

Roswell Independent School District Literacy Plan

2021-2022

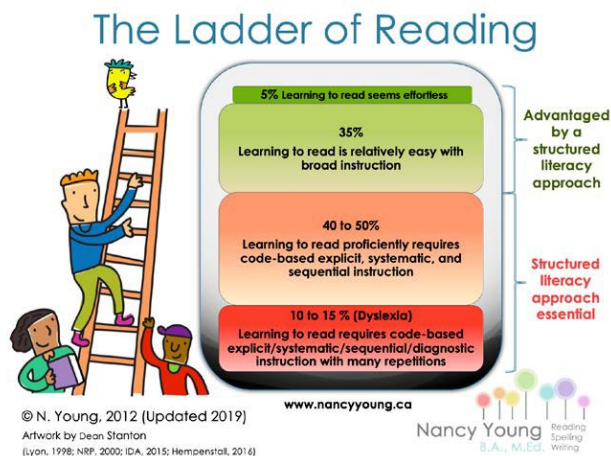
RISD Vision for Literacy

Roswell Independent School District believes that high quality literacy instruction creates an equitable and enriching learning environment by equipping students with the necessary tools, skills, and strategies to become fluent, skillfully literate 21st Century Learners. Educators in RISD will provide comprehensive and systematic literacy instruction with a focus on evidence-based practices.

I. Rationale for Literacy Plan

Roswell Independent School District is on a strategic course to ensure all students receive effective, evidence-based reading instruction through Structured Literacy. Literacy is one of the great equalizers that provides students bridges to academic and long-term success. Structured Literacy is an approach to reading instruction grounded in science and designed to ensure all students are given a solid foundation in reading and writing through effective, explicit, systematic instruction. Evidenced-based, structured literacy instruction benefits all students, is harmful for none, and critical for some. We, the educators of RISD, have a fundamental obligation to ensure all students in Roswell Independent School District receive systematic instruction implementing structured literacy from kindergarten through grade three, and beyond for struggling readers.

Assessment results in Reading in RISD have historically been between 30-40% proficient. As illustrated in the graphic below, 40% of students will learn to read easily. These 40% are typically students with low-risk indicators. Students with high-risk factors are most likely the ones to not experience reading success for which structured literacy is essential. Through a lens of equity, failure to provide our most vulnerable learners with structured literacy instruction closes the doors of opportunity very early in school.



The NM Dyslexia Law (22-13-32 NMSA 1978), requires all school districts in New Mexico to:

1. Screen all first grade students for signs of Dyslexia
2. Provide increasingly targeted scientific based interventions for students exhibiting characteristics of Dyslexia through the lens of MLSS and SAT.
3. Provide all elementary teachers professional development in Structured Literacy
4. Provide all school leaders with Professional development in Structured Literacy

The Roswell Independent School District Literacy Plan provides a roadmap to achieve the goals outlined in the NM Dyslexia Law.

II. District Literacy Goals 2021-2022

Goal Statement 1: All first grade students will be screened for Dyslexia by 40th day as evidenced by collection of data reports.

Goal Statement 2: First grade teachers will collect, analyze, and make instructional plans for students demonstrating characteristics of dyslexia based on the screener results and measured by sample intervention plans, progress monitoring charts, and principal assurances.

Goal Statement 3: Students in grades K-3 will receive structured literacy instruction in the general education classroom as evidenced by Open Court principal assurances and classroom walkthrough data.

Goal Statement 4: Students exhibiting characteristics of dyslexia as indicated by the screener score of “High Risk” will receive targeted structured literacy intervention in their identified area of need as measured by intervention plans and progress monitoring

Goal Statement 5: The percentage of students in grades 6-12, scoring At or Above Grade level in iLit will increase by 15 % from BOY to EOY.

III. District Literacy Goals and Action Plans 2021-2022

Goal Statement 1: All first grade students will be screened for Dyslexia by 40th day as evidenced by collection of data reports.

Action Steps:

1. Ensure new first grade teachers complete the SL/Dyslexia 101 training on Canvas.
2. Review procedural requirements with first grade teachers.
3. Collect data charts from schools after screener is completed.
4. Schools will send parent notification letter with the results of the screener.

Timeline:	Person Responsible:	Resources Needed	Monitoring Plan:	Measure of Success
August 25, 2021	Principals and First Grade Teachers	Dyslexia Training and SharePoint resources to include processes, communication with parents, excel reporting form.	Provide information and district created resources to elementary principals and first grade teachers	All new First Grade teachers will complete the Dyslexia 101 training modules and Lexercise Screener by September 30, 2021.

