

## 22-23 Literacy Plan Los Alamos (041)

**Section I: LEA Overview and Needs-** Specific to your LEA, what are the needs of the district/chart specific to literacy. Please include student/district/charter data and demographics to support the literacy needs

**Section I: LEA Overview and Needs-** SY 2021-22, Proficiency Data (I-Station grades K-2, NMSSA grades 3-8, DLM (Alternative Assessment) and SAT

All Valid Assessments, SY 2021-22 by Entity and Student Group, ESSA-aligned, FERPA-compliant

LAPS student count 1,902

Early Literacy (I-Station K-2) Proficient and Above 53%

Female 55%

Male 50%

White 59%

Black 50%

Hispanic 40%

Asian 63%

Native America 35%

Multi 65%

Free reduced lunch FRL 27%

Economically disadvantaged (ED) 31%

Students with Disabilities (SWD) 26%

English Learner (EL) 31%

English Language Arts (ELA) Proficient and Above 67% (NM-MSSA grades 3-8 and SAT grade 11)

Female 71%

Male 63%

White 76%

Black 67%

Hispanic 52%

Asian > or equal to 80%

Native 35%

Multi > or equal to 80%

FRL 38%

ED 36%

SWD 29%

EL 33%

**Section II: LEA Dyslexia Screening Plan-** Please answer the following questions regarding screening, data analysis, instruction, intervention, and communication around dyslexia screening.

**Section II: LEA Dyslexia Screening Plan-**

What is the LEA's plan for screening 1st grade students for dyslexia in the 2023-2024 school year (please include name of screener(s) and timeline for completion)?

All 1st grade students will be screened with the [‘Teach Me to Read’](#) screener within the first 40 days of the school year. All 1st grade students who enroll after this time will also be screened within the first 10 days of school attendance.

Please complete the following chart regarding the data analysis process:

Who will analyze the dyslexia screener data?	When will the data analysis occur?	What will be the next steps following data analysis?	Plan for monitoring students exhibiting characteristics of dyslexia.
First grade teachers  Site reading interventionist  Student Success Team	Analyze the data by October 6, 2023.	Use the guidance form to analyze data  <a href="#">Teach Me to Read Dyslexia Screener/Family Report</a>  Determine interventions to target specific skill deficiencies: <ul style="list-style-type: none"> <li>● <b>letter-sound recognition</b></li> <li>● <b>alphabet sequence</b></li> <li>● <b>phonological awareness</b></li> <li>● <b>phonics</b></li> <li>● <b>spelling</b></li> </ul> Identify group size, duration, and frequency of intervention.	Monthly and bi-monthly progress monitoring to determine if students are responding to intervention.  Use K-1 decision making model for instructional intervention data to determine plan for intervention <a href="#">K-1 Decision Making Flowchart</a>  If student(s) are not making adequate progress, adjust intensity, duration and/or instruction/materials as needed.

		<p>Teachers will group students based on a model of flexible and fluid grouping while following the district's adopted ELA instructional materials.</p> <p>Groups to begin intervention by September 11, 2023.</p>	
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How will the data be used to inform instructional decisions?

Small group instruction is consistently adjusted based on student data. The intervention model provides differentiated and scaffolded support. It allows for repeated practice and assessment of skill mastery. High quality instructional materials and evidenced based instructional practices are used. **If students are not making adequate progress based on data, instructional practices will be adjusted.**

4.How will data be communicated with families and instructional staff?

The results of the screener will be reviews with families at the fall parent conference using the district dyslexia form  
[Dyslexia Screener Score Report](#)

Instructional staff will meet and discuss the results. Meetings include the Student Success Team, CARE team, site principal, and first grade level team.

5.How will teachers receive training on Structured Literacy interventions and be given the opportunities for feedback on implementation?

- NMPED Canvas courses (Structured Literacy/Biliteracy) LETRS training, Core Knowledge Language Arts (CKLA trainings), CKLA on-line support
- The following staff members and MLSS team support Structured Literacy interventions and analysis of data:

**Site Reading Interventionist, District Literacy Specialist, District Literacy Team will provide support in instructional practices and curriculum resources.**

The site principal will provide feedback using the [Administrator's Walkthrough Tool](#) bimonthly Student Success Team/CARE Teams

**Section III: Core Instruction-** What Structured Literacy core curriculum is being used K-5 and 6-8 and how will educators be supported in implementation of the curriculum?

