# Washoe County School District



# Literacy Plan

# K-3

2016-17

## CONTENT

**Preface**

**Note: This document is subject to improvement through your input. Should you have recommendations, please contact Read by Grade Three Coordinator, Mandi VanDellen.**

*Cover photo illustration courtesy of Ever June McNeill*

**This plan serves as a complement to the District's Strategic Plan,**

# **En**vision WCSD 2020

## *Investing In Our Future*

**WCSD VISION**

As a courageous, innovative leader in education, Washoe County School District (WCSD) will be one of the nation's top performing school districts, graduating all students college and highly-skilled career ready.

**WCSD MISSION**

To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve college and career readiness for the 21st century.

**WCSD CORE BELIEFS**

- All students can learn and be successful.
- The achievement gap can be eliminated by ensuring every student is challenged to learn at or above grade level.
- Effective teachers and principals, dedicated support staff, rigorous curriculum, culturally responsive practices, measurable outcomes, timely interventions, ongoing monitoring and assessment, collaboration, professional development, and a culture of continuous improvement ensures classroom success for all students.
- We will achieve superior performance through clear goals that set high expectations and standards for all students and employees.
- Student academic success and character building requires family, student, school, and community engagement.
- Leadership and passion, together with accountability and transparency, are keys to reform and success.
- A strong education system ensures the well-being of a community.

## Goal 1

To ensure annual student academic growth through a system of curriculum, instruction, and assessment that is aligned, rigorous, and relevant. Instruction will be designed to meet the needs of every child in our diverse student population.

## Goal 2

To develop and retain highly effective personnel who are driven to support students and their academic success as well as the success of the District. Washoe County School District will accomplish this goal through recruitment, selection, professional development, and training.

## Goal 3

To engage family and community members in strong relationships and provide meaningful opportunities to increase their educational expertise, trust, and to share responsibility for student success.

## Goal 4

To establish a system that is effective, efficient, transparent, and accountable by using meaningful structures and processes.

## Goal 5

To ensure our schools are safe, secure, supportive, and welcoming environments where students and staff are able to succeed academically and professionally at the highest possible levels.

## WCSD PreK-3 Theory of Change

The following Theory of Change is extracted from the WCSD Pre-K-3 Framework, and highlights the District's focus on early learning as paramount in building a solid first step in a child's pathway to college and highly-skilled career readiness.

In recent years, PreK-3rd reforms have been gaining traction because of their focus on the crucial early childhood years. PreK-3rd approaches include high-quality preschool programs, full-day kindergarten, and aligned early elementary settings that provide developmentally appropriate instruction and experiences that prioritize both cognitive and social-emotional development *(L. Bornfreund 2013).* The benefits of quality preschool experiences for low income children have been researched and documented to such an extent that they are largely incontrovertible. Increased participation in high quality preschools and full-day kindergarten programs is a promising solution to closing the achievement gap in American schools. However,
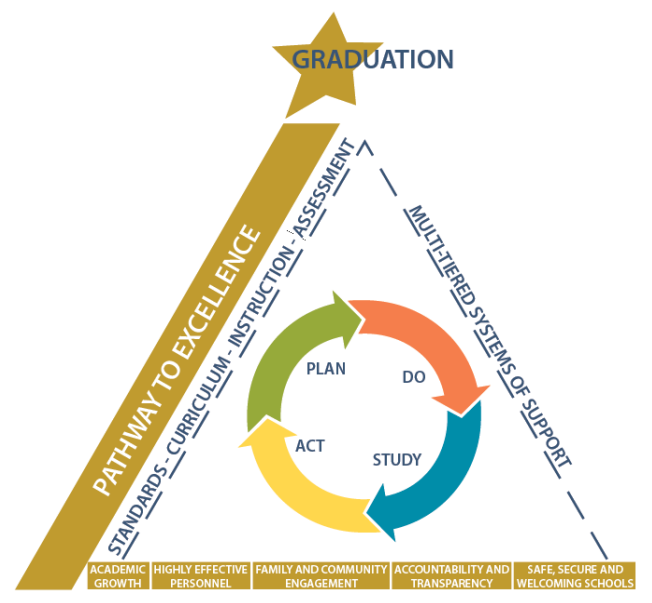
additional research solidly indicates that the positive effects from students' participation in a quality preschool diminish over time. Educators, policymakers, and researchers have long been frustrated by a fade out effect: the tendency of the positive effects of early learning to fade-out by the time the children who had successful preschool and full-day kindergarten experiences reach the third grade.

The solution to this fade-out effect, emerging in a number of districts across the United States, is a PreK-3rd framework for early learning, in which preschool and early elementary grade teachers work closely together to study teaching and learning through alignment of curricula, methodology, and assessments. The PreK-3rd system is designed to address the problem of children coming to Kindergarten unprepared and weaknesses in the pipeline from Pre-Kindergarten to third grade.

Under the leadership of superintendent, Traci Davis, and with support of the WCSD Board of Trustees, the WCSD was able to provide full-day kindergarten in all elementary schools beginning 2015-16. This proclamation demonstrates the District's commitment to PreK-3 reform.

## WCSD TEACHING AND LEARNING FRAMEWORK

The WCSD is committed to creating an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century. To that end, the WCSD Teaching and Learning Framework has been designed to ensure we meet the needs of every child, by name and face, to graduation.

At the heart of the Teaching and Learning Framework sits a process for continuous improvement. The Plan Do Study Act (PDSA) process serves as an engine in elevating student achievement. The foundational supports, as presented in the WCSD Strategic Plan, serve as the base of the Framework.

Alignment of standards, curriculum, instruction, and assessment is represented as an underpinning along the Pathway to Excellence toward college and highly-skilled career readiness. Multi-Tiered System of Support within the Teaching and Learning Framework reflects a concentrated effort to provide for students' individual academic, social, and emotional needs.

As a district, we are committed to giving all teachers the tools they need to work effectively with every student so that each child can reach his/her potential.

The Teaching and Learning Framework provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning and provides educators the flexibility to exercise their professional judgment to ensure their students' success along the Pathway.

Beginning the 2015-16 school year, the Leadership Development Steering Committee worked to identify a professional development focus that would improve student outcomes. The Four Fundamentals, when coupled with the WCSD Teaching and Learning Framework, serve to keep staff on the same page, toward a common purpose, and are integral to the teaching and learning conversation throughout the District. In this model, administrators and teachers are able to self-select one or more domains as a professional learning thread, which is delivered via leveled meetings and professional learning communities (PLCs). These Fundamentals outline district expectations of practice, and undoubtedly support K-3 literacy initiatives.

Fundamental I: Core Curriculum and Instruction

Fundamental II: Inclusive Practice

Fundamental III: Climate and Engagement

Fundamental IV: Multi-Tiered System of Support

Washoe County School District
Every Child, By Name And Face, To Graduation™

With full-day kindergarten in place, and to further district efforts in building a solid early learning foundation, and in support of Read by Grade 3 (SB 391) legislation, the District took initiative to build a K-3 literacy plan. To accomplish this task, a broad-based group of stakeholders was assembled as a Literacy Plan Development Design Team. The Team first reviewed the Nevada State Literacy Plan (NSLP) 2015, specifically the Elementary: Lake Tahoe section, which speaks to Five Essentials as follows. The Plan will continue to be updated annually.

**NEVADA STATE LITERACY PLAN (NSLP) ESSENTIALS**

1) LEADERSHIP AND SUSTAINABILITY
2) DATA-DRIVEN, STANDARDS-BASED INSTRUCTION
3) LITERACY ASSESSMENT SYSTEMS
4) PROFESSIONAL LEARNING
5) FAMILY AND COMMUNITY ENGAGEMENT

Following a self-assessment, the team employed the **Elementary Literacy Self-Assessment Tool** and **NSLP Action Roadmap** in developing consensus toward the "present" and "desired" state of literacy programming in the WCSD. The result of these ratings then drove development of action steps.

WCSD educates more than 64,000 K-12 students making it the second largest school district in Nevada and 58th largest in the nation (NCES 2012). WCSD has 104 schools, including 62 elementary schools, 14 middle schools, 14 high schools, six special schools, and eight charter schools. WCSD schools are located in urban, suburban, and rural areas. WCSD is a majority, minority school district with 54.36% of students belonging to minority subpopulations including American Indian/Alaska Native - 1.64% (representing 90 tribes); Asian/Pacific Islander – 5.37%; African-American - 2.34%; Hispanic – 39.54%; and multi-racial – 5.47%. The percentage of low-income students, those qualifying for federal Free or Reduced Lunch (FRL), has increased from 31% in 2000 to 45.84% for SY 2015-16.

