



Española Public Schools

Striving for Excellence

Literacy Plan 2022-2023



Submitted:
October 14, 2022

OVERVIEW

At the beginning of the 2020/2021 school year, the New Mexico Public Education Department launched a state-wide literacy initiative, *Structured Literacy New Mexico*. This initiative is focused on identifying struggling readers before they fail and supporting teachers through the Science of Reading and Structured Literacy. Our intention is to increase the number of students achieving reading proficiency and reducing the number of students requiring special education services.

Structured literacy is an umbrella term used to describe evidence-based approaches for helping students learn to read and write proficiently. Structured Literacy combines a proven effective system for teaching reading with what brain science tells us is happening in the brain as we learn to read – it involves a dynamic, multi-sensory approach to learning. Research shows structured literacy approaches benefit all students and are especially effective for students with learning disabilities such as dyslexia.

SUPERINTENDENT

Holly M. Martinez

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Section I: LEA Overview and Needs

Specific to your LEA, what are the needs of the district/charter specific to literacy. Please include student/district/charter data and demographics to support the literacy needs.

Section I: LEA Overview and Needs-

Summary of Needs

Review of early literacy data and prior data review by the district leadership team indicates a need to:

1. Focus on core instruction and offer structured support for core instruction, inclusive of NM Instructional Scope implementation training.
2. Structured approach to support school in PLC level data analysis and integrating tiered levels of support utilizing MLSS strategies for providing interventions.
3. Structured support for targeting intervention needs and identifying and tracking intervention supports specific to the Structured Literacy Model (elements and teaching principals) and Istation ISIP Domains and Subtests

STRUCTURED LITERACY PRIMER
Effective reading instruction for most children *all* this.



Inner Circle: Elements
Outer Circle: Teaching Principles



ISIP Early Reading Assessment Domains & Subtests

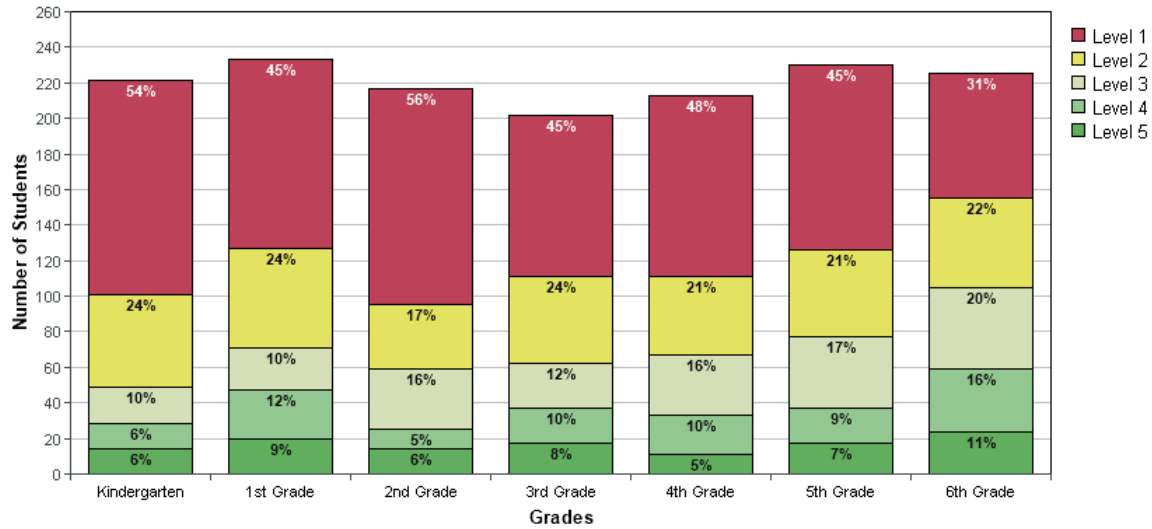
Domain	Subtest
Phonemic Awareness	Phonemic Awareness
Phonics	Letter Knowledge Alphabetic Decoding Spelling
Vocabulary	Vocabulary
Comprehension	Listening Comprehension Reading Comprehension
Fluency	Text Fluency



Student Performance Data

2022-2023 Beginning of Year ISIP Istation data for grades K-6 indicates the following performance levels for students:

All Grades - September 2022



Student Demographic Data:

LocationName	N	Males	%Males	Females	%Females	SPED	%SPED	ELL	%ELL	FRL	%FRL
ABIQUIU ELEMENTARY	93	47	50.54	46	49.46	14	15.05	15	0.92%	93	100
ALCALDE ELEMENTARY	153	80	52.29	73	47.71	30	19.61	25	1.53%	153	100
CHIMAYO ELEMENTARY	126	63	50	63	50	20	15.87	17	1.04%	126	100
DIXON ELEMENTARY	48	21	43.75	27	56.25	11	22.92	7	0.43%	48	100
EUTIMIO SALAZAR ELEMENTARY	329	163	49.54	166	50.46	59	17.93	101	6.17%	329	100
HERNANDEZ ELEMENTARY	89	50	56.18	39	43.82	8	8.99	19	1.16%	89	100
JAMES RODRIGUEZ ELEMENTARY	248	130	52.42	118	47.58	42	16.94	60	3.66%	248	100
LOS NIÑOS ELEMENTARY	71	44	61.97	27	38.03	31	43.66	11	0.67%	71	100
SAN JUAN ELEMENTARY	208	106	50.96	102	49.04	30	14.42	44	2.69%	208	100
TONY QUINTANA ELEMENTARY	210	108	51.43	102	48.57	36	17.14	59	3.60%	210	100
VELARDE ELEMENTARY	63	32	50.79	31	49.21	10	15.87	14	0.85%	63	100
Total	1638	844	51.53%	794	48.47%	291	17.77%	372	22.71%	1638	100.00%

