

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Lynchburg City Schools**

Superintendent: **Dr. Crystal Edwards (edwardscm@lcsedu.net)**

Local School Board Chair: **Dr. Atul Gupta (guptaa@lcsedu.net)**

Division VLA Lead: **Mrs. Amy Pugh (pughat@lcsedu.net)**

Local Board Adoption Date for Division Comprehensive Plan: **06/18/2024**

## 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:

Lynchburg City Schools students will develop the necessary skills in reading, writing, speaking, and listening that are foundational for creative, collaborative, and civic-minded expression using language. Student instruction will be anchored in the use of high-quality instructional materials rooted in science-based reading research and evidence-based literacy instruction. Students will demonstrate comprehension, critical thinking, and application of vocabulary, knowledge, and skills across content areas. Students will identify challenges, craft solutions, and assess results to foster personal growth and contribute positively to their school and community.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
All LCS Employees	June/July/August 2024	Summer Leadership & LCS Convocation
Community Organizations and Partners	July/August 2024	Publication of Literacy Vision is captured on posters/flyers and other media sources
All LCS Employees	August 2024– June 2025	LCS Essentials will highlight literacy vision and progress throughout the school year
All K-5 instructional staff	July 2024 – March 2025	Professional Learning Opportunities with Benchmark Advance

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
LCS School Board	June 2024 – June 2025	Highlight Literacy Vision and continued progress through the school year
LCS Families	August 2024 – June 2025	Schools will offer school based events throughout the school year. During these events schools will share updates on literacy initiatives, strategies, and outcomes that support our Literacy Vision.
Lynchburg City Council & Community Members	Fall 2024 - Winter 2025 – Spring 2025	LCS division staff will highlight literacy vision and share progress
Superintendent Parent & Personnel Advisory Committees	Fall 2024 - Winter 2025 – Spring 2025	LCS division staff will share literacy vision and discuss ways to support student progress
LCS Employees, Families, and Community Members	August 2024 – June 2025	Develop an interactive online data dashboard that tracks progress on literacy plan.

## 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).*

**High-Quality Instructional Materials (HQIM)** are the cornerstone to ensure consistent and rigorous literacy instruction.

**Core Instruction** consists of Evidence-Based Literacy Instruction (EBLI) that aligned with the Virginia Standards of Learning (SOL) and Science-Based Reading Research (SBRR).

**Supplemental Instruction** provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance a core instructional program during whole class or small group instruction with additional instruction or practice opportunities.

**Intervention Instruction** provides systematic, explicit evidence-based instruction aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Expectations in Lynchburg City Schools** are to exclusively use approved and adopted High-Quality Instructional Materials. By using the materials and programs outlined bellow, all students will have access to curriculum that builds on a systematic sequence in foundational skills and builds coherently grade to grade on knowledge building topics.

	PROGRAM	STUDENT POPULATION	APPROVED USE
<b>Core (K-5):</b>	Benchmark Advance	General Education, ELL, Gifted, SWD	Grades K-5
<b>Supplemental Instruction (K-5):</b>	Foundations Level K, 1, & 2	Grades K-2: General Education, ELL, SWD	Phonics K-2
	Heggerty Phonemic Awareness Kindergarten	Grades K-1: General Education, ELL, SWD	Phonological & Phonemic Awareness (K-1)
	UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022	Grades K-2: General Education, ELL, SWD	Phonics K-2
	Lexia Core5 Reading	Grades 3-5: General Education, ELL, SWD	Phonics K-5 Fluency 1-5 Vocabulary K-5 Comprehension K-5
	IXL English Language Arts,	General Education, ELL, SWD, Gifted	Phonological and Phonemic Awareness K-1 Phonics K-3
<b>Intervention (K-5):</b>	Just Words	Grades 4-5: General Education, ELL, SWD, Gifted	Phonics
	Bridge the Gap, 2020	Grades 3-5: General Education, ELL, SWD	Phonological and Phonemic Awareness

## 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
Benchmark Advance	All K-5 Classroom, Sped, EL, & Literacy Teachers, Administrators, Division Level C&I, Sped, EL, Coaches	Phase I: May 2024 Phase II: July/Aug 2024 2024-2025 PL Days (Oct, Jan, March)
VLA/VLP Reading Institutes & Canvas Modules for K-5 Reading Specialists	Literacy Coaches	Summer-Fall 2023 – Fall 2024 2024-2025 School Year
VLA/VLP Literacy Professional Development for School Leaders	K-8 Principals and Assistant Principals	Summer 2024 Training Dates School Year 2024-2025 Training Dates

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
VLP K-5 Teachers Canvas Course	K-5 Classroom Teachers, Special Education Teachers, EL Teachers, Literacy Teachers, DCIRTS	2024-2025 (Complete by August 2025)
VLP 6-8 ELA Teachers Canvas Course	6-8 ELA Teachers, Special Education Teachers, EL Teachers	2024-2025 (Complete by August 2025)
VLP 6-8 Content Teachers Canvas Course	6-8 Content Teachers, Special Education Teachers	2024-2025 (Complete by August 2025)
VLP Non - Canvas Modules for Resource & Speciality Teachers available on public UVA website	All K-8 Specialty and Resource Teachers	2024-2025 (Complete by August 2025)
VLP Non-Canvas Modules for Other Educators and/or VALUE Series	All other LCS educator groups not listed above	2024-2025
Lexia LETRS - Vol I & II	Classroom, Sped, EL, & Literacy Teachers, Coaches	2023-2024 2024-2025
Lexia LETRS - Administrators	All K-5 Administrators and Assistant Principals, C&I Division Level Literacy Staff, SPED Division Lead, Deputy Superintendent	Jan 2024 - Jan 2025
Supplemental & Intervention Instructional Materials	Classroom, Sped, EL, & Literacy Teachers, Administrators, Instructional Assistants, Tutors	2024-2025

Please describe what additional training will be provided for educators on adopted curricular materials and when this training will occur.

