

DIVISION CONTACT INFORMATION

School Division: Roanoke County Public Schools

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SECTION ONE: Planning for Comprehensive Communication

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.

Comprehensive Communication Plan:

To ensure all stakeholders clearly understand and support the implementation of the Virginia Literacy Act (VLA), Roanoke County Public Schools (RCPS) has developed a comprehensive and transparent communication infrastructure for the 2025 – 2027 Biennial Division Literacy Plan:

- A **robust public-facing website** offers parents, caregivers, and community members access to timely and relevant information about literacy instruction, resources, progress, and events.
- A dedicated **SharePoint site for staff and administrators** serves as a centralized hub for literacy implementation resources, including PSA videos, evidence-based practice guidance, professional development modules, and key documentation.
- RCPS employs a **full-time Director of Community Relations** who coordinates messaging across platforms—producing informational videos, managing web content, and executing systemwide voice calls to inform families and staff of updates and events.
- Every elementary and middle school is staffed with a **reading coach holding a reading specialist endorsement**, ensuring building-level expertise and support for teachers and instructional teams.
- RCPS schools regularly host **family engagement events with a literacy focus**, such as literacy nights and author celebrations, to build strong home-school partnerships around reading.
- Our published **Program of Study** reflects a sustained, systemic commitment to literacy development from PreK through grade 8, ensuring coherence across instructional planning.
- A regular **communication cycle includes report cards (grades K-8), parent-teacher conferences, and updated Canvas class pages**, giving families real-time insight into their child's literacy development and performance.

Reflection and Growth:

The 2024–2025 school year marked significant progress in implementing the VLA. Our division saw strong gains in literacy outcomes and instructional alignment, which we attribute to clear communication, strategic staffing, and community engagement. One key takeaway is the need to **provide additional coaching and structural support for special education staff** to ensure their full participation in evidence-based literacy practices. Moving forward, we will **build on our successes** while addressing areas for improvement with intentionality and continued stakeholder input.

SECTION TWO: Selecting High-Quality Instructional Materials

Roanoke County Public Schools (RCPS) has adopted and procured a comprehensive suite of high-quality instructional materials (HQIM) aligned with science-based reading research to support all students in grades K–8. While the Virginia Literacy Act mandates core instructional program adoption for grades K–5, RCPS has also adopted a core program for middle school to ensure vertical alignment and continuity in literacy instruction.

K–5 Core Instructional Program:

- *HMH Into Reading*

K–5 Supplemental Materials:

- *Reading A to Z RazPlus*
- *Literacy Edventures Phonics*
- *Newsela ELA*
- *IXL ELA*

K–5 Intervention Programs:

- *Lexia*
- *Imagine Learning*
- *Sonday System 1*

6–8 Core Instructional Program (Not required by the VLA, but adopted to meet other VLA instructional requirements):

- *HMH Into Literature*

6–8 Supplemental Materials:

- *IXL ELA*
- *Newsela ELA*

6–8 Intervention Programs:

- *Lexia*
- *Imagine Learning*

These instructional materials have been selected based on their alignment to the science of reading and their ability to support Tier 1, Tier 2, and Tier 3 instruction. RCPS' comprehensive curriculum mapping framework ensures that adopted HQIM are strategically integrated into core instruction, small-group

lessons, and intervention planning. All instructional decisions are grounded in assessment data and made collaboratively among teachers, building-level reading coaches, and school and division administrators.

This approach supports the diverse needs of all learners—including English Learners (ELs), students with disabilities (SWD), and gifted students—by ensuring that:

- **Core instruction** is consistent and accessible across classrooms and grade levels;
- **Supplemental materials** are used flexibly to extend learning, reinforce key literacy skills, and differentiate instruction;
- **Intervention programs** provide systematic, targeted support for students who are not meeting literacy benchmarks;
- **Instructional planning** is responsive, data-driven, and designed in collaboration with multiple stakeholders to ensure instructional equity and fidelity.

By prioritizing high-quality materials and robust implementation systems, RCPS ensures that every student—regardless of background or need—receives evidence-based, rigorous literacy instruction.

SECTION THREE: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training

Roanoke County Public Schools (RCPS) is committed to ensuring that all educators—across grade levels and roles—receive robust, ongoing training in evidence-based literacy instruction and high-quality instructional materials (HQIM) aligned to the science of reading. Training is strategically planned and executed through collaborative coordination by the Division Literacy Lead in partnership with the Elementary and Secondary Executive Directors of Instruction, Human Resources, building principals, and school-based reading coaches.

