

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Frederick County Public Schools** | frederickcountyschoolsva.net

Superintendent: **George Hummer** | hummerg@fcpsk12.net

Local School Board Chair: **Scott Sturdivant** | sturdivants@fcpssb.net

Division VLA Lead: **Jeri Swogger** | swoggerj@fcpsk12.net

Local Board Adoption Date for Division Comprehensive Plan:

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 ensure that all community members understand what progress towards this vision looks like as the VLA is implemented. Stakeholder groups may include parents, teachers, community members, and other groups interested in evidence-based literacy instruction in the division.

School Division Literacy Vision:

Frederick County Public Schools: Literacy Vision

In Frederick County Public Schools, we cultivate a literacy-rich environment where every student can develop the skills necessary for academic success and beyond. Through rigorous, research-based instruction supported by data and delivered by highly-trained educators, we strive to empower our students to become proficient and confident readers, writers, and thinkers.

- *We envision a literacy program that meets the needs of all students, recognizing that literacy is an essential skill crucial for success in life. We are committed to providing foundational and advanced literacy skills in all K-8 classrooms, ensuring every student receives cumulative, explicit, and systematic instruction.*
- *At the core of our vision is a research-based scope and sequence supported by High-Quality Instructional Materials (HQIM) adopted by the division for grades K-8. We understand that literacy encompasses both word recognition and language comprehension. Therefore, our program incorporates these essential components necessary for reading comprehension:*
 - *Word Recognition: Phonemic awareness, decoding, encoding, and automatic sight recognition.*

- *Language Comprehension: Content knowledge, vocabulary, language structures, literary knowledge, verbal reasoning, and fluency.*
- *Our commitment to literacy extends beyond instruction; it is also driven by data. We regularly analyze literacy data and use it intentionally to respond to student needs, ensuring personalized and effective instruction for every learner. Our teachers are trained and highly skilled and possess a deep understanding of the science behind effective reading instruction.*
- *Furthermore, our literacy program integrates speaking, listening, reading, and writing across all content areas. We recognize the interconnected nature and significance of fostering comprehensive literacy development. Writing is also taught as a separate skill and a tool for strengthening comprehension and expression across disciplines.*

[K-12 Literacy Overview Plan for SY 2025-26](#)

[K-12 Literacy Overview Plan for SY 2026-27](#)

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
Teachers	• August 2025 & 26/27 • August 2025 & 26/27 • Ongoing SY 25/26 & 26/27 • Ongoing SY 25/26 & 26/27 • Monthly SY 25/26 & 26/27 • Monthly SY 25/26 & 26/27	Elementary & Secondary: • The vision and elements of our Division Literacy Plan will be shared with teachers during literacy professional learning sessions during pre-service week through activities and sessions. • Instructional Priorities for SY 25/26 and 26/27 • Effective Planning Practices using HQIM and division-provided planning tools • Expectations for coaching, use of data, and participation in PLCs • Progress and data related to our plan will be shared through staff newsletters every month. • Professional Learning and updates regarding progress are shared monthly as part of lesson planning cycles.
Administrators & Central Office Staff	• June 2025 Summer Leadership Academy • Monthly SY 25/26 & 26/27	Elementary: • Division Literacy Priorities

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
		• VDOE/TNTP Literacy Walkthrough Tools and Calibration • Identifying Best Practices in Literacy • Monthly Principal's Memos • FCPS Staff Focus Newsletter • Monthly Superintendents Memo
	• June 2025 Summer Leadership Academy • Monthly SY 25/26 & 26/27	Secondary: • Division Literacy Priorities • VDOE/TNTP Literacy Walkthrough Tools and Calibration • Identifying Best Practices in Literacy • FCPS Staff Focus Newsletter • Monthly Superintendents Memo • Providing ongoing professional development focused on disciplinary literacy, best practices in instruction, and student engagement.
Administrators	• Monthly SY 25/26 & 26/27 • Quarterly 25/26 & 26/27	Elementary & Secondary: The vision and elements of our Division Literacy Plan have been developed in conjunction with our building leaders. Ongoing updates and professional learning will be provided through: • Literacy professional learning sessions • VDOE/TNTP Literacy Walkthrough Tools and Calibration • Identifying Best Practices in Literacy • Embedding the vision and evidence-based interventions in school improvement plans and PD sessions • Quarterly newsletters and social media updates highlight student growth, reading and writing celebrations, and classroom literacy events.
Parents/Community	• Monthly SY 25/26 & 26/27 • Monthly SY 25/26 & 26/27	Elementary & Secondary: FCPS vision and resources will be posted on the division website. FCPS family newsletters will include information on literacy practices and progress across the division. Literacy Coaches and

