DIVISION LITERACY PLAN

DIVISION CONTACT INFORMATION

School Division: **Stafford County Public Schools**

Superintendent: **Dr. Daniel Smith, 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

Vanessa Sekinger, Coordinator of K-5 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
Ex. Parents	*April 2024*	*Division Parent Engagement Event and PTO meetings*
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 2026	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 information about our K-12 Literacy Plan.
External Stakeholders	October 2024-July 2026	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.
External Stakeholders	Spring 2025–Spring 2028	VLA leaders will attend planned Stafford County family engagement events in order to provide more information about our Division Literacy Plan and information about Science-Based Reading practices within the division in grades K-12.
External Stakeholders	July 2024-Spring 2028	The division web page will be updated and remain current with information about implementation and adoption of new materials, instructional practices, and reading specialists.

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):	*Ex. Approved Program A (ABC Elementary Approved Program B (DEF Primary) Approved Program C (HIG Combined School, grades K-5, grades 6-8 TBD)*	*All special populations will receive the same core program by school.*
Supplemental Instruction (K-5):	*TBD*	*TBD*
Intervention (K-5):	*TBD*	*TBD*

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
Core (K-5):	Open Court, Foundational Skills Kit (K-3 phonics); Into Reading (K-5, language comprehension)	English Learners (EL), Students with Disabilities (SWD) Level 1 & 2, Gifted: Open Court, Foundational Skills Kit (K-3 phonics); Into Reading (K-5, language comprehension) Unique Curriculum
Core (6-8)	Great Minds, *Wit & Wisdom*	EL, Gifted, SWD have access to the general education core instruction and use it within the Tier 1 classroom. Unique Curriculum
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)	EL, Gifted, SWD: Access to the general education supplemental instruction and used it within the Tier 1 classroom.
Supplemental Instruction (6-8)	Lexia PowerUp (6-8)	EL, 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-2) Bridge the Gap (School Specialty) (K-1)	EL, Gifted, SWD have access to all general education interventions in addition to the following:

Instruction Populations	GENERAL EDUCATION	SPECIAL POPULATIONS (EL, Gifted, SWD)
	Lexia Core5 Reading (K-5) Wilson Reading System (2-5)	SWD: Wilson Reading System
Intervention (6-8)	Lexia Power Up HMH Read180 S.P.I.R.E*. Wilson Reading System* *anticipated VDOE approval October 2025-January 2026	EL, Gifted, SWD have access to all general education interventions in addition to the following: SWD: Wilson Reading System* and S.P.I.R.E.

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
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*
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
LETRS Volumes 1 & 2	K-5 instructional staff, K-12 ESOL teachers, K-5 principals and assistant principals	Ongoing through July 2026
VLP Canvas Modules	K-5 classroom teachers, SpEd, and ESOL teachers 6-8 ELA teachers, SpEd, and ESOL teachers, 6-8 content area teachers, Reading Specialists	Fall 2024 through Summer 2025
VLP Coaching	K-5 Reading Specialists	Spring 2025
VLP Canvas Modules	New K-5 classroom teachers, SpEd, and ESOL teachers 6-8 ELA teachers, SpEd, and ESOL teachers, 6-8 content	Ongoing for new staff Fall 2025 - Summer 2026 Fall 2026- Summer 2027 Fall 2027- Summer 2028

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
	area teachers, Reading Specialists	
VLP Coaching	K-5 Reading Specialists 6-8 Reading Specialists	Ongoing for new staff 2025-2026 2026-2027 2027-2028
Improving Student Outcomes Through Disciplinary Literacy	6-8 Content and English teachers	Ongoing for new staff 2025-2026 2026-2027 2027-2028
Book Study: *Growing Language and Literacy* by Andrea Honigsfeld	High School ESOL teachers, High School content teachers	Fall 2025 - Spring 2026

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
Ex. LETRS	*All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers*	*June 2024 – December 2024*
DIBELS–administration and scoring training	All K-5 classroom, ESOL, and SpEd teachers, Reading Specialists (elementary & middle school) and Interventionists (K-5)	May 2024, July 2024, August 2024 Ongoing for new staff Summer 2025 - Fall 2028
mClass Intervention Training	All K-5 Reading Specialists and Interventionist; 6th grade ELA teachers	August 2024 Ongoing for new staff Summer 2025 - Fall 2028
mClass - Using Data to Inform Instruction	Reading Specialists (K-5) and Interventionists (K-5) Principals (elementary)	November 2024
mClass - Coaching for Implementation Fidelity	Reading Specialists (K-5) and ES Interventionists (K-5) Teachers (K-5)	Spring 2025 - Spring 2026
Wilson Reading System	Reading Specialists, Interventionists, special education teachers who have expressed interest in providing Wilson to students	Fall 2024 - ongoing
IMSE - Institute for Multi-Sensory Education: Comprehensive	Reading Specialists, Interventionists, special education teachers who have	Fall 2024 - ongoing

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
	expressed interest in providing IMSE instruction to students	
HMH *Read180* training	Middle and High School Reading Specialists, middle & high school teachers delivering Read180 instruction	Fall 2024 - ongoing
SPIRE Training	Middle School ESOL teachers, Middle School Reading Specialists, Elementary Reading Specialists & Interventionists	Fall 2024 - ongoing

