

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Stafford County Public Schools**

Superintendent: **Chris R. Fulmer, Acting Superintendent**

Local School Board Chair: **Mrs. Maureen Siegmund**

Division VLA Lead: **Dr. Shonda Collins-Richey, Director of Core Curriculum**

**Diane Flemming, Coordinator of K-12 Literacy**

Local Board Adoption Date for Division Comprehensive Plan: **April 9, 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:

*Through evidence-based, systematic instructional and assessment, Stafford Schools foster our students to be informed, empathetic, and engaged global citizens who understand the power of literacy to promote positive social change.*

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Internal Stakeholders	January 2024-December 2024	Scheduled professional learning opportunities for all division instructional administrators, school principals and assistant principals, teachers, and instructional school support staff

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
External Stakeholders	July 2024-July 2025	<p>VLA leaders will attend established superintendent and school board advisory committees to present the goals of the Literacy Plan. At division and school-level community engagement events, VLA representatives will share literacy about our K-12 Literacy Plan. The division web page and social media accounts will provide ongoing updates on the literacy plan and ongoing updates on implementation.</p> <p>A short video series on updating parents and stakeholders about the shifts in literacy and the DLP. These videos will be shared across multiple platforms.</p>

## 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*).

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	<i>Ex. Approved Program A (ABC Elementary Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)</i>	<i>All special populations will receive the same core program by school.</i>
Supplemental Instruction (K-5):	TBD	TBD

Instruction Populations	<b>GENERAL EDUCATION</b>	<b>SPECIAL POPULATIONS (ELL, Gifted, SWD)</b>
Intervention (K-5):	TBD	TBD

	<b>GENERAL EDUCATION</b>	<b>SPECIAL POPULATIONS (ELL, Gifted, SWD)</b>
Core (K-5):	Open Court, Foundational Skills Kit (K-3 phonics); Into Reading (K-5, language comprehension)	Open Court, Foundational Skills Kit (K-3 phonics); Into Reading (K-5, language comprehension) Unique Curriculum (VAAP tracked students)
Supplemental Instruction (K-5):	Lexia Core 5 (K-5) Mega Words (Grades 4 & 5) Heggerty Phonemic Awareness K & Primary (K-1) UFLI Phonics (K-2) Raz Plus–(PA 1, Phonics K-2, Fluency 1-5)	ELL, Gifted, SWD have access to the general education supplemental instruction and use it within the Tier 1 classroom.
Intervention (K-5):	S.P.I.R.E. & Sounds Sensible (K-5) mClass Intervention (K-5) Ign!te (K-5) Bridge the Gap (School Specialty) (K-1) Lexia Core5 Reading (K-5)	Wilson Reading System (SWD) IMSE (SWD)

### 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.

<b>NAME OF TRAINING</b>	<b>TARGET AUDIENCE</b>	<b>DATE/YEAR</b>
<i>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
Believe in the Science of Reading: Evidence-Based Literacy Instruction	All K-5 instructional staff, K-5 paraprofessionals	February 2024; scheduled to repeat for all new instructional staff in SY2025
Implementing Literacy Block Structures in the K-5 Classroom	All K-5 instructional staff	March 2024; scheduled to repeat for all new instructional staff in SY2025

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
LETRS Volumes 1 & 2	K-5 instructional staff, K-12 ESOL teachers, K-5 principals and assistant principals	Ongoing through Feb. 2025
VLP Canvas Modules	K-5 classroom, SpEd, and ESOL teachers 6-8 ELA teachers, SpEd, and ESOL teachers	Fall 2024 through Summer 2025
VLP Coaching	K-5 Reading Specialists	Spring 2025

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

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
<i>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
DIBELS–administration and scoring training	All K-6 classroom, ESOL, and SpEd teachers, Reading Specialists (ES & MS) and ES Interventionists(K-5)	May 2024, July 2024, August 2024
mClass Intervention Training	All K6 Reading Specialists and Interventionist; 6th grade ELA teachers	August 2024
mClass - Using Data to Inform Instruction	Reading Specialists (ES) and ES Interventionists (K-5) ES Principals	November 2024

## 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
<i>Ex. Virginia Language &amp; Literacy Screener (VALLS): Pre-K</i>	<i>Beginning, Middle and End of Year</i>	<i>Reading Specialist, VALLS Coordinator</i>
VALLSS (PreK-3)	Fall , Winter, Spring 2024 - 2025	Diane Flemming, Coordinator of K-12 Literacy and Reading Specialists

