



# Los Alamos Public Schools

## K-12 Literacy Plan

### 2024-2026

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#### Resources

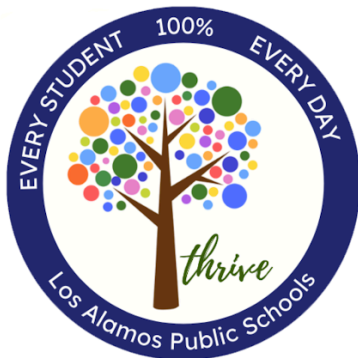
1. [Structured Literacy New Mexico Flyer](#)
2. [Dyslexia handbook: A guide to teaching ALL students to read through structured literacy \(NMPED\)](#)
3. [NMPED MLSS Implementation Guide \(NMPED\)](#)

#### SECTION 1: LEA OVERVIEW, LITERACY DATA, AND LITERACY NEEDS

Los Alamos Public Schools (LAPS) is a highly regarded educational district known for its commitment to academic excellence and innovation. Serving a diverse, remote rural community in the mountain region of northern NM, the district is distinguished by its strong emphasis on STEM (Science, Technology, Engineering, and Mathematics) education, reflective of the town's scientific heritage. The schools are recognized for their rigorous curricula, personalized learning approaches, and supportive environment that

fosters both intellectual growth and extracurricular development. With a focus on preparing students for future challenges, Los Alamos Public Schools provides extensive resources with a highly qualified and dedicated staff to create a dynamic and inclusive learning experience. LAPS exists to provide a safe, engaging learning environment that honors diversity and ensures every student thrives. The district vision states that 100% of LAPS students will meet or exceed grade level expectations in three key areas: academic excellence, social-emotional wellbeing, and civic responsibility.

### [Los Alamos Public Schools Strategic Plan 2024-2027](#)



100% of LAPS students will meet or exceed grade level expectations in three key areas:  
Academic Excellence,  
Social-Emotional Wellbeing  
and Civic Responsibility.

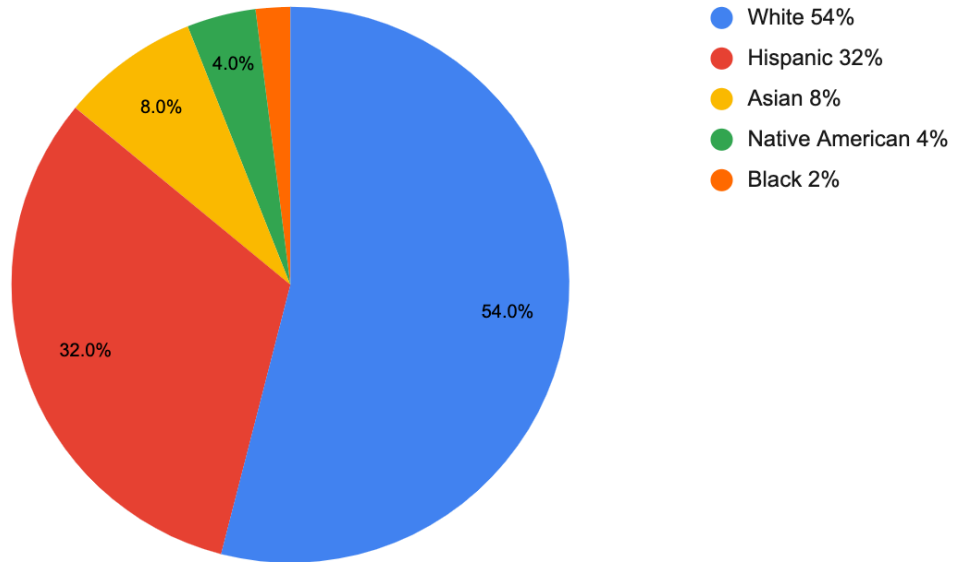
Los Alamos Public Schools exist to provide a safe, engaging learning environment that honors diversity and ensures every student thrives.

- Be accountable for every child.
- Address the root cause.
- Stay meaningfully engaged.
- Ensure students have a voice in the process.
- Filter all decisions through the lens of the whole person.

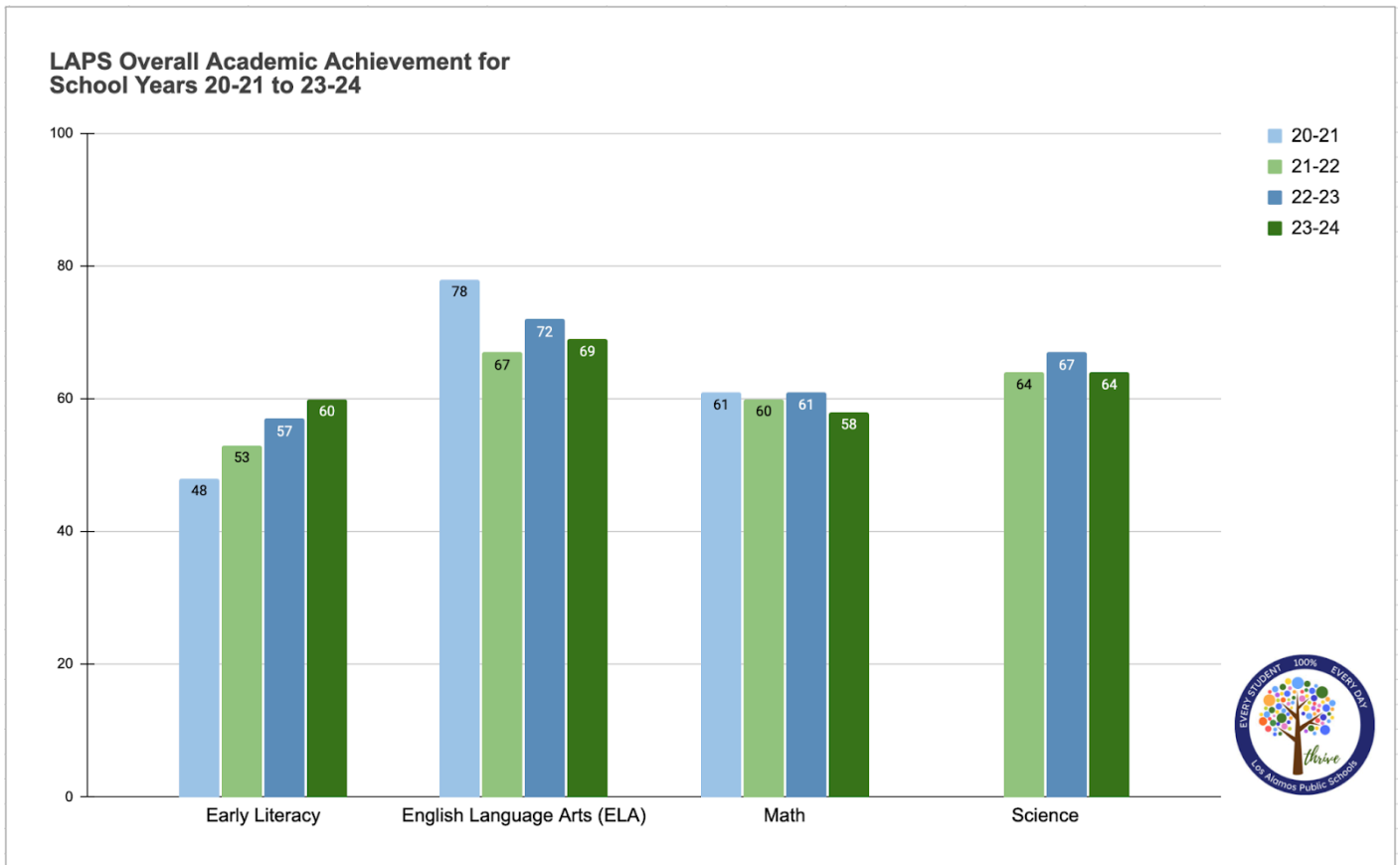


The district serves approximately 3,800 students in 4-year old preschool through grade 12. There are five elementary schools (preschool-grade 6), one middle school (grades 7-8) and one high school (grades 9-12). The student population is 54% White, 32% Hispanic, 8% Asian, 4% Native American, and 2% African American. The percentage of students identified in the following categories include: 3.4% English Learners, 27.3% Special Education, and 9.2% Gifted. During the 2023-2024 school year, 7% of the K-6 student population received either targeted or intensive reading intervention support.

## LAPS Student Population



## LAPS Overall Achievement Data



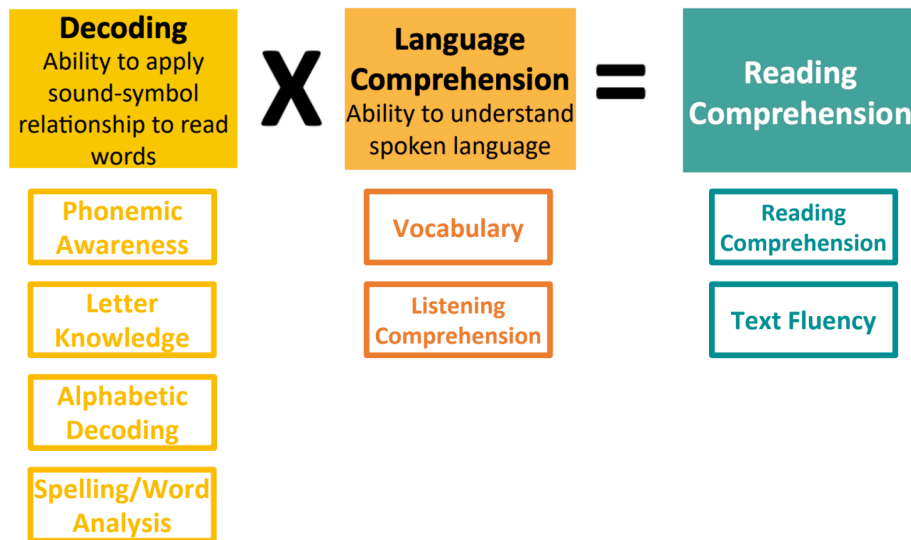
Annually reported academic achievement data includes data from the 1) NM-MSSA (grades 3-8); 2) iStation (grades K-2); 3) SAT (grade 11); and 4) DLM (alternative assessment grades 3-8 and 11). NM-ASR (Science) scores were not available for the 20-21 school year. The 20-21 ELA (English Language

Art) score did not include scores for writing. *Detailed descriptions for each of these assessments is included in Section 4 of this report.*

## LAPS Literacy Goals

In the 2019-2020 school year, LAPS began implementing a structured literacy plan based on the science of reading (SoR) to significantly impact student achievement by providing a systematic, evidence-based approach to reading instruction that addresses the diverse needs of all learners. By emphasizing explicit phonics, vocabulary development, and comprehension strategies, this plan ensures that all students, including those with learning difficulties, receive targeted support to build essential literacy skills. *The Simple View of Reading* framework is often used to illustrate the relationship between the different components of structure literacy.

# The Simple View of Reading






As a result, LAPS can expect notable improvements in reading fluency, academic performance, and overall confidence in students' abilities. This holistic approach not only fosters a stronger foundation for future learning but also equips students with critical skills necessary for lifelong success.

The following chart and narrative provides a summary of the district's literacy goals supported by the implementation of structured literacy programs and resources.

100% of LAPS 3<sup>rd</sup> grade students will be proficient readers.

# Literacy Goals

100% of LAPS 8<sup>th</sup> grade students will be proficient writers.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Grade1	Kindergarten Special Education Grade 1 Grade2	Grade 3 GATE	Grade 4	Grade 5		
	COVID	Parallel Universe	K-5 CKLA 6-8 HMH	K- 7 SPIRE 7-8 Just Words 9-10 IMSE Morphology			
4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8
K	1	2	3	4	5	6	7
	K	1	2	3	4	5	6
		K	1	2	3	4	5
			K	1	2	3	4
				K	1	2	3
					K	1	2
						K	1
							K
3rd Grade Reading Proficiency NM-MSSA		69%	73%	63%			
8th Grade Writing Proficiency NM-MSSA		Standard Setting	67%	58%			

100% of LAPS 3<sup>rd</sup> grade students will be proficient readers.

# Literacy Goals

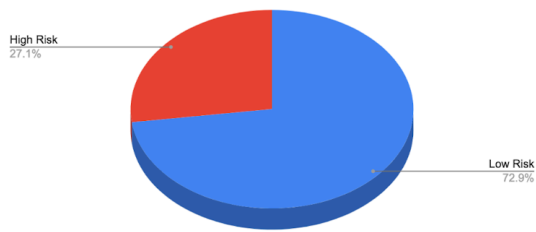
100% of LAPS 8<sup>th</sup> grade students will be proficient writers.

