

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR

I. LOCAL PROGRAM CONTACT SECTION

Name of School District or Charter Organization/School:	Lincoln County School District	Date	8-5-24
Number of Sites Being Served?	Grade Spans Offered:		
8	K-2 4 K-3 4 K-4 4 K-5 4 K-6 3	Other	6-8 1

Read by Grade 3 Local Literacy Plan Lead Contact Person:

Name:	Pam Teel	Title:	Superintendent
Phone #	775-728-8000	Email Address:	pteel@lcsdnev.com

Provide a list of the names and titles of the members of your Local Literacy Plan Team:

MaCall Barnes, Raymond Wadsworth, Mike Sparrow, Stephanie Vincent

Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education?	YES		NO	NO	If yes, what year did your site open?	
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How many academic years has your program/school been participating in Read by Grade 3?	Since start of program
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II. INTRODUCTION SECTION

Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).

Read by Grade 3 has impacted our school community (administrators, literacy specialists, classroom teachers and students) by reinforcing LCSD's need for high quality Tier I instructional practices. LCSD Empower sets the stage for classroom teachers to be high quality instructors with a future focus on a competency based learner centered system. All teachers will create a reading road map for each grade level/standard in reading. Learning progressions to a 4 point scale are aligned to the course road map and learning plans are created to support the standards. Assessments are given aligned to the learning plans to see if intended learning has occurred on pace with the road map. Then Tier II or III reading interventions are developed (Individual Literacy Plans) to assist a student not learning at grade/standard level. Students are also assessed with MAPS (in accordance with the testing calendar). Depending on MAPS scores students should be given the level of reading instruction needed to work toward either standard/grade level or enrichment to grow beyond start level. Literacy specialists (in the past were designated classroom teachers in each school) assisted in creating targeted intervention plans for students below the 41% percentile in reading, and followed the Read by 3 requirements in each elementary. Teachers review the intervention plans with parents and students during student-led conferences. In 2024-2025 LCSD hired two full time (larger elementary schools- 150-170 students) and 2 part time (smaller elementary schools with 150 or less) literacy specialists teachers. LCSD Empower is working to ensure high quality tier I instruction to all students then assisting classroom teachers with Tier II and Tier III instruction (Intervention Plans). In our learner centered system students should know their reading road map for their grade/reading level. Once assessed, know their strengths and needs in reading and be a part of the student-led conference about their reading and plan for reading.

List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:

Intended outcome if the plan is *fully enacted and funded* - All, 100%, of K to 3rd grade students reading at grade and or standard level.

Student goals:

LCSD Empower goal-

K to 8th Reading-The district will maintain or increase the number of students achieving at or above the 61st percentile in reading according to MAP testing. (61st percentile is above grade level and is at the level to have a meets or exceeds score on SBAC 3rd to 8th grade).

LCSD FY 23- 44% FY 24- 45%

Empower Board Guardrail:

Students who score below the 40th percentile on NWEA MAPS will have a tier 2 or 3 intervention plan in each subject area of need.

Acing Accountability State goal-

Student Academic Growth K-3 - In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the

spring administration.

State base line= FY 23 - 56.2% FY 24- Goal 65%

Educator goals:

1) Ensure all classroom teachers are using High Quality Instructional Practices for Tier I instruction in reading by providing Professional Development in the NEPF teacher instructional standards.

Goal - 100% of classroom teachers will be provided with RPDP -NEPF Instructional Standards Learning Program, of the 78 licensed teachers 80% will use the program with at least 1 module. Evidence - Program tracking and module completion.

2) Ensure Reading Intervention Plans based on MAPs data for students below the 41st percentile/include classroom assessments to standard. Notify all parents of students who have a reading Intervention Plan, in person, during our Student-led Conferences (twice a year).

Goal- 100% of the K to 3rd grade teachers will have reading intervention plans for students below the 41st% and will notify all parents of the plan. Evidence- Student Plans

3) Ensure the Reading Intervention Plans are implemented for each student. The assessment data used to create reading goals is progress monitored (assessed) frequently and updated and adjusted on a regular basis (weekly).

Goal- 100% of the K to 3rd grade teachers will implement and monitor students Reading Intervention Plans, showing intervention, assessment pre and post, evidence of growth or need of further interventions. Evidence - Progress monitoring to school administration once a month and summary to District office in May (number of students on plans, students grade level, pre and post scores, growth or gain, grade/standard level at end point, and summer planning).

