



DISTRICT LITERACY ACTION PLAN

Version 1.3



FEBRUARY 28, 2020
HAGERMAN MUNICIPAL SCHOOLS

Table of Contents

- Vision..... 2
- District Planning Team – With Guidance from Ricky Williams, Superintendent 2
- Introduction 3
- Our Goals 5
- To implement the action plan for each goal listed above we suggest the following: 5
- Early Dyslexia Screening and Identification 6
- Hagerman Municipal Schools Approach Curriculum Development 6
- Prevention, Intervention, and Learning Disabilities 8
- Professional Development..... 9
- APPENDIX..... 10
- Glossary of Terms..... 11
- What is the Purpose of a District Literacy Action Plan?..... 12
- A Framework for Literacy Achievement 13
- What are the Literacy expectations Pre-K – 12 14
- Assess Current Status – Self Assessment 15
- Develop the Plan..... 16
- Conditions for School Effectiveness..... 17
- LITERACY INSTRUCTIONAL DELIVERY GUIDE 18
- Team Knowledge Assessment Rating Guide..... 21
- Comprehensive Literacy Plan – Template..... 23
- Making Sure the Plan Does Not Sit on the Shelf..... 24
- 2020-2021 Assessment Calendar 25
- Elementary School: Comprehensive Reading Plan 27
- Middle School: Comprehensive Reading Plan 28
- High School: Comprehensive Reading Plan 29
- BIBLIOGRAPHY 30

Vision

Our vision is to create a learning community that provides quality education in English Language Arts and Literacy for all students attending Hagerman Municipal Schools.

Acknowledgements

A sincere appreciation is extended to the members of the District Planning Team for their time, expertise and commitment to all children attending Hagerman Municipal Schools in developing the Hagerman Comprehensive Literacy Plan: Birth to Grade 12.

District Planning Team – With Guidance from Ricky Williams, Superintendent

Rita Bartholomew	Diane Capizzo	Clara Caro	Dink Denning
Patty Goode	Beatriz Jacquez	Stephanie Lopez	Tracey Lovas
Mark Lovas	Angela McNamee	Consuelo Ramirez	Belia Reyes
Tori Rodriquez	Marlee Runyan	James Scott	Clorinda Williams

Action Teams

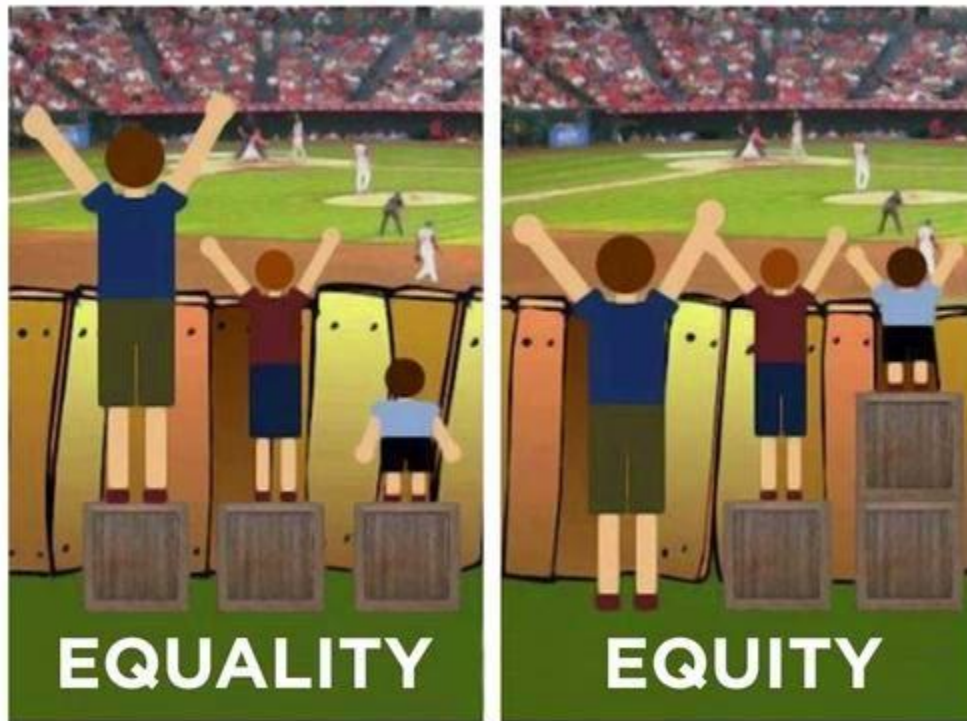
Leadership – Facilitator: Belia Reyes

Instruction and Intervention – Facilitator: Patty Goode

Assessment – Facilitator: Mark Lovas

Professional Development – Facilitator: Clorinda Williams

Family Engagement – Facilitator: Ileana Guzman



Introduction

Hagerman’s Comprehensive Literacy Plan is a resource for parents, caregivers, teachers, and administrators all along the birth to college and career continuum. This Plan addresses the crucial role that early learning plays in literacy development and the essential role that parents, and caregivers play in a child’s development. It provides information on integrating literacy instruction with the Common Core state adopted standards and the state five critical components of a literacy plan. Additionally, it offers ideas and links to resources to help teachers, parents and caregivers play an active role in promoting literacy.

Hagerman’s Comprehensive Literacy Plan also supports teachers and administrators with information and resources to guide instruction, coordination of efforts and alignment of goals. The Literacy Plan provides clear guidance on the components of a comprehensive literacy system and resources to build, implement, and strengthen systems at Hagerman Municipal Schools. Together leaders across the district can continue to learn and incorporate best practices necessary to achieve long-term success for our students.

The District Literacy Team made up of experts and practitioners developed the Plan with the expectation that it will continue to evolve and incorporate new information and research (living document).

Everyone has a role to play in supporting Hagerman Municipal Schools students to develop the literacy skills needed to succeed in today’s world.

