

C-ing Clearly



**ROANOKE
COUNTY**
Public Schools

Strategic Plan

2021-2026

Roanoke County Public Schools School Board

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Overview of Roanoke County Public Schools

Roanoke County is located in the southwestern part of the Commonwealth of Virginia at the southernmost tip of the Shenandoah Valley and is between the Allegheny and Blue Ridge Mountains. With a total of 248 square miles, it is a primarily suburban region of the Roanoke Valley and has a population of 94,186 (2019). Roanoke County is within 500 miles – a day’s drive – of major metropolitan areas such as New York City, Washington, D.C., Charlotte, Atlanta, Nashville, Detroit, Jacksonville, and Toronto. Its proximity to major interstate highways, airline flight connections, major railway corridors (including passenger rail service), cultural amenities, and world-class outdoor activities make Roanoke County an ideal location to live and do business.

Roanoke County Public Schools is the largest suburban school division in the region, with 27 schools: 17 elementary, 5 middle, 5 high, and one specialty school. Our schools consistently rank among the best in Virginia on student achievement metrics and all are fully accredited by the Virginia Board of Education. RCPS also had an on-time graduation rate of 95% for the class of 2020. Two of our schools, Green Valley Elementary and Hidden Valley High, have received the prestigious National Blue Ribbon Schools designation by the U.S. Department of Education and the division has been recognized as a School Division of Innovation by the Commonwealth of Virginia. Mt. Pleasant Elementary was also recognized as a Distinguished Title I School by the U.S. Department of Education. Additionally, Glenvar Middle, Hidden Valley Middle, Northside Middle, and William Byrd Middle have been recognized nationally as “Schools to Watch” by the National Forum to Accelerate Middle Grades Reform.

Roanoke County is a national leader in the effort to expand the public school curriculum to include key workplace skills that are often underrepresented in a traditional curriculum. These include Virginia’s 5 C’s – Communication, Creativity, Critical Thinking, Collaboration, and Citizenship. Roanoke County’s C-Change Strategic Framework referenced below explains how the division integrates these and other skills into its Deeper Learning process. Deeper Learning make learning more engaging and purposeful through authentic learning that has students apply their learning as much as possible into real-life situations.

The Strategic Planning Process and Stakeholder Involvement

The Standards of Quality for Virginia Public Schools require that each local school board adopt a division-wide comprehensive, unified, long-range plan. The main purpose of the long-range Strategic Plan is to improve classroom instruction and the achievement of students. In Roanoke County, division and school administrators developed a forward-thinking vision and mission that clearly articulated school and classroom expectations for what learning should look like for students. Leaders and stakeholders were challenged to design a document that balanced student success on state tests as well as move beyond knowledge-based assessments to performance-based assessments allowing students to demonstrate their knowledge, their skills, and their problem-solving processes.

The initial planning committee made up of elementary, middle, high school, and division level representatives, developed a plan that would (1) implement the overall vision and mission of the school division, and (2) be produced in a streamlined format to promote clarity, transparency, and actionability. The committee further developed the descriptive statements and produced a draft of a foundational document called the C-Change Framework. The C-Change Framework defined deeper

learning and clarified the components and conditions required to sustain deeper learning. As the various stakeholder groups worked on this document and the Profile of a Graduate document, the phrase Opportunity Ready emerged which linked classroom expectations as outlined in the C-Change Framework with the identified attributes that RCPS graduates would acquire per the Profile of a Graduate so that students leave RCPS as Opportunity Ready.

During the 2018-19 school year, district and school leaders recalibrated the *C-Change Framework*. Leadership groups participated in monthly roundtable discussions to analyze and revise selected components from the framework. Draft revisions were evaluated by stakeholders in all departments to gain consensus towards the clarification of statements in the framework. Content Supervisors, school administrators and other building leaders reviewed monthly drafts with teachers, subject coordinators, and department chairs. This iterative feedback process lasted from October 2018 to July 2019 as revisions and ideas were provided to all groups on a monthly basis. Feedback about the framework was also provided by the Student Advisory Council (SAC: student leadership representatives from all secondary schools), and the Curriculum, Instruction, and Assessment Committee (CIA: teachers, administrators, supervisors, parents from all schools and/or levels).