Approximatley 3,261 of WCSD's student population is homeless. Over the last five years there has been a 91% increase in the number of students identified for the Children in Transition program.  The District is divided into six Performance Areas including an Acceleration Area for the lowest performing schools, and an Options Area (charter and alternative education schools), which align vertically (high schools align with middle and elementary feeder schools). The other four Areas have approximately 11 to 17 K-12 schools under the direction of the Chief School Performance Officer, Area Superintendents, and support staff from all district departments.

The results (organized by Essential) of the Elementary Literacy Self-Assessment Tool exercise, as well as respective Roadmap Action Steps are as follows:

## NSLP Essential 1: Leadership & Sustainability
## A. Description of Baseline Score on Self-Assessment Tool



THE NEVADA STATE LITERACY PLAN      Essential 1: Leadership and Sustainability

### Nevada State Literacy Plan
#### ELEMENTARY LITERACY SELF-ASSESSMENT TOOL (Grades K–5)

| Essential #1 | LEADERSHIP AND SUSTAINABILITY | | | | |
|---|---|---|---|---|---|
| | Level 1<br>No Planning or Implementation in place | Level 2<br>Strategic Planning is in place | Level 3<br>Beginning Level of Implementation | Level 4<br>Expanded Level of Implementation | Level 5<br>Sustained Practice |
| 1. Instructional leaders have established measurable literacy goals that explicitly align to the Nevada Academic Content Standards (NVACS). | | | | | 2.6 |
| 2. Instructional leaders facilitate the establishment of data teams that meet routinely to analyze student literacy data in order to improve student growth and educator effectiveness. | | | | | 2.8 |
| 3. Instructional leaders have established a consistent scheduling system that allows for a sufficient amount of time for staff to analyze student literacy data in an efficient and meaningful manner. | | | | | 2.2 |
| 4. Instructional leaders have established a culture that demonstrates and communicates a shared responsibility for all student literacy outcomes both internally and externally (across the entire local community). The establishment of an authentic print-rich literacy environment is evidence of this culture. | | | | | 2.2 |
| 5. Instructional leaders facilitate instructional collaboration among educators within and across grade levels, content areas, and job classifications (such as literacy coaches and librarians/media specialists). These efforts are aimed at improving student growth and educator effectiveness across all literacy components. | | | | | 2.2 |
| 6. Instructional leaders consistently update their own professional knowledge base on all aspects of effective literacy instruction. | | | | | 2.4 |
| 7. Instructional leaders work to establish and support the addition of a qualified literacy coach as a key employee in the elementary school setting. This role becomes an integral component in sustaining all literacy efforts. | | | | | 2.8 |
| 8. OVERALL LEVEL OF THIS ESSENTIAL | | | | | 2.45 |

September 2015

**B. Description of Primary Plans of Action**

**Essential 1: LEADERSHIP AND SUSTAINABILITY**

**Definition: A group process aimed at strategically mobilizing others for the purpose of improving students' literacy growth. Sustainable reforms are persistent over time and circumstances.**

A. Develop a plan for using valid and reliable assessments, as approved by the Nevada State Board of Education, in order to determine K-3 students' levels of proficiency.
B. Develop a plan for assessing kindergarten students' early reading behaviors within the first 30 days of school after the student enters kindergarten or upon enrollment in kindergarten if the student enrolls after that 30-day mark.
C. Develop a plan for assessing students' early reading behaviors in grades 1, 2, and 3. Kindergartners are assessed within the first 30 days of enrollment.
D. Focus on Nevada Academic Content Standard's (NVACS) Reading Foundational Skills as a gateway to reading closely and analytically within a range of complex literary and informational texts.
E. Align District professional development plans to include focus on teaching Reading Foundational Skills and aligning teaching practice to WCSD K-5 Literacy Framework.
F. Employ the Plan, Do, Study, Act (PDSA) cycle in the Teaching and Learning Framework; share school-wide literacy data with ALL staff on regular basis within PDSA cycle *(See Figure A 1).*
G. Identify data that is expected to be reviewed at each site during regular PLCs; increase opportunities for staff collaboration to review data and plan for subsequent instruction.
H. District will provide literacy training for volunteers and support personnel; enlist Volunteer Services in partnership with WCSD trainers in this process.
I. Include, monitor, and report progress toward literacy goals as outlined in School Performance Plans.
J. Pursuant to Section 6 of SB 391, a licensed teacher shall be appointed as a Learning Strategist (LS) at each elementary school to train and assist teachers at the school to provide intensive instruction to pupils who have been identified as deficient in reading.
K. Additional compensation to the Learning Strategist (LS) may be provided.
L. Pursuant to Section 6 of SB 391, each teacher in grades K-4 shall complete professional development provided by the school's LS.
M. Pursuant to Section 8 of SB 391, the District will provide notice to parents and/or guardians of students deemed to be reading deficient within 30 days of the date on which the deficiency is discovered.
N. Pursuant to Section 8 of SB 391, the District will inform parents and/or guardians of the educational programs and services that reading deficient students will receive to improve proficiency.
O. Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians of reading deficient students that if the student does not achieve proficiency in reading before the completion of the 3rd grade, the student will be retained in the 3rd grade unless the student has been granted a good-cause exemption.

P.  Pursuant to Section 8 of SB 391, the District will describe, explain, and/or demonstrate to parents and/or guardians of reading deficient students the strategies that parents and/or guardians may use at home to assist the student.

Q.  Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians that other options are available for the student to demonstrate reading proficiency if the student is eligible for a good-cause exemption.

R.  Pursuant to Section 8 of SB 391, the District will describe to parents and/or guardians the policy and criteria adopted by the District's Board of Trustees regarding the promotion of a student to grade 4.

S.  Pursuant to Section 8 of SB 391, the District will include in the notice to parents and/or guardians information regarding the English literacy development of a student who is limited English proficient.

T.  Pursuant to Section 8 of SB 391, the District will describe, explain and/or demonstrate to parents and/or guardians the strategies that the parents and/or guardians may use at home to help improve the English literacy of a student who is limited English proficient.

U.  Pursuant to Section 9 of SB 391, the District will establish a progress monitoring plan for K-3rd grade students identified as reading deficient. The progress monitoring plan will:
    i.   Be established by the teacher of the student and any other relevant school personnel;
    ii.  Be approved by the school principal;
    iii. Be approved by the student's parent and/or guardian;
    iv.  Include a description of any intervention services provided to the student; and
    v.   Include that the student will receive intensive instruction in reading that includes the programs or services included in the NDE-approved literacy plan.

| Grade | Assessment 2016-17 | Fall | Winter | Spring |
|---|---|---|---|---|
| K | DRA | Baseline | | a level of 4 or greater |
| 1 | DRA | a level of 4 or greater | a level of 10 or greater | a level of 16 or greater |
| 2 | DRA | a level of 16 or greater | a level of 20 or greater | a level of 28 or greater |
| 3 | MAP | a score of 189 or greater | a score of 196 or greater | a score of 199 or greater |

**C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9**

**SB 391, Section 5:**

WCSD consistently assesses the reading level and behavior of each student in grades kindergarten through Grade 3. Kindergarteners are currently (school year 2016-17) assessed with the DRA2 as part of a District-wide kindergarten screening week, scheduled the week before kindergarten begins. Students in grades 1-2 new to the District are assessed with the DRA2 during the first four weeks of school to assist teachers in planning appropriate instruction. All students in grade 3 participate in the MAP online English Language Arts (ELA) assessment before the 30th day of instruction.

The DRA2 is administered multiple times per year to monitor students' reading progress and provide guidance for appropriate intervention or enrichment as needed. Kindergarteners are assessed three times a year: before entering school, at the end of the second quarter, and at the end of the fourth quarter. Students in grades 1 and 2 are assessed two times per year: at the end of the second quarter and the end of the fourth quarter. In grade 3, students' reading skills are assessed with the online MAP assessment three times a year: before the 30th day of instruction, at the end of the second quarter, and at the end of the fourth quarter. Grade level benchmarks as follows:

WCSD assesses the reading behavior of each kindergartener during the District-wide screening week. Kindergarten students who enroll within the first 30 days of school are assessed upon their enrollment. Students in 1st – 2nd grade are assessed with the DRA2 upon their enrollment. Students in 3rd grade assessed using MAP. WCSD is moving toward consistent assessments of reading for all students K-3.

**Note (assessment for school year 2017-18):** Nevada's Read by Grade 3 Act required that the State Board of Education adopt assessments to identify struggling readers in Kindergarten and Grades 1-3. Once identified students would be provided with an individualized literacy plan created in partnership with the parent, teacher, literacy specialist, and school principal. The Board selected the Measures of Academic Progress (MAP) assessment – the highest scoring assessment from the Request for Information the Nevada Department of Education released earlier this year – as the required reading assessment to be utilized across all Nevada district and charter schools. All schools will be required to use the assessment starting with the 2017-2018 school year. For Kindergarten, the State Board approved the developmentally appropriate Brigance III Kindergarten Entry Assessment to serve as the required 30-day Kindergarten screener. The winter assessment benchmark in kindergarten will then serve as the beginning point for the required use of the MAP reading assessment.