TOOLBOX

A Comprehensive K – 3 Reading Plan: Guidance for School Leaders – detailed recommendations for implementation (**Center on Instruction**)

Public Education Leadership Project at Harvard University – Information on district-wide improvement strategies

Implementation Research: A Synthesis of the literature – Resource to assist with implementation change by Dean Fixsen

Outreach Modules developed by the Institute for learning and Brain Science (I-LABS) at the University of Washington

Our Goals

As we work towards creating a learning community that provides quality education in English Language Arts and Literacy for all students, we will prioritize the following goals:

1. High quality core instruction

Action 1
Promote high quality core instructional materials Pre-K – 12

Action 2
Promote skillful implementation of high-quality Professional Development Pre-K - 12

Action 3
Support the teaching of disciplinary literacy in content areas Pre-K – 12
Layered Interventions

2. Evidence based Early Literacy

Action 1
Promote evidence-based early literacy instructional practices to support students and families
Targeted Interventions

Action 2
Promote comprehensive approach to assessment to include high quality literacy screening assessment and data- based decision making

Action 3
Promote the careful selection of high-quality evidence-based interventions and curriculum
Intensive Interventions

To implement the action plan for each goal listed above we suggest the following:

1. Administrators in each building will have oversight for the enhancement of our literacy plan, with primary responsibility for enacting the recommendations of NM Literacy Framework. Additionally, administrators will work closely, and in collaboration with the teachers, department heads, SPED, and Bilingual directors. The involvement of the Superintendent will ensure that instructional and administrative leaders work together effectively and collectively in support of improving student literacy.
2. District planning and action teams will be appointed as a standing advisory committee to regularly review and assess the progress of the implementation and ongoing recommendations.
3. Establish a common understanding about the expectations and experiences for all students through deliberate diverse concepts and methodologies.

Early Dyslexia Screening and Identification

It is understood that there is no one test or assessment tool that would measure all reading skills. Different assessments measure different discrete skill. It is therefore important to understand the basic principles of universal screening, the cognitive science of reading and literacy development and specifically the potential indicators that serve as red flags for common reading disability, dyslexia. ***Screening for all first-grade students will happen within the first 40 days of school.***

School level leadership will determine how to best accomplish the screening process and ensure that all staff delivering the screener are properly trained. Research and data analysis will be conducted to meet the needs of all students (screening will drive instructional decisions).

Hagerman Municipal Schools Approach Curriculum Development

Curriculum development encompasses all developmental phases and learning systems to ensure that all children benefit from an aligned, holistic approach to literacy. There is strong evidence that building a solid foundation for literacy begins at birth and a child's early years have an impact on his or her future success in school and life. New research on brain development demonstrates the importance of environment, experiences and relationships on brain development as young children move from infancy to school.

The Common Core State Standards are the basis for our curriculum development process. The Common Core State Standards describe the knowledge and skills in English Language Arts that young people will need to succeed in college and careers. The CCSS provide clear and consistent benchmarks for all students, regardless of where in the country they live.

Hagerman Municipal Schools curriculum development plan is aligned to the NM Literacy Framework that includes interventions and practices that are supported by moderate or strong evidence. As such a Multi Layered System of Support is researched and utilized so that there is a strong focus on data-based decision making to guide instruction and intervention for all students.

Components of our Curriculum Development Process

A. Planning:

1. Convening a Curriculum Development Committee.
2. Identifying key issues and trends in the specific content areas.
3. Assessing needs and Issues in our PLCs.

B. Articulating and Developing:

1. Articulating a PreK – 12 program philosophy.
2. Defining PreK -12 program, grade, and course levels goals.
3. Developing and Sequencing of grade level and course objectives.

4. Identifying resources and materials to assist with program implementation.
 5. Developing and/or identifying assessment items and instruments to measure student progress.
- C. Implementation
1. Putting curriculum design into practice.

It has been well documented in many disciplines that major gaps exist between what is known as effective practices and what is done.

Progress Monitoring and Data Analysis

Progress will be monitored frequently to determine the student's response to the chosen intervention and rate of improvement (MLSS). Continue formative assessments of individual student growth based on multiple data sets. Summative assessments will be reviewed to ensure student growth horizontally and vertically (see appendix).

What is Strategic Literacy Planning and Integration of MLSS Framework

Strategic Literacy Planning determines where the district is going and how it plans to get there to better meet the needs of all students **Layer 1**. We plan to integrate the MLSS Framework in our systematic process. Additionally, the focus of our strategic plan is on the entire system for teaching and learning. It investigates and provides direction for various levels of learning relative to the identified improvement goal(s) and where change is needed. The plan also examines how those holding diverse roles and responsibilities will contribute to making progress toward the learning experience offered to all students. If a student does not make progress with classroom universal interventions **Layer 2** will be applied.

There is emerging literature about the common characteristics of districts that successfully mobilize to improve student achievement. Those characteristics stay constant regardless of size of district or student need. The systems and processes are comprehensive and strategic and include an intense focus on the following:

- Reading data over the last 3 years.
- Research-Based comprehensive literacy supports that promote the science of reading.
- Progress monitoring.
- Focus on specific key literacy skills at each age or grade level.
- Instruction.
- Curriculum development that is culturally and linguistically relevant.
- Ongoing teacher professional development.
- Vision for moving the whole district into continuous improvement.
- Clarity of accountability related to staff roles and structures.
- Data decision-making practices.

Prevention, Intervention, and Learning Disabilities

We know from research early intervention services during a child's first years can make a big difference in their life **Layer 3**.

Parents, it can help to:

- Find the services your child needs.
- Understand your child's developmental growth.
- Support your child's learning and successful participation in home and community activities.

Birth to Three Years

Early support for infants and toddlers provides services to children birth (0) to 3 who have disabilities and/or developmental delays. Eligible infants and toddlers and their families are entitled to individualized, quality early intervention services in accordance with the federal individuals with Disabilities Act (IDEA), Part C.

Early intervention services, such as speech therapy or occupational therapy, are designed to help young children be active and successful participants during the early childhood years and in the future in their homes.

Four to Eight Years

Child find, the local school district conducts evaluations for children who are three to five years old.

Middle School and High School

Access to the general education instructional programs lays the foundation for cultural literacy.

TOOLBOX

SPECIAL EDUCATION

Dyslexia Resource Guide – Assist teachers and parents on how to identify and provide support for students with Dyslexia

Vanderbilt Kennedy Center – Best practice for students with developmental disabilities and their families, ECHO Reading, Educational resources

EL

Everything ELS – Lesson plans and teaching tips for elementary teachers

National Council of Teachers of English – Online resources for bilingual and EL teachers

Colorin Colorado – A Bilingual site for educators and families

Professional Development

SB 398 The New Mexico Dyslexia Law requires that each school district and charter school develop and implement a literacy professional development plan. The literacy professional development plan should include the following components:

- A. Training in structured literacy, with certification at the end, will be provided by a PED approved licensed accredited and/or credentialed teacher preparation provider for all elementary teachers. Our district will accomplish this by working the PED in conjunctions with member districts.
- B. Training in evidence-based reading intervention for reading interventionists and special education teacher who work with students demonstrating the characteristics of dyslexia or have been diagnosed with dyslexia.
- C. Initial training in structured literacy will be coupled with follow-up trainings to ensure that administrators and teachers have the tools to meet the needs of students identified as dyslexic.