September 2021	Principals and first grade teachers	Lexercise Screener RISD Dyslexia Resources Sharepoint site	Each school will submit completed screener results to Office of Literacy/Assessment	100% of schools submit Lexercise Screener Report on District form.
October 15, 2021	Principals and first grade teachers	Parent letter template, Printed screener results from Lexercise.	Each school will provide the first grade teachers a letter based on the template and send home to parents.	Principal verification of parent letter sent. (See Appendix B)

Goal Statement 2: First grade teachers will collect, analyze, and make instructional plans for students demonstrating characteristics of dyslexia based on the screener results and measured by sample intervention plans, progress monitoring charts, and principal assurances.

Action Steps:

- 1. For students scoring High Risk, teachers will administer additional diagnostic screeners to identify the lowest deficit skill.**
- 2. Teachers will group students according to the lowest deficit skills and provide interventions and progress monitor in the identified area of need.**
- 3. Collect sample intervention plans and progress monitoring charts from each school**

Timeline	Person Responsible	Resources Needed	Monitoring Plan	Measure of Success
October 27, 2021	Director of Literacy Director of Assessment Coordinator of Family/Student Services Elementary Principals First Grade Teachers	MLSS Plan Diagnostic Tests Assessment Decision Tree Intervention Plan Template Progress Monitoring Template	PD Topic: Using Diagnostics to Identify the Lowest Deficit Skill to inform intervention plans.	Agenda, sign-in sheets Handouts including: Decision Tree, Intervention Plan Template, Progress Monitoring Template.
December, 2021	Director of Literacy/Assessment Literacy Council Principals	None	Email calendar appointment to principal/first grade teachers to collect 2 First Grade intervention plan and progress monitoring samples per school	Two intervention plans and progress monitoring samples collected from each school
March, 2022	Director of Literacy/Assessment Literacy Council Principals	None	Email calendar appointment to principal/first grade teachers to collect 2 First Grade intervention plan and progress monitoring samples per school	Two intervention plans and progress monitoring samples collected from each school

Goal Statement 3: Students in grades K-3 will receive structured literacy instruction in the general education classroom as evidenced by Open Court principal assurances and classroom walkthrough data.

Action Steps:

- 1. Create principal assurances and tools for classroom walkthroughs to ensure students have access to structured literacy instruction in grades K-3.**
- 2. Teachers will receive PD on Open Court Implementation.**
- 3. Classroom walkthroughs to identify areas of high and low implementation of Open Court**

Timeline	Person Responsible	Resources Needed	Monitoring Plan	Measure of Success
August, 2021	Director of Literacy Principals	Open Court FSK recorded and on demand training	Email sending out recorded links.	Teachers have access to training on demand.
October, 2021	Director of Literacy Principals	Principal Assurances OCFSK walkthrough template.	Schedule school walkthrough with Director and Principal, send Principal Assurances	Completed walkthrough templates and Principal assurances for classroom implementation on OCFSK.
February, 2021	Director of Literacy Principals	Principal Assurances OCFSK walkthrough template.	Schedule school walkthrough with Director and Principal, send Principal Assurances	Completed walkthrough templates and Principal assurances for classroom implementation on OCFSK.

Goal Statement 4: Elementary students scoring Levels 1 or 2 in Istation and first grade students with a screener score of “High Risk” will receive targeted structured literacy intervention in their identified area of need as measured by intervention plans, and progress monitoring.

Action Steps:

- 1. Identify diagnostic screeners for students who score Levels 1, 2, or high risk.**
- 2. Identify lowest deficit skill in Reading to inform and begin interventions**
- 3. Progress monitor students every 2 weeks, adjust instruction as goals are met**
- 4. Collect Intervention plan and progress monitoring charts from each school.**

Timeline	Person Responsible	Resources Needed	Monitoring Plan	Measure of Success
September 30, 2021	Director of Assessment Director of Literacy	Create chart for High Risk tracking Identify diagnostic screeners	Chart created Zoom meeting hosted Materials distributed	Decision Tree and student chart created, Diagnostic Screeners identified, teachers trained

		Assessment Decision Tree Progress Monitoring Chart		
October 30, 2021	Classroom Teachers Principals Director of Literacy	None	Send out a reminder about collecting intervention plan samples in December.	
December, 2021	Director of Literacy/Assessment Literacy Council Principals	None	Email calendar appointment to principal/first grade teachers to collect 2 First Grade intervention plan and progress monitoring samples per school	Two intervention plans and progress monitoring samples collected from each school

Goal Statement 5: The percentage of students in grades 6-12, scoring At or Above Grade level in iLit will increase by 15 % from BOY to EOY.

