

Senate Bill 391
Read by Third Grade

Phase I: Plan to Improve the Literacy of
Students
Kindergarten – Grade 3

Guidance
2015-2016



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Introduction: Senate Bill 391 – Read by 3rd Grade

In 2015, the Nevada State Legislature established Senate Bill (SB) 391 to promote effective literacy instruction in grades K-3rd and ensure pupils achievement proficiency in the subject area of reading. Key elements of this legislation require school districts and governing bodies of charter schools sponsored by the State Public Charter School Authority (SPCSA) to prepare plans to improve the literacy of students K-3rd grade, designate Learning Strategists to receive and provide professional development relative to reading and literacy, and implement intensive instructional programs to meet the needs of students who exhibit deficiencies in reading.

There will be two phases in implementing the Read by Third Grade legislation. During the 2015-2016 School Year, Phase I will focus on the following:

- Establishing and implementing district and governing body Year 1 plans to improve literacy;
- Awarding competitive grants for K-3rd grade literacy programs, totaling nearly \$5 million; and
- Finalizing regulations.

During the 2016-2017 School Year, Phase II of Read by Third Grade will focus on the enhancement and full implementation of required programs and activities:

- Incorporation of the Nevada State Literacy Plan;
- Awarding of competitive grants for K-3rd grade literacy programs totaling over \$22 million;
- Finalized regulations; and
- Alignment of programs and services to support literacy instruction.

Plan to Improve the Literacy of Students K-Grade 3

Senate Bill (SB) 391 requires school districts and governing bodies of charter schools that are sponsored by the SPCSA to include specific elements in plans to improve the literacy of pupils enrolled in Kindergarten and grades 1, 2, and 3. Additionally, Pre-K programs and services (e.g., Title I, Early Childhood Special Education, State-funded Pre-K, etc.) provided by districts and governing bodies should also be included in the plan, as appropriate. The document for Phase I of Read by Third Grade implementation will assist in guiding school districts and governing bodies to complete a plan that contains the requirements of SB 391.

Instructions:

Districts and governing bodies of charter schools must include, at a minimum, the following 4 elements in their plans to improve literacy. Completed plans are due to the Nevada Department of Education on or before December 1, 2015. For districts and governing bodies who will be applying for grant funding, plans are required as part of the grant application, which is due September 15, 2015.

**Technical assistance (TA) in plan development will be offered by Nevada Department of Education staff. A TA webinar on the Read by Third Grade Grant Application, including plan development, will be offered on September 4, 2015. Other future TA sessions are to be determined and will be announced on the NDE website as they become scheduled.*

Element 1: Procedures for Assessing Student Proficiency in Reading

Describe the procedures for assessing a pupil's proficiency in the subject area of reading using valid and reliable assessments that have been approved by the State Board of Education. Procedures should consider addressing the anticipated assessment schedule, identification of staff responsible for assessing students K-3, and notification of parents of students who demonstrate deficiencies (per SB 391 Section 8). At a minimum, the following assessment procedures must be addressed:

1. Identification of the valid and reliable assessments approved by the State Board of Education that will be used to determine deficiencies;
2. Assessing Kindergarten Students – within the first 30 days of school after the student enters kindergarten or upon enrollment in kindergarten if the student enrolls after that period; and
3. Assessing Students in Grades 1, 2, and 3 – within the first 30 days of school after entering assigned Grade or upon enrollment.

Element 2: Program of Intensive Instruction

Describe the program of intensive instruction that will be provided to students who have been identified as deficient in the area of reading and will ensure those students achieve adequate proficiency in that subject area. The following required items must be included and addressed in the program description:

1. Regularly scheduled reading sessions in small groups; and
2. Specific instruction on phonological and phonemic awareness, decoding skills and reading fluency.

Element 3: Improving Reading Proficiency of English Learners

Describe the program to improve the proficiency in reading of students who are English Learners (EL). The following should be considered when describing English Learner programs:

1. English Learner proficiency level of each EL student;
2. Native Language literacy of each EL student;

3. Service design based on principles of second language acquisition; and
4. Alignment with the district's/governing body's English Learner policy per State Board policy criteria and English Mastery Council recommendations.

Element 4: Learning Strategist and Classroom Teacher Collaboration

Describe the procedures for facilitating collaboration between learning strategists and classroom teachers, Kindergarten – Grade 4. Consider addressing how learning strategists and classroom teachers will collaborate when implementing the required professional development classroom teachers must receive from the Learning Strategist and the Learning Strategists' identified duties and responsibilities as approved by the State Board of Education.