APPENDIX

Glossary of Terms

Term	Definition
Academic Literacy	Types of literacy that students need to succeed in school
Alternative Assessment	Form of assessment designed to assess the literacy skill of student through alternative methods such as samples of student work
Area of Need	If a student is not performing at or near grade level in a key component of reading, then that area becomes the students' area of need
Assessment Framework	A system of assessments that work together to provide information about student progress, needs and response to intervention
Baseline score	Student's initial score that will be used for comparison in order to evaluate the extent of growth made
Benchmark Assessment	As assessment that is given at regular or specific intervals throughout the year
Benchmark	The established cutoff score or minimal level of expected performance
Cognitive Strategies	Strategies that allow students to use higher order thinking skills
Comprehension	Meaning for the reader
Context	Words surrounding a particular word that can assist in determining meaning
Core Reading Instruction	Five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
Decoding	The process of taking in oral or written language and determining the meaning of individual components of that language
Goal	Achievement target for the student
Literacy	Ability to identify, understand, interpret, and communicate

What is the Purpose of a District Literacy Action Plan?

The purpose of a District Literacy Action Plan is to provide a roadmap that articulates literacy improvement goals and describes the steps that will be taken to achieve them. A comprehensive District Literacy Action Plan addresses key areas representing four interconnected best practices in literacy development.

- 1. Systemic Use of Data** – We will engage in systemic use of data throughout the district to provide students with appropriate instruction, monitor program effectiveness, track student progress, allocate resources, build on success and trouble shoot where necessary. A robust district literacy assessment framework includes formative data, screening data, interim data, diagnostic data, and ongoing classroom data to inform instruction.
- 2. Standards Based Curriculum** – The **ELD** standards are designed to assist classroom teachers in assessing the progress of English language learners toward attaining full fluency in English. The standards set clear benchmarks that reflect students’ English language proficiency at various grade levels. The goal is to ensure that all students develop English proficiency and meet the same academic content and academic achievement standards. A standards-based curriculum ensures that all students have access to rigorous and sequential instruction targeted toward preparing them to be career and college ready. The key is making sure that the curriculum on paper is the one that is offered in practice. As such the following guide is offered.
- 3. Tiered System of Instruction and Intervention** – The goal of a tiered system of instruction and intervention is to provide excellent proactive literacy instruction so that students make adequate ongoing progress as readers, writers, and thinkers in grades K-12. Targeted assistance is available to students when and where needed. Hagerman’s Comprehensive Literacy Plan (Tiered System) is organized around three essential facts:
 - Literacy begins at birth.
 - Literacy requires many skills across all content areas, and
 - Is improved through responsive and differentiated teaching.
- 4. Family and Community Involvement** – Family and community involvement has been shown time and time again to be the key ingredient to developing successful readers, writers, and learners. It is important that all stakeholders understand the economic consequences of poor literacy outcomes.

A Framework for Literacy Achievement

Hagerman’s Comprehensive Literacy Plan is based on the Five (5) critical components of the NM Literacy Framework systems approach where literacy achievement for all students is expected.

- **Leadership** - Leaders at the state, district, building, and classroom levels collaborate to build shared ownership and direction toward literacy success.
- **Instruction and Intervention** - Research-based approach to instruction that meets individual student needs within a three-tiered system of support.
- **Assessment** - Comprehensive identification of literacy needs through screening, progress monitoring, diagnostic assessment, and outcome assessment.
- **Professional Development** – Coordinated professional development activities and resources that enhance literacy learning for learners, educators, and providers.
- **Family Engagement** – Implement a shared vision and a belief that literacy achievement is a key to the mission of our educational system. We aim to create and foster an enhanced partnership with families that is culturally relevant for all.

TOOLBOX

PARENTS AND CAREGIVERS

- **Early Learning Guidelines** – A resource for understanding how your children grow and develop and what parents, early learning educators and caregivers can do to support that growth and learning.
- **Communication and Play** – Presents the opportunity to share ideas for how communication and play are part of everyday activities.
- **Child Profile and Developmental Materials** – Presents information on developmental milestones and ways to support children as they are exposed to our learning environment.

BRAIN RESEARCH

- University of Washington Institute for Learning & Brain Science (Training Modules). *Outreach Modules developed by the Institute for Learning and Brain Sciences (I-LABS) at the University of Washington*
- Harvard University Center on the Developing Child – Executive Function “Building the Brain’s Air Traffic Control System”

RESOURCES

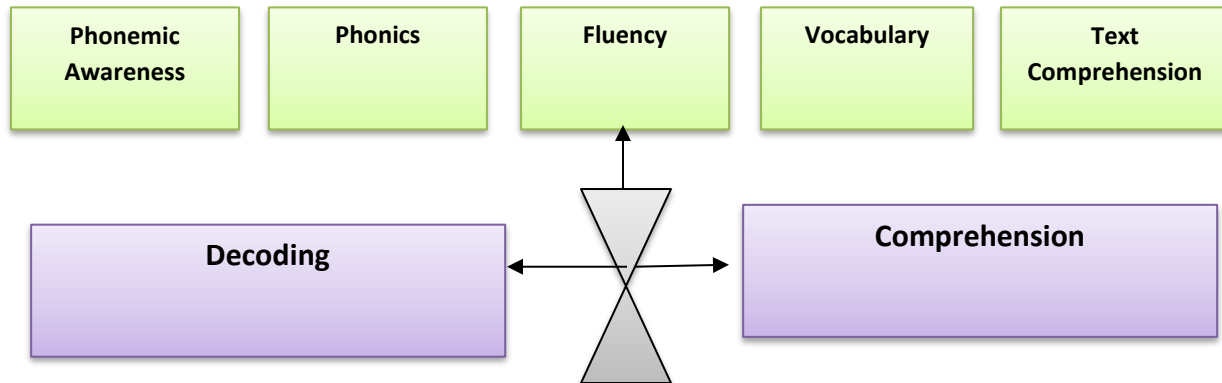
- Early Learning Plan – Roadmap for building an early learning system for all students.
- New Mexico Literacy Framework
- National Science Council on the developing child

What are the Literacy expectations Pre-K – 12

When students enter school, they start by developing foundational skills that will soon become essential skills for reading. The skills start with the five (5) components of literacy which form the building blocks for future success.