**SB 391, Section 6:**

The Action Steps included in WCSD's Literacy Plan for Essential #1 include Action Steps J-L.

The Learning Strategist (LS) will be qualified through the District's Teacher Leadership Pool. The LS is a career lattice incentive opportunity for the Teacher Leader who uses his/her knowledge to promote an environment of continuous improvement in instruction and student learning while still serving in most cases as a classroom teacher. The LS is under the general direction of the site principal to provide coordination of services for all instructional staff K-4. The LS's primary role is to build capacity with site colleagues by providing technical assistance to teachers in regards to understanding the Nevada State Literacy Plan, implementing WCSD's Literacy Plan, and implementing learning strategies to meet NVACS, interventions and assessments in the area of K-3 literacy. Other areas of assistance include pedagogy, educational research, lesson design and modeling, lesson observation and feedback, and

coaching/mentoring. A complete list of LS training and job requirements as approved by the Nevada State Board of Education can be viewed as Appendix A within this document.

The LS is part of the LS PLC and works with the school leaders and the Read by Grade 3 (RBG3) Coordinator in the support of the site's School Performance Plan (SPP), WCSD's Literacy Plan (WCLP), and the RBG3 initiative directed at improving instruction. Learning Strategists:

- Provide leadership and support in Professional Learning Communities (PLCs) and in the delivery of professional learning to the site.
- Provide leadership and actively contribute to the school site leadership team.
- Assist in the development and implementation of the SPP with regards to aligning the SPP with the District's Literacy Plan.
- Serve as a resource to K-4 teachers and model continuous learning and reflection.
- Provide collaborative support to colleagues in realizing positive changes in teaching and learning practices.
- Perform other duties as assigned by the principal that fit within the overall objective of the position.

The LS will continue to deepen his/her instructional practices through participating in on-going, job-embedded professional learning related to NVACS and attending monthly meetings for LSs. The LS will work in these settings as well as others to foster external relationships/partnerships to further collaboration.

Desired Skills/Competencies:

1. Foster a collaborative culture to support educator development and student learning;
2. Access and use research to improve practice and student learning;
3. Promote professional learning for continuous improvement;
4. Facilitate improvements in instruction and student learning;
5. Promote the use of assessment and data for school and district improvement;
6. Improve outreach and collaboration with families and community; and
7. Advocate for student learning and the profession.

The LS displays the ability to:

- Assist all staff in implementing the school's vision and School Performance Plan as it relates to aligning with the District's Literacy Plan;
- Support the development of the literacy rich model classroom;
- Support the site's implementation of WCSD initiatives related to improving instruction in content areas of literacy;
- Support and guide PLCs through conflicts, challenges, and change processes;
- Build the capacity of K-4 teachers through job-embedded support of:
  o Awareness of the Nevada Pre-K Common-Core Crosswalk
  o Effective implementation of NVACS K-4 and Anchor Standards
  o Understanding of the Nevada State Literacy Plan and WCSD's Literacy Plan

- Observe and give feedback with regards to K-3 literacy instruction, interventions, and assessment;
- Demonstrate lessons to include Guided Reading;
- Implement K-4 evidence-based best practices in literacy instruction and interventions;
- Provide assistance with the use of assessment;
- Work with RBG3 Coordinator to develop and implement site-based professional learning;
- Model continuous learning and reflection, leading to growth and refinement of practices for all;
- Act as a resource and support to the teachers at the school site;
- Provide organization and leadership to site teams with regards to K-3 literacy;
- Provide leadership and support to PLCs with regards to K-3 literacy;
- Provide professional development opportunities to staff related to the subjects of K-3 literacy;
- Model and accomplish completion of difficult tasks;
- Review student assessment data, report to staff, and assist staff in formulating plans for effective instruction based on student assessment data;
- Assist staff in setting challenging goals and reaching for a high standard of performance; and;
- Provide support to site leadership in implementing overall objectives of school and WCSD.

**Employment Standards:**

Education/Experience: Any combination of education and experience which would provide the required knowledge and skills is qualifying. A typical way to obtain the knowledge and skills would be:

1. Education: Bachelors or higher degree.
2. Experience: A minimum of three years successful classroom teaching experience, with at least one year's experience in WCSD and an Effective or higher rating reflected on the last three consecutive evaluations. Accepted into the Teacher Leadership Pool.
3. Experience:
   a. Have served in a teacher leadership role in the school or District;
   b. Provided professional development, training, or has experience teaching adults; and
   c. Have facilitated adult learning and groups.

Licenses/Certificates:

The successful candidate must possess or have the ability to obtain, a valid State of Nevada driver license with a driving record acceptable to the District; possession of a valid Nevada teaching certificate.

**SB 391, Section 8:**

The Action Steps included in WCSD's Literacy Plan for Essential #1 include Action Steps N-T.
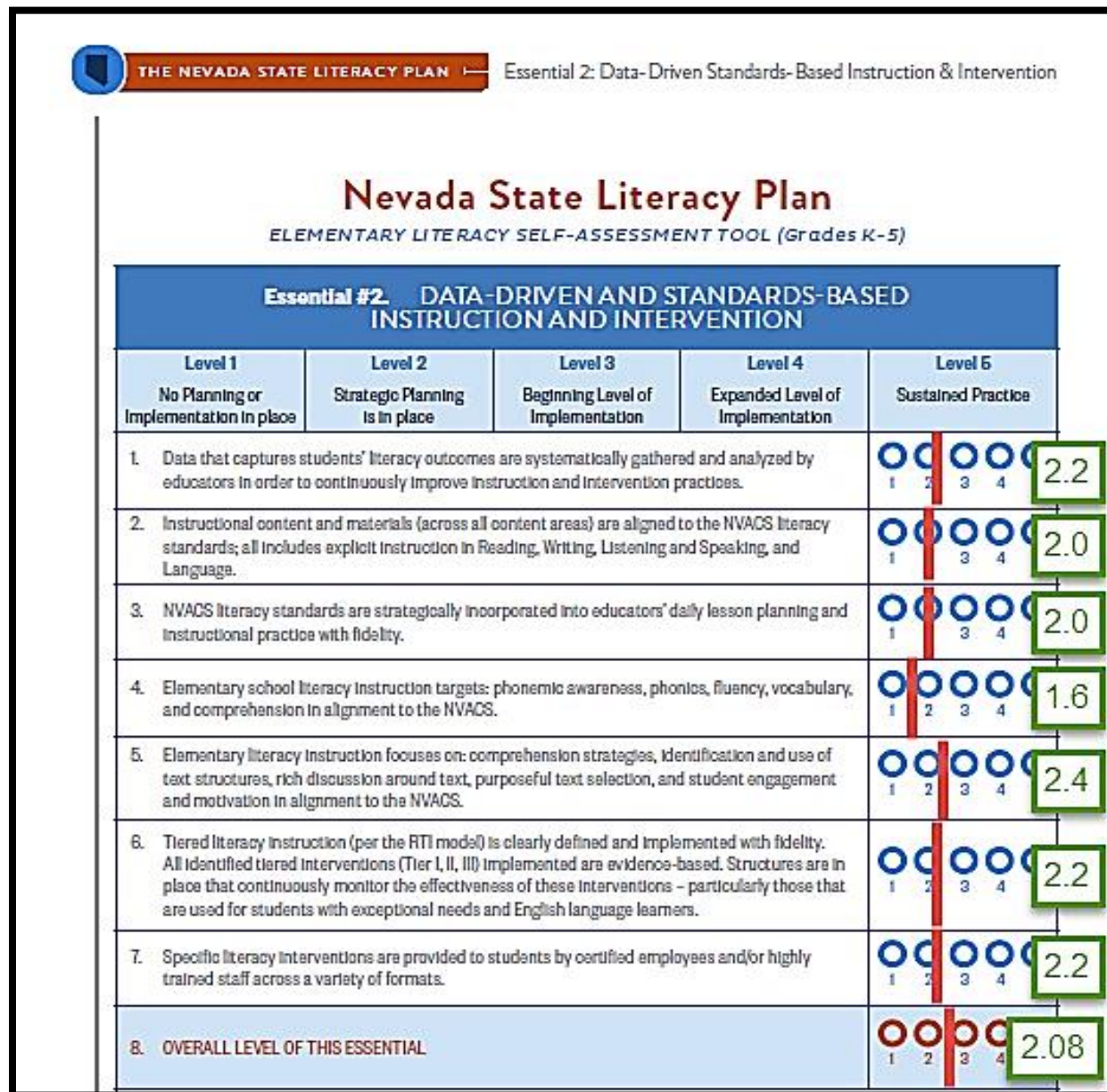
**SB 391, Section 9:**

The Action Steps included in WCSD's Literacy Plan for Essential #1 include Action Steps U-V.