**Section III: Core Instruction-**

All five components of reading are taught daily in the literacy block. All instruction during the literacy block is explicit, systematic, and evidenced based. The core curriculum and supplemental materials follow an evidence based scope and sequence. Time and intensity of instruction is based on data and grade level standards.

Literacy instruction includes the following: skill development in phonological awareness, phonics, sight word recognition, fluency, knowledge building through the use of complex texts in units, instruction in academic and content area vocabulary, comprehension and development of speaking, listening, and writing skills.

Whole group instruction is a daily component of the literacy block, includes all students, is scaffolded to ensure all students have access to grade level content, follows the instructional pacing guide with adjustments based on student data. The core curriculum also allows for small group support and remediation.

**Core Curriculum K-5:** High quality differentiated instruction (Core Knowledge Language Arts) (CKLA)

**Core Curriculum 6-8:** High quality differentiated instruction (Houghton Mifflin Harcourt (HMH)

Professional development trainings  
Monthly department meetings  
Publisher trainings throughout the school year, on-line support,  
Vertical alignment grade level teacher planning (four days throughout the year)  
Support from the District Literacy Team  
Student Success Team/CARE site based meetings

**Section IV: SEG Structured Literacy allocation-** How does the LEA plan to use the Structured Literacy allocation from SEG?

**Section IV: SEG Structured Literacy allocation-**  
Salary for District Literacy Specialist and partial salaries of reading interventionists at elementary school sites.

**Section V: SMART Goal Statements and Action Plans for Each Goal-** Create a SMART goal for reading achievement for each level served by your LEA (K-2, 3-5, 6-8, 9-12) and

complete an action plan for each goal using the template below. If your LEA does not serve a particular grade band you may leave that out or adjust the grade bands to meet your needs.

**K-2 Goal Statement:** 80% of students will score in 4-5 band of i-Station ISIP at EOY testing in May 2024. Based on August 2023 data, areas to target are as follows,

Kindergarten-Listening comprehension, Phonological Awareness, Letter knowledge and sounds

1st Grade-Letter knowledge and sounds, Phonemic Awareness, Alphabetic decoding

2nd Grade- Decoding, Spelling, Text fluency (comprehension)

<b>Action Steps Towards Goal:</b>	<b>Timeline for Completion of Each Action Step:</b>	<b>Lead Person for Each Action Step:</b>	<b>Resources Needed:</b>
BOY, MOY, EOY i-station benchmark assessments PASS/PAST screener	August 2023  Review i-Station (EOY) from May 2023.	Classroom teacher  Building administrator, Site Reading Interventionist	SPIRE professional training  On-going professional training for CALP candidates
Dibels BOY, EOY for grades 5,6	August 2023 Review BOY i-Station (ISIP)	District Literacy Specialist	(Certified Language Practitioner Training (initial, summer and fall) and year long practicum)
Core Knowledge Language Arts (CKLA) placement test, CKLA EOY test	January 2024 Review MOY ISIP  May 2024 Review EOY ISIP	Certified Language Practitioner (CALP)  Offers additional support to teachers and students based on set criteria	S.P.I.R.E curriculum (targeted small group reading intervention)  <ul style="list-style-type: none"> <li>● Curriculum support from Reading Interventionist</li> <li>● District Literacy Team</li> <li>● Cognia, Greg Howell</li> </ul>

**Plan to Monitor Goal:** Provide interventions through curriculum resources and other MLSS tiers to support individual progress based on screenings, formative assessments, on-going curricular measures, progress monitoring data check points, interim and summative

assessments.

**Measure of Success:** 80% of students will score in 4-5 band of i-Station (ISIP) at EOY testing in May 2024.

**3-5 Goal Statement:** 95% of students will score in the proficient or above range on the NM-MSSA at the end of the 2023-24 school year.

Based on 2023 iMSSA BOY, areas of deficit to target are **comprehension of literary and informational text.**