District goals:

All classroom teachers K to 6th:

1) Train classroom teachers in the standards of content and performance for English language arts for all grades at an elementary school. Evidence by RPDP training on unpacking standards to learning progressions for reading road map.

2) Share the current Nevada State Literacy Plan, in the form most recently published by the Department, and the plan prepared by the board of trustees of the school district, where the literacy specialist is employed to improve the literacy of pupils as required by NRS 388.157. Shared at the beginning of the year with Literacy Strategist and classroom teachers. Evidence - Classroom teachers acknowledging received.

3) Provide Evidence-based instructional resources and methods for instruction and intervention in literacy, including, without limitation, the instruction and intervention required by NRS 392.750 to 392.770, inclusive. HMH purchased in FY 24 for K to 8th grades. Evidence - training from HMH.

- 4) Provide Methods for screening for and intervention concerning dyslexia and other reading disabilities, including, without limitation, the screening and intervention described in NRS 388.439, 388.441 and 388.443, the minimum standards prescribed by the State Board for the special education of pupils with dyslexia pursuant to NRS 388.419 and the Dyslexia Resource Guide published by the Department pursuant to NRS 388.447. NWEA- MAPS Dyslexia screener provided and Dyslexia Resource Guide published by the Department:
<https://doe.nv.gov/offices/office-of-teaching-and-learning/dyslexia-guidance-documents> Evidence - Training from NWEA on Dyslexia Screener and teacher acknowledgement of Dyslexia Resource Guide:
https://webapp-strapia-paas-prod-nde-001.azurewebsites.net/uploads/dyslexia_2_02_dyslexia_9966995669.pdf
- 5) Using the assessments approved by the State Board in NAC 388.660. MAPS is given within the first 30 days of school after the pupil enters kindergarten or upon enrollment in the elementary school if the pupil enrolls after that period and has not been previously assessed; and during each grade level of the elementary school at which the pupil is enrolled as determined necessary. Evidence - MAPS scores for each student
- 6) Methods for using diagnostic and progress-monitoring assessments. Procedures for assessing a pupil's proficiency in the subject area of reading using valid and reliable standards-based assessments that have been approved by the State Board by regulation. MAPS is given three times a year. Evidence - MAPS scores for each student three times a year and teacher training on use and progress monitoring.
- 7) Application of data analysis and data-based decision-making strategies to inform instruction. Literacy Strategist will assist in the data analysis and data based strategies to inform high quality reading instruction. Evidence - MAPS scores, MAPS training on data analysis and decision-making strategies, Student literacy plans and monitoring.
- 8) Collaborative practices that focus on pupil learning by effectively participating in professional learning or coaching. Procedures for facilitating collaboration between licensed teachers designated as literacy specialists and classroom teachers. Empower high quality instructional practices and literacy strategists collaboration and participating in Empower professional development. Literacy strategist participation in required PD and with LCSD provided Orton Gillingham, HMH, RPDP sessions, and Better Lesson coaching mentor. School schedules will be created for Literacy Strategist so requirements can be met and each classroom teacher is served as needed. Evidence - Empower PD calendar, Better Lesson check ins with Admin, and training completion certificates. Literacy Strategist school schedules.
- 9) Evidence-based instructional resources and methods for instruction and intervention in literacy for pupils who are English learners. HMH/AMIRA, WIDA resources, Lexia Language and RPDP sessions. Evidence - Training on HMH, WIDA resources, Lexia Language and RPDP sessions.
- 10) The principal of a school, in consultation with the literacy specialist designated pursuant to NRS 388.159 and any teacher or other person with knowledge and expertise related to providing intervention services and intensive instruction to the pupil: Shall ensure that the pupil continues to be provided intervention services and intensive instruction in the subject area of reading; for as long as it is determined to be necessary while the pupil is enrolled at the elementary school. Such instruction must include, without limitation, strategies based upon evidence-based research that will improve proficiency in the subject area of reading. Evidence - MAPS scores and intervention plans at all grade levels in elementary school.