APPENDICES

Appendix A

Learning Strategist Practices (Preliminary Version) for 2015-16 School Year

S.B. 391-Read by Grade Three

NDE Preliminary Version of Learning Strategist Position for 2015-2016 School Year

| S.B. 391 (Section 6.4. Item a.) | S.B. 391 (Section 6.4. Item b.) | S.B. 391 (Section 6.4. Item c.) |
|---|---|---|
| Professional development that a learning strategist must complete | Professional development that teachers must receive from the learning strategist | Duties and responsibilities of a learning strategist |
| <ol style="list-style-type: none"> 1. Nevada’s Pre-K Common-Core Crosswalk 2. Effective Implementation of the NVACS – K-4 and Anchor Standards 3. Nevada State Literacy Plan (NSLP) - Overview (Literacy Guiding Principles)/Birth –Pre-K & Elementary Age Bands 4. NEPF - Elementary Level 5. National Standards for Literacy Coaching (ILA) 6. How to be a Skillful Literacy Instructional Leader/Collaborator (Routman, Sweeney, & ILA) 7. How to effectively deliver and receive constructive feedback. 8. How to maintain collaborative and reflective communication. 9. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data (formative, interim, summative). 10. How to maintain motivation and perseverance as a literacy coach. 11. Become knowledgeable on current K-4 evidence-based best practices in literacy instruction. 12. Become knowledgeable on current K-4 evidence-based best practices in literacy interventions. 13. Methods for facilitating the writing of a site- based literacy plan that aligns to the state literacy plan. | <ol style="list-style-type: none"> 1. Nevada’s Pre-K Common-Core Crosswalk (Kindergarten teachers) 2. Effective Implementation of the NVACS - K-4 and Anchor Standards 3. NSLP - Overview (Literacy Guiding Principles)/ Birth –Pre-K & Elementary Age Band 4. How to effectively deliver and receive constructive feedback. 5. How to maintain collaborative and reflective communication. 6. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data. 7. How to effectively collaborate with peers in data-based decision-making teams & overall literacy instruction. 8. How to implement current K-4 evidenced-based best practices in literacy instruction. 9. How to implement current K-4 evidence-based best practices in literacy interventions. | <ol style="list-style-type: none"> 1. Read and implement the newly revised Nevada State Literacy Plan. 2. <i>NSLP Essential #1:</i> Demonstrate leadership abilities in organizing, implementing, and participating as a key player on the site-level instructional team. 3. <i>NSLP Essential #2:</i> Instructs K-4 educators: <ol style="list-style-type: none"> a. how to effectively use data to drive instruction. b. how to implement NVACS into teaching practice. c. how to use current research-based methods in literacy instruction. d. how to effectively assess students in need & provide evidence-based interventions. 4. <i>NSLP Essential #3:</i> Provide instruction on all identified assessments to K-4 instructors (formative, interim, & summative). 5. <i>NSLP Essential #4:</i> Plan, prepare, and conduct professional learning opportunities to support school-based personnel with effective practices in literacy instruction. 6. <i>NSLP Essential #5:</i> Provides parental literacy education and support (particularly for those students who have been identified as “at risk” in literacy.) |

Appendix B

Assessment list

State Board of Education July 23, 2015
Reading Assessment under S.B. 391

In order to establish a baseline of actual K-3 Reading assessments presently being used across Nevada’s 17 school districts and State Public Charter School Authority, NDE submitted an email query to each of the district superintendents during early July, 2015. Upon receipt of this information, NDE then created an inventory of K-3 reading assessments presently being utilized across the state. **NDE recommends that members of the Nevada State Board of Education approve the list (appearing bellow) of reading assessments presently being used in the field as the 2015-2016 K-3 Reading assessments.** This action will allow districts to comply with Senate Bill 391 Section 5. 1(b). [Should a district plan to use an assessment that is not included on the official NDE list, it must submit a request for use (with supportive evidence) to NDE who will then take its request to the State Board for official action.]

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| AimsWeb |
| Development Reading Assessment (DRA) |
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS) |
| Easy CBM |
| English Language Proficiency Assessment (ELPA) |
| iReady |
| Measures of Academic Progress (MAP) |
| Phonological Awareness Literacy Screening (PALS) |
| Phonological Awareness Literacy Screening (KPALS) for Preschool |
| Renaissance STAR Early Literacy |
| Success for All (SFA) |
| World-Class Instructional Design and Assessment (WIDA) |

The State Board of Education requested that Districts/Charter Schools not enter into new contracts for reading assessment(s) in advance of statewide engagement to determine assessments for the 2016-2017 school year.