State Public Charter School Authority

Honors Academy of Literature Elementary School

Classification: 2 Star School

Title I

2025-2026 School Improvement Plan

District Approval Date:
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Mission Statement

The Honors Academy of Literature

Our mission is to offer a differentiated curriculum that supports education equity through consistent learning and growth; to enliven a love of learning and educational discovery through the exploration of Children's Literature; and to provide all students a foundation for excellence in education upon which to build success in future learning.

Vision

The Honors Academy of Literature will be a unique learning environment throughout the school where reading and writing are valued, authentically practiced, discussed, shared, and encouraged daily. Teachers and students will use reading, writing, and studying children’s literature as a vehicle to increase engagement and intrinsic motivation toward learning and achievement.We will move beyond a balanced approach to literacy to a balanced approach to education incorporating performance-based progress monitoring assessments and instruction with a rich learning environment that encourages critical thinking and asks students to take responsibility for their own learning

Our commitment to providing an outstanding education and fostering a nurturing learning environment remains steadfast. Our vision for the upcoming term is focused on continuous improvement, inclusivity, and student-centered learning. We aim to build on the successful design elements and programs that have defined our school while addressing areas where enhancements are needed to ensure equitable outcomes for all students.

1. Literature-Centric Curriculum: Our school's foundation lies in a literacy-centric curriculum that immerses students in diverse literary works across content areas, promoting critical thinking, empathy, and a love for reading and writing. This approach will continue to be the cornerstone of our academic vision.

2. Project-Based Learning (PBL): PBL has been an effective teaching strategy at the Honors Academy of Literature, fostering deeper understanding and practical application of knowledge. We will maintain and enhance PBL initiatives across all grades and subject areas.

3. Collaborative Teaching: Our educators have experienced the benefits of collaborative teaching, where they work together to plan, execute, and assess lessons. This will continue as we believe it enhances teacher creativity and overall student engagement.

4. Social-Emotional Learning (SEL): The well-being of our students is of utmost importance. We will maintain our SEL programs, focusing on emotional intelligence, conflict resolution, and creating a supportive school culture.

Table of Contents

The Honors Academy of Literature

Comprehensive Needs Assessment 5

Student Success 6

Adult Learning Culture 8

Connectedness 10

Priority Problem Statements 12

Data Documentation for CNA 14

Student Success 15

Adult Learning Culture 15

Connectedness 15

Inquiry Areas 17

Inquiry Area 1 : Student Success: 18

Inquiry Area 2 : Adult Learning Culture 20

Inquiry Area 3 : Connectedness: 21

Schoolwide and Targeted Assistance Title I Element Summary 22

Schoolwide and Targeted Assistance Title I Elements 23

1.1 Comprehensive Needs Assessment 23

2.1 School Performance Plan (SPP) developed with appropriate stakeholders 23

2.2 Regular monitoring and revision 23

2.3 Available to parents and community in an understandable format and language 23

2.4 Opportunities for all children to meet State standards 23

2.5 Increased learning time and well-rounded education 23

2.6 Address needs of all students, particularly at-risk 23

3.1 Annually evaluate the schoolwide plan 24

4.1 Develop and distribute Parent Involvement and Family Engagement Policy 24

4.2 Offer flexible number of parent involvement meetings 24

Plan Notes 25

Community Outreach Activities 27

Funding Summary 28

General Funds 30

AB 495 30

IDEA-B 30

IDEA-b, Sect 619 EC 30

Special Education EXN 31

Special Education ESY 31

Title I, Pt. A 31
Title I, 1003(a) 31
Title II, Pt. A 31
Title III - ELL 32
Title III - Immigrant 32
Title IV, Pt. A 32
NV Ready! State Pre-K 32
McKinney-Vento 32
Project Aware 33
ARP ESSER (Includes Final One Third) 33
ARP ESSER Late Liquidation 33
ARP ESSER IDEA-B 33
ARP ESSER IDEA-b, Sect 619 EC 33
ARP ESSER CTE 34
ARP Homeless 34
BSCA Stronger Connections 34
CRSSA ESSER II 34
Transportation Grant 34
Other (Specify source name within the strategy) 35
Addendums 36

Comprehensive Needs Assessment

Student Success

Areas of Strength

- Primary instructional routines and delivery of instruction are implemented with integrity and fidelity.
- Primary students engage with grade level literature and informational texts.
- Structured times to incorporate science of reading.
- As an in person school, attendance is paramount for success. There is a need to decrease chronic absenteeism

