STATEWIDE EARLY LITERACY PLAN

STRONG READERS, STRONG NEVADA.

Presented By:

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STRENGTHENING EXISTING LITERACY & EQUITY EFFORTS

Read by Grade 3

Read by Grade 3 ensures all students receive early screening, targeted interventions, and literacy support to achieve reading proficiency by the end of 3rd grade.

Early Screening & Intervention
All students in grades K–3 must be assessed early, and those who have reading deficiencies must receive intensive, evidence-based interventions.

Literacy Specialists & Support for Educators
Each elementary school must have a Read by Grade 3 Literacy Specialist, and teachers must receive professional development in literacy instruction.

Parent Notification & Engagement
Parents of at-risk students are notified in writing and must approve progress-monitoring plans.

Local Literacy Plans & Funding
Districts and charter schools must develop local literacy plans aligned to the state's plan, and funding is allocated using a weighted formula.

SB460

SB 460 strengthens Nevada's K–12 education system by expanding early literacy supports, enhancing educator training, and increasing accountability for schools and districts to improve student outcomes.

- Mandates professional development in foundational literacy skills for teachers in kindergarten through third grade, including phonics-based instruction, which aligns with principles of the science of reading. Must be completed within three years.

- Work with RPDP and NSHE to ensure capacity.

AB335

AB335 updates and strengthens support for English learners (ELs) in Nevada public schools.

- Administrator for English Learners
- Enhanced School Improvement Plans
- Fair Accountability Measures
- Teacher Training in English Language Acquisition
- Fair Accountability Measures
- Extended High School Timeline for Newcomer ELs
- Repeal of Previous Corrective Action Plan Requirement