**NSLP Essential 2: Data-Driven Standard-Based Instruction & Intervention**
**A. Description of Baseline Score on Self-Assessment Tool**



THE NEVADA STATE LITERACY PLAN — Essential 2: Data-Driven Standards-Based Instruction & Intervention

# Nevada State Literacy Plan
### ELEMENTARY LITERACY SELF-ASSESSMENT TOOL (Grades K-5)

| | **Essential #2.** DATA-DRIVEN AND STANDARDS-BASED INSTRUCTION AND INTERVENTION | | | | | |
|---|---|---|---|---|---|---|
| | Level 1<br>No Planning or Implementation in place | Level 2<br>Strategic Planning is in place | Level 3<br>Beginning Level of Implementation | Level 4<br>Expanded Level of Implementation | Level 5<br>Sustained Practice | |
| 1. | Data that captures students' literacy outcomes are systematically gathered and analyzed by educators in order to continuously improve instruction and intervention practices. | | | | | 2.2 |
| 2. | Instructional content and materials (across all content areas) are aligned to the NVACS literacy standards; all includes explicit instruction in Reading, Writing, Listening and Speaking, and Language. | | | | | 2.0 |
| 3. | NVACS literacy standards are strategically incorporated into educators' daily lesson planning and instructional practice with fidelity. | | | | | 2.0 |
| 4. | Elementary school literacy instruction targets: phonemic awareness, phonics, fluency, vocabulary, and comprehension in alignment to the NVACS. | | | | | 1.6 |
| 5. | Elementary literacy instruction focuses on: comprehension strategies, identification and use of text structures, rich discussion around text, purposeful text selection, and student engagement and motivation in alignment to the NVACS. | | | | | 2.4 |
| 6. | Tiered literacy instruction (per the RTI model) is clearly defined and implemented with fidelity. All identified tiered interventions (Tier I, II, III) implemented are evidence-based. Structures are in place that continuously monitor the effectiveness of these interventions – particularly those that are used for students with exceptional needs and English language learners. | | | | | 2.2 |
| 7. | Specific literacy interventions are provided to students by certified employees and/or highly trained staff across a variety of formats. | | | | | 2.2 |
| 8. | OVERALL LEVEL OF THIS ESSENTIAL | | | | | 2.08 |

September 2015

**B. Description of Primary Plans of Action**

<u>Essential 2</u>: **DATA-DRIVEN, STANDARDS-BASED INSTRUCTION AND INTERVENTION**
**All planning for literacy instruction occurs with a systematic analysis of student data. All instruction is explicitly aligned to state literacy standards. Classroom educators and interventionists use research-based strategies for delivering literacy objectives across all content areas.**

**Action Steps**
    A. Utilize the WCSD K-5 Literacy Framework to plan for specific instructional methodologies in five literacy domains (reading, writing, speaking, listening and language) across content areas. Include the areas of phonological and phonemic awareness, decoding skills, reading fluency, and reading comprehension.
    B. Support schools in developing a schedule for daily Tier 1 K-3 literacy blocks that include differentiated small group instruction in reading.
    C. Develop a structured plan for MTSS for Tier 2 and 3 students who have been identified as deficient in reading.
    D. Include content and language development standards in planning literacy instruction for English Language Learners using World Class Instructional Design (WIDA) essential actions and ACCESS data.
    E. Employ targets for Reading Foundational Skills to be monitored at each school site.
    F. Provide professional learning opportunities specific to the components of a balanced literacy program aligned to the WCSD K-5 Literacy Framework.
    G. Focus and share school-wide literacy data with ALL staff on regular basis within PDSA cycle.
    H. Develop site specific literacy goal(s) per SPP.
    I. Pursuant to Section 9 of SB 391, the District will establish a progress monitoring plan for K-3rd grade students identified as reading deficient.
    J. The progress monitoring plan will:
        a. Be established by the teacher of the student and any other relevant school personnel;
        b. Be approved by the school principal;
        c. Be approved by the student's parent and/or guardian;
        d. Include a description of any intervention services provided to the student; and
        e. Include that the student will receive intensive instruction in reading that includes the programs or services included in the NDE-approved literacy plan.

**C. Alignment to SB 391: Section 5 and Section 9**

**SB 391, Section 5:**
WCSD is committed to creating an education system where all students achieve academic

success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century. WCSD believes a MTSS framework will help achieve this commitment. The MTSS is a school-wide problem-solving and prevention model with widely proven effectiveness (Graden, Stollar, & Poth, 2007; http://www.kansasmtss.org). MTSS uses data-driven decision making to inform academic and behavioral instruction and intervention. The instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision making helps to ensure that school and District resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve career and college readiness (http://www.florida-rti.org/floridaMTSS/index.htm). As education has transitioned to an outcome-oriented profession and educators strive to ensure college and career readiness for all students, it is essential to incorporate science into practice in schools. WCSD's shift to problem solving in MTSS allows use of a scientific method in a system of service delivery that meets the needs of all students. First, the essential components of MTSS are defined and then the three tiers in MTSS are discussed.

Five components make up an effective MTSS model (Barnes & Harlacher, 2008):

1. An integrated assessment system.
    a. Conducts universal screenings with all students three times per year to proactively and objectively identify which students are potentially in need of educational supports/enhancements to supplement the core curriculum.
    b. Evaluates universal screening data to ensure the core curriculum is resulting in success for a sufficient percentage of students.
    c. Employs various diagnostic assessments to analyze why students or groups of students are not performing at expected levels.
    d. Includes frequent monitoring of academic progress for students receiving additional support to ensure they benefit from instruction/support.

2. Three tiers that offer increasingly individualized and intensive support.
    a. Implementing targeted support for groups using data-based decision making and evidence-based interventions;
    b. Implementing intensive, individualized plans using data-based decision making; and evidence-based interventions; and
    c. Implementing intensive, individualized plans in addition to core reading instruction.

3. A protocol refers to the method and approach used when determining student needs and how to address them. It defines "Who gets what, when."
    a. Includes three types of protocols: 1) a standard-treatment protocol in which groups of students receive a similar intervention based on their need, 2) a problem-solving protocol in which an individual plan is designed for each student needing additional support, and 3) a combined approach which uses elements from both aforementioned protocols to design additional support.
    b. Uses a combined approach in that students at Tier 2 receive a standard treatment

protocol and students at Tier 3 receive an individualized plan.

    c.  Outlines the roles and responsibilities of staff and clarifies the procedures and processes within the model (e.g., requirements to move a student into Tier 3, procedures for notifying parents, etc.).

4. Use of evidence-based instruction to ensure students have the best chance at success.

    a.  The goal is to utilize strategies with a scientific, research base to increase the likelihood of success for individuals and then match a student's instruction/support to the level and intensity of his/her need.

5. Ongoing professional development to ensure staff has the skills and knowledge to carry out the model. The model will include: *MTSS: A Three-Tiered Structure.* A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school. This system of service delivery is crucial in the attempt to ensure all students achieve at high levels and all students achieve college and career readiness. The first step in building a MTSS is to examine system effectiveness, which must occur prior to assessing students individually. This section describes each tier in detail, and how to examine the effectiveness of a school's system of service delivery.

**MTSS Meetings:**
The school site team schedules the administration of a DRA2 Universal Screener two times per year for grades 1 and 2, three times for kindergarten. The MAP assessment is currently (school year 2016-17) a required administration three times per year for 3rd grade. This is an opportunity for the team to review their site as a whole and evaluate if their system is reaching 80% for Tier 1 instruction. When looking at a Tier 2 or Tier 3 level intervention, school sites have established weekly meetings to review their academic data/interventions. The team reviews relevant data to ensure instruction/intervention is being implemented with fidelity and students are making adequate progress towards proficiency. Through the problem-solving model, teams determine that both student(s) and intervention(s) are successful or in need of further support. The team ensures the intervention matches the needs of the students. The correct support means it is the right intensity, targeting the right skill deficits, resulting in improved student performance, and allowing students to reach goals. Studies indicate that using progress monitoring to guide instruction improves student achievement (Black & William, 1998; Fuchs & Fuchs, 1986), especially those with low achievement and those with disabilities, when qualified professionals implement the following features (Fuchs & Fuchs, 1986; Stecker, Fuchs, & Fuchs, 2005):

- Data are frequently collected;
- Data are graphically displayed and reviewed;
- Decision rules—to continue or modify instruction—are explicit;
- Data collection and decision rules are implemented with integrity; and
- Clear direction exists for instructional modifications and alternatives.

