

CDHA Literacy Plan 2024-2025

All LEAs must complete a Literacy Plan for the 2024-2025 school year. This template is designed for K-12 LEAs. If you are a secondary only LEA please use the **Secondary LEA Literacy Plan Template**. If you are an elementary only LEA, please use the K-5 Literacy Plan Template template and only complete SMART goals for K-2 and 3-5.

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/chapter data and demographics to support the literacy needs

Section I: LEA Overview and Needs-

Christine Duncan is located in a low-income community with low adult literacy rate and high new U.S. immigrant families. Our ELL population is **67%** of students with 100% economically disadvantaged that are in need of a biliteracy plan because we are a Dual Language school Pre-K--8th. Our student population includes **12%** students with disabilities. All students are on a continuum to develop oral language skills, reading comprehension strategies, and to read and write in two languages to become bilingual and biliterate in English and Spanish. Our school needs to ensure that reading and writing in both languages is explicitly taught in an interdisciplinary curriculum approach.

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-

1. What is the LEA's plan for screening 1st grade students for dyslexia in the 2024-2025 school year (please include name of screener(s) and timeline for completion)?

All first-grade students will be screened for dyslexia before the 40th day of school. Screening will be done by all first-grade teachers in the dominant language. For English the screener used is Lexercise, for Spanish Istation ISIP will be used. All additional and new teachers in first grade will be trained to know how to administer the dyslexia screening.

2. 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.
All first-grade teachers including administration and instructional coaches.	After the 40th day count.	We will identify and analyze students at risk and some risk in sound/symbol recognition, decoding skills,	All first-grade teachers will monitor students at risk two times per month through data meetings and in accordance with MLSS.

		phonemic and phonological awareness. Begin Layer 2 interventions and move to Layer 3 Interventions if needed.	
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3. How will the data be used to inform instructional decisions?

The data will be used to identify students at risk and intervene early as it is critical to determine students at risk for reading failure. The data will also inform the decision-making process for placing students in multi-levels of support systems and will determine what level of support a given student will need. All first-grade teachers will analyze and monitor Dyslexia screener data to implement appropriate multi-levels of support for students at risk, including interventions with a reading interventionist.

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

All information regarding Dyslexia screener and monitoring will be communicated through the distribution of the screener report in a formal letter in English and Spanish as well as informal and formal parent teacher conferences and midterm progress reports.

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

Teachers in the primary grades are undergoing LETRS training and will be using English Phonemic Awareness Lessons through Heggerty and Spanish phonics lessons through Estrellita and Lunitas phonics program along with the core curriculum of Benchmark and Adelante. Teachers will receive training on the Multi-layer Support Systems (MLSS) process, teachers, coaches and administration will identify students in need of support at levels one, two and three being the most intensive and target one skill to meet the precise needs of students. PLC's will visit and revisit student groupings based on data for interventions and progress-monitor MLSS goals for level 3 supports biweekly as evidenced by the administration walkthroughs, and review of small group lesson plans, to ensure the efficacy of selected researched based interventions. All teachers will have the opportunity to receive ongoing feedback by the Literacy leadership team, after walkthroughs, formal observations by peers in PLCs referencing *the Knowledge and Practice Standards for Teachers of Reading*.

As students in third grade and beyond acquire “enough facility in word identification to comprehend in written language text” (Moats & Tolman, 2019, p. 73 Vol. 2), language comprehension skills become the dominant process for reading success). In Dual Language classrooms, these language comprehension skills include developing background knowledge, developing vocabulary, analyzing language structures, utilizing verbal reasoning skills, and

using literacy knowledge to comprehend written text in the upper elementary grade levels with high-quality, grade-level text.

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- Our core instruction is grounded on the premise of Dual language Education through bilingualism and biliteracy for all students through standard-based, evidence-based and culturally responsive core curriculum taught **along with the implementation of** high quality instructional materials and strategies for our **diverse** learners.

Core Curriculum Resources K-5: K-5 is Benchmark Advance and Benchmark Adelante for Spanish language arts and English language arts with the use of systematic phonics instruction through Heggerty as our English and Spanish component and Estrellitas/Lunitas or our primary Spanish phonics component.