EARLY LITERACY PROBLEM ANALYSIS
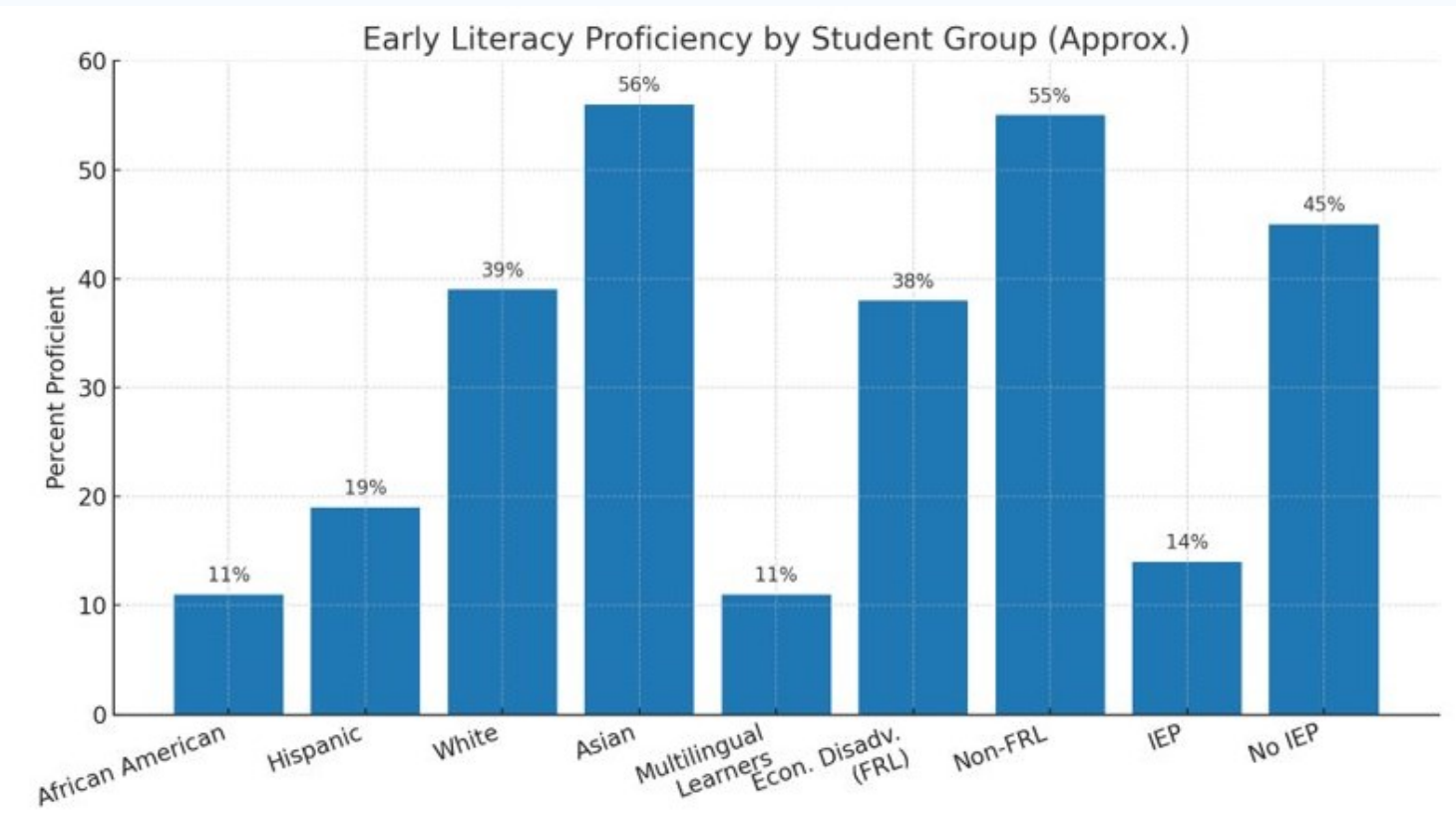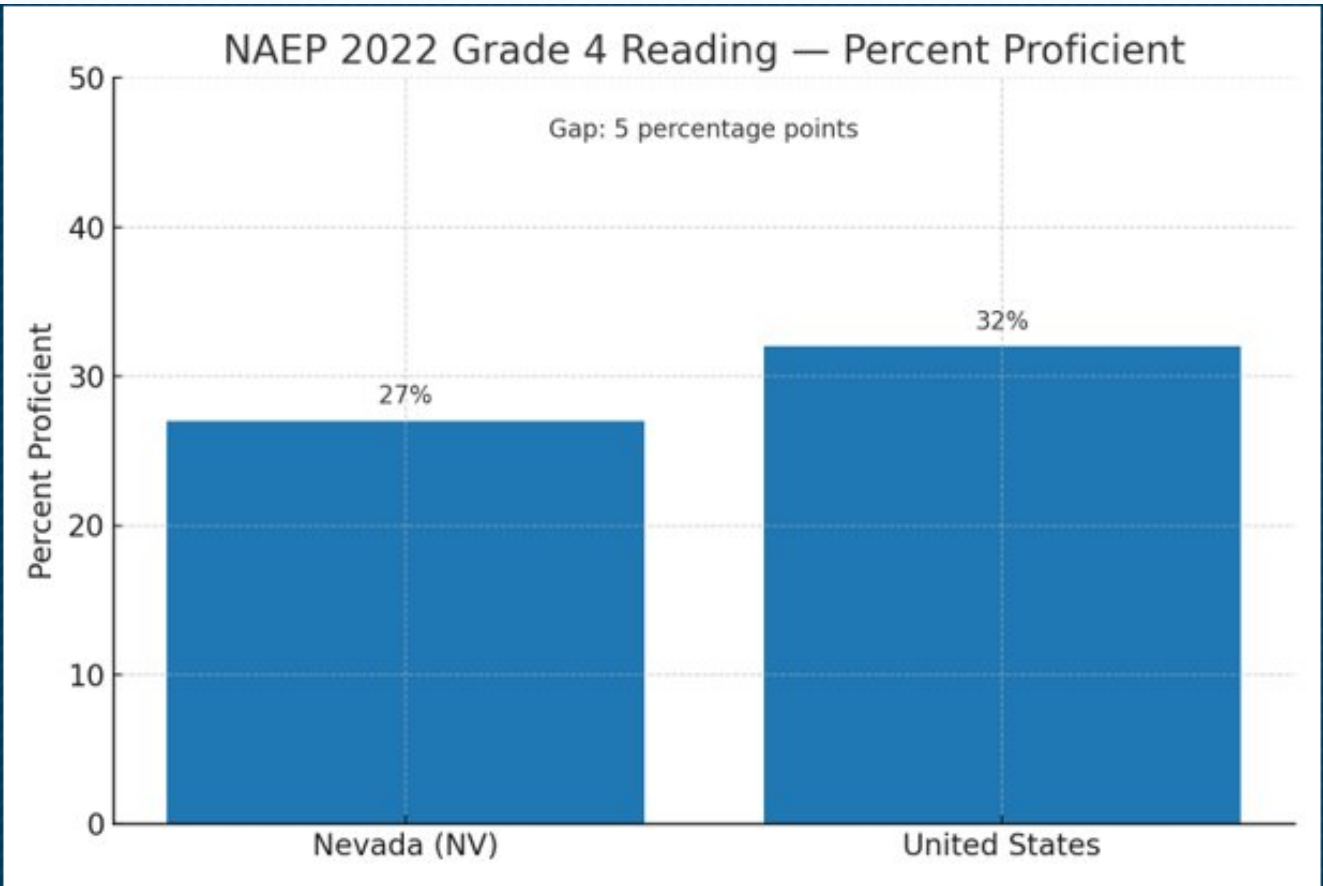