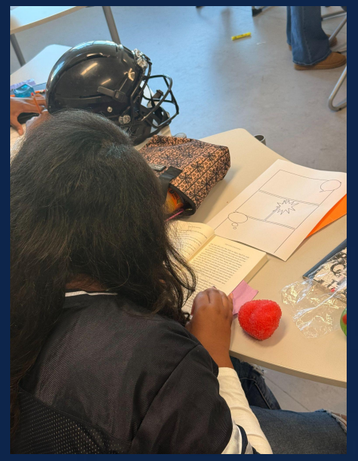
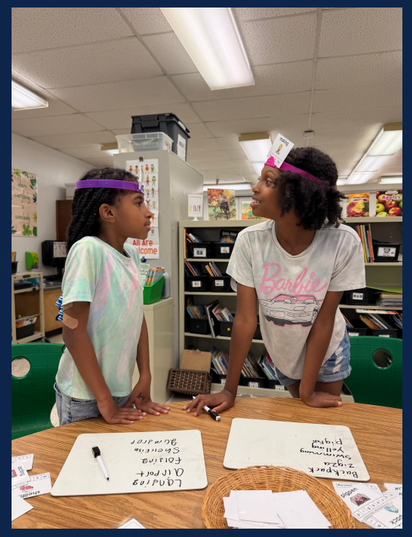
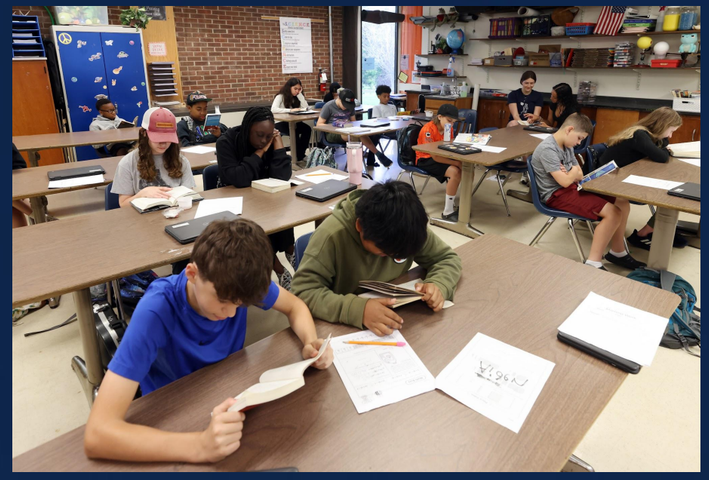
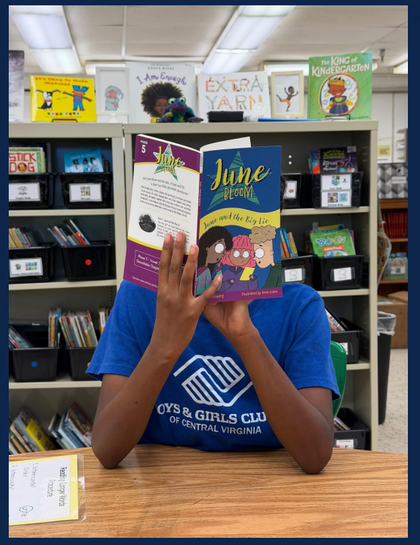


Fall 2026 Literacy Updates

Stacy Reedal, Literacy Coordinator







Our Core Mission: Strategic Plan 2023-2028

Priority 1 - Increase Academic Achievement

Target 5

80% or more students will demonstrate mastery in tier 1 instruction.

2025-2026:

80%

C or higher in English

Target 9

Increase reading achievement for all students to at least 75% proficiency.

67%

Reading SOL

78%

Reading MAP

Target 11

Annually reduce failure of reading SOLs by 10% or more for African-American students and SWD.

Black/AA:	
Reading SOL	42% to 40%
MAP	54% to 59%
SWD:	
Reading SOL	38% to 36%
MAP	35% to 44%

Target 12

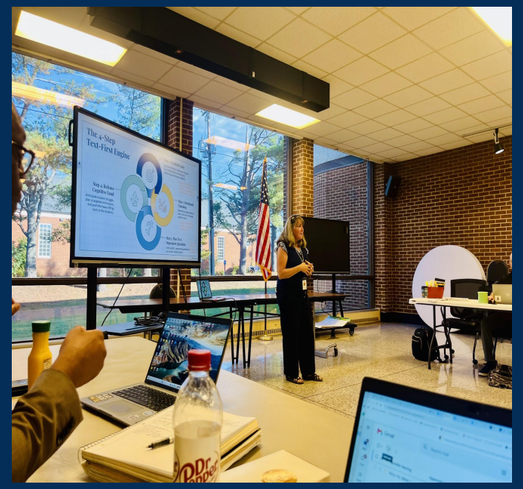
Increase early literacy for all students to at least 75% proficiency.