LocationName	N	Asian	%Asian	Black	%Black	Caucasian	%Caucasian	Hispanic	%Hispanic	Indian	%Indian	Pacific	%Pacific
ABIQUIU ELEMENTARY	93	1	1.08	0	0	5	5.38	85	91.4	2	2.15	0	0
ALCALDE ELEMENTARY	153	0	0	0	0	0	0	149	97.39	4	2.61	0	0
CHIMAYO ELEMENTARY	126	0	0	2	1.59	1	0.79	117	92.86	6	4.76	0	0
DIXON ELEMENTARY	48	0	0	0	0	6	12.5	38	79.17	4	8.33	0	0
EUTIMIO SALAZAR ELEMENTARY	329	3	0.91	3	0.91	6	1.82	296	89.97	20	6.08	1	0.3
HERNANDEZ ELEMENTARY	89	0	0	0	0	8	8.99	77	86.52	4	4.49	0	0
JAMES RODRIGUEZ ELEMENTARY	248	2	0.81	2	0.81	2	0.81	228	91.94	14	5.65	0	0
LOS NIÑOS ELEMENTARY	71	0	0	0	0	3	4.23	63	88.73	5	7.04	0	0
SAN JUAN ELEMENTARY	208	1	0.48	1	0.48	5	2.4	143	68.75	58	27.88	0	0
TONY QUINTANA ELEMENTARY	210	1	0.48	1	0.48	0	0	199	94.76	9	4.29	0	0
VELARDE ELEMENTARY	63	0	0	0	0	1	1.59	61	96.83	1	1.59	0	0



Section II: LEA Dyslexia Screening Plan

Please answer the following questions regarding screening, data analysis, instruction, intervention, and communication around dyslexia screening.

Section II: LEA Dyslexia Screening Plan-

1. What is the LEA's plan for screening 1st grade students for dyslexia in the 2022-2023 school year (please include name of screener(s) and timeline for completion)?

- *Española Public Schools will screen all first grader students in the first 40 days of school.*
- *Teachers will utilize NMPED provided resources for training and complete screener assessment within 40 day.*
- *District Test Coordinator and STARS/Synergy Technician will coordinate data collection and reporting to STARS each reporting window (40/80/120/EOY).*
- *District Leadership Team will initially review data with principals and assist in further site level PLC data analysis and action planning with teachers for MLSS interventions as appropriate.*

2. Please complete the following chart regarding the data analysis process:

Who will analyze the dyslexia screener data?	When will the data analysis occur?	What will be the next steps following data analysis?	Plan for monitoring students exhibiting characteristics of dyslexia.
<i>District Leadership Team will initially review data with principals and assist in further site level PLC data analysis and action planning with teachers for MLSS interventions as appropriate.</i>	<i>Upon completion of 40th day data reporting. October 12, 2022</i>	<i>Site level PLC data analysis and action planning with teachers for MLSS interventions as appropriate.</i>	<i>Site level quarterly PLC data analysis is scheduled and documented per teacher lesson planning and preparation for instruction. Teachers will review monthly Istation Progress reporting data and utilize MLSS system to document and provide layered intervention and support as appropriate.</i>

3. How will the data be used to inform instructional decisions?

Teachers will review monthly Istation Progress reporting data and utilize MLSS system to document and provide layered intervention and support as appropriate.

4. How will data be communicated with families and instructional staff?

Screener data and Istation short cycle assessment data will be shared with parents through district schedule Parent Teacher Conferences on October 26 and March 29.

5. How will teachers receive training on Structured Literacy interventions and be given the opportunities for feedback on implementation?

- School site administrators will lead their staff in Professional Learning related to Structured Literacy utilizing [Structured Literacy and Dyslexia for Diverse Learners 2.0](#) Canvas Resource and provide a guided Professional Learning Series related to Structured Literacy.
- School site administrators will work with their identified Structured Literacy Coach to offer Professional Development and Coaching for their staff.





Section III: Core Instruction

What Structured Literacy core curriculum is being used K-5 and how will educators be supported in implementation of the curriculum?

Core Literacy Curriculum K-5:

Savvas myView (K-5) and myPerspectives (6-8) are utilized in the elementary (K-6) setting.

- **myView Literacy** provides New Mexico teachers with the tools and support necessary to implement a Structured Literacy approach. Alongside this explicit, systematic instruction, **myView Literacy** will inspire creativity and empower your students to learn from the world around them, further developing their own stories. As a teacher, your story includes twists and turns, sacrifice, joy, and that amazing feeling when student light bulbs illuminate. **myView Literacy** was built to help you reach those light bulb moments while providing tools grounded in the Science of Reading.
- **myPerspectives** is a brand new English language arts curriculum for Grades 6–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. **myPerspectives** encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

Support for educator implementation:

- Espanola Public Schools has transitioned to Savvas myView (K-5) and myPerspectives (6-8) core curriculum for the 2022-2023 school year. Initial training has been provided in the program components per our beginning of school year orientation.
- Additional training on core curriculum use is forthcoming throughout the 2022-2023 school year. All sessions will provide resources and strategies for successful implementation of the newly adopted core literacy curriculum. Additionally all trained staff will gain a deeper understanding of how to effectively integrate routines and support throughout the literacy lessons. Collaborative planning to improve professional practice and student outcomes will also be addressed. Sessions to be provided will include:
 - MyView Literacy session for Administrators (3 hours)
 - Dive In to myView Literacy for K-5 teachers (3 hours)
 - myPerspectives session for Administrators (3 hours)
 - Dive In To myPerspectives for 6-12 teachers (3 hours)
 - Dive In to miVision for K-5 EL teachers (3 hours)
- As instructional leaders, site principals will conduct walk through reviews and provide feedback on core instruction utilizing the NMTeach observation rubric.
- Instructional strategies and NM Instructional Scope implementation training will also be scheduled as part of our district professional development plan.
- Instructional coaching support is provided for new teachers to support them in Savvas curriculum implementation.



Section IV: SEG Structured Literacy allocation

How does the LEA plan to use the Structured Literacy allocation from SEG?

Section IV: SEG Structured Literacy allocation-

SEG Structured Literacy projected FY23 allocation in the amount of \$81,261.73 for Structured Literacy interventions will be utilized to support and compensate staff for training time needed to provide:

- School site administrators will lead their staff in Professional Learning related to Structured Literacy utilizing [Structured Literacy and Dyslexia for Diverse Learners 2.0](#) Canvas Resource and provide a guided Professional Learning Series related to Structured Literacy (as identified in Section II above).
- School site administrators will work with their identified Structured Literacy Coach to offer Professional Development and Coaching for their staff (as identified in Section II above).
- Focus on core instruction and offer structured support for core instruction, inclusive of NM Instructional Scope implementation training (as identified in Section I above).



Section V: SMART Goal Statements and Action Plans

Create a SMART goal for reading achievement for each level served by your LEA (K-2 and 3-5) and complete an action plan for each goal using the template below. For biliteracy/dual language settings, goals should reflect native language (L1) and English (L2). If your LEA does not serve a particular grade band you may leave that out or adjust the grade bands to meet your needs.

K-2 Goal Statement:

By May 2023 students in grades K, 1 and 2 will increase the number of students performing at levels 4, and 5 by 35% (combined) **and** reduce the number of students performing at Levels 1, 2, and 3 by 35% (combined) as measured by ISIP Reading (BOY to EOY comparison).

Rate of Improvement (ROI) Note: While we will strive to ensure high learning for all students. It is important to note that all students may not meet a proficiency target of Level 4 and 5 performance. Therefore, we will also track ROI and have set a corresponding goal to also ensure:

By May 2023 students in grades K, 1 and 2 performing at Levels 1, 2, and 3 as demonstrated through BOY testing will demonstrate a “High” Rate of Improvement as measured by ISIP Reading (BOY to EOY comparison).

Grade	BOY Level 1-3 Combined %	BOY Level 4-5 Combined %	EOY Goal Level 1-3 Combined %	EOY Goal Level 4-5 Combined %
K	88%	12%	53%	47%
1	79%	21%	44%	56%
2	89%	11%	54%	46%

Action Steps Towards Goal:	Timeline for Completion of Each Action Step:	Lead Person for Each Action Step:	Resources Needed:
1. Introductory training on new Savvas myView and myPerspectives Literacy curriculum	August 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	PD Time PD Trainers
2. Optional online training series on new Savvas myView and myPerspectives Literacy curriculum	September 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	NM myView myPerspectives Professional Learning Series



<p>3. Next Step (delving deeper) online training series on new Savvas myView and myPerspectives Literacy curriculum</p>	<p>October 2022 November 2022</p>	<p>Federal Program Director with support from the Instructional Support Leadership Team.</p>	<p>PD Time PD Trainers Title II Funding</p>
<p>4. Provide structure for monthly ISIP progress monitoring of all students .</p>	<p>August 2022</p>	<p>District Test Coordinator With support from the Deputy Superintendent.</p>	<p>N/A</p>
<p>5. Provide Data Dive training and coaching support for school level PLC and review intervention instructional components to provide layers support for students.</p>	<p>October 2022 February 2023</p>	<p>Federal Program Director with support from the Instructional Support Leadership Team.</p>	<p>PD Time PD Trainers Title II Funding</p>
<p>6. Restructure early release time to also include grade level PLC time.</p>	<p>July 2022</p>	<p>Deputy Superintendent with support from the Instructional Support Leadership Team.</p>	<p>N/A Use of CBA additional hours for PD.</p>
<p>7. Provide a structured system (time and format) of for PLC data review.</p>	<p>June / July 2022</p>	<p>Deputy Superintendent with support from the Instructional Support Leadership Team.</p>	<p>N/A Use of CBA additional hours for PD.</p>
<p>8. Provide training specific to the New Mexico Instructional Scope and Sequence for core instruction</p>	<p>January 2023</p>	<p>Federal Program Director with support from the Instructional Support Leadership Team.</p>	<p>PD Time PD Trainers Title II Funding Structured Literacy Funding</p>
<p>9. Provide structured literacy training and coaching opportunities for identified support schools.</p>	<p>October - May 2023</p>	<p>Deputy Superintendent Federal Programs Director Site Principals</p>	<p>PD Time PD Trainers Title II Funding Structured Literacy Funding</p>
<p>10. Revise district Literacy Guide to include</p> <ul style="list-style-type: none"> ● Structured Literacy Components ● Instructional Scope and Sequence practices ● MLSS 	<p>January 2023</p>	<p>Instructional Support Leadership Team.</p>	<p>Collaborative Time Structured Literacy Funding</p>
<p>11. Share information with all stakeholders</p>	<p>Ongoing throughout year</p>	<p>Instructional Support Leadership Team &</p>	<p>N/A</p>



Plan to Monitor Goals & Measures of Success

Goal	Plan to Monitor Goals	Measures of Success
1. Introductory training on new Savvas myView and myPerspectives Literacy curriculum	Training Scheduled	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
2. Optional online training series on new Savvas myView and myPerspectives Literacy curriculum	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda
3. Next Step (delving deeper) online training series on new Savvas myView and myPerspectives Literacy curriculum	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
4. Provide structure for monthly ISIP progress monitoring of all students .	Scheduled, review in place	Scheduled and progress monitoring completed within week 1 of each month.
5. Provide Data Dive training and coaching support for school level PLC and review intervention instructional components to provide layers support for students.	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
6. Restructure early release time to also include grade level PLC time.	Updated district Professional Development Schedule	Updated Professional Development with identified PLC Time.
7. Provide a structured system (time and format) for PLC data review.	Updated Lesson Plan template to include quarterly PLC data review and MLSS planning.	Updated template in place. Training to teachers Re: template Time for PLC discussion scheduled Use of the template.
8. Provide training specific to the New Mexico Instructional Scope and Sequence for core instruction	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
9. Provide structured literacy training and coaching opportunities for identified support schools.	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In • Coaching Log
10. Revise district Literacy Guide to include <ul style="list-style-type: none"> • Structured Literacy Components • Instructional Scope and Sequence practices • MLSS 	Revised Plan in place	Final Revised district Literacy Guide.
11. Share information with all stakeholders	<ul style="list-style-type: none"> • Standing Item on School and district PAC agendas • Standing Item on district and principal leadership agenda. 	<ul style="list-style-type: none"> • School and District PAC agendas & minutes.



3-6 Goal Statement:

By May 2023 students in grades 3, 4, 5, and 6 will increase the number of students performing at levels 4, and 5 by 35% (combined) **and** reduce the number of students performing at Levels 1, 2, and 3 by 35% (combined) as measured by ISIP Reading (BOY to EOY comparison).

Rate of Improvement (ROI) Note: While we will strive to ensure high learning for all students. It is important to note that all students may not meet a proficiency target of Level 4 and 5 performance. Therefore we will also track ROI and have set a corresponding goal to also ensure:

By May 2023 students in grades 3, 4, 5, and 6 performing at Levels 1, 2, and 3 as demonstrated through BOY testing will demonstrate a “High” Rate of Improvement as measured by ISIP Reading (BOY to EOY comparison).

Grade	BOY Level 1-3 Combined %	BOY Level 4-5 Combined %	EOY Goal Level 1-3 Combined %	EOY Goal Level 4-5 Combined %
3	82%	18%	47%	53%
4	85%	15%	50%	50%
5	84%	16%	49%	51%
6	73%	27%	38%	62%

Action Steps Towards Goal:	Timeline for Completion of Each Action Step:	Lead Person for Each Action Step:	Resources Needed:
1. Introductory training on new Savvas myView and myPerspectives Literacy curriculum	August 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	PD Time PD Trainers
2. Optional online training series on new Savvas myView and myPerspectives Literacy curriculum	September 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	NM myView myPerspectives Professional Learning Series
3. Next Step (delving deeper) online training series on new Savvas myView and myPerspectives Literacy curriculum	October 2022 November 2022	Federal Program Director with support from the Instructional Support Leadership Team.	PD Time PD Trainers Title II Funding



4. Provide structure for monthly ISIP progress monitoring of all students .	August 2022	District Test Coordinator With support from the Deputy Superintendent.	N/A
5. Provide Data Dive training and coaching support for school level PLC and review intervention instructional components to provide layers support for students.	October 2022 February 2023	Federal Program Director with support from the Instructional Support Leadership Team.	PD Time PD Trainers Title II Funding
6. Restructure early release time to also include grade level PLC time.	July 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	N/A Use of CBA additional hours for PD.
7. Provide a structured system (time and format) of for PLC data review.	June / July 2022	Deputy Superintendent with support from the Instructional Support Leadership Team.	N/A Use of CBA additional hours for PD.
8. Provide training specific to the New Mexico Instructional Scope and Sequence for core instruction	January 2023	Federal Program Director with support from the Instructional Support Leadership Team.	PD Time PD Trainers Title II Funding Structured Literacy Funding
9. Provide structured literacy training and coaching opportunities for identified support schools.	October - May 2023	Deputy Superintendent Federal Programs Director Site Principals	PD Time PD Trainers Title II Funding Structured Literacy Funding
10. Revise district Literacy Guide to include <ul style="list-style-type: none"> • Structured Literacy Components • Instructional Scope and Sequence practices • MLSS 	January 2023	Instructional Support Leadership Team.	Collaborative Time Structured Literacy Funding
11. Share information with all stakeholders	Ongoing throughout year	Instructional Support Leadership Team & Family Engagement Liaison	N/A

Plan to Monitor Goals & Measures of Success

Goal	Plan to Monitor Goals	Measures of Success
1. Introductory training on new Savvas	Training Scheduled	Scheduled & Completed.



myView and myPerspectives Literacy curriculum		<ul style="list-style-type: none"> • Agenda & Sign In
2. Optional online training series on new Savvas myView and myPerspectives Literacy curriculum	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda
3. Next Step (delving deeper) online training series on new Savvas myView and myPerspectives Literacy curriculum	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
4. Provide structure for monthly ISIP progress monitoring of all students .	Scheduled, review in place	Scheduled and progress monitoring completed within week 1 of each month.
5. Provide Data Dive training and coaching support for school level PLC and review intervention instructional components to provide layers support for students.	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
6. Restructure early release time to also include grade level PLC time.	Updated district Professional Development Schedule	Updated Professional Development with identified PLC Time.
7. Provide a structured system (time and format) for PLC data review.	Updated Lesson Plan template to include quarterly PLC data review and MLSS planning.	Updated template in place. Training to teachers Re: template Time for PLC discussion scheduled Use of the template.
8. Provide training specific to the New Mexico Instructional Scope and Sequence for core instruction	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In
9. Provide structured literacy training and coaching opportunities for identified support schools.	Training Scheduled, info provided to teachers	Scheduled & Completed. <ul style="list-style-type: none"> • Agenda & Sign In • Coaching Log
10. Revise district Literacy Guide to include <ul style="list-style-type: none"> • Structured Literacy Components • Instructional Scope and Sequence practices • MLSS 	Revised Plan in place	Final Revised district Literacy Guide.
11. Share information with all stakeholders	<ul style="list-style-type: none"> • Standing Item on School and district PAC agendas • Standing Item on district and principal leadership agenda. 	<ul style="list-style-type: none"> • School and District PAC agendas & minutes.

Section VI: Plan for MLSS

Describe how the MLSS structure will be utilized to ensure that all students are placed appropriately, progress is monitored regularly and appropriate levels of intervention are provided.

Espanola Public Schools is committed to implementing the seven core components of MLSS to include:

1. Data-Driven Decision Making
2. High-Quality Core Instruction and Interventions
3. Informed and Effective School Leadership and Systems
4. Collaboration and Processes for providing a Layered Continuum of Supports
5. Positive School Culture and Climate
6. Student Wellness
7. Family and Community Engagement

School sites are in the process of completing their School Self Assessments as they relate the 3 layers of intervention and will focus on Layer 1 as a goal area for future development.

The district is reviewing school and staff feedback and will embed future professional development related to MLSS and the seven core components.



Supplemental Instructional Material Utilized for Interventions	Literacy Focus for Intervention	Layer of Intervention	Progress Monitoring Plan & Needs
<p>Savvas myView (K-5) and myPerspectives (6-8) are utilized in the elementary (K-6) setting. This program provides core-universal instruction for all students K-6.</p> <p>Additionally, myView (K-5) and myPerspectives (6-8) provides embedded intervention resources including:</p> <ul style="list-style-type: none"> ● myFocus Reader Teacher Guide ● myFocus Reader Student Magazines ● myFocus Intervention Teacher Guide 	<p>All Areas to include: Structured Literacy Literacy Concepts:</p> <ul style="list-style-type: none"> ● Print Concepts ● Phonological Awareness ● Phonics ● Vocabulary and Oral Language ● Comprehension ● Writing 	Layers 1, 2 & 3	<ul style="list-style-type: none"> ● Training on Core Curriculum ● Structured Literacy Training and Coaching ● Administrative feedback and support utilizing the Structured Literacy Administrator Walkthrough Tool
<p>Istation focuses on differentiation for all students, not just intervention for struggling students. This digital platform, acts as a supplemental tool for instructors, is well suited for</p>	<p>All Areas to include: Structured Literacy Literacy Concepts:</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics (letter knowledge, alphabetic decoding, spelling) 	Layer 2 and 3	<ul style="list-style-type: none"> ● Training on Core Curriculum ● Training on intervention subcomponents ● Structured Literacy Training and Coaching ● Administrative feedback



Supplemental Instructional Material Utilized for Interventions	Literacy Focus for Intervention	Layer of Intervention	Progress Monitoring Plan & Needs
<p>the blended learning classroom.</p> <p>Istation also offers thousands of hours of easily accessible Teacher Resources for whole-group, small-group, and/or one-on-one intervention.</p>	<ul style="list-style-type: none"> ● Vocabulary ● Comprehension (listening & reading) ● Fluency (text) 		<p>and support utilizing the Structured Literacy Administrator Walkthrough Tool</p>
<p>Raz-Plus is utilized as the identified intervention for all students, including our EL students (K-5).</p> <p>Raz-Plus is a comprehensive blended learning platform that includes the curricular support teachers need and the personalized resources necessary to improve students' reading skills.</p> <p>Raz-Plus incorporates structured literacy models are composed of explicit, systematic, sequential lessons in: Phonological Awareness and Phonics. Raz-Plus provides a wealth of Pre K-6 resources that can be used in a structured literacy setting—from whole-class and small-group instruction to individual practice.</p> <p>Raz-Plus ELL Edition Support English language learners with tools, resources, and research-based strategies to achieve success with social and academic English. Learning A-Z's Raz-Plus ELL Edition provides reading, listening, speaking, and writing resources organized in content area topics at varying grade ranges.</p>	<p>All Areas to include: Structured Literacy components:</p> <ul style="list-style-type: none"> ● Phonological awareness <ul style="list-style-type: none"> ○ word awareness ○ syllable awareness ○ onset and rime ○ phonemic awareness ○ phoneme isolation ○ phoneme blending ○ phoneme segmentation ○ phoneme manipulation ● Sound-spelling relationships ● Decoding practice & text ● Encoding (spelling) practice ● High-Frequency words ● Read-Alouds 	<p>Layer 2 and 3</p>	<ul style="list-style-type: none"> ● Training on program implementation ● Training on subcomponents. ● Administrative oversight of program usage ● Administrative (director & principal) Walkthrough observation and feedback.
<p>Ellevation is an English Learners (ELs) platform and is in the implementation stage within Espanola Public Schools.</p> <p>Ellevation manages complex BEP program requirements, builds the capacity of teachers to serve multilingual learners, and empowers students with the academic language</p>	<p>All Areas to include supplemental instructional activities in the following areas:</p> <ul style="list-style-type: none"> ● Biliteracy <ul style="list-style-type: none"> ● Reading Fluency ● Word study ● Cultural Competency ● Cultural Identity 	<p>Layer 2 and 3</p>	<ul style="list-style-type: none"> ● Implementation setup ● Training on platform components ● Administrative oversight of program usage ● Administrative (director & principal) Walkthrough observation and feedback.



Supplemental Instructional Material Utilized for Interventions	Literacy Focus for Intervention	Layer of Intervention	Progress Monitoring Plan & Needs
<p>necessary for success in school.</p> <p>Elevation incorporates research-based instructional activities into any existing lesson to skillfully differentiate instruction for English learners.</p>			
<p>AVID supports writing through blended learning experiences including: • Disciplinary literacy. • Academic language and literacy scaffolds.</p> <p>AVID WICOR</p> <ul style="list-style-type: none"> • WICOR is: A proven learning support structure, for any content area. • Teachers who WICORize: Guide students to deeper comprehension and increasing skill levels. Choose WICOR strategies appropriate to the content and skill objectives of their content area. • Students who WICORize: Actively work with new information in order to think, talk, write, read, and ask questions, leading to long-term learning. Develop skills and attitudes that will serve them well in postsecondary life. 	<p>AVID WICOR supports all areas to include:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading <p>WICOR Resource</p>	<p>Layers 1, 2 & 3</p>	<ul style="list-style-type: none"> • Training on program implementation • Training on subcomponents. • Administrative oversight of program usage • Administrative (director & principal) Walkthrough observation and feedback.
<p>The LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading.</p>	<p>LETRS teaches the skills needed to master the fundamentals of reading instruction—</p> <ul style="list-style-type: none"> • Phonological awareness, • Phonics, • Fluency, • Vocabulary, • Comprehension, • Writing, and • Language. 		<ul style="list-style-type: none"> • Training on program implementation • Training on subcomponents. • Administrative oversight of program usage • Administrative (director & principal) Walkthrough observation and feedback.
<p>Special Education: Lexia Core5 Reading is an elementary literacy program that aims to build foundational reading skills for students for personalized learning.</p>	<p>Lexia Core5 Reading focuses on six aspects of reading instruction:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension 	<p>Layer 1, 2, and 3</p>	<ul style="list-style-type: none"> • Training on program implementation • Training on subcomponents. • Administrative oversight of program usage • Administrative (director & principal) Walkthrough observation and



Supplemental Instructional Material Utilized for Interventions	Literacy Focus for Intervention	Layer of Intervention	Progress Monitoring Plan & Needs
	<ul style="list-style-type: none"> Structural Analysis 		feedback.
<p>Special Education: ECLIPSE is a New Mexico Public Education Department (NMPED), Special Education Division (SED) program. It addresses the State Performance Plan Indicator 17, a federal component of the IDEA B under General Supervision. Indicator 17 is a results driven accountability requirement that applies to all Local Education Agencies. The purpose of ECLIPSE is to improve literacy for children with disabilities in grades Kindergarten through third grade.</p> <p>LAYERS OF SUPPORT: School teams (including K-3 Special education, their general education partners, and school principals) receive coaching and targeted assistance to support evidence-based practices including: the implementation of statewide Structured Literacy initiatives; teacher collaboration; data literacy; family engagement; and training in leadership observation, coaching, and feedback cycles.</p>	<p>It addresses the State Performance Plan 17. The purpose of ECLIPSE is to improve literacy for Kindergarten -third grade.</p> <ul style="list-style-type: none"> Ensure students with disabilities receive individualized and comprehensive literacy instruction LEARN:gather and evaluate information Apply:develop a plan with actionable tasks based on learning Do: implement strategies and actions Review:assess the effectiveness Adjust:adjust actions to enhance the effectiveness 	<p>Layer 1, 2, and 3</p> <p>Layers of Support:</p> <ul style="list-style-type: none"> Structured Literacy Initiatives Teacher Collaboration Data Literacy Family Engagement Training in Leadership Coaching and Feedback Cycles 	<ul style="list-style-type: none"> Training on program implementation Training on subcomponents. Administrative oversight of program usage Administrative (director & principal) Walkthrough observation and feedback.

1. How do you ensure that all students are placed in the correct Layer (1, 2, 3) of support to meet their individual needs?

Regular site level PLCs are scheduled in the Professional Development calendar and site administrators also have the flexibility to host additional PLC meetings to discuss student data through coordinated specials prep time and through use of their staff meeting times as allowable through CBA. PLC teams will review current student data and determine appropriate Layers of support to ensure:

- All students receive screening in the areas of health and well-being, language proficiency status, and academic levels of proficiency, support and high-quality core instruction, aligned to New Mexico content standards. Layer 1 includes differentiated instruction, which could incorporate enrichment opportunities for students who are*



mastering content.

- *Layer 2: students will receive targeted interventions if they are not making expected progress (academically or behaviorally) or are insufficiently challenged academically. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidence-based interventions.*
- *Layer 3: students will receive intensive evidence-based interventions if they are not making expected progress with Layer 1 or 2 interventions, or are experiencing an educational crisis. Students receiving Layer 3 interventions receive the core curriculum and instruction, plus targeted interventions, plus intensive evidence-based interventions.*

2. How do teachers progress monitor for Layer 1, 2, and 3 supports and leverage data-driven collaborative conversations (PLC) to ensure equitable access for all students?

- *Teachers progress monitor students within the first week of each month utilizing Istation Reading and Math and then proceed to provide structured interventions and layers of support for students based on their individual needs.*
- *Regular site level PLCs are scheduled in the Professional Development calendar and site administrators also have the flexibility to host additional PLC meetings to discuss student data through coordinated specials prep time and through use of their staff meeting times as allowable through CBA.*

3. How are supports (placement, progress, etc.) communicated to families and other staff members (health/wellness staff, administration, PLC team members, etc.)?

- *The MLSS and SAT process is intended to be a collaborative team process and engages all stakeholders in, including students, parents, families, and school site educators to support each student learner through review of data and input in documenting meaningful cycles or layers of intervention to support the student.*

4. How will teachers receive training and feedback on research-based practices and supports (e.g., grade level instruction, collaboration, progress monitoring, formative assessments, etc.)?

- *During the 2021-2022 school year, the district first trained all site counselors, Student Wellness director and district leadership on the MLSS process utilizing the Canvas MLSS self-guided tutorials. Then, site counselors then provided MLSS overview training to all school sited to include all teachers, EAs and principals.*
- *For the current 2022-2023 school year we are re-training new counselors and are updating our internal process and support documents to align with the new MLSS and revised SAT forms. We will proceed with follow up training on the MLSS and SAT process. The district Student Wellness director has been identified as the MLSS Point of Contact at the district level. POC attends monthly statewide webinars and ensures that all schools have submitted the MLSS Self-Assessment.*
- *Principals at each school will work to provide teacher training and feedback on researched-based practices and supports.*



Section VII: Plan for Professional Learning

Address when and how all educators outlined below will receive training in Structured Literacy from an accredited professional development provider in the Science of Reading.

K-5 Structured Literacy Professional Learning Plan (please be specific on all roles within K-5 to include classroom teachers, educational assistants, special education teachers, gifted teachers, interventionists, coaches, etc.)

- The district Federal Programs Director will coordinate and arrange district-wide professional development training for all staff through an accredited professional development provider in the Science of Reading [inclusive of classroom teachers, educational assistants, special education teachers, gifted teachers, interventionists, and coaches]. **Completion Goal: January 2023 inservice**
- The district Instructional Leadership Team will coordinate administrator training for Principals. **Completion Goal: October 2022**
- School site administrators will lead their staff in Professional Learning related to Structured Literacy utilizing [Structured Literacy and Dyslexia for Diverse Learners 2.0](#) Canvas Resource and provide a guided Professional Learning Series related to Structured Literacy. **Completion Goal: January - February 2023**
- School site administrators will work with their identified Structured Literacy Coach to offer Professional Development and Coaching for their staff [inclusive of classroom teachers, educational assistants, special education teachers, gifted teachers, interventionists, and coaches]. **Completion Goal: October - May 2023**
- The district Student Services Director will continue to Coordinate LETRS training through the phased in approach to ensure all early literacy teachers are trained. **Completion Goal: October 2023**

Administrators Structured Literacy Professional Learning Plan-

- The district Federal Programs Director will coordinate and arrange district-wide professional development training for all staff through an accredited professional development provider in the Science of Reading [inclusive of classroom teachers, educational assistants, special education teachers, gifted teachers, interventionists, and coaches]. **Completion Goal: January 2023 inservice**
- The district Instructional Leadership Team will coordinate administrator training for Principals. **Completion Goal: October 2022**

Section VIII: Administration Monitoring and Support

Address how the LEA plans to provide ongoing literacy support to schools.

Section VIII: Administration Monitoring and Support-

1. How will the LEA or administration within schools monitor core instruction and the implementation of core curriculum?

The LEA with the support of the Instructional Leadership Team, will monitor school schedules to ensure compliance with district instructional components and requirement for intervention schedule.

The LEA with the support of the Instructional Leadership Team, will conduct site visits and walkthroughs during the ELA block to observe and monitor core instruction and the implementation of core curriculum.

The site principal will complete walkthrough observations utilizing the NMTech and [Structured Literacy Administrator Walkthrough Tool](#) during the ELA block to observe and monitor core instruction and the implementation of core curriculum.

2. How will the LEA or school administration leverage the school-site data collected in the MLSS Self-Assessment (e.g., planning for district wide PL, request coaching services from NM PED, alignment with DASH, etc.)?

MLSS Self Assessment data will be analyzed by the District and School Leadership teams and embedded into:

- *District Professional Development Calendar*
- *District DASH*
- *School DASH and 90 day plans*

3. Describe how implementation of Structured Literacy research-based practices (from LETRS training) will be monitored for fidelity through the use of walkthrough cycles?

The LEA with the support of the Instructional Leadership Team, will monitor school schedules to ensure compliance with district instructional components and requirement for intervention schedule.

The LEA with the support of the Instructional Leadership Team, will conduct site visits and walkthroughs during the ELA block to observe and monitor core instruction and the implementation of core curriculum.

The site principal will complete walkthrough observations utilizing the NMTech and [Structured Literacy Administrator Walkthrough Tool](#) during the ELA block to observe and monitor core instruction and the implementation of core curriculum.



4. How will the LEA provide ongoing support to all teachers, including coaching and/or mentorship, consistently to all teachers?

The LEA will provide ongoing support to all teachers, including coaching and or mentorship through:

- *Coordinated, ongoing professional development for all staff.*
- *Coordinated PLC time to discuss data and instructional strategies.*
- *Supported guidance related to Structured Literacy Coaching.*
- *Mentorship assignments as needed and referred by site principals.*

5. How will the LEA share the 2022-2023 Literacy Plan with all stakeholders (educational staff, parents, governing body, etc.)?

- *The LEA will share the 2022-2023 Literacy Plan with all stakeholders through*
- *school and district PAC meetings (standing item)*
- *district and principal leadership meetings (standing item).*
- *Board of Education Presentation*
- *Posting to the district website.*



Section IX: Members of the District Literacy Leadership Team

Identify the roles of the members of the District/Charter Literacy Leadership Team and explain how these members will receive ongoing professional development in Structured Literacy research-based practices.

Members of the District Literacy Leadership Team:	Role of Member:	Professional Learning related to Structured Literacy research-based practices:
Holly Martinez	Superintendent	<ul style="list-style-type: none"> ● Curriculum and instruction Convening ● MLSS Training ● LETRS Admin Training
Myra Martinez	Deputy Superintendent	
Fanny Castillo	Bilingual Director	
Sherri Rodriguez	Federal Programs Director	
Veronica War-Montoya	Indian Education Director	
Julie Gutierrez	Student Services Director	
Jannelle Lujan	Student Wellness Director	

Plan for Literacy Leadership Team Meetings:

The district Instructional Leadership Team will meet each 2nd and 4th Tuesday of the month to discuss Instructional Leadership goals and projects.

The Espanola Public School K-6 Literacy Plan will be a standing item for discussion at our bi-weekly meeting. The team will discuss goals, data and monitor progress towards our training and plan implementation.