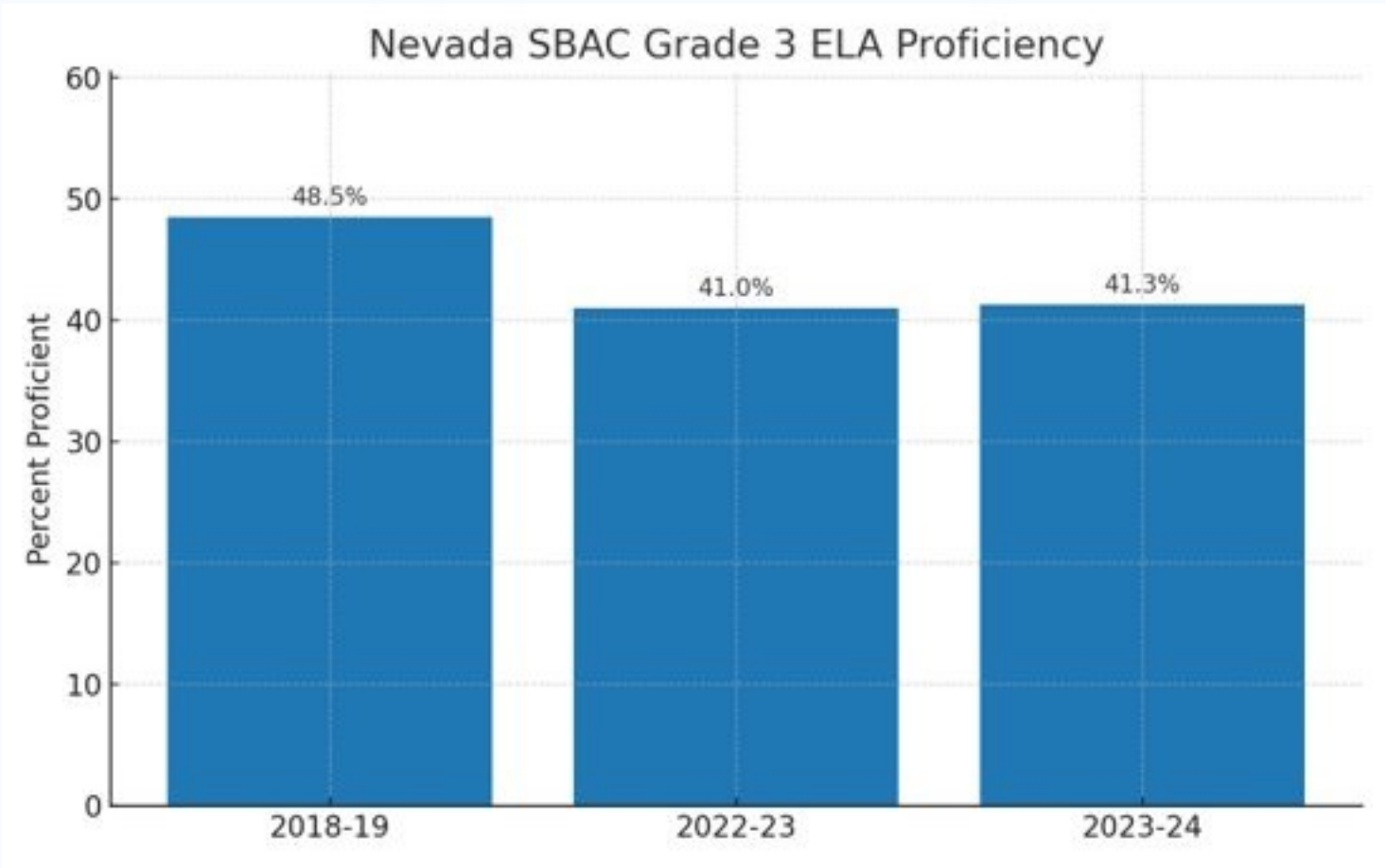
Statewide ELA Proficiency (Grades 3):

