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# **District Literacy Action Plan**

**Bernalillo Public Schools**

**Bernalillo, New Mexico**

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**2021 – 2022**  
**School Year**

# Bernalillo Public Schools Literacy Plan

## **Section I: The Rationale for a District Literacy Plan**

The responsibility of all educators across the country, the state, and Bernalillo Public Schools is to provide students with opportunities beyond a successful public-school experience. As a school district, we must be able to level the playing field, so all our students have the same opportunity to become life-long learners and successful contributing members of any community. Although many skills are necessary to access life's most enriching opportunities, reading is always at the forefront. The success of our community and our society at large depends on its members being well-read and well-informed. Proper literacy skills can almost ensure a thriving individual a united accepting society.

The Bernalillo Public Schools district knows that every student can succeed through a well-coordinated literacy effort and a properly trained teaching force. These elements depend on the accumulation of research on reading acquisition and instruction that has been in place for over four decades. The Science of Reading, or this convergence of evidence, must be trusted to inform the field on the why, what, and how of reading instruction. The evidence that identifies reading science (also referred to as the Psychology of Reading) is the foundation that will ensure literacy development, beginning with teaching early reading foundational skills in the lower grades to an understanding of vast language comprehension in the upper grades (Scarborough, 2001). The elements or components of Structured Literacy and the approaches ensuring their proper delivery will further guarantee an effective instructional pedagogy that translates to student success.

## **Section II: District Goals**

1. Bernalillo Public Schools will provide equitable access to literacy instruction and curricula based on scientific evidence to ensure reading proficiency across all grade levels.
2. Bernalillo Public Schools will screen and assess literacy development to inform instruction, differentiation, and intervention utilizing a multi-level system of support.
3. Bernalillo Public Schools will develop community partnerships and outreach programs to support literacy development and overall student growth.
4. Bernalillo Public Schools will screen all first-grade students within the first 40 days of school to identify those markers associated with dyslexia and assign appropriate interventions when needed.
5. Bernalillo Public Schools will afford the opportunities for professional growth in the science of reading and the approaches supported by structured literacy.

### **NOTE:**

- The **Campus Instructional Leadership Team (CILT)** includes Principals, Reading Coaches, Interventionists, Tutors, etc., and all other personnel directly responsible for literacy instruction at the campus level.
- The **District Literacy Team (DLT)** includes the Superintendent, District Instructional Directors, Principals, Reading Interventionists, Secondary Literacy Teachers, PreK Literacy Coach, and Family Engagement Specialists.
- **SoR:** Science of Reading
- **SVR:** Simple View of Reading
- **SL:** Structured Literacy
- **MLSS:** Multi-layered Systems of Support
- **CBM:** Curriculum-Based Measures
- **TLC:** Teaching and Learning Collaboration Teams (by grade level or content area)
- **TKS:** Teacher Knowledge Surveys
- **FES:** Family Engagement Specialists
- **CLSD:** Comprehensive Literacy State Development Grant

Goal Statement	1. Bernalillo Public Schools will provide equitable access to literacy instruction and curricula based on scientific evidence to ensure reading proficiency across all grade levels.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Action Steps	<ul style="list-style-type: none"> <li>• CILT, DLT, and TLC members receive professional development on the SoR to include SL elements (<b>phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse</b>) and approaches (<b>explicit, diagnostic, systematic, and cumulative</b>).</li> <li>• Additional PD will include SoR frameworks such as Scarborough's Rope, the SVR, and the Four-Part Processing Model</li> <li>• Prepare TLC calendars for training topics</li> </ul>	<ul style="list-style-type: none"> <li>• CILT members will determine training needs based on teacher knowledge surveys, teacher feedback, and leadership input.</li> <li>• Priority for early reading will focus on <b>phonology, orthography</b> (to include <b>decoding</b>), and an introduction to <b>morphology</b>. Reading comprehension strategies will be taught to strengthen SL instruction.</li> <li>• The focus for secondary students will be <b>morphology, semantics (vocabulary), and syntax</b> through <b>writing instruction</b>. Comprehension strategies will strengthen SL instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• CILT members will provide ongoing monitoring of training needed through surveys, campus and district leadership, and linguistically based classroom walkthroughs that target SL approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Report progress based on feedback and teacher knowledge surveys taken at the end of the year.</li> </ul>
Timeline for Completion of Each Action Step	<ul style="list-style-type: none"> <li>• Began 2020 SY</li> <li>• Ongoing</li> <li>• CILT meet with DLT once a quarter to inform on the progress</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Fall 2021 and ongoing</li> <li>• CILT meet with DLT once a quarter to inform on the progress</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Fall 2021 and ongoing</li> <li>• CILT meet with DLT once a quarter to inform on the progress</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2022</li> <li>• CILT and DLT to discuss progress made</li> </ul>
Lead Person/People for each Action Step	<ul style="list-style-type: none"> <li>• Director of Elementary Ed.</li> <li>• Director of Secondary Ed.</li> <li>• Campus Instructional Leadership Team (CILT)</li> <li>• District Leadership Team (DLT)</li> </ul>	<ul style="list-style-type: none"> <li>• CILT</li> <li>• Campus teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CILT</li> <li>• Campus teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CILT</li> <li>• DLT</li> <li>• Director of Elementary Ed.</li> <li>• Director of Secondary Ed.</li> </ul>