82%

VALLSS Benchmark in K

70%

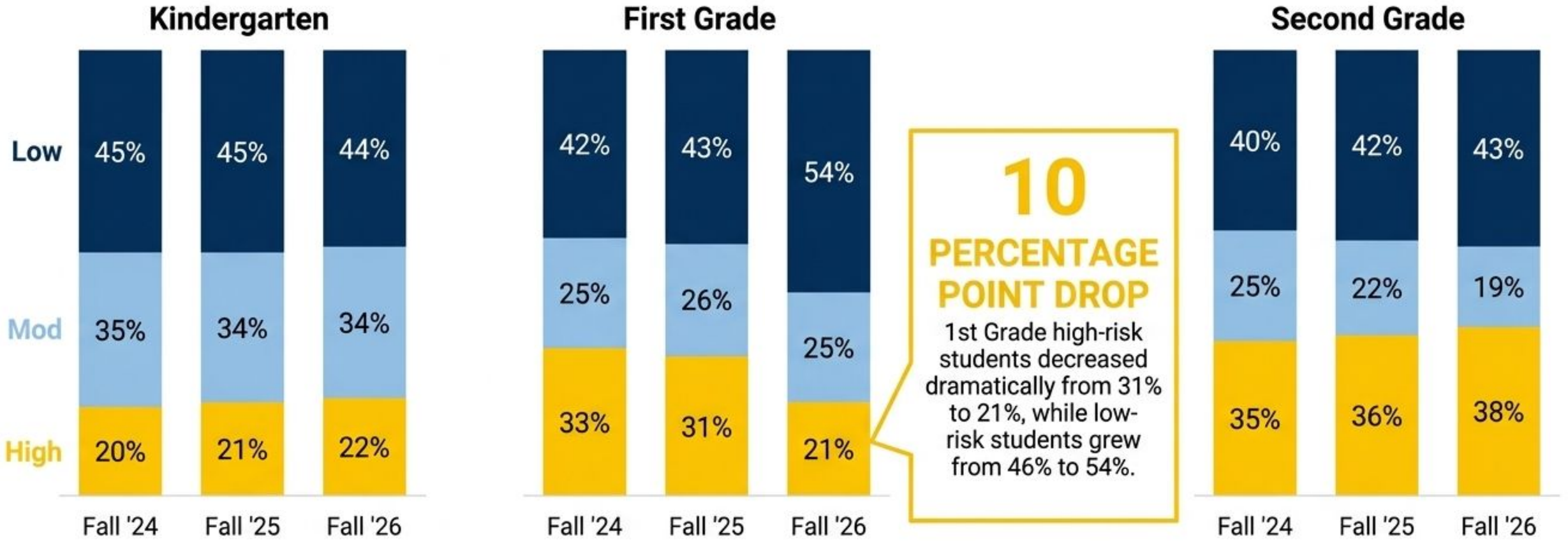
DIBELS Gr 3



Professional Learning Ecosystem

- **Data-Driven:** Reading Specialists designing targeted mini-PL based directly on MAP data for teachers
- **Text-First Planning:** Reading specialists actively supporting text-first planning within PLCs
- **Division-Wide Focus:** Comprehensive PL focused on student engagement, opportunities to respond, and critical thinking to deepen comprehension and elevate language
- **Leadership Alignment:** Dedicated literacy PL for administrators and division-level instructional leaders

Early Literacy Foundation (K-2 VALLSS Data) - Multi-Year Trend



FALL 2024 *Scaled Scores* for *Bands of Risk*

	High	Moderate	Low
Kindergarten	433 - 527	528 - 566	567 - 677
First	474 - 603	604 - 629	630 - 711
Second	593 - 646	647 - 664	665 - 720
Third	608 - 661	662 - 678	679 - 727

FALL 2025 *Scaled Scores* for *Bands of Risk*

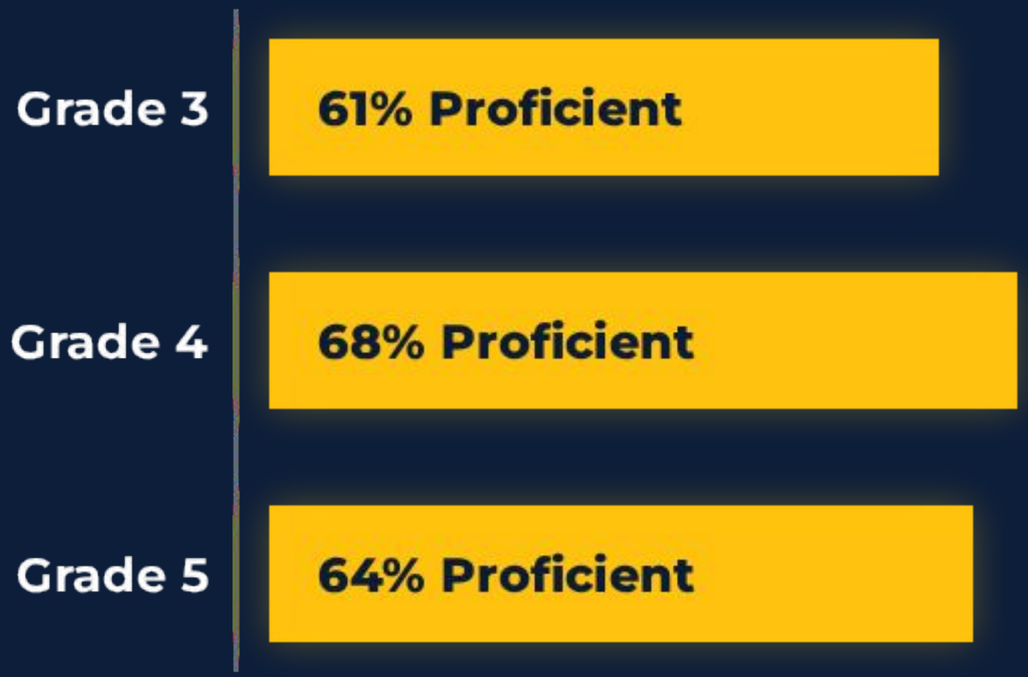
	High	Moderate	Low
Kindergarten	432 - 518	519 - 561	562 - 669
First	472 - 603	604 - 629	630 - 700
Second	594 - 646	647 - 664	665 - 719
Third	609 - 665	666 - 677	678 - 725

FALL 2026 *Scaled Scores* for *Bands of Risk*

	High	Moderate	Low
Kindergarten	432 - 518	519 - 561	562 - 669
First	472 - 603	604 - 628	629 - 700
Second	594 - 648	649 - 662	663 - 719
Third	609 - 667	668 - 683	684 - 725

Elementary School Culmination (3-5 MAP Data)