- 2023–24: 41.1%
- 2022–23: 41.6%
- 2018–19: 48.6%

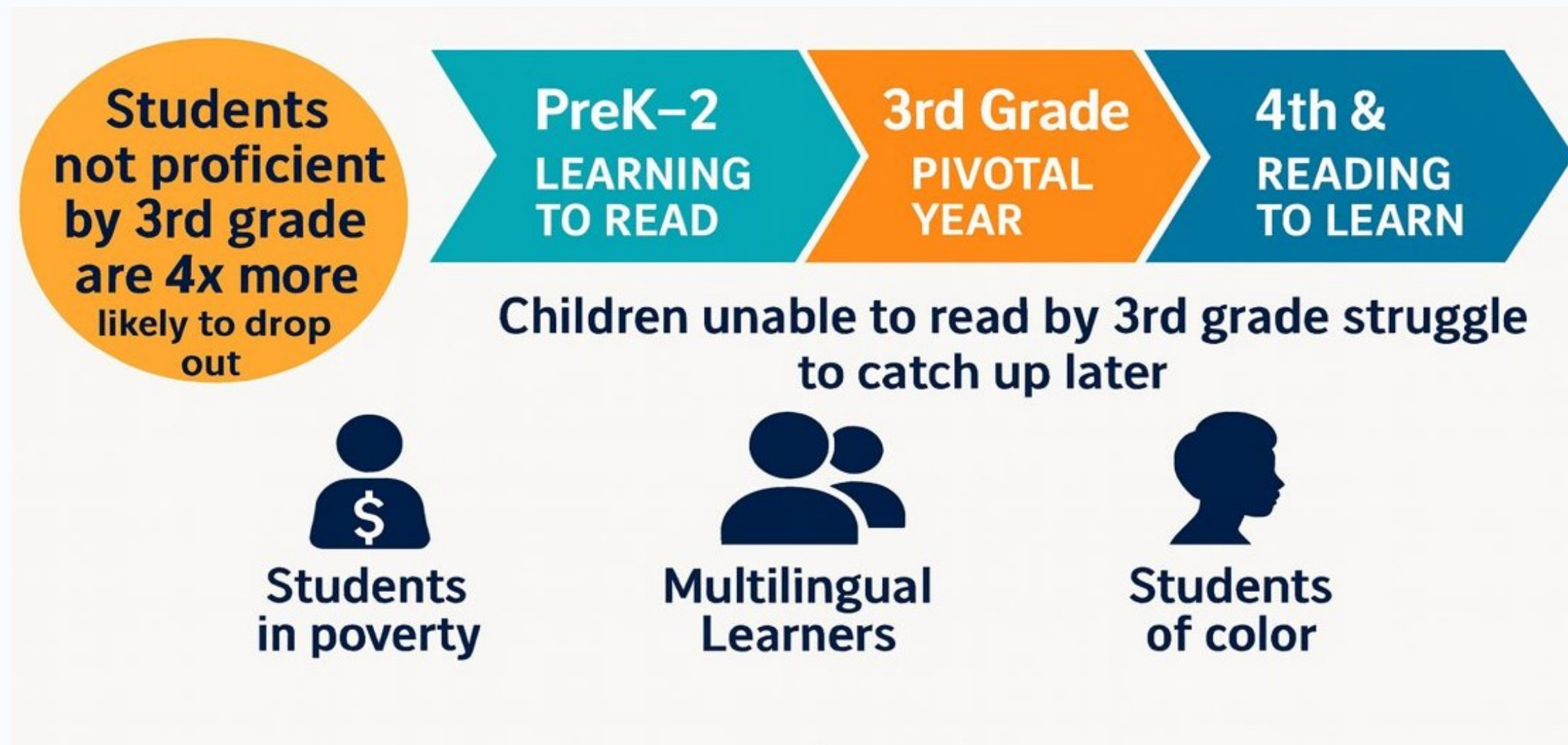Nearly 6 in 10 Nevada third graders are not proficient in reading