Elementary Progressions:

Reading



Writing:

- Starts with conveying meaning through pictures and print.
- Expands to organizing writing around a central idea, elaboration using complete sentences, and synthesizing information from several sources.

Communication

- Students learn how to listen attentively and by orally sharing their own ideas.
- As they progress through the elementary grades, they continue to develop listening and presentation skills adjusting language based on audience, setting and purpose.

Secondary Progression:

Reading

- Independent reading is purposeful, automatic and results in comprehension.
- Students continue to increase their skills in unpacking content and academic vocabulary.
- Develop the skills/ability to analyze and synthesize information from multiple sources.

Writing

- Develop the skills/ability to write a narrative, explanatory/informative, and argumentative texts independently with confidence, proficiency, and accuracy.
- Students apply the writing and revision process techniques with efficacy.

Communication

- Students synthesize interpersonal and personal intercultural communication norms to guide, monitor, and adjust their own communication.

Secondary Progressions “Responsive and Differentiated Instruction”:

Multi-level Instructional Framework

- Core Program - All students receive quality core instruction covering all areas of literacy development.
- Strategic Instruction - Supplemental instruction in small groups in addition to Core instruction.
- Intensive Intervention - Targeted intervention to help make breakthrough progress towards content standards.

Assess Current Status – Self Assessment

The purpose of the District Literacy Self-Assessment Protocol is to provide a structured process that the district literacy team can use to discuss and assess current practices as it applies to literacy improvement. We achieve collective impact and can have the hard discussion as we look at the statistical facts for change and appropriate support.

The following System Self-Assessments and Action Plans for the classroom, building and district level are resources to support implementation of a comprehensive literacy system. The Assessments help assess the current situation, identifying which steps of which phases are already in place and where development is still needed. The Action Plans provides guidance on next steps to build and support a successful literacy system.

The System Self-Assessments and Action Plans include the following three phases:

Phase 1: Exploration & Installation

- Identify the need and decide to move forward.
- Allocate and assign resources in preparation for initiating the program.
- Put supports in place, human and financial resources policies, reporting frameworks and outcome expectation.

Phase 2: Implementation

- Putting the new program and systems into place
- Foster a culture of support

Phase 3: Innovation & Sustainability

- Adapt and refine based on assessment data once the system is fully in place.
- Ensure the new staff and leadership integrate into the system and support its goals.
- System remains effective even as staff and conditions change.

Develop the Plan

District literacy team develops a collaborative response to all the parts of the Literacy Action Plan utilizing recommended process for completing each section below (the heart of the plan is section 4 & 5).

Section 1. Identify the connection between literacy improvement and the district strategic plan for improvement (90-day site plan is another tool).

Section 2. Identify the connection between the district vision plan and the vision of literacy for teaching and learning.

Section 3. Develop/identify a rationale for why a focus on literacy improvement is needed including a summary of the data that supports the need for a District Literacy Action Plan.

Section 4. Develop measurable goals for improvement based on the self-assessment and data about current student performance.

Section 5. Develop a set of action steps related to each goal that details what will occur, timeline, lead person responsible, resources needed, implementation notes and how success will be measured (**Goal Action Map**).

Section 6. Create a narrative of how progress toward goals will be measured.

Section 7. Description of expectations and supports for school in relation to the plan.

Section 8. Create a description of membership of the district literacy team and process and timeline used to develop the plan.

Build the Team's Knowledge About Literacy

To conduct an accurate assessment of current practices and develop a quality District Literacy Action Plan it is important that all team members have a sound grasp of the issues including research and practical implications associated with literacy instruction.

The *Team Knowledge Assessment of Key Practices and Supports* document will be used to rank participants understanding of the listed topics on the Knowledge Assessment. Document each rating on a chart so that there is clarity for how to increase knowledge and understanding of key issues as well as to help team members know who will be able to provide additional insight into specific areas of concern.

Conditions for School Effectiveness

		Components of District Literacy Action Plan					
Conditions for school effectiveness	Systemic Data Use	Tiered System of Instruction and Intervention	Family and Community Involvement	District Structure	Professional Development	Allocation of Resources	Policies and Procedures
1. Effective School Leadership							
2. Effective district systems of support							
3. Aligned Curriculum							
4. Family Engagement							
5. Assessment and tiered instruction							
6. Professional Development							
7. Adequate learning time							
8. Social and Emotional needs							

