

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Lynchburg City Schools**

Interim Superintendent: **Dr. Benjamin Copeland (copelandbm2@lcsedu.net)**

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

Division VLA Lead: **Dr. Jennifer Davis (davisjm1@lcsedu.net)**

Local Board Adoption Date for Division Comprehensive Plan: **K-8: 06/3/2025, K-5: 06/18/2024**

## SECTION ONE: Planning for Comprehensive Communication

### 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 2024-2026	Summer Leadership & LCS Convocation
Community Organizations and Partners	July/August 2024-2026	Literacy Vision is published on LCS media sources
All LCS Employees	August 2024– June 2026	LCS Essentials will highlight literacy vision and progress throughout the school year
All K-5 instructional staff All 6-8 ELA staff	July 2024 – June 2026 August 2025-June 2026	Professional Learning Opportunities with approved core, supplemental, and intervention materials
LCS School Board	June 2024 – June 2026	Highlight Literacy Vision and continued progress through the school year
LCS Families	August 2024 – June 2026	Schools will offer school-based

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
		events throughout the school year. During these events, schools will share updates on literacy initiatives, strategies, and outcomes that support our Literacy Vision.
Superintendent Parent & Personnel Advisory Committees	Fall 2024 – Spring 2026	LCS division staff will share literacy vision and discuss ways to support student progress
LCS Employees, Families, and Community Members	August 2024 – June 2026	Develop an interactive online data dashboard that tracks progress and highlight grade level data

## SECTION TWO: Selecting High-Quality Instructional Materials

**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 is 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.

	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)

	PROGRAM	STUDENT POPULATION	APPROVED USE
	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
<b>6-8 Literacy Instruction:</b>	HMH Into Lit	General Education, ELL, Gifted, SWD	Grades 6-8
<b>Supplemental Instruction (6-8):</b>	IXL English Language Arts	General Education, ELL, Gifted, SWD	Comprehension 6-8
	Lexia Power Up	General Education, ELL, SWD	Word Analysis, Fluency, Vocabulary, Comprehension
	No Red Ink	General Education, ELL, Gifted, SWD	Writing
<b>Intervention (6-8):</b>	Lexia Power Up	General Education, ELL, SWD	Word Analysis, Fluency, Vocabulary, Comprehension

### SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Benchmark Advance	All K-5 Classroom, Sped, EL, & Literacy Teachers, Administrators, Division Level Teaching & Learning, Sped, EL, Coaches	Phase I: May 2024 Phase II: July/Aug 2024 2024-2025 PL Days (Oct, Jan, March) Phase III: 2025-2026 SY
VLA/VLP Reading Institutes & Canvas Modules for K-5 Reading Specialists	Literacy Coaches	Summer-Fall 2023 – Fall 2024 2024-2025 School Year 2025-2026 SY (new)
VLA/VLP Literacy Professional	K-8 Principals and Assistant	Summer 2024 Training Dates

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Development for School Leaders	Principals	School Year 2024-2025 Training Dates
HMH Into Lit	6-8 English teachers, 6-8 Sped teachers, 6-8 EL Teachers, 6-8 Literacy Teachers, 6-8 Administrators	Summer-Fall 2025 2025-2026 PL Days
Lexia Power Up	6-8 English teachers, 6-8 Sped teachers, 6-8 EL Teachers, 6-8 Literacy Teachers, 6-8 Administrators	Summer-Fall 2025 2025-2026 PL Days
IXL	6-8 English teachers, 6-8 Sped teachers, 6-8 EL Teachers, 6-8 Literacy Teachers, 6-8 Administrators	Summer-Fall 2025 2025-2026 PL Days
No Red Ink	6-8 English teachers, 6-8 Sped teachers, 6-8 EL Teachers, 6-8 Literacy Teachers, 6-8 Administrators	Summer-Fall 2025 2025-2026 PL Days
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 & Specialty Teachers available on the public UVA/VLP 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
VLP Canvas & Non-Canvas Course Modules, Including VALUE Series	All new LCS K-8 Classroom (ELA & Content) Teachers, Special Education Teachers, EL Teachers, Literacy Teachers,	2025-2026