<b>Action Steps Towards Goal:</b>	<b>Timeline for Completion of Each Action Step:</b>	<b>Lead Person for Each Action Step:</b>	<b>Resources Needed:</b>
<p>I-MSSA BOY, MOY, EOY benchmark assessments</p> <p><b>Analyze BOY and set goal areas to target comprehension of fiction and non-fiction text</b></p> <p>Grades 5 Dibels Oral Reading Fluency measure(ORF) and Maze (comprehension)</p> <p>BOY and EOY</p> <p>CKLA BOY Placement tests</p> <p>CKLA EOY curricular assessments</p>	<p>Complete I-MSSA by September 9, 2023</p> <p>Guidance on connecting iMSSA to classroom instruction</p> <p>Cognia support Webinar (Connecting iMSSA to Classroom Instruction:Utilizing the iMSSA Item Analysis Report)</p> <p>Complete “Parallel Universe” Dibels screening by September 8, 2023</p> <p>Order materials by 9/15/23</p> <p>Begin targeted instruction on or before October 20, 2023</p> <p>Complete “Parallel Universe” program by May 2024</p>	<p>Classroom teacher and reading coach/interventionist analyze BOY data</p> <p>Interventionist at each site will ensure each student is given the Dibels Oral Reading Fluency measure (ORF and Maze (comprehension)</p> <p>Building principal and reading support personnel in setting up “Parallel Universe” schedule</p> <p>Certified Language Practitioner</p> <p>Offers additional support to teachers and students based on set criteria</p> <p>District orders supplies by September 18, 2023</p>	<p>S.P.I.R.E curriculum (targeted small group reading intervention)</p> <ul style="list-style-type: none"> <li>● Grades 5, “Parallel Universe” teaching materials and “Parallel Universe” coaches</li> <li>● Space to provide small group targeted instruction</li> <li>● Curriculum support from reading interventionist</li> <li>● District Literacy Team</li> <li>● Cognia, Greg Howell</li> </ul>

	Complete Dibel ORF (MOY) and (EOY) and MAZE by end of May 2024		
	<p>Universal Design for Learning (UDL) oral reading comprehension assessment tool,</p> <p>Protocol for Accommodations in Reading (u-PAR).</p> <p>This will address equity and access to the curriculum for students who will benefit from technology tools such as pre-recorded human audio (PHA), text to speech,</p> <p>CoWriter, PDF annotation, note-taking capabilities, and removing distractions from the computer screen.</p>	Begin on/before and targeted instruction by October 20, 2023	
<p><b>Plan to Monitor Goal:</b>  Monthly program embedded oral reading fluency measures for “Parallel Universe” reading groups, on-going curricular assessments, intervention lessons, progress monitoring data checkpoints for grades 3-5.</p>			
<p><b>Measure of Success:</b> Reaching the goal of 90% of students reaching proficient level or above on NMSSA 2024.</p>			

**6-8 Goal Statement:** 95% of students will score in the proficient or above range on the NMSSA at the end of the 2023-24 school year.

Based on 2023 iMMSA BOY, areas of deficit to target are **comprehension of literary and**

<b>informational text.</b>			
<b>Action Steps Towards Goal:</b>	<b>Timeline for Completion of Each Action Step:</b>	<b>Lead Person for Each Action Step:</b>	<b>Resources Needed:</b>
<p>I-MSSA BOY, MOY, EOY benchmark assessments</p> <p><b>Analyze BOY and set goal areas to target comprehension of fiction and non-fiction text.</b></p> <p>ELA monthly department meetings to evaluate effectiveness of core curriculum lessons and progress toward goal.</p> <p>Tier 1, “Reading Plus”</p> <p>Houghton Mifflin Harcourt (HMH) Curricular assessments</p> <p><b>Tier 1 and Tier 2 Remediation and Grade Level ELA Class “ELA + Course”</b></p> <p>Year long, targeted, small group reading remediation course providing foundational reading instruction using the</p>	<p>Complete I-MSSA by September 9, 2023</p> <p>Guidance on connecting iMSSA to classroom instruction</p> <p>Cognia support Webinar, (Connecting iMSSA to Classroom Instruction: Utilizing the iMSSA Item Analysis Report)</p> <p>PSAT/grades 8, (question bank) Universal Design for Learning (UDL) oral reading comprehension assessment tool,</p> <p>Protocol for Accommodations in Reading (u-PAR).</p> <p>This will address equity and access to the curriculum for students who will benefit from technology tools such as pre-recorded human audio (PHA), text to speech,</p> <p>CoWriter, PDF annotation, note-taking capabilities, and</p>	<p>ELA teachers and administration to analyze BOY data.</p> <p>Ensure teaching targets comprehension of fiction and nonfiction text</p> <p>Certified Language Practitioner (CALP)</p> <p>Offers additional support to teachers and students based on set criteria</p>	<ul style="list-style-type: none"> <li>● Harcourt Mifflin Curriculum</li> <li>● Access intervention lessons from core curriculum</li> </ul> <p>Cognia, Greg Howell</p>