📉 Literacy proficiency remains unacceptably low, particularly in high-poverty schools.

⚠️ Data highlights urgent need for early literacy intervention and support.

Nevada SBAC Grade 3 ELA Proficiency

NAEP 2022 Grade 4 Reading — Percent Proficient

Early Literacy Proficiency by Student Group (Approx.)

WHY LOW PROFICIENCY RATES IN 3RD GRADE ARE A CONCERN

Students not proficient by 3rd grade are 4x more likely to drop out

PreK–2 LEARNING TO READ → 3rd Grade PIVOTAL YEAR → 4th & READING TO LEARN

Children unable to read by 3rd grade struggle to catch up later

Students in poverty

Multilingual Learners

Students of color

Students from historically underserved groups are not benefiting equally from current efforts

Multilingual students lack access to bilingual literacy development models

Students with disabilities often receive compliance-based, rather than growth-oriented instruction

Students of color are overrepresented in schools with lowest instructional quality and fewest supports

THE RIPPLE EFFECTS OF LITERACY OUTCOMES

Economic and Workforce Implications:

Students with low literacy are more likely to:

- Be unemployed or underemployed
- Rely on public assistance
- Enter the criminal justice system

Cost of Remediation Grows Over Time

Intervening in early grades is significantly more cost-effective than later remediation

State Accountability and Policy Focus

Nevada ties third-grade reading proficiency to retention policy (Read by Grade 3 law). Low proficiency rates can trigger:

- Targeted school improvement
- Increased scrutiny
- State interventions (MRI)

ROOT CAUSES

LIMITED ACCESS TO HIGH-QUALITY EARLY LEARNING

9% of 4-year-olds enrolled in state-funded Pre-K

INSTRUCTIONAL INCONSISTENCY IN K–3

Wide variation in teachers' understanding and use of the science of reading Inconsistent implementation of evidence-based curriculum across districts

FRAGMENTED SYSTEMS & ACCOUNTABILITY

Read by Grade 3 implementation varies widely by district
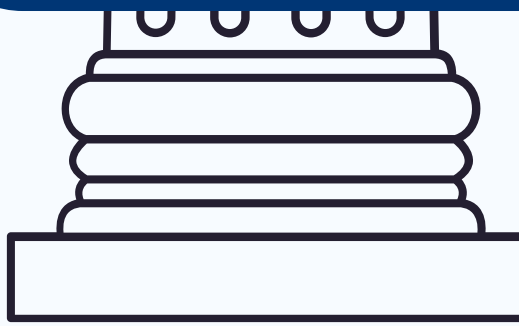
DISRUPTED LEARNING TIME