- 2019-2020** LAPS teachers participated in pilot program for LETRS training.
- 2020-2021** LETRS training was required for all Grade 1 teachers.  
All students in Grade 1 were screened for dyslexia.  
The early literacy skills of K-3 students were negatively impacted as a result of the COVID pandemic.
- 2021-2022** LETRS training was required for all kindergarten, Grade 2 and Special Education teachers.  
LETRS for Administrators (Principal's Primer Course) was required for all elementary principals.  
Heggerty *Phonemic Awareness* program was implemented in all kindergarten through Grade 2 classes.  
Preschool classes were offered at all LAPS elementary campuses.  
All students in Grades 5-6 were screened using DIBELS.  
*Parallel Universe* was implemented as a Tier 2 intervention in Grades 5-6.
- 2022-2023** LAPS hired a District Literacy Specialist to promote structured literacy and LETRS training.  
LETRS training was required for all Grade 3 and GATE teachers.  
Two additional teachers in the district completed LETRS facilitator training. LAPS has 3 nationally certified LETRS facilitators who support this professional development program.  
Kindergarten-Grade 5 implemented Amplify's *Core Knowledge Language Arts (CKLA)* program.  
Grades 6-8 implemented HMH's *Into Literature* program.  
An Assistant Principal was added to each elementary school campus.
- 2023-2024** LAPS hired a Certified Academic Language Therapist (CALT) to provide instruction for intervention-resist readers.  
LAPS had 4 teachers enroll in training to become Certified Academic Language Practitioners (CALP).  
LAPS added a certified teacher as a Reading Interventionist to each elementary school campus.  
LETRS training was required for all Grade 4 teachers.  
S.P.I.R.E. was implemented for Tier 2 and Tier 3 intervention in Grades K-7.  
Grades 7-8 Tier 2 Core ELA classes were added using the *Just Words* program.  
Grade 9 Tier 2 Core ELA class was added using the *Just Words* and *IMSE Morphology* program.
- 2024-2025** LETRS training was required for all Grade 5 teachers.  
LAPS teachers participated in the pilot program for *AIMS Pathways to Secondary Literacy* course.  
All students in Grades K-5 participated in the iStation *Level Up Challenge* which included monthly progress monitoring and weekly Learning Path practice.  
LAPS added a Native American Support Specialist position to provide additional academic assistance for Native American students.

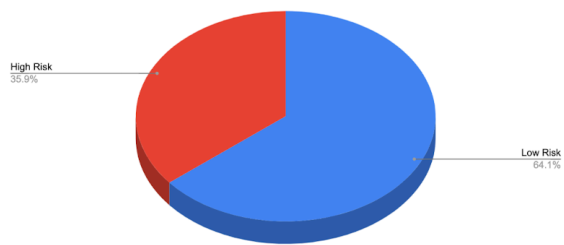
The dyslexia screener results indicate that the implementation of structured literacy has had a positive impact on early literacy skills for students who are beginning first grade. In the last four years, the number of LAPS students identified as high risk by the screener has decreased from 41% to 27%.

## LAPS Dyslexia Screener Results

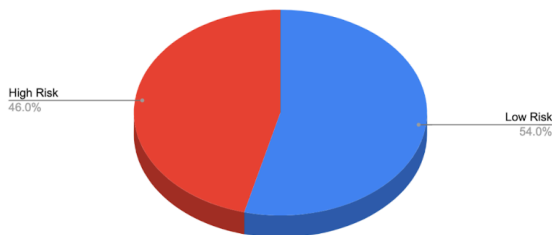
24-25 Dyslexia Screener\_LAPS Grade 1



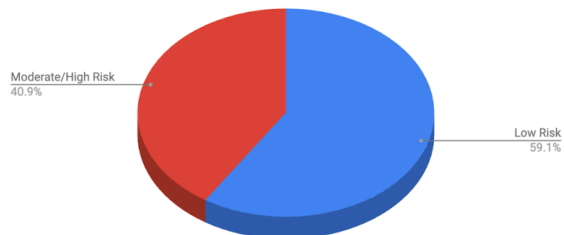
23-24 Dyslexia Screener\_LAPS Grade 1



22-23 Dyslexia Screener\_LAPS Grade 1



21-22 Dyslexia Screener\_LAPS Grade1

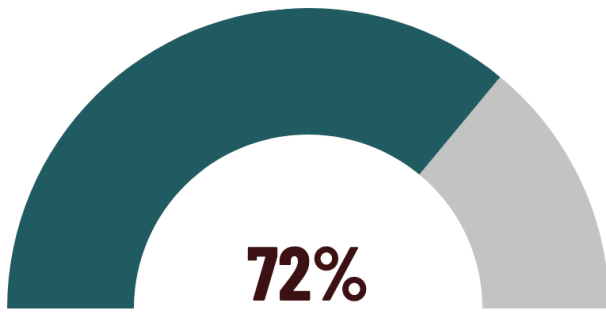


## Reading Proficiency Data

According to state accountability measures, the reported reading proficiency rate measures the percentage of students in the district who are reading at the expected level, or higher, for the student's grade. This data includes reading assessment scores for students in grades 3 through 8 and 11. The reading proficiency rate is adjusted by the number of students who participated in the assessment.

The reading proficiency rate for LAPS in 2022-2023 was 72% compared to the reading proficiency in the state which was 38%. This was a growth of 5% from the previous school year. Because of the high rate of participation (>95%) the reading proficiency rates did not have to be adjusted.

## READING PROFICIENCY

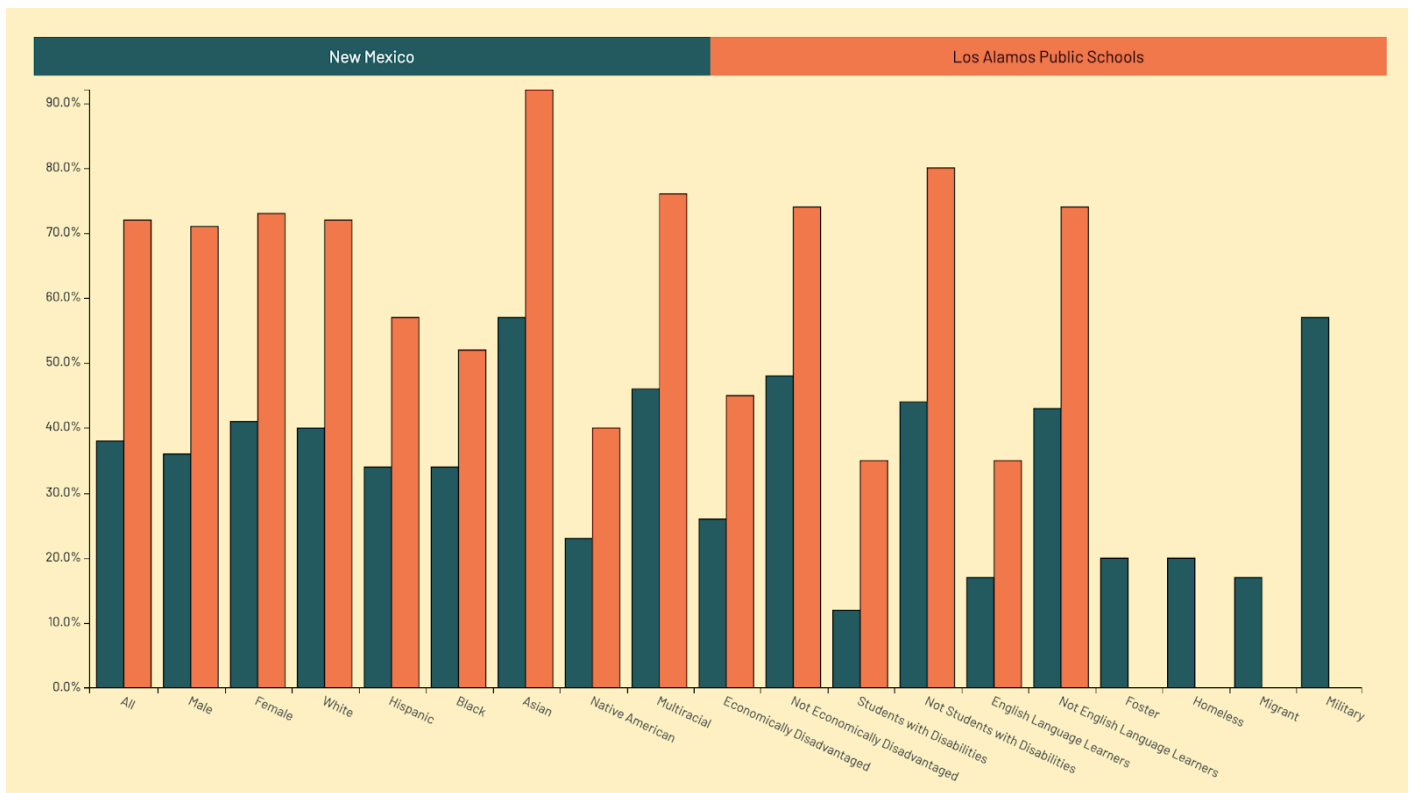


The percentage of students who are proficient and above in reading.

## READING GROWTH



The percentage of change in reading proficiency rate compared to the previous year.



	New Mexico	Los Alamos Public Schools
All	38.0%	72.0%
Male	36.0%	71.0%
Female	41.0%	73.0%
White	40.0%	72.0%
Hispanic	34.0%	57.0%
Black	34.0%	52.0%
Asian	57.0%	92.0%
Native American	23.0%	40.0%
Multiracial	46.0%	76.0%
Economically Disadvantaged	26.0%	45.0%
Not Economically Disadvantaged	48.0%	74.0%
Students with Disabilities	12.0%	35.0%
Not Students with Disabilities	44.0%	80.0%
English Language Learners	17.0%	35.0%
Not English Language Learners	43.0%	74.0%
Foster	20.0%	Masked
Homeless	20.0%	Masked
Migrant	17.0%	Masked
Military	57.0%	Masked

While the reading proficient rate for students in Los Alamos is significantly higher than the state average, there are notable gaps between the reading proficiency rates for students of different ethnicities within the district. Reading proficiency rates for Hispanic (57%), Black (52%), and Native American (40%) students lag well behind White (72%), Asian (92%), and Multiracial (76%) students. There is also a gap in reading achievement for economically disadvantaged students (45%) compared to those not economically disadvantaged (74%). The gap is also evident in the reading proficiency rates for students with disabilities 35% compared to 80% for students without disabilities. English Language Learners (35%) are less likely to be proficient readers than students who speak English as their first language (74%).

Along with the state-reported data from the 20-21, 21-22, and 22-23 school years, LAPS also used the following interim assessment data from 23-24 to determine the district's literacy goals and to develop the 24-26 Literacy Plan. While the preliminary proficiency rates for 23-24 are listed above, the official rates have not been released and are still in the process of being reviewed and validated by NMPED.

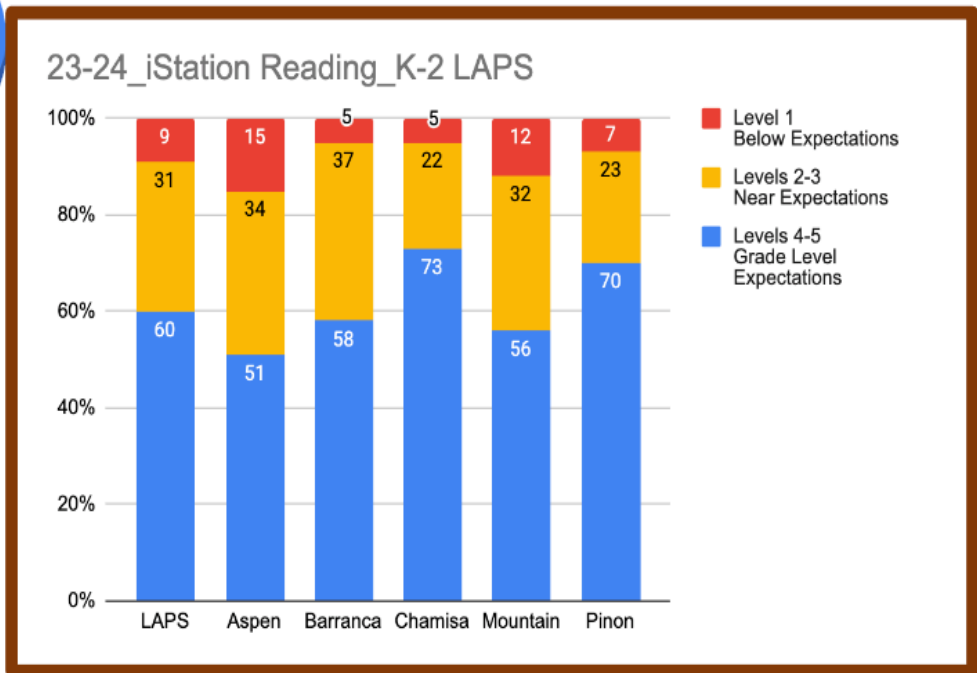
### 23-24 Interim Assessment Data

#### K-2 Early Literacy

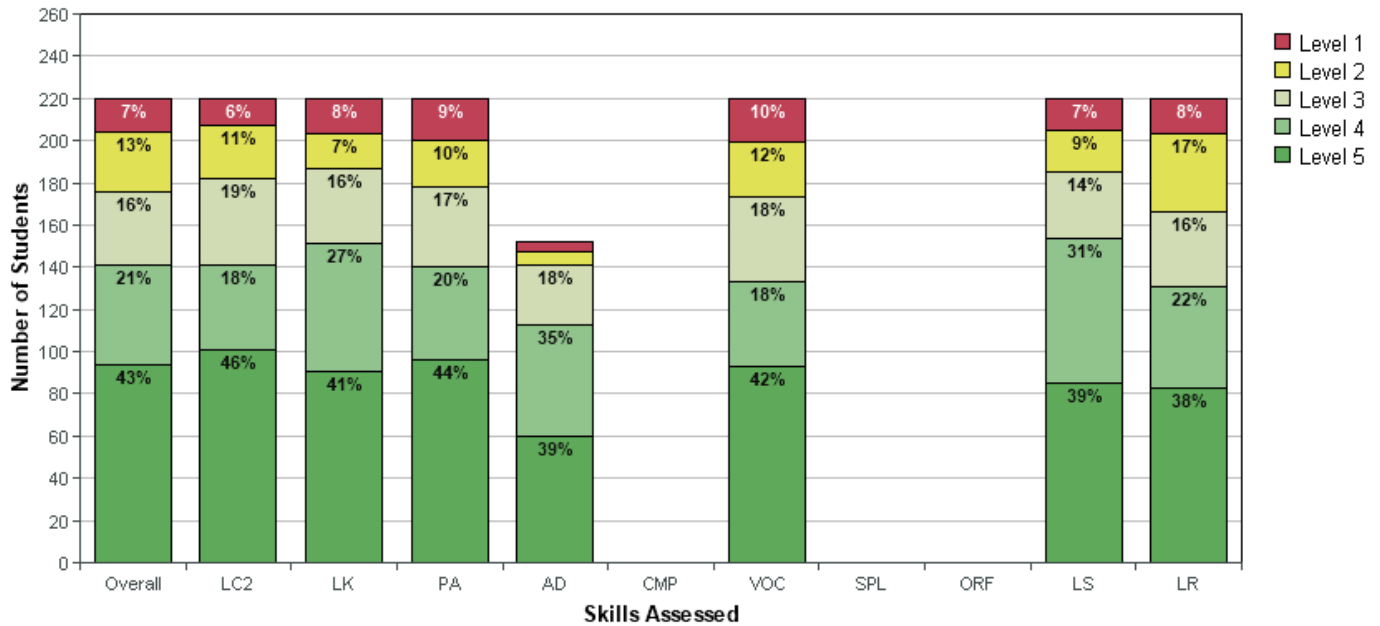
While not part of the state's annually reported accountability measures, early literacy proficiency rates for students in kindergarten to grade 2 are a strong indicator of future reading success. As part of New Mexico's balanced assessment program, students in kindergarten to grade 2 take *iStation's Indicators of Progress* (ISIP™), an online, adaptive assessment, three times during the school year: August (**Beginning of Year**), December (**Middle of Year**), and May (**End of Year**). This assessment is used to measure a

