



## District Literacy Plan Template 2021/2022

Adapted from the NM PED Dyslexia Handbook

An effective New Mexico school district literacy plan should address the following components:

- Rationale for the development of a literacy plan: Why do we need a plan?
- District literacy goals (to be revised yearly)
- Action plan for each goal
- Plan for Multi-Layered Systems of Support
- Plan for professional development
- Plan for assessing progress toward goals
- District supports for schools

**I. Rational for Literacy Plan-** Why do we need a literacy plan? (this section should be 1-2 paragraphs in length)

**Rational:**

Structured Literacy is the core pedagogical approach used for early literacy. A plan is needed to ensure that layered supports are provided for students who need additional support. The plan will provide a framework for providing supports that are research based and utilize student data. The plan includes a detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and for training in evidence-based reading intervention for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia.

The plan will be implemented each school year and may be updated as necessary and will outline timely, appropriate, systematic, scientific, evidence-based interventions prescribed by the student assistance team, with progress monitoring to determine the student's response or lack of response.

Finally, per HB2, school districts and charter schools receiving funds, must provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students. The public education department shall monitor and evaluate the ways in which school districts and charter schools use funding distributed for early elementary literacy interventions and collaborative models, thus the rational for a specific literacy plan at Española Public Schools and state wide.

**II. District Literacy Goals-** State the literacy goals for the district; these goals should be revised on a yearly basis to reflect progress toward goals and next steps. Goals should be developed to explicitly address the following components of the law:

- a. Screening all first graders in the first 40 days of school
- b. Analyzing the screener data and making instructional choices based on the screener data
- c. Implementing structured literacy pedagogy and curriculum in the general education classroom
- d. Implementing effective structured literacy interventions for those students exhibiting characteristics of dyslexia as indicated by the screener.

**Goals:**

1. Española Public Schools will screen all first-grade students in the first 40 days of school.
2. Española Public Schools will analyze the screener data and make instructional choices based on the screener data.
3. Española Public Schools will implement structured literacy pedagogy and curriculum in the general education classroom.
4. Española Public School will implement effective structured literacy interventions for those students exhibiting characteristics of dyslexia as indicated by the screener.

**III. Action Plan for Each Goal-** Complete an action plan for each goal using the template below.

**Goal Statement 1:**

Española Public Schools will screen all first grader students in the first 40 days of school.

**Action Steps Toward Goal:** See table below.

**Timeline for Completion of Each Action Step:** See table below.

**Lead Person for Each Action Step:** See table below.

**Resources Needed:**

- Istation, Lexercise and ISIP Universal Screener – English.
- IDEL Universal Screener – Spanish.
- Substitutes/EAs to cover classes while teachers screen students (if necessary).
- School site screeners (teachers) and schedule.
- Technology equipment such as headphones.

**Plan of Monitor:**

- Director of Assessment and Accountability will monitor completion rates.
- Completion checks will be conducted on September 20, 2021, September 27, 2021, October 4, 2021 and October 12, 2021.

**Measure of Success:** 100% of first grade students are screened by October 13, 2021.

Action Step Toward Goal	Timeline	Lead Person
Lexercise/Istation will be used as the universal screener for ELs and DLLs in English.	09/10/21	District Admin.
ISIP, IDEL or Istation (Spanish) will be used as the universal in Spanish.	09/10/21	District Admin.
All 1 <sup>st</sup> grade teachers will be trained to administer the dyslexia screener and analyze the data.	09/17/20	District Admin.
Provide substitutes or support staff coverage so classroom teachers can screen all students.	10/01/20	School Principal
Screen all 1 <sup>st</sup> grade students within 40 days of school entry.	10/01/21	1 <sup>st</sup> Grade Teachers, School Principal
All 1 <sup>st</sup> grade students will be screened for dyslexia within 40 days of school entry using the Lexercise Screener.	10/13/21	1 <sup>st</sup> Grade Teachers, School Principal
All 1 <sup>st</sup> grade ELs and those in DLL programs will also be screened for dyslexia within 40 days of school entry using the ISIP screener.	10/13/21	1 <sup>st</sup> Grade Teachers, School Principal
Screener data will be shared (electronically or in paper form) with parents/caregivers.	10/29/21	1 <sup>st</sup> Grade Teachers, School Principal

**Goal Statement 2:**

Española Public Schools will analyze the screener data and make instructional choices based on the screener data.