Chronic absenteeism remains high: 25.9% in 2023–24

Students most affected are those who are also most likely to struggle with reading (low-income, ELs, foster, homeless)
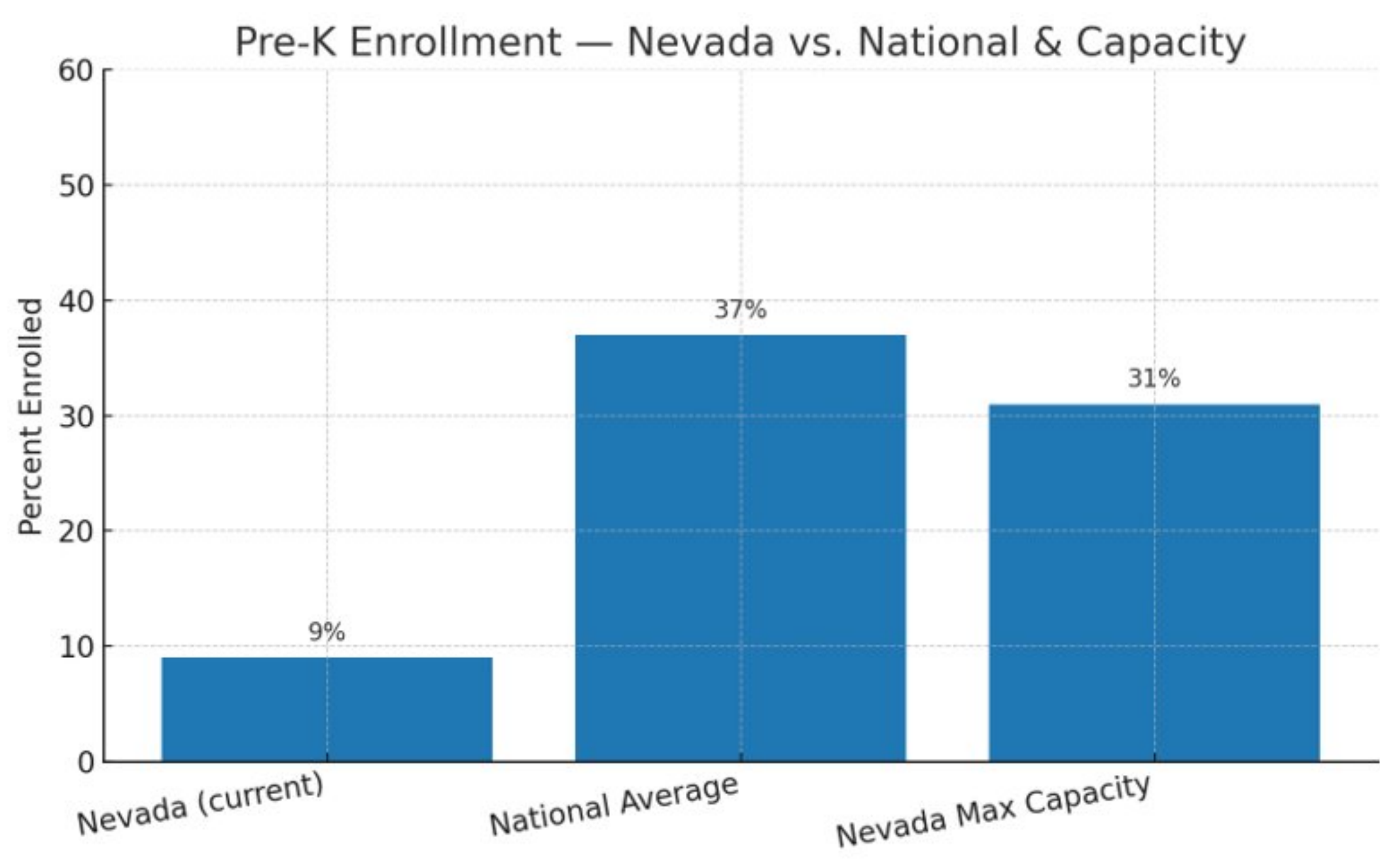
LACK OF DATA-DRIVEN IMPROVEMENT CYCLES

Schools often lack the capacity to analyze early literacy data (screeners, formative assessments, progress monitoring)

PRE-K ENROLLMENT — NEVADA VS. NATIONAL & CAPACITY

Nevada: 9%

National Average: 37%

Nevada Max Capacity: 31%

Pre-K Enrollment — Nevada vs. National & Capacity

Figures provided by user.