student's readiness for grade-level instruction. Students who score in Levels 4 and 5 are considered "ready" for grade-level instruction. Students who score in Levels 2 and 3 will need targeted support in order to access grade-level material. Students who score in Level 1 are identified as those needing intensive support.

EOY data for 23-24 shows that 60% of LAPS students in kindergarten to grade 2 were ready for grade level instruction. While the annual number of all LAPS K-2 students who are meeting grade-level expectations in reading continues to increase, this chart shows that there is a wide range in reading proficiency rates among the district's five elementary schools.

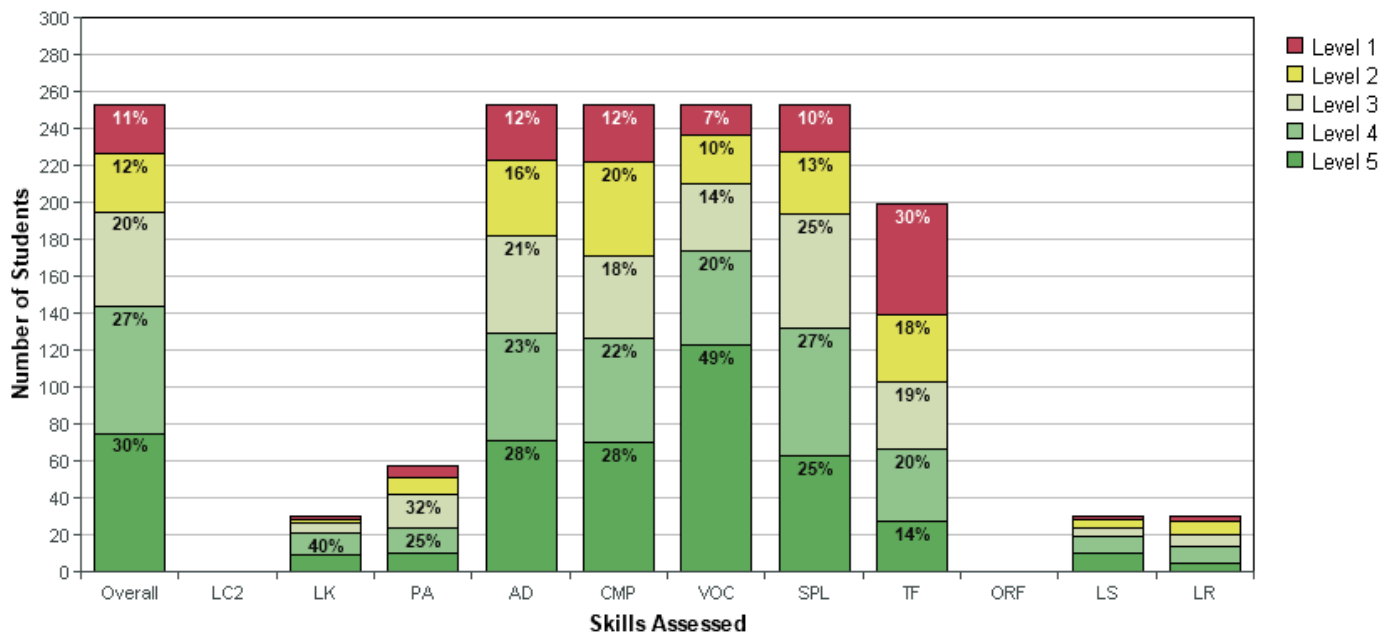


### Kindergarten - May 2024



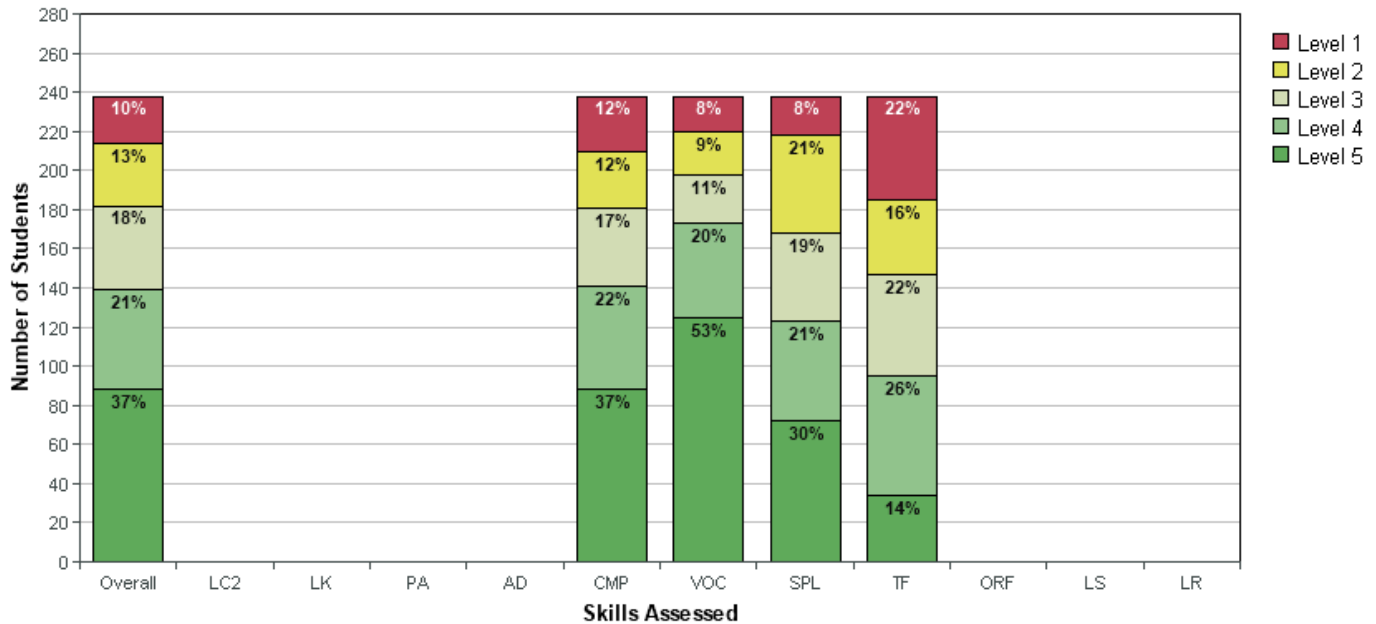
According to 2024 EOY iStation reading data, 64% of kindergarten students are ready for grade-level instruction. The percent of students needing additional support in Letter Knowledge and Phonemic Awareness are 31% and 36% respectively. Sixty-nine percent of kindergarten students are demonstrating skills in Alphabetic Decoding.

### 1st Grade - May 2024



2024 EOY iStation reading data indicates that 57% of first grade students are ready for grade-level instruction. To improve Alphabetic Decoding and Spelling skills, thirty grade 1 students need targeted support in Letter Knowledge and 58 need targeted support in Phonemic Awareness.

## 2nd Grade - May 2024

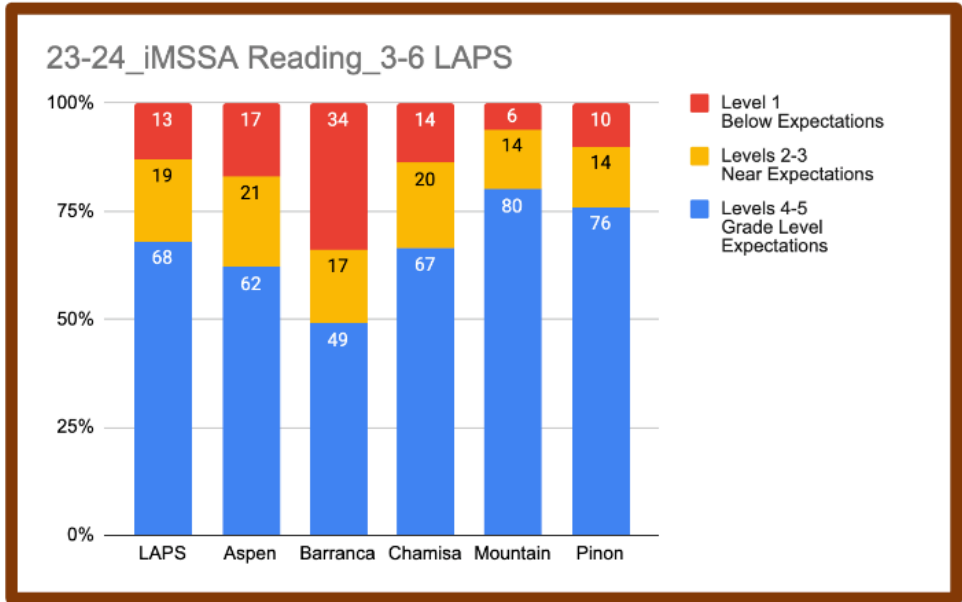
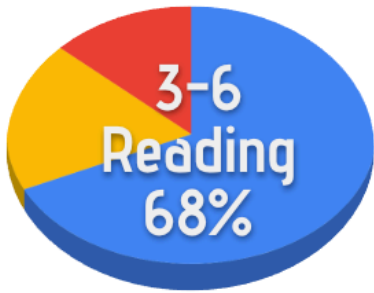


Based on EOY 2024 iStation reading scores, 58% of grade 2 students demonstrate grade-level ready reading skills. The percent of students needing targeted and intensive support in Spelling are 40% and 8% respectively. The spelling component is a significant indicator of a student's word analysis skills and their ability to develop a fully-specified orthographic representation of words. In this subsection, students are asked to spell multisyllabic words that contain various aspects of syllables, affixes, and roots. Scoring is done at the syllable unit, rather than the whole word.

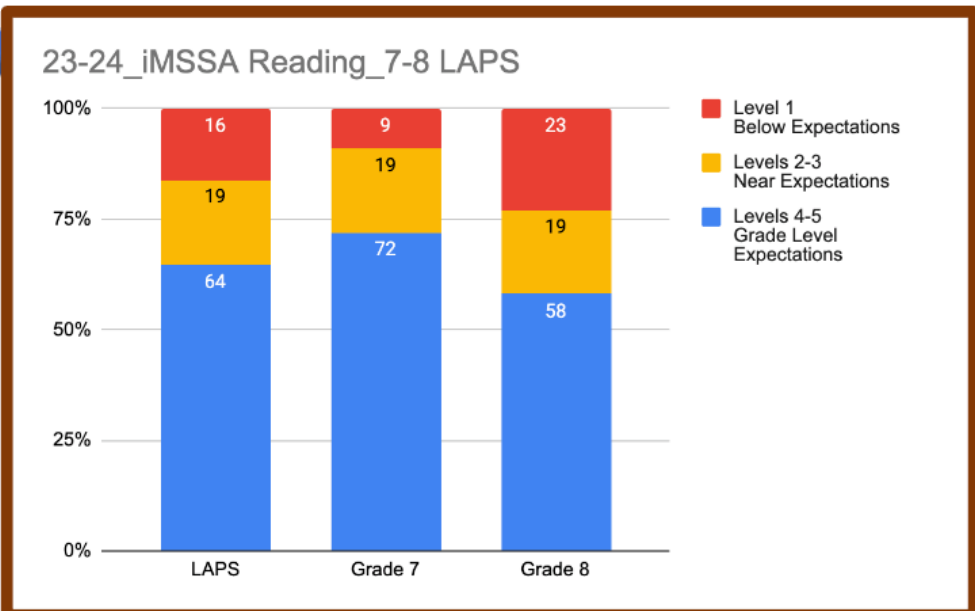
### 3-8 Literacy Data

Students in grades 3-8 take the Interim Measures of Student Success and Achievement (iMSSA), an online assessment, three times a year: August (**Beginning of Year**), December (**Middle of Year**), and May (**End of Year**). This assessment is used to measure a student's progress toward mastery of grade-level content. While this assessment is correlated to the state's summative ELA assessment NM-MSSA (New Mexico Measures of Student Success and Achievement) in the areas of reading and language usage, it does not include an interim writing task.