Action Steps:

- 1. Ensure increased participation in iLit BOY through stated district expectation and monitoring iLit BOY completion rates.**
- 2. Collect 90 day plans from each Middle School and High School for how iLit will be used to support students scoring below grade level.**
- 3. Leverage Partnership + with Savvas for Professional Learning on best practices, data-driven instruction, and resources available on iLit.**
- 4. Monitor iLit usage reports monthly.**
- 5. Compare BOY to MOY to monitor progress toward EOY goal.**

Timeline	Person Responsible	Resources Needed	Monitoring Plan	Measure of Success
September, 2021	Director of Literacy/Assessment Principals	None	Track # of students by school who have been assigned/taken BOY	80% of students in grades 6-12 have taken iLit.
September, 2021	Director of Literacy Principals	NMDash	Identify literacy goals in 90 day plan for each school	Each school has a goal and plan to support literacy.
September, 2021	Director of Literacy Savvas Partners	Funding for Partnership +	Create comprehensive coaching and implementation	Comprehensive plan created and added to Literacy Plan.

			plan for iLit and My Perspectives.	
September – May 2021	Director of Literacy Savvas Principals Teachers	Monitor BOY/MOY/EOY participation Monitor monthly iLit usage	Monthly admin meetings, calendar appointments. Coaching/PD logs	Students performing at or above grade level will increase by 15% BOY-EOY

IV. Plan for MLSS

K-5

Universal Layer	Targeted Layer	Intensive Layer
Benchmark Assessments and Screeners: <ul style="list-style-type: none"> Istation BOY, MOY, EOY Lexercise (Grade 1) Open Court Benchmark Assessment on weeks 6,18,34 (Grades K-3) I-MSSA Grades 3-5 BOY, MOY, EOY Heggerty BOY/EOY for grades K-2 	Additional Assessments for students not meeting benchmark: <ul style="list-style-type: none"> Open Court Diagnostic Assessments (Grades K-3) LETRS Phonics and Word Reading Study PAST – Phonological Awareness screener 	Diagnostic Assessments Including: <ul style="list-style-type: none"> SAT referral with progress monitoring Possible SPED referral with low response to intervention.
Core Instruction: <ul style="list-style-type: none"> Open Court FSK (Grades K-3) Reading Street Online NMPED modules on Canvas (K-5) Heggerty Phonological Awareness grades K-2 Amplify CKLA in select schools 	Intervention: Core Instruction Plus <ul style="list-style-type: none"> Provide access to core instruction with scaffolds to promote student success such as: <ul style="list-style-type: none"> Vocabulary preview Background Knowledge Student engagement strategies Peer groups Provide extra support through Open Court extra practice activities (grades K-3) Heggerty Bridging the Gap for students needing phonemic awareness in grades 3+ 	Intensive Intervention: <ul style="list-style-type: none"> Provide access to core instruction with scaffolds to promote student success such as: <ul style="list-style-type: none"> Vocabulary preview Background Knowledge Student engagement strategies Peer groups Provide extra support through Open Court extra practice activities (grades K-3) Provide intervention in identified area of need using Language Live, Wilson, Rave-O
Supplemental Instruction: <ul style="list-style-type: none"> Istation Reading Plus TCM Bookrooms TCM CLR kits 	Supplemental Intervention: <ul style="list-style-type: none"> Istation iLit 	Intensive Intervention: <ul style="list-style-type: none"> Istation Teacher directed targeted small group intervention in identified area of need with progress monitoring 2 times per month.

Grades 6-8

Universal Level	Targeted Level	Intensive Level
Benchmark Assessments and Screeners: <ul style="list-style-type: none"> • iLit BOY, MOY, EOY • I-MSSA Grades 6-8 BOY, MOY, EOY • Reading Plus Assessments 	Additional Assessments for students not meeting benchmark: <ul style="list-style-type: none"> • Teacher designed formative assessment to clearly identify the student area of need. 	Diagnostic Assessments Including: <ul style="list-style-type: none"> • SAT referral with progress monitoring • Possible referral diagnostic evaluation with minimal to no response to intervention.
Core Instruction: <ul style="list-style-type: none"> • Pearson Common Core Literature • Novel Studies • ELA Adoption Cycle 	Intervention: <ul style="list-style-type: none"> • Provide access to core instruction with scaffolds • Provide small group, teacher directed intervention in identified area of need. • Scaffold content area reading to improve comprehension 	Intensive Intervention: <ul style="list-style-type: none"> • Provide access to core instruction with scaffolds. • Provide small group, teacher directed intervention in identified area of need. • Scaffold content area reading to improve comprehension
Supplemental Instruction: <ul style="list-style-type: none"> • iLit 20 or iLit ELL • Reading Plus 	Supplemental Intervention: <ul style="list-style-type: none"> • Increase amount of time spent on Reading Plus or iLit. 	Supplemental Intensive Intervention: <ul style="list-style-type: none"> • Provide extra support using Language Live.