Elementary Fall 2026 MAP Data



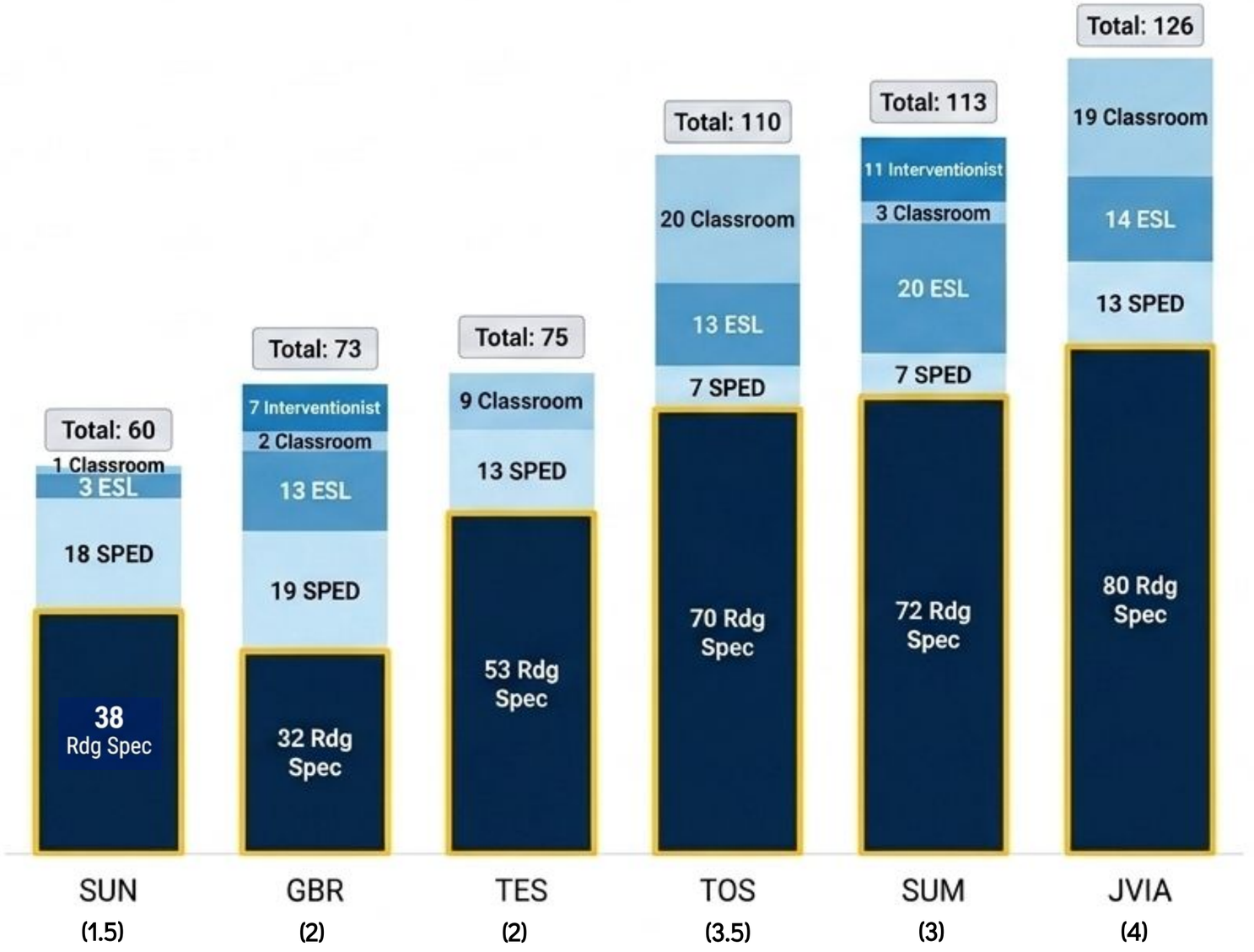
64%

Overall 3-5 Grade Level Reading Proficiency

Direct increase from 62% in Fall 2025

Closing Gaps in Black Student Achievement: Cohort Proficiency
Grade 3: 41% (4% increase from Spring 2025)
Grade 4: 40% (11% increase from Fall 2025)
Grade 5: 26% (7% decrease from Fall 2025)

Supporting our Elementary Readers (SRP Interventions)



Over 60% of Student Reading Plan Interventions are provided directly by Reading Specialists.

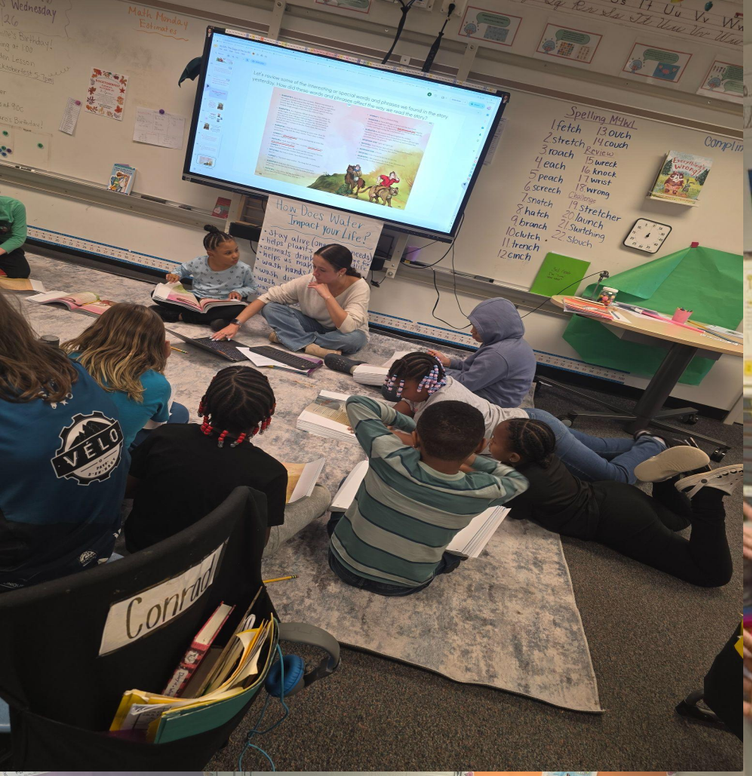
VLA Required SRPs:

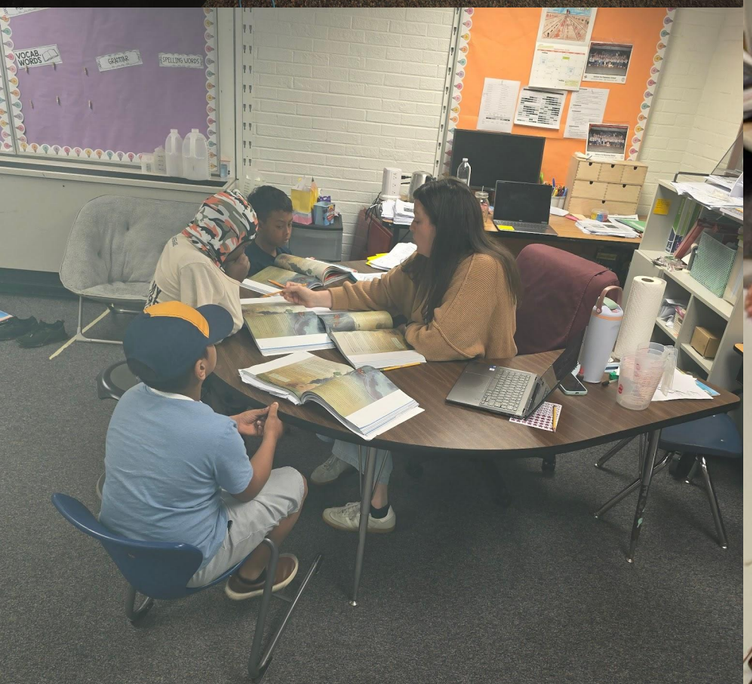
- SUN: 60
- GBR: 69
- TES: 75
- TOS: 110
- SUM: 104
- JVIA: 126

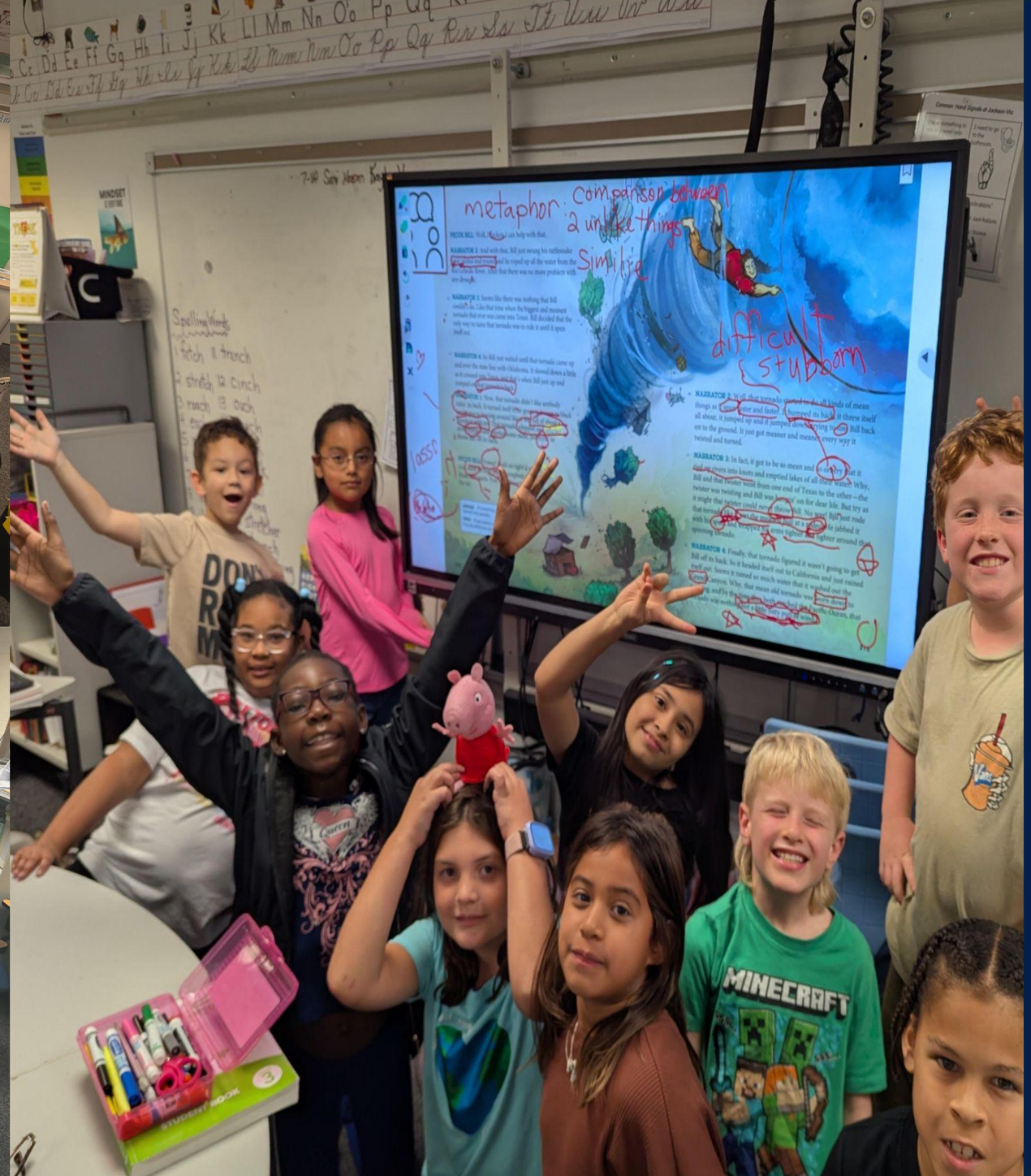
Elementary Response to Data & Instructional Focus