LITERACY INSTRUCTIONAL DELIVERY GUIDE

Components of the Literacy Framework	Common Core State Standards Alignment														
Foundational Skills															
<p style="text-align: center;">Phonological Awareness <i>(Whole Group, Small Group, Partner)</i></p> <p>The conscious awareness of all levels of the speech sound system.</p> <ul style="list-style-type: none"> • Level 1: Rhyme and alliteration recognition • Level 2: Sentence segmenting • Level 3: Syllable blending and segmenting • Level 4: Onset rime manipulation • Level 5: Blending, segmenting, and manipulating phonemes (Phonemic awareness) 	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Speaking and Listening 														
<p style="text-align: center;">Print Concepts</p> <p>Understanding the organization and basic features of print.</p> <ul style="list-style-type: none"> • Left to right progression • Significance of spaces between words • Letter forms • Letter names • Identify upper and lowercase letters • Beginning and ending of a sentence • Letter sequence of alphabet • Identify and understand the meaning of a letter, word, and sentence • Format of the book 	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Speaking and Listening 														
<p style="text-align: center;">Phonics Word Study and Spelling <i>(Whole Group, Small Group, Partner)</i></p> <p>The study of the relationships between letters and the sounds they represent.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">Basic Foundations</td> <td style="width: 50%; vertical-align: top;">Advanced Phonics and Word Study</td> </tr> <tr> <td>Consonants</td> <td>Word Families</td> </tr> <tr> <td>Trigraphs</td> <td>Inflections</td> </tr> <tr> <td>Vowel Teams</td> <td>Syllable Types</td> </tr> <tr> <td>Blends</td> <td>Morphemes</td> </tr> <tr> <td></td> <td>Roots/Affixes</td> </tr> <tr> <td></td> <td>Word Origin</td> </tr> </table>	Basic Foundations	Advanced Phonics and Word Study	Consonants	Word Families	Trigraphs	Inflections	Vowel Teams	Syllable Types	Blends	Morphemes		Roots/Affixes		Word Origin	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Speaking and Listening √ Language
Basic Foundations	Advanced Phonics and Word Study														
Consonants	Word Families														
Trigraphs	Inflections														
Vowel Teams	Syllable Types														
Blends	Morphemes														
	Roots/Affixes														
	Word Origin														
<p style="text-align: center;">Fluency <i>(Whole, Group, Small Group, Partner)</i></p> <p>The study of automaticity and reading fluency</p> <ul style="list-style-type: none"> • Accurately with phrasing and expression • Rate (the speed at which we read) • Intonation (the emphasis given to particular words or phrases) • Essential for comprehension 	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Speaking and Listening 														
Reading															
<p style="text-align: center;">Vocabulary</p> <p>Student should gain ownership of words instead of just learning them well enough to pass a test. Oral and written vocabulary instruction is a valuable component in reading, as it contributes significantly to general reading comprehension.</p> <ul style="list-style-type: none"> • Receptive vocabulary: includes words that one knows upon having and reading them. • Expressive vocabulary: includes words that we know well enough to use in speaking and writing. 	<ul style="list-style-type: none"> √ Reading Literature √ Reading Informational Text √ Language √ Speaking and Listening √ Writing 														

LITERACY INSTRUCTIONAL DELIVERY GUIDE

Reading Continued	
<p style="text-align: center;">Listening Comprehension Interactive Read Aloud <i>(Whole Group, close proximity to the teacher)</i></p> <p>Interactive Read Aloud Model:</p> <ul style="list-style-type: none"> • Fluent reading with prosody – expression, intonation, and phrasing • Active listening • Comprehension strategies through “Think Aloud” • Close reading strategies 	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Reading Informational Text √ Speaking and Listening
<p style="text-align: center;">Reading Language Comprehension Shared Reading <i>(Whole Group strategic reading is done by teacher)</i></p> <p>Students will interact with text in applying close reading strategies:</p> <ul style="list-style-type: none"> • Rereading confusing parts to reinforce understanding of text • Reading with a pencil (annotating text) to help remember text • Identifying and clarifying confusing words or parts, application of phonic skills • Responding to text dependent questions 	<ul style="list-style-type: none"> √ Reading Foundational Skills √ Reading informational Text √ Speaking and Listening √ Language
<p style="text-align: center;">Guided Reading Early Concepts <i>(Small Group with similar instructional need)</i></p> <ul style="list-style-type: none"> • Describe pictures using complete sentences, one to one matching, using picture to decode a word, understand the concept of a word, match sounds to letters • Emergent – forming letters, practicing letters and sounds, hear sounds in sequence, spacing between words during writing 	<ul style="list-style-type: none"> √ Reading Literature √ Reading Informational Text √ Reading Foundational Skills √ Speaking and Listening
<p style="text-align: center;">Guided Reading Comprehension</p> <ul style="list-style-type: none"> • Early monitor and checking for meaning, visual match to words, decoding, rereading, fluency, retelling, read/write sight words and phonetic principles • Increasing vocabulary and using a variety of comprehension strategies • Self-monitoring and decoding multisyllabic words. • Increasing fluency and expanding vocabulary 	<ul style="list-style-type: none"> √ Reading Literature √ Reading Informational Text √ Reading Foundational Skills √ Speaking and Listening
<p style="text-align: center;">Centers</p> <p>Types of centers:</p> <ul style="list-style-type: none"> • Independent reading and writing • Response to reading intervention • Phonics word study practice • Content area • Daily 5 workstations 	<ul style="list-style-type: none"> √ Reading Literature √ Reading Informational Text √ reading Foundational Skills √ Speaking and Listening √ Language

LITERACY INSTRUCTIONAL DELIVERY GUIDE

Writing	
<p>Text Types and Research to Build and Present Knowledge Narrative, Informative, Explanatory <i>(Includes research topics and opinion)</i></p> <p>Teacher Writing:</p> <ul style="list-style-type: none"> • Modeling the genre of writing • Modeling the writing process (each step at different times) <ul style="list-style-type: none"> ❖ Writing process ❖ Brainstorming and Draft ❖ Edit (Punctuation time) ❖ Revise ❖ Publish • This not an interactive time between the teacher and the student • Teacher models <u>what good writers do</u> <p>Interactive Writing:</p> <ul style="list-style-type: none"> • Collaborative learning and discussion of genre of writing • Collaborative learning and discussion about the process of writing • Interacting with the writing process <ul style="list-style-type: none"> ❖ Brainstorming and creating a draft ❖ Edit (Punctuation time) ❖ Revise ❖ Publish • Students are practicing what good writers do • Collaborative learning 	<ul style="list-style-type: none"> √ Writing √ Language √ Speaking and Listening
<p style="text-align: center;">Range of Writing Partner and Individual Writing <i>(Whole Group)</i></p> <p>Partner writing:</p> <ul style="list-style-type: none"> • Collaborative learning and discussion of genre of writing • Collaborative learning and discussion about the process of writing • Text is seen and created by partners <p><u>Writing process</u></p> <ul style="list-style-type: none"> ❖ Brainstorming and creating a draft ❖ Edit (Punctuation time) ❖ Revise ❖ Publish <ul style="list-style-type: none"> • Collaborative learning that uses discussion and negotiation to create parts of writing • Students practice what good writers do <p><u>Independent Writing</u></p> <ul style="list-style-type: none"> • Applying the process of writing <ul style="list-style-type: none"> ❖ Brainstorming and creating a draft ❖ Edit ❖ Revise ❖ Publish 	<ul style="list-style-type: none"> √ Writing √ Comprehension √ Vocabulary √ Language √ Speaking and Listening
<p style="text-align: center;">Publish and Share</p> <ul style="list-style-type: none"> • Whole group, small group, partner, and individuals should create the final parts of the writing process 	