Areas for Growth

- More time with grade level literature and informational texts in grades 4 and 5.
- Math: Increase time spent on grade level math in standards and tasks in grades 4 and 5.
- Utilize Interim Assessments to better target growth
- Increase contact with families, particularly those at risk of chronic absenteeism

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	There was a challenge to identify, track, and enhance the math growth of students and respond with specific, effective interventions.	Scholars were able to engage and complete problems in isolation, but struggled to generalize those concepts.
2 ★	The need to develop a system to track and respond to student data quickly.	As a small school that responds to multiple needs, remaining focused on narrow academic measurements is difficult.
3	The need to decrease chronic absenteeism	Families choose our small school environment often because they are overlooked in other settings. These unique needs can lead to increased absenteeism.

★ = Priority

Adult Learning Culture

Areas of Strength

- Teachers planning time has increased from 2 hours a week to 3 hours a week for planning. Two of the hours are individual prep time, one of the hours is PLC planning.
- Professional development has revolved around Mathematics SBAC Claim 1 as a result of previous SBAC data.
- Weekly meetings with ALL teaching staff.

Areas for Growth

- Accountability of curriculum implementation and ownership of student data.
- Increase attendance for school professional development.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The need to develop a system to track and respond to student data quickly.	As a small school that responds to multiple needs, remaining focused on narrow academic measurements is difficult.

★ = Priority

Connectedness

Areas of Strength

- Parents feel connected with platforms to connect with teachers.
- Parents feel connected with contacting office/admin for support.

Areas for Growth

In meetings and continued work with parents, they have requested to keep what we are doing. it is working and they request no changes. We added an additional feature that allows parents to sign up and receive text message for the whole school or a specific grade band.

Based on RSVP and/or sign in sheets, our school family content nights and data nights demonstrate low attendance. Fewer than 50% of families attend events that are designed to build competency in school home connections for supporting learning (i.e. literacy night, data night, social studies night, science fair, math night). Based on survey, there was no real solution to this problem. This resulted in us moving forward to sharing out this information via our weekly newsletter under, a from the principal heading.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Due to not finding a viable solutions to holding "content nights" in person within the school, we needed to change the manner in which connection information could be shared at a larger scale.	Schedule conflict, in the parental survey we were unable to find a time or day of the week in where a majority of parents were available for a in person "night"
2 ★	The need to develop a system to track and respond to student data quickly.	As a small school that responds to multiple needs, remaining focused on narrow academic measurements is difficult.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	There was a challenge to identify, track, and enhance the math growth of students and respond with specific, effective interventions.	Scholars were able to engage and complete problems in isolation, but struggled to generalize those concepts.
2 ★	The need to develop a system to track and respond to student data quickly.	As a small school that responds to multiple needs, remaining focused on narrow academic measurements is difficult.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**

- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success:

SMART Goal 1

By the end of the 2025-2026 academic year, elementary grades (3-5) will increase the percent of students identified as "at/Near" or "above" on SBAC Mathematics Claim 1 by no less than 10% by implementing targeted math instruction, professional development, increased resources, and support programs to enable students to reach the desired proficiency level

Improvement Strategy 1

Staff has internalized the curriculum assessments and IXL and use frequent data to monitor progress.

- https://datawise.gse.harvard.edu/
-https://www.wested.org/services/professional-development/
-https://www.ixl.com/ESSA

Resources and Funding Needed: General Education Teachers General Funds,

Status Checks

In progress	In progress	
October	**January**	**May**

SMART Goal 2

By the end of the 2026 school year, 80% of grades 3-5 students in the special education program will improve their overall math scores by at least 15%, as measured by trimester assessments, with individualized instruction and progress monitoring provided to support their development.

Formative Measures: A. APR Indicators 3B and 3D -- Proficiency rate for children with IEPs against grade-level academic achievement standards and Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. B. Weekly tracking of mastery of standards C. exit tickets D. IXL weekly reports. These will be collected and discussed at PLC meetings and weekly meetings with administration.

Improvement Strategy 1

Increased use of visual aids and manipulatives to increase capacity for students to generalize math vocabulary and concepts. These will be monitored through PLC review, classroom walk throughs, and triad instructional improvement.