**Action Steps Toward Goal:** See table below.

**Timeline for Completion of Each Action Step:** See table below.

**Lead Person for Each Action Step:** See table below.

**Resources Needed:**

- Time for grade level teams to meet to review data and make decisions at the individual, group, class, and language level of instruction level in accordance with MLSS and layered supports.
- Grade level team organization.
- School leadership and Coaches who are familiar and trained with this type of data may be needed as teachers begin the analysis (targeted instruction cross referencing Istation Data).

**Plan of Monitor:**

- School site principals will monitor PLCs meetings for data analysis.
- Intervention activities will be determined for Layer I.
- Intervention schedules will be created and will contain student specific interventions for Layers II and III.
- Completion checks will be conducted on September 27, 2021, October 4, 2021 and October 12, 2021.

**Measure of Success:** By October 30, 2021, 100% of first grade students are receiving Layer I, II and III interventions as determined by data analysis.

Action Step Toward Goal	Timeline	Lead Person
Classroom teachers will analyze screener data individually then meet with grade level teams (PLCs) to make instructional decisions at the individual, group, and class level for layered supports in accordance with MLSS.	10/15/21	1 <sup>st</sup> Grade Teachers, School Principal
Criteria for type of intervention recommended will be clearly outlined/ consistent and shared with classroom teachers who are analyzing results (targeted instruction).	10/22/21	1 <sup>st</sup> Grade Teachers, School Principal
For DLLs, classroom teachers will analyze screener data by language and make instructional decisions at the individual, group, and class level for layered supports in accordance with MLSS and the DL program.	10/22/21	1 <sup>st</sup> Grade Teachers, School Principal
School leadership will review and approve instructional grouping and MLSS layered supports.	10/29/21	School Principal

**Goal Statement 3:**

Española Public Schools will implement structured literacy pedagogy and curriculum in the general education classroom.

**Action Steps Toward Goal:** See table below.

**Timeline for Completion of Each Action Step:** See table below.

**Lead Person for Each Action Step:** See table below.

**Resources Needed:**

- Core curricula that supports SL and SoR and uses an explicit instructional approach.
- School leadership time to provide follow-up support and conduct implementation observations to ensure SL is used consistently and with fidelity.
- SONDAY system to be used as a support curriculum (replacement) for students receiving specially designed instruction via an IEP.
- Utilize the current SL office hours provided a state biliteracy coach to provide ongoing support and instructional strategies coaching for teachers participating in the training (this may be grade level or school site specific).

**Plan of Monitor:**

- When conducting classroom walkthroughs school principals will monitor implementation of literacy strategies and curriculum.
- When reviewing lesson plans school principals will monitor implementation of literacy strategies and curriculum.

**Measure of Success:**

- By March 1, 2021, 100% of teachers are implementing literacy strategies and curriculum as measured by classroom walkthroughs and lesson plan submissions.

Action Step Toward Goal	Timeline	Lead Person
Identify core instructional strategies and curricula that are not aligned with the core principles of SL and replace with SL.	12/01/21	District Admin.
All elementary teachers will be trained in Structured Literacy (SL) and the science of reading (SoR) through Structured Literacy, Dyslexia 101 and LETRS training to provide high quality, aligned instruction to all students.	TBD based on LETRS Schedule	District Admin.
All new 1st grade teachers and school leadership will be trained in year 1.	TBD based on LETRS Schedule	District Admin.
Additional grade level teams and support staff will be trained in subsequent years or as funding allows.	TBD based on LETRS Schedule	District Admin.
School leadership will be trained in SL to provide guidance and support to teachers and to recognize SL instruction during classroom observations.	12/01/21	District Admin.
Provide follow-up supports and implementation observations to ensure that SL is being used as the core instruction daily with all students.	12/01/21	School Principal
Ongoing grade level meetings/PLCs to brainstorm and plan for consistent instructional approaches are scheduled monthly.	12/01/21	School Principal

**Goal Statement 4:**

Española Public School will implement effective structured literacy interventions for those students exhibiting characteristics of dyslexia as indicated by the screener.