EOY iMSSA data for 23-24 shows that 68% of LAPS students in grades 3-6 were on target to meet grade-level reading proficiency standards. This chart also shows that there is a wide range in reading proficiency rates among the district's five elementary schools.

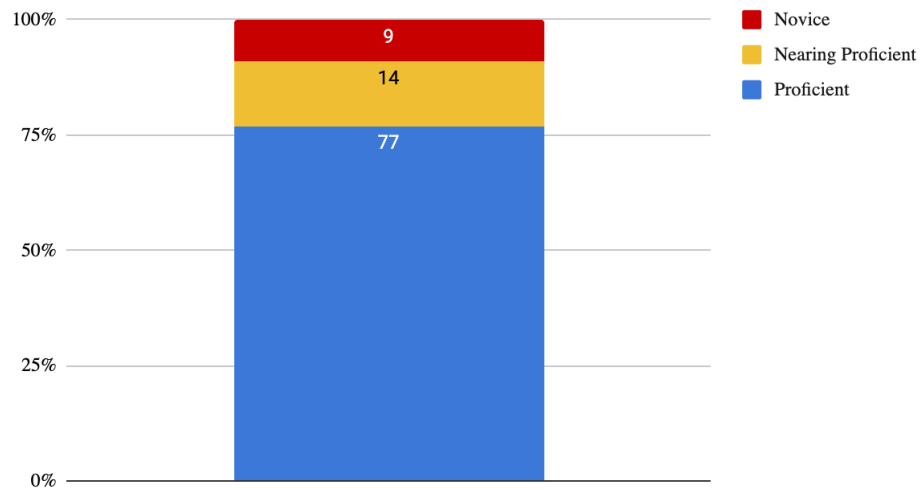


EOY iMSSA data for 23-24 shows that 64% of LAPS students in grades 7-8 were on target to meet grade-level reading proficiency standards. This chart also shows that there is a significant difference in reading proficiency rates between the students in grades 7 and 8. It is also important to note that this assessment does not measure a student's ability to write, which is a data point used in stating the district's literacy goal for grades 4-8.

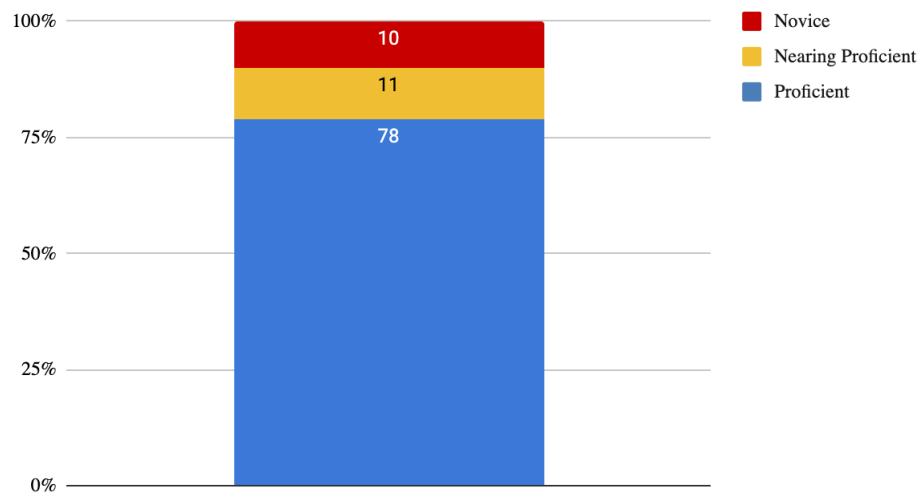


The 23-24 NM-MSSA writing assessment scores for grades 6-8 show a strong correlation to iMSSA reading scores. The percentage of students who were proficient on the EOY interim reading assessment in grades 7-8 (72% and 58%) matched the percentage of students who were proficient on the NM-MSSA summative writing assessment (78% and 58%).

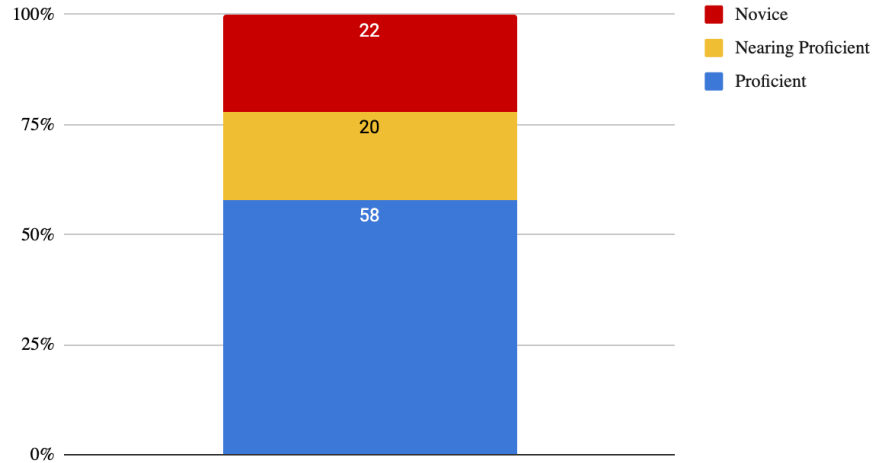
23-24\_NM-MSSA\_Writing\_G6



23-24\_NM-MSSA Writing\_G 7



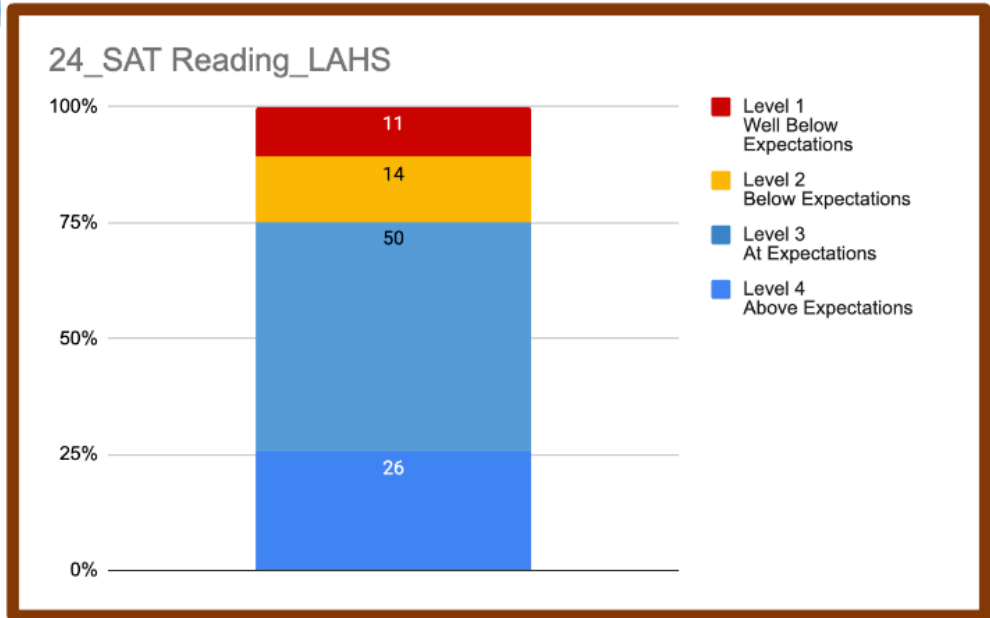
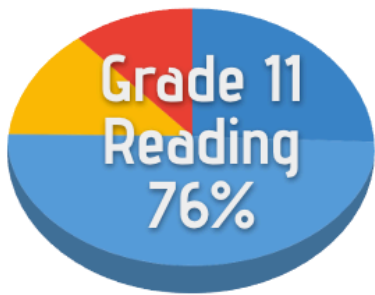
23-24\_NM-MSSA Writing\_G 8



High School Literacy Data

Students in grade 11 take the Scholastic Aptitude Test (SAT) , a computer-based, adaptive assessment each Spring. The reading subtest measures a student’s ability to apply comprehension, vocabulary, analysis, synthesis, and reasoning skills along with the knowledge needed to understand and use high-utility words and phrases in context at the college and career level. According to the state’s published guidelines, 76% of grade 11 students who took the SAT in April 2024 demonstrated at or above grade-level expectations in reading.

Level 1 (Well Below Expectations)		Level 2 (Below Expectations)		Level 3 (At Expectations)		Level 4 (Above Expectations)	
ERW	Math	ERW	Math	ERW	Math	ERW	Math
200-410	200-410	420-470	420-520	480-620	530-640	630-800	650-800



## SECTION 2: SMART GOALS AND ACTION PLAN FOR EACH GOAL

The LAPS literacy goals for 2024-2026 are based on work recently completed during the strategic planning process and align with the LAPS School Board's [Los Alamos Public Schools Strategic Plan 2024-2027](#) and its implementation.

In her *Letter from the Superintendent*, Jennifer Guy explains the significance of this new plan-

*For too long, we have worked hard to achieve incremental gains that still leave some students out. That is not acceptable. We made the decision to focus our strategic plan on achieving success for EVERY student we serve. This is a lofty goal and will require a lot of hard work, but we believe our students and families deserve nothing less. I am confident that we have the exceptional staff and strong community support required to meet this goal.*

*The strategic plan is the result of collaboration and input from staff, students, parents, and community members who have worked together over the past year to provide feedback, gather data, review district practices, and provide advice on strategies to better meet the needs of our students. We believe that by working together, we can create a comprehensive plan to ensure the success and growth of our school district.*

*Implementing our strategic plan will require collective effort and ongoing collaboration over the next 3-5 years. We are committed to regularly assessing our progress, adjusting our strategies as needed, and ensuring accountability for achieving our goals.*

Goal One of the strategic plan relates directly to academic excellence in the area of literacy.

**Goal One: Academic Excellence**

100% of students will meet or exceed grade level expectations Early Literacy, Language Arts, Math, Science, and Graduation Rates.

Each goal in the Literacy Plan is formatted to support one of the three Milestones listed under Academic Excellence.

**Milestone One:** 100% of LAPS teachers will teach grade-level standards using district adopted curriculum with fidelity.

**Milestone Two:** 100% of LAPS teachers will use instructional practices that provide students with daily opportunities to engage in learning through speaking, writing, or doing.

**Milestone Three:** 100% of LAPS schools have built-in systems with structures and schedules to support fidelity to the adopted curriculum and active learning, to ensure an equitable education for all students.

They also support the goals outlined in the district’s annual [NM-DASH](#) (*Data, Accountability, Sustainability and High Achievement*) Education Plan for Student Success.

2024-2025 LAPS Literacy Goals NM-DASH Education Plan		
	2022-2023	2024-2025
Total Student Population	72%	77%
American Indian	40%	45%
English Language Learners	35%	40%
Special Education	35%	40%
Economically Disadvantaged	45%	47%

**K-2 Literacy Goal**

By May 2026, the percent of K-2 students scoring in Levels 4 and 5 on the iStation reading subtest will increase from 60% to 75%.

Action Step #1	Timeline of Completion	Lead Person or Team	Resources Needed
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<p>100% of K-2 teachers will use the district adopted CKLA and Heggerty programs to teach reading following a scope and sequence that is based on structured literacy.</p>	<p>May 2026</p>	<p><b>Elementary Instructional Leadership Team</b></p> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>Elementary Principals and Assistant Principals</p>	<p>Heggerty <i>Phonemic Awareness Kindergarten</i> and <i>Primary</i> teacher manuals with online subscriptions</p> <p><i>Core Knowledge Language Arts (CKLA)</i> instructional materials for teachers and students</p> <p>Observation Forms</p> <p>Annual contract for Amplify Professional Development and Coaching</p>
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**High Quality Instructional Materials**

Teachers will utilize components of the Heggerty and CKLA curriculum, including the scope and sequence, Unit Pacing Guides, lesson plans for skills and knowledge, Tier 2 supports: *K-2 Assessment and Remediation Guide (ARG)*, *K-5 Intervention Toolkit*, *Writing Studio*, *Language Studio*, and *ReadWorks*.

**Observe and Document Curriculum Implementation**

- [Heggerty-Phonemic-Awareness-Administrator-Checklist](#)
- [Administrator's Walk Through Tool CKLA](#)

**Embedded Professional Development and Coaching Support**

All K-2 teachers will participate in annual Amplify CKLA professional development and coaching support.

Action Step #2	Timeline of Completion	Lead Person or Team	Resources Needed
<p>100% of K-2 teachers will use systematic and explicit instructional practices to provide all students with daily opportunities to engage in oral reading, speaking, writing, and/or other activities associated with structured literacy.</p>	<p>May 2026</p>	<p><b>Elementary Instructional Leadership Team</b></p> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p>	<p><i>K-2 Heggerty Phonological Awareness: Kindergarten Curriculum and Primary Curriculum</i></p> <p><i>CKLA Core Curriculum</i></p> <p><i>CKLA Writing Studio</i></p>

		Assistant Director of Curriculum and Instruction  District Literacy Specialist  Elementary Principals and Assistant Principals	<i>CKLA ELL Language Studio</i>  <i>ReadWorks</i>  <i>Professional Development to support principles and practices that promote student engagement including Explicit Instruction</i>
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**Highly Effective Instructional Practices**

Teachers embed active engagement strategies and explicit instruction into the curriculum. Teachers use data to inform instructional practices. Administrators use walk through tools (e.g. [Administrator's Walk Through Tool CKLA](#) and Domains [2](#) and [3](#) of the Elevate NM rubric) to document and provide feedback on instructional practices.

