

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		Nye County School District										Date:			
Number of Sites Being Served?	9	Grade Spans Offered:	K-2		K-3		K-4		K-5	<input checked="" type="checkbox"/>	K-6		Other		
Read by Grade 3 Program Lead Information															
Name:		Carolyn (Lin) Steele					Title:		Elementary Learning Coordinator						
Phone #		775 727-7743 ext. 715					Email Address:		csteele@nyeschools.org						

List the names and titles of the members of your Local Literacy Plan Team:

Name:	Title:
Erin Jerabek	Director of Curriculum & Instruction
Holly Humphrey-Larsen	Manse Instructional Coach
Heidi Tokerud	Beatty Instructional Coach
Holly Merritt	Round Mountain Instructional Coach
Stacie Kodba	Hafen Instructional Coach
Kim Kingsley	JG Johnson Instructional Coach
Classroom teacher input from across the district	

Did your program submit an LLP for the 2024-2025 school year?	YES	<input checked="" type="checkbox"/>	NO		If the answer is no, please fill out all sections accordingly.
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?					

Introductory Section						
Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has never submitted a plan, please write 3-5 primary goals below.	Yes	<input checked="" type="checkbox"/>	No		Did not submit last year	
<p>Since 2016, Nye County School District has implemented intervention processes aligned with AB289/Read by Grade Three. We streamline paperwork and procedures to maximize teacher instructional time, ensuring the greatest possible impact. While it is challenging work, the combined efforts of our dedicated staff, supportive families, and motivated students foster positive change for all stakeholders, in every school and community we serve.</p> <p>Teachers recognize that intensive intervention is necessary. They proactively identify students reading below grade level and tailor their learning plans based on identified areas of weakness. They set goals, track progress, and use research-based reading instruction. They prioritize early intervention to build strong foundational skills. However, teachers struggle with large numbers of identified students and managing data and monitoring progress.</p> <p>District and Site Administrators actively support these plans, develop professional learning communities that include data-based decision making, and foster a growth mindset with staff. They focus on core instruction and determining appropriate resources for targeted interventions. Intervention time is identified in the school master schedules.</p> <p>Parents gain awareness of their child's progress through school communications including initial notification, transparent reporting, and data sharing. Families may need more clarification about the processes and procedures of identification and intervention, especially since the requirement for retention is on the horizon.</p> <p>Students become more aware of their own data and take ownership of their learning. Robust multi-tiered support systems address their behavioral, emotional, and academic needs. In some cases, assessments take time away from instruction.</p>						

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

1. Increase the percentage of K-3 students who meet or exceed the 41st percentile from 48% to 54% on the NWEA MAP Growth assessment by the end of the 2025-2026 school year.
2. Consistently maintain the number of grade 1-3 students who are at or above the 41st percentile on the NWEA MAP Growth assessment in reading at the end of the 2025-2026 school year, compared to the baseline of 55% established at the end of the 2024-2025 school year.
3. By May 2026, all elementary ELA teachers will complete at least 2 hours of professional development focused on analyzing assessment data (e.g., MAP, i-Ready, phonics screeners) and aligning instruction to Nevada Academic Content Standards through sessions such as student work analysis, standards mapping, and progress monitoring, as measured by professional learning schedules, attendance logs, and feedback forms.
4. By May 2026, at least 80% of elementary ELA teachers will participate in one or more differentiated professional development opportunities on research-based tier one instructional strategies, including phonics foundations, fluency routines, vocabulary instruction, comprehension strategies, writing development, small-group instruction, culturally responsive practices, or technology integration, as measured by professional learning schedules, attendance logs, and feedback forms.

READ BY GRADE 3 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).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your

Yes



No

Did not submit last year

updates to the question(s) below. If your LEA has never submitted a plan, please answer the questions below.					
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1. 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).

All Nye County elementary schools, with the exception of Gabbs, have site-based Literacy Specialists/Instructional Coaches hired for the 2024–25 school year. Gabbs, our smallest school with only seven elementary students, receives literacy support directly from the Elementary Coordinator.

Literacy Specialists are hired by school principals through the district’s HR process and meet the qualifications outlined in AB 289 (2019), Section 2.1. All Specialists are skilled in literacy instruction and have been rated effective or highly effective on the NEPF. They possess expertise with NWEA assessments, including administration, data analysis, and reporting.

Specialists play a vital role in supporting literacy instruction by assisting teachers during PLCs, collaborating with individuals and grade-level teams, and providing professional development with follow-up coaching cycles. Teachers are encouraged and comfortable to reach out for guidance, support, and collaboration. Specialists also meet regularly with site administrators to coordinate classroom instruction, professional development, and targeted areas of literacy support.

In addition, Specialists work closely with teachers to identify students in need of intervention services, create plans, and determine appropriate progress monitoring tools and processes. They also provide guidance on using district-adopted resources and instructional materials to strengthen literacy outcomes for all students.

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.

