

# 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: **6/14/2022**

## 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	2024-2025 School Year	Parent Engagement Events in Fall & Spring, PTO meetings, Parent-Teacher Conferences, Quarterly Literacy Newsletters
Students	2024-2025 School Year	Class Meetings, Announcements
School Board	May 2024, September 2025	School Board Meeting Agenda Item: LiteracyUpdate
Staff	2024-2025	Faculty Meetings, Team/Grade Level Meetings, PLCs
Community Members	2024-2025 School Year	Division Website, Social Media
Headwaters Foundation	October 2024	Agenda Item: VLA
Other Community Partners	2024-2025 School Year	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	All special populations will receive the same core program.
Supplemental Instruction (K-5):	Heggerty, grades K-2 Other Supplemental Instruction TBD	All special populations will receive same supplemental instruction.
Intervention (K-5):	Lexia Core5, grades 3-5 Ignite, grades 3-8 Other Intervention TBD	Tier II Support for all populations Tier III Support for all 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-5 teachers	Modules completed no later than August 1, 2025. *Teachers who have completed LETRS 1 and 2 or Orton-Gillingham Training which meets the requirements set forth by VDOE will be required to do Capstone VLP Modules.
VLP Canvas Module replacing LETRS 2	Teachers who have completed LETRS 1 prior to this year.	Module completed no later than August 1, 2025.

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, K-5 building administrators, and reading specialists will participate in the core curriculum training, both in-person and asynchronous. Elementary building administrators will participate in a year-long (2024-2025) cohort designed specifically for administrators in the first year of Bookworms implementation. The cohort will provide 1:1 coaching and PLC work.*

*All core-content teachers in grades 6-8 will participate in the science of reading training by completing the VDOE approved training modules released by VLP and approved by VDOE by May 2025.*

*All reading teachers will complete LETRS, Orton-Gillingham and/or the VDOE approved training modules released by VLP during the 2024-2025 school year.*

## 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
VALLS, grades Pre-K - 3	Beginning, Middle, and End of year	Reading Specialist, Teachers grades K-3
AIMSWEB Screener, grades K-5	Beginning, Middle, and End of Year, students identified by AIMS will be progress monitored every 2 weeks	Reading Specialist, Teachers grades K-5
Locally created benchmarks	Twice a year (November, March)	Principal, Classroom teachers grades K-5
Other assessment tools	TBD	TBD

## 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 (every reading teacher will be observed and given feedback at least twice a month in grades K-5).
Collaborative Planning Sessions	Team Lead	Weekly

## 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-5 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-3, 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.*

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-5 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.*

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>

## 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

Shannon Crimsley  
Print Name

6/27/24  
Date