Once consensus was reached, the updated recalibrated *C-Change Framework* provided the foundational focus for the 2019 RCPS Leadership Retreat. Professional development for leaders was aligned to the framework. Afterwards, all district and school leadership attended additional training by the school superintendent, Dr. Nicely on using the C-Change Framework to write individual school and department strategic plans for the 2019-2020 school year.

In August of 2019, Dr. Nicely also reviewed the *2020 Vision of C-ing Clearly* in the first convocation held, in over 25 years, for all teachers, school, and district leaders. Dr. Nicely emphasized that the *C-Change Framework* was RCPS' comprehensive vision. He highlighted that when the components and conditions needed to ensure that every student, in every school, and in every classroom were intentionally taught the success skills outlined in the Profile of a Graduate our students will graduate RCPS-Opportunity Ready. In other words, these intentional deeper learning experiences prepare students to take advantage of opportunities that come their way once they graduate. As an ongoing practice, Dr. Nicely sends a monthly Opportunity Ready newsletter to all staff. This communication keeps RCPS' vision clearly in focus.

During the fall of 2020, a committee was charged to meet individually with all district level department leadership to assist with drafting potential goals and strategies that focus on the progress of moving the *C-Change Framework* forward. With a clear understanding of the principles outlined in the *C-change Framework* and the moral imperative to consistently provide all students with rich deeper learning experiences, we realized we needed a revamped Strategic Plan to better align with our state goals and values. This document is the product of those efforts. It was adopted by the School Board after a public hearing on in December 2021.



The following are the strategic planning documents that guide Roanoke County Public Schools. At their heart is the goal of developing Opportunity Ready graduates, which we define as having the skills necessary to navigate evolving life and career pathways and successfully take advantage of the favorable possibilities (opportunities) that come their way.

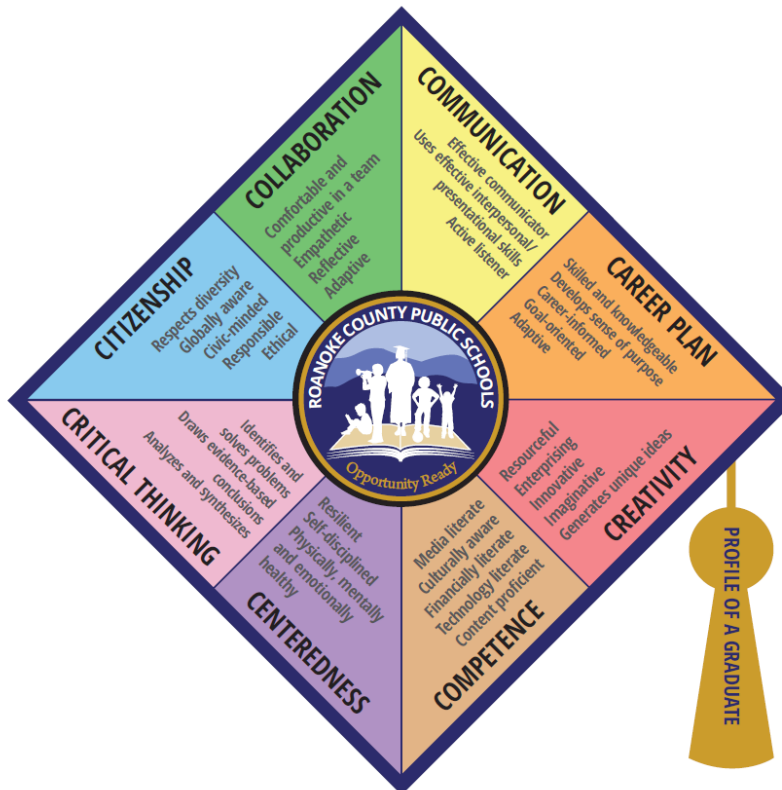
Vision

Preparing every student, in every school, and in every classroom to be Opportunity Ready

Mission

To invest in our community's future by preparing our students with Opportunity Ready skills as defined in the RCPS Profile of a Graduate.