Individualized Learning Goals: Tailor the math improvement goals to each student's level and

needs, ensuring they're working at an appropriate pace and on achievable skills. These goals will be housed in a central database and monitored by teachers and administration

Action Steps: Expand shared responsibility and instructional delivery to the HAL community (Parker, David C.; Nelson, Peter M.; Zaslofsky, Anne F.; Kanive, Rebecca; Foegen, Anne; Kaiser, Patrick; Heisted, David
Journal of Research on Educational Effectiveness, v12 n3 p391-412 2019). Teachers will receive support and training in use of visual aides and manipulatives, how to establish specific student goals, and how to respond quickly and effectively to data

Position Responsible: Vice Principal and Special Education Teacher

Resources Needed: Specific PD time will need to be dedicated to the training and resources will be allocated to goal setting nights.

Evidence Level

Level 1: Strong:
IXL and MAP

Problem Statements: Student Success 1

Resources and Funding Needed: SPL Teacher/ Staff IDEA-B, $67,250

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	
October	**January**	**May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There was a challenge to identify, track, and enhance the math growth of students and respond with specific, effective interventions.	Scholars were able to engage and complete problems in isolation, but struggled to generalize those concepts.

SMART Goal 3

For the 25-26 school year, decrease chronic absenteeism by 5% by implementing a proactive student engagement program, tracking attendance weekly, and providing targeted interventions for students with frequent absences. This goal will be achieved by collaborating with families, offering support services, and creating incentives for improved attendance.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2025-2026 academic year, 100% of teachers have consistent feedback on instructional strategies based on classroom observation and peer collaboration.

Improvement Strategy 1

Create a calendar for coaching meetings and agenda's that support data analysis.

-http://www.bridgeequityed.org/

Resources and Funding Needed: Administrator General Funds,

Status Checks

October	January	May
Implemented	Implemented	Implemented

Inquiry Area 3

Connectedness:

SMART Goal 1

For the 25-26 school year, increase family engagement in school activities by 20% by expanding opportunities for both virtual and in-person events, sending regular communication updates, and creating a family to family mentor program. This goal will be measured through attendance records and feedback surveys to ensure meaningful participation from families.

Improvement Strategy 1

Develop and implement formal two way communication plan that builds trust and a culture of shared responsibility.

-https://www.acf.hhs.gov
-https://www.gse.harvard.edu/ideas/usable-knowledge/23/03/case-strong-family-and-community-engagement-schools

Action Steps: Adopt How's School Going
Include opportunities for families to engage in open houses.

Position Responsible: Admin

Resources Needed: How's School Going adoption cost is $8,000 and to maintain will cost $10,000 annually

Evidence Level

Level 4: Demonstrate Rationale:
How's School Going hasn't been researched independently however it increases a tool for family engagement has shown strong evidence for improving outcomes.

Resources and Funding Needed: How School Going General Funds, $18,000

Schoolwide and Targeted Assistance Title I Element: 4.1

Status Checks

October	January	May
Implemented	Implemented	Implemented

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

At HAL, our comprehensive needs assessment is based on the DATA WISE program developed at Harvard. It involves gathering and analyzing data on academic performance, student demographics, resources, and community factors to identify areas requiring improvement. This process helps prioritize needs and develop action plans that specifically target problems of practice.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Families, staff, and community stakeholders participated in surveys, focus groups, and meetings. These results were made transparent and used to develop priorities.

2.2 Regular monitoring and revision

We review the plan quarterly and in accordance with the prescribed timeline. Regular updates are provided to stakeholders.

2.3 Available to parents and community in an understandable format and language

The plan is available via regular communication channels-- e.g. website and newsletter. In addition, due the small size of our school, communication between stakeholders regarding the plan happens regularly and organically.

2.4 Opportunities for all children to meet State standards

Our title I program focused foundationally on attendance, specifically the reduction of chronic absenteeism. As an in person school, attendance impacts all other programs -- academic, SEL, and intervention.

2.5 Increased learning time and well-rounded education

As part of our family engagement and outreach, students, particularly those identified as at risk, are recruited for clubs and extracurricular activities.

2.6 Address needs of all students, particularly at-risk

To engage at-risk students through title I, our plan implements personalized learning strategies that address their unique needs, providing consistent support through mentorship and tailored resources. Our small school model allows us to

foster a positive and inclusive classroom environment that encourages participation, builds self-confidence, and emphasizes the relevance of learning to their lives and future opportunities.

3.1 Annually evaluate the schoolwide plan

To review our school performance plan, we analyze key performance indicators such as student academic outcomes, attendance rates, and teacher effectiveness, ensuring alignment with the school's goals and priorities. We regularly gather feedback from stakeholders, including teachers, students, and parents, to identify areas for improvement and refine strategies for achieving better results.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

To develop and distribute school policy, we communicate through various channels such as emails, school websites, and our newsletter, making it accessible to all stakeholders. Additionally, we provide regular opportunities for staff, students, and parents to ask questions and offer feedback to ensure full understanding and compliance.

