

2025-2026

Division Literacy Plan



NEWPORT NEWS



PUBLIC SCHOOLS

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Newport News Public Schools** | <https://sbo.nn.k12.va.us>

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: **June 17, 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:

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	Quarterly	VLA Steering Committee meetings
School Board	Ongoing	School Board Work Sessions and/or Board Meetings
Central Office Senior Leadership	Ongoing	Senior Staff Meetings

School Administrators	Ongoing	Division Leadership Conference District Administrator Meetings
Reading Specialists	Monthly	District Reading Specialist meetings
Teachers and Other Instructional Staff	Ongoing	Division All Staff Communication and Division Professional Development
Families, Caregivers, and Community Members	Ongoing	District Newsletter, School Newsletters, and Division Website

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).*

Instruction Populations	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-8):	University of Florida Literacy Institute (UFLI) Foundations (K-2) Newsela (3-12)	University of Florida Literacy Institute (UFLI) Foundations- K-2 (SWD) Junior Great Books 3-8 (Gifted)
Intervention (K-8):	Systematic Instruction of Phonemic Awareness, Phonics, and Spelling UFLI Foundations (K-3) (SIPPS) (K-5) Lexia Core 5 (K-8) Read 180 (6-8)	UFLI (K-5) Core 5 - K-5 (ELL, SWD) Steps to Advance - 2-5 (SWD) Read 180 Code - 6 -8 (SWD)

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
Virginia Literacy Partnerships (VLP) Canvas Modules	New K-5 classroom teachers and reading interventionists	2025-2026 school year
	New 6-8 Teachers	2026-2027 school year
	New K-8 Special Education and ELL Teachers	
Virginia Literacy Partnerships (VLP) Administrator Training Modules	New K-8 Principals and All Assistant Principals	2025-2026 school year 2026-2027 school year
Virginia Literacy Partnerships (VLP) Reading Specialist Canvas Modules	New Elementary and Middle School Reading Specialists	2025-2026 school year
		2026-2027 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 to support the implementation of all approved high-quality instructional materials for identified school staff. In addition, 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 implementation of high-quality instructional materials. Finally, elementary reading specialists certified as LETRS Facilitators will participate in 10 hours of professional learning through the LETRS Symposium to stay abreast of best practice grounded in the science of reading.

K-8 New Teachers (to include Special Education, ELL, and Gifted teachers): Initial Core Program Implementation Session and Supplemental and Intervention Program Implementation	August 2025
K-5 Teachers: Differentiated school-based professional learning to support the implementation of Lexia Core 5	Fall, Mid-Year, and Spring
School Administrators: Development in the area of high-quality instructional materials and evidence-based practices	Quarterly

Reading Specialists: Ongoing Professional Learning focused on the implementation of the selected high-quality instructional materials, coaching support, and monitoring and responding to student data	Monthly
Intervention Staff: Ongoing Professional Development and coaching focused on the use of selected high-quality instructional materials and monitoring and responding to student data	Quarterly

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) K-3	Three times of year (K-2) Fall and Mid-Year (Grade 3)	Teachers and Reading Specialists
Virginia Language and Literacy Screener (VALLS) 4-8	Fall and Mid-Year	Teachers and Reading Specialists
Local District Assessments	Ongoing throughout each quarter based on identified district pacing	Teachers
VDOE Growth Assessment (3-5)	Fall and Mid-Year	Teachers
MAP Assessment (6-8)	Three times a year	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 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	School Administrators	Weekly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
District Data Meetings	Department of Teaching and Learning and Department of School Leadership	Bi-weekly
District School Support Meetings	Department of Teaching and Learning and Department of School Leadership	Quarterly

SECTION SIX: Engaging Parents, Caregivers, and Community

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 collaborate with community partners, including local universities and churches, to support school-based literacy initiatives.

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 division-wide 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 division-wide literacy plan on its website.

Provide the link to where the division-wide literacy plan will be housed on your school division website: <https://sbo.nn.k12.va.us/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

Michele Mitchell

Division Superintendent/
Authorized Designee Signature

Michele Mitchell

Print Name

12/10/2025

Date