AB 289 (2019) REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

LEA Plan for Implementing the Literacy Specialist

- 1) The principal of the elementary school shall use the designated licensed teacher employed by the district to serve as a literacy specialist.
- 2) The licensed teacher (Learning Strategist) must: *LCSD Job description Qualifications*
 - Demonstrate the ability to improve the literacy of pupils;
 - Demonstrate competency in effective instruction in literacy and the administration of assessments;
 - Demonstrate an understanding of building relationships with teachers and other adults;
 - Collaborate with the principal of the public elementary school to develop a schedule of professional development and assist in providing such professional development; and
 - Assist teachers at the school by implementing a system of support which includes various methods to provide intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading.
 - Each licensed teacher employed by a school district or charter school to teach at an elementary school and who is responsible for providing instruction in reading shall complete professional development –developed by a licensed teacher designated as a literacy specialist pursuant to subsection 1 in the subject area of reading.

Any training or professional development that a licensed teacher designated as a literacy specialist is required to successfully complete (see NAC 388.662)

Any professional development that a teacher employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and

The duties and responsibilities of a licensed teacher designated as a literacy specialist (see NAC 388.666)- *LCSD Job Description Essential Functions*

- Demonstrate leadership in instruction, intervention, assessment, professional learning and family engagement relating to literacy as outlined in a plan to improve the literacy of pupils as required by NRS 388.157;
- Assist teachers at the school where the literacy specialist is employed by implementing a system of support which includes, without limitation, various methods to provide literacy instruction, intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations;
- Support teachers in establishing plans to monitor the growth and increase the proficiency of pupils in reading by regularly assessing the growth of pupils in any area of deficiency in reading, including, without limitation, reading below grade-level expectations;
- Collaborate with the principal of the elementary school where the literacy specialist is employed to develop a schedule of the professional

- development prescribed by NAC 388.664 for teachers and assist in providing such professional development;
- Provide any necessary additional instruction to teachers and administrator concerning the assessments approved in NAC 388.660;
- Provide instruction and support for the parents and guardians of pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations; and
- Assist teachers and administrators in analyzing pupil data and the effectiveness of intervention services and intensive instruction to make strategic and ongoing instructional decisions.

Evidence - Signed LCSD Job descriptions for Literacy Strategist, school schedules, sample of intervention planning and monitoring and data summary of per and post student scores in May.

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

LEA Plan for Implementing the Literacy Specialist

- 1) The principal of the elementary school shall use the designated licensed teacher employed by the district to serve as a literacy specialist.
- 2) The licensed teacher (Learning Strategist) must: *LCSD Job description Qualifications*
 - Demonstrate the ability to improve the literacy of pupils;
 - Demonstrate competency in effective instruction in literacy and the administration of assessments;
 - Demonstrate an understanding of building relationships with teachers and other adults;
 - Collaborate with the principal of the public elementary school to develop a schedule of professional development and assist in providing such professional development; and
 - Assist teachers at the school by implementing a system of support which includes various methods to provide intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading.
 - Each licensed teacher employed by a school district or charter school to teach at an elementary school and who is responsible for providing instruction in reading shall complete professional development –developed by a licensed teacher designated as a literacy specialist pursuant to subsection 1 in the subject area of reading.
Any training or professional development that a licensed teacher designated as a literacy specialist is required to successfully complete (see NAC 388.662)
Any professional development that a teacher employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and
The duties and responsibilities of a licensed teacher designated as a literacy specialist (see NAC 388.666)- *LCSD Job Description Essential Functions*
 - Demonstrate leadership in instruction, intervention, assessment, professional learning and family engagement relating to literacy as outlined in a plan to improve the literacy of pupils as required by NRS 388.157;

- Assist teachers at the school where the literacy specialist is employed by implementing a system of support which includes, without limitation, various methods to provide literacy instruction, intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations;
- Support teachers in establishing plans to monitor the growth and increase the proficiency of pupils in reading by regularly assessing the growth of pupils in any area of deficiency in reading, including, without limitation, reading below grade-level expectations;
- Collaborate with the principal of the elementary school where the literacy specialist is employed to develop a schedule of the professional development prescribed by NAC 388.664 for teachers and assist in providing such professional development;
- Provide any necessary additional instruction to teachers and administrator concerning the assessments approved in NAC 388.660;
- Provide instruction and support for the parents and guardians of pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations; and
- Assist teachers and administrators in analyzing pupil data and the effectiveness of intervention services and intensive instruction to make strategic and ongoing instructional decisions.

Evidence - Signed LCSD Job descriptions for Literacy Strategist, school schedules, sample of intervention planning and monitoring and data summary of per and post student scores in May.