4.2 Offer flexible number of parent involvement meetings

At HAL, we organize goal setting nights every trimester in the evening In concert with these, we provide opportunities to learn about school initiatives and offer chances to provide input. We also schedule meetings during the day and remotely. If a parent is unable to attend at these times, we also provide opportunities through our family engagement program to schedule individual and small group meetings at the parent's convenience.

Plan Notes

Plan Notes

03/18/2025: This special ed goal is problematic in its current form. It focuses on service delivery rather than measurable student outcomes. Goals for special education should be student-centered and focus on improving specific skills or outcomes, such as academic performance. Please revise this goal to meet expectations and provide an APR indicator aligned with the goal.

03/18/2025: (special ed goal) Under Formative Measures, list formative measures the school intends to use to measure progress for this goal. Formative measures area should list tools or methods to monitor progress toward a school's performance plan goal throughout the year. Depending on the goal, formative measures might include progress monitoring tools (MAP, iReady, IXL, etc) that allow educators to track whether students are on track to meet the goal and make changes to instruction if needed.

03/18/2025: Please complete all parts of Improvement Strategies, including Action Steps, Position Responsible, Resources Needed, Evidence Level, and Problem Statements/Critica Root Cause. The plan will be rejected if any of these parts is incomplete.

~~Fund Source Budgets Tab: Remove the word "amount" and replace it with "0" or a different projected number.~~

Community Outreach Activities

Activity	Date	Lesson Learned
Family Focus Group	10/15/24	Families feel close, would like to include others
Family Focus Group	11/05/24	Families would like more focus on behaviors, after school programs, and tutoring
Family Focus Group	12/5/24	Families are struggling to make ends meet and it is impacting ability to support their students
Family Focus Group	2/25/24	Families are interested in more social connection
Home Visits	Multiple	Families have belief in their students but struggle to find their place in school systems.

Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	General Education Teachers	--	$0.00
2	1	1	Administrator	--	$0.00
3	1	1	How School Going	--	$18,000.00
				Sub-Total	$18,000.00
				Budgeted Fund Source Amount	$1,997,449.92
				+/- Difference	**$1,979,449.92**

AB 495

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	SPL Teacher/ Staff	--	$67,250.00
				Sub-Total	$67,250.00
				Budgeted Fund Source Amount	$44,339.60
				+/- Difference	**-$22,910.40**

IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education EXN

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education ESY

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$34,571.99
				+/- Difference	**$34,571.99**

Title I, 1003(a)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title II, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,106.49
				+/- Difference	**$7,106.49**

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title III - Immigrant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

NV Ready! State Pre-K

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

McKinney-Vento

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Project Aware

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER (Includes Final One Third)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER Late Liquidation

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER CTE

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP Homeless

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

BSCA Stronger Connections

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

CRSSA ESSER II

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Transportation Grant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Other (Specify source name within the strategy)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR

I. LOCAL PROGRAM CONTACT SECTION

Name of School District or Charter Organization/School:												**Date:**			
Number of Sites Being Served?		**Grade Spans Offered:**	**K-2**		**K-3**		**K-4**		**K-5**		**K-6**		**Other**		
Read by Grade 3 Local Literacy Plan Lead Contact Person:															
Name:				**Title:**											
Phone #				**Email Address:**											
Provide a list of the names and titles of the members of your Local Literacy Plan Team:															
Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education?			**YES**		**NO**		**If yes, what year did your site open?**								
How many academic years has your program/school been participating in Read by Grade 3?															

II. INTRODUCTION SECTION

Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).

List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:
AB 289 (2019) REQUIREMENT #1: **LEA Plan for Implementing the Literacy Specialist Requirement**
In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).
1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.
3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).
5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

AB 289 (2019) REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

1. **Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

AB 289 (2019) REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).
2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

AB 289 (2019) REQUIREMENT #4: **LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students**
In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.
1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4th and 5th grade students.]

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).
3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).