RCPS Profile of a Graduate



RCPS C-Change Framework

A long-time leader in state measures of student achievement and investment in instructional technology, Roanoke County Public Schools has aligned with groups of K-12 school districts across Virginia and the nation that are undergoing a *sea change* in the way curriculum, instructional design, and instructional tools are leveraged to transform the learning experience of students in all RCPS classrooms toward *deeper learning*: learning that is engaging and purposeful. By shifting the learning focus toward a balance between content knowledge and the equally important process of developing *Opportunity Ready* skills, RCPS affirms its commitment to ensure students are equipped with collaborative problem-solving skills and are able to think and communicate creatively about their learning. The *RCPS Profile of a Graduate* was developed by stakeholders to represent the skills that graduates need to be *Opportunity Ready*, i.e. prepared to navigate evolving life and career pathways and successfully take advantage of the favorable possibilities (opportunities) that come their way. None of this happens within a vacuum; rather, students successfully achieve within a carefully cultivated climate and culture conducive to learning and with educators and support staff fully prepared to collaboratively meet the needs of each student. RCPS takes seriously its obligation to develop excellence in teaching and leadership and promote joint ownership of professional growth. The comprehensive RCPS vision, values, and beliefs that serve as the foundation of what we aspire to do and the manner in which we do it are articulated in the *C-Change Framework*.

DEEPER LEARNING is at the heart of the C-Change Framework. Deeper learning produces students who utilize content knowledge, are innovative, and are prepared with a variety of Opportunity Ready skills which include: content knowledge, communication, collaboration, creativity, critical thinking and citizenship.

Deeper learning is:

- learning that is **engaging and purposeful**.
- moving beyond memorization into application and transfer.
- student-centered and differentiated to meet the needs individual of students.
- produced through the purposeful use of a variety of instructional strategies. Strategies that engage students in authentic problem solving (e.g. inquiry-based learning, project-based learning, and design challenges) should be a regular part of the instructional toolbox.
- achieved through student self-reflection and a growth mindset.
- enhanced when technology is used to activate the Opportunity Ready (“C”) skills.



The components and conditions needed to sustain deeper learning are:

- **Balance**
 - ✓ The school community strives for an instructional balance between preparing students for standardized tests and developing Opportunity Ready skills that are equally crucial to their future success.
 - ✓ A variety of assessments is used to measure student achievement; including rubrics, performance-based assessments, and traditional assessments such as Standards of Learning tests.
 - ✓ The curriculum provides for a whole-child approach to learning across a variety of disciplines.
- **School and Classroom Climate**
 - ✓ The school community cultivates a physically, emotionally, and intellectually safe environment in which students experience a sense of belonging.
 - ✓ Schools are positive, welcoming communities built on a foundation of mutual respect and equity of opportunity.
 - ✓ Students exhibit a high standard of citizenship in both face-to-face and online interactions.
 - ✓ Students and staff exhibit collaboration and communication skills that contribute to a positive school climate.

- **Professional Growth**

- ✓ Professional growth is developed through active participation of each staff member within a professional learning community.
- ✓ Division and school leaders commit to staff professional growth through planning, funding, and program evaluation.
- ✓ Multiple delivery modes and differentiation are employed to meet individual needs of staff.
- ✓ Professional development incorporates job-embedded approaches such as instructional coaching and professional learning communities.
- ✓ School and division professional development priorities are aligned with the teaching and learning goals of the division.
- ✓ Professional development requires a personal commitment to demonstrating content knowledge and best practice pedagogy.
- ✓ Professional development builds staff capacity to meet current as well as future challenges.

- **Support Tools and Services**

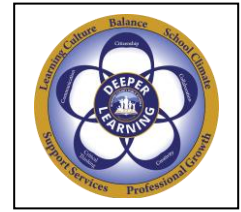
- ✓ School facilities and operations support environments in which children thrive.
- ✓ Staff exercises ethical and transparent stewardship of public funds and resources.
- ✓ Technology services support the instructional program and business functions of the school system.
- ✓ Recruitment and retention of a diverse workforce reflective of the student population and community are valued as a means to meet the unique needs of all students.

- **Learning Culture**

- ✓ Leadership is team-oriented and visionary.
- ✓ Student and school success are celebrated.
- ✓ Resilience toward problem solving is fostered by viewing failure as a learning opportunity.
- ✓ Collaboration is a primary conduit for skill growth for students and adults.
- ✓ Adults exhibit a positive attitude and optimistic expectations regarding student potential.
- ✓ Intellectual curiosity is modeled by adults and cultivated in students.
- ✓ Adults and students practice evidence-based decision making.
- ✓ Adults and students are accountable to themselves and the learning community for their contribution to student achievement.



Roanoke County C-Change Division Strategic Plan Goals



C-Change Framework Reference	Goals
<p>I. Balance & Deeper Learning <i>Deeper learning produces students who utilize content knowledge, are innovative, and prepared with a variety of opportunity ready skills. We strive to maintain a balance between the development of opportunity-ready skills with our accountability responsibilities.</i></p>	<p>A. Students will demonstrate Opportunity Ready skills as outlined in the RCPS Profile of a Graduate. B. Students demonstrate a high level of achievement as assessed by multiple measures. C. All schools will maintain full state accreditation. D. RCPS will meet the academic needs of exceptional and minority population.</p>
<p>II. School & Classroom Climate <i>Students thrive in a physically, emotionally, and intellectually safe environment in which students experience a sense of belonging. Our schools are positive, welcoming communities built on a foundation of mutual respect and equity of opportunity.</i></p>	<p>A. The Positive Behavioral Interventions and Supports (PBIS) initiative will provide a consistent, positive, and student-centered climate across the division. B. RCPS faculty and staff will celebrate and embrace diversity by being sensitive to cultural, economic, and individual differences. C. RCPS will provide education to students, staff, and parents on social, emotional, and mental wellbeing. D. Parents and students will be treated as valued customers of our service. E. Our schools will be safe and secure environments in which to work and learn.</p>
<p>III. Professional Growth <i>Professional growth is developed through active participation of each staff member in a professional learning community. RCPS strives to incorporate differentiated, job-embedded, and priority-aligned professional development opportunities.</i></p>	<p>A. Leadership will provide high-quality professional development. B. All professional learners will be engaged in quality professional learning communities (PLCs) focused on improving the teaching and learning process. C. School and division leadership will be engaged in regional, state, and national professional networks.</p>
<p>IV. Support Tools & Services <i>Roanoke County's various departments support learning environments that are safe and in which students thrive. Taxpayer funds are utilized to the fullest extent through ethical and transparent stewardship. The district strives to recruit and retain a diverse workforce that is reflective of the student population.</i></p>	<p>A. School facilities will be clean, safe, and well-maintained to provide positive learning environments. B. RCPS will plan for the long-term care and replacement of facilities and other high-cost assets. C. RCPS will employ practices that demonstrate transparency and good stewardship of public funds. D. RCPS will use innovative strategies to recruit and retain staff in all positions, as well as build a more diverse workforce. E. RCPS will promote employee engagement strategies to ensure retention and job satisfaction.</p>
<p>V. Learning Culture <i>Roanoke County supports a culture based on collaborative inquiry. Team-oriented leaders celebrate student and school success and practice evidence-based decision making. Adults and students are accountable to themselves and the learning community for their contribution to student achievement.</i></p>	<p>A. Student and school success and innovation will be celebrated. B. Administration and staff will work together to identify common challenges, analyze relevant data, and evaluate instructional approaches. C. Students and adults will take personal responsibility for their own academic and professional growth.</p>
<p>VI. Resilience <i>When situations dictate flexibility in delivering instruction, Roanoke County's procedures and infrastructure will be flexible enough to quickly shift to alternate or multiple instructional delivery scenarios.</i></p>	<p>A. RCPS will develop and/or utilize online platforms that support both in-person and remote instruction. B. Teachers will be trained in online instructional delivery and assessment methods. C. RCPS will work to ensure access to online technology at home by working with parents/ISPs to ensure broadband access. D. The division will maintain a sufficient ratio of laptops to allow for fully remote learning if the need occurs. E. RCPS will coordinate proactive crisis planning with local government entities.</p>

GOAL I.A: Students will demonstrate Opportunity Ready skills as outlined in the RCPS Profile of a Graduate.

Strategy I.A.1: Instructional supervisors will insert Deeper Learning Experiences (DLEs) into the RCPS curriculum for all courses.

Strategy I.A.2: The instructional team will develop and implement a system to track Opportunity-ready skills that could lead to an Opportunity Ready certification.

Strategy I.A.3: All elementary and middle school students will participate in yearly student-led conferences to demonstrate and reflect on their progress on Opportunity Ready skills as defined in the RCPS Profile of a Graduate.

Strategy I.A.4: A high school level plan for defense of learning related to the Profile of a Graduate's Opportunity Ready skills will be developed and implemented.

Strategy I.A.5: RCPS will partner with an educational consulting firm to develop performance assessment systems focused on the Profile of a Graduate and provide associated professional development.

Strategy I.A.6: Implement an on-demand professional learning program available to all instructional employees to support elements of the C-Change Framework and other teacher PD needs. All principals will identify how they are integrating this program on a yearly basis.

GOAL 1B: Students will demonstrate a high level of achievement as assessed by multiple measures.

Strategy 1.B.1: RCPS will adopt rubrics that assist in assessing the domains of the Profile of a Graduate.

Strategy 1.B.2: A division assessment philosophy will be developed, training will be provided to all teachers, and a resource repository will be created.

GOAL IC: All schools will maintain full state accreditation.

Strategy 1.C.1: Student data will be used to provide proactive evidence-based interventions and supports.

Strategy 1.C.2: To support the College, Career, and Civic Readiness Index (CCCRI), RCPS will expand work-based learning opportunities and increase Dual Enrollment and AP participation.

Strategy 1.C.3: Development and refinement of a novice special education staff professional development program centered around High Leverage Practices (SPED Academy) to increase student achievement and teacher retention.

Goal 1D: RCPS will provide a continuum of services for exceptional groups.

Strategy 1.D.1: Services will be expanded in middle schools to provide a more consistent continuum of service for students identified as gifted.

Strategy 1.D.2: Teachers of dually-identified ELL/SWD students will be trained on best practices to meet their unique needs.

GOAL 2A: The Positive Behavioral Interventions and Supports (PBIS) initiative will provide a consistent, positive, and student-centered climate across the division that supports social, emotional, and mental wellbeing.

Strategy 2.A.1: School-wide expectations and behaviors will be defined and taught in each school as evidenced through the School-Wide PBIS Tiered Fidelity Inventory (TFI) which provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

Strategy 2.A.2: Procedures will be established for classroom expectations and routines that are consistent with school-wide expectations as evidenced by data collected during learning walks in each school that take place 1-2 times per year.

Strategy 2.A.3: Clear policies and procedures for addressing office-managed versus classroom-managed problems will be developed that define both the behaviors and procedures to be used consistently throughout each school as evidenced by the creation of behavior observation forms and data that is entered into the School-Wide Information System (SWIS).

Strategy 2.A.4: Key stakeholders (teachers, students, families) will provide ongoing feedback and direction to ensure Tier I supports are culturally responsive and reflective of the values of the local community as evidenced by meeting with staff a minimum of once per month and obtaining student and/or family input at least annually.

GOAL 2B: RCPS faculty and staff will celebrate and embrace diversity and be sensitive to cultural, economic, and individual differences.

Strategy 2.B.1: Increase the percentage of non-traditional career preparation “completion” in CTE courses to the state benchmark.

Strategy 2.B.2: Curricula and resources are reviewed to be inclusive and free of bias.

Strategy 2.B.3: The Equity Committee will provide professional development on inclusion and cultural sensitivity. (Note: RCPS does not promote Critical Race Theory)

Strategy 2.B.4: RCPS will provide meaningful mentoring experiences for new minority instructional staff in order to improve retention.

GOAL 2C: RCPS will provide education to students, staff, and parents on social, emotional, and mental wellbeing.

Strategy 2.C.1: All students in K-8 will receive social and emotional learning and PBIS instruction.

Strategy 2.C.2: All students in K-12 will receive yearly mental health and trauma training.