<b>Action Step #3</b>	<b>Timeline of Completion</b>	<b>Lead Person or Team</b>	<b>Resources Needed</b>
100% of LAPS elementary schools will create schedules that support the use of PLCs to promote and monitor the effective use of MLSS structures to ensure high levels of reading achievement for all students.	May 2026	<b>Elementary Instructional Leadership Team</b>  Superintendent  Assistant Superintendent for Teaching and Learning  Director of Curriculum and Instruction  Assistant Director of Curriculum and Instruction  District Literacy Specialist  Elementary Principals and Assistant Principals	<i>Master Schedule Audit</i>  Monthly progress monitoring with iStation  Site-based data review and analysis  District and site-based PLC @ Work by Solution Tree

- Each elementary campus uses the DASH platform to develop an annual Education Plan that aligns to the district’s Strategic Plan. The responsibility of the Foundations/DASH teams on each campus is to create reading goals that address the specific needs of their student population and to monitor progress toward meeting those goals.
- Each elementary school site has a lead data analyst who supports the Professional Learning Communities (PLC) teams with data collection and analysis.

- The MLSS (Multi-layer System of Supports) structure provides the framework for Layer 1 core instruction and Layers 2 and 3 targeted and intensive instruction and intervention.

#### **Plan to Monitor K-2 SMART Goal:**

- The Elementary Instructional Leadership Team will develop and utilize a consistent plan for gathering data through Classroom Walk-Throughs and Teacher Observations.
- District and school DASH teams will analyze student data compiled from monthly iStation assessments.

#### **Measure of Success (how will you know when the K-2 SMART goal has been achieved)**

The percent of K-2 students scoring in Levels 4 and 5 on the iStation reading subtest will increase to 75%.

#### **3-5 Literacy Goal**

By May 2026, the percentage of students in grade 3-5 scoring near or above grade level expectations on the EOY iMSSA reading test will increase from 68% to 82%.

Action Step 1	Timeline of Completion	Lead Person or Team	Resources Needed
100% of teachers in grades 3-5 will use CKLA to teach reading following a scope and sequence that is based on structured literacy.	May 2026	<b>Elementary Instructional Leadership Team</b>  Superintendent  Assistant Superintendent for Teaching and Learning  Director of Curriculum and Instruction  Assistant Director of Curriculum and Instruction  District Literacy Specialist  Elementary Principals and Assistant Principals	<i>Core Knowledge Language Arts (CKLA)</i> instructional materials for teachers and students  Observation Forms  Annual contract for Amplify Professional Development and Coaching

**High Quality Instructional Materials**

Teachers will utilize components of the CKLA curriculum, including the scope and sequence, Unit Pacing Guides, lesson plans, and Tier 2 supports: *Decoding and Encoding Remediation Guide (DERG), K-5 Intervention Toolkit, Writing Studio, Language Studio, and ReadWorks.*

**Observe and Document Curriculum Implementation**

- [Administrator's Walk Through Tool CKLA](#) (Grade 3-5 Tab)

**Embedded Professional Development and Coaching Support**

All teachers in grade 3-5 will participate in annual Amplify CKLA professional development and coaching support.

Action Step #2	Timeline of Completion	Lead Person or Team	Resources Needed
100% of 3-5 teachers will use systematic and explicit instructional practices to provide all students with daily opportunities to engage in oral reading, speaking, writing, and/or other activities associated with	May 2026	<b>Elementary Instructional Leadership Team</b>  Superintendent  Assistant Superintendent for Teaching and Learning  Director of Curriculum	<i>CKLA Core Curriculum</i>  <i>CKLA Writing Studio</i>  <i>CKLA ELL Language Studio</i>  <i>ReadWorks</i>  Professional Development to support

structured literacy.		and Instruction Assistant Director of Curriculum and Instruction District Literacy Specialist Elementary Principals and Assistant Principals	principles and practices that promote student engagement including Explicit Instruction
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**Highly Effective Instructional Practices**

Teachers embed active engagement strategies and explicit instruction into the curriculum. Teachers use data to inform instructional practices. Administrators use walk through tools (e.g. [Administrator's Walk Through Tool CKLA](#) (Grade 3-5 Tab) and Domains [2](#) and [3](#) of the *Elevate NM* rubric) to document and provide feedback on instructional practices.

Action Step #3	Timeline of Completion	Lead Person or Team	Resources Needed
100% of LAPS elementary schools will create schedules that support the use of PLCs to promote and monitor the effective use of MLSS structures to ensure high levels of reading achievement for all students.	May 2026	<b>Elementary Instructional Leadership Team</b> Superintendent Assistant Superintendent for Teaching and Learning Director of Curriculum and Instruction Assistant Director of Curriculum and Instruction District Literacy Specialist Elementary Principals and Assistant Principals	<i>Master Schedule Audit</i> Monthly progress monitoring with iStation Site-based data review and analysis District and site-based PLC @ Work by Solution Tree

- Each elementary campus uses the DASH platform to develop an annual Education Plan that aligns to the district's Strategic Plan. The responsibility of the Foundations/DASH teams on each campus is to create reading goals that address the specific needs of their student population and to monitor progress toward meeting those goals.
- Each elementary school site has a lead data analyst who supports the Professional Learning Communities (PLC) teams with data collection and analysis.

- The MLSS (Multi-layer System of Supports) structure provides the framework for Layer 1 core instruction and Layers 2 and 3 targeted and intensive instruction and intervention.

**Plan to Monitor 3-5 SMART Goal:**

- The Elementary Instructional Leadership Team will develop and utilize a consistent plan for gathering data through Classroom Walk-Throughs and Teacher Observations.
- District and school DASH teams will analyze student data compiled from monthly iStation assessments.

**Measure of Success (how will you know when the 3-5 SMART goal has been achieved)**

The percentage of students in grade 3-5 meeting or exceeding grade-level expectation on the EOY iMSSA 2026 assessment will increase to 83%.

**6-8 Literacy Goal**

By May 2026, the percentage of students in grade 6-8 scoring near or above grade level expectations on the EOY iMSSA reading test will increase from 64% to 75%.

Action Step #1	Timeline of Completion	Lead Person or Team	Resources Needed
100% of 6-8 teachers will use the HMH <i>Into Literature</i> and the Discovery Education <i>Reading Plus</i> programs to teach reading following a scope and sequence that is based on structured literacy.	May 2026	<b>Elementary and Middle School Instructional Leadership Teams</b>  Superintendent  Assistant Superintendent for Teaching and Learning  Director of Curriculum and Instruction  Assistant Director of Curriculum and Instruction  District Literacy Specialist  Elementary and Middle School Principals and Assistant Principals	HMH <i>Into Literature</i>  Discovery Education <i>Reading Plus</i>  Observation Forms  Annual contract for HMH Professional Development and Coaching  Grades 6-8 Quarterly Vertical Alignment Planning Meetings

### High Quality Instructional Materials

Teachers will utilize components of the HMH *Into Literature* curriculum, including the scope and sequence, Unit Pacing Guides, lesson plans, and intervention lessons provided in the core curriculum. Along with *Into Literature*, The Discovery Education *Reading Plus* program will be used weekly to support reading fluency and vocabulary development.

### Observe and Document Curriculum Implementation

- *Elevate New Mexico* Walk Through and Observation Tools for Domains [2](#) and [3](#).

### Embedded Professional Development and Coaching Support

All 6-8 teachers will participate in annual HMH professional development and coaching support. Teachers in grades 6-8 will meet quarterly for Vertical Alignment Planning Meetings.

Action Step #2	Timeline of Completion	Lead Person or Team	Resources Needed
100% of 6-8 teachers will use systematic and explicit instructional practices to provide all students with daily opportunities to engage in oral reading, speaking, writing, and/or other activities associated with structured literacy.	May 2026	<p><b>Elementary and Middle School Instructional Leadership Teams</b></p> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>Elementary and Middle School Principals and Assistant Principals</p>	<p>HMH <i>Into Literature</i></p> <p>Discovery Education <i>Reading Plus</i></p> <p>Professional Development to support principles and practices that promote student engagement including Explicit Instruction</p>

### Highly Effective Instructional Practices

- Teachers embed active engagement strategies into the curriculum. Teachers use common assessment data to inform instructional practices.
- Administrators use walk through tools and *Elevate NM* observations to monitor instructional practices and the implementation of the HMH *Into Literature* and Discovery Education *Reading Plus* programs.

Action Step #3	Timeline of Completion	Lead Person or Team	Resources Needed
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<p>100% of LAPs elementary and secondary schools will create schedules that support the use of PLCs to promote and monitor the effective use of MLSS structures to ensure high levels of reading achievement for all students.</p>	<p>May 2026</p>	<p><b>Elementary and Middle School Instructional Leadership Teams</b></p> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>Elementary and Middle School Principals and Assistant Principals</p>	<p><i>Master Schedule Audit</i></p> <p>Monthly progress monitoring of Reading Plus</p> <p>Site-based review and analysis of iMSSA interim assessment data</p> <p>District and site-based PLC @ Work by Solution Tree</p>
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- The elementary and middle school campuses use the DASH platform to develop an annual Education Plan that aligns to the district’s Strategic Plan. The responsibility of the Foundations/DASH teams on each campus is to create reading goals that address the specific needs of their student population and to monitor progress toward meeting those goals.
- A member of the Foundations/DASH teams at each school site serves as the lead data analyst and provides support to the Professional Learning Communities (PLC) teams with data collection and analysis.
- The MLSS (Multi-layer System of Supports) structure provides the framework for Layer 1 core instruction and Layers 2 and 3 targeted and intensive instruction and intervention.

**Plan to Monitor 6-8 SMART Goal:**

- The Elementary and Middle School Instructional Leadership Teams will develop and utilize a consistent plan for gathering data through Classroom Walk-Throughs and Teacher Observations.
- District and school DASH teams will analyze student data compiled from iMSSA assessments.

**Measure of Success (how will you know when the 6-8 SMART goal has been achieved):**

The percentage of students in grade 6-8 meeting or exceeding grade-level expectation on the EOY iMSSA 2026 assessment will increase to 75%.

## 9-12 Literacy Goal

By May 2026, the percentage of students in grade 11 scoring at or above grade level expectations on the ELA portion of the SAT will increase from 76% to 82%.

Action Step #1	Timeline of Completion	Lead Person or Team	Resources Needed
100% of the high school ELA teachers will use the Cal State University-ERWC (Expository Reading and Writing Course) program to teach academic literacy skills following a scope and sequence that develops advanced proficiency in rhetorical and analytical reading, writing, and thinking.	May 2026	<b>Secondary Instructional Leadership Teams</b>  Superintendent  Assistant Superintendent for Teaching and Learning  Director of Curriculum and Instruction  Assistant Director of Curriculum and Instruction  District Literacy Specialist  High School Principal and Assistant Principals	Cal State University-ERWC (Expository Reading and Writing Course)  Observation Forms  Annual contract for ERWC Professional Development and Coaching  Monthly ELA Department/PLC Planning and Alignment Meetings

### High Quality Instructional Materials

Teachers will utilize components of the Cal State University-ERWC curriculum, including the scope and sequence, Unit Pacing Guides, lesson plans, and Universal Design for Learning (UDL) tools.

### Observe and Document Curriculum Implementation

- *Elevate New Mexico* Walk Through and Observation Tools for Domains [2](#) and [3](#).

### Embedded Professional Development and Coaching Support

All high school ELA teachers will participate in annual ERWC professional development and coaching support. The high school ELA Department/PLC will meet monthly for planning and alignment.

Action Step #2	Timeline of Completion	Lead Person or Team	Resources Needed
100% of high school ELA teachers will use systematic and explicit instructional practices to provide all students with	May 2026	<b>Secondary Instructional Leadership Teams</b>  Superintendent  Assistant	Cal State University-ERWC (Expository Reading and Writing Course)

<p>daily opportunities to engage in oral reading, speaking, writing, and/or other activities associated with academic literacy.</p>		<p>Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>High School Principal and Assistant Principals</p>	<p>Professional Development to support principles and practices that promote student engagement including Explicit Instruction and Universal Design for Learning strategies and tools.</p>
<ul style="list-style-type: none"> <li>Teachers embed active engagement strategies into the curriculum. Teachers use common assessment data to inform instructional practices.</li> <li>Administrators use walk-through tools and <i>Elevate NM</i> observations to monitor instructional practices and the implementation of the Cal State University- ERWC program.</li> </ul>			
Action Step #3	Timeline of Completion	Lead Person or Team	Resources Needed
<p>Los Alamos High School will create a master schedule that supports the use of PLCs to promote and monitor the effective use of MLSS structures to ensure high levels of reading achievement for all students.</p>	<p>May 2026</p>	<p><b>Secondary Instructional Leadership Teams</b></p> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p> <p>High School Principal and Assistant Principals</p>	<p><i>Master Schedule Planning and Audit</i></p> <p>Site-based review and analysis of PSAT and common assessment data</p> <p>District and site-based PLC @ Work by Solution Tree</p>
<ul style="list-style-type: none"> <li>The High School Foundations/DASH team is responsible for creating graduation goals that address the specific needs of their student population and to monitor progress toward meeting those goals. The DASH platform is used to develop the school's annual Education Plan to promote</li> </ul>			

academic literacy in alignment with the district's Strategic Plan.

- A member of the HS Foundations/DASH teams is responsible for oversight of all ELA data relating to graduation requirements and provides support to PLC teams with data collection and analysis.
- The MLSS (Multi-layer System of Supports) structure provides the framework for Layer 1 core instruction and Layers 2 and 3 targeted and intensive instruction and intervention.