THE IMPLEMENTATION ROADMAP Please complete the following Implementation Roadmap			
PRIMARY ACTIVITIES (5-7)	**OUTCOME MEASURES**	**ALIGNMENT TO LLP GOAL(S)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS**

THE IMPLEMENTATION ROADMAP Please complete the following Implementation Roadmap			
PRIMARY ACTIVITIES (5-7)	**OUTCOME MEASURES**	**ALIGNMENT TO LLP GOAL(S)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS**

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READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		**Honors Academy of Literature**										**Date:**	**09/01/25**		
Number of Sites Being Served?	**1**	**Grade Spans Offered:**	**K-2**	**X**	**K-3**		**K-4**		**K-5**		**K-6**		**Other**	**K-8**	

Read by Grade 3 Program Lead Information			
Name:	**Sheree Hummel**	**Title:**	**Teacher/Learning Strategist**
Phone #	**775-737-4084**	**Email Address:**	**ms.sheree@academyoflit.org**

List the names and titles of the members of your Local Literacy Plan Team:	
Name:	**Title:**
Chris Mitchell	Teacher/ Literacy Specialist
Andi Morency	Administrator/Principal
Lily Igmen	Vice Principal
Sheree Hummel	Teacher/Learning Strategist

Did your program submit an LLP for the 2024-2025 school year?	**YES**	**X**	**NO**		**If the answer is no, please fill out all sections accordingly.**	
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?					**SPCSA**	

Introductory Section

Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has never submitted a plan, please write 3-5 primary goals below.	**Yes**	X	**No**		**Did not submit last year**	

For our scholars to make progress towards becoming readers who are capable of reading not only for enjoyment but also to be knowledgeable in their future destination making.

K-3 literacy growth expectation indicates at least 65% of pupils meet or exceed their personalized learning growth goal in reading; and K-3 literacy proficiency expectation indicates a 5-point annual increase achieved on the NWEA MAP Growth Reading Assessment.

To have all scholars K-5 show growth in literacy as measured by other data points such as feature points on their QSIs and level growth on the Fountas and Pinnell Reading assessments. (BAS)

READ BY GRADE 3 REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan, please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

1. 1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

No changes were made to this section from the 2024-2025 LLP.

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

The duties and responsibilities will be established using what is outlined by the state and what is needed by the school. Dr. Andi will ensure these duties are maintained by regular check-ins with the literacy specialists.

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.
No changes were made to this section from the 2024-2025 LLP.
4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).
No changes were made to this section from the 2024-2025 LLP.
5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).
No changes were made to this section from the 2024-2025 LLP.

READ BY GRADE 3 REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

1. **Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

All members of the literacy team will work together to compile a list of needed and required PDs to the administrators for review and action. In some cases, the Literacy team will lead PDs in areas of need. The literacy team will also reach out to teachers to see if there are PDs they feel they need and or want.

READ BY GRADE 3 REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

1. **What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

Small group or individual meeting notes twice a trimester
Heggerty and other similar instructional resources to align with what is being taught whole group
Word Study small groups will be held using Words Their Way based on QSI levels
Leveled Literacy Intervention small groups based on reading levels
CAFE Menu from Daily Five and/or other similar resources
Science of reading strategies will be shared 1 to 2 times a month .
Teachers will complete a check-in form for all scholars 2 times a trimester for all scholars in Read by Grade 3

2. **What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address**

regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).
Small group or individual meeting notes twice a trimester Word Study small groups will be held using Words Their Way based on QSI levels Leveled Literacy Intervention small groups based on reading levels CAFE Menu from Daily Five and other similar resources Science of reading strategies will be shared 1 to 2 times a month Teachers will complete a check-in form for all scholars 2 times a trimester for all scholars in Read by Grade 3

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**		**No**	**X**	**Did not submit last year**	

1. **Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.**

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

THE IMPLEMENTATION ROADMAP **Please complete the following Implementation Roadmap**						
Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..	**Yes**	**X**	**No**		**Did not submit last year**	
PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?				**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**
This was taken out. As a result all numbers were updated as well. 2. Small group lesson plan check-ins once a month. **This part was updated:**	**This was taken out. As a result all numbers were updated as well.** 2. We will show growth in level of detail in lessons to better target scholar needs… **The below was added:** 8. Multiple stakeholders will be able to				**Removed (see left).** **2.** It aligns to the goal of scholar improvement.	**Removed (see left).** 2. LS working with teachers and other members of the school to help improve

7. Science of reading strategies will be shared 1 to 2 times a month **This was added:** 8. Teachers will complete a check-in form for all scholars 2 times a trimester for all scholars in Read by Grade 3	check-in with scholars based on input from the teacher to help better target and support scholar's needs.	**Added:** 8. By targeting needs scholars will show growth towards grade level.	literacy rates. Added: 8. LS working with teachers and other members of the school community.