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
	- Monthly SY 25/26 & 26/27 - Quarterly 25/26 & 26/27	Reading Specialists at each building are the POC. FCPS Spotlight on Instruction Newsletter: - September: Science-Based Reading Research - October: Supporting Literacy at Home - November: Supporting Language Development at Home - December: Supporting Writing at Home - January: Supporting Fluency (K-3), (4-8) at Home - February: Supporting Phonics at Home - March: Supporting Comprehension (K-3), (4-8) at Home - April: Supporting Oral Language & Vocabulary at Home - June: Supporting Literacy over the Summer Principals report quarterly progress toward literacy goals on the school website. - Literacy Nights - Math/Science Nights - Title I Events - Conferences - Community Engagement Meetings - Reading Plan/IEP/504 Meetings

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 differs 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*).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	HMH Into Reading, K-5	All special populations will receive the same core program at each school, with appropriate scaffolds, accommodations, and modifications.
Core (6-8):	Mirrors and Windows, 6-8	All special populations will receive the same core program at each school, with appropriate scaffolds, accommodations, and modifications.
Supplemental Instruction (K-5):	● Heggerty Phonemic Awareness Kindergarten, 2022 edition ○ K-1 Phonological and Phonemic Awareness ● UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022 ○ Phonics, K-2 ● Megawords ○ Phonics 4-5	● Heggerty Phonemic Awareness Kindergarten, 2022 edition ○ K-1 Phonological and Phonemic Awareness ● UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022 ○ Phonics, K-2 ● Megawords ○ Phonics 4-5
Supplemental Instruction (6-8):	IXL , 6-8	IXL , 6-8
Intervention (K-5):	● SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020 ○ Phonological and Phonemic Awareness, Phonics, Fluency ○ For use by EIRI assistants and for students identified through VALLSS as being high-risk ● UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022 (Pending Final Board Approval) ○ Phonics, K-5 ● Bridge the Gap: Intervention Lessons, 2020 ○ Phonological and Phonemic Awareness ● Lexia Core5 Reading (2-5) ○ Phonological Awareness ○ Phonics ○ Fluency	Multilingual Learners & Students with Disabilities: ● SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020 ○ Phonological and Phonemic Awareness, Phonics, Fluency ○ For use by EIRI assistants and for students identified through VALLSS as being high-risk ● UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022 (Pending Final Board Approval) ○ Phonics, K-5 ● Bridge the Gap: Intervention Lessons, 2020 ○ Phonological and Phonemic Awareness ● Lexia Core5 Reading (2-5)

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
	○ Vocabulary ○ Comprehension	○ Phonological Awareness ○ Phonics ○ Fluency ○ Vocabulary ○ Comprehension
Intervention (6-8):	Lexia Power Up	Lexia Power Up

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

Directions: List below the evidence-based reading research training utilized in the division. Include the name of the training, who will attend each, 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
<i>Ex. LETRS</i>	<i>All Core Area Teachers, EL Instructors, Gifted and Special Education Teachers</i>	<i>June 2024 – December 2024</i>
VDOE/VLP State Training and Reading Specialist Canvas Course	K-5 Reading Specialists • Must complete the option provided	July 2025-June 2027
VDOE/VLP State Training and Canvas Course • Successful completion of 9 asynchronous Canvas modules; 2-3 hours/module	K-5 Classroom, including Special Education teachers, instructional coaches, and intervention resource teachers • Must complete ONE of the (three) options provided	July 2025-June 2027
VDOE/VLP State Training and Reading Specialist Canvas Course • Successful completion of 9 asynchronous Canvas modules; 2-3 hours/module	6-8 grade ELA Teachers, including Special Education teachers and Reading Specialists, grades 6-12 • Must complete the option provided	July 2025-June 2027
VDOE/VLP State training and specified Canvas Course • Successful completion of 9 asynchronous Canvas modules; 1-1.5 hours/module	6-8 grade Math, Science, and Social Studies Teachers • Must complete the option provided	July 2025-June 2027
VDOE/VLP State training and specified Canvas Course (Grade levels taught will determine which VDOE courses the teacher will take; this will be communicated by the EL Supervisor directly to teachers.)	English Language Learner Teachers, K-12 • Must complete the option provided	July 2025-June 2027

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Successful completion of identified asynchronous Canvas modules		
LETRS Volume 1	K-8 Classroom Teachers K-12 Special Education Teachers K-12 Teachers of Multilingual Learners K-12 Reading Specialists K-12 Instructional Coaches	July 2025-June 2027
IMSE Orton-Gillingham - Comprehensive Plus - Morphology	K-8 Classroom Teachers K-12 Special Education Teachers K-12 Teachers of Multilingual Learners K-12 Reading Specialists K-12 Instructional Coaches	July 2025-June 2027
The Writing Revolution	K-8 Classroom Teachers K-12 Special Education Teachers K-12 Teachers of Multilingual Learners K-12 Reading Specialists K-12 Instructional Coaches	July 2025-June 2027

