

Technical Assistance Guide for Read by Grade 3 2024-2025 Local Literacy Plans

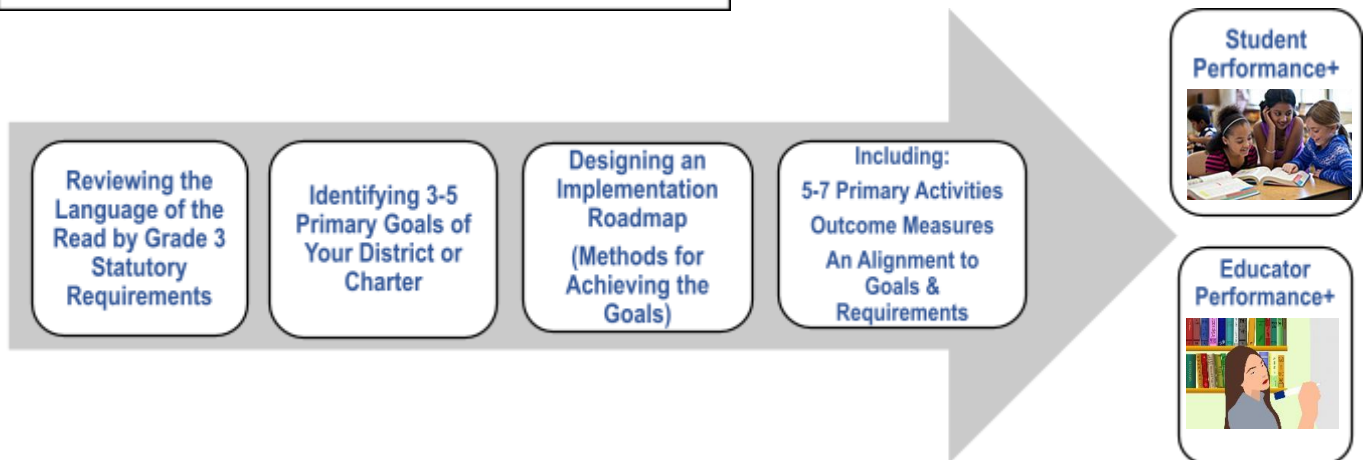
This Read by Grade 3 Local Literacy Plan Technical Assistance Guide is provided to assist districts and charter schools to assist them in drafting their Read by Grade 3 Local Literacy Plan. This document is aligned with Nevada’s Read by Grade 3 legislation and regulations.

Directions: Use this document to guide your team in completing each section of the Read by Grade 3 Local Literacy Plan template.

Start by preparing your team to complete the Read by Grade 3 Local Literacy Plan with an understanding of the entire process.

The first step in engaging in the planning and writing of your district or charter Read by Grade 3 local literacy plan is to establish a uniform level of understanding of the entire process. Graphic 1 below depicts the stages of this planning process. The activities lead to the **overarching priority** of every stage of this process – an improvement in student performance and an improvement in educator performance.

Graphic 1.
The Pathway for Creating a Local Literacy Plan in Nevada





STEP 1: Section I – Local Program Contact Information

Complete Section I by filling in the requested demographic information. Be sure to include the names and titles of the members of your Read by Grade 3 Local Literacy Plan team.

STEP 2: Section II – Introduction

Part 1 – As a team, discuss the impact of the Read by Grade 3 program on your district or charter school. Consider how the program has impacted administrators, Read by Grade 3 Literacy Specialists, teachers, and students. Summarize your discussion in a brief paragraph.

Part 2 – Determine the primary goals to be accomplished through implementation of your Read by Grade 3 Local Literacy Plan. List no more than three to five goals in this section. The primary goals should be overarching and measurable. Guiding question: What are the intended outcome(s) if the plan is fully enacted?

Step 3: Section III – [AB 289 \(2019\)](#) Requirements #1 - #4

Use the following statutory language to guide your writing to complete the required questions included in requirements 1-4 of your plan. Only the specific references of AB 289 (2019) and the accompanying regulations in the local literacy plan template can be found below. It is not the entire law. These sections of the law will offer assistance as you develop your plan.

[AB289 \(2019\)](#)

Sec. 1 NRS 3881.57 is hereby amended to read as follows:

1. The board of trustees of each school district and the governing body of each charter school shall prepare a plan to improve the literacy of pupils enrolled in an elementary school. Such a plan must include, without limitation:
 - (b) Procedures for assessing a pupil's proficiency in the subject area of reading using valid and reliable standards-based assessments that have been approved by the State Board by regulation:
 - (1) Within the first 30 days of school after the pupil enters kindergarten or upon enrollment in the elementary school if the pupil enrolls after that period and has not been previously assessed; and
 - (2) During each grade level of the elementary school at which the pupil is enrolled as determined necessary.
 - (d) Procedures for facilitating collaboration between licensed teachers designated as literacy specialists and classroom teachers.

