

**READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR**

**I. LOCAL PROGRAM CONTACT SECTION**

Name of School District or Charter Organization/School:											Date:	
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Number of Sites Being Served?		Grade Spans Offered:		K-2		K-3		K-4		K-5		K-6		Other	
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**Read by Grade 3 Local Literacy Plan Lead Contact Person:**

Name:				Title:			
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Phone #				Email Address:			
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**Provide a list of the names and titles of the members of your Local Literacy Plan Team:**

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Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education?					YES		NO		If yes, what year did your site open?			
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How many academic years has your program/school been participating in Read by Grade 3?													
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**II. INTRODUCTION SECTION**

**Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).**

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List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:

**AB 289 (2019) REQUIREMENT #1:**

**LEA Plan for Implementing the Literacy Specialist Requirement**

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act [AB 289 \(2019\)](#) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

**1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).**

**2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.**

**3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.**

**4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).**

**5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).**

**AB 289 (2019) REQUIREMENT #2:**

**LEA Plan for Implementing the Required Professional Learning for Elementary Teachers**

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

- 1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

**AB 289 (2019) REQUIREMENT #3:**

**LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading**

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

**1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for **K-3** students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

**2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for **4-5** students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

**AB 289 (2019) REQUIREMENT #4:**

**LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students**

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

**1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4<sup>th</sup> and 5<sup>th</sup> grade students.]**

**2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).**

**3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).**



# THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS

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