<p>Wilson Reading program, “Just Words” program and “Flow Reading Fluency”)</p> <p>Additionally, students are receiving ELA instruction using grade level HMH curriculum.</p> <p>Tier 3, “<b>Third Quest</b>” reading remediation (year long course)</p>	<p>removing distractions from the computer screen.</p>		
<p><b>Plan to Monitor Goal:</b>  Monthly department ELA meetings to monitor progress toward goal.  <b>Tier 2</b> interventions include, “<b>English Language Arts Plus,</b>” course  <b>Tier 3 “Third Quest</b>” year long course.</p>			
<p><b>Measure of Success:</b> 95% of students will score in the proficient or above range on the NMSSA at the end of the 2023-24.</p>			

<p><b>9-12 Goal Statement:</b> Increase the mean by 5% for students scoring in the lowest quartile in reading comprehension as measured by 2022-23 NM-MSSA (in-coming 9th grade), 2023-24 PSAT, and SAT.</p>			
<p><b>Action Steps Towards Goal:</b></p> <p>ELA monthly department meetings to evaluate effectiveness of core curriculum lessons and progress toward goal.</p> <p><b>Tier 2 intervention</b></p> <p><b>“Career Readiness and College</b></p>	<p><b>Timeline for Completion of Each Action Step:</b></p> <p>By November 2023, identify students in lowest quartile as measured by NM-MSSA, PSAT, SAT.</p> <p>Cognia Resource: Test item analysis report to identify trends in assessment results.</p>	<p><b>Lead Person for Each Action Step:</b></p> <p>ELA department chairperson</p> <p>Administration to interpret data and support colleague collaboration</p>	<p><b>Resources Needed:</b></p> <p>Professional Development</p> <p>Summer IMSE (Institute for Multi-Sensory Education) Morphology course (40 hours)</p> <p>“Just Words” training and materials</p>

<p><b>Preparatory Class”</b> (semester reading remediation course)”Just Words” and IMSE (Institute for Multi-Sensory Education) “Morphology” is embedded in the curriculum.</p> <p><b>Tier 3, “Third Quest”</b> reading remediation (year long course)</p> <p>Tier 3, <b>self-contained ELA class</b> (focus on comprehension, writing and executive functioning)</p>	<p>Use formative and on-going curriculum assessments to identify students who are not making adequate progress toward grade level standards. Provide differentiated instruction to remediate identified skill area weaknesses.</p> <p>Areas to target may include, background knowledge, text genre, vocabulary, monitoring comprehension and writing skills.</p> <p>By November 2023,</p> <p>ELA teaching staff will access the Universal Design for Learning (UDL) oral reading comprehension assessment tool, Protocol for Accommodations in Reading (u-PAR). This will address equity and access to the curriculum for students who will benefit from technology tools such as pre-recorded human audio (PHA), text to speech, CoWriter, PDF annotation, note-taking capabilities, and removing distractions</p>		
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	<p>from the computer screen.</p> <p>December - May 2024, Access on-going coaching support from NM Pioneer Project to support teaching and learning for all students based on scientific insights on how to motivate and engage students in learning.</p> <p>To familiarize students with the PSAT grades 9, 10 /SAT testing format (question bank), teachers will access the 'College Board Teacher Resources' throughout the school year. Additionally, this resource connects classroom instruction to the test content.</p>		
<p><b>Plan to Monitor Goal:</b> Monthly department ELA meetings to monitor progress toward goal. Tier 2 interventions include: <b>“Career Readiness and College Preparatory Class”</b> Tier 3 <b>“Third Quest”</b> year long course.</p>			
<p><b>Measure of Success:</b> Increase the mean by 5% for students scoring in the lowest quartile in reading comprehension as measured by 2022-23 NM-MSSA (in-coming 9th grade), 2023-24 PSAT, and SAT.</p>			