Team Knowledge Assessment Rating Guide

1 = I do not know about this

2 = I have some knowledge about this

3 = I have solid experience with this

4 = I know a lot about this and can help others to understand this

Topic	Rating for Grades K - 2				Rating for Grades 3 - 5			
	1	2	3	4	1	2	3	4
<p>Practice 1: System Use of Data The components of a district literacy assessment framework; using data to understand students' abilities as reads and writers; types of reading assessment; using data to inform instruction; using data to monitor progress.</p>								
<p>Practice 2: Standards-based Curriculum Standards-based ELA curriculum at different grade levels; appropriate integration of ELA standards into instruction in other content areas; how to implement a curriculum review process; aligning curriculum and assessment.</p>								
<p>Practice 3: Tiered System of Literacy Instruction and intervention Implication of a tiered system of literacy instruction; literacy development in grades K-12; appropriate core instruction in reading, writing, and critical thinking; research about reading and writing interventions as they connect to specific areas of need.</p>								
<p>Practice 4: Family and Community involvement Issues related to family and community involvement-what the research says, options for how districts can improve; core components of effective family literacy programs</p>								

Rating Guide

1 = I do not know about this

2 = I have some knowledge about this

3 = I have solid experience with this

4 = I know a lot about this and can help others to understand this

Topic	Rating for Grades K - 2				Rating for Grades 3 - 5			
	1	2	3	4	1	2	3	4
<p>Support 1: District Supports The types of supports that need to be in place districtwide to support literacy and learning K–5.</p>								
<p>Support 2: Professional Development What the research says about effective professional development for K–3 teachers, intervention teachers, specialists, and content area teachers of students in grades Pre-K–5.</p>								
<p>Support 3: Resource Allocation Time, space, materials, personnel, technology, and intervention programs needed to adequately support improved literacy and learning.</p>								
<p>Support 4: Policies and Procedures The policies and procedures that would be helpful to have in place to support a focus on improving literacy and learning at the district and school levels.</p>								

Comprehensive Literacy Plan – Template

LITERACY LEADERSHIP		
Action	Goals and Outcomes	Professional Development Module
1. Conduct Literacy System Analysis (Gap Analysis)		
2. Establish district and school-based literacy leadership Teams		
3. Build shared knowledge of research around implementation as it applies to distributed leadership within a comprehensive PK – 12 Reading system		
4. Support educators to build skills needed to draft and publicize a district-wide reading mission and vision statements and strategic action plan for improving resource guide and utilizing Multi-Layer system of intervention		
5. Build knowledge of the New Mexico Statewide Literacy Framework		

Making Sure the Plan Does Not Sit on the Shelf

1. **Make the Plan Public**

Share the plan for review and solicit feedback from stakeholders.

2. **Communicate and Report on Progress**

Our literacy improvement initiative is a campaign. Stakeholders need to be reminded in print, on our web, and in person what the team is working on and how they can be supportive of the work.

3. **Support School Based Literacy Action Planning**

The district will support the development or review and revision of school-based literacy action planning.

4. **Actively Solicit Family and Community Involvement**

Work closely with families and the community as allies to improve students' literacy and skills in multiple ways.

5. **Explicitly Connect the Plan to Pre-K and Post-Secondary Literacy Development**

District literacy team should be able to explain how the District Literacy Action Plan connects to pre-school literacy programming and to post-secondary college and career readiness.