- Continue explicit phonics instruction in our Structured Literacy block
- Focused PL on Shared Reading
- Literacy Workshops with Principals
  - VDOE K12 Walkthrough Tool training and alignment
  - Followed by Literacy Walks using the data
  - Followed by trends from Literacy Walks and next steps
    - Text-First Planning: how to coach it in PLCs and observe it in the classroom

- Literacy Workshops with Instructional Leaders
  - Building skills to plan and support reading and writing across content areas through evidence-based practices
- Reading Specialists have already designed 7 simple and explicit PLs for teachers to take and implement immediately in classrooms
- Increase the use of complex text and release of the reading to students through text-first planning and novel studies
- Work with Community Partners
  - We Lit(Literature) Book Clubs
  - Parent Workshop with the DreamBuilders - City of Promise





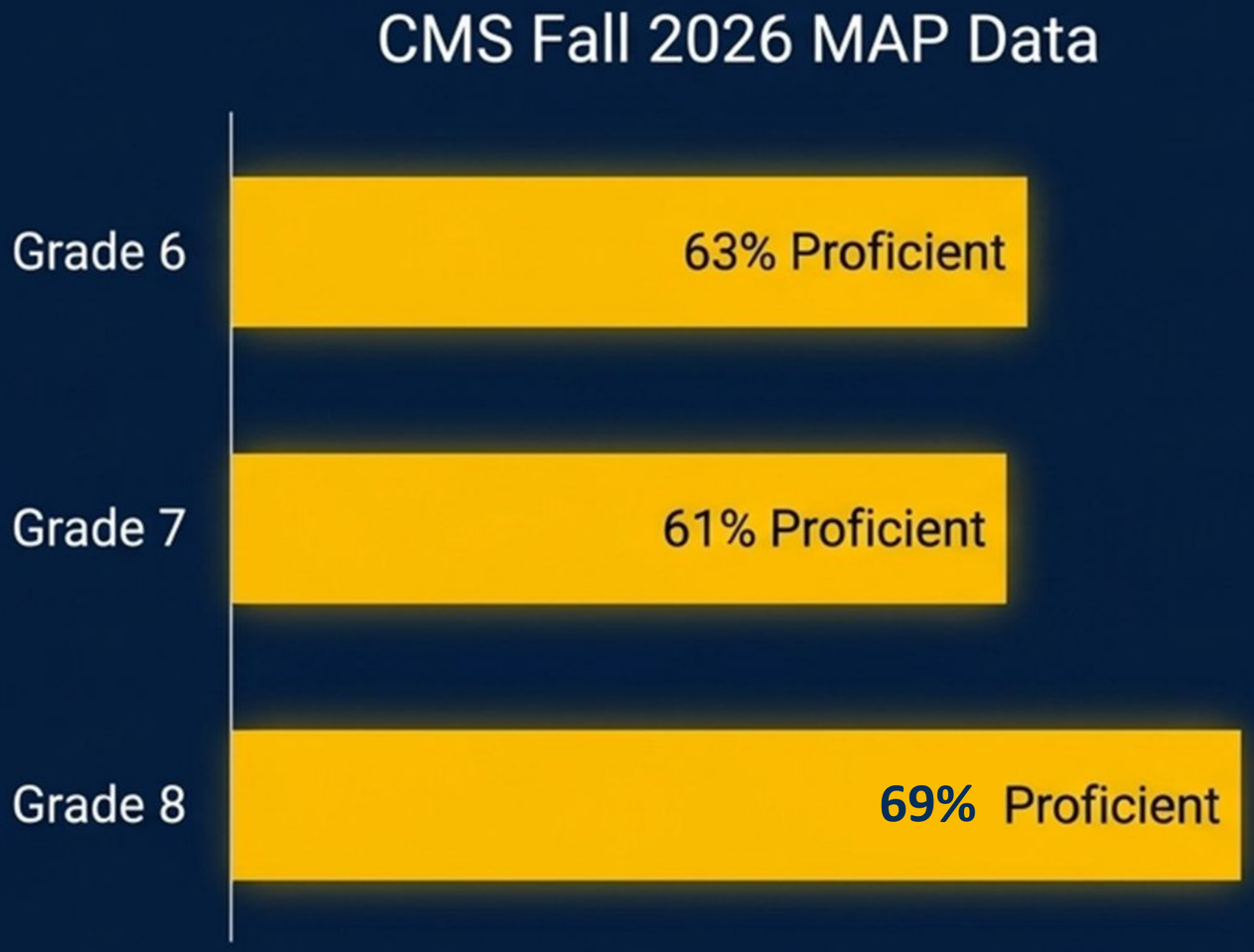


Focusing on Complex Text has shown:

- students thinking deeply about text
- high student engagement
- increased time in text which will support reading stamina
- students see themselves as readers

These will have a positive impact on reading proficiency!

Middle School Culmination (6-8 MAP Data)