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
Ex. Virginia Language & Literacy Screener (VALLS): Pre-K	*Beginning, Middle, and End of Year*	*Reading Specialist, VALLSS Coordinator*
VALLSS (PreK-3)	Fall, Winter, Spring 2024 - ongoing	Diane Flemming, Coordinator of K-12 Literacy Vanessa Sekinger, Coordinator of K-5 Literacy K-8 Reading Specialists
VALLSS 4-8	Fall, Winter 2025 - ongoing	Diane Flemming, Coordinator of K-12 Literacy Vanessa Sekinger, Coordinator of K-5 Literacy K-8 Reading Specialists
DIBELS Benchmark Testing - All 2-5 students - High-risk K-1 students - 6th, 7th, and 8th-grade students who fall below 399 on the SOL	Fall, Winter, Spring 2024-~~2025~~ 2026	Diane Flemming, Coordinator of K-12 Literacy Vanessa Sekinger, Coordinator of K-5 Literacy K-8 Reading Specialists
NWEA MAP Reading- 3-8th-grade students	Fall, Winter, Spring (4-8 only in Spring)	Reading Specialists
DIBELS Progress Monitoring K-8	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
Ex. Classroom Walkthroughs	*Principals*	*Bi-Weekly*
Ex. Collaborative Planning Sessions with Lesson Plan Debrief	*Principal and Reading Specialist*	*Weekly*
Amplify Progress Monitoring mClass	Reading Specialists	Every two to four weeks
Amplify mClass Benchmark Data	Coordinator of Academic Intervention Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	After benchmarking Windows
Amplify mClass Intervention Progress Monitoring Fidelity Review	Coordinator of Academic Intervention Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	Midyear, End of Year
Classroom Walkthroughs using K-8 ELA Look-Fors	Principal, APs, Reading Specialists, and Division support	Quarterly
School Screener/Benchmark Data Meetings	Principal, APs, Reading Specialist, Math Specialist, Innovative Learning Coach, Interventionist	After testing Windows
School Progress Monitoring Data Meetings	Principal, APs, Reading Specialist, Math Specialist, Innovative Learning Coach, Interventionist	Quarterly
Synergy Division Level Student Reading Plan Review (goals, service minutes, progress monitoring data, attendance)	Coordinator of Academic Intervention, Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	Monthly
MTSS (K-8) Student Progress Review (percentage of students in each tier, percentage of movement between tiers)	Coordinator of Academic Intervention Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	Midyear, End of Year
MTSS Structure Review (identify trends, strengths, and areas for growth; set goals and	Coordinator of Academic Intervention Coordinator of K-5 Literacy, Coordinator of K-12 Literacy	End of Year

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
focus areas for the upcoming year)		

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. To engage 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. As outlined in Stafford Schools' Multi-Tiered Systems of Support Framework (MTSS), Stafford Public Schools will use a combination of notification methods to ensure that families are informed of their child's progress, making assessment data available through the parent portal access of our Student Information System. Families of students who require a Student Reading Plan (SRP) will receive a formal notification and invitation to participate in the development of their child's plan. Family input may be provided through a parent survey and/or by attending the SRP meeting either virtually or in person.

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

Stafford County Public Schools is committed to building strong, collaborative partnerships with families, caregivers, and community stakeholders to support every student's literacy development. Consistent with the expectations of the Virginia Literacy Act (VLA), we prioritize two-way communication and shared decision-making as essential components of student success.

In alignment with VLA requirements, students identified as performing significantly below grade-level expectations will receive a Student Reading Plan (SRP). Families and caregivers will be actively engaged partners in the development and implementation of the SRP. This includes timely written notification and opportunities to attend planning meetings (in person or virtually), and the option to provide input through parent surveys or direct collaboration with school teams. Parents will also receive evidence-based tools and resources to support literacy growth at home, ensuring a consistent approach between school and home environments.

To strengthen family and community engagement more broadly, Stafford Schools will host school-based literacy events, provide regular communication through digital platforms, and share assessment updates via the parent portal. These efforts aim to build trust, transparency, and shared responsibility.

Stakeholder input is central to our continuous improvement efforts. Stafford's K-12 Literacy Plan will be shared with various stakeholder groups to gather feedback, promote a shared understanding, and ensure alignment with broader community needs. Presentations and discussions will occur across both the Superintendent's Advisory Committees and the School Board Advisory Committees, including:

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
    - Community Advisory

- Stafford County School Board Advisory Committees
    - Gifted Advisory Committee (GAC)
    - Special Education Advisory Committee (SEAC)
    - Citizens Budget Advisory Committee
    - Diversity, Equity, & Inclusion Advisory Committee (DEIA)

Community Literacy Events
As part of school-level community literacy events, reading specialists will-present at school-based family events. During these sessions, facilitators will engage parents in conversations about the goals of the division literacy plan and at-home literacy support resources.

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. Each video will be accompanied by resources and activities families can do with their students to further develop that area of reading. Community partners and families will stay updated on our literacy plan initiatives through quarterly social media campaigns, as well as division and school newsletters.

Stafford County Public Schools- School-Based Points of Contact

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: *http://staffordschools.net*

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 F. Bolling, Chief Academic Officer	June 28, 2025
Division Superintendent/ Authorized Designee Signature	Print Name	Date