

BIENNIAL DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Lexington City Schools**

Superintendent: **Rebecca Walters** | rwalters@lexedu.org

Local School Board Chair: **Tammy Dunn** | tdunn@lexedu.org

Division VLA Lead: **Rebecca Walters** | rwalters@lexedu.org

Local Board Adoption Date for Division Comprehensive Plan: **06/11/2025**

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:

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) in Grades K-5 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.*
- *Create equitable opportunities with differentiated support so that **all** students develop the necessary skills in reading, writing, speaking, and listening.*
- *Provide explicit instruction in reading strategies including teaching comprehension skills such as summarizing, questioning, clarifying, and predicting (Grades 6-8)*
- *Develop vocabulary through reading a variety of texts with differing complexity (Grades 6-8)*
- *Emphasize literacy in the content areas of science, social studies, and math (Grades 6-8)*
- *Encourage frequent writing in response to reading across all content areas (Grades 6-8)*
- *Develop critical thinking skills through comparing texts, citing evidence, and constructing arguments (Grades 6-8)*

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Division instructional staff	April 2024 June 2025 June 2026 June 2027	Literacy Team meetings/ grade level share meetings/faculty meetings Email Division Annual Progress Report to staff following School Board meeting presentation
School Board	May 7, 2024 June 11, 2025 June 2026 June 2027	Division Annual Progress Report presented during School Board meetings
Student families	May 8, 2024	School Board meeting; slides presentation shared by email
Student families	Quarterly during 2025-2026 and 2026-2027 school year	Quarterly literacy updates are sent home for Grades 6-8
Student families	Monthly during 2024-2025, 2025-2026, and 2026-2027 school years	Monthly literacy updates and resources are shared in the principal's parent newsletter for Grades K-5
School Community	December 11, 2024 July 2025 June 2026 June 2027	School Board presentation sharing progress with DLP; updates will be posted on the division website
K-5 Families	Monthly during the school year	Literacy updates shared through monthly school newsletters

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
6-8 Families	Quarterly during school year	Quarterly literacy updates shared to all families via 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>UFLI</i>	<i>Title I and intervention students</i>
Intervention (K-5):	<i>Wilson Foundations</i>	<i>Title I served students; Tier 3 identified students; SPED grades 3-5 identified students</i>
	<i>Lexia Core5</i>	<i>teacher-identified students; SPED grades 1-3 identified students</i>
	<i>Lexia PowerUp (Intervention 6-8)</i>	<i>Students in Grades 6-8 identified based on VALLSS scores, Reading SOL scores, teacher-recommended</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
<p><i>Orton-Gillingham Comprehensive Course (IMSE)</i> 30-hour live virtual training</p>	<p><i>All K-3 general education teachers, special education teachers, reading specialists, intervention teacher, EL teachers</i></p> <p><i>*New primary level teachers may be required to complete additional science of reading training to support instructional strategies used in grades K-2.</i></p>	<p><i>Summer 2022-Summer 2024</i></p>
<p><i>Heggerty</i></p>	<p><i>All K-2 general education teachers, special education teachers, reading specialists, intervention teacher</i></p> <p><i>*New K-2 teachers will be trained in Heggerty instructional practices by grade level team leaders and coached by school-level literacy leaders. This training may be completed as professional development during the summer or at the beginning of the school year.</i></p>	<p><i>Summer 2022</i></p>
<p><i>LETRS</i></p>	<p><i>Elementary reading specialist/Dyslexia Specialist</i></p>	<p><i>2021</i></p>
<p><i>Wilson Foundations</i></p>	<p><i>Elementary reading specialists/Dyslexia Specialist</i></p>	<p><i>December 2021</i></p>
<p><i>Virginia Literacy Partnerships training modules on evidence based literacy (Canvas Course)</i></p>	<p><i>Elementary reading specialists</i></p> <p><i>Middle School reading specialist</i></p> <p><i>All 6-8 general education teachers and special education teachers</i></p> <p><i>*New K-8 teachers will complete the required Virginia Literacy Partnerships training</i></p>	<p><i>2023-2024 school year</i></p> <p><i>2024-2025 school year</i></p>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
	<i>modules on evidence based literacy during the first year of employment.</i>	
<i>6-8 Reading Specialists Reading Institute</i>	<i>Middle School reading specialist</i>	<i>November 21-22, 2024</i>
<i>VLA Reading Institute for Directors (1-day training)</i>	<i>Elementary Principal</i>	<i>November 28, 2023</i>
<i>VLA Reading Institute</i>	<i>Elementary Principal Middle School Principal</i>	<i>November 21, 2024 June 14, 2024</i>
<i>Orton-Gillingham (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>
<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>VLA Capstone Modules</i>	<i>All Orton-Gillingham trained teachers</i>	<i>Summer and 2024-2025 school year</i>
<i>VDOE VLA and Gifted Education webinar</i>	<i>Gifted Education teacher , Elementary Reading Specialist</i>	<i>October 29, 2024</i>
<i>VDOE English Learners and the VLA webinar</i>	<i>ELL teacher , Elementary Reading Specialist</i>	<i>October 29, 2024</i>
<i>HMH Into Reading in-person HQIM training (3-hours)</i>	<i>All Elementary teachers</i> <i>*New K-5 reading teachers will be trained in using the school's adopted HQIM by an assigned teacher working with the grade level HQIM. This training may be completed as a summer professional development day or a professional day early in the school year.</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>
<i>Summer HMH Into Reading Coachly training</i>	<i>K-5 grade level literacy representatives, reading specialists, intervention teacher</i>	<i>June 2025</i>