Core Curriculum Resources 6-8: For 6th grade there is Benchmark Advance, and 7-8th it is Literacy based, novel-based, literature circles, online platforms such as Achieve3000, and Newsela.

Support for educator implementation: Ongoing Professional Development for our core curriculum, MLSS training through PLC's, online webinars, bilingual conferences, instructional coaches support and modeling. All K-5 is on a Curriculum Alignment Plan for a Dual Language Model 80/20 through block scheduling with specific and intentional MLSS embedded times and ELD/ ELA/ ESL/SLA times. Middle school 6-8th has a Curriculum Alignment Plan for a Dual Language program with a 50/50 model.

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- 14, CDHA was allocated **15,254.77** for structured literacy, these funds will be used for substitute coverage for the completion of the Dyslexia screener and stipends for structured literacy, LETRS professional learning for Grade 5 and new teachers as well as Dyslexia data analysis and MLSS collaboration. Supplies and materials if remaining funds are available.

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: Our goal for K-2 is to have all our students learn and acquire Spanish and English academic proficiency in all content areas in both languages as they develop critical and creative thinking skills by the time they are in 8th grade and graduate with the bilingual seal. Our goal is for students in K-2 to improve their proficiency in ELA and SLA by 10% as measured by Istation ISIP EOY in K-2.

Action Steps Towards Goal:	Timeline for Completion of Each Action Step:	Lead Person for Each Action Step:	Resources Needed:
<ul style="list-style-type: none"> All new kindergarten and first grade 	<ul style="list-style-type: none"> LETRS takes about 	<ul style="list-style-type: none"> Dr. Hilda Rivera and Sayra Brambila 	<ul style="list-style-type: none"> Dyslexia screener reports, Istation Data, LETRS PD,

<p>teachers will take Dyslexia and LETRS training.</p> <ul style="list-style-type: none"> All K-2 teachers will engage in MLSS training All K-2 teachers will engage in data analysis and root-cause analysis protocols All K-2 will participate in PLC to discuss MLSS, data, and reading proficiencies in ELA and SLA 	<p>8 months to complete.</p> <p>They will begin in September 2024. They will have the training completed by May 2026.</p> <ul style="list-style-type: none"> Dyslexia screener completed before the 40-day count MLSS training to be completed by the first week of September 2024 Data analysis ongoing after BOY, MOY and EOY. Horizontal and Vertical PLC collaboration once a month. 	<p>support for LETRS training</p> <p>*Administration, Coaches and All staff will be analyzing data with the teachers in order to schedule the appropriate PD.</p> <ul style="list-style-type: none"> All K-2nd teachers and educational fellows SAT/MLSS Chair Rachel Gamboa Transformational coach, Dr. Rivera Instructional Coach, Sayra Brambila <p>Bilingual Consultant, Dr. Romero, will support as necessary.</p>	<p>Electronic devices, time for analyzing and collaborating with K-2 teachers.</p> <ul style="list-style-type: none"> Estrellitas. Lunitas training for new staff Heggerty training for new staff Istation ISIP class reports for BOY, MOY, EOY Teacher data-charts and Data analysis protocol
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Plan to Monitor Goal: I-station ISIP monthly data will be used to monitor the progress for reading in Spanish and English. For students who need more support we will monitor progress bi-weekly to accommodate multi-levels of support systems.

Measure of Success: Students will demonstrate an increase in their Istation ISIP scores by 10% skill growth overall reading and Lectura 10% from BOY to EOY. (Levels 4 & 5)

3-5 Goal Statement: Our goal for 3rd-5th is to have all our students continue to learn and acquire Spanish and English academic proficiency in all content areas in both languages as they continue developing critical and creative thinking skills, writing skills in all genres, and communication skills by the time they are in 8th grade and graduate with the bilingual seal.

Our goal for students in 3rd-5th is to improve their proficiency in ELA by 10% as measured by iMSSA BOY to EOY and for Spanish Language Arts by 10% as measured by Istation ISIP BOY to EOY.

