

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Suffolk Public Schools**

Superintendent: **Dr. John B. Gordon III** | johngordon@spsk12.net

Local School Board Chair: **Heather Howell** | heatherhowell@spsk12.net

Division VLA Lead: **Dr. Jonita Shabazz** | jonitashabazz@spsk12.net

Local Board Adoption Date for Division Comprehensive Plan: **5/9/2024**

Section One: Planning for Comprehensive Communication

School Division Literacy Vision:

Suffolk Public Schools strives for excellence in education where every student is empowered to become confident, competent, and lifelong readers and writers. We are dedicated to fostering a community of students with strong literacy skills prepared to navigate and thrive in our ever-evolving world.

We prioritize:

- Delivering professional development on evidence-based literacy instruction and science-based reading research to the school community
- Use of high-quality instructional materials (HQIM) throughout the entire literacy block
- Providing systematic, explicit, and evidence-based curriculum during reading and writing instruction
- Providing diverse and complex text to build students' background knowledge of the world and build critical thinking skills
- Data-driven decision-making to meet evolving needs
- Inclusive environments where every learner feels valued and supported
- Providing resources to families to support a literacy partnership

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Students, Teachers, Parents/Guardians, School & District Administrators, Support Staff, Community	Annually	School Board Meeting Division Literacy Plan Division Website SPS Announcements
Division and School Leadership	Monthly	Leadership Meetings
Teachers & Support Staff	Monthly	Staff Meeting Presentations Printed Copies Weekly Canvas Announcements
New Hires	Ongoing	New Employee Onboarding-Office of Professional Development
Students	Quarterly	Canvas Announcement
Families & Caregivers	Quarterly	Family Engagement Events PTA Meetings Division Website Report Cards
Reading Specialists	Monthly	Monthly Reading Specialist Meetings
ELL Families & Caregivers	Quarterly	Family Engagement Events
Special Education Families & Caregivers	Annually	Special Education Advisory Committee
Gifted Families & Caregivers	Annually	Gifted Parent Advisory Meetings
Title I Families & Caregivers	Annually	Title I Advisory Meetings

Section Two: Selecting High-Quality Instructional Materials

HQIM CATEGORY	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)	APPROVED USE
Core (K-5)	McGraw Hill, Wonders (K-2, 4-5)	ELL, Gifted, SWD	Grades K-2,4-5
	SPS Program of Study including McGraw Hill, Wonders & Core 95 Phonics (3)	ELL, Gifted, SWD	Grade 3 <i>*Pending State Review</i>

HQIM CATEGORY	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)	APPROVED USE
	2024 Standards of Learning (K-8)	ELL, Gifted, SWD	Grades K-5
Supplemental (K-8)	University of Florida Institute: Foundations (K-2)	ELL, Gifted, SWD	Phonics K-2
	95 Phonics Core Program (3-5)	ELL, Gifted, SWD	Phonics K-5
	Lexia Core 5 (K-5)	ELL, Gifted, SWD	Phonological and Phonemic Awareness K-1 Phonics K-5 Fluency 1-5 Vocabulary K-5 Comprehension K-5
	Lexia PowerUp (6-8)	ELL, Gifted, SWD	Word Analysis Fluency Vocabulary Comprehension
	NoRedInk Premium (6-8)	ELL, Gifted, SWD	Writing
Intervention (K-8)	Benchmark Phonics Intervention (K-5)	ELL, Gifted, SWD	Phonological and Phonemic Awareness Phonics Fluency
	SPIRE 4th Edition (K-5)	ELL, Gifted, SWD	Phonological and Phonemic Awareness Phonics Fluency
	Literacy Resources, Bridge the Gap (K-5)	ELL, Gifted, SWD	Phonological and Phonemic Awareness
	Lexia Core 5 Reading V4.7.4 (K-5)	ELL, Gifted, SWD	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
	Steps to Advance Literacy Solutions (2-5)	ELL, Gifted, SWD	Fluency Vocabulary Comprehension

HQIM CATEGORY	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)	APPROVED USE
	Lexia PowerUp (6-8)	ELL, Gifted, SWD	Phonics and Word Knowledge Fluency Vocabulary Comprehension

Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS for Admin	Elementary Administrators	Summer 2022
LETRS Volume 1	K-5, Gifted, Special Education Teachers (identified teachers only); Reading Specialists, Coaches, Interventionists	October 2020-June 2024
Science Based Reading Research and VLA Overview Training	K-8 General Education Teachers, K-8 Special Education Teachers, Principals, Assistant Principals, K-8 Resource Teachers, Deans, ELL Teachers, Instructional Technology Teachers, Instructional Assistants, Gifted Resource Teachers	May 2024
Summer Literacy Training for School Leaders	Principals, Assistant Principals, Academic/Instructional Coaches, Reading Specialists	Annually
VLP One-Day Institute	New K-5 and 6-8 Reading Specialists	Annually
VLP Reading Specialists Canvas Course	New K-5 and 6-8 Reading Specialists	September 2023-Ongoing
VLP K-5 Teachers Canvas Course	Early/Primary Pre-K- Grade 3; Elementary Education Pre-K-Grade 6; Special Education (General Curriculum K-12, Deaf and Hard of Hearing Pre-K-12, Blindness/Visual Impairments	August 2024-Ongoing

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
	Pre-K-12); ESLPre-K-12; Gifted Resource Teachers	
VLP 6-8 Teachers Canvas Course	English Teachers Grades 6-8; Special Education Teachers 6-8; Mathematics, Science, History/Social Science Teachers Grades 6-8; Gifted Resource Teachers	August 2024-Ongoing
EBLI & SBRR Training (One-Day Institute)	Elementary & Middle School Principals & Assistant Principals	June 2024 October 2024
VLA Certification Tutorials for Administrators	Elementary & Middle School Principals & Assistant Principals	March 2025-Ongoing
SPS Professional Learning Sessions	All K-5 and 6-8 Teachers;Elementary & Middle School Principals & Assistant Principals	August 2024-Ongoing
2024 Standards of Learning	K-12 Teachers Reading Specialists Special Education, Gifted, & ELL Teachers; Coaches; Interventionists	August 2024-Ongoing
Wonders	Reading Specialists; K-5 Elementary, Special Education, Gifted, & ELL Teachers; Coaches; Interventionists	Spring 2024-Ongoing
UFLI	Reading Specialists; K-2 Elementary, Special Education, Gifted, & ELL Teachers; Coaches; Interventionists; Support Staff	October 2024-Ongoing
95 Phonics Core Program	Reading Specialists; 3-5 Elementary, Special Education, Gifted, & ELL Teachers; Coaches; Interventionists; Support Staff	October 2024-Ongoing
Bridge the Gap	New Reading Specialists; K-2 Elementary, Special Education, Gifted, & ELL Teachers; Coaches; Interventionists; Support Staff	September 2024-Ongoing
Benchmark Phonics Intervention	New K-5 Reading Specialists, Coaches & Interventionists	September 2024-Ongoing

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
SPIRE	New K-5 Reading Specialists	August 2024-Ongoing
What is the Science of Reading? Training	Paraprofessionals	October 2024
What is Structured Literacy? Training	Paraprofessionals	January 2025
Steps to Advance	Reading Specialist, Coaches, and Interventionists	December 2024-Ongoing
HQIM Implementation Training	Reading Specialists	September 2024-Ongoing
NoRedInk	English Teachers Grades 6-8	September 2021-Ongoing
Lexia PowerUp	English Teachers Grades 6-8, Building Administrators	March 2024 - Ongoing
Lexia Core 5	Elementary Teachers K-5	January 2025-Ongoing

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

In Suffolk Public Schools, literacy leaders will participate in monthly professional learning sessions aligned with the Virginia Literacy Act (VLA) and the division's adopted curriculum. These sessions will equip leaders to facilitate school-based collaborative meetings with teachers in grades K–8, including those serving students in special education, English learner (EL), and gifted programs.

To ensure ongoing, job-embedded support, the district will continue utilizing its instructional coaching model throughout the 2025–2026 and 2026–2027 school years. Reading specialists at each elementary and middle school will play a key role in delivering professional learning and supporting the implementation of the adopted curriculum and VLA requirements. These include developing student reading plans, monitoring progress, understanding the 2024 English Standards of Learning, using the Virginia Language and Literacy Screening System (VALLSS), and fostering effective parent communication.

