

DIVISION LITERACY PLAN



SALEM
CITY SCHOOLS



DIVISION CONTACT INFORMATION

School Division: **Salem City Schools**

Superintendent: **Curtis Hicks** | chicks@salem.k12.va.us

Local School Board Chair: **Andy Raines** | andyraines@salem.k12.va.us

Division VLA Lead: **Jennifer Dean** | jdean@salem.k12.va.us, **Leigh Leslie** |

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Local Board Adoption Date for Division Comprehensive Plan: 06/11/2024

SECTION 1: Planning for Comprehensive Communication

School Division Literacy Vision:

1. Every student in kindergarten to grade eight will receive core literacy instruction anchored in scientifically based reading research and evidence-based literacy instruction, as defined in the VLA. Students in kindergarten through grade eight will also receive evidence-based supplemental instruction and intervention, as outlined in an individualized student reading plan, if they do not meet literacy benchmarks.
2. Provide students with consistent opportunities to build their vocabulary and knowledge of the world using complex texts on a wide variety of topics
3. Consistently engage students in using text evidence to make meaning of complex texts both through writing and speaking
4. In the primary grades (K-3), provide explicit instruction and targeted practice opportunities with foundational reading skills, using a structured phonics approach. Students in Grades 3-12 will also receive phonics instruction via the supplemental/intervention instructional program.
5. Ensure equitable opportunities for *all* students to do the cognitive work of each lesson and receive targeted support as needed.
6. Families will have access to online resources to support literacy development at home, and will be able to participate in the development of their child's student reading plan, if their child does not meet literacy benchmarks.

| STAKEHOLDER GROUP | TIMELINE | PLAN FOR COMMUNICATING |
|----------------------|---------------------------|--|
| SCS Employees | Monthly 2025-2027 | HQIM Trainings, convocation, school board meetings, website, social media, curriculum guides, faculty meetings |
| SCS Teachers | BiWeekly 2025-2027 | Grade Level Meetings including progress toward goals. |
| Parents and Families | Quarterly 2025-2027 | Posted on division website, school board meetings, Back-to-School Nights, Title I Curriculum Events, School Newsletters, website, social media |
| Community | Quarterly 2025-2027 | Posted on division website, school board meetings, Back-to-School Nights, Title I Curriculum Events, School Newsletters, website, social media |
| SCS Administrators | Weekly Meetings 2025-2027 | Instructional Meetings Quarterly Progress provided toward the vision to be shared with stakeholders . |

Quarterly Communication Tool

To enhance communication of progress toward the vision, a quarterly report will be developed and shared with school leaders and teachers. This report will include:

1. **Progress Metrics:** Data on key performance indicators related to the vision.
2. **Highlights:** Success stories and significant achievements.
3. **Challenges and Solutions:** Key challenges encountered and proposed solutions.
4. **Action Items:** Next steps and actions to be taken by relevant stakeholders.
5. **Feedback Mechanism:** Opportunities for stakeholders to provide feedback and suggestions.

This quarterly communication will be disseminated through the division's website, email newsletters, and during scheduled meetings to ensure all stakeholders are informed and aligned with the school's vision and goals.

SECTION 2: Selecting High-Quality Instructional Materials

| | GENERAL EDUCATION | SPECIAL POPULATIONS (ELL, Gifted, SSWD) |
|---------------------------------|--|---|
| Core (K-5): | Imagine Learning EL Education | All special populations will receive the same core program by the school. |
| Supplemental Instruction (K-5): | Reading Horizons Discovery V9 (K-3) UFLI | EL Students with Disabilities identified screener |
| Intervention (K-5): | Reading Horizons Elevate (4-5) SIPPS Lexia | EL Students with Disabilities identified screener |
| Core (6-8) | McGraw Hill StudySync 2021 | All special populations will receive the same core program by the school. |
| Intervention (6-8) | Reading Horizons Elevate Lexia | EL Students with Disabilities Students identified for reading plans |

SECTION 3 :Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Completed Training:

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|--|--|------------------------------|
| <i>Language Essentials for Teachers of Reading and Spelling (LETRS)1</i> | K-3 Core Teachers, EL, SPED | K-3 September 2019-June 2023 |
| VLP Reading Specialist Institute and Modules | Elementary Reading Specialists | October 2023-December 2024 |
| VLP Reading Specialist Institute and Modules | Middle School Reading Specialists | September 2024-May 2025 |
| VLP Teacher Canvas Course K-5 or 6-8 Language and Comprehension Course | All teachers K-8 that have not completed LETRS 1 and LETRS 2 or Orton-Gillingham | June 2024-May 2025 |
| VLP Capstone Canvas Course | All teachers K-3 that have completed LETRS 1 and LETRS 2 | June 2024-May 2025 |
| VLP Administrators Professional Development | Elementary and Middle School Principals | June 2024 |

Additional Training:

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|---|--|---|
| <i>Imagine Learning EL Education</i> | All Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | June 2024-May 2024 |
| <i>Reading Horizons Discovery</i> | All K-3 Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2020 - June 2024 Anyone not completed: August 2024 |
| <i>Reading Horizons Elevate</i> | All 4-5 Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2022 - June 2024 Anyone not completed: August 2024 |
| <i>Reading Horizons Elevate</i> | All 6-8 English and Supplemental Teachers | August 2023 - June 2024 Anyone not completed: August 2024 |
| <i>Reading Horizons Discovery</i> | All New to Salem K-3 Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2025 |
| <i>Reading Horizons Elevate</i> | All New to Salem 4-8 Core Area Teachers 4-5, English Teachers 6-8, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2025 |
| <i>VALLSS Administration Training Modules</i> | All New K-3 Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers All Core Area Teachers 4-5, English Teachers 6-8, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2025 |
| <i>StudySync Training</i> | All English Teachers 6-8, EL Instructors, Reading Specialists, and Special Education | August 2025 |
| <i>Lexia Power Up Training</i> | All English Teachers 6-8 | Fall 2025 |

| NAME OF TRAINING | TARGET AUDIENCE | DATE/YEAR |
|--|--|-------------|
| <i>2026-2027 Reading Horizons Discovery and Elevate Training</i> | All New K-5 Core Area Teachers, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2026 |
| <i>2026-2027 Imagine Learning EL Education Training</i> | All New Core Area Teachers K-5, EL Instructors, Reading Specialists, Gifted and Special Education Teachers | August 2026 |
| <i>2026-2027 StudySync Training</i> | All New English Teachers 6-8, EL Instructors, Reading Specialists, and Special Education | August 2026 |
| <i>2026-2027 VALLSS Administration Training Modules</i> | All New teachers K-8 administering VALLSS assessments | August 2026 |
| <i>2026-2027 Lexia Core 5 and PowerUp Training</i> | All New k-5 teachers, 6-8 English teachers, reading specialists, special education, and EL Instructors | August 2026 |
| <i>2026-2027 VLP Reading Specialist Institute and Modules</i> | All New reading specialists k-8 | Fall 2026 |
| <i>2026-2027 VLP Teacher Canvas Course</i> | All new teachers K-8 | Fall 2026 |

Anticipated Training for School Year 2026-2027:

SECTION 4: Monitoring Student Assessment and Progress

| ASSESSMENT | HOW OFTEN | PERSON(S) RESPONSIBLE FOR ADMINISTRATION |
|---|--|---|
| <i>Virginia Language & Literacy Screener (VALLS): PK-3</i> | <i>Beginning, Middle and End of Year</i> | <i>Core Teachers, Reading Specialists</i> |
| <i>Virginia Language & Literacy Screener (VALLS): 4-8</i> | <i>Beginning, Middle of Year</i> | <i>Core Teachers, Reading Specialists</i> |
| Reading Horizons Discovery Readiness and Cumulative assessments (k-2) | Beginning, Middle, and End of Year | <i>Core Teachers, Reading Specialists</i> |
| Reading Horizons Elevate Library Assessment (3-5) | Beginning, Middle, and End of Year | <i>Core Teachers, Reading Specialists</i> |
| Comprehensive Instructional Program Benchmarks (CIP) | Beginning, Middle, and End of Year | <i>Core Teachers</i> |

| ASSESSMENT | HOW OFTEN | PERSON(S) RESPONSIBLE FOR ADMINISTRATION |
|--------------------------------------|------------------------------------|--|
| SOL Assessments (grades 3+) | annual | <i>All school staff</i> |
| WIDA for EL students | annual | <i>EL teachers</i> |
| STAR Reading Assessment (grades 3-8) | Beginning, Middle, and End of Year | <i>Core Teachers</i> |

SECTION FIVE: Assessing Division Level Progress

| PROGRESS MONITORING TOOL | PERSON(S) RESPONSIBLE FOR ADMINISTRATION | HOW OFTEN |
|---|--|------------------|
| <i>Lesson Delivery</i> | <i>Classroom teachers supported by reading specialists and reading coach</i> | <i>daily</i> |
| <i>Classroom Walkthroughs/Observation tools utilizing the Look for Tools for Imagine Learning and Reading Horizons.</i> | <i>Principals and Division Supervisors</i> | <i>Bi-Weekly</i> |
| <i>Collaborative Planning Sessions with Lesson Plan Debrief</i> | <i>Principal and Reading Specialist</i> | <i>Weekly</i> |
| <i>Data Meetings</i> | <i>Building leadership</i> | <i>Monthly</i> |
| <i>Fidelity Checks</i> | <i>Principals and Division Supervisors</i> | <i>Quarterly</i> |

SECTION SIX: Engaging Parents, Caregivers, and Community

This document outlines the strategies and plans for involving parents, caregivers, and community stakeholders in the development and implementation of Student Reading Plans based on diagnostic screener results. Additionally, it describes how Salem City Schools will foster successful partnerships to enhance literacy development.

Involvement of Parents and Caregivers in Student Reading Plans

| Action | Description | Point of Contact |
|--------|-------------|------------------|
|--------|-------------|------------------|

| | | |
|---|---|--|
| Informing Parents and Caregivers | Parents and caregivers will be informed of their child's diagnostic screener results as soon as they are available. | Principals, Reading Specialists, Classroom Teachers |
| Meeting Participation | If a student requires a Student Reading Plan, parents and caregivers will be invited to a meeting to discuss appropriate supplemental and/or interventions tailored to the student's needs. | Principals, Reading Specialists, Classroom Teachers |
| Plan Development | In cases where parents do not attend, the Reading Intervention Team will develop the plan and share it with the family. | Reading Specialists at each school |
| Distribution of Plans | All finalized Student Reading Plans will be provided to parents and caregivers for their records and continued involvement. | Principals, Reading Specialists, Classroom Teachers Jennifer Dean, Assistant Superintendent; Leigh Leslie, Literacy Coach |

Building Successful School, Parent, Caregiver, and Community Partnership

| Strategy | Description | Point of Contact |
|----------|-------------|------------------|
|----------|-------------|------------------|

| | | |
|---------------------------------------|---|--|
| Sharing Assessment Results | Classroom teachers will communicate the results of the Virginia Language and Literacy Screener (VALLSS) assessment with families of all PK-3 students. | Principals, Reading Specialists, Classroom Teachers Leigh Leslie, Literacy Coach |
| Collaboration on Reading Plans | Parents and caregivers of students identified within the high-risk band will work alongside teachers, reading specialists, and staff to develop individualized reading plans. | Principals, Reading Specialists, Classroom Teachers Leigh Leslie, Literacy Coach |
| Monitoring Progress | A team including administrators, teachers, reading specialists, and parents/caregivers will monitor the progress of student reading plans. | Principals, Reading Specialists, Classroom Teachers Jennifer Dean, Assistant Superintendent |
| Parent Training Sessions | Elementary PTA meetings will incorporate parent training sessions to enhance literacy support at home. | Principals, Reading Specialists, Classroom Teachers Jennifer Dean, Assistant Superintendent |
| Family Engagement Nights | Title I will organize curriculum nights to engage families in literacy development. | Megan Crew, State and Federal Programs Coordinator Jennifer Dean, Assistant Superintendent |
| Resource Sharing | Family engagement coordinators will provide resources and opportunities to families to support literacy. | Leigh Leslie, Literacy Coach |
| Online Resources | The school website will host resources explaining reading plan terminology and fundamental literacy concepts for parents. | Leigh Leslie, Literacy Coach |

By implementing these strategies, Salem City Schools aims to create a collaborative environment that supports student literacy development through active parent and community involvement. For any questions or further engagement, please contact Jennifer Dean, Assistant Superintendent, or Leigh Leslie, Literacy Coach.

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:
<https://www.salem.k12.va.us/scsdlp>

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