The Nye County School District Curriculum and Instruction Department has developed a comprehensive handbook that outlines the duties and responsibilities of the Read by Grade Three Literacy Specialists/Instructional Coaches and provides ongoing support for their work. Site administrators oversee their daily activities in alignment with NAC 388.666, while district leadership provides updates on Literacy Specialist training during monthly administrative meetings.

The handbook details the key responsibilities of Literacy Specialists, which include:

- Demonstrating instructional leadership, fostering family engagement, and supporting teachers through professional learning

experiences;

- Modeling effective instructional strategies and establishing coaching cycles;
- Supporting the development and implementation of intervention plans for identified students;
- Collaborating with site administrators and district leadership to design and deliver professional learning opportunities;
- Providing training and support in the administration of statewide assessments;
- Facilitating family engagement opportunities through literacy events and communication protocols; and
- Regularly reviewing and using student data with staff and administrators to guide decision-making in identification and progress monitoring processes.

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.

Literacy Specialists receive ongoing support and professional learning opportunities through a comprehensive approach provided by the NCSD Curriculum & Instruction department. This includes monthly training sessions, regular site visits, and individualized coaching, with topics aligned to NAC 388.662. The district focuses on building knowledge, understanding, and implementation of Nevada Academic Content Standards and evidence-based resources, methods, and assessments. Specialists are provided with training, professional books, and articles to support their individualized learning and professional growth. Additionally, they are encouraged to participate in professional development activities from external organizations such as RPDP, NDE/NWEA, WIDA, Marzano, Solution Tree, and PRESS. The curriculum and instruction department also utilizes coaching models like Model of Instruction through Marzano and Amplify through Solution Tree for all literacy specialists once a month, facilitating ongoing monthly collaboration between literacy specialists and classroom teachers based on this training.

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).

Literacy Specialists and administrators have regularly scheduled collaboration times, as outlined in AB 289 Section 7.2. These meetings, held during collaborative team time (PLCs), focus on reviewing historical and current data from state-adopted, district, and classroom-based assessments. Specialists support teachers in identifying students who require additional intensive instruction and intervention services, assist in creating and implementing intervention plans, and help monitor and track student progress.

All collaboration aligns with state and district timelines for Read by Grade Three (RBG3) processes and procedures. In addition, updates on Literacy Specialist training are shared during monthly administrative meetings to ensure ongoing alignment, communication, and support.

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

Nye County School District has dedicated time for Literacy Specialists to collaborate with classroom teachers, as outlined in AB 289 Section 1(d). Based on identified needs and with guidance from site administrators, Literacy Specialists initiate coaching cycles that begin with observations and feedback and extend into ongoing support for teachers.

They facilitate professional learning community (PLC) conversations, coordinate instructional rounds and classroom walks to provide opportunities for teachers to observe one another, and model effective instructional strategies. Through these collaborative practices, Literacy Specialists provide continuous guidance and support to strengthen Tier One instruction and to help establish effective intervention systems.

READ BY GRADE 3 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).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes



No

Did not
submit last
year

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.

Nye County provides extensive professional learning opportunities for teachers, including five district inservice days staggered throughout the year and daily time for Professional Learning Communities (PLCs). An additional optional monthly professional development session is offered district-wide, with topics determined by needs identified through iReady and NWEA data. Literacy Specialists, school administrators, and the District Curriculum team collaborate to determine the topics and training for all sessions, ensuring alignment with required training for elementary teachers, district and site initiatives, and the district's strategic plan, which focuses on essential standards and effective instructional practices in accordance with NAC.388.664. Specialists work closely with site administrators to schedule, plan, and present these topics and materials.

READ BY GRADE 3 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).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never submitted a plan please answer the questions below.**

Yes



No

Did not submit last year

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).

In alignment with AB 289 and best practices, all Nye County School District schools provide dedicated instructional time for reading and literacy, as well as intensive intervention for students in grades K–3. While schedules vary across 4- and 5-day school weeks, each school ensures a minimum of 90 minutes for literacy instruction and 30 minutes for intervention. Instruction is delivered in whole-group and small-group settings using district-adopted, evidence-based materials that are systematic, explicit, and aligned to a clear scope and sequence for both Tier One and intervention. In the early grades, there is a strong emphasis on building foundational skills through structured literacy lessons.

Students in grades K–3 are identified for intensive instruction and intervention using multiple data sources. NWEA MAP serves as the initial indicator, and teachers triangulate results with other assessments such as iReady, CORE phonics, and fluency screeners. Based on this data, teachers collaborate to form groups, identify target areas, and design intervention plans.

Daily “What I Need” (WIN) time is embedded into each school’s master schedule, ensuring students receive targeted support in phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension. Intervention intensity is adjusted according to student need: students requiring the most support work in smaller groups for extended periods of time. Progress is regularly monitored and tracked to guide instructional decisions. Site-based RTI teams review this data and make recommendations when students are not making sufficient progress.

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).