Goal Statement #1 (cont'd)	1. Bernalillo Public Schools will provide equitable access to literacy instruction and curricula based on scientific evidence to ensure reading proficiency across all grade levels.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Resources Needed	<ul style="list-style-type: none"> <li>• LETRS for Elementary Teachers</li> <li>• SL Instruction for Adolescent Students - NMPED</li> <li>• <i>SoR and Beyond</i> Video Series produced by Dr. A. Fierro</li> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• TKS provided by Dr. A. Fierro and based on the work of Dr. Louisa Moats (<i>LETRS</i> author)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Knowledge Surveys</li> <li>• LETRS for Elementary Teachers</li> <li>• SL Instruction for Adolescent Students PD – NM PED</li> <li>• <i>SoR and Beyond</i> Video Series</li> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• Walkthrough linguistically-based checklists based on LETRS or SL Instruction for Adolescent Students PD for analysis of Goal 7 of CLSD grant</li> </ul>	<ul style="list-style-type: none"> <li>• CBMs and informal assessments to measure phonemic awareness, fluency, and comprehension</li> <li>• Analyze walkthrough linguistically-based checklists – Goal 7 of CLSD grant</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze walkthrough linguistically-based checklists – Goal 7 of CLSD grant</li> <li>• Teacher Knowledge Surveys</li> </ul>
Plan of Monitor	<ul style="list-style-type: none"> <li>• District TLC calendar</li> <li>• Campus TLC calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> <li>• Video Series</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback sheets signed</li> </ul>	<ul style="list-style-type: none"> <li>• CILT will inform DLT of progress made</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>• All CILT and DLT members will participate in appropriate SL and SoR training to include, but not limited to, <i>LETRS</i></li> </ul>	<ul style="list-style-type: none"> <li>• 90% or better of all eligible teaching staff will be administered a teacher knowledge survey.</li> <li>• Teachers will be rated as being effective in reading instruction for all grade levels taught (PreK – Grade 12) – Goal 7 of CLSD grant</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on CBMs</li> <li>• Increased student literacy achievement on Istation assessments</li> <li>• Teachers will continue receiving high marks on teacher evaluations – Goal 7 of CLSD grant</li> </ul>	<ul style="list-style-type: none"> <li>• Growth demonstrated in pre and post TKS</li> <li>• Increased student literacy achievement on CBMs and Istation assessments</li> <li>• Increased student literacy achievement on state and local assessment</li> <li>• Compare pre and post data provided by <i>LETRS</i> tests</li> <li>• High marks on teacher evaluations – Goal 7 of CLSD grant</li> </ul>