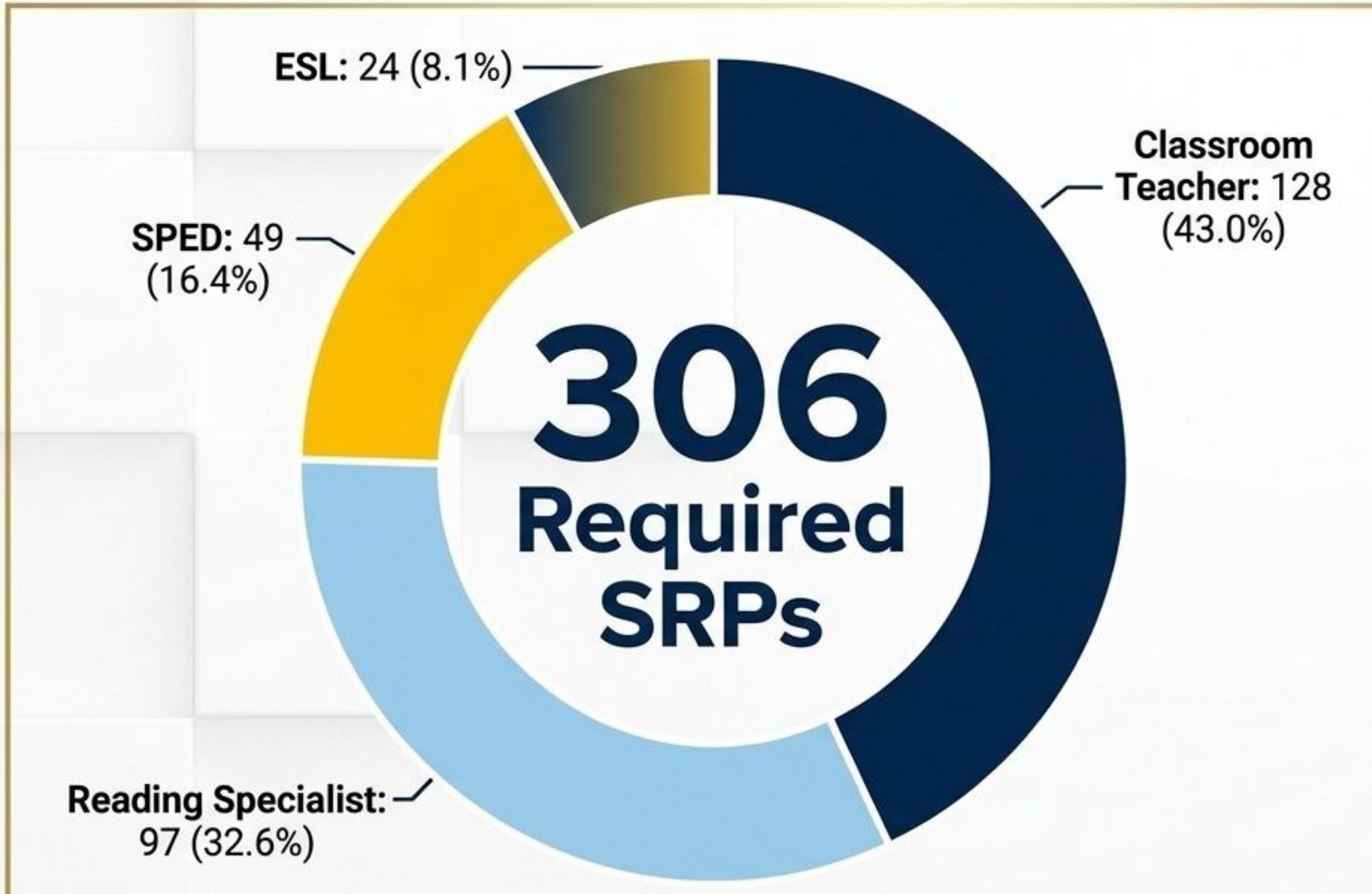


64%

Overall 6-8 Grade Level Reading Proficiency

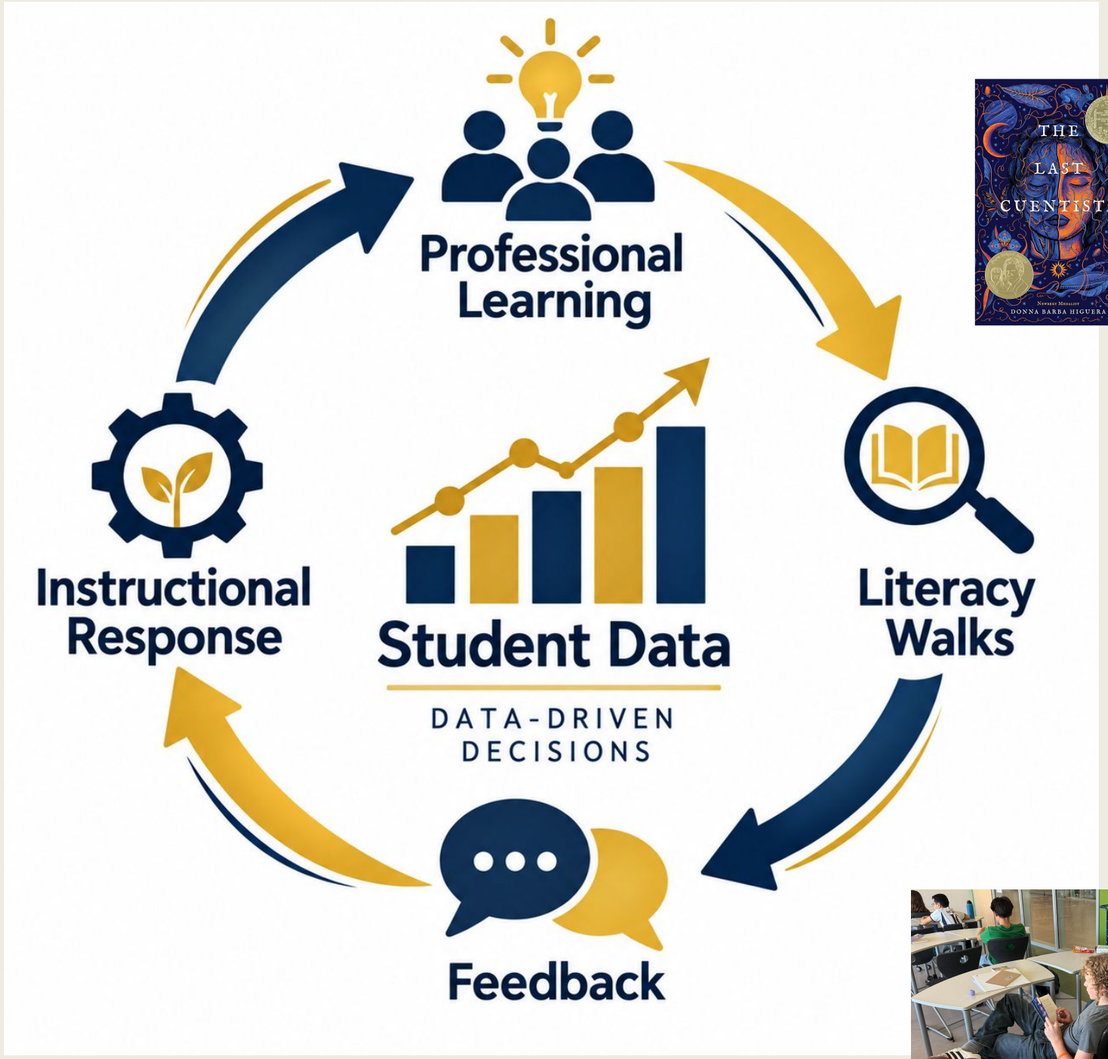
Closing Gaps in Black Student Achievement: Cohort Proficiency
Grade 6: 37% (3% increase from 2025)
Grade 7: 38% (2% increase from 2025)
Grade 8: 41% (7% increase from 2025)