**Plan to Monitor 9-12 SMART Goal:**

- The Secondary Instructional Leadership Teams will develop and utilize a consistent plan for gathering data through Classroom Walk-Throughs and Teacher Observations.
- District and school DASH teams will analyze student data compiled from ELA course grades, PSAT, and SAT assessments.

**Measure of Success (how will you know when the 9-12 SMART goal has been achieved):**

By May 2026, the percent of Grade 11 students meeting or exceeding grade-level expectation on the ELA portion on the SAT will increase to 82%.

**SECTION 3: LEA DYSLEXIA SCREENING PLAN**

**1) Plan for Administering the Dyslexia Screener**

The District Literacy Specialist ensures that all LAPS practices are in compliance with the NMPED's annual [Structured Literacy Memo SY 24-25](#).

What is the name of the state-approved dyslexia screener being administered?	What is the LEA's <b>timeline</b> for completing the dyslexia screeners?	<b>Who</b> will administer the dyslexia screeners to the 1st-grade students? List names and roles.	<b>How</b> will those administering the dyslexia screeners be trained to do so?
<p><i>Teach Me to Read</i></p> <p><a href="#">2024-2025 First Grade Dyslexia Screener</a></p> <p><i>To date, LAPS has not needed to use the Spanish version of a dyslexia screener.</i></p>	<p>The dyslexia screener is administered to all first grade students within 40 days of the beginning of each school year.</p> <p>Students who enter the district after this date are assessed within the first two weeks of enrollment.</p>	<p>First grade teachers administer the screener with assistance as needed from school-based Reading Interventionists.</p>	<p>Prior to assessing students, each teacher responsible for administering the dyslexia screener must complete the <i>Teach Me to Read Dyslexia Screener</i> course provided on the <a href="#">NMPED Canvas Course Catalog</a>.</p> <p>To ensure consistency of results, the LAPS District Literacy Specialist meets with all</p>

			first grade teachers annually to review guidelines for administering and scoring the screener.
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The *First Grade Letter Knowledge and Phonological Awareness* page outlines the goals and skills that all kindergarten and first grade students should have an opportunity to practice prior to completing the dyslexia screener.

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# First Grade Letter Knowledge and Phonological Awareness



### 100% Literacy Goal

By the MOY, all first grade students will be able to identify the letters of the alphabet (lower and upper case) and articulate the primary sound(s) associated with each letter including the short sound for each vowel.

All first grade students will be screened for dyslexia within the first 40 instructional days of the school year.

Before administering the screener, all first grade students should have the opportunity to practice the following skills.

### Letter Knowledge- Letter and Sound Recognition

“Point to each letter and name it.”	Practice letter names and sounds with alphabet cards.
“Letters have names and sounds. Place your finger on each letter and say its <u>sound</u> .”	<u>CKLA Intervention Toolkit</u> Sample Remedial Lesson: <i>Phonics: Target Sound/Spellings (final nasal-consonant clusters)</i>
“Say the ABC’s without singing them in a song.”	

### Phonological Awareness Using Lessons from *Heggerty Primary*

#### Rhyming- words that have the same middle and ending sounds

“Repeat the two words I say and tell me if they rhyme.”	Rhyme recognition starts in Week 1.
“Repeat each word and choose the word that does not rhyme.”	This skill is not addressed in <i>Heggerty</i> .
“Repeat the word I say. Now tell me a word that rhymes with that word.”	Rhyme production starts in Week 6.

### Phonological Awareness (continued)

#### Segmentation- words into syllables, words into individual sounds (phonemes)

“Some words have more than one part. Each part is called a syllable. Listen and tell me how many parts you hear in each word?”	Segmenting syllables Weeks 3-4; 28-35
“We are going to count the sounds we hear in a word. How many sounds do you hear in this word?”	Segmenting phonemes Weeks 8-27

#### Sound Manipulations- includes sound deletion and substitution

“We are going to leave out parts of words and say the new word.”	Syllable deletion Weeks 3-4, 30, 31 Phoneme deletions Weeks 5-24, 28-29, 32-33, 35
“Say this word. Now change one of the sounds in the word to a new sound. Say the new word.”	Substitutions with initial, final, medial or 2nd letter of a blend Weeks 5-17, 20-32, 34-45.

### Other Tasks on the Screener

#### Phonological Memory with Words and Digits-

- Repeat a short list of numbers in the same order.
- Repeat “nonsense” words exactly as you hear them.

#### Rapid Letter Naming- “Tell me the names of the letters as fast as you can.”

#### Reading Words- Read “nonsense” words that follow the CVC pattern.

#### Spelling- Spell on paper words with the CVC and CVCC pattern.

## 2) Plan for Analyzing Dyslexia Screener Data

<p><b>Who</b> will analyze the dyslexia screener? List names and roles.</p>	<p><b>When</b> will the data analysis occur?</p>	<p><b>How</b> will the data be used to inform instructional decisions? What are the next steps?</p>	<p><b>What is the plan for monitoring students</b> exhibiting characteristics of dyslexia?</p>
<ul style="list-style-type: none"> <li>● First grade teachers</li> <li>● Site-based Reading Interventionists</li> <li>● Site-based Student Success Teams</li> <li>● LAPS District Literacy Leadership</li> </ul> <p>Superintendent</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Director of Curriculum and Instruction</p> <p>Assistant Director of Curriculum and Instruction</p> <p>District Literacy Specialist</p>	<p>School staff will analyze screener data and identify students who need targeted or intensive interventions using structured literacy resources.</p> <p>Teachers will enter dyslexia screener data on the district portal within 40 days of the beginning of the school year.</p> <p>Prior to the end of the first quarter of the school year, teaching staff will identify students who will benefit from targeted remediation.</p>	<p>Teaching staff will provide differentiated, small group, targeted interventions. Instruction will interleave progress monitoring to assess lesson plan effectiveness.</p> <p><a href="#">K-1 Decision Making Flowchart</a></p> <p>The <a href="#">“Structured Literacy Administrator Walkthrough Tool”</a> and the <a href="#">video tutorial</a> on how to use it effectively are great resources for providing feedback to teachers on the implementation of Structured Literacy instruction and interventions.</p> <p>The <i>First Grade Letter Knowledge and Phonological Awareness</i> page will serve as a guide for working with students who need additional practice in order to master phonological awareness skills.</p>	<p>Progress monitoring tools include:</p> <ul style="list-style-type: none"> <li>● Monthly iStation assessments</li> <li>● Heggerty assessments</li> <li>● PASS/PAST Phonological assessments</li> <li>● CKLA curriculum assessments</li> <li>● DIBELS progress monitoring passages</li> </ul>

## 3) Plan for Communicating Dyslexia Screener Data

<p><b>How and when</b> is the dyslexia screener data communicated to <b>families</b>?</p>	<p><b>How and when</b> is the dyslexia screener data communicated to <b>instructional staff</b>? <b>Who</b> will communicate this information?</p>
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First grade teachers share Dyslexia Screener data with families during Fall Parent-Teacher conferences in October.

[Structured Literacy FAMILY GUIDE: SCHOOL REQUIREMENTS & DYSLEXIA SCREENING](#)

[Family Report: First Grade Letter Knowledge and Phonological Awareness](#)

**First Grade Letter Knowledge and Phonological Awareness**



**100% Literacy Goal**  
By the MOY, all first grade students will be able to identify the letters of the alphabet (lower and upper case) and articulate the primary sound(s) associated with each letter including the short sound for each vowel.



**Teach Me to Read**  
Dyslexia Screener Results

Date of Assessment \_\_\_\_\_  
Student's First and Last Name \_\_\_\_\_  
Teacher's Name \_\_\_\_\_

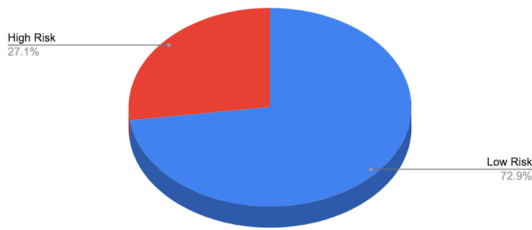
<b>Alphabet Knowledge- Letter and Sound Recognition</b>	<b>pass / fail</b>
"Point to each letter and name it."	
"Letters have names and sounds. Place your finger on each letter and say its <u>sound</u> ."	
<b>Sequencing the Alphabet</b>	<b>pass / fail</b>
"Say the ABC's without singing them in a song."	
<b>Phonological Awareness</b>	<b>pass / fail</b>
<b>Rhyming</b> - words that have the same middle and ending sounds	
"Repeat the two words I say and tell me if they rhyme."	
"Repeat each word and choose the word that does not rhyme."	
"Repeat the word I say. Now tell me a word that rhymes with that word."	

<b>Phonological Awareness (continued)</b>	
<b>Segmentation</b> - words into syllables, words into individual sounds (phonemes)	
"Some words have more than one part. Each part is called a syllable. Listen and tell me how many parts you hear in each word?"	
"We are going to count the sounds we hear in a word. How many sounds do you hear in this word?"	
<b>Sound Manipulations</b> - includes sound deletion and substitution	
"We are going to leave out parts of words and say the new word."	
"Say this word. Now change one of the sounds in the word to a new sound. Say the new word."	
<b>Phonological Memory with Words and Digits</b>	
<ul style="list-style-type: none"> <li>Repeat a short list of numbers in the same order.</li> <li>Repeat "nonsense" words exactly as you hear them.</li> </ul>	
<b>Other Tasks on the Screener</b>	
<b>Rapid Letter Naming</b> - "Tell me the names of the letters as fast as you can."	<b>pass / fail</b>
<b>Reading Words</b> - Read "nonsense" words that follow the CVC pattern.	<b>pass / fail</b>
<b>Spelling</b> - Spell on paper words with the CVC and CVCC pattern.	<b>pass / fail</b>
<b>Overall Score</b>	
<b>Risk Level</b>	

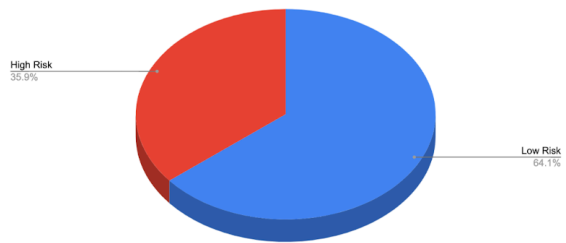
The Office of Curriculum and Instruction ensures that all instructional staff including administrators at each school site have immediate access to all dyslexia screener data. At the end of the screening window, the data is also reviewed by district level instructional leaders. The School Board and public receive an annual update on screener results each October.

# LAPS Dyslexia Screener Results

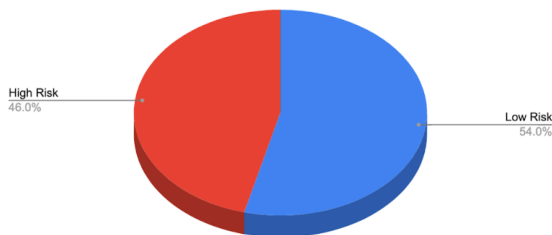
24-25 Dyslexia Screener\_LAPS Grade 1



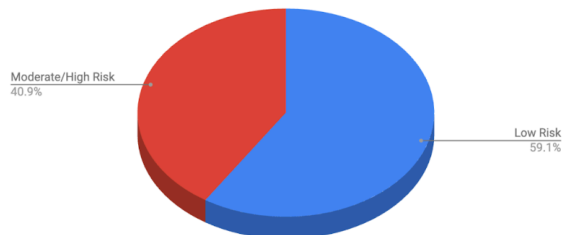
23-24 Dyslexia Screener\_LAPS Grade 1



22-23 Dyslexia Screener\_LAPS Grade 1



21-22 Dyslexia Screener\_LAPS Grade 1



## DO NOT WAIT AND SEE!!

Early Identification is Key  
The earlier we identify students struggling the quicker we can provide the right interventions. Be **TRANSPARENT** with **PARENTS!**



## EARLY IDENTIFICATION IS KEY

Recognizing the signs early can change a student's entire academic journey.



## CLASSROOM INSTRUCTION & INTERVENTION IS KEY

Structured Literacy is an evidence-based instructional approach that fosters strong reading and writing instruction for all students. It is comprehensive, addressing listening, speaking, reading and writing.



IDA ONTARIO



## DYSLEXIA IS MORE COMMON THAN YOU THINK

It affects 1 in 5 students, yet many go undiagnosed. Many may fall through the cracks



## IT'S NOT ABOUT SEEING LETTERS BACKWARDS

Dyslexia is not a vision problem; it's about difficulty with phonological processing and decoding words.



## DON'T MAKE STRUGGLING STUDENTS READ ALOUD!

Reading aloud can cause unnecessary anxiety. Allow students to volunteer or read silently if that's more comfortable for them. Try Anita Archer's ME or We



## ACCOMMODATIONS ARE NOT CHEATING

Giving students tools like audiobooks, computers or extra time allows them to show what they truly know.



## YOU CAN MAKE A LASTING DIFFERENCE

By understanding dyslexia, implementing the right strategies, and showing patience, you can change a student's entire educational trajectory



From SOAR with Dyslexia

## Dyslexia Resources

Indian Department of Education- [Dyslexia Toolkit](#)

Amplify- [Dyslexia Toolkit](#)

## SECTION 4: LEA CORE LITERACY CURRICULUM

### 1. LEA Core Literacy Curriculum K-5:

K-2 Heggerty- *Phonemic Awareness- Kindergarten and Primary* curriculum

K-5 Amplify- *CKLA* (Core Knowledge Language Arts)

- Writing Studio
- Language Studio (EL Resource)
- The Assessment and Remediation Guide (ARG)
- Decoding and Encoding Remediation Guide (DERG)
- The Intervention Toolkit
- ReadWorks

[The Reading League Curriculum Navigation Report for Amplify CKLA](#)

[Amplify Curriculum Navigation Publisher Response](#)

### 2. LEA Core Literacy Curriculum 6-8:

HMH (Houghton Mifflin Harcourt Publishing Company)- *Into Literature*

Discovery Education- *Reading Plus*

### 3. LEA Core Literacy Curriculum 9-12:

Cal State University- *ERWC (Expository Reading and Writing Course)*

### 4. Curriculum Implementation Support for Educators:

In addition to the initial training that teachers received after each of the core literacy programs was officially adopted by the district, teachers at each level continue to receive annual training and coaching support from the respective publishers. This ongoing training and support is not only beneficial for teachers who are new to LAPS but it helps existing teachers learn how to maximize the efficient and effective use of the materials and resources associated with each program. As the teachers become more familiar with the core program, the advanced training and coaching allows them to explore and incorporate more of the supplemental resources into their lessons to provide higher levels of differentiation to better meet student needs.

Grade Level, Department and PLC meetings also play an important role in promoting vertical alignment, shared planning, and collective efficacy of the adopted curriculum materials and resources.

## K-12 Literacy Curriculum and Instruction

**Curriculum:** [Common Core State Standards](#)  
**Curriculum Map:** [NMLanguage Arts Instructional Scope 2.0](#)  
[2020-21 Priority Instructional Content in ELA Literacy and Mathematics](#)

Instructional Materials			Professional Learning			Assessments/Data			
Layer 1 Core			Layer 1 Core			Layer 1 Core			
K-6	iStation	<a href="#">Learning Paths</a>	K-4	NMPED	<a href="#">Structured Literacy and Dyslexia for Diverse Learners 2.0</a>	K-2	iStation	BOY, MOY, EOY	Interim
K-2	Heggerty	<a href="#">Phonemic Awareness</a> for Kindergarten and Primary	K-5	Lexia	<a href="#">Language Essentials for Teachers of Reading and Spelling</a> (LETRS)	K-2	iStation	Monthly	Progress Monitoring
K-5	Amplify	<a href="#">Core Knowledge Language Arts (CKLA)</a> Writing Studio Language Studio ReadWorks	6-12	AIM Institute for Learning and Research	<a href="#">AIM Pathways to Proficient Reading: Secondary</a>	1	<a href="#">Teach Me To Read</a>	BOY	Dyslexia Screener
6-8	HMH	<a href="#">Into Literature</a>				3-8	<a href="#">iMSSA</a>	BOY, MOY, EOY	Interim
6-8	Discovery Ed	<a href="#">Reading Plus</a>				5-6	<a href="#">DIBELS</a>		
9-12	Cal State University	<a href="#">ERWC (Expository Reading and Writing Course)</a>				3-8	<a href="#">NM-MSSA</a>	EOY	Summative
Layer 2 Targetted Interventions and Supports			Layer 2 Targetted Interventions and Supports			Layer 2 Targetted Interventions and Supports			
K-2	95% Group	<a href="#">Booster Bundle Tune-Up</a>	Academic Language Therapy Association NM Chapter		CALT (Certified Academic Language Therapist)	K-2	LETRS Manual	PASS (Phonological Skills Screener)	
K-2	Amplify	Assessment and Remediation Guide (ARG)							
K-5	Amplify	Intervention Toolkit	Academic Language Therapy Association NM Chapter		CALP (Certified Academic Language Practitioner)	K-5	<a href="#">PAST.com</a>	PAST (Phonological Awareness Screening Test Form A (Screener))	
3-6	Amplify	Decoding and Encoding Remediation Guide (DERG)	Institute of Multisensory Education		Morphology Plus	K-5	<a href="#">PAST.com</a>	PAST (Phonological Awareness Screening Test Forms B-D (Progress Monitoring))	
3-6	Heggerty	Bridge the Gap				3-8	University of Oregon	DIBELS	
5	Ancora	<a href="#">Parallel Universe</a>				6-12	Pro-Ed Inc.	WIST (Word Identification and Spelling Test)	
K-6	EPS Learning	<a href="#">S.P.I.R.E.</a>							
Layer 3 Intensive Interventions and Supports			Layer 3 Intensive Interventions and Supports			Layer 3 Intensive Interventions and Supports			
K-6	Pro-Ed Inc.	Edmark Reading Program	Academic Language Therapy Association NM Chapter		CALT (Certified Academic Language Therapist)	K-2	LETRS Manual	PASS (Phonological Skills Screener)	
K-8	EPS Learning	<a href="#">S.P.I.R.E.</a>	Academic Language Therapy Association NM Chapter		CALP (Certified Academic Language Practitioner)	K-5	<a href="#">PAST.com</a>	PAST (Phonological Awareness Screening Test Form A (Screener))	
K-12	ASDEC (Atlantic Seaboard Dyslexia Education Center)	Sounds in Syllables	Institute of Multisensory Education		Morphology Plus	K-5	<a href="#">PAST.com</a>	PAST (Phonological Awareness Screening Test Forms B-D (Progress Monitoring))	
7-9	Wilson Reading	<a href="#">Just Words</a>				3-8	University of Oregon	DIBELS	
9-12	Institute of Multisensory Education	IMSE Morphology				6-12	Pro-Ed Inc.	WIST (Word Identification and Spelling Test)	
9-12	Ancora	<a href="#">The Third Quest</a> <i>The Hallway (Writing Component)</i>							
9-12	EPS Learning	MegaWords							
9-12	Voyager Sopris Learning	Rewards							

### SECTION 5: PLAN FOR MULTI-LAYERED SYSTEMS OF SUPPORTS (MLSS)

You cannot address a system challenge through individual intervention!  
The best tier 2 is a better tier 1!

<b>MLSS Layer</b>	<b>Supplemental Instructional Materials</b>	<b>Reading Strand Supported by the Listed Supplemental Material</b>	<b>MLSS Progress Monitoring Plan</b> <i>(How do educators track progress? Which assessments are used and how)</i>
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often? What is the measure of success?)

**LAYER 1  
CORE**

100% of students receive Core instruction with differentiation.

Each school site has a scheduled time during the school day for students to receive additional individualized support and enrichment.

K-5	iStation <i>Learning Paths</i>	letter knowledge, phonemic awareness, alphabetic decoding, spelling, fluency, comprehension, vocabulary	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-2	Heggerty <i>Phonemic Awareness Kindergarten and Primary</i>	phonemic awareness	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-5	Amplify <i>Core Knowledge Language Arts (CKLA)</i> with Writing Studio Lanugate Studio and ReadWorks	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
6-8	HMH <i>Into Literature</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
6-8	Discovery Ed <i>Reading Plus</i>	vocabulary, comprehension and fluency	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
9-12	Cal State University <i>Expository Reading and Writing Course (ERWC)</i>	A comprehensive program that develops advanced proficiency in rhetorical and analytical reading, writing, and thinking.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.

**LAYER 2**

**TARGETED****15-20% of the student population**

K-2	95% Group <i>Booster Bundle Tune-up</i>	letter knowledge, phonemic awareness, alphabetic decoding, spelling, fluency, comprehension, vocabulary	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-2	Amplify <i>Assessment and Remediation Guide (ARG)</i>	letter knowledge, phonemic awareness, alphabetic decoding, spelling, fluency, comprehension, vocabulary	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-5	Amplify <i>Intervention Toolkit</i>	letter knowledge, phonemic awareness, alphabetic decoding, spelling, fluency, comprehension, vocabulary	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
3-6	Amplify <i>Decoding and Encoding Guide (DERG)</i>	letter knowledge, phonemic awareness, alphabetic decoding, spelling, fluency, comprehension, vocabulary	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
3-6	Heggerty <i>Bridge the Gap</i>	phonemic awareness	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
5	Ancora <i>Parallel Universe</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-8	EPS Learning <i>S.P.I.R. E.</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.

**LAYER 3  
INTENSIVE**

**5-8% of the student population**

K-6	Pro-Ed Inc. <i>Edmark Reading Program</i>	word recognition, vocabulary, comprehension, fluency	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-8	EPS Learning <i>S.P.I.R.E.</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
K-12	ASDEC <i>Sounds in Syllables</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
7-9	Wilcon Reading <i>Just Words</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
9-12	Institute of Multisensory Education <i>IMSE Morphology</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
9-12	Ancora <i>The Third Quest and The Hallway</i>	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.
9-12	EPS Learning <i>MegaWords</i>	A comprehensive program that addresses	Teachers use the program-embedded

		all of the skills associated with word recognition and language comprehension.	assessments and progress monitoring guidelines, schedules, and tools to track student success.
9-12	Voyager Sopris Learning Rewards	A comprehensive program that addresses all of the skills associated with word recognition and language comprehension.	Teachers use the program-embedded assessments and progress monitoring guidelines, schedules, and tools to track student success.

**1. MLSS Correct Layer Placement** - Based on the data analysis presented in the MLSS Monitoring Plan section above, what criteria is used to determine student placement within each layer?

All students receive Layer 1 instruction which includes differentiated instruction.

Students not making adequate progress in the general education classroom will receive Layer 2 intervention (approximately 15%).

Students not responding to Layer 2 small groups, targeted intervention, will receive Layer 3 intensive intervention (approximately 3-5%).

**2. Data-Driven Collaborative Conversations** - How do teachers use data for progress monitoring at each layer to ensure equitable access for all students?

School DASH Teams, Grade- Level Teams, and teachers review data on a regular basis to monitor student progress. The instructional programs used in the classroom provide guidance and resources for differentiation (intervention and enrichment) based on student achievement.

[100% Data Meeting Agenda: Reading](#)

[NMPED iStation Resources Padlet: Admin Data Analysis Resource](#) (Tab)

PLC agenda's focus on the four questions:

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they haven't learned?
- How will we respond when they already know it?

**3. MLSS Placements Family Communication** - How are supports (placement, progress, etc.) communicated to families?

Classroom teachers, Special Education teachers and/or Case Managers are responsible for communicating and reporting on the academic progress of students in a timely manner to families.

Parents have continuous access to student progress reports via PowerSchool. In-person Parent-Teacher Conferences are held twice a year- at the end of First and Third Quarters. Progress reports are emailed to families of K-6 students at the end of each semester. Reports for 7-12 are emailed to families at the end of each quarter.

4. **MLSS Placements Instructional Staff Communication** - How are supports (placement, progress, etc.) communicated to other staff members (health/wellness staff, administration, PLC team members, etc.)?  
Instructional Leadership Team
5. **MLSS Training and Feedback:** How will teachers receive training and feedback on research-based practices and supports (grade level instruction, collaboration, progress monitoring, formative assessments, etc.)?

All teachers receive training, ongoing support, and coaching on research-based practices and supports as part of the instruction program implementation plan. The District Literacy Specialist is able to provide additional training, assistance and support as needed.

Principals and Assistant Principals provide feedback and support through the Elevate NM program. The [“Structured Literacy Administrator Walkthrough Tool”](#) and the [video tutorial](#) on how to use it effectively are great resources for providing feedback to teachers on the implementation of Structured Literacy instruction and interventions.

**MLSS Resources**

- [MLSS Manual](#)
- [MLSS Implementation Guide](#)
- [MLSS Continuum of Supports Flowchart](#)

**SECTION 6: SEG STRUCTURED LITERACY ALLOCATION**

1. **Amount of Funding LEA Received:**  
\$92,379.45

2. **Plan for Utilizing the SEG Structured Literacy Allocation**

Category	Resource	Provider	Grade Level
Professional Development  75% of Budget	CKLA Training and Coaching (10 days annually)	Amplify	K-5
	S.P.I.R.E. Training and Coaching (3 days annually)	Educational Publishing Service	K-8
	Into Lit Coaching (8 hours annually)	HMH	6-8
	ERWC Training and Coaching	California State	9-12

	(3 days annually)	University	
	PLC @ Work Training and Coaching (5 days annually)	Solution Tree	K-12
	CALT and CALP Training (1-3 years depending on program)	Academic Language Therapy Association NM Chapter	K-8
	Professional Books	Various	K-12
Instructional Materials  25% of Budget	S.P.I.R.E. teacher and student materials	Educational Publishing Service	K-8
	Parallel Universe teacher and student materials	Ancora Publishing	5-6
	Just Words teacher and student materials	Wilson Reading	4-12
	Supplemental Decodable Texts	Flyleaf Publishing 95 Percent Group Heggerty	K-2

**SECTION 7: PLAN FOR STRUCTURED LITERACY PROFESSIONAL LEARNING**

Plan for Professional Learning	<b>When</b> will this group receive training in Structured Literacy from an accredited professional development provider in the Science of Reading?	<b>How</b> will this group receive training in Structured Literacy from an accredited professional development provider in the Science of Reading?
<b>Educators</b>  This includes: <ul style="list-style-type: none"> <li>• General education teachers</li> <li>• Special education/gifted teachers</li> <li>• Reading interventionists</li> <li>• Educational assistants</li> <li>• Librarians</li> <li>• Any other educators supporting literacy instruction</li> </ul>	<p><b>LETRS</b></p> <p>100% of LAPS teachers in grades K-5 have either completed or are currently enrolled in Lexia’s <i>Language Essentials for Teachers of Reading and Spelling</i> (LETRS) course. This includes all K-5 Special Education, GATE, EL, and Reading Intervention teachers.</p> <p>As of October 2024, 91 LAPS teachers have successfully completed all of the LETRS course requirements both synchronous and asynchronous; 54 teachers are currently enrolled and participating in</p>	<p><b>LETRS Outcome by Unit</b></p> <p><b>Successful completion of the LETRS course includes three components:</b></p> <ol style="list-style-type: none"> <li>1. At least 40 hours of synchronous work-calculated as a minimum of <u>32 hours in online work</u> on the LETRS platform and 8 hours of Bridge to Practice/manual reading,</li> <li>2. At Least <u>70% on all Unit Assessments and Volume Posttests</u>, and</li> <li>3. Attendance at <u>2 live-training sessions (3 hours each)</u> per unit.</li> </ol>

different NMPED Phases.