AIMSweb supports accurate data collection, enables users to view and understand data trends, and provides explicit rules for deciding when a student is on track to meet (or exceed) his/her

goal. Note that the final feature of effective progress monitoring (i.e., providing direction on how to modify or replace instructional interventions) is beyond the scope of this guide. Please note beginning with the 2017-18 school year, per State Board of Education requirements, the Brigance III will be administered as the 30-day screener for Read by Grade 3. The State Board also approved the MAP assessment for Read by Grade 3 from 2nd half of kindergarten through 3rd grade effective school year 2017-18.

**Regularly Scheduled Reading Sessions:**
The WCSD has instituted a required minimum number of instructional minutes, which includes a 90-minute literacy block in elementary schools. The required minutes graduate upward based upon student response to core instruction, and intervention. The following table illustrates the *Allocation of Academic Time*. Within the 90-minute literacy block, instruction addresses phonemic awareness, phonics, fluency, vocabulary, and comprehension in both large and small group settings.

**Washoe County School District**
Every Child, By Name And Face, To Graduation

**Guidelines for**
**Allocation of Academic Time for Elementary Sites**

| Grades K – 6 | | | | | | | | |
| Based on Weekly Allocation: 1800 min per week | | | | | | | | |
| | Kinder (half-day) | Kinder (full day) | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|
| English Language Arts | 330 min* | 500 min | 500 min | 500 min | 500 min | 450 min | 450 min | 450 min |
| Math | 300 min | 350 min | 350 min | 350 min | 350 min | 370 min | 370 min | 370 min |
| Social Studies* | - | 175 min | 175 min | 175 min | 175 min | 175 min | 175 min | 160 min |
| Science* | - | 175 min | 175 min | 175 min | 175 min | 175 min | 175 min | 160 min |
| Intervention & Enrichment ** | - | 120 min | 120 min | 120 min | 120 min | 120 min | 120 min | 120 min |
| Specialist Periods | | | | | | | | |
| • Music | 30 min | 60 min | 60 min | 60 min | 60 min | 60 min | 60 min | 90 min |
| • Library | 30 min | 30 min | 30 min | 30 min | 30 min | 30 min | 30 min | 30 min |
| • Technology | 30 min | 30 min | 30 min | 30 min | 30 min | 60 min | 60 min | 60 min |
| • PE/Health/ SEL | 30 min | 60 min | 60 min | 60 min | 60 min | 60 min | 60 min | 60 min |
| Lunch/Recess | - | 300 min | 300 min | 300 min | 300 min | 300 min | 300 min | 300 min |

*Beyond an unbroken 90-minute ELA/literacy block, scheduling should aim for coherence and continuity and is not expected to be implemented in uninterrupted intervals.*

\* Content area literacy instruction, through the CCSS ELA instructional shifts, should be woven into the ELA/literacy block. "The (Common Core) Standards insist that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening and language applicable to range of subjects, including but not limited to ELA…. Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas." (CCSS Introduction, 2010)

\*\* Intervention & Enrichment (minimum recommendations)
   Tier 2: 120 minutes per subject area per week
   Tier 3: An *additional* 75 minutes per subject area per week

*Figure A 3*

**Instructional Methodologies:**
Schools have access to WCSD state adopted text books and other resources which provide coherent, systematic and explicit lessons, largely aligned to NVACS (based on Common Core Content Standards for English Language Arts). The foundational components of early literacy are developed within a system of instructional coherence and meaningful, aligned approaches PreK-3rd grade. Early literacy instruction involves consideration for social-emotional well-being, patterns of engagement and integration of key instructional components. The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement for young readers (Fisher & Frey, 2008). Literacy instruction should progress from explicit instruction by the teacher to production by the student through the process of gradual release. The following are the key areas of early literacy instruction:
- *Phonological Awareness:* Phonological awareness instruction progresses from exposure to explanation by the teacher to recognition and finally production by the student.

Quality elements of developing phonological awareness begin with forming a sensitivity to big chunks of speech sounds such as whole words, syllables, and rhyme to smaller parts of speech sounds such as phonemes within words (phonemic awareness). Phonological awareness activities in preschool and kindergarten classrooms begin using whole group using a variety of instructional strategies that have been identified as successful and effective (Blachman, 1994; Smith, Simmons, & Kame'enui, 1995). It is also important to assess and plan explicit small-group lessons for students who need additional support.

- *Decoding Skills:* Explicit instruction in small group settings to support decoding and word recognition employs orchestration of the three cueing systems: semantic, syntactic, and graphophonic. Guided reading is a method for supporting students' literacy and development of decoding in small, flexible, developmentally oriented groups (Fountas & Pinnell, 1996). The overall goal of guided reading is to provide students with the skills and strategies necessary to decode and understand increasingly complex texts (Templeton & Gehsmann, 2014).

- *Fluency:* Fluency is the bridge between decoding and comprehension. In order for students to become fluent readers, they must be able to read both accurately and efficiently. Development is supported through many instructional approaches that require students to notice the prosodic features of language including: rate, rhythm, stress, pitch, and intonation. Guided release begins with teacher modeling through read aloud and implementation of a variety of instructional approaches including word study and repeated oral readings (Rasinski, 2003). Figure A 4 illustrates this concept:



Decoding        Fluency        Comprehension

*Figure A 4 Fluency: A Two-Way Bridge* (Templeton & Gehsmann, 2011)
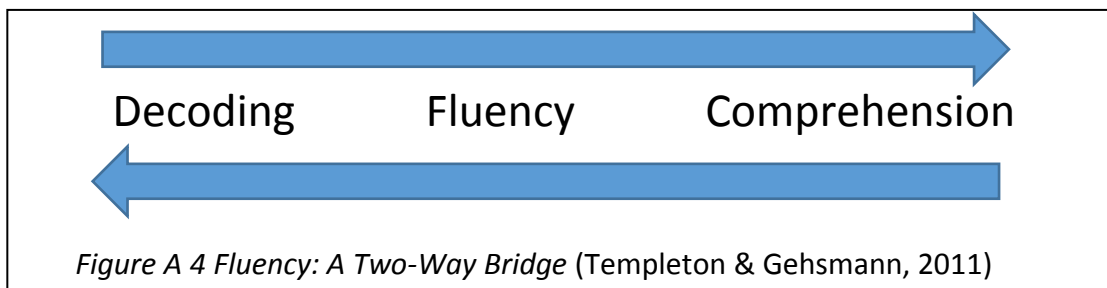
- *Comprehension:* Scaffolded instruction to support students in constructing meaning from text include: predicting, questioning, drawing inferences, summarizing, and monitoring (Block & Pressley, 2007). Instruction also centers on consistent experiences that are explicitly designed to foster vocabulary development and background knowledge to comprehend increasingly complex texts.

**SB 391, Section 9:**
The Action Steps included in WCSD's Literacy Plan for Essential #2 include Action Steps I-J.

## NSLP Essential 3: Literacy Assessment Systems

## A. Description of Baseline Score on Self-Assessment Tool



September 2015

**B. Description of Primary Plans of Action**

**Essential 3: LITERACY ASSESSMENT SYSTEMS**
**The use of valid and reliable measures to screen, progress monitor, and diagnose students' literacy needs.**

**Action Steps**
    A. Outline a process for considering the English Language Proficiency (ELP) level of each EL student (per the ELPA).
    B. Outline a process for considering the native literacy of each EL student.
    C. Plan for ELs based on sound research principles of language acquisition.
    D. Develop a plan for ELs aligned with WCSD English Learner policy (per Nevada State Board of Education and the English Mastery Council).
    E. Create via collaboration with Department of Assessment, Department of Curriculum & Instruction, Department of English Language Learners/World Languages and MTSS, a professional learning strand required of all new teachers, coaches, LS/implementation specialists, and administrators specific to data-driven decision making. Per employee category as follows-
        1. New Teachers: Provide understanding of: 1) current assessment system; 2) data-driven decision making process; 3) how data is used to inform instruction; 4) purpose of each assessment; and 5) balanced assessment system.
        2. Coaches/LS/Implementation Specialists: Provide understanding of: 1) current assessment system; 2) data-driven decision making process; 3) how data is used to inform instruction; 4) purpose of each assessment; and 5) balanced assessment system, as well as be able to: 6) facilitate discussion and practice data-driven decision making; and 7) possess extensive knowledge of literacy continuum.
        3. Administrators: Provide understanding of: 1) current assessment system; 2) data-driven decision making process; 3) how data is used to inform instruction; 4) purpose of each assessment; and 5) balanced assessment system; 6) facilitation of discussion and practice data-driven decision making, and 7) possess extensive knowledge of a developmental literacy continuum and have: 8) deep knowledge of literacy continuum; 9) ability to analyze Smarter Balanced Assessment Consortium (SBAC), Measured Academic Progress (MAP), and Developmental Reading Assessment (DRA), and other data necessary to inform instructional modifications; 10) incorporate literacy look-fors in instructional rounds/walk-throughs.
    F. Become familiar with the WIDA assessment results – as students receive a performance indicator for every layer of literacy – reading, writing, listening, and speaking.
    G. Institute a dyslexia screener and diagnostic assessments to identify students early and provide targeted intervention.
    H. Develop and monitor site-specific literacy goal(s) in the SPP.

