced English teachers	October/November 2025, 2026, 2027
Virginia Assessment of Language and Literacy Screening System (VALLSS) Training Module	New K-3 classroom teachers, special education teachers, and reading specialists 4-5 classroom teachers, special education teachers, and reading specialists 6-8 English teachers, special education teachers, and reading specialists	August 2025, 2026, 2027
Virginia Language and Literacy Screening System (VALLSS) Data Report Training	New K-3 classroom teachers, special education teachers, and reading specialists 4-5 classroom teachers, special education teachers, and reading specialists 6-8 English teachers, special education teachers, and reading specialists	October 2025-Ongoing
High Quality Instructional Materials (HQIM) Training	New K-5 teachers and special program teachers New K-5 principals and assistant principals	August 2025, 2026, 2027 and Ongoing as needed

Directions: Add a description of each training below the chart in the space provided.

Structured Literacy Training: Provided to special education teachers, this training includes direct and systematic approaches to teaching the structure of oral and written language. The training addresses the needs of students who have specific learning disabilities in the areas of reading, spelling, and/or writing, including students with dyslexia.

VDOE/VLP Canvas Module Trainings: The Virginia Department of Education (VDOE) has contracted with the Virginia Literacy Partnerships (VLP) to create a series of 9 Canvas modules with essential information to implement the requirements of the Virginia Literacy Act, evidence-based literacy instruction, and science-based reading research.

VLP VALUE Series: The Virginia Literacy Partnerships (VLP) provides professional learning topics grounded in science-based reading research. This series scaffolds learning about each topic by presenting short introductory videos, infographics, recorded webinars, instructional resources, and additional readings for each of the key components of effective instruction. This guide provides a step-by-step comprehensive implementation approach that can be used by building leaders and literacy coaches.

Lexia Core5: The Lexia Core 5 program provides systematic and explicit instruction in phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program provides both an online component and lesson plans for teacher-led instruction. Initial training will revolve around the overall platform and implementation of the program. Further training will focus

on progress monitoring student data, using data to adjust instruction, and leveraging the resources available from Core5.

Lexia PowerUp: This training focused on the overall use of the platform, using tools and resources to maximize student engagement, progress monitoring, and interpreting data to inform IEP decisions. Trainings will also focus on division expectations for the use of Lexia as an intervention. Ongoing coaching and supervision support will be provided throughout the school year by division literacy leaders.

95 Comprehension: 95 Comprehension is an evidence-based intervention program with clear, direct instruction to help students move beyond concrete comprehension. 95 Comprehension introduces the seven comprehension processes individually and then intertwines them so students learn to use them together. Initial training is provided to support teachers with implementation and periodic check-ins throughout the school year will focus on making instructional data-based decisions.

Visualizing and Verbalizing: Visualizing and Verbalizing is an intervention program that offers a unique approach to teaching comprehension through imagery, questioning, and writing, while progressing from simple to complex understanding of a wide variety of text genres and structures. Lessons include research-based instructional strategies for supporting students' comprehension of complex text. Initial training is provided to support teachers with implementation and periodic check-ins throughout the school year will focus on making instructional data-based decisions.

Junior Great Books: Junior Great Books Series is a supplemental program that offers explicit and systematic instruction to support reading comprehension through the Shared Inquiry Method. Training will be provided to select elementary gifted cluster teachers and teachers of middle school advanced English. Training will include the use of the approved materials and a focus on creating high level questions for students that will promote rich classroom discourse.

VALLSS Training Module and Data Report Training: The Virginia Language & Literacy Screening System (VALLSS) training module will be provided by Virginia Literacy Partnerships (VLP) for new PK-3 teachers, all 4-5 classroom teachers, 6-8 English teachers, special education teachers, English as a second language teachers, and all reading specialists. This training module will focus on the administration of the state's literacy screening assessment and the student data reports needed for instruction and remediation.

[Directions: Please describe what additional training will be provided for educators on adopted HQIM curricular materials and when this training will occur.](#)

HQIM (High Quality Instructional Materials) HMH Trainings: New teachers will receive initial training with the use of the adopted HQIM materials, Houghton Mifflin Harcourt (HMH) *Into Reading*, in August of 2025, 2026, and 2027. To ensure fidelity of implementation, follow-up training will occur throughout the 2025-2026 and 2026-2027 school year. Teacher training will include specific use of the high-quality instructional materials, the components of the literacy block aligned to the newly adopted materials, a review of the resources for each literacy block component, and an in-depth training of the writing components. New teachers will receive follow-up training throughout the school year from the English coordinator and/or the elementary literacy coach. Ongoing training on the writing component of HMH *Into Reading* and assessment use will occur each quarter using a train-the-trainer model using elementary literacy leads.

