

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Newport News Public Schools** | **name@division.domain**

Superintendent: **(Dr. Michele Mitchell)** | **michele.mitchell@nn.k12.va.us**

Local School Board Chair: **(Lisa Surles-Law)** | **lisa.surleslaw@nn.k12.va.us**

Division VLA Lead: **(Lori Wall)** | **lori.wall@nn.k12.va.us**

Local Board Adoption Date for Division Comprehensive Plan: **00/00/0000**

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:

Literacy unlocks new pathways, exposes passions, and unearths curiosities. Our commitment is to use high-quality instructional materials grounded in the science of reading and evidence-based literacy instructional practice to develop all students as skilled readers, writers, communicators, and researchers. As a result, students will broaden their background knowledge of the world and fuel their discovery of who they want to be and what they want to do.

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
VLA Steering Committee	February 2024 - June 2024	VLA Steering Committee meetings
School Board	April - May 2024	School Board Meetings

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Administrators and Central Office Instructional Personnel	July 31, 2024 - August 1, 2024	Leadership Conference
Reading Specialists	June 2024	District Reading Specialist meeting
Teachers and Other Instructional Staff	August 2024	Division All Staff Communication and Division Staff Development
Families, Caregivers, and Community Members	August 2024	District Newsletter, School Newsletters, and Division Website
Family and Community Engagement Specialists	August 2024	District Family and Community Engagement Specialists meeting

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):	Benchmark Advance	All special populations will receive Benchmark Advance as their core program.
Supplemental Instruction (K-5):	- UFLI Foundations (K-2) - Newsela (3-5)	- SWD: UFLI Foundations - Gifted: Jacob’s Ladder, Junior Great Books, William and Mary Language Arts Materials
Intervention (K-5):	- Systematic Instruction of Phonemic Awareness, Phonics, and Spelling (SIPPS) - Core 5	- Core 5 - Steps to Advance - Bedrock Literacy (Deaf Education) - Finger Spelling Our Way to Reading (Deaf Education)

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
LETRS Vol.1 + VDOE Capstone Canvas Module OR VLP Canvas Modules	All PK-5 classroom teachers and interventionists Special Education and ELL Teachers serving PK-5 students	<i>2024-2025 school year</i>
Principal and Assistant Principal Training Modules	PK-5 Administrators and central office administrators	<i>2024-2025 school year</i>
State Reading Specialist training modules	New Elementary Reading Specialists	2024-2025 school year

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

A training plan has been developed for implementing our core instructional program, Benchmark Advance. In addition to this pre-service training schedule, job-embedded coaching will be utilized to support implementation through each school's reading specialist. Furthermore, reading specialists and administrators will receive ongoing professional learning aligned with the requirements of the VLA and adopted curriculum. Finally, reading specialists certified as LETRS Facilitators will participate in 10 hours of professional learning through the LETRS Symposium.

Implementation Sessions	July 2024 August 20, 2024
Coach Session: Part 1 (to include reading specialists, district instructional coaches, Special Education coaches, and ELL coaches)	June 13, 2024
Coach Session: Part 2	August 6, 2024
Leadership session (All Elementary Principals and Assistant Principals)	August 1, 2024
Monthly Check-ins with reading specialists (topic based on walkthrough feedback, lesson planning review, and data)	September 2024 - June 2025

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
Virginia Language & Literacy Screener (VALLS) Pre-K	Beginning, Middle, and End of Year	Teachers, School Administrators, and Preschool Supervisor, Preschool Instructional Specialist
Virginia Language & Literacy Screener (VALLS) K-3	Beginning, Middle, and End of Year	Teachers, Reading Specialists, School Administrators, and English Supervisor
Local District Assessments	Quarterly	Director of Elementary Teaching and Learning, Elementary English Supervisor, School Leadership, and Teachers
VDOE Growth Measures and Standards of Learning Reading Assessments	Beginning, Middle, and End-of-Year	Teachers, Reading Specialists, School Leadership, Testing Coordinators

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 Learning Walks and Observation Feedback	Department of Teaching and Learning, Department of School Leadership, and School Administrators	Ongoing
Collaborative Grade-Level Data Analysis and Planning Sessions	Reading Specialists and School Administrators	Weekly
School Data Meetings	Reading Specialists and School Administrators	Quarterly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
District Data Meetings	Department of Teaching and Learning, Department of School Leadership, Testing Department, Analytics Department	Monthly
School Support Meetings	Department of Teaching and Learning, Department of School Leadership, Testing Department, and Analytics Department	Monthly
Student Support Team Meetings to monitor the progress of student reading plans	Department of Teaching and Learning, Department of School Leadership, School Administrators, Teachers, Reading Specialists	Ongoing

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.

Families will be notified of students' diagnostic screening results on the Virginia Language and Literacy Screener after each administration and provided an opportunity to discuss the development and implementation of the Student Reading Plan with school staff. Families will also receive a copy of the plan and progress updates.

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

The Department of Teaching and Learning will partner with Family and Community Engagement Specialists to ensure communication and collaboration with families including planning division and school-based events, to engage families in literacy activities and experiences. The division will continue to involve community partners, such as local universities and churches, to support school-based literacy efforts. Additionally, the Elementary English website will be revised to reflect information (to include curriculum storyboards) and resources for families to support literacy growth at home.

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: www.nnschools.org/literacy

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