Action Steps Towards Goal:	Timeline for Completion of Each Action Step:	Lead Person for Each Action Step:	Resources Needed: <ul style="list-style-type: none"> Data (iMSSA, Istation)
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<ul style="list-style-type: none"> Professional development in curriculum alignment plan Monthly Vertical & Horizontal PLCs for 3-5th to review data and implement best practices and strategies and use complex text across curriculum MLSS training and support for developing intervention plans and small groups Collaborative planning by grade level. Strategic Lesson Planning with interdisciplinary approach Analyze the itemized iMSSA data for individualized areas of improvement Cognia school training for analyzing iMSSA data 	<ul style="list-style-type: none"> Ongoing professional development <ul style="list-style-type: none"> Ongoing PLC meetings MLSS training for all teachers before the 40th day count MLSS training is ongoing Horizontal and Vertical PLCs meetings monthly 	<ul style="list-style-type: none"> Dr. Rivera, Dr. Moncada, Dr. Romero, Sayra Brambila, Julie Weeks, SAT/MLSS Chair Rachel Gamboa Transformational coach Dr. Rivera and Instructional Coach Sayra Brambila 	<ul style="list-style-type: none"> Data Wise protocol <ul style="list-style-type: none"> School PD days Core curriculum Benchmark Advance/ Adelante Meeting agendas 5th grade and new 4th Grade teachers LETRS training iMSSA Item Analysis Report Cognia support representative (director of Mountain region)
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Plan to Monitor Goal: I-station ISIP monthly data to monitor the progress in Spanish and English as well as iMSSA data. For students who need more support we will monitor progress bi-weekly to accommodate multi-levels of support systems through small group interventions.

Measure of Success: Students will demonstrate an increase in their Istation ISIP scores by 10% from BOY to EOY and in iMSSA data scores by 5% per trimester with a total of 15% at the end of the school year, and MLSS interventions will be documented in lesson plans and individual student data folders.

6-8 Goal Statement: By the end of 2023-2024 NM-MSSA scores will show an increase of 20% in proficiency in Reading, this will be progressed monitored through Interim Language Arts Assessments iMSSA every trimester and short cycle assessments increasing student proficiency each assessment by 5% per trimester with a total of 15% at the end of the school year. In 2023-2024, NM-MSSA ELA proficiency was 21%, it is our goal for students at CDHA to increase from 21% to 28% for 2024-2025.

<p>Action Steps Towards Goal:</p> <ul style="list-style-type: none"> Review BOY, MOY and EOY Data in PLC 6-8th Conduct Data retreat to analyze data Establish targeted language, time and content of instruction in literacy block 	<p>Timeline for Completion of Each Action Step:</p> <ul style="list-style-type: none"> BOY reviewed by end of September MOY reviewed in January EOY reviewed in May 	<p>Lead Person for Each Action Step:</p> <ul style="list-style-type: none"> Instructional Coach, Transformational Coach, all 6-8th teachers, administration Instructional Coach, 	<p>Resources Needed:</p> <ul style="list-style-type: none"> iMSSA reports for 6-8th Istation report for Lectura ISIP Collaboration time for data discussions NM State Standards scope and sequence New Social Studies
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<ul style="list-style-type: none"> ● Identify at-risk students for Level 2 & 3 supports ● Apply best practices to support all ELL students for Level 1 core instruction through Benchmark Advance 6th grade ● Weekly collaboration meetings ● Bilingual SEAL portfolio ● Analyze the itemized iMSSA data for individualized areas of improvement ● Cognia school training for analyzing iMSSA data ● Reading Interventionist will begin the Pilot Program for RA4All for 8th graders 	<ul style="list-style-type: none"> ● Professional Development in the beginning of the year. ● After BOY, MOY and EOY data ● Ongoing through PD and collaboration ● Ongoing ● From August 2024 to May2025 ● Initial training July 2024, ongoing monthly meetings through May 	<ul style="list-style-type: none"> ● Transformational Coach, all 6-8th teachers, administration ● Instructional Coach, Transformational Coach, all 6-8th teachers, administration ● Instructional Coach, Transformational Coach, all 6-8th teachers, administration ● All Staff ● Reading Interventionist 	<ul style="list-style-type: none"> ● Standards ● Schedule ● Benchmark Advance core curriculum ● Read 180 ● Achieve3000 ● Newsela ● Literacy based novels 6th, 7th and 8th. ● Computers ● Community members, family members ● iMSSA Item Analysis Report ● Cognia support representative (director of Mountain region) ● RA4All curriculum materials and SIPPS Challenge curriculum materials
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Plan to Monitor Goal: Through the use of iMSSA data we will progress monitor English reading. For students who need Level 2 support we will monitor progress monthly and for Layer 3 critical support bi-weekly to accommodate multi-levels of support systems through small group interventions. Spanish growth will be monitored by using AVANT state assessment.

Measure of Success: Students will increase in their iMSSA data scores by 5% per trimester with a total of 15% at the end of the school year, and MLSS interventions will be documented in lesson plans and individual student data folders.

9-12 Goal Statement: N/A

<p>Action Steps Towards Goal:</p> <ul style="list-style-type: none"> ● 	<p>Timeline for Completion of Each Action Step:</p> <ul style="list-style-type: none"> ● 	<p>Lead Person for Each Action Step:</p> <ul style="list-style-type: none"> ● 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ●
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Plan to Monitor Goal: N/A

Measure of Success: N/A

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.

Supplemental Instructional Material Utilized for Interventions (add additional rows as needed)	Literacy Focus for Intervention (e.g. phonological awareness, fluency, phonics, vocabulary, comprehension, writing, etc.)	Layer of Intervention (e.g. Layer 1, Layer 2, Layer 3)	Progress Monitoring Plan
Heggerty (K-3 rd)	Phonological Awareness and phonics	Layer 1 & Layer 2	Monthly through ISIP Istation
K-2 Estrellitas Double Dose (K-2 nd)	Phonological Awareness and Phonics	Layer 2 & Layer 3	Monthly through ISIP Istation
Lunitas (2 nd)	Phonics, vocabulary, fluency	Layer 1 & Layer 2	Monthly through ISIP Istation
Read180 (6 th -8 th)	Comprehension, Fluency, Vocabulary, grammar, writing	Layer 2	Reading Inventory taken three times per year.
Benchmark Advance (K-6 Th)	Phonics, phonological awareness, writing, vocabulary, fluency	Layer 1, Layer 2 and Layer 3	Monthly through ISIP Istation, short cycle assessments
Benchmark Adelante (K-6 Th)	Phonics, phonological awareness, writing, vocabulary, fluency	Layer 1, Layer 2 and Layer 3	Monthly through ISIP Istation, short cycle assessments

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?

Each grade level will have a set block for teaching Spanish and English Language Arts for 90 minutes of daily uninterrupted, organized time for grades K-5. All students will receive Layer 1 instruction in the core curriculum that is high quality and appropriately targets the students academically, linguistically and culturally relevant. Students in need of Level 2 will be placed based on data that indicates they are one grade level behind usually “yellow” on the Academic Support List. Level 3 students will be identified as being 2-3 grade levels behind usually “red” on the Academic Support List.

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

Teachers will progress monitor for Layer 1,2 and 3 through lstation monthly progress monitoring and classroom intervention and small group intervention data. Teachers will meet monthly in their PLCs to discuss student progress and student concern and strategies for MLSS.

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

MLSS will be communicated to families through a formal letter sent home by the teacher in either English or Spanish indicating their child will receive either Layer 2 or 3 support, as well as be discussed if applicable in Health and Wellness and PLC 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.)?

Teachers will receive high quality professional development regarding best practices on merging the science of reading with biliteracy, early literacy development, biliteracy development, writing development, culturally linguistically relevant instruction and strategies and ongoing PD and support on complex text implementation, systematic, explicit instruction of decoding (reading) and encoding (spelling), and in the code system of written language. Teachers will meet in grade levels to discuss and analyze formative and summative assessments to drive instruction and present with student work to calibrate.

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.)-

LETRS training was provided for new kindergarten, first grade, second grade, third grade and fourth grade teachers. We will include new K-5 teachers in the following LETRS training Cohort. Our school calendar includes 6 days of professional development for all certified teachers and support staff dedicated to Structured literacy that include family literacy night, CAP (curriculum alignment plan) development K-8th, MLSS training and support. As well as G.L.A.D training K-8th. Complex Text implementation K-8th.

6-8th Structured Literacy Professional Learning Plan- The school calendar will have 6 days of professional development for all certified teachers and support staff dedicated to Structured literacy that include family literacy night, CAP (curriculum alignment plan) development 6-8th, MLSS training and support by SAT Chair. As well as G.L.A.D training 6-8th. Complex Text implementation 6-8th. Instructional coaches that support students are trained in LETRS the science of reading. All 6-8th teachers will be trained in a bilingual portfolio. Teachers 6-8th will continue their training on Mind Maps, GLAD, AVID, Reading Apprenticeship and AIM4S3 (including literacy in math classes.)

Administrators Structured Literacy Professional Learning Plan- The school's leadership team will become informed with the Structured Literacy Plan and will participate in teacher required training. The school administration, with the assistance from the leadership team, will monitor implementation of the Structured

Literacy Plan, professional development and classroom observations, lesson plans and student data. Attend MLSS plc's as evidence student's layers of support will be discussed and implemented.

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

Section VIII: Administration Monitoring and Support-

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

Formal and informal classroom observations, walkthroughs and administration will review lesson plans submitted through Google drive. As well as monitor implementation of curriculum alignment plans with fidelity.

2. 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.)?

Administration will use school-site data collected to develop and reflect on the 90-day plan instructional goals in reading and math. The data collected will also be used to focus the work of the PLCs to identify students who require interventions in Layer 2 and bring in support from instructional coaches to collaboratively develop critical interventions for students identified as Layer 3 supports, as well as align data with 90-Day plan and ultimately conduct a data retreat K-8th.

3. Describe how implementation of Structured Literacy research-based practices (from LETRS training) will be monitored for fidelity through the use of walkthrough cycles?

Structured Literacy research-based practices will be monitored through the implementation of ELA/ELD teacher lesson plans, intentional literacy blocks, adequate and thoughtful planning across grade levels as evidenced by meeting minutes, certificates of Dyslexia 101 completion modules, agenda and grade-level sign-in sheets from team meetings and minutes, and Evaluation self-reflections. Administration will reference the *Knowledge and Practice Standards for Teachers of Reading* during classroom walkthroughs along with establishing a culture of learning (2C): Uses instructional practices that reflect high expectations regarding content and quality, which include systemic and direct phonemic and phonics instruction, linguistic instruction and multisensory instruction, explicit direct instruction that is meaningful as evidenced by student's purposeful reading, writing, speaking and listening with an emphasis on comprehension and composition.

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

CDHA has established a peer-coaching model as an ongoing professional development K-8th. All teachers will receive technical support, collegial support and mentoring support for new teachers through TLAC. Instructional coaches will be critical in supporting teachers to implement structured literacy and biliteracy strategies and learn content through the science of learning.

5. How will the LEA share the 2024-2025 Literacy Plan with all stakeholders (educational staff, parents, governing body, etc.)?

The 2024-2025 Literacy Plan will be shared through Open House, Literacy Night, general governing council meeting in October. As well as shared through staff meetings, professional development and reviewed at PLC's. For all parents and families unable to attend school events the Literacy Plan will also be posted on our school website, school dojo and included in our monthly school newsletter. The

plan can also be sent to all families through email (synergy) to ensure all families receive the information in both English and Spanish. Teachers will also have opportunities to share the Literacy Plan with parents during parent-teacher conferences.

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.

Members of the District Literacy Leadership Team:	Role of Member:	Professional Learning related to Structured Literacy research-based practices:
<ul style="list-style-type: none"> ● Dr. Moncada ● Sayra Brambila ● Hilda Rivera 	<ul style="list-style-type: none"> ● Supervise and Monitor Plan Implementation ● (K-8) Instructional Coach ● Transformational Coach (K-8th) 	<ul style="list-style-type: none"> ● LETRS Administrative Track ● LETRS Teacher Track ● LETRS Teacher Track ● System 44 ● LETRS Teacher Track ● LETRS Teacher Track ● Bridge the Gap On-line training ● Estrellitas/ Lunitas Training ● MLSS SAT Chair
<p>Plan for Literacy Leadership Team Meetings: Literacy Leadership Team Meetings will be held monthly and include on the agenda: Data analysis, check-in on teacher support systems.</p>		