Sec. 2. NRS 388.159 is hereby amended to read as follows:

1. The principal of a public elementary school, including, without limitation, a charter school, shall designate a licensed teacher employed by the school to serve as a literacy specialist. The licensed teacher so designated must:
 - (a) Demonstrate the ability to improve the literacy of pupils;
 - (b) Demonstrate competency in effective instruction in literacy and the administration of assessments;
 - (c) Demonstrate an understanding of building relationships with teachers and other adults;
 - (d) Collaborate with the principal of the public elementary school to develop a schedule of professional development and assist in providing such professional development; and



- (e) Assist teachers at the school by implementing a system of support which includes various methods to provide intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading.
2. A school district or charter school may provide additional compensation to:
 - (a) A licensed teacher designated as a literacy specialist pursuant to this section; or
 - (b) A licensed teacher who is employed by a school district or charter school to teach at an elementary school and provides instruction in reading.
3. Each licensed teacher employed by a school district or charter school to teach at an elementary school and who is responsible for providing instruction in reading shall complete professional development developed by a licensed teacher designated as a literacy specialist pursuant to subsection 1 in the subject area of reading.
4. The State Board shall prescribe by regulation:
 - (a) Any training or professional development that a licensed teacher designated as a literacy specialist is required to successfully complete (see NAC 388.662)
 - (b) Any professional development that a teacher employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and
 - (c) The duties and responsibilities of a licensed teacher designated as a literacy specialist (see NAC 388.666)

Sec. 7. NRS 392.760 is hereby amended to read as follows:

2. The principal of a school, in consultation with the literacy specialist designated pursuant to NRS 388.159 and any teacher or other person with knowledge and expertise related to providing intervention services and intensive instruction to the pupil:
 - (a) Shall ensure that the pupil continues to [receive] be provided intervention services and intensive instruction in the subject area of reading [.] for as long as it is determined to be necessary while the pupil is enrolled at the elementary school. Such instruction must include, without limitation, strategies based upon evidence-based research that will improve proficiency in the subject area of reading.

NAC 388.666 – Duties of the Read by Grade 3 Literacy Specialist

A literacy specialist shall:

1. Demonstrate leadership in instruction, intervention, assessment, professional learning and family engagement relating to literacy as outlined in a plan to improve the literacy of pupils as required by NRS 388.157;
2. Assist teachers at the school where the literacy specialist is employed by implementing a system of support which includes, without limitation, various methods to provide literacy instruction, intervention services and intensive instruction for pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations;
3. Support teachers in establishing plans to monitor the growth and increase the proficiency of pupils in reading by regularly assessing the growth of pupils in any area of deficiency in reading, including, without limitation, reading below grade-level expectations;
4. Collaborate with the principal of the elementary school where the literacy specialist is employed to develop a schedule of the professional development prescribed by NAC 388.664 for teachers and assist in providing such professional development;
5. Provide any necessary additional instruction to teachers and administrator concerning the assessments approved in NAC 388.660;
6. Provide instruction and support for the parents and guardians of pupils who have been identified as deficient in the subject area of reading, including, without limitation, pupils who are reading below grade-level expectations; and
7. Assist teachers and administrators in analyzing pupil data and the effectiveness of intervention services and intensive instruction to make strategic and ongoing instructional decisions.



NAC 388.662 – Required Training or Professional Development for the Read by Grade 3 Literacy Specialist

A literacy specialist shall complete training or professional development concerning:

1. The standards of content and performance for English language arts for all grades at an elementary school;
2. The current Nevada State Literacy Plan, in the form most recently published by the Department, which may be obtained free of charge on the Internet website maintained by the Department, and the plan prepared by the board of trustees of the school district or the governing body of the charter school where the literacy specialist is employed to improve the literacy of pupils as required by NRS 388.157;
3. Evidence-based instructional resources and methods for instruction and intervention in literacy, including, without limitation, the instruction and intervention required by NRS 392.750 to 392.770, inclusive;
4. Methods for screening for and intervention concerning dyslexia and other reading disabilities, including, without limitation, the screening and intervention described in NRS 388.439, 388.441 and 388.443, the minimum standards prescribed by the State Board for the special education of pupils with dyslexia pursuant to NRS 388.419 and the Dyslexia Resource Guide published by the Department pursuant to NRS 388.447;
5. Using the assessments approved by the State Board in NAC 388.660;
6. Methods for using diagnostic and progress monitoring assessments;
7. Guiding teachers in data analysis and data-based decision making to inform instruction;
8. National standards for coaching teachers in literacy instruction, including, without limitation, methods for effectively delivering and receiving feedback; and
9. Evidence-based instructional resources and methods for instruction and intervention in literacy for pupils who are English learners.