Strategy 2.C.3: All students in grades 6-12 will receive yearly substance training.

Strategy 2.C.4: Parents and instructional staff will be offered mental health and substance training.

GOAL 2D: Parents and students will be treated as valued customers of our service.

Strategy 2.D.1: Stakeholder groups will have School Board representation and/or provide annual reports to the School Board that include evidence of input into the division's implementation of the C-Change Framework.

Strategy 2.D.2: Provide ongoing specialized customer service training to division and school leadership as well as public-facing employees such as front office and attendance staff.

Goal 2E: Our schools will be safe and secure environments in which to work and learn.

Strategy 2.E.2: To revise student code of conduct to create a positive and preventive approach to student conduct.

Strategy 2.E.3: Request funding for digital radios

Goal 3A: Leadership will provide high-quality professional development.

Strategy 3.C.1: A document and associated training that defines high-quality professional development will be developed for school and district leaders. (ref: Darling-Hammond/Hyler/Gerdner/Espinoza 2017)

Strategy 3.C.2: RCPS ITRTs and Instructional Supervisors will provide professional development on general evidence-based strategies related to online learning and the use of technology in the classroom to deepen the learning process.

Goal 3B: All professional learners will be engaged in quality professional learning communities (PLCs) focused on improving the teaching and learning process.

Strategy 3.B.1: Re-establish the core principles and practices of effective PLCs through administrator and teacher professional development and follow-up fidelity monitoring.

Goal 3C: School and division leadership will be engaged in regional, state, and national professional networks.

Strategy 3.C.1: Leadership will be trained to monitor professional network engagement as part of the evaluation process.

GOAL 4A: School facilities will be clean, safe, and well-maintained to provide positive learning environments.

Strategy 4.A.1: Implement a software program that would allow more accurate performance and deficiency tracking of custodial vendor.

Strategy 4.A.2: Establish a proactive preventative maintenance program to review recurring maintenance issues and prevent mechanical failures that result in downtime.

GOAL 4B: Operations, finance, and technology will plan for the long-term care and replacement of facilities and other high-cost needs.

Strategy 4.B.1: Develop a 7-year instructional resource replacement plan.

Strategy 4.B.2: Develop equipment replacement plan for nutrition services.

GOAL 4C: Departments will employ practices that demonstrate transparency and good stewardship of public funds.

Strategy 4.C.1: Operations will consolidate Maintenance Direct, FS Direct, and custodial tracking into one software program in order to get better financial and performance tracking.

GOAL 4D: RCPS will use innovative strategies to recruit and retain staff in all positions.

Strategy 4.D.1: RCPS will reduce the number of provisionally licensed Special Education Provisional teachers hired.

Strategy 4.D.2: The Human Resources License Manager will monitor and guide all provisional teachers a minimum of 2 times per year to ensure adequate progress is made toward licensure.

Strategy 4.D.3: Newly hired provisionally licensed special education teachers will attend additional specific training regarding the special education process.

Strategy 4.D.4: Utilize television to advertise for bus driver positions.

Strategy 4.D.5: Promote base pay and bonuses for bus drivers in recruitment and retention outreach.

Strategy 4.D.6: Study the feasibility of re-implementing benefits for bus drivers.

GOAL 4E: RCPS will build a workforce that is reflective of the student population.

Strategy 4.E.1: Increase the number of minority instructional staff to better mirror the student population.

Strategy 4.E.2: Publish all job openings with Historically Black Colleges and Universities (HBCU) through HBCU Careers.com in an effort to increase diversity of the instructional staff in RCPS.

Strategy 4.E.3: Attend a minimum of 2 job fairs affiliated with HBCUs annually.

Strategy 4.E.4: Mentoring through the Equity Leadership and Planning Team will take place a minimum of 4 times per year for newly hired minority instructional staff in order to foster connectedness in our school division.

Strategy 4.E.5: RCPS will host minority receptions at the beginning and conclusion of each school year for newly hired minority instructional staff.

GOAL 5A: Provide safe instructional experiences to exercise resilience and allow students to use failure part of the learning process.