I. Pursuant to Section 8 of SB 391, the District will provide notice to parents and/or guardians of students deemed to be reading deficient within 30 days of the date on which the deficiency is discovered.

J. Pursuant to Section 8 of SB 391, the District will inform parents and/or guardians of the educational programs and services that reading deficient students will receive to improve proficiency.

K. Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians of reading deficient students that if the student does not achieve proficiency in reading before the completion of the 3rd grade, the student will be retained in the 3rd grade unless the student has been granted a good-cause exemption.

L. Pursuant to Section 8 of SB 391, the District will describe, explain, and/or demonstrate to parents and/or guardians of reading deficient students the strategies that parents and/or guardians may use at home to assist the student.

M. Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians that other options are available for the student to demonstrate reading proficiency if the student is eligible for a good-cause exemption.

N. Pursuant to Section 8 of SB 391, the District will describe to parents and/or guardians the policy and criteria adopted by the District's Board of Trustees regarding the promotion of a student to grade 4.

O. Pursuant to Section 8 of SB 391, the District will include in the notice to parents and/or guardians information regarding the English literacy development of a student who is limited English proficient.

P. Pursuant to Section 8 of SB 391, the District will describe, explain and/or demonstrate to parents and/or guardians the strategies that the parents and/or guardians may use at home to help improve the English literacy of a student who is limited English proficient.

Q. Pursuant to Section 9 of SB 391, the District will establish a progress monitoring plan for K-3rd grade students identified as reading deficient.

R. The progress monitoring plan will:
   o Be established by the teacher of the student and any other relevant school personnel;
   o Be approved by the school principal;
   o Be approved by the student's parent and/or guardian;
   o Include a description of any intervention services provided to the student; and
   o Include that the student will receive intensive instruction in reading that includes the programs or services included in the NDE-approved literacy plan.

## C. Alignment to SB 391: Section 5, Section 8, and Section 9

**SB 391, Section 5:**

English language proficiency will be assessed and identified through the administration of the WIDA ACCESS Proficiency Test (W-APT) and/or other assessment instruments selected by the District. Grade 1-12 students are assessed in the four domains of language (reading, writing,

speaking, and listening). Kindergarten students are assessed the first semester in speaking and listening only. Second semester Kindergarteners are assessed in all four domains.

A student who scores below five on the age appropriate level of the W-APT shall be deemed sufficiently lacking in English skills and will be placed in the EL program. Reading progress will be assessed annually to identify EL students with the administration of the English Language Proficiency Assessment (ELPA). This assessment measures their progress in the four domains of language. Students exit EL services if they have an overall language score of five and an overall literacy/comprehension score of five. ELPA reading proficiency levels can be used to drive instruction in Reading Foundational Skills. They allow a teacher to know what a student can do in reading and what targets should be set to drive instruction to strengthen reading instruction for students to the next level.

**Native Literacy:**
Teachers evaluate native language fluency by conducting an age appropriate reading and writing assessment in the student's native language. Additional information can be obtained through previous school records and by interviewing family members of previous schooling experiences. Validating and instructing a student's native language is a vital component to ensuring a strong sense of identity and fostering a strong linguistic background for language learners. Native language support can look different depending on resources at each site, for example: use of bilingual dictionaries in the classroom and on assessments, bilingual tutors, native language support from peers, language courses in the native language, content courses in the native language, after-school enrichment of native language, materials in the native language, and strong communication with families in the native language, many of which require the support of bilingual teachers and staff.

**English Language Development:**
English Language Development (ELD) is designed specifically to advance English learners' knowledge and use of English in increasingly sophisticated ways. ELD instruction is designed to help them learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English and minimizes the language barriers that ELs face when engaging in academic studies in mainstream English classrooms (Saunders and Goldenberg, 2010). ELs need to construct meaning from oral and written language as well as to express complex ideas and information. To achieve this goal, students must practice using language in different domains of listening, speaking, reading, and writing. These domains should not be taught or learned in isolation, but through an integration of language domains throughout the day. To show processing or comprehension of language, students need to produce language either orally, in writing, or using signs and symbols.

Language develops across different levels of language proficiency. Educators need to examine the social, instructional and academic language in order to meet the ability for students to obtain academic language. When examining academic language there are three criteria to review and know regarding integration within the sociocultural contexts for language use.

These criteria are: 1) linguistic complexity, 2) language forms and conventions, and 3) vocabulary usage.

Students show their learning through productive language, which is a process through which students use language to express information, ideas or concepts in either oral or written communication. Receptive language represents how ELs process language to comprehend information, ideas and concepts in either writing or oral communication. It is important that the language needs of ELs are purposefully planned for and implemented throughout the school day. It is imperative that effective methods for developing English learners' content knowledge through the use of academic language associated with math, literature, history, and science, and basic interpersonal communication skills in English be an integral part of schools' planning and implementation of EL instructional programs.

Adopted frameworks for teaching are the Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) strategies both of which provide opportunities for students to acquire language through both receptive and productive language modes. Integrated with SIOP and GLAD are six key strategies to assist District administration to identify good teaching skills in order to help teachers plan lessons that are accessible to a range of students. New concepts can introduce vocabulary and language development by discussing vocabulary and language structures that are key to the concept.

Guided interaction allows teachers to structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Metacognition and authentic assessment provide students with opportunities to understand concepts by teachers modeling and explicitly teaching thinking skills (*metacognition*) crucial to learning new concepts. Metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. A*uthentic assessments* allow teachers to use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not reliant on advanced language skills.

Explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies are needed to complete classroom tasks. Meaning-based context and universal themes make learning meaningful from the students' everyday lives and can be a foundation to interest them in academic concepts. Teachers' use of modeling, graphic organizers, and visuals can assist all students especially to recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

**WCSD English Learner Policy (per Nevada State Board of Education and the English Mastery Council):**
The WCSD Board of Trustees is committed to ensuring all students graduate college-and career-ready, through the consistent application of high-quality instruction, balanced assessment, and

a rigorous accountability system. The District is committed to closing the achievement gap by implementing culturally responsive practices throughout the District, as well as engaging families and the community.

In addition, it is important that strategic use of native language be considered an important factor of English Learner's success in school. Consistent with the District's Strategic Plan, *Envision WCSD 2020*, explicit emphasis on language and literacy instruction is an integral part of effective teaching and learning for students that are ELs and that the academic success of ELs is a responsibility shared by students, educators, the family, and the community. It is vital for ELs to receive rigorous, explicit, high-quality language and literacy instruction while being held to high expectations and standards in order to access content areas.

**Aligned Plan:**
Teachers will follow a precise model for delivery of instruction throughout the day. Ultimately, EL and general education teachers will collaborate in building instructional models that blend content standards with language acquisition.

In co-teaching models, teacher teams rotate responsibility for the different aspects of a lesson or unit among the members each time they co-teach so that each person gets a chance to teach each element of the lesson or unit. In this model, language standards and content standards are woven together as in a helix of teaching and learning. Instructional time is an equally shared responsibility of teaching to Reading Foundational Skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies), as well as language objectives. They simultaneously deliver or take turns delivering various components of the lesson. In the second part of the collaborative time, the teachers will teach in small groups. The general education teacher will be teaching to the same standard and objectives as the EL teacher in a guided reading setting. The EL teacher will scaffold his/her lesson with emphasis on language development, while learning the Reading Foundational Skills simultaneously in an English language development setting. Students who are independently working will be reading and writing to enhance their knowledge on the topic and additional practice with the skill or strategies.

The Departments of English Learners/World Languages, Curriculum and Instruction, and Assessment will provide professional learning in the areas of inclusive practices, Reading Foundational Skills, and formative assessment to report reading progress. The PLC structure at all schools will focus on data collected during the reading block time and focus on next steps for instruction in any of the Reading Foundational Skills needed for students to develop and achieve in reading.