Goal Statement	2. Bernalillo Public Schools will screen and assess literacy development to inform instruction, differentiation, and intervention utilizing a multi-level system of support.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Action Steps	<ul style="list-style-type: none"> <li>• Literacy support will include high-quality instructional materials and differentiated core curriculum for all content and elective areas across all grade levels that is intensive and differentiated based on MLSS Layer 1 support</li> <li>• Training through TLCs to identify different assessments types: screeners, diagnostics, progress monitoring, and outcome.</li> <li>• PD on an identified core curriculum, CBMs, and reading interventions</li> <li>• Analysis of Istation assessment for incoming kindergarteners – Goal 1 of CLSD grant</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of all CBMs to identify and deliver literacy interventions for MLSS Layer 1 and 2 supports</li> <li>• Identify and provide campuses appropriate processes and interventions to satisfy Layer 1 and 2 supports</li> <li>• Provide BOY, MOY, and EOY windows for the administration of CBMs or course or end of unit assessments for secondary students</li> </ul>	<ul style="list-style-type: none"> <li>• Continued monitoring of MOY as a precursor towards EOY data</li> </ul>	<ul style="list-style-type: none"> <li>• Report progress based on EOY assessments or end of unit assessments for second students</li> <li>• Exam and report Istation assessment for progress toward EOY results: Goal 2 (Grade 3); Goal 3 (Grade 5); Goal 4 (Grade 8) of CLSD grant</li> <li>• Report on the percentage of Pre-k programs achieving a PED FOCUS QRIS Five State Rating: Goal 6 of CLSD grant</li> <li>• EOY: Analyze and report on SAT Exam for Grade 11 students: Goal 5 of CLSD grant</li> </ul>
Timeline for Completion of Each Action Step	<ul style="list-style-type: none"> <li>• September 2020 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• MOY analysis</li> </ul>	<ul style="list-style-type: none"> <li>• MOY analysis</li> </ul>	<ul style="list-style-type: none"> <li>• MOY and EOY data analysis</li> </ul>
Lead Person/People for each Action Step	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• Director of Elementary Ed.</li> <li>• Director of Secondary Ed.</li> <li>• CILT members</li> </ul>	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• CILT members</li> <li>• Campus teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• CILT members</li> <li>• Campus Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• Director of Elementary Ed.</li> <li>• Director of Secondary Ed.</li> <li>• CILT members</li> <li>• Campus Teachers</li> </ul>

Goal Statement #2 (cont'd)	2. Bernalillo Public Schools will screen and assess literacy development to inform instruction, differentiation, and intervention utilizing a multi-level system of support.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• NM Multi-Layered System of Supports Handbook</li> <li>• PD in effective literacy intervention to include but not be limited to <i>LETRS</i> or <i>SoR and Beyond</i> Video Series produced by Dr. A. Fierro and <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• PD in the effective implementation of MLSS supports</li> </ul>	<ul style="list-style-type: none"> <li>• Data walls for data analysis</li> <li>• Student literacy data from multiple sources</li> <li>• PD in the effective implementation of MLSS supports</li> <li>• PD in effective literacy intervention to include but not be limited to <i>LETRS</i> or <i>SoR and Beyond</i> Video Series and <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• Training through TLCs</li> </ul>	<ul style="list-style-type: none"> <li>• MOY data</li> <li>• CBMs measures</li> </ul>	
<b>Plan of Monitor</b>	<ul style="list-style-type: none"> <li>• Lesson Plan Review</li> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> <li>• Video Series</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> <li>• Video Series</li> <li>• Walkthroughs feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• Walkthroughs feedback forms</li> <li>• Ongoing monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• MOY and EOY data analysis</li> <li>• Agendas</li> <li>• Analysis of walkthroughs feedback forms</li> </ul>
<b>Measure of Success</b>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• CBM improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• CBM improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• CBM improvements</li> </ul>

Goal Statement	3. Bernalillo Public Schools will develop community partnerships and outreach programs to support literacy development and overall student growth.				
	Action Step 1	Action Step 2	Action Step 3	Action Step 4	
Action Steps	<ul style="list-style-type: none"> <li>Establish partnerships with local entities such as the Town of Bernalillo Library, Tribal Community Libraries, and organizations to promote literacy at home</li> <li>Implement Early Literacy Programs to include community outreach to parents of children birth to three, promoting oral language development</li> <li>Every campus will provide a minimum of two (2) Family Literacy Events.</li> <li>District family engagement specialists will work with tribal education directors, student success coordinators, and other agencies to promote events</li> <li>Establish a community event calendar</li> <li>Maintain relationship with local Head Starts</li> </ul>	<ul style="list-style-type: none"> <li>Establish quarterly Literacy Community Events throughout the community in English, Spanish, and Keres</li> <li>Ensure curriculum relevant curriculum throughout the district</li> <li>Ensure that community events can be presented in both Spanish and Keres when appropriate</li> <li>Continued implementation of Action Step 1</li> </ul>	<ul style="list-style-type: none"> <li>Plan for summer programs that are high interest and engaging</li> <li>Ongoing implementation of Action Step 1</li> </ul>	<ul style="list-style-type: none"> <li>Implement summer programs that are high interest and engaging</li> <li>Ongoing implementation of Action Step 1</li> </ul>	
Timeline for Completion of Each Action Step	September 2021 and ongoing	September 2021 and ongoing	End of the spring semester	End of spring semester through June 2022	
Lead Person/People for each Action Step	<ul style="list-style-type: none"> <li>Family Engagement Specialists</li> <li>Early Childhood Literacy Coach</li> <li>Director of Elem. Ed.</li> <li>PreK Principal</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Specialists</li> <li>Director of Elementary Ed.</li> <li>Director of Secondary Ed.</li> <li>CILT</li> <li>DLT</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Specialists</li> <li>Director of Elementary Ed.</li> <li>Director of Secondary Ed.</li> <li>CILT</li> <li>DLT</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Specialists</li> <li>Director of Elementary Ed.</li> <li>Director of Secondary Ed.</li> <li>CILT</li> <li>DLT</li> </ul>	
Resources Needed	Material for community outreach	Material for community outreach	Literature and curriculum for summer program	Literature and curriculum for summer program	
Plan of Monitor	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in sheets</li> <li>Parent surveys</li> <li>Community surveys</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in sheets</li> <li>Parent surveys</li> <li>Community surveys</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in sheets</li> <li>Parent surveys</li> <li>Community surveys</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in sheets</li> <li>Parent surveys</li> <li>Community surveys</li> </ul>	
Measure of Success	Positive feedback-surveys	Positive feedback-surveys	Positive feedback-surveys	Positive feedback-surveys	