PROPOSED EARLY LITERACY ACTION MAP

Statewide Standards & Policy Alignment

- ✓ Establish a Statewide Early Literacy Framework
- 📖 Require High-Quality-Based Curriculum
- 👤 Tie Accountability to Early Literacy Outcomes

Instructional Support & Educator Capacity

- 👥 Literacy Coaches
- 🌱 High-quality Professional Development

Access, Equity & Continuous Improvement

- 🏠 Increase Access to High-Quality Pre-K and Early Childhood Programs
- 📈 Leverage Data Systems to Drive Continuous Improvement

Family Support & Community Engagement

- 👥 Family Support
- 👤 Community Literacy Engagement

STATEWIDE STANDARDS AND POLICY ALIGNMENT

ESTABLISH A STATEWIDE EARLY LITERACY FRAMEWORK

- Clearly define goals of benchmarks for early literacy development from birth through third grade
- Ensure comprehensive coverage of all essential phonological awareness, phonics, vocabulary, and comprehension
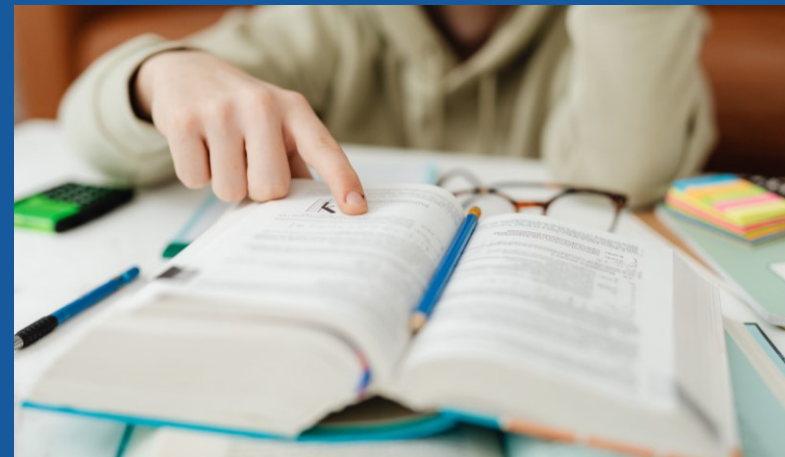
REQUIRE HIGH-QUALITY, EVIDENCE-BASED CURRICULUM

- Develop a state-vetted list of high-quality, evidence-early literacy curricula and instructional materials
- Provide technical assistance and professional development to support effective curriculum implementation in all schools

TIE ACCOUNTABILITY TO EARLY LITERACY OUTCOMES

- Incorporate K–3 literacy indicators into state and district accountability systems
- Require targeted improvement plans and support schools not meeting early literacy benchmarks

Action	Timeline	Lead & Responsible Actors	Key Metrics
1	Y1: Draft framework; statewide stakeholder engagement (RPDPs, districts, SPCSA, NSHE, parent/community groups).	Lead: NDE Office of Teaching and Learning; Partners: RPDPs; Districts & Charter LEAs (SPCSA schools); NDE Offices of Early Learning, English Learners	Framework Drafted (Yes/No), 50% of districts/charter LEAs participated
1	Y2 Finalize/adopt via State Board; publish guidance (tiered instruction, screening windows, intervention time, progress-monitoring cadence, data use).	Lead: NDE Office of Teaching and Learning, State Board (adoption); Partners: RPDPs; Districts & Charter LEAs (SPCSA schools); NDE Office of Early Learning, NDE Office of Student and School Support, NDE Office of Assessment, Data, and Accountability Management, NDE Service Center	Framework adopted (Yes/No)
1	Y3: Review and update guidance	Lead: NDE Office of Teaching and Learning; Partners: NDE Offices of Early Learning, NDE Office of Student and School Support, NDE Office of Assessment, Data, and Accountability Management, NDE Service Center	Revised Framework Completed. (Yes/No)
2	Y1: Publish HQIM approval criteria & vetted list; identify allowable screeners and diagnostics; issue adoption & purchasing guidance. Y2 and Y3 Review and update	Lead: NDE Office of Teaching and Learning; Partners: NDE Office of Early Learning, NDE Office of Student and School Support, NDE Office of Assessment, Data, and Accountability Management, NDE Service Center	List Published (Yes/No)
3	Y1, Y2, and Y3: Make MAP date accessible. Differentiate by grade and student learner group.	LEAD: NDE Office of Assessment, Data, and Accountability Management. Partners: NDE Office of Early Learning, NDE Office of Student and School Support	MAP Data Accessible (Yes/No)