Grades 9-12

Universal Level	Targeted Level	Intensive Level
Benchmark Assessments and Screeners: <ul style="list-style-type: none"> • iLit BOY, MOY, EOY • PSAT • SAT 	Additional Assessments for students not meeting benchmark: <ul style="list-style-type: none"> • Teacher designed formative assessment to clearly identify the student area of need. 	Diagnostic Assessments Including: <ul style="list-style-type: none"> • SAT referral with progress monitoring • Possible referral diagnostic evaluation with minimal to no response to intervention.
Core Instruction: <ul style="list-style-type: none"> • Savvas My Perspectives • Novel Studies 	Intervention: <ul style="list-style-type: none"> • Provide access to core instruction with scaffolds • Provide small group, teacher directed intervention in identified area of need. • Scaffold content area reading to improve comprehension 	Intensive Intervention: <ul style="list-style-type: none"> • Provide access to core instruction with scaffolds. • Provide small group, teacher directed intervention in identified area of need. • Scaffold content area reading to improve comprehension

Supplemental Instruction: <ul style="list-style-type: none"> • iLit 20 or iLit ELL • Reading Plus 	Supplemental Intervention: <ul style="list-style-type: none"> • Increase amount of time spent on iLit. 	Supplemental Intensive Intervention: <ul style="list-style-type: none"> • Provide extra support using or Language Live.
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V. Plan for Professional Development

The Roswell ISD plan for professional learning includes opportunities for literacy development for educators and building leaders across the district. Roswell ISD has prioritized structured literacy in the elementary grades and using data to inform instruction in secondary.

Elementary	Secondary
LETRS: 5 Cohorts, over 150 teachers in training. Multiple dates throughout the school year.	iLit for Administrators: Continued opportunities for secondary building principals to learn how to navigate the iLit platform for data to inform 90 Day plan and strategic literacy improvement goals.
Canvas Dyslexia 101: Required for all teachers in grade 1 by February 2021. Optional, but recommended for all elementary teachers.	iLit 20: Ongoing training opportunities both virtually and on-demand for teachers using iLit20. Special focus on using the data to information instruction and intervention.
Istation: Ongoing state-wide trainings available virtually and on-demand.	iLit ELL: Ongoing training opportunities both virtually and on-demand for teachers using iLit ELL. Special focus on using the data to information instruction and intervention.
Open Court Foundational Skills (Grades K-3): Ongoing implementation training on using Open Court Foundational Skills program with embedded practices on structured literacy. Available both virtually and on-demand.	Savvas: Partnership + agreement with Savvas for coaching and PD for iLit, iLitELL, and My Perspectives.
National IDA Conference: 17 elementary and secondary teachers and administrators to attend.	Canvas Courses: Structured Literacy for the adolescent; Content Literacy in Secondary

VI. Plan for Assessing Progress Toward Goals

Implementation of the RISD Literacy Plan will occur during the 2021-2022 school year. The RISD Literacy Team will monitor the progress of the elements of the plan, make yearly revisions as well as develop specific curriculum documents based on the goals of the plan for grades PK-12. The Literacy Collaborative Team consists of literacy instructional personnel including teachers, instructional specialists, instructional coaches, campus instructional leaders, and district instructional leaders. The purpose of this team is to monitor ongoing literacy data from Istation, iLit, Reading Plus, and iMSSA.

Individual student progress toward reading progress is currently measured in the following ways:

- District Level
 - Benchmark Assessments BOY MOY EOY using Istation K-5, iLit 6-12, and iMSSA.
- School Level
 - Benchmark Assessments BOY MOY EOY using Istation K-5, iLit 6-12, and iMSSA 3-8

- Monthly monitoring assessment and usage data using measures such as Open Court, Istation, iLit, and Reading Plus.
- Ensuring schedules to support core instruction, acceleration, and intervention.
- Conduct walkthroughs specifically aimed at literacy instruction and provide feedback for improvement.
- Participate in PLC data dives to identify areas of strength and growth.
- Ensure 90 Day plan goals contain literacy improvement goals aligned with school data.
- Ensure classroom teachers have the materials and layers of support necessary to appropriately address MLSS.
- Classroom Level
 - Benchmark Assessments BOY MOY EOY using Istation K-5, iLit 6-12, and IMSSA.
 - Monthly monitoring assessment using measures such as Open Court, Istation, iLit, and Reading Plus.
 - Ensuring schedules to support core instruction, acceleration, and intervention.
 - Participate in PLC data dives to identify areas of strength and growth.
 - Ensure students who need additional layers of support are identified and provided with appropriate intervention in addition to core grade level content.
 - Use progress monitoring to ensure students are responding to the intervention, adding additional layers of support until student begins to make progress.

As students are assessed and are determined to need additional layers of support, additional time, materials, or assessments may be indicated by the classroom teacher or the student assistance team. If the student does not respond to the interventions, additional layers of support will be added up to and including a referral for diagnostic testing. Students receiving additional layers of support in literacy will continue to receive core instruction on grade level content.

VII. Plan for District Support of Schools

Roswell ISD will support the implementation of the Literacy Plan in the following ways.

- The district will provide time and financial support for district and campus literacy meetings, professional development, and other activities as outlined in the RISD Literacy Plan.
- Each school in RISD will be responsible for adherence to the Literacy Plan.
- The district will communicate clearly and consistently that literacy is a district and campus priority in all subject and content areas.
- Providing professional learning opportunities in best practices in literacy development.
- Providing high quality instructional materials, monitoring usage, and supporting implementation.
- Thought-partnerships with schools in the areas of effective use of staff, developing quality literacy 90 day plan goals, collecting and analyzing data to improve instructional practices and achieve literacy goals.

VIII. Members of District Literacy Leadership Team 2021-2022:

Member	Role	Ongoing PD Provided
Karla Stinehart, Director of Literacy, Arts, and Humanities	District Representation: Karla sets meetings, vision, processes, schedules training, and reporting	LETRS Units 5-8 in 2020-2021 2021 National IDA Conference
Laura Lucero-Carrillo, Coordinator of Advanced Academics	District Representation: Laura brings a strong background in literacy, advanced academics, and secondary education.	LETRS Phase IV, Units 1-4 in 2021-2022 2021 National IDA Conference
Cheyenne Durand, ELA Department Chair, RHS	HS Representation: Cheyenne brings HS ELA experience and is currently serving as department chair for RHS	iLit Training NEW ELA adoption implementation training and coaching.
Jori Flom, ELA Department Chair, GHS	HS Representation: Jori brings HS ELA experience and is currently serving as the department chair for GHS	New ELA adoption implementation training and coaching. 2021 National IDA Conference
Jamie Watson, Assistant Principal, Mesa Middle School	MS Representation: Jamie was an ELA teacher with both elementary and middle school classroom and administrative experience.	Canvas Adolescent Literacy Course Canvas Content Literacy Course iLit
Kathryn Biggs, Gifted Teacher, Sierra Middle School	MS Representation: Kathryn is a gifted history teacher at Sierra Middle School. She understands the need for a strong literacy program in RISD and can help leverage literacy from ELA to all content areas.	Canvas Adolescent Literacy Course Canvas Content Literacy Course iLit
Elizabeth Heady, ELA Teacher, Berrendo Middle School	MS Representation: Elizabeth is an experienced ELA teacher and department chair for Berrendo Middle School	Canvas Adolescent Literacy Course Canvas Content Literacy Course iLit
Jamie Henderson, Principal Berrendo Elementary	K-2 Representation: Jamie brings a strong background in LETRS and Structured Literacy as well as an elementary teaching and building principal perspective.	LETRS Units 1-4 Facilitator Training for NMPED cohort 2021 National IDA Conference
Christy Surgett, Special Education Teacher	K-2 Representation: Christy brings expertise in Dyslexia and Special Education perspective.	Christy is completing her CALT certification through MLTI New Mexico. 2021 National IDA Conference
Rhonda Boardman, 3rd grade teacher, Washington Avenue	3-5 Representation: Rhonda brings primary teacher perspective to the team and Structured Literacy background	LETRS Units 5-8 in 2020-2021 2021 National IDA Conference
Kathryn Vaz, Title I Teacher, Nancy Lopez Elementary	3-5 Representation: Katy is an experienced teacher at all elementary grades, and brings a background on Structured Literacy.	CALT Program of Study 2021 National IDA Conference

2021-2022 Literacy Team Meeting Dates and Agenda Topics

Meeting Date	Agenda Topics (with Flexibility)
August 31, 2021	<ul style="list-style-type: none"> • Review 2021-2022 RISD Literacy Plan • State of Literacy in RISD <ul style="list-style-type: none"> ○ Adoptions for HS, MS, Elem ○ LETRS Training
September 30, 2021	<ul style="list-style-type: none"> • BOY data for iLit, Istation, Reading +, iMSSA, CBM for My Perspectives, Dyslexia Screener • Identification of the lowest deficit skill using diagnostics and informing intervention plans • Team Literacy Walk-through window Oct.5-14
October 26, 2021	<ul style="list-style-type: none"> • Program usage reports for iLit, Reading Plus, Istation, My Perspectives • Walkthrough Celebrations, Opportunities • Updates to RISD Literacy Plan Goals
November 30, 2021	<ul style="list-style-type: none"> • Report on launch of MS ELA Adoption • Based on data we have gathered and studied, what is the biggest problem we are trying to solve? How wide-spread is this problem? What recommendations for goals/action steps could we provide school leadership to inform their next 90 day plan goals?
December 14, 2021	<ul style="list-style-type: none"> • Have a wonderful Winter Break! Take some time for YOU and your loved ones.
January 25, 2022	<ul style="list-style-type: none"> • MOY data for Istation, iLit, Reading Plus, iMSSA, CBMs for My Perspectives • Comparisons to BOY? Did we see growth? Celebrations? Opportunities? • Update plan goals, progress made • Plan second round of walkthroughs window Jan 31 – Feb 9
February 22, 2022	<ul style="list-style-type: none"> • Usage reports for Literacy programs • Walkthrough Celebrations, Opportunities • Needs Assessment/Discovery Survey to inform district-wide programs, practices, professional development, Core and Supplemental Instructional Materials.
March 29, 2022	<ul style="list-style-type: none"> • Results of Needs Assessment/Discovery Survey • IM Adoption updates • Alignment of Programs, Practices, Core, Supplemental, PD, and needs • Creation of committee recommendation to submit to Assistant Superintendent of Curriculum and Instruction.
April 26, 2022	<ul style="list-style-type: none"> • Plan for summer curriculum alignment, pacing guides, alignment with NMIS • Participation by application and interview (? Maybe? Just wanting to get the right people at the table.)
May 24, 2022	<ul style="list-style-type: none"> • TBD

Appendix A

Elementary Principal Assurance of Parent Notification for 1st grade Dyslexia Screener:

I, _____, Principal at _____
Elementary School, hereby affirm:

_____ out of _____ first grade teachers conducted the Dyslexia Screener.

_____ out of _____ first grade students were screened.

_____ out of _____ student parents/guardians were informed via letter and copy of screening results.

Signature _____ Date: _____

Elementary Principal Assurances for Open Court and SL implementation

I, _____, Principal at _____
Elementary School, hereby affirm:

_____ of _____ teachers in grades K-3 are using Open Court FSK daily in instruction. I have verified this through PLCs, Classroom schedules, Lesson Plans, and Classroom Walkthroughs.

_____ of _____ teachers in grades K-5 have been informed of the NM Dyslexia Law and the legal requirement to provide structured literacy instruction for grades K-3 and struggling readers in 4th and 5th.

_____ of _____ teachers in grades K-5 have been informed of the NM Dyslexia Law legal requirement for all elementary teachers and principals to receive professional development in structured literacy.

_____ of _____ teachers in grades K-5 have had no training in structured literacy.

Indicate your plan to provide all teachers with Structured Literacy training:

_____ (#) K-3 teachers are using a different evidenced based program instead of the district purchased Open Court. Identify program and give rationale for this choice:

_____ (#) K-3 teachers not teaching foundational skills using Structured Literacy. Provide explanation and next steps below:

Please state your 90 day plan goal to support the transition to Structured Literacy:

Signature _____ Date: _____

Superintendent Assurances:

I, _____, superintendent/charter leader of _____
_____ hereby certify that I have read the Structured Literacy Plan for our
district/charter school. In signing below I affirm that all information in this document and in the survey
related to the funds awarded to our LEA for our structured literacy planning and professional learning is
true and correct and that our LEA will follow the rules pursuant the laws of the State of New Mexico.

Signature _____ Date _____