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

Required Training or Professional Development for the Read by Grade 3 Literacy Specialist - NAC 388.662 – A literacy specialist shall complete training or professional development concerning:

1. The standards of content and performance for English language arts for all grades at an elementary school. RPDP ELA standards training.
2. The current Nevada State Literacy Plan, in the form most recently published by the Department, which may be obtained free of charge on the Internet website maintained by the Department, and the plan prepared by the board of trustees of the school district or the governing body of the charter school where the literacy specialist is employed to improve the literacy of pupils as required by NRS 388.157. Shared at the beginning of the year with Literacy Strategist and classroom teachers. Evidence - Classroom teachers acknowledging received.
3. Evidence-based instructional resources and methods for instruction and intervention in literacy, including, without limitation, the instruction and intervention required by NRS 392.750 to 392.770, inclusive. HMH purchased in FY 24 for K to 8th grades. Evidence - training from HMH.
4. Methods for screening for and intervention concerning dyslexia and other reading disabilities, including, without limitation, the screening and intervention described in NRS 388.439, 388.441 and 388.443, the minimum standards prescribed by the State Board for the special education of pupils with dyslexia pursuant to NRS 388.419 and the Dyslexia Resource Guide published by the Department pursuant to NRS 388.447;
https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/dyslexia_2_02_dyslexia_9966995669.pdf NWEA-MAPS Dyslexia screener provided and Dyslexia Resource Guide published by the Department. Evidence - Training from NWEA on Dyslexia Screener and teacher acknowledgement of Dyslexia Resource Guide.

5. Using the assessments approved by the State Board in NAC 388.660. MAPS is given within the first 30 days of school after the pupil enters kindergarten or upon enrollment in the elementary school if the pupil enrolls after that period and has not been previously assessed; and during each grade level of the elementary school at which the pupil is enrolled as determined necessary. Evidence - MAPS scores for each student.
6. Methods for using diagnostic and progress monitoring assessments. MAPS is given three times a year. Evidence - MAPS scores for each student three times a year and teacher training on use and progress monitoring.
7. Guiding teachers in data analysis and data-based decision making to inform instruction. Literacy Strategist will assist in the data analysis and data based strategies to inform high quality reading instruction. Evidence - MAPS scores, MAPS training on data analysis and decision-making strategies, Student literacy plans and monitoring. Empower high quality instructional practices and literacy strategists collaboration and participating in Empower professional development. Literacy strategist participation in required PD and with LCSD provided Orton Gillingham, HMH, RPDP sessions, and Better Lesson coaching mentor. School schedules will be created for Literacy Strategist so requirements can be met and each classroom teacher is served as needed. Evidence - Empower PD calendar, Better Lesson check ins with Admin, and training completion certificates. Literacy Strategist school schedules.
8. National standards for coaching teachers in literacy instruction, including, without limitation, methods for effectively delivering and receiving feedback. RPDP sessions on coaching and Better Lesson coaching and mentoring. Evidence - Training session completion, Better Lesson check ins, Admin observations and teacher surveys.
9. Evidence-based instructional resources and methods for instruction and intervention in literacy for pupils who are English learners. HMH, WIDA resources, Lexia Language and RPDP sessions. Evidence - Training on HMH, WIDA resources, Lexia Language and RPDP sessions.

The literacy specialist will work with the district instructional coach to coordinate PD schedules and content.

The Literacy Specialist will report to the building administrator twice monthly on the current strategies and work centered around the Read by Grade 3 requirements.

The principal and literacy specialist will oversee all of the intervention plans and provide data that the interventions are being implemented.

Scheduled meeting topics and agendas will be recorded and meeting minutes collected.

The daily school schedule is designed with an hour and fifteen minutes of contract time at the end of every contract day. The Literacy Specialist will work on building a schedule with each teacher so that they can meet individually at least once a week for a strategy session during that time frame. During contract time, professional development opportunities will be scheduled twice a month, ensuring that all elementary teachers receive the required training and professional development per NAC 388.664, interventions and support.

The school PD schedule will align with the district PD schedule. There will also be 30 min/day set aside for collaboration. Teachers will also be supported by providing coverage so they can model lessons or go watch other teachers.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

LEA Plan for Implementing the Literacy Specialist

- 1) The principal of the elementary school shall use the designated licensed teacher employed by the district to serve as a literacy specialist.
- 2) The licensed teacher (Learning Strategist) must: *LCSD Job description Qualifications*
 - Demonstrate the ability to improve the literacy of pupils;
 - Demonstrate competency in effective instruction in literacy and the administration of assessments;
 - Demonstrate an understanding of building relationships with teachers and other adults;
 - Collaborate with the principal of the public elementary school to develop a schedule of professional development and assist in providing such professional development; and
 - Assist teachers at the school by implementing a system of support which includes various methods to provide intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading.
 - Each licensed teacher employed by a school district or charter school to teach at an elementary school and who is responsible for providing instruction in reading shall complete professional development –developed by a licensed teacher designated as a literacy specialist pursuant to subsection 1 in the subject area of reading.