**Section VI: 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.

<p><b>Supplemental Instructional Material Utilized for Interventions</b> (add additional rows as needed)</p>	<p><b>Literacy Focus for Intervention</b> (e.g. phonological awareness, fluency, phonics, spelling vocabulary, comprehension, writing, etc.)</p>	<p><b>Layer of Intervention</b> (e.g. Tier 1, Tier 2, Tier 3)</p>	<p><b>Progress Monitoring Plan</b> Screenings,  ECOT, WIDA (ELL) Dyslexia screener DIBELS</p>
<p>Heggerty, Dr. Kilpatrick, (Reading for Success)</p> <p>Core Knowledge Language Arts (K-2) Intervention lessons which include decodable readers, Flyleaf decodable readers, SPIRE, (small group intervention program, Lexia program</p> <p>Readers Theater, poetry books, partner reading, shared read aloud</p> <p>All genres of shared reading, content area read aloud, fiction read aloud, poetry, plays</p> <p><u>The Writing Revolution</u> (by Judith Hochman and Natalie Wexler)</p> <p>“Parallel Universe” curriculum “Third Quest” curriculum</p>	<p>Phonological awareness</p> <p>phonics/fluency</p> <p>Fluency Vocabulary</p> <p>Comprehension</p> <p>Writing instruction</p>	<p>All students are eligible for academic and behavioral support, tiers 1-3, based on need.</p> <p>Tier 1- Ensure equity, all students receive instruction in core curriculum and structured literacy instruction. Based on data collection, Tier 1 intervention includes targeted, evidence based differentiated instruction, adjusting instruction to the unique needs of individual students by grouping them based</p>	<p>(formative, interim, summative, curricular assessments, progress monitoring)</p> <p>teacher observations, student work samples</p> <p>Progress monitoring based on a specific timeline to match needs and evaluate response to intervention.</p> <p>Differentiated instruction includes process, product, learning environment.</p> <p>It also includes enrichment activities for students mastering the grade level content.</p>

<p>Universal Design for Learning Technology apps</p> <p>Snap and Read Co:Writer PDF Annotation Text to Speech Remove Distractions Note taking capabilities</p>		<p>on relative strengths or weaknesses.</p>	
<p>Secondary resources</p> <p>Middle School ELA + year long reading intervention course</p> <p>“Third Quest” Tier 3 targeted instruction</p>		<p>Tier 2- Students receive core curriculum instruction and Tier 2 targeted interventions.</p> <p>Interventions are individualized and target support for grade level trajectory. Students receive small group support, intensity and duration based on response to intervention progress monitoring data.</p>	
		<p>Tier 3 students receive core instruction, targeted interventions and evidenced based interventions. Tier 3 may include small group and individualized instruction with increased frequency and duration compared to Tier 2.</p> <p>Frequent (bi-monthly) progress monitoring.</p> <p>When student’s performance data</p>	

		supports grade level success, student returns to Tier 1.	
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**Section VI: Plan for MLSS: Please answer the questions below:**

**1. How do you ensure that all students are placed in the correct Layer (1, 2, 3) of support to meet their individual needs?**

Screenings, formative, interim, summative, curricular assessments, progress monitoring, teacher observations and student work samples ensure students are placed in the correct layer.

**2. How do teachers progress monitor for Layer 1, 2, and 3 supports and leverage data-driven collaborative conversations (PLC) to ensure equitable access for all students?**

Formative data ongoing, at least curricular quarterly interim assessments, and benchmark assessments, i-Station and iMSSA, PSAT, SAT assessments. As needed, administer specialized assessments (i.e., PAST, LETRS Phonics Survey, DIBELS Oral Reading Fluency (ORF), comprehension (MAZE) spelling screeners, and writing analysis placement tests.

Core Knowledge Language Arts (CKLA (K-5), Harcourt Mifflin Houghton HMH (6-8), high school Expository Reading and Writing Curriculum (ERWC) assessment built into the curriculum, real-time assessments (data driven instruction) built into structure and instruction.

**3. How are supports (placement, progress, etc.) communicated to families and other staff members (health/wellness staff, administration, PLC team members, etc.)?**

Teachers communicate with parents through parent-teacher conferences, phone calls, emails, and parent newsletters. Principals also communicate with parents at school wide meetings, school events, in person meetings, and in weekly newsletters. Health/wellness staff, administrators, Professional Learning Communities (PLC team members) are informed of students' placement/progress during Student Success Team meetings and Care team meetings.

**4. How will teachers receive training and feedback on research-based practices and supports (e.g., grade level instruction, collaboration, progress monitoring, formative assessments, etc.)?**

NM Elevate Teachers Evaluation system, [Structured Literacy Administrator Walkthrough Tool](#): and regularly scheduled meetings with building principals and reading interventionists.

**Section VII: Plan for Professional Learning**- Address when and how all educators outlined below will receive training in Structured Literacy from an accredited professional development provider in the Science of Reading.

**K-5 Structured Literacy Professional Learning Plan** (please be specific on all roles within K-5 to include classroom teachers, educational assistants, special education teachers, gifted teachers, interventionists, coaches, etc.)

Educational assistants

District handbook and on-line training supervised by certified teachers.