Training Delivery and Scope:

RCPS offers professional learning opportunities through multiple modalities to ensure accessibility, sustainability, and implementation support:

- **Face-to-face training sessions** at the division and school level
- **Web-based and on-demand digital modules** for asynchronous access
- **On-site professional development** embedded into staff meetings, PLCs, and planning days
- **All newly hired staff in need of VLA Evidence-Based training** will complete the required modules provided by the Virginia Literacy Partnership by the end of the school year in which they were hired

The division maintains **dedicated budget lines** specifically for professional development and implementation support related to literacy instruction and HQIM. This funding supports training stipends, recertification points, and contracts with approved professional development providers.

Train-the-Trainer and Vendor-Aligned Models:

To build capacity and ensure fidelity to evidence-based instructional practices, RCPS uses a **train-the-trainer model**, leveraging our building-level reading coaches—each of whom holds a reading specialist endorsement. Coaches are trained directly through division-led sessions and through partnerships with **official HQIM vendors**, ensuring consistency with program design and instructional integrity.

These coaches serve as facilitators of ongoing, job-embedded learning in their schools, providing modeling, co-teaching, peer observation support, and just-in-time professional learning for classroom teachers.

Inclusive Participation:

Training is **comprehensive and inclusive**, extending well beyond core general education classroom teachers. All educators who work with students—including those who serve:

- English Learners (EL teachers),
- Students with Disabilities (special educators),
- Gifted learners (gifted specialists), and
- Building-level administrators

...are included in all division wide literacy training initiatives. This ensures alignment of instructional strategies and language across all instructional settings and reinforces a shared understanding of evidence-based reading research.

Monitoring and Accountability:

All training participation is **tracked centrally**, allowing the division to monitor progress, ensure full staff participation, and identify professional learning needs at both the individual and building level. This system enables RCPS to provide targeted follow-up support and verify that training objectives are being met consistently across the division.

SECTION FOUR: Monitoring Student Assessment and Progress

Roanoke County Public Schools (RCPS) employs a layered and responsive system of assessments and screeners to monitor literacy development and guide instructional decisions at the division, school, classroom, and individual student levels. This system ensures alignment with the Virginia Literacy Act and a strong commitment to data-informed instruction.

Assessment Tools and Frequency:

RCPS utilizes a combination of division wide and classroom-level assessments to monitor progress across all tiers of instruction:

- **Virginia Language and Literacy Screener (VALLS):** Administered in grades Pre-K through 8 per state requirements, with accompanying *VALLS Quick Checks* to monitor short-term skill acquisition
- **Division wide benchmark assessments:** Administered by classroom teachers quarterly to evaluate mastery of grade-level standards and literacy objectives
- **Short snapshot assessments:** Skill-specific, formative tools used bimonthly or as needed by classroom teachers to diagnose and monitor targeted literacy components (e.g., fluency, phonics, comprehension)
- **Other evidence-based literacy instruction (EBLI) assessments and screeners** as aligned to HQIM and intervention programs administered by reading specialists, special education staff, and classroom teachers

The frequency and purpose of each assessment are determined by the instructional need—some are administered quarterly, others bimonthly, and some flexibly based on classroom progress or intervention response.

Collaborative Data Analysis and Instructional Planning:

The data collected through these tools informs continuous instructional planning and refinement through structured and collaborative processes:

- **Grade-level data meetings** in each school review trends and identify students needing targeted support or enrichment
- **Professional Learning Community (PLC) meetings** focus on instructional strategies and how to respond to student data
- **Reading coach-led meetings and common planning sessions** promote collaboration, progress monitoring, and small group instruction alignment
- **Principal meetings with central office staff** create a bridge between school-based needs and division-level decision-making

This multilevel approach ensures that data is not only collected but actively used to drive improvement. Literacy data is reviewed from the **division level down to the individual student**, ensuring that all stakeholders—teachers, administrators, reading specialists, and coaches—have a role in identifying trends, celebrating growth, and addressing gaps.

Focus on All Learners:

Importantly, RCPS's monitoring system is not limited to students who are struggling. By including data on all students, instructional teams are empowered to meet the needs of high-achieving students, students performing at grade level, and those requiring additional support. This ensures a holistic approach to literacy that prioritizes growth for **every learner**.

SECTION FIVE: Assessing Division-Level Progress

Roanoke County Public Schools (RCPS) has developed a robust, systematic approach to assessing and monitoring the implementation of the Division Literacy Plan. Our processes ensure that school and division leaders can evaluate the quality and consistency of literacy instruction across schools, identify trends, and adjust course as needed to meet the goals of the Virginia Literacy Act (VLA).

Monitoring Implementation of the Division Literacy Plan:

To ensure fidelity to evidence-based literacy instruction and full implementation of adopted HQIM, RCPS engages in the following division wide monitoring activities:

- **Classroom walkthroughs and observations** are conducted by principals, reading coaches, and central office leaders to assess instructional delivery, observe small-group implementation, and monitor use of HQIM across grade levels. This is ongoing from August through May and includes formal observations for both full and partial teacher evaluations as required by the state.
- **Grade-specific “look-fors” documents** are utilized during walkthroughs to ensure consistency in expectations across buildings and to support norming among observers.