Any training or professional development that a licensed teacher designated as a literacy specialist is required to successfully complete (see NAC 388.662)

Any professional development that a teacher employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and

The duties and responsibilities of a licensed teacher designated as a literacy specialist (see NAC 388.666)- *LCSD Job Description Essential Functions*

- Demonstrate leadership in instruction, intervention, assessment, professional learning and family engagement relating to literacy as outlined in a plan to improve the literacy of pupils as required by NRS 388.157;
- Assist teachers at the school where the literacy specialist is employed by implementing a system of support which includes, without limitation, various methods to provide literacy instruction, intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations;
- Support teachers in establishing plans to monitor the growth and increase the proficiency of pupils in reading by regularly assessing the growth of pupils in any area of deficiency in reading, including, without limitation, reading below grade-level expectations;
- Collaborate with the principal of the elementary school where the literacy specialist is employed to develop a schedule of the professional development prescribed by NAC 388.664 for teachers and assist in providing such professional development;
- Provide any necessary additional instruction to teachers and administrator concerning the assessments approved in NAC 388.660;
- Provide instruction and support for the parents and guardians of pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations; and

- Assist teachers and administrators in analyzing pupil data and the effectiveness of intervention services and intensive instruction to make strategic and ongoing instructional decisions.

Evidence - Signed LCSD Job descriptions for Literacy Strategist, school schedules, sample of intervention planning and monitoring and data summary of per and post student scores in May.

5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

LEA Plan for Implementing the Literacy Specialist

- 1) The principal of the elementary school shall use the designated licensed teacher employed by the district to serve as a literacy specialist.
- 2) The licensed teacher (Learning Strategist) must: *LCSD Job description Qualifications*
 - Demonstrate the ability to improve the literacy of pupils;
 - Demonstrate competency in effective instruction in literacy and the administration of assessments;
 - Demonstrate an understanding of building relationships with teachers and other adults;
 - Collaborate with the principal of the public elementary school to develop a schedule of professional development and assist in providing such professional development; and
 - Assist teachers at the school by implementing a system of support which includes various methods to provide intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading.
 - Each licensed teacher employed by a school district or charter school to teach at an elementary school and who is responsible for providing instruction in reading shall complete professional development –developed by a licensed teacher designated as a literacy specialist pursuant to subsection 1 in the subject area of reading.

Any training or professional development that a licensed teacher designated as a literacy specialist is required to successfully complete (see NAC 388.662)

Any professional development that a teacher employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and

The duties and responsibilities of a licensed teacher designated as a literacy specialist (see NAC 388.666)- *LCSD Job Description Essential Functions*

- Demonstrate leadership in instruction, intervention, assessment, professional learning and family engagement relating to literacy as outlined in a plan to improve the literacy of pupils as required by NRS 388.157;
- Assist teachers at the school where the literacy specialist is employed by implementing a system of support which includes, without limitation, various methods to provide literacy instruction, intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations;
- Support teachers in establishing plans to monitor the growth and increase the proficiency of pupils in reading by regularly assessing the growth of pupils in any area of deficiency in reading, including, without limitation, reading below grade-level expectations;
- Collaborate with the principal of the elementary school where the literacy specialist is employed to develop a schedule of the professional development prescribed by NAC 388.664 for teachers and assist in providing such professional development;
- Provide any necessary additional instruction to teachers and administrator concerning the assessments approved in NAC 388.660;

- Provide instruction and support for the parents and guardians of pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations; and
- Assist teachers and administrators in analyzing pupil data and the effectiveness of intervention services and intensive instruction to make strategic and ongoing instructional decisions.

Evidence - Signed LCSD Job descriptions for Literacy Strategist, school schedules, sample of intervention planning and monitoring and data summary of per and post student scores in May.

AB 289 (2019) REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.