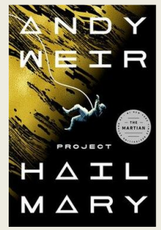
Middle School Interventions (CMS SRPs)



- Supported by 4 dedicated Reading Specialists.
- These 306 plans are required for students who either Failed the Reading SOL, or Passed the Reading SOL with an Audio Accommodation.

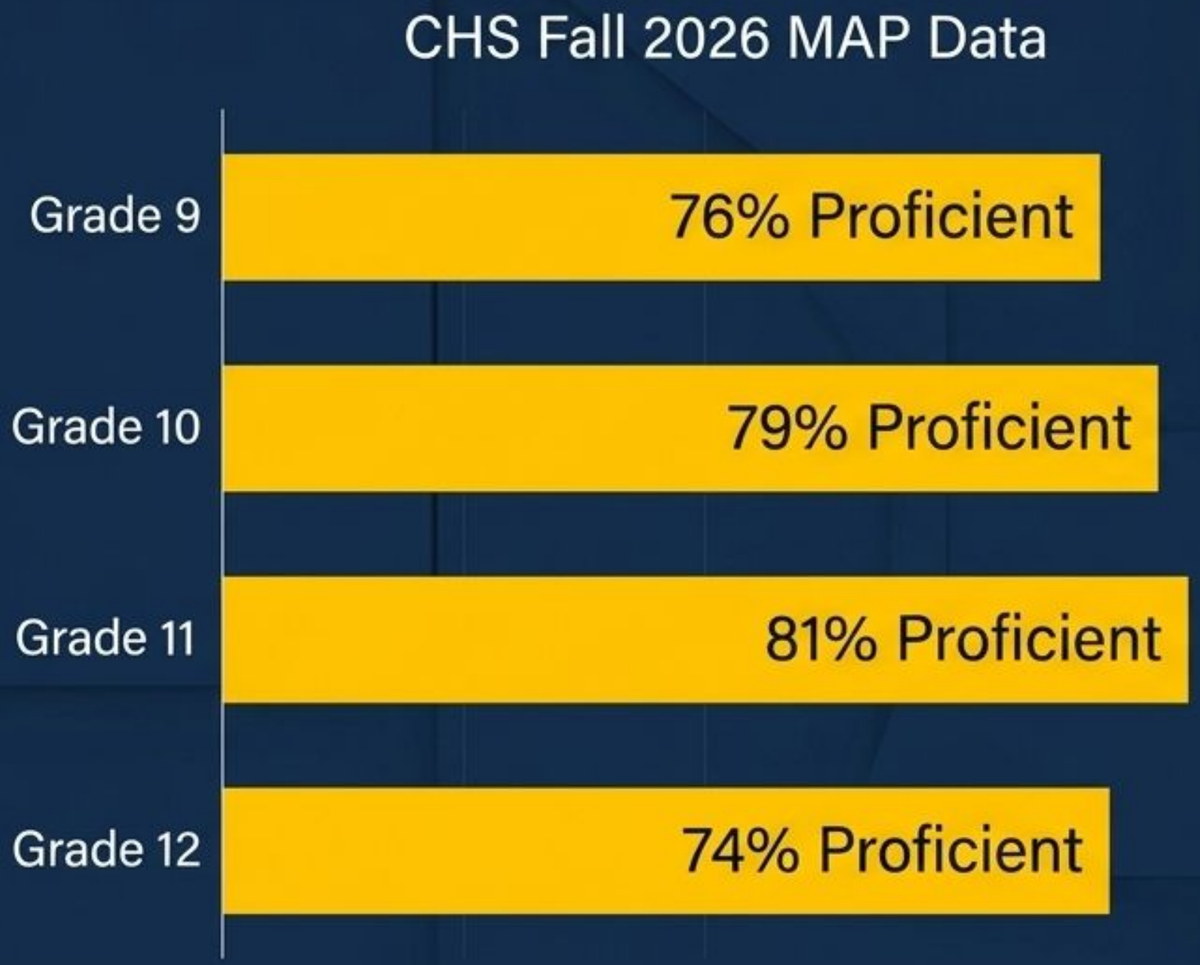
Middle School Response to Data & Instructional Focus





- Literacy Workshops with Principals
- Literacy Workshops with Instructional Leaders
- Increase the use of complex text
  - 6th Gr: ***Ghost*** and ***Other Words From Home***
  - 7th Gr: ***The Last Cuentista*** and ***Refugee***
  - 8th Gr: ***Project Hail Mary***
- Working with the Innovation Hub at UVA to align to our readings
  - provide background for content knowledge
  - support academic vocabulary
- Standards-Based Grading
  - Alignment to the rigor of the Standard
  - Consistent expectations of mastery and the continuum of learning
- Partnerships with TTAC and VLP to provide training with teachers focused on student engagement and text-dependent questioning
- WIN (What I Need) Time
  - built into the schedule
  - teachers and specialists are able to provide targeted support
  - using engaging supplemental texts to increase time in text and engagement with reading