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>Lexia Core5 and Power Up</i>	<i>Reading specialists and intervention teacher</i>	<i>June 2025</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 in grades K-5 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 in grades K-5 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 in K-5 will complete at least one “coaching/walkthrough cycle” each semester for all reading teachers.
4. By the end of the 2026-2027 school year, literacy leaders in K-8 will complete at least one “coaching/walkthrough cycle” each semester for all ELA teachers.
5. By the end of the 2026-2027 school year, teachers and administrators will actively participate in quarterly data meetings to review student progress and identify student and teacher support needs.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
<i>Virginia Language & Literacy Screener (VALLS): K-3</i>	K-2: <i>Fall, Mid-Year, and Spring - All students</i> Grade 3: <i>Fall- All students</i> <i>Mid-Yr. -Students new to VA; or anyone being considered for Title I or Intervention,</i> <i>Spring- Title I or Intervention students</i> Grades 4-8:	<i>Classroom teachers with support from reading specialists</i>

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
	<i>Fall and Mid-year: Students who failed their English SOL; Students who passed their English SOL with an audio or read aloud accommodation; additional students identified by the reading specialist and/or ELA teachers</i>	<i>ELA teachers with support from the reading specialist</i>
<i>Screeners and diagnostic tools associated with HQIM</i>	<i>weekly</i>	<i>Classroom teachers 1-5</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>
<i>Acadience: reading k-6</i>	2024-2025 Grades 4-5: <i>Fall- All students</i> <i>Mid-Year- Students being considered for Title I or Intervention,</i> <i>Spring- Title I or Intervention</i>	<i>Classroom teachers; 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.

2024-2025 Division Level Progress Notes:

The K-5 reading specialists, intervention teacher, and principal reviewed the VALLSS data from the 24-25 school year to consider grouping needs, family support needs, and instructional plans for the 25-26 school year. These literacy leaders identified one grade level with higher concentration of at-risk learners and are working to determine how best to address student, teacher, and family needs with regards to literacy development. These conversations will support summer curriculum planning focus areas, scheduling for Title I and intervention services, and additional parent engagement events during the next school year.

2025-2027 Middle School Focus:

The teachers, middle school reading specialist, and principal have identified a school-level focus area to support a "Writing Across the Curriculum" emphasis. This focus area will be implemented through teacher-led writing instructional strategies introduced and practiced at

each grade level's core content areas. An emphasis on practicing writing skills will strengthen students' literacy development in Grades 6-8.

Data analysis of student performance on the VALLSS assessment will drive the development of individual student reading plans. This data will be analyzed to identify areas of instructional weakness where additional coaching, professional development, collaboration, and assessment will be needed. This will drive the school's goals with VLA implementation.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
<i>Classroom walkthroughs focused on literacy instruction</i>	<i>Principal</i>	<i>Monthly (2024-2025) Quarterly or more frequent (2025-2027)</i>
<i>Collaborative meetings to reflect on literacy plan implementation</i>	<i>Principal; reading specialists; intervention teacher</i>	<i>Weekly (K-5) 2025-2027: Quarterly literacy plan reflection and adjustment meetings with principal and reading specialist following teacher data 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>Quarterly or as needed</i>
<i>Reflection conversations about literacy plan implementation</i>	<i>K-8 Literacy Team members</i>	<i>Quarterly</i>
<i>Individual Student Reading Plan progress monitoring</i>	<i>Classroom teacher, ELA teachers, and reading specialists</i>	<i>Quarterly with reports sent home to families</i>
<i>Quarterly data wall meetings</i>	<i>K-5 teachers; principal 6-8 ELA teachers, reading specialist, 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-5 student identified as “high-risk” (K-3) or “well below” (4-5) 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.

The ELA teacher, reading specialist, and other instructional personnel working with the student will draft the Student Reading Plan for any student in Grades 6-8 eligible for a student reading plan based on individual screening results from the Virginia Language and Literacy Screening (VALLS), SOL performance, and/or teacher referral. 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.

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 K-5 parent newsletter*
- *Quarterly literacy newsletter for Grades 6-8*
- *Provide access to a lending library for multilingual learners*
- *Provide quarterly take-home Kindergarten literacy kits for any students identified as “at-risk” using community grant funding (2024-2025)*
 - *Continue to provide Kindergarten take-home literacy kits in 2025-2026 with a partnership with W&L Education students*
- *Provide families with a link to online literacy resources including VALLSS Family Resource Center*
- *Host a Family Literacy Night for K-5 (2024-2025)*
- *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 in K-5*
- *Read Across America celebrations in K-8*
- *One Book, One Read program (2025-2026) in K-5*
- *Library literacy tutoring program in K-5*
- *After-school literacy tutoring program for identified students in grades K-5*
- *After-school reading tutoring and homework help for Grades 6-8*
- *Consider planning family literacy workshops for K-5 high-risk students and parents*
- *Consider hosting a literacy event for families in Grades 6-8 for 2026-2027*

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.

K-5 Key Points of Contact:

Sherry Miller, Reading Specialist sdmiller@lexedu.org
Ellie Bahhur, Reading Specialist ebahhur@lexedu.org
Hannah Straub, Intervention Teacher hstraub@lexedu.org

6-8 Key Point of Contact:

Krista Martino, Reading Specialist kmartino@lexedu.org

Provide the link to where the divisionwide literacy plan will be housed on your school division website: www.lexedu.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

Rebecca J. Walters
Print Name

June 5, 2025
Date