LCSD daily school schedule is designed with an hour and fifteen minutes of contract time at the end of every contract day. The Literacy Specialist will work on building a schedule with each teacher so that they can meet individually at least once a week for a strategy session during that time frame. During contract time, professional development opportunities will be scheduled at the beginning of the year and twice a month, ensuring that all elementary teachers receive the required training and professional development.

1. The standards of content and performance for English language arts for all grades at an elementary school - RPDP training sessions of unpacking standards to learning progressions to learning plans to be assessed along a road map of language arts standards.
2. The current Nevada State Literacy Plan, in the form most recently published by the Department, which may be obtained free of charge on the Internet website maintained by the Department, and the plan prepared by the board of trustees of the school district or the governing body of the charter school where the literacy specialist is employed to improve the literacy of pupils as required by NRS 388.157.
3. Evidence-based instructional resources and methods for instruction and intervention in literacy, including, without limitation, the instruction and intervention required by NRS 392.750 to 392.770, inclusive - Houghton Mifflin Harcourt (HMH)/AMIRA Pre k to 8th grade reading program 2023. Lexia, Power Up and Lexia English renewed since 2003. All teachers by 2024 trained in Orton-Gillingham (OG), components research based and designed to aid students in mastering language skills through structured, direct, multisensory, and individualized instruction.

4. Methods for screening for and intervention concerning dyslexia and other reading disabilities, including, without limitation, the screening and intervention described in NRS 388.439, 388.441 and 388.443, the minimum standards prescribed by the State Board for the special education of pupils with dyslexia pursuant to NRS 388.419 and the Dyslexia Resource Guide published by the Department pursuant to NRS 388.447; https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/dyslexia_2_02_dyslexia_9966995669.pdf. NEWA MAPS dyslexia screener and Guide to all teachers and special education teachers. In 2024 all teachers will have been provided Orton-Gillingham training and Sped teacher with OG sped modules to teach students with dyslexia, both research based and to aid students in mastering language skills through structured, direct, multisensory, and individualized instruction.

5. Using the assessments approved by the State Board in NAC 388.660. NWEA MAPS is used and teachers are trained on usage and data usage and WIDA for ELL students

6. Methods for using diagnostic and progress-monitoring assessments. NWEA MAPS is used and teachers are trained on usage and data usage and WIDA for ELL students.

7. Application of data analysis and data-based decision-making strategies to inform instruction; NWEA MAPS is used and teachers are trained on usage and data usage for Empower Learner Notebooks for students and for student-led conferences 2 to 3 times a year. Title III trainer with ELL strategies and data for WIDA.

8. Collaborative practices that focus on pupil learning by effectively participating in professional learning or coaching. Empower Teachers at each school, Learning/Reading Strategist at each school and RPDP training sessions provided throughout the school year. Title III trainer with ELL strategies and data for WIDA. Lexia is used as an ongoing intervention tool with instructional lessons for each student at their instructional level including English Lexia.

9. Evidence-based instructional resources and methods for instruction and intervention in literacy for pupils who are English learners. Title III trainer with ELL strategies and data for WIDA. Lexia is used as an ongoing intervention tool with instructional lessons for each student at their instructional level including English Lexia. As well as HMH EL language and OG for use for all students in mastering language skills through structured, direct, multisensory, and individualized instruction.

AB 289 (2019) REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Testing schedules and progress monitoring will be set at the beginning of the year. Teachers will have time in their embedded PD time to look at data, create/review/progress monitor intervention plans, and to plan instruction for literacy. Once the students have been identified as needing intervention services and intensive instructions, learning plans will be implemented so that the literacy specialist can pull those students and provide additional classroom support for the classroom teachers. A schedule will be worked out for the students to be pulled by the literacy specialist for one-on-one and small group sessions. The literacy specialist can also provide in-classroom support to teachers with students on an intervention plan. The five pillars of reading will be included in the intervention learning plans for each student below the 41st percentile to ensure their literacy needs are being addressed. The Literacy Specialist will also coordinate with the building administrator to identify and schedule additional PD opportunities.