**SB 391, SECTION 8:**
The Action Steps included in WCSD's Literacy Plan for Essential #3 include Action Steps G-N.

**SB 391, Section 9:**
The Action Steps included in WCSD's Literacy Plan for Essential #3 include Action Steps O-P.

## NSLP Essential 4: Professional Learning

### A. Description of Baseline Score on Self-Assessment Tool



September 2015

**B. Description of Primary Plans of Action**

**Essential 4: PROFESSIONAL LEARNING**
**The development of learning opportunities, resources, and coordinated support services that enhance literacy learning for all children, families, and educators.**

**Action Steps**
A. Departments within the Office of Academics will identify a plan for professional growth in literacy focusing on highly effective instructional strategies in the five literacy domains (reading, writing, speaking, listening, and language) aligned to the WCSD K-5 Literacy Framework and the WCSD Professional Growth System. The professional growth plan will include specific instruction on phonological and phonemic awareness, decoding skills, reading fluency, and reading comprehension.
B. WCSD will hire a vendor partner in order to build capacity of District literacy leaders, LS, and site administrators and to support the literacy professional growth plan.
C. The Departments of Professional Learning, Curriculum & Instruction, Assessment, and Student Support Services will collaborate in developing a differentiated scope and sequence for professional learning for administrators, LSs, and K-4 classroom teachers.
D. Create the professional learning plan for strengthening LSs' collective capacity and corresponding duties and responsibilities. The plan will include the following content: Reading Foundational Skills, with instruction on comprehension strategies, text structures, text discussion, and enhanced screening and intervention for dyslexia.
E. In collaboration with the LSs, create and implement a plan for providing K-4 classroom teachers with on-going, job-embedded professional learning experiences focused on the essential components of effective literacy instruction aligned with the WCSD K-5 Literacy Framework. Professional learning opportunities will be structured so teachers and site administrators can learn, practice, and reflect together.
F. Incorporate a feedback loop through activities such as: walk-throughs, peer observation, and instructional rounds to gather and analyze evidence of professional learning implementation, and identify areas of additional learning needs.
G. Implement the PDSA cycle for continuous improvement in all professional learning.
H. Encourage a District-wide culture of coaching and expand the Continuum of Coaching model (e.g. LSs/implementation specialists, instructional coaches, etc.).
I. Provide opportunities for teachers to receive endorsements in PreK-2, ELs, or Special Education in order to create a highly-effective workforce.
J. Align a site-specific professional learning plan to the SPP literacy goals.

**C. Alignment to SB 391: Section 5 and Section 6**

**SB 391, Sections 5 and 6:**
**Collaboration between the LS and the K-4 classroom teachers:**
The PLC structure will be used to provide the LS the opportunity to collaborate with K-3 teachers as organized at each school site. WCSD also provides additional PLC meeting time during Early-Release Wednesdays.

The Department of EL/WL will provide follow up observation and feedback to the LS and teachers monthly. The LS's classroom may serve as a model classroom. Substitutes will release K-4 teachers to allow them the opportunity to observe in the LS's model classroom. The District will provide a side-by-side coach to help facilitate the observation (i.e. an Implementation Specialist who is already assigned to the school).

**Professional development plan for Learning Strategist:**
WCSD will hire independent consultants, and collaborate with Northwest Regional Professional Development Program (NWRPDP) and Department of Professional Learning to provide the content described in State-approved guidelines (approved by Nevada State Board of Education July 23, 2015). LSs will be encouraged to attend "Build Your Capacity as a Teacher Leader" to refine coaching and leadership skills through the Department of Professional Learning. The LS will be released from his/her classroom for monthly professional learning, during Teal Tuesdays (monthly). Companion professional learning sessions will be provided once a month, February through May, for a full day. The LS and other classroom teachers will be afforded tuition reimbursement via grant monies, if/as awarded for tuition reimbursement in pursuit of PreK-2 Early Childhood license.

**Professional learning for K-4 classroom teachers (by the LS):**
GLAD training for K-4 teachers at identified schools will occur during a selected five-day training. GLAD trainers will provide a two-day overview with content. Teachers will then attend and observe GLAD strategies being used in an appropriate grade level unit of study. If teachers are already trained in GLAD, they will have an opportunity to attend a "GLAD Refresher" session in two-hour blocks. The training will be facilitated by GLAD trainers; however, the LSs will attend training with teachers in order to support them back at the school site in the usage of standards and strategies in classrooms. Training will be provided in support of site-specific intervention programs. Building off the Striving Readers model, training and support will be provided for data-driven decision making process. Teachers will be provided the opportunity to attend in-service classes such as: Reading Foundational Skills, Word Study, Syntax, Small Group Instruction, Core Actions, RAP (Read-Aloud Project, which focuses on text-dependent questions in K-2), Text Sets (a class being created to focus on building background and vocabulary in K-2). Schools will identify after school and intersession stipend opportunities to provide support in phonics, phonemic awareness, fluency, vocabulary, and comprehension. These opportunities will be differentiated based on needs seen in classrooms. The LS will lead these support meetings.

**Plan for implementing the duties and responsibilities of the LS:**
Principals and LSs will collaborate to ensure successful implementation of the duties and responsibilities, and develop a site-based plan based on the state-approved guidelines (approved by Nevada State Board of Education June 16, 2016). A Program Coordinator will be hired - contingent on funding - to coordinate on-going, job-embedded professional learning for multiple employee groups (as described above); support principals and Learning Strategists in

collaboration efforts (i.e., interpreting, understanding, and implementing SB391 mandates); facilitate delivery of professional learning content; observe and provide feedback to LSs; assist in the identification of model classrooms; support schools' needs as related to RBG3; coordinate intersessions; and develop a plan to communicate with families about RBG3.

**NSLP Essential 5: Family and Community Engagement**

**A. Description of Baseline Score on Self-Assessment Tool**
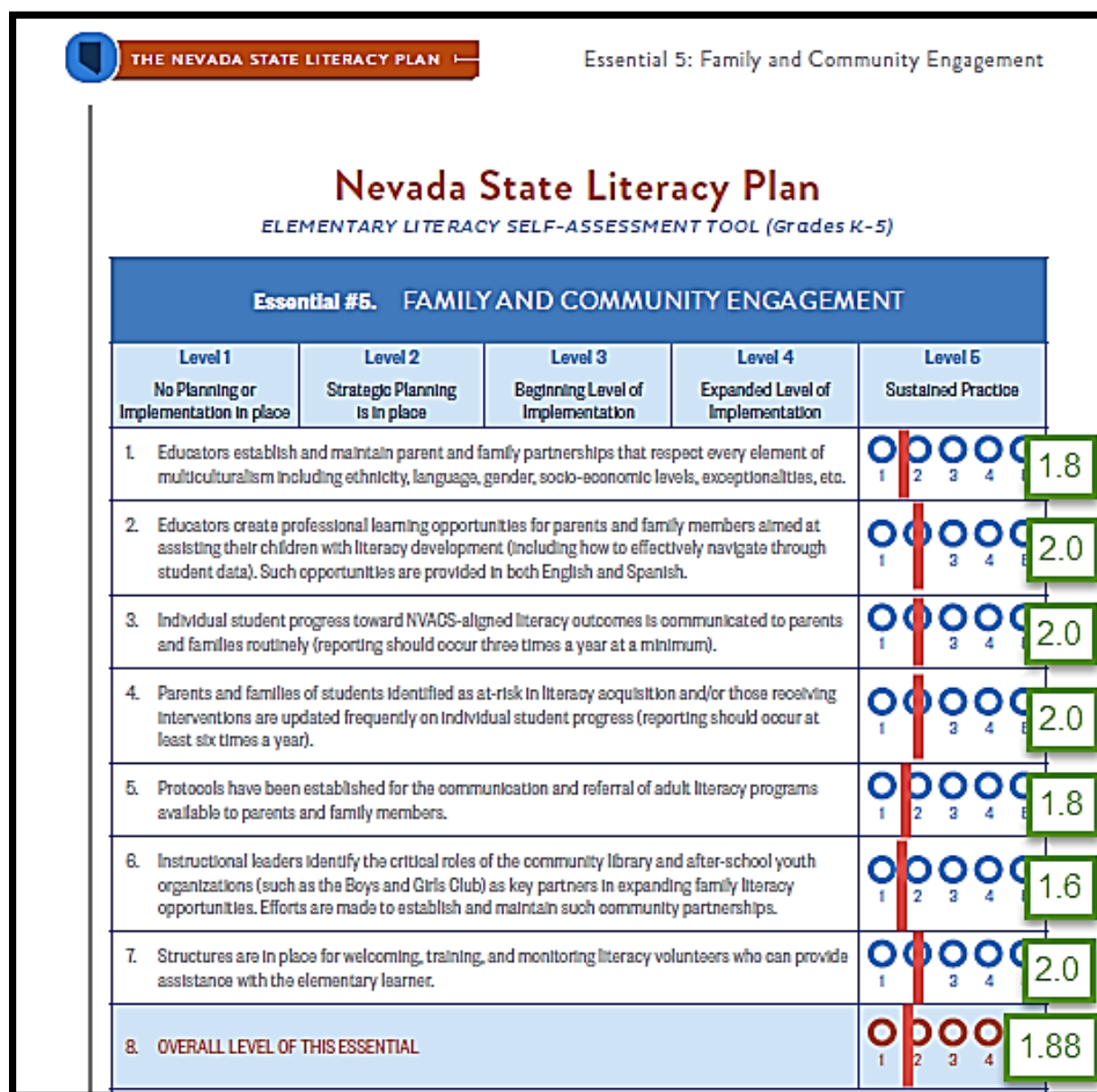


September 2015

**NSLP Essential 5: Family and Community Engagement**

**A. Description of Baseline Score on Self-Assessment Tool**

**B. Description of Primary Plans of Action**

**Essential 5: FAMILY AND COMMUNITY ENGAGEMENT**
**A coordinated and collaborative system in which schools and other community organizations connect with families in meaningful ways to support the ongoing improvement of student, family, and community literacy.**