Goal Statement	4. Bernalillo Public Schools will screen all first-grade students within the first 40 days of school as well as assist secondary teachers with the identification of markers associated with dyslexia and assign appropriate interventions when needed.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• CILT members receive training on identification markers for dyslexia, emphasizing phonological awareness and the administration of screeners.</li> <li>• CILT members receive training on the interpretation of assessment data</li> <li>• CILT members prepare TLC or campus calendars for the training of topics</li> </ul>	<ul style="list-style-type: none"> <li>• Administer dyslexia screeners within the first 40 days of school to all first-grade students.</li> <li>• Provide dyslexia overview to secondary campus liaisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Train kindergarten teachers on identification markers for dyslexia, emphasizing phonological awareness and the administration of dyslexia screeners.</li> <li>• Provide dyslexia support to secondary campus liaisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an overview to second-grade teachers on identification markers for dyslexia.</li> <li>• Provide an overview of the administration of dyslexia screeners.</li> <li>• Provide dyslexia support to secondary campus liaisons.</li> </ul>
<b>Timeline for Completion of Each Action Step</b>	<ul style="list-style-type: none"> <li>• Beginning 2020 SY</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2021</li> <li>• October-November, 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Early Spring 2022</li> <li>• Secondary ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• May 2022</li> <li>• Secondary ongoing</li> </ul>
<b>Lead Person/People for each Action Step</b>	<ul style="list-style-type: none"> <li>• MLSS Director</li> <li>• Director of Elem. Ed.</li> <li>• CILT</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 1 Teachers</li> <li>• CILT support</li> </ul>	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• Kindergarten teachers</li> <li>• CILT Support</li> <li>• Director of Elem. Ed.</li> </ul>	<ul style="list-style-type: none"> <li>• MLSS Coordinator</li> <li>• Second-grade teachers</li> <li>• CILT Support</li> <li>• Director of Elem.</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Istation assessments</li> <li>• LETRS for Elementary Teachers</li> <li>• <i>SL Instruction for Adolescent Students</i> – NM PED</li> <li>• <i>Science of Reading and Beyond</i> Video Series produced by Dr. A. Fierro</li> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• LETRS phonological and decoding screeners</li> <li>• Heggerty phonological awareness screener</li> </ul>	<ul style="list-style-type: none"> <li>• Istation assessments</li> <li>• LETRS phonological and decoding screeners</li> <li>• <i>SL Instruction for Adolescent Students</i> – NM PED</li> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• <i>Science of Reading and Beyond</i> Video Series</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• <i>Science of Reading and Beyond</i> Video Series</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>• <i>Science of Reading and Beyond</i> Video Series</li> </ul>
<b>Plan of Monitor</b>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Istation Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>
<b>Measure of Success</b>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• 100% of all eligible first-grade teachers will participate in training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• 90% of all kindergarten teachers will participate in training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments.</li> <li>• 100% of all second-grade teachers will participate in training sessions</li> </ul>

