

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Rappahannock County** | <https://www.rappahannockschools.us/>

Superintendent: **Shannon Grimsley** | [sgrimsley@rappahannockschools.us](mailto:sgrimsley@rappahannockschools.us)

Local School Board Chair: **John Wesley Mills** | [wmills@rappahannockschools.us](mailto:wmills@rappahannockschools.us)

Division VLA Lead: **Karen Ellis** | [kellis@rappahannockschools.us](mailto:kellis@rappahannockschools.us)

Local Board Adoption Date for Division Comprehensive Plan: **7/15/2025**

## 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.

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:

To cultivate a community of lifelong learners empowered by literacy, where every student achieves their fullest potential through equitable access to high-quality instructional materials, and instruction using evidence-based practices grounded in the science of reading.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
Parents	2025-2026 2026-2027	Parent Engagement Events, PTO meetings, Parent-Teacher Conferences, Quarterly Literacy Newsletters indicating progress towards literacy vision
Students	2025-2026 2026-2027	Class Meetings, Announcements
School Board	July 15, 2025 Fall 2025 Spring 2026	School Board Meeting Agenda Item: Literacy Update

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
	Summer 2026 Fall 2026 Spring 2027	
Staff	2025-2026 2026-2027	Faculty Meetings, Team/Grade Level Meetings, PLCs Weekly Newsletters
Community Members	July 31, 2025	Division Website, Social Media
Headwaters Foundation	Fall 2025 Fall 2026	Agenda Item: VLA
Other Community Partners	2025-2026 2026-2027	Division Website, Agenda Item at 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 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).

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Core (K-5):	Approved Bookworms (Open Up Resources), Grades K-5	Approved Bookworms, Special Populations
Supplemental Instruction (K-5):	Approved Heggerty, Grades K-2 Approved Lexia Core5	Approved Heggerty, grades K-2, Special Populations
Intervention (K-5):	Approved Lexia Core5, grades K-5 Ignite, grades 1-2	Approved Lexia Core5, grades K-5, Special Populations Ignite, grades for 1-2, Special Populations
Supplemental Instruction (6-8)	Approved Lexia PowerUp, grades 6-7	Approved Lexia PowerUp, grades 6-8, Special Populations
Intervention (6-8):	Approved Lexia PowerUp, grades 6-8	Approved Lexia PowerUp, grades 6-8, Special Populations



## 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
VLP Canvas Modules	All Core Content Teachers, EL Instructors, Gifted and Special Education Teachers, K-8 teachers	Modules completed no later than August 1, 2025.
VLP Capstone Canvas Module	Teachers who have completed LETRS 1 prior 2024-2025 school year	Modules completed no later than August 1, 2025.
Orton Gillingham Plus	Reading and Special Education Teachers Grades K-5	Summer 2025
Morphology+	Grade 6-8 Reading specialist, Grades 6-8 ELA teachers	2025-2026 school year
Lexia	Grades K-5 Core5 Grade 6-8 PowerUp	August 2025 Implementation Training  2025-2026 Monthly Data Meetings with Lexia Customer Success Manager during data team meetings
VLP Canvas Modules	New Teachers who did not receive training in previous Virginia divisions	Modules completed within 90-days of enrollment.

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

*Training provided by the University of Delaware on implementing Bookworms by Open Up will occur on July 8-9, 2024 and in-person coaching dates on October 21-22, 2024 and March 24-25, 2025. Also, Bookworms training modules will be available for asynchronous training in addition to the in-person training. Modules will be available May 20, 2024-July 19, 2024. All K-5 reading teachers, K-5 special education teachers, K-5 paraprofessionals involved with reading instruction,.*

*Elementary building administrators participated in a year-long (2024-2025) cohort designed specifically for administrators in the first year of Bookworms implementation. The cohort provided 1:1 coaching and PLC work.*

*Ongoing science of reading training will occur during literacy Collaborative Learning Team meetings which are held monthly.*



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
VALLSS, grades K-8	Beginning, Middle, and End of year	Reading Specialists, Teachers grades K-8
Locally created benchmarks, grades 3-8	Monthly (grades 3-7) Bi-monthly (grade 8)	Principal, Classroom teachers grades K-8
Bookworms Assessments	End of each module	Classroom teachers
Lexia	Beginning & End of year	K-8 classroom teachers, K-5 & 6-8 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
Collaborative Learning Team Meetings	Principal and Reading Specialist	Bi-weekly
Classroom Walkthroughs	Principal, Academic Services Coordinator	Weekly
Collaborative Planning Sessions	Grade Level Team Lead	Weekly
Principal Literacy Data Meetings	Executive Director of Academic Services	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.

*All parents of students in grades K-8 will receive communication indicating the results of the VALLS screener which is given three times a year (beginning, middle, and end) with targeted areas for improvement and suggestions for helping their child at home. For students identified as "At High Risk" in grades K-8, parents and caregivers will be invited to participate in-person, by phone, or virtually in the development and monitoring of their child's student reading plan. Parents opting not to attend in one of the aforementioned methods can also submit written feedback regarding their child's plan.*



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

Two parent-engagement events will be held during the 2024-2025 school year focusing on literacy. Quarterly communication via a literacy newsletter will be sent to parents in Grades K-8 with specific strategies and resources to support their child's literacy development at home. Parent-teacher conferences will be held once per semester but parents and caregivers will be encouraged to contact their child's teacher and/or principal with any concerns or questions at any time during the year.

A Parent Literacy Resource page will be added to the school's website with links to grade-level resources so parents can support their child at home.

Following the winter VALLSS screening, teachers and reading specialists will work together to share resources with parents that are specific to their child's needs based on the results of the screener.

Points of contact for parents and caregivers will be the reading specialists.  
K-5 Reading Specialist--Katherine Todd [ktodd@rappahannockschools.us](mailto:ktodd@rappahannockschools.us)  
6-8 Reading Specialist--Sallie Shackelford [sshackelford@rappahannockschools.us](mailto:sshackelford@rappahannockschools.us)

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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.

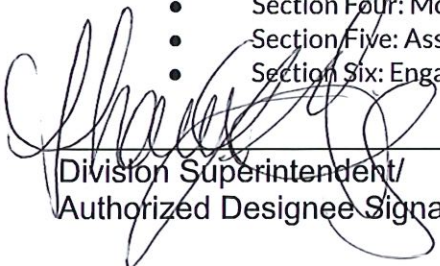
Provide the link to where the divisionwide literacy plan will be housed on your school division website: <https://www.rappahannockschools.us/instruction>

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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



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Division Superintendent/  
Authorized Designee Signature

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Shannon Grimsley  
Print Name

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11/14/2024  
Date