In addition to monthly professional learning, Suffolk educators will engage with state-supported resources such as the VDOE-VLP Canvas modules and district asynchronous training. Professional learning for identified staff members will also be provided during summer 2025 and 2026, preservice weeks, and district professional learning days.

Administrators will receive targeted professional learning during summer offerings and regularly scheduled principal meetings.

Section 4: Monitoring Student Assessment and Progress

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLSS Kindergarten, (Grade 1, & Grade 2)	Fall, Mid-Year, Spring (All Students)	District ELA Team, School Instructional Leadership Team, Classroom Teachers
VALLSS (Grade 3)	Fall -Students who scored in the high risk band & New to VA Mid-Year -Students scoring high, moderate, and low risk Fall 2024 Spring -Students scoring in the high and moderate risk at Fall or Mid-Year.	District ELA Team, School Instructional Leadership Team, Classroom Teachers
VALLSS (Grades 4-8)	Fall & Mid-Year -Students who receive either a Fail/Basic or Fail/Below Basic on the English SOL	District ELA Team, School Instructional Leadership Team, Classroom Teachers
Star Reading (Grades 1-8)	Fall, Mid-Year, Spring (All Students)	District ELA Team, School Instructional Leadership Team, Classroom Teachers
LETRS Screener (Grades 3-5)	Beginning, Middle, and End of Year	School Instructional Leadership Team, Classroom Teachers
Oral Reading Fluency Progress Monitoring (Grades 3-5)	Additional diagnostic data throughout the year	School Instructional Leadership Team, Classroom Teachers
VDOE SOL Assessment (3-8)	End of Year	Coordinator of Assessment
Progress Monitoring Assessments (K-8)	Ongoing-administered weekly or biweekly based on grade level	Classroom Teachers, Grade Level Teams
Checkpoint (K-5) Assessments	End of Unit	Reading Specialists, English Specialist, English Coordinator
Progress Monitoring Assessments (K-8)	Ongoing	Classroom Teachers, Grade Level Teams
Phonological Awareness Screening Test (PAST) (K-8)	Additional diagnostic data when needed	Reading Specialists/Dyslexia Advisors
English Checkpoint Assessments (6-8)	Quarterly	Reading Specialists, English Specialist, English Coordinator
NoRedInk Diagnostic (6-8)	Fall, Mid-Year, Spring (All Students)	School Instructional Leadership Team, Classroom Teachers
Lexia PowerUp Placement Assessment (6-8)	Annually	School Instructional Leadership Team, Classroom Teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Lexia Core5 Placement Assessment (K-5)	Annually	School Instructional Leadership Team, Classroom Teachers

Section Five: Assessing Division Level Progress

Goal 1: By the end of 2026-2027 school year, students in Grade K-2 will receive systematic and cumulative phonics instruction with targeted practice opportunities on a daily basis, at least 90% of the time, as measured by classroom observation/walkthrough data.

Goal 2: By the end of the 2026-2027 school year, at least 80% of K-8 teachers will be implementing effective Tier I instruction utilizing high quality instructional materials with fidelity, as measured by school/classroom walkthrough data.

Goal 3: By the end of the 2026-2027 school year, K-8 students will receive explicit instruction during the literacy block, at least 90% of the time, as measured by classroom observation/walkthrough data.

Goal 4: By the end of the 2026-2027 school year, at least 80% of 6-8 English teachers will be implementing effective acceleration/intervention instruction utilizing high quality instructional materials with fidelity, as measured by school/classroom walkthrough data.

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom Walkthroughs and Feedback (K-8)	Division Leadership	Each semester
Classroom Walkthroughs (K-8)	Principals, Leadership Team	Weekly
Create Look-Fors per grade level to monitor usage of EBLI (K-8)	District ELA Team	Fall 2024 (K-5) Fall 2025 (6-8)
Analyze data across division to develop trends and next steps (VALLSS, STAR, Checkpoints, etc.) (K-8)	Division Leaders, District ELA Team	Monthly
Analyze data across classrooms/school to develop trends and next steps (VALLSS, STAR, Checkpoints, etc.) (K-8)	School Instructional Leadership Team	Bi-Weekly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Assess usage of the adopted HQIM in all classrooms within a school (All Core, Supplemental, & Intervention Programs) (K-8)	District ELA Team, School Instructional Leadership Team	2-6 weeks
Student Reading Plan Folder Monitoring (K-8)	Division Leaders, District ELA Team, School Leadership Team, Reading Specialist	Fall, Winter, Spring
Professional Learning Community Meetings (collaborative planning with lesson plan debrief/data talks) (K-8)	School Instructional Leadership Team	Weekly

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.