Nye County School District has established systems and structures to ensure intervention services and intensive instruction are embedded within Tier One instruction and delivered through small-group settings. These practices extend to students in grades 4–5, where all schools provide dedicated instructional time for reading, literacy, and intervention. While schedules vary across 4- and 5-day school weeks, each school ensures a minimum of 90 minutes for literacy instruction and 30 minutes for intervention. Instruction incorporates district-adopted, evidence-based materials that are systematic, explicit, and aligned to a clear scope and sequence.

In the upper grades, teachers focus on advancing literacy by addressing higher-level decoding skills, such as Greek and Latin roots and multisyllabic word decoding. Instruction also emphasizes building background knowledge, strengthening comprehension, and developing both reading and writing abilities.

Students in grades 4–5 are identified for intensive instruction and intervention using multiple data sources. Smarter Balanced reading results serve as the initial indicator, and teachers triangulate data with additional assessments such as NWEA MAP, iReady, and fluency screeners. Based on this data, teachers collaborate to form groups, target areas of instruction, and create intervention plans.

Daily “What I Need” (WIN) time is built into master schedules to provide structured opportunities for targeted support. Intervention services focus on phonemic awareness (if necessary), decoding and phonics, fluency, vocabulary, and comprehension. The intensity of intervention is tiered: students with greater needs are placed in smaller groups and receive longer instructional time. Progress is monitored and tracked regularly, with site-based RTI teams reviewing data and making recommendations when students are not making sufficient growth.

READ BY GRADE 3 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.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never submitted a plan please answer the questions below.**

Yes



No

**Did not
submit last
year**

1. Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

Nye County School District assesses the reading proficiency of all K–5 students using the assessments approved by the Nevada Board of Education and identified in NAC 388.660. The district’s assessment calendar aligns with state testing windows, and school and district administrators run reports to ensure all students are assessed and makeups are completed as needed.

Kindergarten students are assessed with NWEA MAP Growth K–2 in the winter and spring. First-grade students are assessed three times per year using NWEA MAP Growth K–2, while students in grades 2–5 take NWEA MAP Growth 2–5 in the fall, winter, and spring. These assessments identify students in need of additional time and support, while also providing data to measure cumulative growth. In addition, students in grades 3–5 participate in the Smarter Balanced (SBAC) assessment each spring, in accordance with Nevada law.

To supplement this data, NCSD teachers also use iReady diagnostics, fluency checks, and phonics screeners to gather more detailed information about student learning. For progress monitoring, teachers implement MasteryConnect as well as one-minute probes to track ongoing student growth. Teachers receive regular training on NWEA data analysis (“data dives”) to inform instruction and intervention decisions. MasteryConnect training is also provided through district-led sessions, instructional coaches, and external trainers—both in-person and virtually—to ensure teachers are fully supported in using these tools effectively.

Together, these assessments and supports provide educators with a comprehensive picture of student progress and guide the development of targeted intervention services.

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 NRS 388.157.

Kindergarten students in Nye County School District are assessed upon entry using state-approved tools in alignment with AB 289, Section 1(b-1). For the 2024–25 school year, the Kindergarten Entry Assessment (KEA) was administered using NWEA MAP Growth K–2, and the state-approved Teaching Strategies GOLD (TSG) is being used for the 2025-26 school year.

To support this process, NCSD provided the week prior to the start of school for kindergarten teachers to begin administering assessments. For students who did not complete the KEA during this time, schools scheduled additional opportunities after the start of school to ensure all assessments were completed within the required 30-day window. Some schools scheduled individual family appointments, while others assigned groups of students to specific assessment days.

Kindergarten teachers also received 1.5 days (9 hours) of professional learning prior to the start of the 2025–26 school year, focused on the KEA and TSG, to ensure consistent administration and effective use of assessment results.

In addition, in accordance with AB 289 (2019), Section 1(b-2), Nye County School District assesses students at each elementary grade level using state- and district-approved measures to ensure consistent identification of students in need of additional instruction and to guide intervention support.

For students in grades K–3, NWEA MAP Growth is administered three times per year to measure progress and identify students requiring additional time and support. Kindergarten students take MAP Growth K–2 in the winter and spring, while students in grades 1–3 are assessed in the fall, winter, and spring. These results are supplemented with iReady diagnostics, CORE phonics assessments, and fluency screeners to provide a more complete picture of student learning needs. Data from these assessments inform both classroom instruction and targeted intervention plans, ensuring alignment with Read by Grade Three requirements.

For students in grades 4–5, NWEA MAP Growth 2–5 is also administered three times per year—in the fall, winter, and spring—in addition to the Smarter Balanced (SBAC) assessment each spring. Teachers further utilize data from iReady diagnostics, fluency checks, and phonics screeners to identify specific areas of need and monitor student progress.

Across all grade levels, these processes provide a consistent structure for assessment, identification, and intervention, ensuring students receive timely, data-driven supports in alignment with AB 289.