Goal Statement	5. Bernalillo Public Schools will afford the opportunities for continued professional growth based on the science of reading and the approaches supported by structured literacy.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Action Steps	<ul style="list-style-type: none"> <li>Identify training needs based on teacher knowledge survey (see goal #1)</li> <li>CILT will identify needs</li> </ul>	<ul style="list-style-type: none"> <li>Train and review the components of SL based on teacher knowledge surveys</li> <li>Training or review of Literacy Frameworks to include the SVR, Scarborough's Rope Model, the Four-Part Processing Model of Brain Activity, Ehri's Phases of Word Reading Development, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Train and review the components of SL based on teacher knowledge surveys</li> <li>Training or review of Literacy Frameworks to include the SVR, Scarborough's Rope Model, the Four-Part Processing Model of Brain Activity, Ehri's Phases of Word Reading Development, etc.</li> <li>Prepare for summer Literacy Institute or Facilitator LETRS Training</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Summer Literacy Institute or Facilitator LETRS Training</li> </ul>
Timeline for Completion of Each Action Step	<ul style="list-style-type: none"> <li>Fall 2021</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2021</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2021</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>June 2022</li> </ul>
Lead Person/People for each Action Step	<ul style="list-style-type: none"> <li>MLSS Coordinator</li> <li>Director of Elem. Ed.</li> <li>Director of Secondary Ed.</li> <li>CILT</li> </ul>	<ul style="list-style-type: none"> <li>Elementary teachers</li> <li>Secondary teachers</li> <li>CILT Support</li> <li>MLSS Coordinator</li> <li>Director of Elem. Ed.</li> <li>Director of Secondary Ed.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary teachers</li> <li>Secondary teachers</li> <li>CILT Support</li> <li>MLSS Coordinator</li> <li>Director of Elem. Ed.</li> <li>Director of Secondary Ed.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary teachers</li> <li>Secondary teachers</li> <li>CILT Support</li> <li>MLSS Coordinator</li> <li>Director of Elem. Ed.</li> <li>Director of Secondary Ed.</li> </ul>
Resources Needed	<ul style="list-style-type: none"> <li>Teacher Knowledge Survey</li> <li>LETRS for Elementary Teachers</li> <li><i>Science of Reading and Beyond</i> Video Series produced by Dr. A. Fierro for elementary and secondary teachers</li> <li><i>SL and Dyslexia 101</i> PED Webinar Series</li> <li><i>SL Instruction for Adolescent Students</i></li> <li>SWIDA – Southwest International Dyslexia Association</li> <li><i>The Reading League</i> website</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Knowledge Survey analysis</li> <li>LETRS for Elementary and Secondary Teachers</li> <li><i>Science of Reading and Beyond</i> Video Series by Dr. A. Fierro – additional support for secondary teachers</li> <li><i>SL and Dyslexia 101</i> PED Webinar Series</li> <li><i>SL Instruction for Adolescent Students</i></li> <li>SWIDA – Southwest International Dyslexia Association</li> </ul>	<ul style="list-style-type: none"> <li>TKS analysis</li> <li>LETRS for Elementary and Secondary Teachers</li> <li><i>Science of Reading and Beyond</i> Video Series by Dr. A. Fierro – additional support for secondary teachers</li> <li><i>SL and Dyslexia 101</i> PED Webinar Series</li> <li><i>SL Instruction for Adolescent Students</i></li> <li>SWIDA – Southwest International Dyslexia Association</li> <li><i>The Reading League</i> website</li> </ul>	<ul style="list-style-type: none"> <li>Possible resources: <ul style="list-style-type: none"> <li>-TKS analysis</li> <li>-LETRS for Elementary Teachers</li> <li>-<i>Science of Reading and Beyond</i> Video Series by Dr. Fierro – additional support for secondary teachers</li> <li>-<i>SL and Dyslexia 101</i> PED Webinar Series</li> <li>-<i>SL Instruction for Adolescent Students</i></li> <li>-SWIDA – Southwest International Dyslexia Association</li> <li>-<i>The Reading League</i> website</li> </ul> </li> </ul>

Goal Statement #5 (cont'd)	5. Bernalillo Public Schools will afford the opportunities for continued professional growth based on the science of reading and the approaches supported by structured literacy.			
	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Plan of Monitor	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Agendas</li> <li>• PowerPoints</li> <li>• Handouts</li> </ul>
Measure of Success	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• 90 to 100% of all eligible teachers will participate in training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• 90% to 100% of all teachers will participate in training sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student literacy achievement on state and local assessments</li> <li>• 90 to 100% of all teachers will participate in training sessions</li> </ul>