Our division is committed to meaningful collaboration with parents and caregivers in the development and implementation of Student Reading Plans (SRPs) for students in grades K–8 who demonstrate risk for reading difficulties based on diagnostic screener and/or Standard of Learning assessment results. The following multi-tiered approach ensures that families are engaged throughout the process:

1. Initial Communication and Notification

- After each universal screener administration, families of students identified as at risk or at some risk will receive timely, clear, and accessible communication explaining:
 - The purpose of the screener
 - Their child's results
 - The next steps, including development of an Student Reading Plan (SRP) if applicable
- Communication will be available in the family's preferred language for written communication.

2. Family Partnership in SRP Development

- Parents and caregivers will be invited to participate in SRP planning meetings (virtual, by phone, or in person) with teachers and/or other members of the literacy team to review screener data and collaborate on individualized goals and supports.
- During these meetings, educators will explain how diagnostic results inform instruction and identify specific, evidence-based interventions that will be used to support the student.
- Families will be asked to share insights about their child's reading behaviors at home and will be offered strategies to support reading development outside of school.
- Teachers and reading specialists will serve as points of contact for family questions and support.

3. Ongoing Communication and Progress Monitoring

- Families will receive regular progress updates aligned with the SRP, including:
 - Reports after each universal screener assessment administration that summarize student growth and response to intervention
 - Clear indicators of whether the student is on track or needs additional supports
- If a student no longer requires intervention through a Student Reading Plan, families will be informed of the change in reading status and any ongoing Tier 1 support provided.

4. Resources and Capacity Building for Families

- The division will provide families with resources and training opportunities to support literacy at home, including:
 - Workshops or virtual sessions on foundational literacy skills, reading strategies, and use of online resources
 - Take-home or online materials tailored to the student's reading plan
- Teachers and reading specialists will serve as points of contact for family questions and support.

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

Suffolk Public Schools recognizes that successful literacy development is a collaborative effort that thrives on strong partnerships between schools, families, and the community. Our plan is designed to actively engage parents, caregivers, and community stakeholders in meaningful ways to boost literacy for all students. We are committed to maintaining open, consistent communication with families through emails, our district app, and the website. These channels will keep everyone informed about literacy initiatives, upcoming events, and opportunities to get involved in supporting our students' reading journeys. The following strategies will be used to grow partnerships with families and stakeholders:

Community Partnerships

- **United Way Collaboration:** We will continue working with the United Way to offer programs that enrich literacy practices, providing families with additional tools and resources to support their children's reading development.
- **All District Reads:** By partnering with All District Reads, we will encourage families to read aloud together, fostering a culture of literacy at home and in the classroom for all Kindergarten through Fifth Grade students.

Engaging Parents and Caregivers

- **Sharing Literacy Data and Strategies:** At the start of each school year, during open house, PTA nights, or family engagement events, we will provide parents and guardians with literacy growth data and practical strategies to support reading at home.
- **Literacy Workshops:** Our elementary schools will host hands-on workshops on effective reading techniques and ways families can nurture literacy outside school.
- **Accessible Resources:** We will ensure that literacy resources and support materials are readily available on the district and school websites so families can access them anytime from home.
- **Literacy-Themed Events:** Parents and caregivers will be invited to participate in engaging, literacy-themed family engagement events designed to inspire their children's lifelong love of reading.

Our Commitment

By fostering these dynamic partnerships, Suffolk Public Schools aims to create a supportive literacy network that empowers families and strengthens student achievement. Together, we will build a community where every child becomes a confident, enthusiastic reader.

Division Point of Contact for Families: Mr. Melvin Bradshaw melvinbradshaw@spsk12.net

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: [Suffolk Public Schools Website](#)

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