Hagerman Municipal Schools

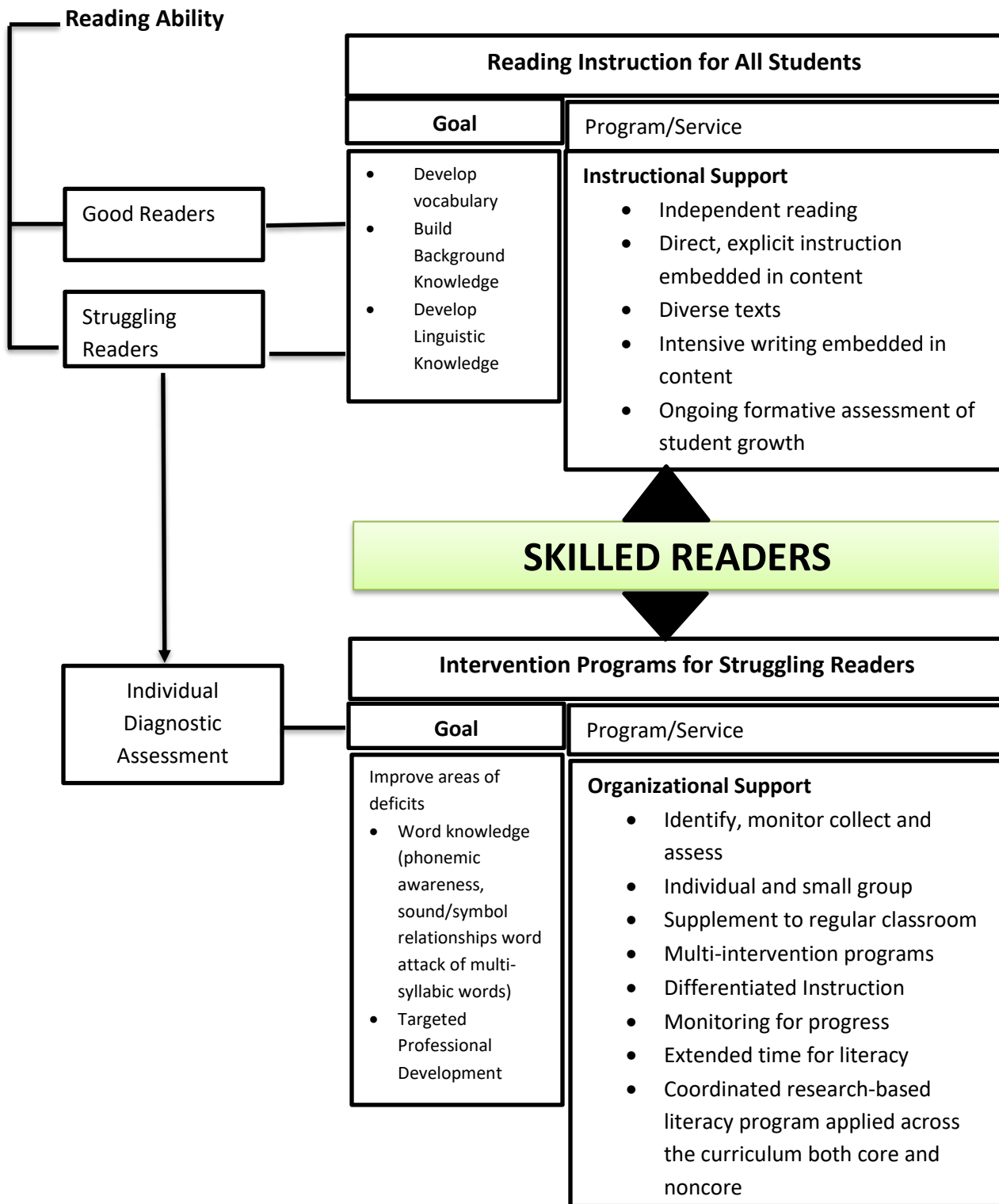
2020-2021 Assessment Calendar

Month	Assessment	Type of Assessment	Dates	Grade Level	Content
August	ECOT	Benchmark Assessment	BOY	Kinder	Reading
	Reading Street	Benchmark Baseline	BOY	K-3	Reading
	Reading Street	Benchmark Baseline	BOY	4-5	Reading
	MAP	Baseline	BOY	K-11	Reading/Math
	Envision Math	Baseline	BOY	K-5	Math
			Dyslexia Screener	BOY	1
September	iStation	Progress Monitoring	Monthly	K-5	Reading
	Reading Street	Theme Assessment		K-5	Reading
October	iStation	Progress Monitoring	Monthly	K-5	Reading
	Reading Street	Theme Assessment		K-5	Reading
	PSAT	College Acceptance	Oct 14	10	
	ECOT	Benchmark	Oct 24	Pre-K	Reading
November	iStation	Progress Monitoring	Monthly	K-5	Reading
	Reading Street	Theme Assessment		K-5	Reading
	MAP		Nov 30-Dec 11	K-11	Reading/Math
December	Reading Street	Theme Assessment		K-5	Reading
	MAP		Nov 30-Dec 11	K-11	Reading/Math

	Semester Assessments	Fall Assessment	Dec	6 - 12	Credit Barring
Month	Assessment	Type of Assessment	Dates	Grade Level	Content
December	iStation	Progress Monitoring	Dec.	K-5	Reading/Math
January		MOY			
	Reading Street	Theme Assessment	Jan 5-22	K-5	Reading
	iStation	Benchmark	Jan 4 -31	K-5	Reading/Math
	ACCESS	ELL State Assessment		K-12	Eng. Prof.
February	ECOT	Benchmark	February 15	Pre-K	Reading
	Reading Street	Theme Assessment		K-5	Reading
	ACCESS	ELL State Assessment	February	K-12	Eng. Proof.
March					
	Reading Street	Theme Assessment		K-5	Reading
	iStation	Progress Monitoring		K-5	Reading
April	iStation	Progress Monitoring	Monthly	K-5	Reading
	Reading Street	Theme Assessment		K-5	Reading
	SAT	State Assessment			
	ASVAB				
May	MAP	EOY	May 3-7	K-3	Reading
	Reading Street	EOY		K-5	Reading
	Envision Math	EOY		K-5	Math
	Semester Assessment	Semester Finals		3-12	All areas
	ECOT	EOY		Pre-K	
	Spanish Avant	EOY		K-12	Spanish Prof.
	iStation	Benchmark		k-5	Reading/Math
		Dyslexia Screener		K	

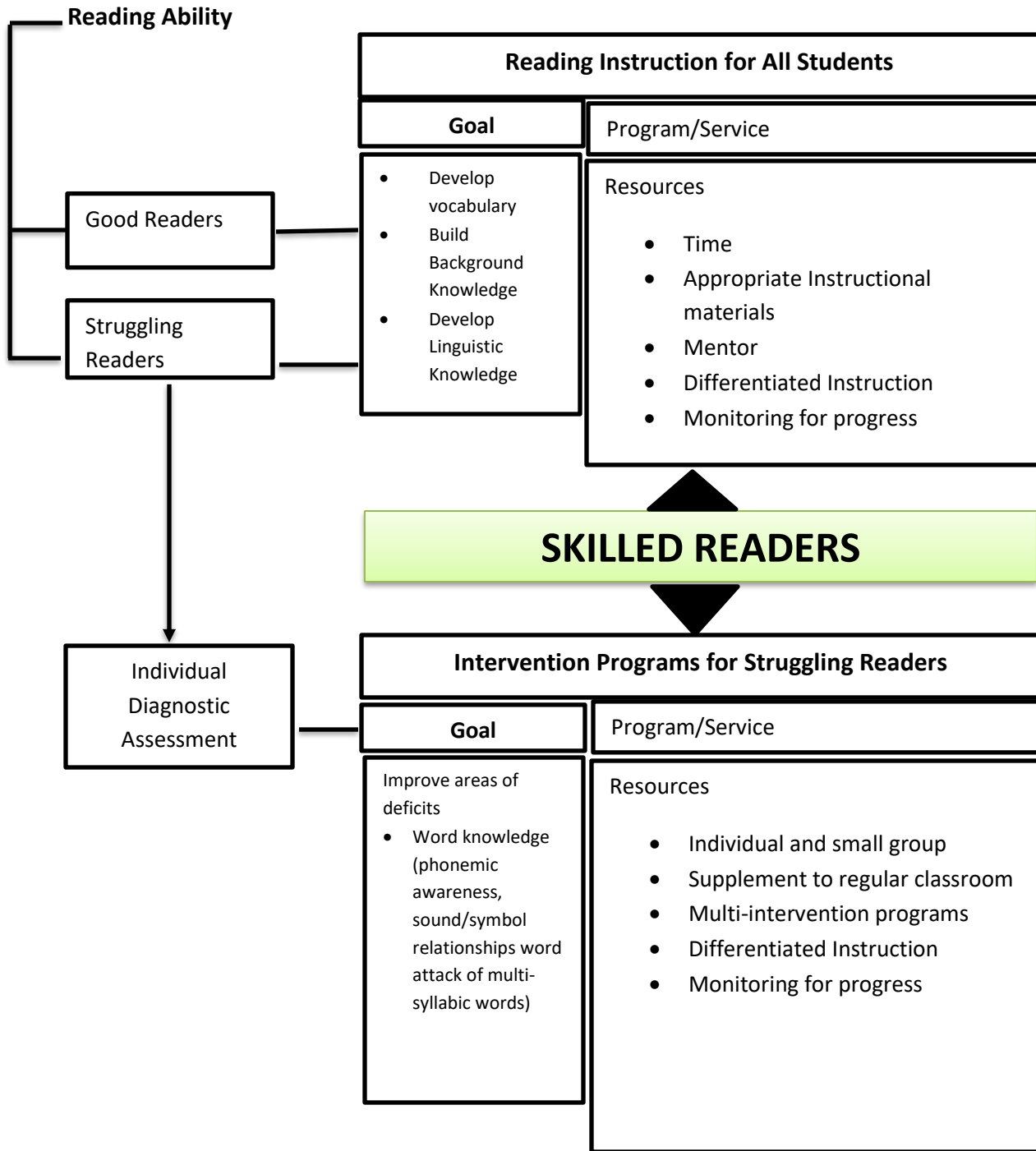
Elementary School: Comprehensive Reading Plan