**Action Steps Toward Goal:** See table below.

**Timeline for Completion of Each Action Step:** See table below.

**Lead Person for Each Action Step:** See table below.

**Resources Needed:**

- Classroom/Intervention teachers who are highly qualified/trained in the intervention approaches of SL/SoR.
- Adequate time to plan interventions and adjust instruction and groups
- Layers 1-3 interventions that support SL and SoR and uses an explicit instructional approach.
- School leadership time to conduct implementation observations to ensure SL is used consistently and with fidelity and to provide feedback to teachers.
- Intervention activities/ resources emphasize Word Recognition skills, but also include Oral Language Comprehension skills as well (the first two sections of unit 1). *Decoding must come before comprehension.*

**Plan of Monitor:**

- When conducting classroom walkthroughs school principals will monitor implementation of literacy strategies and curriculum.
- When reviewing lesson plans school principals will monitor implementation of literacy strategies and curriculum.

**Measure of Success:**

By March 1, 2021, 100% of teachers are implementing implement effective structured literacy interventions for those students exhibiting characteristics of dyslexia as indicated by the screener.

Action Step Toward Goal	Timeline	Lead Person
Train all staff providing layered intervention in the selected intervention curricula.	11/22/21	District Admin.
All students will receive Layer 1 – SL aligned universal interventions using culturally and linguistically responsive instruction.	2021/2022 SY	School Principal
All students whose data indicates need Layer 2 interventions will receive research-based Layer 2 targeted interventions aligned with SL in addition to their Layer 1 instruction and interventions.	2021/2022 SY	School Principal
All students whose data indicate need Layer 3 interventions will receive Layer 3 intensive interventions aligned with SL in addition to their Layer 1 and 2 instruction and interventions.	2021/2022 SY	School Principal
Layer 3 interventions to be used will be research based and aligned to SL.	2021/2022 SY	School Principal
School leadership will provide guidance, support and ongoing corrective and affirming feedback on implementing interventions to teachers providing SL-aligned Layer 1, 2 and 3 interventions.	2021/2022 SY	School Principal

Instruction and interventions across all grade levels will be consistent, sequential, explicit instruction in all areas of early and advanced literacy.	2021/2022 SY	School Principal
Layered intervention grouping sizes will be in accordance with MLSS and specific to the literacy and language needs.	2021/2022 SY	School Principal
Classroom teachers and school leadership will identify interventions to be used for Layer 1, 2 and Layer 3 intervention and determine their alignment to SL and SoR.	10/22/21	1 <sup>st</sup> Grade Teachers, School Principal
School leadership will ensure that SL and SoR evidence-based practices are being used for instructional delivery in all layers of intervention.	2021/2022 SY	School Principal
School leadership will ensure that culturally and linguistically responsive practices are being used in all layers of intervention.	2021/2022 SY	School Principal

IV. **Plan for MLSS:** Describe how the MLSS structure will be utilized to ensure that all students are placed appropriately, progress is monitored regularly, and appropriate levels of intervention are provided. Also address the process for referring a student for a full diagnostic evaluation

**MLSS Plan:**

- All students' literacy progress will be monitored regularly in accordance with suggested MLSS layers of instruction.
- Train all staff providing layered intervention in the selected intervention curricula.
- All teachers will be trained on selected progress monitoring tools and frequency of use in accordance with MLSS layers of instruction.
- Literacy progress monitoring data will be analyzed in conjunction with other formative assessments, language proficiency data, and classroom observation data for individual students to make instructional decisions about instruction and interventions in accordance with MLSS.
- Progress monitoring goals will be revised for individual students based on layers of support they are receiving.
- Student intervention groups will be flexible based on individual student needs first and group needs as well as language needs. Classroom teachers will monitor student progress weekly, biweekly, or monthly using approved progress monitoring tools (e.g., Istation, ISIP, IDEL) depending on the need and layer of support (MLSS).
- Grade level teams will collaborate to analyze and discuss progress monitoring data and make grouping and instructional decisions in accordance with MLSS.
- School leadership will review and approve instructional grouping based on progress monitoring data in accordance with MLSS layered supports.
- Classroom teachers and school leadership will identify interventions to be used for Layer 2 and Layer 3 intervention and determine their alignment to SL and SoR.
- School leadership will ensure that SL and SoR evidence-based practices are being used for instructional delivery in all layers of intervention.
- School leadership will ensure that culturally and linguistically responsive practices are being used in all layers of intervention.
- School leadership will provide regularly and ongoing corrective and affirming feedback on implementing interventions.