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
HMH Into Reading	Elementary classroom teachers Literacy Coaches Instructional Coaches	Monthly SY 25/26 & 26/27
Secondary Lexia Power Up	Reading Specialists and Intervention Teachers	August 2025

SECTION 4: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools 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, VALLS Coordinator																				
Virginia Language and Literacy Screener System (VALLSS), PK-8	<table><tr><td></td><td>BOY</td><td>MOY</td><td>EOY</td></tr><tr><td>K-1</td><td>All</td><td>All</td><td>All</td></tr><tr><td>2</td><td>All</td><td>All</td><td>Moderate & High Risk Only</td></tr><tr><td>3</td><td>All</td><td>Mod & High Risk</td><td>High Risk</td></tr><tr><td>4-8</td><td>SOL scores <400 or read aloud</td><td>SOL scores <400 or read aloud</td><td>N/A</td></tr></table>		BOY	MOY	EOY	K-1	All	All	All	2	All	All	Moderate & High Risk Only	3	All	Mod & High Risk	High Risk	4-8	SOL scores <400 or read aloud	SOL scores <400 or read aloud	N/A	Literacy Coach/Reading Specialist Building Leaders Supervisor of Early Learning/Elementary Instruction Coordinators of Literacy Department Classroom Teachers
	BOY	MOY	EOY																			
K-1	All	All	All																			
2	All	All	Moderate & High Risk Only																			
3	All	Mod & High Risk	High Risk																			
4-8	SOL scores <400 or read aloud	SOL scores <400 or read aloud	N/A																			
VGA/SOL English Assessments (3-8)	Beginning, middle, and end of the year for grades 3-8	Department of Assessment and Reporting Building Leaders Designated assessment coordinator at the building level Classroom Teachers																				
CORE: Assessing Reading Multiple Measures (diagnostic assessments) (K-8) Diagnostic assessments would be selected at any grade level based on student performance and need	As needed at all grade levels for diagnostic needs	Building Leaders Literacy Coaches Reading Specialists Intervention Resource Teachers Classroom Teachers																				
IXL Diagnostic (6-8)	Grades 6-8	Classroom Teachers																				
Lexia PowerUp (6-8)	Grades 6-8	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
<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>
Comprehensive School Improvement Plan Updates—report of progress made toward literacy goals in school plans	Principals	Quarterly
Division Improvement Plan Updates on Literacy Goals	Division Improvement Team members	Quarterly
Classroom Walkthroughs	Building Leaders, Instructional and Literacy Coaches, Instruction Department Team members	Quarterly
Universal and grade-level data meeting protocols used with literacy data (VALLSS, CORE diagnostic assessments, VGA, SOL, etc.)	Building Leaders Instructional Support Teams (coaches, intervention resource teachers, math and reading support teachers) Classroom Teachers	Frequency is based on administering the assessment tool, but no less than three times a year.
Coaching Logs	Building Leaders Literacy Coaches	Quarterly

SECTION SIX: Engaging Parents, Caregivers, and Community

Directions: Complete the chart, including parent and community engagement information.

Describe your plan to involve parents and caregivers in developing and implementing the Student Reading Plans based on diagnostic screener results.

Once screening assessments are completed, parents will be informed of the results. Those whose students are identified as needing a Student Reading Plan will be invited to participate in the development of the plan. Literacy Coaches (reading specialists) will work with classroom teachers, administrators, reading specialists, and intervention resource teachers to coordinate a meeting time with families to develop and finalize Reading Plans. Finalized plans will be shared with parents regardless of whether or not they choose to participate in the plan's development. Parents will also receive resources to support the intervention plan at home. Literacy Coaches

(reading specialists) will be responsible for monitoring the implementation of Student Reading Plans in conjunction with the Instructional Support Team members in each building. Progress updates will be shared with parents minimally after each screening. Still, they may also be shared based upon more frequent diagnostic or progress monitoring assessments given as part of the interventions identified in individual student plans.

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

All elementary schools will provide family literacy support sessions at regular PTO, Title I, or family engagement meetings and events. These sessions will focus on strategies to support reading at home. All middle schools will provide family literacy support sessions at Back-to-School events at the beginning of the year and through individual school literacy events scheduled throughout the year. At a division level, strategies and resources will be spotlighted in monthly family newsletters and communications, and resources will be posted on the division's website. Additionally, the division's Family and Community Engagement specialist will collaborate with the Department of Instruction and with schools and community partners to support literacy opportunities (Book Buddies, Guest Readers, Literacy Nights, etc.) throughout the school year.

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 your school division website, where the division-wide literacy plan will be housed: Enter the link here:

<https://www.frederickcountyschoolsva.net/learning/virginia-literacy-act>

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