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
		Vanessa Sekinger, Coordinator of K-5 Literacy
DIBELS Benchmark Testing - All 3, 4, and 5 students - High-risk K-2 students - 6, 7, 8th grade students who fall below 41% percentile on NWEA MAP	Fall, Winter, Spring 2024-2025	Diane Flemming, Coordinator of K-12 Literacy and Reading Specialists  Vanessa Sekinger, Coordinator of K-5 Literacy
NWEA MAP Reading-3-8th grade students	Fall, Winter, Spring (4-8 only in Spring)	Reading Specialists
DIBELS Progress Monitoring	every 2-6 weeks based on student needs and level of intervention	Intervention provider (paraprofessionals, classroom teachers, Interventionists, Reading Specialists)

## 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
<i>Ex. Classroom Walkthroughs</i>	<i>Principals</i>	<i>Bi-Weekly</i>
<i>Ex. Collaborative Planning Sessions with Lesson Plan Debrief</i>	<i>Principal and Reading Specialist</i>	<i>Weekly</i>
Amplify Progress Monitoring mClass	Reading Specialists	Every two-four weeks
Classroom Walkthroughs using ES -MS ELA Look-Fors	Principal, APs, Reading Specialists, and Division support	Monthly
Collaborative Planning/Coaching Meetings with School Learning Support Team	Principal, APs, Reading Specialist, Math Specialist, Innovative Learning Coach	Bimonthly
Synergy Division Level Student Reading Plan Review (includes looking at service minutes, progress monitoring data, and student progress)	Intervention Coordinator, Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	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.

*Stafford County Public Schools is committed to promoting two-way collaboration and engagement between our division, local schools, and families. We will engage our parents in understanding the VLA legislation and division implementation plans through a series of community events at our local school sites. In keeping with Virginia Code 22.1-215.2., Stafford Schools will continue to provide timely written notification to the families of students' assessment outcomes and planned intervention structures. Stafford Public Schools will use a combination of notification methods to ensure families are informed of their child's progress by making assessment data available through the parent portal access of our Student Information System. Families of students who require a Student Reading Plan will be notified with an invitation to attend or contribute to their student's plan by completing a parent survey and/or attending the meeting virtually or in person.*

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

Stafford Schools is committed to promoting two-way collaboration and engagement between our schools, families, and community. The goal is to form a supportive community network that benefits every learner in our community. As a component of the Virginia Literacy Act legislation, students performing significantly below expectation will be required to have a reading plan of improvement. Parents will be invited to be active partners in those school-based conversations and encouraged to participate in the plan development. Through this partnership, information and resources will be provided for parents to support their students' literacy development at home.

### **Stakeholder Input**

Literacy Leads will present the K-12 Literacy Plan to community stakeholders through the superintendent's and school board advisory committees to seek input and feedback.

- Superintendent's Advisory Committees
  - Student Advisory
  - Staff Advisory
  - Faith Leaders Advisory
  - Business Leaders Advisory
  
- Stafford County School Board Advisory Committees
  - Gifted Advisory Committee (GAC)
  - Special Education Advisory Committee (SEAC)
  - Career & Technical Education Advisory Committee (CTEAC)
  - Citizens Budget Advisory Committee
  - Diversity, Equity, & Inclusion Advisory Committee (DEIA)

Stafford Public School’s Division Point of Contact about the DLP is Dr. Shonda Collins-Richey. Her contact information will be included on the website.

### **Community Literacy Events**

As a part of school-level community literacy events, Literacy Leads will host literacy information nights for parents. During these sessions, facilitators will engage parents in conversations about the goals of the division literacy plan. Through these information sessions, parents will learn about support structures available through Stafford Schools and community organizations.

### **Multimedia Communications**

Stafford Schools will develop and maintain a Literacy webpage that will provide ongoing information on the division’s literacy priorities and available resources for parents to support and continue their child(ren)’s literacy development at home. Through a video series parents will receive information and training on the five pillars of literacy over five months. Each video series will be accompanied by resources and activities families can do with their students to grow that area of reading development. Community partners and families will stay updated on our literacy plan initiatives through quarterly social media campaigns, division, and school newsletters.

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 division-wide literacy plan will be housed on your school division website: <http://staffordschools.net>

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## **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



Michael Bolling, Chief  
Academic Officer

December 2, 2024

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Division Superintendent/  
Authorized Designee Signature

Print Name

Date