V. **Plan for Professional Development:** Address when and how all teachers, special education teachers, and administrative staff will receive training in structured literacy, the Science of Reading, from an accredited professional development provider in this field.

**Professional Development Plan:**

- Española Public Schools staff is utilizing professional development that is provided by NMPED in conjunction with LETRS and self-enrolled courses provided in the CANVAS platform.
- All Kindergarten and 2<sup>nd</sup> grade teacher along with new 1<sup>st</sup> grade teachers are currently enrolled in Phase V.
- Special Education teachers, Title I teachers were enrolled in Phase V and continue to receive professional development as scheduled by NMPED literacy bureau.

VI. **Plan for Assessing Progress toward Goals:** Address the process for assessing individual student reading progress as well as for assessing how the district is progressing toward its literacy goals.

**Assessing Progress Plan:**

- Administer Istation benchmark assessment for all elementary students at BOY, MOY and EOY.
- Utilize benchmark assessment data to determine Layer 1, 2, and 3 interventions.
- Administer NWEA benchmark assessment for all middle and high school students at BOY, MOY, and EOY.
- Utilize benchmark assessment data to determine Layer 1, 2 and 3 interventions.
- Administer ACCESS for ELLs summative assessment at EOY.
- Administer NM-MSSA summative assessment EOY.
- Administer SAT summative assessment at EOY for 11<sup>th</sup> grade students.
- Utilize EOY summative assessments to plan Layer 1, 2 and 3 interventions for the 2022/2023 school year.

VII. **Plan for District Support of Schools:** Address how the district plans to provide ongoing literacy support for schools, including how literacy coaching/mentorship will be consistently provided to teachers.

**District Support Plan:**

- Create district and school SL leadership team with the capacity for organizing, implementing, and designing an innovative, strategic, and rigorous SL program for all students (for strategic leadership actions refer to the New Mexico Statewide Literacy Framework pages 20-25).
- State SL leadership team will work closely with the district SL team to ensure the SL Plan is implemented at all sites.
- Train district staff in SL and SoR and on how to support teachers.
- Create a system to monitor implementation of SL and its related evidence-based practices in accordance with MLSS.
- Create learning opportunities, technical assistance and resources that are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the district for parents, families and communities that will support student learning in the home and community (for school and family engagement implementation checklist refer to the New Mexico Statewide Literacy Framework page 62)
- Identify key staff to serve on the district SL leadership team.
- Determine if selected staff is knowledgeable and consistently promoting the SL principles.

- District and school SL leadership team calendar for Community of practice/Professional Learning Community to promote effective SL implementation, guidance, and ongoing support.
- Create a system for supportive supervision, monitoring, and guidance for optimal SL instruction implementation.
- Ensure a protected block of time for daily SL instruction K-3: 90 minutes of core instruction on the five essential elements of beginning reading and language development.

VIII. **Members of District Literacy Leadership Team:** Identify the roles of the members of the District Literacy Leadership Team and explain how these members will receive ongoing professional development in structured literacy best practices.

**District Literacy Leadership Team:**

- Española Public Schools district literacy leadership team will utilize professional development that is provided by NMPED in conjunction with LETRs and self-enrolled courses provided in the CANVAS platform.

Name	Role	Email	Location
Vera Trujillo	Interim Superintendent	vera.trujillo@k12espanola.org	District Office
Martina Tapia	Deputy Superintendent	martina.tapia@k12espanola.org	District Office
Fanny Castillo	Bilingual Director	fanny.castillo@k12espanola.org	District Office
Victoria Gonzales	Support Services Director	victoria.gonzales@k12espanola.org	District Office
Kelly Miller	Elementary Principal	kelly.miller@k12espanola.org	James H. Rodriguez Elementary
Daniel Allinder	Elementary Principal	daniel.allinder@k12espanola.org	Hernandez Elementary
Cliff Tompson	Secondary Principal	clifford.tompson@k12espanola.org	Carlos F. Vigil Middle School
Alicia Edgin	Secondary Assistant Principal	alicia.edgin@k12espanola.org	Espanola Valley High School