

# DIVISION LITERACY PLAN



## DIVISION CONTACT INFORMATION

School Division: **Roanoke County Public Schools**

Superintendent: **Dr. Ken Nicely** | knicely@rcps.us

Local School Board Chair: **Mr. Brent Hudson** | bhudson@rcps.us

Division VLA Lead: **Mr. Joe LeGault** | jlegault@rcps.us

Local Board Adoption Date for Division Comprehensive Plan: Approved 12/09/2021 Last updated 11/08/2023 Next scheduled update 11/2025

## 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 is a key component to success in everything we do, and a strong foundation in literacy puts students on a path to success in academics and beyond. Roanoke County Public Schools is committed to providing that strong foundation to each and every student we have the privilege to teach. Roanoke County Public Schools' Division Literacy Plan is designed to meet the diverse learning needs of our communities and our approach is rooted in science-based reading research and evidence-based literacy instructional practices. The plan includes every element necessary to provide the best possible learning outcomes for students in kindergarten through grade twelve.*

STAKEHOLDER GROUP	TIMELINE	PLAN FOR COMMUNICATING
<i>Ex. Parents</i>	<i>April 2024</i>	<i>Division Parent Engagement Event and PTO meetings</i>
All Staff	April 2024 and beyond	Face-to-face meetings, web-based resources, dedicated trainings
Parents and Guardians	August 2024 and beyond	School-based parent engagement events, website, direct email, newsletters
Students	August 2024 and beyond	Canvas, website, direct teacher interaction, assemblies

## 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):	Houghton Mifflin Harcourt Publishing Company - Into Reading Virginia 2020	All special populations will receive the same core program by school.
Supplemental Instruction (K-5):	Literacy Edventures, Newsela ELA, Learning A-Z, IXL	All special populations will receive the same core program by school.
Intervention (K-5):	TBD	TBD

## 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	All required staff	June 2024 – May 2025

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

*All K-5 classroom teachers will be trained on our newly adopted core resources in August of 2024 prior to to the arrival of students. Support staff will be trained in September of 2024.*

## 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 - 3	Beginning and End of Year	Reading Specialist and classroom teachers
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
Classroom walkthroughs	Principal	Bi-weekly
PLCs	Principal, reading specialist, grade-level classroom teachers	Bi-weekly
Collaborative lesson planning	Teachers and reading specialist	Weekly
Collaborative strategic planning	Principal and reading specialist	Monthly
Division data meetings	Principal, reading specialist, director instruction, ELA supervisor, director of student assessment	Bi-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 and guardians of students eligible for a Student Reading Plan will be notified by their child's classroom teacher of their eligibility. Every effort will be made to accommodate them if they wish to participate in the development of their child's reading plan. All pertinent information and data will be provided prior to the development meeting in an effort to better prepare all parties for a constructive meeting.*

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

*Literacy will be purposefully highlighted, discussed, and promoted at all back to school activities and during community engagement activities throughout the year. In addition, the division will maintain a robust website with information, resources, and links to Virginia's parent resources.*

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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.rcps.us/Page/4787>

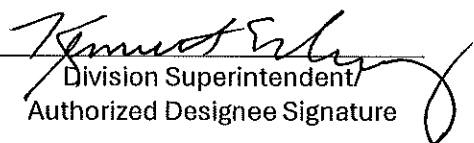
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## DIVISION LITERACY PLAN CERTIFICATION:

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

  
Division Superintendent  
Authorized Designee Signature

Kenneth E. Nicely  
Print Name

6-27-24  
Date