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
	Coaches, Specialty, & Resource Teachers	
Lexia LETRS - Vol I & II	Classroom, Sped, EL, Literacy Teachers & Coaches	2023-2024
Lexia LETRS - Administrators	All K-5 Administrators and Assistant Principals, Teaching & Learning Division Level Literacy Staff, SPED Division Lead, Deputy Superintendent	Jan 2024 - Jan 2025
K-8 Supplemental & Intervention Instructional Materials (as needed)	Classroom, Sped, EL, & Literacy Teachers, Administrators, Instructional Assistants, Tutors	2024-2025 2025-2026
LCS + VDOE + TNTP Comprehensive Literacy Network	Teaching & Learning Division Leaders, K-8 Administrators and Assistant Principals, Literacy Staff, and Classroom Teachers	January 2025 - June 2026
VLP Literacy Coaches	Teaching & Learning Division Leaders, K-5 Administrators, Literacy Staff, Classroom Teachers	August 2024 - June 2026

During the 2024–2025 school year, all K–5 administrators, teachers, academic and literacy coaches, Title I, EL, and special education teachers participated in Benchmark Advance implementation training. Beginning in May 2024, stakeholders completed asynchronous modules covering program structure, instructional components, and available resources. Over the summer, Benchmark consultants led in-person sessions focused on small group instruction and routines. Special Education and Literacy teachers received additional training on scaffolding interventions. Throughout the year, ongoing support was provided through professional learning days and building-based coaching. Schools collaborated with the division literacy team to monitor implementation through walk-throughs and observations, identifying areas for continued growth. Additionally, TNTP partners will expand from working with five elementary schools during SY 24-25, to ten elementary schools and three middle schools in SY 25-26.

In the 2025–2026 school year, all K–5 stakeholders will continue engaging in professional learning focused on effective Benchmark Advance implementation. The division literacy team and school-based Literacy Coaches will lead targeted sessions based on trends identified through division-wide walkthroughs. Teachers will also work to complete the VLP Canvas courses and are expected to apply the strategies learned in their daily instruction.

New for the 2025–2026 school year, all 6–8 stakeholders, including administrators, ELA teachers, literacy specialists and teachers, EL educators, and Special Educators, will receive professional learning on key components of HMH Into Lit. HMH consultants and literacy specialists will lead on-site sessions focused on lesson structure, small group instruction, and strategies for scaffolding and

differentiation. Additional training, such as integrating vocabulary, background knowledge, and writing, will be offered on professional learning days as outlined in the LCS calendar. Literacy teachers will provide ongoing, school-based support, and schools will work with the division literacy team to monitor implementation through observations and identify areas for continued professional learning.

All stakeholders participating in professional learning training will be required to document their attendance/participation. LCS will monitor progress of all stakeholders by administering a post survey to reflect upon their learning for each module training.

## SECTION 4: Monitoring Student Assessment and Progress

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Benchmark	Weekly & Unit Assessments	Grades K-5 Classroom Teachers
VALLSS (K-3)	Fall, Mid-Year, Spring	K-3 Classroom Teachers, Literacy Coaches, Literacy Teachers
VALLSS (4-8)	Fall, Mid-Year	4-8 Classroom Teachers, Literacy Coaches, Literacy Teachers
DIBELS	Fall, Mid-Year, Spring	Grades 4-5 Classroom Teachers
Wilson Reading - Foundations	Unit Assessments	K-2 Classroom Teachers
Wilson Reading - Just Words	Unit Assessments	4-5 Classroom Teachers, Literacy Teachers, Literacy Coaches
Heggerty	Fall, Mid-Year, Spring	K-1 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
Division Common Assessments	Quarterly	Grades 6-8 Classroom Teachers

## SECTION FIVE: Assessing Division Level Progress

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	Teaching & Learning Team, Educational Data Analyst, Principals	Monthly
Student Reading Plans (K-8)	Literacy Coaches, Literacy Teachers, Classroom Teachers, Principals, Teaching & Learning Team	Fall, Midyear, Spring based on VALLSS Results

## 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.

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.

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 Teaching and Learning, Special Education, 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.

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: [Enter the link here](#)

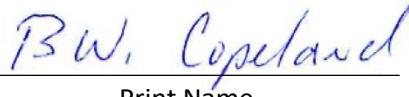
## DIVISION LITERACY PLAN CERTIFICATION:

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

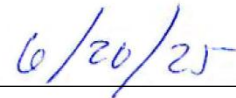
- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division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



Division Superintendent/  
Authorized Designee Signature



Print Name



Date