

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Lexington City Schools**

Superintendent: **Rebecca Walters** | [rwalters@lexedu.org](mailto:rwalters@lexedu.org)

Local School Board Chair: **Tammy Dunn** | [tdunn@lexedu.org](mailto:tdunn@lexedu.org)

Division VLA Lead: **Rebecca Walters** | [rwalters@lexedu.org](mailto:rwalters@lexedu.org)

Local Board Adoption Date for Division Comprehensive Plan: **06/04/2024**

## 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:

*Lexington City Schools will develop insightful, self-motivated, proficient learners by providing high-quality literacy experiences in every classroom, every day, for every student.*

### CORE PRINCIPLES:

*Literacy instruction in Lexington City Schools will:*

- *Utilize high-quality instructional materials (HQIM) rooted in science-based reading research (SBRR) and best practices for evidence-based literacy instruction (EBLI) that support the five key components of a comprehensive reading program: phonemic awareness, phonics, fluency, vocabulary, and comprehension.*
- *Provide students with intentional opportunities to build their vocabulary and knowledge of the world using culturally relevant complex texts on a wide variety of topics.*
- *Engage students in text to demonstrate student understanding as evidenced through writing and speaking.*
- *In the primary grades (K-2), provide explicit instruction and targeted practice opportunities with foundational reading skills in phonemic awareness and phonics using*

a structured literacy approach. Students in grades 3-5 will also receive phonics instruction via the core instructional and supplemental programs.

CORE PRINCIPLES (continued):

- Create equitable opportunities with differentiated support so that **all** students develop the necessary skills in reading, writing, speaking, and listening.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division instructional staff	April 2024	Literacy Team meetings/ grade level share meetings/faculty meetings
School Board	May 2024	School Board meeting
Student families	May 2024	School Board meeting; slides presentation shared by email

## SECTION TWO: Selecting High-Quality Instructional Materials

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. (Example: Core (K-5): General Education: Approved Program 1, Special Populations: Approved Program 1).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	<i>HMH Into Reading (grades K-5)</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	<i>Heggerty (grades K-2)</i>	<i>All special populations will receive the same core program by school.</i>
	<i>Orton-Gillingham (K-5)</i>	<i>All special populations will receive the same core program by school.</i>
	<i>UFLI</i>	<i>Title I and intervention students</i>
	<i>Wilson Foundations</i>	<i>Title I served students; Tier 3 identified students; SPED grades 3-5 identified students</i>
Intervention (K-5):	<i>Lexia Core5</i>	<i>teacher-identified students; SPED grades 2-3 identified students</i>
	<i>Heggerty (grades K-5)</i>	<i>teacher-identified students</i>

GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
<i>UFLI</i>	<i>teacher-identified students</i>
<i>Orton-Gillingham (K-5)</i>	<i>teacher-identified students served through intervention programming and/or Title I</i>

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

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>Orton-Gillingham Comprehensive Course (IMSE) 30-hour live virtual training</i>	<i>All K-3 general education teachers, special education teachers, reading specialists, intervention teacher, EL teachers</i>	<i>Summer 2022-Summer 2024</i>
<i>Heggerty</i>	<i>All K-2 general education teachers, special education teachers, reading specialists, intervention teacher</i>	<i>Summer 2022 *New teachers as hired</i>
<i>LETRS</i>	<i>Elementary reading specialist/Dyslexia Specialist</i>	<i>2021</i>
<i>Wilson Foundations</i>	<i>Elementary reading specialists/Dyslexia Specialist</i>	<i>December 2021</i>
<i>Virginia Literacy Partnerships training modules on evidence based literacy</i>	<i>Elementary reading specialists</i>	<i>2023-2024 school year</i>
<i>VLA Reading Institute for Directors (1-day training)</i>	<i>Elementary Principal</i>	<i>November 28, 2023</i>
<i>Orton-Gillingham Morphology (IMSE) 30-hour live virtual training</i>	<i>All 3-5 general education teachers, upper special education teachers, grades 3-5 and 6-8 reading specialists, EL teacher, intervention teacher</i>	<i>Spring/Summer 2024</i>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>HMH Into Reading (HQIM) Getting Started Live Virtual training (2-hour)</i>	<i>All K-5 general education teachers, special education teachers, reading specialists, intervention teacher</i>	<i>May 24, 2024</i>
<i>Virginia Literacy Partnerships training modules on evidence based literacy</i>	<i>All 6-8 general education and special education teachers</i>	<i>2024-2025 school year</i>
<i>VLA 1-day training for principals</i>	<i>Middle School Principal</i>	<i>June 14, 2024</i>
<i>VLA Capstone Modules</i>	<i>All Orton-Gillingham trained teachers</i>	<i>Summer and 2024-2025 school year</i>
<i>HMH Into Reading in-person HQIM training (3-hours)</i>	<i>All Elementary teachers</i>	<i>August 2024</i>
<i>HMH Into Reading Coachly training</i>	<i>As needed during the school year; 4 teachers with licenses</i>	<i>2024-2025 school year</i>

## 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. Screeners associated with Board approved materials may be listed as “TBD” until final approvals are complete.