2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Testing schedules and progress monitoring will be set at the beginning of the year. Teachers will have time in their embedded PD time to look at data, create/review/progress monitor intervention plans, and to plan instruction for literacy. Each classroom will have scheduled reading instruction time that will include small groups and that include the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies). Once a student has been identified as needing intervention services and intensive instructions, learning plans will be implemented so that the literacy specialist can pull those students and provide additional classroom support for the classroom teachers. A schedule will be worked out for the students to be pulled by the literacy specialist for one-on-one and small group sessions depending on need. The literacy specialist will also provide in-classroom support to teachers with students on an intervention planning and modeling lesson as needed. Intervention learning plans are required for each student below the 41st percentile in reading in all grades to ensure their literacy needs are being addressed. The LCSD Board's Empower Guardrail is that all students performing at the 41% in reading will have an intervention plan. The Literacy Specialist will also coordinate with the building administrator with schedules and reporting to ensure all students are being assessed and are moving at their pace with the assistance they need.

AB 289 (2019) REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4th and 5th grade students.]

All students K-6 are required to take the State provided NWEA MAP Growth Reading Assessment 3 times per year. Once in the Fall, Winter, and Spring. State provides the Birgance as another early literacy assessment that is given within the first 30 days of instruction. Data from the state required SBAC in 3rd to 6th and 8th grade informs literacy/language arts and reading from the prior year will also be analyzed and added to the data for the student. After each testing session, the data is analyzed and intervention plans are updated per students' needs. Regular formative assessment and feedback must be provided with use of the grade level learning progression to standards and use of the HMH curriculum materials to evaluate ongoing progress and monitoring.

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).

All Kindergarten students will be administered the Brigance evaluation tool within the first 30 days of school as well as the MAP growth in reading assessment by regular classroom teachers and literacy specialists.

3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).

District test windows are set up and our school then sets up a school schedule within that district test window. Students take the MAP growth in reading three times/year and the SBAC during our scheduled school testing window. The Brigance and MAPS are given in the classroom within the first 30 days.

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)		OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS
<p>Using the assessments approved by the State Board in NAC 388.660. MAPS is given within the first 30 days of school after the pupil enters kindergarten or upon enrollment in the elementary school if the pupil enrolls after that period and has not been previously assessed; and during each grade level of the elementary school at which the pupil is enrolled as determined necessary.</p> <p>Methods for using diagnostic and progress monitoring assessments. MAPS is given three times a year. Guiding teachers in data analysis and data-based decision making to inform instruction. Literacy Strategist will assist in the data analysis and data based strategies to inform high quality reading instruction.</p> <p>Empower high quality instructional practices and literacy strategists collaboration and participating in Empower professional development. Literacy</p>		<p>Evidence outcome- MAPS scores for each student three times a year for reading growth and data for interventions progress monitoring.</p> <p>Evidence outcome - MAPS scores, MAPS training on data analysis and decision-making strategies, Student literacy plans and monitoring. MAPS scores for each student three times a year and teacher training on use and progress monitoring. Literacy Strategist school schedules.</p> <p>Evidence outcome- Empower PD calendar, Better Lesson check ins with Admin, and training completion certificates. Literacy</p>	<p>Intended outcome if the plan is fully enacted and funded - All, 100%, of K to 3rd grade students reading at grade and or standard level.</p> <p>EMPOWER LCSD Goal K to 8th Reading-The district will maintain or increase the number of students achieving at or above the 61st percentile in reading according to</p>	<p>Acing Accountability State goal- Student Academic Growth K-3 - In grades K-3, at least 65% of students in the school district and SPCSA meet or exceed their personalized learning growth goal in reading. Personalized learning growth goals are determined by individual results from the winter administration of MAP for kindergarten</p>

<p>strategist participation in required PD and with LCSD provided Orton Gillingham, HMH, RPDP sessions, and Better Lesson coaching mentor. School schedules will be created for Literacy Strategist so requirements can be met and each classroom teacher is served as needed.</p>		<p>Strategist school schedules.</p>	<p>MAP testing. (61st percentile is above grade level and is at the level to have a meets or exceeds score on SBAC 3rd to 8th grade). LCSD FY 23- 44% FY 24- 45%</p> <p>Empower Board Guardrail: Students who score below the 40th percentile on NWEA MAPS will have a tier 2 or 3 intervention plan in each</p>	<p>students and the spring administration of MAP for 1-3 grade students, and outcomes will be evaluated based on the spring administration . State base line= FY 23 - 56.2% FY 24- Goal 65%</p>
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			subject area of need.	
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THE IMPLEMENTATION ROADMAP			
Please complete the following Implementation Roadmap			
PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS

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<p>PRIMARY ACTIVITIES (5-7)</p>	<p>OUTCOME MEASURES</p>	<p>ALIGNMENT TO LLP GOAL(S)</p>	<p>ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS</p>

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