## Section IV: Plan for MLSS

The Multi-Layered System of Support model is a comprehensive framework that Bernalillo Public Schools will follow to organize and support student learning. The framework is built around the evidence gathered through the convergence of evidence spanning the last four to five decades. Students learn and think differently. The layers of support offered through this model ensure that ALL students receive the rigorous curricula they deserve, yet teachers understand that differentiation is necessary for some. Because the layers of support call for this differentiation, teachers are also properly trained to administer assessments that further define the instruction needed. Trained teachers will deliver structured literacy instruction (phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse) through delivery methodologies that are explicit, systematic, diagnostic, cumulative, and systemic.

For students who will need additional support Layer 1, teachers will deliver interventions that can include more practice, a review, or teaching of foundational skills. Even students in secondary grades who have difficulty with comprehension tasks may require additional instruction in foundational skills that should be delivered as Layer 2 support. Teachers will be trained in different intervention programs, including those that target core skills such as phonological awareness, decoding, vocabulary, or comprehension.

Extensive, targeted, and intensive intervention may be the Layer 2 support that many struggling students require. However, those students who do not respond to therapy may need Layer 3 support. Reaching these students requires teachers have a deep knowledge of assessments and interpretation of the data provided by the assessments. Layer 3 support may also require that a few highly qualified and knowledgeable teachers be trained in curricula and intervention programs targeted for the most severe of struggling students.

## Section V: Plan for Professional Development

In the summer of 2002, the New Mexico Public Education Department published a new statewide literacy framework, which marked a significant change in the instructional approaches when teaching reading. Implicit literacy instructional backed by unproven theories was replaced by an extensive,

interdisciplinary body of research defined as the science of reading. Bernalillo Public Schools embraces this position and will ensure its vision, training, and instructional approaches are based on research.

Many district teachers have not received training on the science of reading or the elements of structured literacy and how they are taught. Because of the need for intensive instruction in reading science and structured literacy, Bernalillo Public Schools will be utilizing the following resources throughout the 2021-2022 school year:

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Effective Structured Literacy Instruction for Adolescent Students
- Structured Literacy and Dyslexia 101
- Science of Reading and Beyond video series by Dr. A. Fierro
- The Reading League website and video series
- Southwest International Dyslexia Association Virtual Conference

Area universities and colleges lack the necessary resources to train preservice teachers in the Science of Reading and structured literacy approaches. Therefore, continued professional development in these areas will be essential throughout each instructional year.

## **Section VI: Plan for Assessing Progress Toward Goals**

To achieve the goals outlined in the Bernalillo Public Schools' Literacy Plan, monitoring its progress will be reviewed. The CILT and other district stakeholders will meet at least once a quarter to identify the progress of identified measures of success as listed in each goal's action plan. Additional areas for review will include BOY, MOY, and EOY benchmarks as determined through district CBMs. Assessment findings and minutes of each meeting will be shared with district personnel.

## **Section VII: Plan for District Support of Schools:**

Bernalillo Public Schools will support the implementation of the district literacy plan. The district will provide training and financial support for district and campus meetings, professional development, and other activities listed in the district literacy plan. Bernalillo Public Schools and its CILT members will promote adherence to the district literacy plan by:

- Providing financial support for district and campus meetings.
- Providing professional development in the Science of Reading and approaches associated with structured literacy across all district campuses.
- Communicating that literacy attainments is the district's priority in all PK-12 classrooms and all content areas
- Ensuring that all assessments are administered, as outlined in the district assessment calendar, and analyzed to improve instructional practices
- Defining the Multi-Layered Systems of Support and communicating to all staff guidelines associated with this framework
- Developing schedules and making effective use of staff to achieve literacy goals
- Implementing and monitoring core literacy programs, strategies, and interventions

## **Section VIII: Members of District Literacy Leadership Team**

All elementary-level District Literacy Leadership Team members will complete LETRS for Administrators training in the 2021-2022 school year. The District Literacy Leadership Team members will consist of:

- Mr. Matthew Montañó, Bernalillo Public Schools Superintendent
- Ms. Michelle Padilla, Director of Elementary Education
- Ms. Lynette Deuel, Director of Secondary Education
- Ms. Loretta Apodaca, CLSD Grant Lead
- Campus Principals
- Campus Reading Interventionists
- Structured Literacy Coaches
- Secondary Literacy Teachers
- Instructional Directors
- MLSS/Assessment Coordinator