

DIVISION LITERACY PLAN



DIVISION CONTACT INFORMATION

School Division: **Rockbridge County Public Schools**

Superintendent: **Phillip Thompson** | phillip_thompson@rockbridge.k12.va.us

Local School Board Chair: **Kathy Burant** | kathy_burant@rockbridge.k12.va.us

Division VLA Leads: **Tim Martino** | Tim_martino@rockbridge.k12.va.us

Local Board Adoption Date for Division Comprehensive Plan: **12/23/2023**

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:

Rockbridge County Public School learners will be engaged in consistent and purposeful opportunities to read, write, speak, and actively listen across multiple disciplines. Instructional practices will be anchored in the use of high quality instructional materials rooted in scientifically based reading research and best practices for evidence based literacy instruction. We will utilize a structured literacy approach that reflects explicit phonics instruction, vocabulary experiences, interactions with high quality texts, and other specific and targeted supports. As a result students will be able to engage in skillful discussions, think critically and creatively, analyze information, express their thoughts and ideas, and make meaning of literary experiences that will build foundational skills to help them become productive citizens. Students will apply these skills while reading independently and see themselves as readers and writers who persevere in the face of challenging work.

Stakeholder Group:	Timeline:	Plan for Communication:
Learners	Daily	• Learning talks • Learning targets
Parents, Caregivers, Families, and Community Members	Monthly	• Literacy tips in principals' newsletters • Social media posts
	1x per semester	• Literacy family engagement events
	Fall 2025	• Middle school VLA Informational Night • Back to School night at each elementary school
	Continuously	• Division Literacy Plan posted on school website
Teachers and Staff	Weekly	• Literacy tips embedded in weekly principal memos
	Monthly	• Grade Level and Faculty 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)	Amplify CKLA	All special populations will receive the same core program.
Supplemental (K-5)	Amplify Boost UFLI Heggerty	Supplemental programs can be used with any students.
Supplemental (6-8)	Lexia PowerUp Literacy	Supplemental programs can be used with any student.
Intervention (K-5)	Amplify mCLASS Bridge the Gap UFLI (Pending Cycle 4 Approval)	These resources are intended to be used primarily during the EIRI 30 minute schedule with identified high-risk students, students with disabilities, and English language learners.
Intervention (6-8)	Lexia PowerUp Literacy	These resources are intended to be used during scheduled intervention times with students who demonstrated substantial deficiencies in reading, those who did not pass their SOL (3rd-7th) in spring of 2024, students with disabilities, and English language learners.

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:
Orton Gillingham Comprehensive +	Elementary Special Education Teachers	2023-Present
UVA Canvas Course Modules	Required Elementary and Middle School Teachers	2024-Present
Amplify CKLA New Teacher and Strengthening	Elementary Teachers	2024-Present
Lexia PowerUp Literacy	Middle School Classroom Teachers, Reading Specialists, and Special Educators	Fall 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:
VALLSS	Fall (K-8), Winter (K-8), Spring (K-3)	Classroom teachers, reading specialists, and special education teachers (K-8)
mCLASS (DIBELS 8)	Fall, Winter, Spring	Reading specialists (K-5)
mCLASS Intervention-Progress Monitoring	Bi-weekly outside of testing window	Reading specialists (K-5)
Amplify-Curriculum Based Assessments	As dictated by the curriculum	Classroom teacher (K-8)
Virginia Growth Assessments and SOLs	Fall, Winter, Spring	Classroom teachers, reading specialists, special education teachers (3-5)
CIP Benchmark	Fall, Winter, Spring	Classroom teachers, reading specialists, special education

		teachers (6-8)
Lexia PowerUp Literacy Progress Monitoring	Ongoing	Classroom teachers, reading specialists, and special education 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/Resource:	Who is Responsible:	How Often Will Monitoring Occur:
Data Meetings	Principals	Quarterly
VALLSS Data Review	VLA Coordinator	Fall, Winter, Spring
Walkthroughs	VLA Coordinator	1x each semester
Student Reading Plan Writing and Review	Reading Specialists	Fall, Winter
Department of Instruction team meetings	Superintendent of Instruction and Administration, Supervisor of Federal Programs, Virginia Literacy Act Coordinator	Bi-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.

Type of Literacy Communication:	Frequency/Timeline:	Person Responsible:
Once a reading specialist has drafted a student reading plan in consultation with other teachers and staff who work with the student, the reading specialists will communicate with parents/caregivers to provide an opportunity to meet to share the plan's contents and allow parents to provide input and feedback. If parents are unable to attend in person or via phone, we will offer them a survey to be able to provide their input.	Fall, Winter	Reading specialists, classroom teacher, special education teachers, ELL teachers
Send VALLSS family letter to all K-8 families	Fall, Winter, Spring	Classroom teacher

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

As we continue to grow our literacy development, it is critical that clear, regular, and transparent communications with all stakeholders are frequent. Each weekly staff memo will include a literacy tip and all monthly newsletters to parents will include a literacy section. Social media platforms will provide a monthly literacy update on our schools' progress toward implementation of the Virginia Literacy Act. A division-wide community forum will be held in the fall to communicate with middle school parents how the Virginia Literacy Act will impact their students in the coming school 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 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://www.rockbridge.k12.va.us/Page/1161>

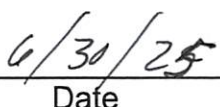
DIVISION LITERACY PLAN CERTIFICATION:

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