LAPS has three nationally certified LETRS facilitators who provide live, monthly training sessions.

**AIM**

LAPS has 3 secondary teachers and 3 district literacy leaders who are currently enrolled in the state's pilot of the *AIM Pathways to Proficient Reading Secondary* course.

Secondary teachers will be enrolled in this course according to the schedule that has been announced by NMPED.

- SY 25-26  
All 6th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training
- SY 26-27  
All 7th and 8th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th grade required positions will also begin training)
- SY 27-28  
All 9th and 10th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th, 7th, and 8th grade required positions will also begin training)
- SY 28-29  
All 11th and 12th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th-10th grade required positions will also begin training)

AIM Pathways to Proficient Reading:  
Secondary [Course Syllabus](#)

**Course Requirements:**

- 1) Sixteen asynchronous sections
- 2) Six 1-hour synchronous, virtual community-of-practice (CoP) sessions
- 3) Post-course Knowledge Inventory

[4-25 LETRS @ LAPS Information Sheet](#)

[4-25 LETRS Training Schedule](#)



**LETRS @ LAPS**  
**24-25**

The 8 units of  
**LETRS**

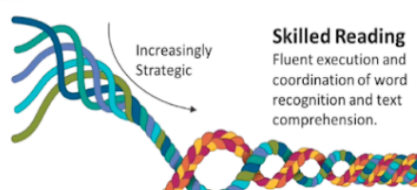


## NMPED LETRS Website

<https://sites.google.com/ped.state.nm.us/nm-ped-letrs/home?authuser=0>

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.), Handbook of Early Literacy. NY: Guilford Press.

Unit 1: The Challenge of Learning to Read

Unit 2: The Speech Sounds of English

Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling

Unit 4: Advanced Decoding, Spelling, and Word Recognition

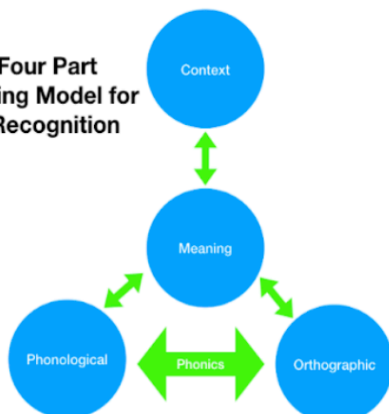
Unit 5: The Mighty Word: Oral Language and Vocabulary

Unit 6: Digging for Meaning: Understanding Reading Comprehension

Unit 7: Text-driven Comprehension Instruction

Unit 8: The Reading-Writing Connection

### The Four Part Processing Model for Word Recognition



### Stipends

Teachers will receive a stipend for the additional time that they spend on completing the LETRS course requirements. At the end of each unit, teachers must turn in their attendance and completion certificates to Sigi Wurthmann at [s.wurthmann@laschools.net](mailto:s.wurthmann@laschools.net) She will then process the payroll action according to the chart below.

To qualify for the final \$1000 stipend, a teacher must have successfully complete all three components of the course-

1. At least 40 hours of synchronous work-calculated as a minimum of 32 hours in online work on the LETRS platform and 8 hours of Bridge to Practice/manual reading
2. At Least 70% on all Unit Assessments and Volume Posttests
3. Attendance at 2 live-training sessions per unit.

Unit 1	\$200
Unit 2	\$200
Unit 3	\$200
Unit 4	\$200
Volume 1	\$500
Unit 5	\$200
Unit 6	\$200
Unit 7	\$200
Unit 8	\$200
Volume 2	\$1,000
<b>Total</b>	<b>\$3,100</b>

### PD Leave

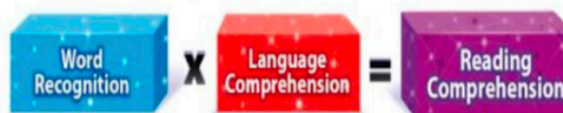
Teachers may request one day of PD leave to complete each unit of the LETRS course. This time must be scheduled and approved by the principal in advance.

### Reading Endorsement

Upon successful completion of the *LETRS 3rd Edition* professional learning, educators will be eligible to apply for a reading endorsement. Requirements include:

- At least an 80% on all summative assessments (Unit Tests and Volume Posttests)
- Attendance for at least 40 hours of facilitated sessions
- Completion of online work for at least 40 hours of asynchronous work

### The Simple View of Reading



## 4-25 Secondary/Disciplinary Literacy

EMO: [Secondary/Disciplinary Literacy Updates 24-25 SY](#)



# Secondary/Disciplinary LITERACY

MEMO: [Secondary/Disciplinary Literacy Updates 24-25 SY](#)

- SY 25-26: All 6th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training
- SY 26-27: All 7th and 8th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th grade required positions will also begin training)
- SY 27-28: All 9th and 10th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th, 7th, and 8th grade required positions will also begin training)
- SY 28-29: All 11th and 12th grade ELA/ELD teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training (any new 6th-10th grade required positions will also begin training)

### Administrators

This includes:

- Principals
- Assistant principals
- Any other administrators supporting literacy instruction

100% of all LAPS elementary principals and assistant principals have either completed the Lexia *LETRS for a Principal's Primer* course or will be enrolled in the new *LETRS for Administrators* course this year.

LAPS has had 12 individuals complete the *Principal's Primer* course:

The *LETRS with A Principal's Primer* is a course of study that combines the book (*A Principal's Primer for Raising Reading Achievement*) with a three-unit online component and four face-to-face training sessions to help instructional leaders create systems and structures to improve overall literacy instruction.

	<p>8- principals and assistant principals 2- district literacy leaders 2- former principals</p> <p>There are two new campus administrators who will begin the <i>LETRS for Administrators</i> course in the Spring. One of those individuals has already completed the LETRS course for teachers.</p>	<p>The <i>LETRS for Administrators</i> course includes five units of four sessions each that are meant to be completed over the course of two years, along with four full days of face-to-face professional learning sessions.</p>
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## Additional Professional Development Resources

### NMPED Structured Literacy Canvas Courses

- [Structured Literacy and Dyslexia for Diverse Learners 2.0](#),
- [Effective Structured Literacy Instruction for Adolescent Students F24](#)
- [Structured Literacy for Diverse Learners 3-5](#).

### NMPED Guidance Documents

- [NM Dyslexia Handbook 2020](#),
- [NMPED Biliteracy Guidance: The Science of Reading for English Learners](#),
- [Structured Literacy Family Guide: School Requirements & Dyslexia Screening](#)

### Southwest International Dyslexia Association

Annual Conference and PD opportunities

### NMPED Literacy and Humanities Bureau

Annual Literacy Conference

## SECTION 8: ADMINISTRATION ONGOING LITERACY MONITORING AND SUPPORT

### 1) How is the implementation of the core literacy curriculum monitored?

At the <b>district-level</b> by the superintendent, assistant superintendent, and directors	At the <b>school-site</b> by principals and assistant principals
<p>The implementation of district-adopted curriculum is the focus of the <i>Strategic Plan Goal 1: Milestone 1</i>.</p> <p>The key actions that the district will take to accomplish this goal include:</p> <p>Develop a unified understanding (teachers, students, and families) of the following terms and concepts: Curriculum-including grade-level learning standards, instructional scope and sequence, and instructional materials</p> <p>Develop and implement methods of measurement for</p>	<p>Principals and assistant principals will monitor the implementation of the core literacy program by gathering walk-through and observation data.</p> <ul style="list-style-type: none"> <li>• <a href="#">Administrator's Walk Through Tool (CKLA)</a></li> <li>• Elevate NM Formal Evaluations</li> </ul>

implementation with curriculum with fidelity (setting clear expectations).

Develop and administer embedded and ongoing training on the implementation of adopted curriculum/instructional materials.

**2) How is the implementation of structured literacy research and evidence-based practices for fidelity through the use of walkthrough cycles monitored?**

At the **district-level** by the superintendent, assistant superintendent, and directors

The District Literacy Leadership team will use the NM-DASH School Plans to assist and support schools in meeting the annual goals that they have set at each campus. The district will work alongside the campus DASH teams to create tools and structures to help monitor progress toward meeting those goals.

At the **school-site** by principals and assistant principals

Principals and assistant principals will monitor the implementation of structured literacy research and evidence-based practices to gather walk-through and observation data.

- [Administrator's Walk Through Tool \(CKLA\)](#)
- Elevate NM Formal Evaluations

This information will be used by principals and assistant principals to provide feedback and coaching support for teachers as they develop and master the art of teaching reading.

**3) How do **district-level** administrators or charter school leadership teams (e.g. superintendents, assistant superintendents, C&I directors, executive directors, etc) provide ongoing support for the implementation of the core literacy curriculum and structured literacy research and evidence-based practices?**

The district will use the *Strategic Plan* and the NM-DASH Plans (district and schools) to provide direction and guidance in supporting the ongoing implementation of the core literacy curriculum, structured literacy research and evidence-based practices. All decisions about curriculum, professional development, scheduling, budgets, etc. will be based on meeting the district's vision that 100% of LAPS students will meet or exceed grade level expectations in three key areas: academic excellence, social-emotional wellbeing and civic responsibility. ***Because literacy is the key to THRIVING!***

**4) How will the LEA or school administration utilize the district or school-site data from the MLSS Self-Assessment to inform various actions, such as district-wide professional learning, planning, requesting coaching services from NMPED, and alignment with DASH initiatives?**

**24-25 MLSS Self Assessment For Los Alamos Public Schools**

**Structured Literacy**

School	SLF #1 Universal Dyslexia Screener	SLF #2 Literacy Framework	SLF #3 Layered Literacy Intervention	SLF #4 Interventions Aligned with SLF	SLF #5 Gathering Data and Progress Monitoring for Literacy Development	Structured Literacy Average
Aspen	4	4	3	4	3	3.6
Barranca Mesa	4	3	3	3	3	3.2
Chamisa	3	4	3	2	3	3
Mountain	3	3	2	3	3	2.7
Pinon	4	4	4	4	4	4.0
Los Alamos Middle	NA	-	2	3	-	2.0
Los Alamos High	NA	3	2	2	2	2.3

**Rubric Scale**

- 1 = Learning the Strategy
- 2 = Engaging in Change
- 3 = Achieving Impact
- 4= Driving Transformation

Based on the data gathered from the *MLSS Self-Assessment*, schools indicate that they need additional support in the areas of Layered Literacy Intervention, and Interventions Aligned with the Structured Literacy Framework. The secondary campuses have also requested training in the Science of Reading and structured literacy and how they apply to secondary literacy.

To help meet these needs, the District Instructional Leadership Team (members of the District Literacy Leadership Team and school site administrators) has time set aside on the monthly meeting agenda to read and discuss the book, *Climbing The Ladder of Reading and Writing*.

**5) How and when will the LEA share the 2024-2025 Literacy Plan with all stakeholders (educational staff, families, governing body, school board, etc.)?**

After receiving approval from NMPED, A copy of the *Los Alamos Public Schools 24-25 K-12 Literacy Plan* will be posted on the district website and shared in various meetings with the School Board, school site administrators, teachers, department leaders, district advisory groups, etc.

**SECTION 9: MEMBERS OF THE LAPS LITERACY LEADERSHIP TEAM**

Members of the District	Specific Role of Each	Professional Learning Related
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Literacy Leadership Team	Literacy Leadership Team Member	to Structured Literacy Research-Based Practices
Sigi Wurthmann	Reading Specialist	Orton-Gillingham Associate Level Certification LETRS Certified Local Facilitator
Shelby Gernon	Certified Academic Language Therapist (CALT)	LETRS Certified Academic Language Therapist
Jennifer Washnok	Preschool Director	
Devin Ziegler	Assistant Coordinator of Student Services	
Sharon Fogle	Director of Curriculum and Instruction	LETRS Principal's Primer
Davine Jones	Assistant Director of Curriculum and Instruction	Principal's Primer
Carter Payne	Assistant Superintendent for Teaching and Learning	
Jennifer Guy	Superintendent	

**Plan for Literacy Leadership Team Meetings:**

The district's *Teaching and Learning Leadership* team led by the Assistant Superintendent of Teaching and Learning meets weekly for 90 minutes to discuss topics specifically related to all aspects of the district's instructional program from preschool to grade 12. The agenda for these meetings includes reviewing and evaluating progress towards meeting Strategic Plan goals, identification and allocation of resources and supports to meet the needs and challenges associated with academic excellence.

**District-Level Reading Interventionist Meetings:**

The Reading Interventionists from each elementary school site meet together on the fourth Thursday of each month from 8:00-9:30. This meeting is organized and led by the District Literacy Specialist. The agenda for these meetings include the analysis of formative, benchmark, progress monitoring, and summative data; the sharing of best practices and latest research in structured literacy; and reflecting on the Continuous Cycle of Improvement to refine instructional practices.