NAC 388.664 - Required Training or Professional Development for Elementary Classroom Teachers

A teacher who is employed by a school district or charter school to teach elementary school pupils shall complete professional development provided a literacy specialist concerning:

1. The standards of content and performance for English language arts for all grades at an elementary school;
2. The current Nevada State Literacy Plan, in the form most recently published by the Department, which may be obtained free of charge on the Internet website maintained by the Department, and the plan prepared by the board of trustees of the school district or the governing body of the charter school where the literacy specialist is employed to improve the literacy of pupils as required by NRS 388.157;
3. Evidence-based instructional resources and methods for instruction and intervention in literacy, including, without limitation, the instruction and intervention required by NRS 392.750 to 392.770, inclusive;
4. Methods for screening for and intervention concerning dyslexia and other reading disabilities, including, without limitation, the screening and intervention described in NRS 388.439, 388.441 and 388.443, the minimum standards prescribed by the State Board for the special education of pupils with dyslexia pursuant to NRS 388.419 and the Dyslexia Resource Guide published by the Department pursuant to NRS 388.447;
5. Using the assessments approved by the State Board in NAC 388.660;
6. Methods for using diagnostic and progress-monitoring assessments;
7. Application of data analysis and data-based decision-making strategies to inform instruction;
8. Collaborative practices that focus on pupil learning by effectively participating in professional learning or coaching; and
9. Evidence-based instructional resources and methods for instruction and intervention in literacy for pupils who are English learners.



Step 4: IV – The Implementation Roadmap

Use your primary goals and narrative information to create your Read by Grade 3 Local Literacy Plan Implementation Roadmap. As a team, identify and describe 5-7 primary activities that will be used to implement your Read by Grade 3 plan to accomplish your goals. Identify the outcome measure that will be used to determine the success rate for each primary activity. The primary activities must be aligned to the corresponding Read by Grade 3 Local Literacy Plan goal that your team included in Section II – Introduction, Step #2, Part 2 and the Read by Grade 3 Statutory Requirement(s) that the Primary Activity fulfills. Below is an example:

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
Principals must provide information and the rationale regarding the licensed teacher who was designated to be a literacy specialist at their school site.	A licensed teacher will be designated as a literacy specialist at every school site in District Z on or before September 1, 2024.	This aligns to LLP Goal 1 and 3.	This aligns to the RBG3 requirement #1.



Nevada Department of Education Office of Standards and Instructional Support 2023-2024 Read by Grade 3 Point of Contact Assignments		
Dr. Kevin Marie Laxalt klaxalt@doe.nv.gov	Joan Jackson joan.jackson@doe.nv.gov	Mandy Leytham mandy.leytham@doe.nv.gov
Carson City School District	Clark County School District	Churchill County School District
Douglas County School District	Elko County School District	Clark County School District
Esmeralda County School District	Eureka County School District	Lander County School District
Humboldt County School District	Lyon County School District	Lincoln County School District
Storey County School District	Nye County School District	Mineral County School District
Washoe County School District	White Pine County School District	Pershing County School District
Doral Academy	Clark County District Sponsored Charters	Coral Academy of Science (Southern)
Civica Charter School	Battle Born Academy	Democracy Prep at Agassi
Carson Montessori	Amplus Charter School	Discovery Charter School
Doral Academy of Northern Nevada	Eagle Charter School	Founders Academy of Nevada
Elko Institute for Academic Achievement	Freedom Classical Academy	Imagine School – Mountain View
Futuro Academy	Honors Academy of Literature	Nevada Rise
Learning Bridge	Nevada Prep	PilotED Schools of Nevada - Cactus Park
Mater Academy (Southern)	Legacy Traditional School	Pinecrest Academy of Nevada (Southern)
Mater Academy of Northern Nevada	Oasis Academy	Sage Collegiate
Pinecrest Academy of Northern Nevada	Quest Academy - Northwest	Silver Sands Montessori
Washoe County District Sponsored Charters	Somerset Academy	TEACH Las Vegas
Strong Start Academy	Sports Leadership and Management Academy (SLAM)	Signature Prep