Classroom teachers

LETRS training, PED Canvas courses, support from site Reading Interventionist, support from site based Student Success Team. This team is a clinical team that includes specialists support, Speech and Language Therapist, school counselor, occupational and physical therapist, special education teachers.

PED Canvas Courses:

"Multi-Layered System of Support"

"Structured Literacy and Dyslexia 101" 2.0 course

"Structured Literacy and Dyslexia for Biliiteracy"

2023-24 PED Literacy and Humanities Resource Page (link found in Sharon's weekly 'Take Note')

LAPS Structured Literacy Materials (link in 'Take Note')[LAPS Structured Literacy Resources](#)

District generated digital newslink, weekly 'Take Note' which includes links to professional trainings

**6-12 Structured Literacy Professional Learning Plan-**

PED Canvas Courses:

"Effective Structured Literacy Instruction for Adolescent Students"

"Disciplinary Literacy"

\*\*\*"New Mexico Instructional Scope 2.0" [New Mexico Language Arts Instructional Scope 2.0](#)

2023-24 PED Literacy and Humanities Resource Page (link found in Sharon's weekly 'Take Note')

LAPS Structured Literacy Materials (link in 'Take Note'). [LAPS Structured Literacy Resources](#)

Weekly 'Take Note' which includes links to professional trainings

Selected staff (general and special education) will be provided with training related to targeted and intensive structured literacy practices and programs in addition to structured literacy

practices and core curriculum.

**Administrators Structured Literacy Professional Learning Plan-**

All administrators will take the LETRS administrator training in 2022-23 or 2023-24. Administrators have access to NM-PED Professional development Canvas Courses.

**Section VIII: Administration Monitoring and Support-** Address how the LEA plans to provide ongoing literacy support to schools.

**Section VIII: Administration Monitoring and Support-**

How will the LEA or administration within schools monitor core instruction and the implementation of core curriculum?

[Structured Literacy Administrator Walkthrough Tool:](https://docs.google.com/spreadsheets/d/1XTLy7tHmkS4iX3BbVL4BQZ4fqlomzPD1yK)

<https://docs.google.com/spreadsheets/d/1XTLy7tHmkS4iX3BbVL4BQZ4fqlomzPD1yK>  
[KDOcmTnUI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1XTLy7tHmkS4iX3BbVL4BQZ4fqlomzPD1yK)

How will the LEA or school administration leverage the school-site data collected in the MLSS Self-Assessment (e.g., planning for district wide PL, request coaching services from NM PED, alignment with DASH, etc.)?

Integrate literacy and MLSS plan goals. Will use data from MLSS self-assessment to improve data informed decision making process and increase opportunities to team with colleagues.

Strengthening Tier 1 instruction and providing resources for Tier 2 and Tier 3.

LAPS is using the coaching support Universal Design (UDL) Pioneer Project

Describe how implementation of Structured Literacy research-based practices (from LETRS training) will be monitored for fidelity through the use of walkthrough cycles? Principals will support teachers using the Elevate NM platform. Teachers will be provided feedback following principal walk-throughs.

How will the LEA provide ongoing support to all teachers, including coaching and/or mentorship, consistently to all teachers?

- District mentorship program
- Design a master schedule to support designated literacy and intervention blocks
  
- Provide resources for all tiers of instruction
- Designated days set aside to analyze data at grade level and across grade levels
- District leadership plans professional development quarterly grade level meetings

NMPED Approved Fall 2022

Updated 10/23



- Four days during the school year for middle school teachers and high school teachers to meet.

How will the LEA share the 2023-2024 Literacy Plan with all stakeholders (educational staff, parents, governing body, etc.)?

The K-12 Literacy Plan will be posted on the district website, at faculty meetings, school newsletters and presented to the LAPS school board.

**Section IX: Members of the 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 research-based practices.

<b>Members of the District Literacy Leadership Team:</b>	<b>Role of Member:</b>	<b>Professional Learning related to Structured Literacy research-based practices:</b>
<p>Jennifer Guy</p> <p>Sharon Fogle</p> <p>Sigrid Wurthmann</p> <p>Karla Crane</p> <p>Elizabeth Meek</p>	<p>Superintendent</p> <p>Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>Coordinator of Student Services</p> <p>Assistant Coordinator of Student Services</p>	<p>LETRS for Administrators</p> <p>LETRS teacher training for all required grade levels, ELL, special education and GATE teachers. Any other teachers/administrators who are interested are eligible to join the training.</p> <p>PED Canvas course modules</p>
<p><b>Plan for Literacy Leadership Team Meetings: Monthly meetings throughout the school year</b></p>		