Strategy 5.A.1: The division will gather evidence on the development of student growth mindsets through artifacts developed via the performance assessment system.

Goal 5B: Administration and staff will work together to identify common challenges, analyze relevant data, and evaluate instructional approaches.

Strategy 5.B.1: The division will identify metrics that annually assess division progress towards its stated goals. These will be compiled and annually shared with stakeholders.

Strategy 5.B.2: Instructional staff will work together to through the PLC process to identify student challenges, analyze relevant data, and evaluate instructional approaches.

Goal 5C: Students and adults will take personal responsibility for their own academic and professional growth.

Strategies for this section overlap with other areas. Reference strategies I.A.2, I.A.3 and I.A.4, III.A.4.

GOAL 6A: RCPS will develop and/or utilize online platforms that support both in-person and remote instruction.

Strategy 6.A.1: The division will maintain an online learning management system that will enable access to the RCPS curriculum for all grades.

Strategy 6.A.2: Through the RCPS Online Academy, students will have access to a full range of high school courses that will be available as single courses to augment their face-to-face schedule or as a full-time online option.

GOAL 6B: Teachers will be trained in online instructional delivery and assessment methods.

Reference Strategy 3.C.2.

GOAL 6C: RCPS will work to provide access to online technology at home to ensure broadband access for students.

Strategy 6.C.1: The division will work with landline, cell providers, and government entities to determine availability and promote access for underserved areas.

Strategy 6.C.2: The division will maintain a database of home internet availability for all students through the beginning of the year forms.

Strategy 6.C.3: The district will develop a plan for the emergency use of mobile hotspots.

GOAL 6D: The division will maintain a sufficient ratio of laptops to allow for fully remote learning in the event of a future crisis in which schools are closed for an extended period.

Strategy 6.D.1: The division will determine an appropriate number of devices needed in elementary to meet this goal and incorporate this into the Technology Replacement Plan through the budget process.

GOAL 6E: RCPS will align and coordinate proactive crisis planning with local, state, and federal government entities.

Appendix

Links to Other Roanoke County Public Schools Local Plans

Annual Budget	Link
CTE Local Plan & Annual Performance Report	Link
Local Gifted Plan	Link
Technology Plan	Link
PBIS Implementation Plan	Link
Special Education Annual Plan	Link
Capital Improvement Plan	Link

Regional Programs and Services

RCPS recognizes the benefit and increased efficiencies inherent to regional cooperation with neighboring school divisions. RCPS staff members meet monthly with their counterparts in Region VI to share information and consider areas of cooperation. These regional meetings include meetings of Region VI superintendents, instructional leaders, special education directors, CTE directors, finance directors, testing directors, and human resources directors. Informal regional cooperation among school districts occurs frequently through mutual site visits to programs and schools within neighboring school districts. As part of RCPS' participation with the Virginia is for Learners Innovation Network (VaLIN), leaders and teachers have recently toured, the Gereau Center (New Tech Model), Lee Waid Elementary, Franklin County Middle and High School in Franklin County Public Schools as well as the Southern Virginia Higher Education Center in South Boston. Salem City Public School leaders have also participated in walk-through tours with RCPS district and building leaders to observe and discuss best classroom instructional practices as aligned to individual school strategic plans and expectations.



On a more formal basis, RCPS meets the needs of individual, exceptional students on both ends of the academic spectrum through placements in regional programs. For students with high achievement in math and science, RCPS funds participation in the Roanoke Valley Governors School for Math and Science (RVGS). A member of the School Board and the superintendent sit on a governing board for RVGS along with representatives of neighboring school districts. Other students benefit from participation in regional academies offered by Virginia Western Community College, with whom RCPS also has a formal agreement to offer dual enrollment courses in our high schools. Additionally, RCPS has partnered with Roanoke City to offer Air Force ROTC to our students.

As deemed appropriate by IEP teams, some students with low-incident disabilities may be placed in programs offered regionally through neighboring school divisions. These programs include a program for the hearing impaired offered through Roanoke City Schools and specialized programs for students with emotional disabilities.

Adult learners from Roanoke County and Salem City are included through ESL services offered through a partnership between regional Adult Education programs.