Starting in May 2024, all K-5 administrators, teachers, academic and literacy coaches, Title I teachers, EL teachers, and special education teachers will participate in Benchmark Advance Implementation with Benchmark consultants. In addition, all stakeholders will be required to complete asynchronous modules that will explain program structure, topic text sets, instructional framework, whole/small/independent practices, and review of all available resources.

Prior to the start of the 2024-2025 school year (July/August 2024), all stakeholders (all K-5 administrators, teachers, academic & literacy coaches, Title I, English Language, and Special Educators) will continue learning about key components of Benchmark Advance. Benchmark consultants will be on site to lead sessions for routines and small group implementation. Special Education and Literacy teachers will also participate in learning about resources to scaffold intervention through Benchmark Advance. Additional training (Ex. using mini-lessons and writing) will be scheduled on professional learning days as outlined on the LCS school calendar. Throughout the year, literacy coaches will provide additional training as needed within their school buildings for all stakeholders. Alongside the division literacy team, Individual schools will monitor the implementation of Benchmark through walk-throughs and classroom observations to determine specific areas for continued professional learning opportunities.

All stakeholders participating in professional learning training will be required to document their attendance/participation. LCS will define a system for tracking completion (ex. Google Classroom). In addition to this monitoring process, all stakeholders will complete a post-survey to reflect upon their learning for each module training.

## 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.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Benchmark	Weekly & Unit Assessments	Grades K-5 Classroom Teachers
VALLSS (K-3)	Fall, Mid-Year, Spring	Literacy Coaches, Literacy Teachers, Classroom Teachers
DIBELS	Fall, Mid-Year, Spring	Grades 4-5 Classroom Teachers
Wilson Reading	Unit Assessments	Classroom Teachers
Heggerty	Fall, Mid-Year, Spring	Classroom Teachers
Lexia Learning	Monthly	Classroom Teachers, Sped, EL, and Literacy Teachers, Administrators & Coaches
IXL	4xs/year (Ex. Aug/Sept, Oct/Nov, Feb, April/May)	Classroom Teachers, Administrators, & Coaches
UFLI	Monitor as needed	Title I Literacy Teachers

## 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
Classroom Walkthroughs	Principals	Monthly
Division Level Instructional Walkthroughs	Division Literacy Team and Central Office Personnel	Quarterly
Collaborative Planning Sessions with Lesson Plan Debrief	Principals, Coaches, Teachers	Weekly
Division Assessment Data	Curriculum & Instruction Team, Educational Data Analyst, Principals	Monthly

## 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.

School teams (administrators, teachers, coaches) will use the Virginia Language and Literacy Screener System (VALLSS) to help identify students that meet criteria for a student reading plan. School teams will initiate the individual student reading plans and invite parents/caregivers to meet collaboratively to outline an implementation plan for targeted reading goals, strategies, resources, and progress monitoring. Parents/caregivers will also be given materials to use at home to support the student's reading plan. A timeline will be developed to communicate with all stakeholders throughout the school year. The division team will provide support as needed to schools as they work to develop student reading plans.

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

Supporting literacy development outside of school requires a multifaceted approach that includes engaging parents and caregivers in the process. Here's a plan on how the division can share resources with families to support literacy development for various student groups:

- Parent Workshops and Training Sessions: Organize regular workshops and training sessions specifically tailored to parents and caregivers of gifted, English Learners (ELs), and Special Education students. These sessions can provide strategies, resources, and hands-on activities for supporting literacy development at home.
- Digital Resource Hub: Create a digital resource hub accessible to all families, offering a variety of literacy resources such as reading lists, educational apps, online courses, and interactive games. Ensure that resources are available in multiple languages to support EL families.
- Parent-Teacher Communication Platforms: Utilize digital platforms or apps to facilitate ongoing communication between teachers and parents. Teachers can share literacy tips, progress updates, and recommended activities tailored to each student's needs.
- Take-Home Literacy Kits: Provide take-home literacy kits for families to borrow from the school library or resource center. These kits can include books, activity guides, and materials for hands-on learning experiences related to literacy.
- Community Partnerships: Collaborate with local libraries, community centers, and literacy organizations to expand access to resources and programs that support literacy development outside of school. Host joint events and workshops to engage families from diverse backgrounds.

The Curriculum and Instruction and Student Services departments will be the point of contact for parents and caregivers should they have questions and or need help with supporting literacy development outside of school.

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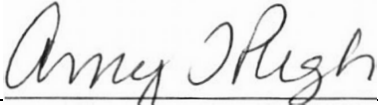
Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection 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.lcsedu.net](http://www.lcsedu.net)

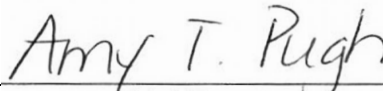
## DIVISION LITERACY PLAN CERTIFICATION:

We certify that the information reported in the division literacy plan is accurate. This information includes:

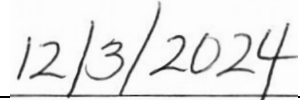
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community



Division Superintendent/  
Authorized Designee Signature



Print Name



Date