

# DIVISION LITERACY PLAN



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## DIVISION CONTACT INFORMATION

School Division: **New Kent County Public Schools**

Superintendent: **Dr. Brian Nichols** | [bnichols@nkcps.k12.va.us](mailto:bnichols@nkcps.k12.va.us)

Local School Board Chair: **Mr. Keith Pagano** | [kpagano@nkcps.k12.va.us](mailto:kpagano@nkcps.k12.va.us)

Division VLA Lead: **Kim Lawler (PK - 5)** | [klawler@nkcps.k12.va.us](mailto:klawler@nkcps.k12.va.us), **Jamie Hutchinson (6 - 8)**  
| [jhutchinson@nkcps.k12.va.us](mailto:jhutchinson@nkcps.k12.va.us)

Local Board Adoption Date for Division Comprehensive Plan: **06/03/24**

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## 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:

New Kent County Public Schools is committed to:

- delivering high-quality, science-based literacy instruction that empowers students to become lifelong readers and successful learners
- creating a culture of literacy where classroom practices involve every student developing strong foundational skills to become a fluent and confident reader, capable of comprehending and analyzing grade-level and functional texts in a variety of formats
- building capacity of students to be able to independently access grade level text to inspire both a love of reading and the ability to critically think about the written mediums with which they interact
- enable students to communicate effectively through written and oral language in order to articulate independent thoughts, discovered research, and forms of personal expression
- partner with the school board, community, families, and educators to ensure all students have access to a high-quality literacy experience

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
School Board, Parents, Community Members	May 2024	Share Division Literacy Plan at the May 2024 School Board Meeting
Educators	April 2024	Share Division Literacy Plan with elementary schools to gather feedback, revise, and promote vision
School Board, Parents, Community Members, Educators	Ongoing	Division Literacy Plan will be posted on the NKCPs webpage.
Teachers, Staff, Administrators	June / August 2024	Shared the Division Literacy Plan during a Professional Development. Staff were asked to reflect upon the Vision.
School Board, Parents, Community Members, Educators	Ongoing	Updates will be provided to administrators, the School Board, families, and community members throughout the year at School Board Meetings
School Board, Parents, Community Members	Fall 2025	VLP Coach will be onsite during school events to discuss the Virginia Literacy Act and what it means for schools.

## 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):	HMH Into Reading: Virginia	All special populations will receive the same core program.

	GENERAL EDUCATION	SPECIAL POPULATIONS (ELL, Gifted, SWD)
Supplemental Instruction (K-8):	Heggerty Phonemic Awareness Kindergarten, 2022, and Heggerty Phonemic Awareness Primary, 2022  UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022  Megawords, 2nd Edition, 2010  NoRedInk Premium, 2024  Foundations Level K, 1, & 2, Second Edition, 2020  Newsela ELA, 2023  Junior Great Books Series 6-8, First Edition, 2020	Heggerty Phonemic Awareness Kindergarten, 2022, and Heggerty Phonemic Awareness Primary, 2022  Emergent Reader Series, Complete Classroom Set with Foundational Skills & Close Reading Teacher's Guides and Book Set, 2014  UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022  Foundations Level K, 1, & 2, Second Edition, 2020
Intervention (K-8):	Lexia Core5 Reading V4.7.4, 2013 Lexia PowerUp V5.2.2, 2024  SIPPS, 4th Edition, 2020  95 Comprehension, 1st Edition, 2012  Vocab Surge A&M, 1st Edition, 2013  Blast Foundations, 2014  Countdown, 2017  HD Word, 2015	Bridge the Gap: Intervention Lessons, 2020  Foundations Levels K, 1, 2, Second Edition, 2020  Lexia Core5 Reading V4.7.4, 2013 Lexia PowerUp V5.2.2, 2024

### 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	Elementary General Education Teachers, Reading	September 2020 - May 2024

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
A professional learning course rooted in the Science of Reading for instructors of reading, spelling, and related language skills.	Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	*Many educators have already been trained. Training will be provided for those who have not yet been trained. *Any educator who is not LETRS trained will be required to do the Science of Reading modules through the VLP.
HMH: Into Reading VA  Training in the adoption of our new curriculum led by HMH and division level staff.	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	March 2024 June 2024 August 2024
HMH: Into Reading VA - Getting Started  Self-paced course for educators to launch the first month of HMH: Into Reading VA.	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August 2024
Lexia Core5 Reading  All educators attended virtual sessions with Lexia Core5 Reading in the areas of: Getting Started with Core5, Core5: What is myLexia?, Support for Families: Using Lexia Core5 Reading at Home to begin implementing 20 minutes of Lexia daily.	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	March 2024
VALLSS Training  Training provided by VLP to enable educators to administer the VALLSS.	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August - October 2024
VLP Science of Reading Modules (Canvas Course)	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	September 2024 - August 2025
Coachly Support through HMH	Elementary General Education Teachers, Reading	September 2024 - June 2025

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Lead Teachers and Reading Specialists have access to one on one coaching support through HMH: Coachly. A HMH coach meets in person with teachers, virtually, and communicates via chat to support implementation.	Specialists, Special Education Teachers	
VALLSS Training (4 - 8)  Training provided by VLP to enable educators to administer the VALLSS.	Elementary and Middle General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August - October 2025, Followed by Ongoing as Needed
VLP Science of Reading Modules (Canvas Course)  *For new teachers or teachers who have not yet completed modules.	Elementary and Middle General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	September 2025 - August 2026, Ongoing
VLP Coaching - Multiple Session Topics  *Coaching with Reading Specialists *Engaging Whole Group *Intentional Small Groups	General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August 2025, Ongoing
New Teacher Training in Core Program	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August 2025, Followed by Ongoing as Needed
Lexia Core5 Reading  In person (division led) training and Asynchronous	General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	August 2025, Followed by Ongoing as Needed
Supplemental Training: Newsela	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, Administrators, Instructional Coaches, Gifted Teachers, ESL Teachers	July and August 2025

NAME OF TRAINING	TARGET AUDIENCE	DATE/YEAR
Text to Develop Skilled Readers and Build Reading Stamina	Middle School ELA Teachers, Reading Specialists, Special Education Teachers, Administrators	August 2025

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

School staff will receive training in HMH Into Reading: VA in March, June, and August of 2024. Ongoing PLCs in relation to HMH Into Reading: VA will be planned.

All educators will be asked to complete the self-pacing “Getting Started” course through HMH in August of 2024. The goal of this course is to successfully launch the first two week - month of HMH within the classroom.

The division leadership team and reading specialists will have access to Coachly through HMH for on-demand support and coaching from June 2024 - June 2025. As a part of the partnership with Coachly, NKCPs will also have HMH come onsite one day during the 2024 - 2025 school year.

All new hires will be training in HMH Into Reading: Virginia during preservice weeks.

## 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 (VALLSS): Pre-K - 8	Beginning, Middle, and End of Year  *Or as stated by guidance *Additional students will be tested in fluency.	Elementary & Middle General Education Teachers, Reading Specialists, Special Education Teachers, ESL Teachers
The Comprehensive Instructional Program (CIP) Comprehension Benchmarks	Grade 2: Quarter 1 - 4 Grades 3 - 8: Quarter 1 - 3	Elementary & Middle General Education Teachers, Reading Specialists, Special Education Teachers, ESL Teachers
Standards of Learning (SOLs)	End of Year *Grades 3 - 8 ONLY	Elementary & Middle General Education Teachers, Reading Specialists, Special Education Teachers, ESL Teachers

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
HMH Into Reading: VA	<p>*Formative assessments used weekly to guide immediate instructional needs.</p> <p>*Summative modules assessments are also given at the completion of each module.</p> <p>*Growth assessments are given 3 times per year.</p> <p>*Writing Portfolio Samples are completed quarterly in alignment with HMH.</p>	Elementary General Education Teachers, Reading Specialists, Special Education Teachers, ESL Teachers
Lexia	Diagnostic Assessment at the beginning.	Elementary & Middle General Education Teachers, Special Education Teachers
Writing Progression Collection	Quarterly writings in alignment with writing types and progression charts outlined by VDOE	Middle ELA 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
Professional Learning Communities (PLCs): Collaborative Planning, Professional Development, and Data Review with Teachers (formative and summative data)	Building Administrators and Reading Specialists	Twice a Month & Upon Completion of Assessments Listed in Section 4
Data Disaggregation and Discussion *Division Perspective (summative data)	Division Leadership, Elementary Instructional Coaches, Reading Specialists, Building Administrators	Quarterly
Classroom Walkthroughs (Informal Observations)  *A common HMH Into Reading: VA walkthrough tool is utilized.	Division Leadership, Instructional Coaches, Reading Specialists, Building Administrators	Monthly

PROGRESS MONITORING TOOL	PERSON(S) RESPONSIBLE FOR ADMINISTRATION	HOW OFTEN
Classroom Observations (Formal Observations)	Building Administrators	Quarterly
Instructional Coaching Cycles: Data and Qualitative Notes	Division Leadership, Elementary Instructional Coaches	Quarterly
Administrator Meetings	Division Leadership, Building Administrators	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.

Parents will be invited to participate in the development of their child’s Student Reading Plan. Invitations will be sent to parents/guardians by Reading Specialists. Parents will play an active role in the creation of the plan. In the final section of the Student Reading Plan, parents will be given at-home resources, such as the resources found on the VLP Value Series. Progress reports will be sent home quarterly in relation to the Student Reading Plan. These progress reports will update families on the child’s progress and any ideas for at-home support.

In-person conferences will also be offered at least once per year.

VALLSS data will be shared with families after each administration. An “understanding the report guide” will also be shared.

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

Literacy Nights will be held each year at the elementary & middle school level. These nights will include opportunities for families to engage with educators and families to receive literacy materials such as books, at-home support ideas, and partnerships with local libraries and community centers.

Report cards will be physically sent home quarterly detailing the progress of each child. Students in grade Kindergarten through Second Grade will receive a standards-based report card aligned to the 2024 English-Language Arts Standards of Learning.

New Kent’s Division Literacy Plan will be made available to all community members via the [district’s webpage](#). Included on the district webpage are also the points of contact for families and community members.

- New Kent Elementary School Reading Specialists: Kristy Perreault & Clarissa Kornreich (Let’s Talk or 804-966-9663)
- George W. Watkins Elementary School Reading Specialists: Brittany Kirby & Stephanie Ryan (Let’s Talk or 804-966-9660)

- Quinton Elementary School Reading Specialists: Kim Grizzle & Angela Sanders (Let's Talk or 804-557-3105)
- New Kent Middle School Reading Specialist: Miranda Carter (804-966-9655)
- NKCPS Dyslexia Specialist: Shannon Bennett (804-966-9671)

The School Board, families, community members, and educators will be provided literacy updates via School Board meetings which can be attended in person or via YouTube.

All students enrolling in New Kent County Public School's Kindergarten will be invited to attend a Kindergarten readiness night where families will receive information on supporting their child's academic development and a "get ready for school" type of story.

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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 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: [LINK](#)

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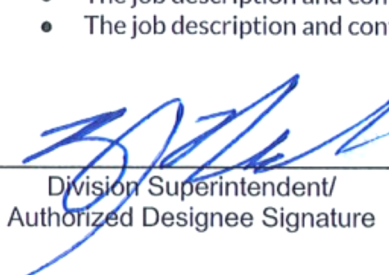
## DIVISION LITERACY PLAN CERTIFICATION:

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

Each local school board shall post, maintain, and update as necessary on each school board's website the following:

- A copy of it's Division Literacy Plan
- The job description and contact information for any reading specialist employed by the school division
- The job description and contact information for any dyslexia specialist employed by the division

  
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 Division Superintendent/  
 Authorized Designee Signature

DR. BRIAN NICHOLS  
 \_\_\_\_\_  
 Print Name

6/25/25  
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 Date