- **Student work sample reviews** are conducted for monthly data meetings at the school and division level to identify patterns, calibrate expectations, and inform next steps.
- **Usage tracking of adopted HQIM** in all classrooms provides insight into the degree of implementation and flags where additional support may be needed.
- **Monthly leadership conversations** between building principals and central office staff are used to discuss literacy data, identify bright spots, and problem-solve challenges.
- **Communication with building leaders** is routine and proactive, with literacy updates, training opportunities, and feedback loops built into monthly principal meetings and district newsletters.

These practices ensure a high level of instructional visibility and accountability, allowing RCPS to remain responsive and strategic in our literacy improvement efforts.

Using Data to Monitor Progress:

Data collection and analysis are embedded at every level of our system. The Division Literacy Lead collaborates with the Executive Directors of Instruction and the Director of Assessment, principals, and reading coaches to:

- Review student progress data gathered through VALLS (three times a year by classroom teachers and reading coaches), benchmarks (twice a year by classroom teachers, reading coaches, division literacy lead, executive directors of instruction), snapshots (every other week by classroom teachers), and intervention reports (reading coaches)
- Identify school-level and division wide literacy trends (division literacy lead, Executive Directors of Instruction, and the Director of Assessment)
- Provide real-time feedback to schools (division literacy lead, Executive Directors of Instruction, and the Director of Assessment)
- Adjust professional development offerings and coaching support based on observed needs (division literacy lead)

This structure allows the division to use data not only to track student achievement, but also to **evaluate the impact of training, instructional materials, and implementation fidelity** in real classrooms.

Informing the Biennial Plan with Current-Year Data:

The insights gathered during the 2024–2025 academic year—both through formal assessments and instructional observations—directly inform the development of this updated biennial plan. By aligning our reflections with the guiding principles of the VLA, we are able to celebrate growth areas, identify persistent gaps, and chart a course for deeper, more consistent implementation in the coming years.

Moving forward, RCPS remains committed to maintaining a high-functioning, transparent, and collaborative culture of literacy monitoring. Our structures ensure that every stakeholder—from the classroom to the division office—has the tools, data, and support necessary to deliver high-quality literacy instruction to all students.

SECTION SIX: Engaging Parents, Caregivers, and Community

Roanoke County Public Schools (RCPS) deeply values the partnership between families, schools, and the broader community in supporting literacy development for all students. We recognize that parents and

caregivers are essential stakeholders in the success of the Division Literacy Plan and are committed to fostering transparent, accessible, and ongoing communication and collaboration.

Family Involvement in Student Reading Plans:

Parents and guardians are engaged in the development of student reading plans through a transparent and collaborative process. When students are identified for additional literacy support based on diagnostic data, families are notified by their child's teacher and invited to participate in planning meetings. All relevant assessment data and supporting materials are shared in advance, allowing families to be informed, prepared, and active participants in decision-making. RCPS's **child study process** also emphasizes clear family communication, ensuring that intervention plans, and instructional adjustments are well understood and supported at home.

Engagement Strategies Across Grade Spans:

RCPS understands that engagement must look different at various developmental stages. We maintain **active PTAs or PTSOs at every school**, which serve as valuable vehicles for two-way communication and parent leadership. In addition, RCPS schools regularly host **family literacy events, back-to-school nights, and school-based engagement activities** that emphasize the importance of reading and provide families with resources to support literacy at home.

We also ensure seamless literacy development as students progress through grade levels by holding **vertical articulation meetings** between elementary and middle schools, and between grade-level teams. These conversations help align expectations, identify supports for students in transition, and engage families in long-term literacy planning.

Inclusive and Community-Oriented Communication:

RCPS is committed to engaging every family, including those of English Learners, students with disabilities, and gifted students. We hold **English Learner family meetings** and community events as appropriate to ensure linguistic and cultural accessibility. Division wide communication is supported by our **Director of Community Relations**, who manages a comprehensive website and produces informational videos and broadcast phone messages in support of literacy initiatives.

Our public-facing **literacy webpage** includes direct links to **state-level VLP resources**, family-friendly instructional supports, and tools to better understand assessment data and instructional materials. Additionally, RCPS partners with the **Roanoke County Public Library system** to co-host summer reading programs and provide in-school literacy programming during the academic year, ensuring that literacy remains a community-wide priority year-round.

Building Long-Term Partnerships:

We view families not just as supporters, but as **co-creators** of the educational experience. Through ongoing feedback mechanisms, collaboration in reading plan development, and participation in school governance, families help shape literacy instruction and priorities across our division. RCPS is committed to expanding these opportunities and continuing to strengthen the home-school-community literacy partnership.

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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:
<https://www.rcps.us/departments/english/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/

Print Name

Date

Authorized Designee Signature