**Action Steps**
A.  Provide academic activities in typical site-based community activities; these activities will give families information on PreK through adult literacy development and engage families in learning alongside school staff.
B.  Inform community via communications plan about SB 391 to include retention provision at end of grade 3; keep parents abreast of student progress in literacy on a frequent basis beginning within/in PreK.
C.  Integrate cultural competency into District's comprehensive professional development plan and site-based literacy plan, to include pre-post assessment training, into District's comprehensive professional development plan.
D.  Support teachers in the Parent Teacher Home Visit Project model of home visits to build positive, trusting and respectful relationships with families, recognizing families as assets in supporting their child's learning;
E.  Support families with Parent University classes such as Family Literacy Clubs, Family Storyteller, field trips to Washoe County libraries and Family Access Days at the University of Nevada, Reno.  Refer families attending Parent University to RISE Academy for Adult Achievement and Northern Nevada Literacy Council.
F.  Incorporate site-based, annual data nights aimed at educating parents on student data and literacy; share/post aggregated data within FERPA guidelines.
G.  Implement Academic Parent Teacher Teams at schools to share data with families three times per year and model home learning practices tied to the data.
H.  Conduct annual District Data Summit to inform community of progress in literacy.
I.  Ensure that Parent Involvement Facilitators (PIFs), volunteers, school librarians, and tutors (i.e. teacher assistants) are trained in cultural awareness as defined in one's literacy experiences.
J.  Ensure training in Reading Foundational Skills, along with writing, speaking/listening, vocabulary, comprehension, and language to LSs, coaches, implementation specialists, and others.
K.  Recognize site specific literacy goal(s) per School Performance Plan (SPP).
L.  Pursuant to Section 8 of SB 391, the District will provide notice to parents and/or guardians of students deemed to be reading deficient within 30 days of the date on which the deficiency is discovered.

M. Pursuant to Section 8 of SB 391, the District will inform parents and/or guardians of the educational programs and services that reading deficient students will receive to improve proficiency.

N. Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians of reading deficient students that if the student does not achieve proficiency in reading before the completion of the 3rd grade, the student will be retained in the 3rd grade unless the student has been granted a good-cause exemption.

O. Pursuant to Section 8 of SB 391, the District will describe, explain and/or demonstrate to parents and/or guardians of reading deficient students the strategies that parents and/or guardians may use at home to assist the student.

P. Pursuant to Section 8 of SB 391, the District will explain to parents and/or guardians that other options are available for the student to demonstrate reading proficiency if the student is eligible for a good cause exemption.

Q. Pursuant to Section 8 of SB 391, the District will describe to parents and/or guardians the policy and criteria adopted by the District's Board of Trustees regarding the promotion of a student to grade 4.

R. Pursuant to Section 8 of SB 391, the District will include in the notice to parents and/or guardians information regarding the English literacy development of a student who is limited English proficient.

S. Pursuant to Section 8 of SB 391, the District will describe, explain and/or demonstrate to parents and/or guardians the strategies that parents and/or guardians may use at home to help improve the English literacy of a student who is limited English proficient.

T. Pursuant to Section 9 of SB 391, the District will establish a progress monitoring plan for K-3rd grade students identified as reading deficient.

U. The progress monitoring plan will:
   a. Be established by the teacher of the student and any other relevant school personnel;
   b. Be approved by the school principal;
   c. Be approved by the student's parent and/or guardian;
   d. Include a description of any intervention services provided to the student; and
   e. Include that the student will receive intensive instruction in reading that includes the programs or services included in the NDE-approved literacy plan.

**C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9**
See Action Steps A through U.

## ACKNOWLEDGEMENTS

The Washoe County School District would like to acknowledge the efforts of the teachers and administrators who served as members of the Literacy Plan Design Team. Through each person's dedication to our 64,000 students, we were able to create a literacy plan framework for students K-3 as a complement to the District's Strategic Plan, and in compliance with SB391, Read by Grade 3 legislation requirements. This team acknowledges the support of the WCSD Board of Trustees, Superintendent, Traci Davis, and Deputy Superintendent, Dr. Kristen McNeill. Together, we are committed to every child by name and face to graduation. Team Members:

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Randy Drake, Assistant Director, Grants

LANGUAGE DOCUMENT #2 ~ Prepared by the Nevada Department of Education
Notice of Workshop to solicit comments on proposed regulations for compliance of Senate Bill 391 – *Nevada's Read by Grade 3 Initiative*

| NDE Recommendations for Establishing Regulations for the Learning Strategist Position | | |
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| **S.B. 391 (Section 6.4. Item a.)** | **S.B. 391 (Section 6.4. Item b.)** | **S.B. 391 (Section 6.4. Item c.)** |
| Professional development that a learning strategist must complete: | Professional development that teachers must receive from the learning strategist: | Duties and responsibilities of a learning strategist: |
| 1. Nevada's Pre-K Common-Core Crosswalk<br>2. Effective Implementation of the NVACS – K-4 and Anchor Standards<br>3. Nevada State Literacy Plan (NSLP) - Overview (Literacy Guiding Principles)/Birth –Pre-K & Elementary Age Bands<br>4. NEPF - Elementary Level<br>5. National Standards for Literacy Coaching (ILA)<br>6. How to be a Skillful Literacy Instructional Leader/Collaborator (Routman, Sweeney, & ILA)<br>7. How to effectively deliver and receive constructive feedback.<br>8. How to maintain collaborative and reflective communication.<br>9. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data (formative, interim, summative).<br>10. How to maintain motivation and perseverance as a literacy coach.<br>11. Become knowledgeable on current K-4 evidence-based best practices in literacy instruction.<br>12. Become knowledgeable on current K-4 evidence-based best practices in literacy interventions.<br>13. Methods for facilitating the writing of a site-based literacy plan that aligns to the state literacy plan.<br>14. Methods for enhanced screening and intervention for dyslexia (all requirements noted in AB 341).* | 1. Nevada's Pre-K Common-Core Crosswalk (Kindergarten teachers)<br>2. Effective Implementation of the NVACS - K-4 and Anchor Standards<br>3. NSLP - Overview (Literacy Guiding Principles)/ Birth –Pre-K & Elementary Age Band<br>4. How to effectively deliver and receive constructive feedback.<br>5. How to maintain collaborative and reflective communication.<br>6. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data.<br>7. How to effectively collaborate with peers in data-based decision-making teams & overall literacy instruction.<br>8. How to implement current K-4 evidenced-based best practices in literacy instruction.<br>9. How to implement current K-4 evidence-based best practices in literacy interventions.<br>10. Methods for enhanced screening and intervention for dyslexia (all requirements noted in AB 341).* | 1. Read and implement the newly revised Nevada State Literacy Plan.<br>2. *NSLP Essential #1:*<br>Demonstrate leadership abilities in organizing, implementing, and participating as a key player on the site-level instructional team.<br>3. *NSLP Essential #2:*<br>Instructs K-4 educators:<br>  a. how to effectively use data to drive instruction.<br>  b. how to implement NVACS into teaching practice.<br>  c. how to use current research-based methods in literacy instruction.<br>  d. how to effectively assess students in need & provide evidence-based interventions.<br>4. *NSLP Essential #3:*<br>Provide instruction on all identified assessments to K-4 instructors (formative, interim, & summative).<br>5. *NSLP Essential #4*<br>Plan, prepare, and conduct professional learning opportunities to support school-based personnel with effective practices in literacy instruction.<br>6. *NSLP Essential #5:*<br>Provides parental literacy education and support (particularly for those students who have been identified as "at risk" in literacy.) |

*Yellow highlighted items indicate the primary changes made to the original document of July 23, 2016. These two items were added. Other minor changes were made to the document as well.