Additional HQIM training throughout the 2025-26 and 2026-2027 school years:

- HQIM Initial—August 2025, 2026, 2027
- HQIM and Assessment/Data Disaggregation Training—October 2025, 2026, 2027; January 2026, 2027, 2028

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.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screener System (VALLSS): Grades Pre-K-3	Beginning, middle, and end-of- year; progress monitoring for students in high risk	Pre-K-3 classroom teachers, special education teachers
Virginia Language & Literacy Screener System (VALLSS): Grades 4-8	Beginning and middle -of- year; progress monitoring every four weeks for students below benchmarks	Classroom teachers (4-5), English teachers (6-8), special education teachers, reading specialists
Lexia Core5 Diagnostic	Beginning of the year and monitor units completed based on established benchmarks throughout the year	Select classroom teachers, special education teachers, reading specialists
Lexia PowerUp Diagnostic and Progress Monitoring	Beginning of the year and monitor units completed every four weeks	English teachers (6-8), special education teachers, reading specialists
95 Comprehension	Beginning and end-of-year; progress monitoring every four weeks	Special education teachers (3-5)
Visualizing and Verbalizing	Beginning and end-of-year; progress monitoring every four weeks	Special education teachers (K-5)
Division module/unit assessments, to include grade level writing rubrics: Grades 1-8	After each module/unit	Classroom teacher
Measure of Academic Progress (MAP) Grades 3-8	Fall and Spring	Classroom teacher
Standards of Learning (SOL): Grades 3-8	Spring 2025	Classroom teacher

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
Division Level Analysis of Literacy Assessment Data	Department of Curriculum and Instruction, Department of Special Education, Director of School Leadership, instruction coordinators, literacy coaches	Monthly
School Level Analysis of Literacy Assessment Data	Principals, assistant principals, reading specialists, literacy coaches, assessment and compliance coordinators, classroom teachers, special education teachers	Ongoing via Professional Learning Communities (PLC)
School Improvement Plan Reviews	Department of Curriculum and Instruction, Department of Special Education, Director of School Leadership, instruction coordinators, principals	Quarterly
Student Reading Plans	Reading specialists, teachers, families	Quarterly
Classroom Walkthroughs, Formal Observations, Teacher Lesson Plans	Principals, assistant principals, division leaders, and literacy coaches	Ongoing
Teacher Implementation Survey	Division leaders	Quarterly

SECTION SIX: Engaging Parents, Caregivers, and Community

Describe your plan to involve parents and caregivers in the development and implementation of the **Student Reading Plans** based on diagnostic screener results.

Parents and caregivers of K-8 students will be informed of any screener assessments, such as VALLSS, and will be provided their student's data reports. York County School Division staff will disaggregate the VALLSS data to identify students performing in high-risk bands in grades K-3 and with deficiencies on code-based subtests in grades 4-8 on the VALLSS assessment. For students performing in high-risk bands (K-3) or with indicators on code-based subtests (4-8), reading specialists in each school will collaborate with the parents/caregivers, classroom teachers, and other support staff to create the VLA-required Student Reading Plan. The plan will describe specific goals and identify evidence-based literacy strategies that will be used to support students' literary needs. The plan will also provide information on how often and how long the student will receive intervention and progress monitoring data. Parents/caregivers will be notified before the interventions begin and will be provided with updates on students' progress in fall,

winter, and spring. The division and schools will provide parents/caregivers with literacy resources to use at home during conferences to support students' literacy needs according to the Student Reading Plan.

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

Division Literacy Vision: In April 2024, the York County School Division convened a focus group consisting of teachers, reading specialists, principals, parents, and division leaders. The purpose was to review the components of the Virginia Literacy Act, offer feedback on the division's current literacy landscape, and gather input on the division's literacy vision. Members of the focus group provided suggestions for enhancing communication and involving parents/caregivers in the division's literacy program. The input gathered from the focus group informed the creation of the K-12 division literacy vision statement. This vision will be disseminated through division communications, social media channels, and the division's website.

Division Literacy Webpage: The division will maintain a K-12 literacy webpage, which will include the YCSD literacy plan, information on the division's literacy program, and literacy resources available to parents, families and the community. The webpage will also include the job description and contact information for any reading specialist and dyslexia specialist employed in the division, pursuant to subsection G of of § 22.1-253.13:2 .

Literacy Opportunities and Resources: To support family-school partnerships and engagement in relation to literacy development, the following opportunities and resources will be available to parents, families, and the community:

- Quarterly Title I school's literacy-focused family nights
- Middle school literacy-focused family nights
- Title I Parent Advisory Committee meetings
- School-based literacy workshops for families
- Book fairs
- Individualized Educational Plan (IEP) and Response to Intervention (Rtl) meetings
- End-of-year family meeting for any third grader performing below grade level benchmarks in reading
- Literacy talking points for use in parent/teacher conferences
- School PTA events
- School open house events
- School course selection nights
- Special Education Advisory Committee (SEAC) meetings
- Gifted Education Advisory Committee (GEAC) meetings
- York Foundation for Public Education (YFPE) meetings
- Division and school sponsored English Learner family/community night
- Division and school sponsored literacy events
- Division Special Education Resource Fair night
- Literacy videos on the division webpage for families
- Resources available at York County public libraries
- Summer literacy family engagement events

- Feedback from family survey and/or focus groups
- YCSD Let's Talk platform to reach YCSD staff to help answer questions or provide support

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 division wide 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 division-wide literacy plan on its website.

Provide the link to where the division wide literacy plan will be housed on your school division website:

[York County School Division \(yorkcountyschools.org\)](http://yorkcountyschools.org)

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

James Carroll, Ed.D.

Print Name

10/30/2025

Date