### GOALS:

1. By the end of the 2024-2025 school year, all ELA teachers will be implementing our selected high quality instructional materials with fidelity, as measured by school/classroom walkthrough data.
2. By the end of the 2024-2025 school year, students will engage with rigorous grade-level literacy tasks from the HQIM 90% of the time, as measured by school/classroom walkthrough data.
3. By the end of the 2024-2025 school year, literacy leaders will complete at least one “coaching/walkthrough cycle” at each grade level.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
<i>Virginia Language &amp; Literacy Screener (VALLS): K-3</i>	<i><b>K-2:</b> All students - Fall, Spring, optional mid-year <b>Grade 3:</b> New to VA; received summer intervention; or anyone being considered for Title I or Intervention</i>	<i>Classroom teachers with support from reading specialists</i>

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
<i>Screeners and diagnostic tools associated with HQIM</i>	<i>TBD</i>	<i>Classroom teachers K-5</i>
<i>Heggerty Phonemic Awareness Assessment</i>	<i>As needed for identified students</i>	<i>Classroom teachers; reading specialists; intervention teacher</i>
<i>Orton-Gillingham assessment</i>	<i>As needed for identified students</i>	<i>Reading specialists; intervention teacher</i>

## 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
<i>Classroom walkthroughs focused on literacy instruction</i>	<i>Principal</i>	<i>Monthly</i>
<i>Collaborative meetings to reflect on literacy plan implementation</i>	<i>Principal; reading specialists; intervention teacher</i>	<i>1-2 times per month</i>
<i>Participate in grade level lesson planning</i>	<i>Principal; reading specialist</i>	<i>Monthly during grade level team meetings</i>
<i>Coaching walkthroughs</i>	<i>Reading Specialists</i>	<i>As scheduled, but at least once per semester</i>
<i>Principal/Superintendent meetings to reflect on literacy plan implementation</i>	<i>Principal and Superintendent</i>	<i>Monthly or as needed</i>
<i>Reflection conversations about literacy plan implementation</i>	<i>Literacy Team members</i>	<i>Quarterly</i>
<i>Individual Student Reading Plan progress monitoring</i>	<i>Classroom teacher and reading specialists</i>	<i>Quarterly</i>
<i>Quarterly data wall meetings</i>	<i>K-5 teachers; principal</i>	<i>Quarterly</i>

## SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart including information regarding parent and community engagement.

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

*The classroom teacher, reading specialist, and other instructional personnel working with the student will draft the Student Reading Plan for any K-3 student identified as “high-risk” based on individual screening results from the Virginia Language and Literacy Screening (VALLS). The team will share a draft of the plan with the parents/caregivers to seek input prior to a scheduled meeting. During a meeting, the school team and parents/caregivers will discuss and modify the plan as appropriate. The school team will develop a plan to communicate progress quarterly. A meeting will be scheduled for the end of the year to review progress.*

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

*Lexington City Schools will plan to build successful partnerships in relation to literacy development through the following strategies:*

- *Monthly “Reading Corner” literacy information in parent newsletter*
  - *Provide access to a lending library for multilingual learners*
  - *If grant-funded, the school will provide quarterly take-home Kindergarten literacy kits with new resources/strategies*
  - *Provide families with a link to online literacy resources including VALLSS Family Resource Center*
  - *Consider hosting a Family Literacy Night*
  - *Title 1: monthly family literacy newsletters; Title I informational meetings; send home quarterly reading passages to support instructional concepts; send home parent literacy tips*
  - *School classroom reading buddy program*
  - *Read Across America celebrations*
  - *One Book, One Read program*
  - *Library literacy tutoring program*
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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 divisionwide 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 divisionwide literacy plan on its website.

Provide the link to where the divisionwide literacy plan will be housed on your school division website: [www.lexedu.org](http://www.lexedu.org)

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## 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

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Division Superintendent/  
Authorized Designee Signature

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Rebecca J. Walters  
Print Name

June 4, 2024

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Date