

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **King George County** | <https://www.kgcs.k12.va.us/>

Superintendent: **Dr. Jesse Boyd** | jboyd@kgcs.k12.va.us

Local School Board Chair: **Cathy Hoover** | choover@kgcs.k12.va.us

Division VLA Lead: **Dr. Andrea Manninen** | amanninen@kgcs.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **06/02/2025**

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.

School Division Literacy Vision:

King George students will develop the literacy skills needed to thrive as critical thinkers, effective communicators, and lifelong learners. Through equitable access to high-quality, research-based literacy instruction that honors diverse backgrounds and learning needs, students will build strong foundations in reading, writing, speaking, listening, and digital literacy that prepare them for academic success and meaningful participation in our changing world. KGCS is committed to fostering a culture where literacy is celebrated, curiosity is nurtured, and every student reaches their full potential.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
K-8 Staff	Weekly beginning April 2024 – present	KG Connect email newsletters
K-8 Administrators	Weekly beginning April 2024 – present	KG Connect email newsletters
KGCS School Board	June 2025	Presentation at school board meeting
KGCS Parents	Each semester beginning August 2025	Informational updates with School Messenger

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
KGCS Community	Monthly beginning April 2024 - present	KGCS Chronicle email newsletters

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.

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	General Education: <ul style="list-style-type: none"> ● Benchmark Advance (K-5) 	ELL, Gifted, SWD: <ul style="list-style-type: none"> ● Benchmark Advance (K-5)
Supplemental Instruction (K-8):	General Education: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary (K-1) ● UFLI (K-2) ● Raz-Plus (K-3) ● From Phonics to Reading (K-3) ● Lexia Core5 (K-5) ● Writing A-Z (K-5) ● Rewards (4-8) ● Lexia PowerUp (6-8) ● NoRedInk (6-8) ● NewsELA (6-8) 	ELL, Gifted, SWD: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary (K-1) ● UFLI (K-2) ● Raz-Plus (K-3) ● From Phonics to Reading (K-3) ● Lexia Core5 (K-5) ● Writing A-Z (K-5) ● Rewards (4-8) ● Lexia PowerUp (6-8) ● NoRedInk (6-8) ● NewsELA (6-8)
Intervention (K-8):	General Education: <ul style="list-style-type: none"> ● Benchmark Phonics Intervention (K-5) ● Lexia Core5 (K-5) ● Imagine Sondag System 1 (K-8) ● Phonics for Reading (3) ● Imagine Sondag System 2 (3-8) ● Lexia PowerUp (6-8) ● TBD by next approval cycle 	ELL and SWD: <ul style="list-style-type: none"> ● Benchmark Phonics Intervention (K-5) ● Lexia Core5 (K-5) ● Imagine Sondag System 1 (K-8) ● Phonics for Reading (3) ● Imagine Sondag System 2 (3-8) ● Lexia PowerUp (6-8) ● TBD by next approval cycle

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.

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
K-3 VALLSS	New K-3 teachers	August 2025 August 2026
4-5 VALLSS	All 4-8 teachers	August 2025 August 2026
6-8 VALLSS	6-8 ELA	August 2025 August 2026
UVA-VLP Modules	New K-8 teachers and administrators	Beginning August 2025 Ongoing beginning September 2026

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

Pre-service Work Week:

Reading Specialists will provide intervention curriculum professional development to designated paraprofessionals

August 6, 2025

8:00-11:15 3rd-5th grades curriculum professional development

12:00-3:00 6th-8th grades VALLSS and curriculum professional development

12:00-3:15 Kindergarten-2nd grades curriculum professional development

Instructional Year:

August 12, 2025 Select staff for intervention curriculum professional development

Quarterly division grade-level collaborative meetings

Monthly building grade-level collaborative meetings, as needed

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
VALLS K-3	Fall, Mid-year, and Spring	K-3 Classroom teachers, Interventionists, Reading Specialists, and division Coordinator
VALLS 4-8	Fall and Mid-year	4-8 Classroom teachers, Interventionists, Reading Specialists, and division Coordinator
Lexia K-8	Fall	K-8 Classroom teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
DIBELS Oral Reading Fluency 4-8	Fall, Mid-year, and Spring	4-8 Classroom teachers, Interventionists, Reading Specialists, and division Coordinator
Core Curriculum Mastery Tasks K-8	Weekly	K-8 Classroom teachers
Core Curriculum Unit Assessments 1-5	Fall, Mid-year, and Spring	1-5 Classroom teachers
Core Curriculum Unit Assessments 6-8	Approximately once a month	6-8 Classroom teachers
Quarterly Division Assessments 1-2	End of 2 nd , 3 rd , and 4 th quarters	1-2 Classroom teachers
Quarterly Division Assessments 3-8	End of 1 st , 2 nd , and 3 rd quarters	3-8 Classroom teachers

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
Classroom Walkthroughs and Feedback	Building administrators, Reading Specialists, Grade Level Leads, Division leadership	Monthly
Grade-level Assessment Data Analysis	Building administrators, Reading Specialists, Grade Level Leads	Monthly
Intervention Assessment Data	Building administrators, Reading Specialists, Grade Level Leads, Division leadership	Every 6-8 weeks
Building-level Assessment Data Analysis	Building administrators, Reading Specialists, Grade Level Leads	Quarterly
Division-level Assessment Data Analysis	Building administrators, Reading Specialists, Grade Level Leads, Division leadership	Quarterly

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.

The building Reading Specialist will identify VALLS instructional indicators, determine appropriate intervention placements, and create goals within a Student Reading Plan outline. The Reading Specialist will share with parents/guardians for their contribution, discussion, and approval. KGCS will utilize our English Language Learner instructors to translate our communication to engage our non-English-speaking families throughout the process. When all parties have committed to the outline, the Reading Specialist will enter the Student Reading Plan into VAIEP Online and share additional resources with families to support student literacy development at home.

The Reading Specialist will share future progress monitoring data with families in addition to the VALLS Student Summary reports.

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

KGCS will share the Division Literacy Plan through various modalities and languages to reach our stakeholder community. The Coordinator of Literacy will share information with families through the KKCS Chronicle family newsletters, school board presentations, and kindergarten registration packets. During school parent engagement nights, building staff will present information on the Virginia Literacy Act and its application to their particular populations. Additional opportunities for stakeholder input, information, and collaboration will include providing division family resources and holding student progress conferences.

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 divisionwide literacy plan will be housed on your school division website: <https://www.kgcs.k12.va.us/departments/instruction/english>

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

Print Name

Date

Division Superintendent/
Authorized Designee Signature