Assessment of All Students



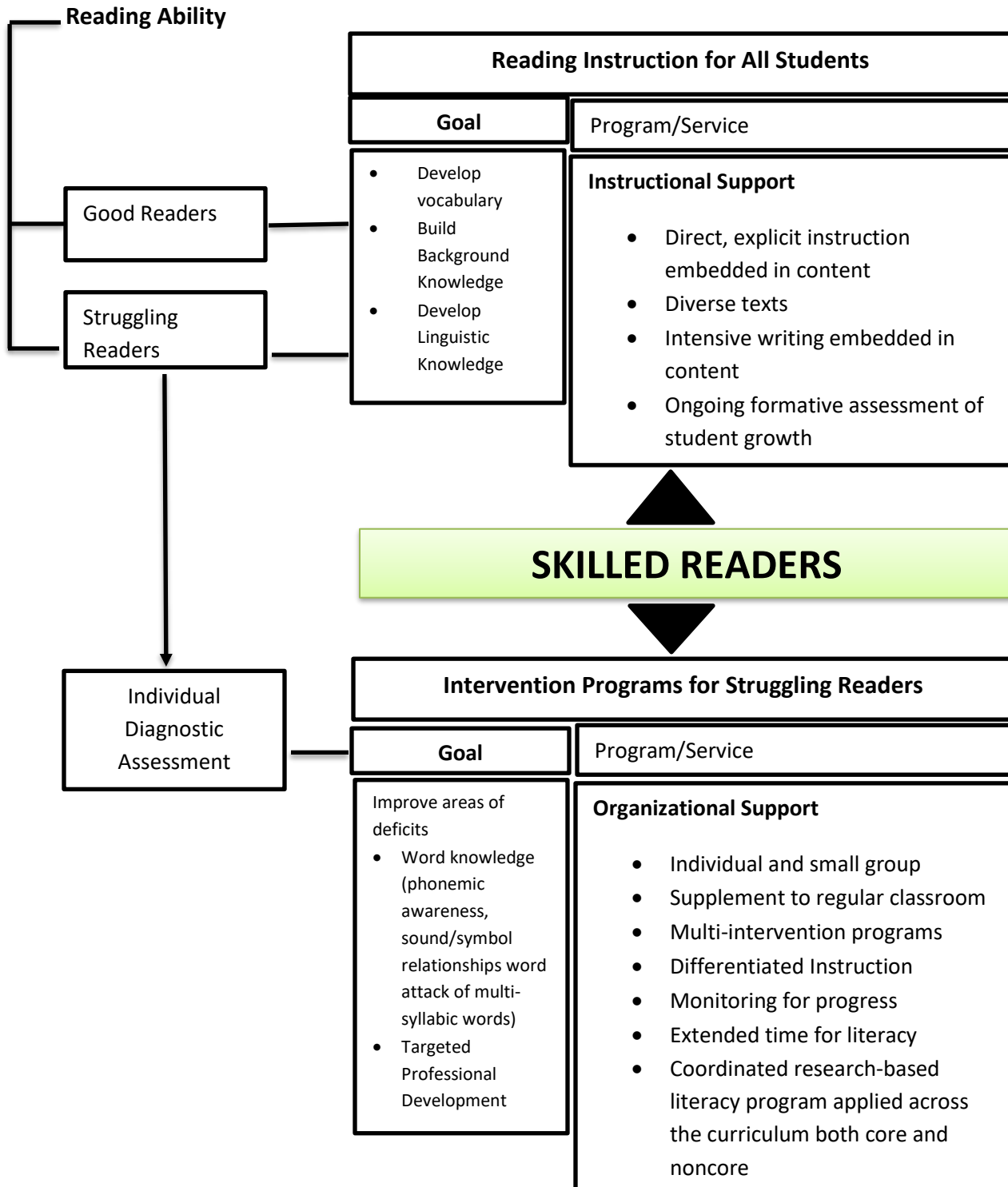
Middle School: Comprehensive Reading Plan

Assessment of All Students



High School: Comprehensive Reading Plan

Assessment of All Students



BIBLIOGRAPHY

- ACT (2006) Reading between the lines: What the ACT reveals about college readiness in reading (Report). Iowa City, IA
- Bambrick-Santoyo, P. (2013) Great Habits Great Readers A practical guide for K-4 Reading in light of Common Core
- Boushey, G. and Moser, J (2014) The daily 5 – fostering independence in the elementary grades
- Fetzer, N (2013) Nancy Fetzer’s writing institutes – strategies and techniques aligned to the common core standards. www.nancyfetzer.com
- Fisher, D., Frey, N., and Lapp, D. (2012) Teaching students to read like detectives. Bloomington, IN: Solution Tree Press.
- International Reading Association (2002). Supporting young adolescents’ literacy learning. A joint Position Statement of the International Reading Association and the National Middle School Association. Newark, DE: International Reading Association.
- Jackson, J. (2014) How to teach students to critically think about text
- National Council of Teachers of English (2004). A call to action: What we know about adolescent literacy and ways to support teachers in meeting students’ needs. (A Position/Action Statement from NCTE’s Commission on Reading). Urbana, IL National Council of Teachers of English
- TNTP. (2018). The opportunity myth: What students can show us about how school is letting them down and how to fix it.
- Wiener, R & Pimentel, S. (2017). Practice what you teach: connecting curriculum & professional Learning in schools. Washington, DC: Aspen Institute Education and Society Program
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2009). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades: a practice guide (NCEE 2009-405). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences