**LEA Literacy Plan Template 2022-2023**

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| All LEAs must complete a Literacy Plan for the 2022-2023 school year. This template is designed for K-5 LEAs. |

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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**- |
| **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)? 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. | |  |  |  |  |  1. How will the data be used to inform instructional decisions? 2. How will data be communicated with families and instructional staff? 3. How will teachers receive training on Structured Literacy interventions and be given the opportunities for feedback on implementation? |
| **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? |
| **Section III: Core Instruction**-  **Core Literacy Curriculum K-5**:  **Support for educator implementation**: |
| **Section IV: SEG Early Literacy Fund allocation**- How does the LEA plan to use the early literacy fund allocation from SEG? |
| **Section IV: SEG Early Literacy Fund allocation**- |
| **Section V: SMART Goal Statements and Action Plans for Each Goal**- 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. If your LEA does not serve a particular grade band you may leave that out or adjust the grade bands to meet your needs. |

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| **K-2 Goal Statement**: | | | |
| **Action Steps Towards Goal**: | **Timeline for Completion of Each Action Step**: | **Lead Person for Each Action Step**: | **Resources Needed**: |
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| **Plan to Monitor Goal**: | | | |
| **Measure of Success**: | | | |

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| **3-5 Goal Statement**: | | | |
| **Action Steps Towards Goal**: | **Timeline for Completion of Each Action Step**: | **Lead Person for Each Action Step**: | **Resources Needed**: |
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| **Plan to Monitor Goal**: | | | |
| **Measure of Success**: | | | |

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| **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. Also, address the process for referring a student for a full diagnostic evaluation. |

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| **Supplemental Instructional Material Utilized for Interventions**  (add additional rows as needed) | **Literacy Focus for Intervention** (e.g. phonological awareness, fluency, phonics, vocabulary, comprehension, writing, etc.) | **Layer of Intervention** (e.g. Layer 1, Layer 2, Layer 3) | **Progress Monitoring Plan** |
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| **Section VI: Plan for MLSS**: Please answer the questions below:   1. How do you ensure that all students are placed in the correct Layer (1, 2, 3) of support to meet their individual needs? 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? 3. How are supports (placement, progress, etc.) communicated to families and other staff members (health/wellness staff, administration, PLC team members, etc.)? 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.)? |

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| **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.)-  **Administrators Structured Literacy Professional Learning Plan**- |

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| **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? 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.)? 3. Describe how implementation of Structured Literacy research-based practices (from LETRS training) will be monitored for fidelity through the use of walkthrough cycles? 4. How will the LEA provide ongoing support to all teachers, including coaching and/or mentorship, consistently to all teachers? 5. How will the LEA share the 2022-2023 Literacy Plan with all stakeholders (educational staff, parents, governing body, etc.)? |

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| **Section IX: Members of the District Literacy Leadership Team**- Identify the roles of the members of the District Literacy Leadership Team and explain how these members will receive ongoing professional development in Structured Literacy research-based practices. |

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| **Members of the District Literacy Leadership Team:** | **Role of Member:** | **Professional Learning related to Structured Literacy research-based practices:** |
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| **Plan for Literacy Leadership Team Meetings:** | | |