High School Culmination (9-12 MAP Data)



78 %

Overall 9-12 Grade Level Reading Proficiency

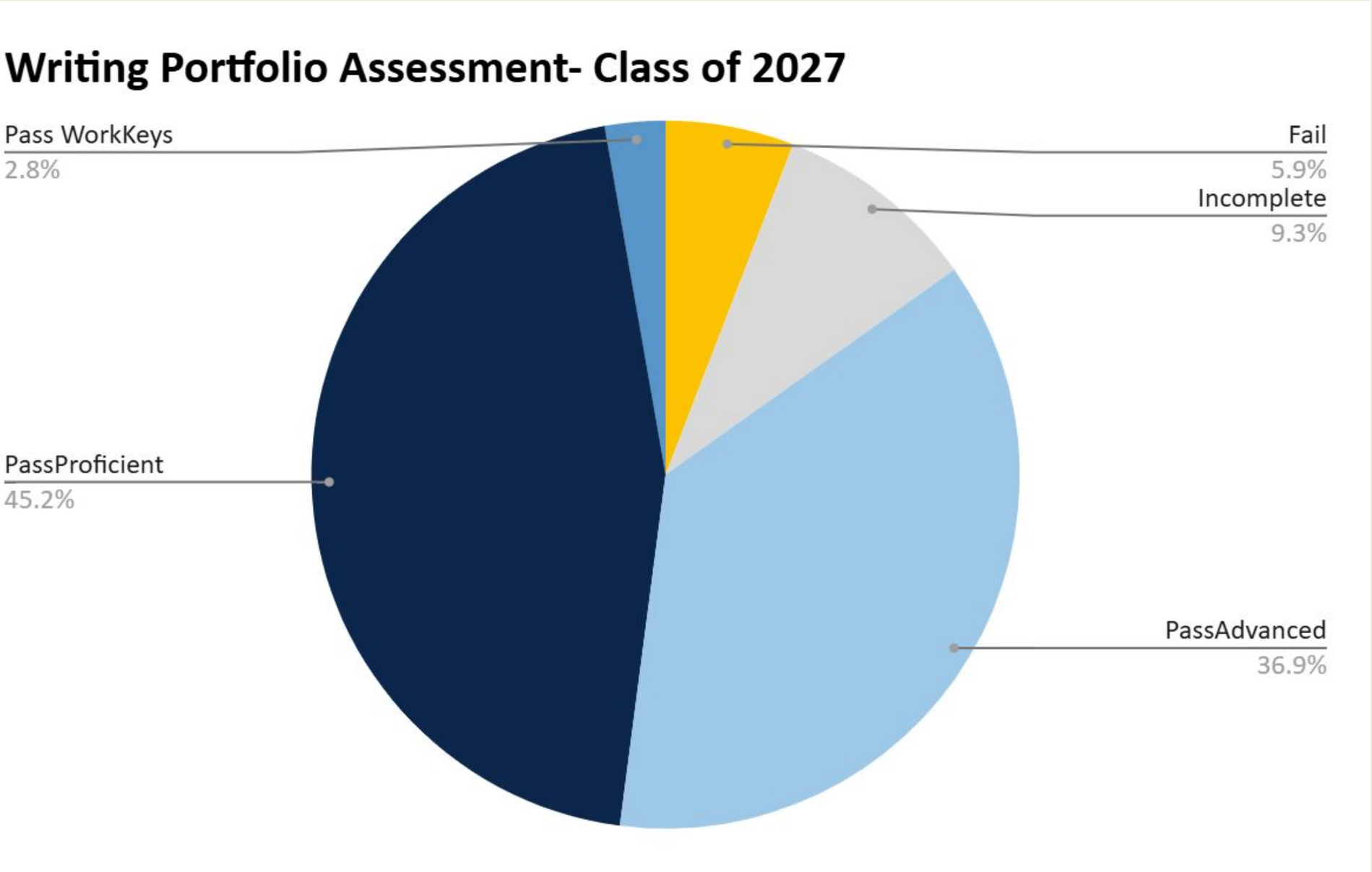
Direct increase from 74% in Fall 2025.

Closing Gaps in Black Student Achievement: Cohort Proficiency
Grade 9: 45% (14% increase from 2025)
Grade 10: 59% (14% increase from 2025)
Grade 11: 68% (11% increase from 2025)
Grade 12: 63% (4% decrease from 2025)

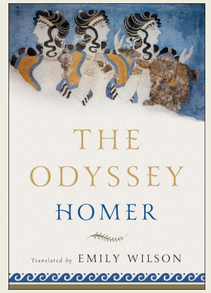
Students earn a locally awarded verified credit (LAVC) in Writing

This satisfies a graduation requirement

Currently 82.1% of the Class of 2027 successfully earned this credit through the WPA



High School Response to Data & Instructional Focus



- Literacy Workshops with Principals
- Literacy Workshops with Instructional Leaders
- Focus on use of complex text
  - ***The Odyssey***
  - ***Persepolis***
  - ***Fences***
- Standards-Based Grading
  - Alignment to the rigor of the Standard
  - Consistent expectations of mastery and the continuum of learning
- Three Part *Rigorous Reading* Professional Learning Experience
- Tammy Williams from W&M led a summer workshop with teachers focused on *The Writing Revolution 2.0*
- Dr. Jade Wexler provided explicit training with CHS staff last year with full implementation this year
  - English Department
  - English Language Development and Special Education Team
  - History and Science Department

Next Steps & The Road Ahead

Step 1: Sustained Professional Learning

Continuing our division-wide commitment to equipping teachers and leaders with data-driven literacy practices.

Step 2: K-8 Core Curriculum Adoption

Moving forward with a unified curriculum adoption to standardize excellence and rigor across all foundational and transitional grades.

Building on our monumental growth in Early Literacy and High School Proficiency.