STATEWIDE STANDARDS AND POLICY ALIGNMENT

1

Establish a Statewide Early Literacy Framework (SoR-aligned) STIP-1A

2

Require High-Quality, Evidence-Based Curriculum (HQIM) in K-3 STIP-1A

3

Accountability for Early Literacy Outcomes STIP 1B

INSTRUCTIONAL SUPPORT AND EDUCATOR CAPACITY

Literacy Coaches
- Support Pre-K initiatives

High-quality Professional Development
- Connect to Science of Reading, Nevada State Literacy Plan, John Hattie Visible Learning, NVACS, NEPF

- PD for teachers, support personnel, administration, NDE Offices of Early Learning, Teaching and Learning, and Student and School Support

Action	Timeline	Lead & Responsible Actors	Key Metrics
1	Y1: Update literacy coach role, description to include Pre-K support aligned to the State Early Literacy Framework and Science of Reading. Provide targeted Pre-K literacy training.	Lead: NDE Office of Early Learning Partners: District Early Childhood Departments; RPDPs; School Principals; Head Start & community Pre-K providers, NDE Office of Teaching and Learning	Literacy Coach Role updated (Yes/No) 100% of literacy coaches completed Pre-K literacy training.
1	Y2 Coaches begin regular Pre-K site visits, modeling lessons, facilitating data reviews, and supporting Pre-K-K transition alignment	Lead: NDE Office of Early Learning Partners: District Early Childhood Departments; RPDPs; School Principals; Head Start & community Pre-K providers, NDE Office of Teaching and Learning	100% of Pre-K classrooms being serviced by a RBG3 Literacy Coach received at least one coach visit per quarter.
1	Y3: Support and encourage the incorporation of Pre-K data into K-3 literacy tracking and embedded PreK-K articulation meetings into annual school improvement cycles.	Lead: NDE Office of Early Learning Partners: District Early Childhood Departments; RPDPs; School Principals; Head Start & community Pre-K providers, NDE Office of Teaching and Learning	100% of Pre-K classrooms participated in PreK-K articulation meeting.
2	Y1, Y2, and Y3: Expand existing PD calendar to include Pre-K educators (district-run, Head Start, private partners). Align all sessions to SoR, Nevada Pre-K standards, PreK-12 State Literacy Plan, John Hattie Visible Learning, and NEPF	Lead: NDE Office of Early Learning Partners: District Early Childhood Departments; RPDPs; School Principals; Head Start & community Pre-K providers, NDE Office of Teaching and Learning, and NDE Service Center (when operational)	100% of Pre-K educators completed state-approved literacy PD 100% of PD participants gain knowledge (pre/post-test)

INSTRUCTIONAL SUPPORT AND EDUCATOR CAPACITY

1

2

Expand Literacy Coach Role to Include Pre-K STIP 1A

High-Quality Professional Development STIP 2B

FAMILY ENGAGEMENT AND COMMUNITY ENGAGEMENT

Family Support

- Develop & launch a Statewide Family Literacy Engagement Framework
- Implement Family Literacy Workshops & Home Visiting Options
- Integrate Family Engagement Goals into School Improvement Plans
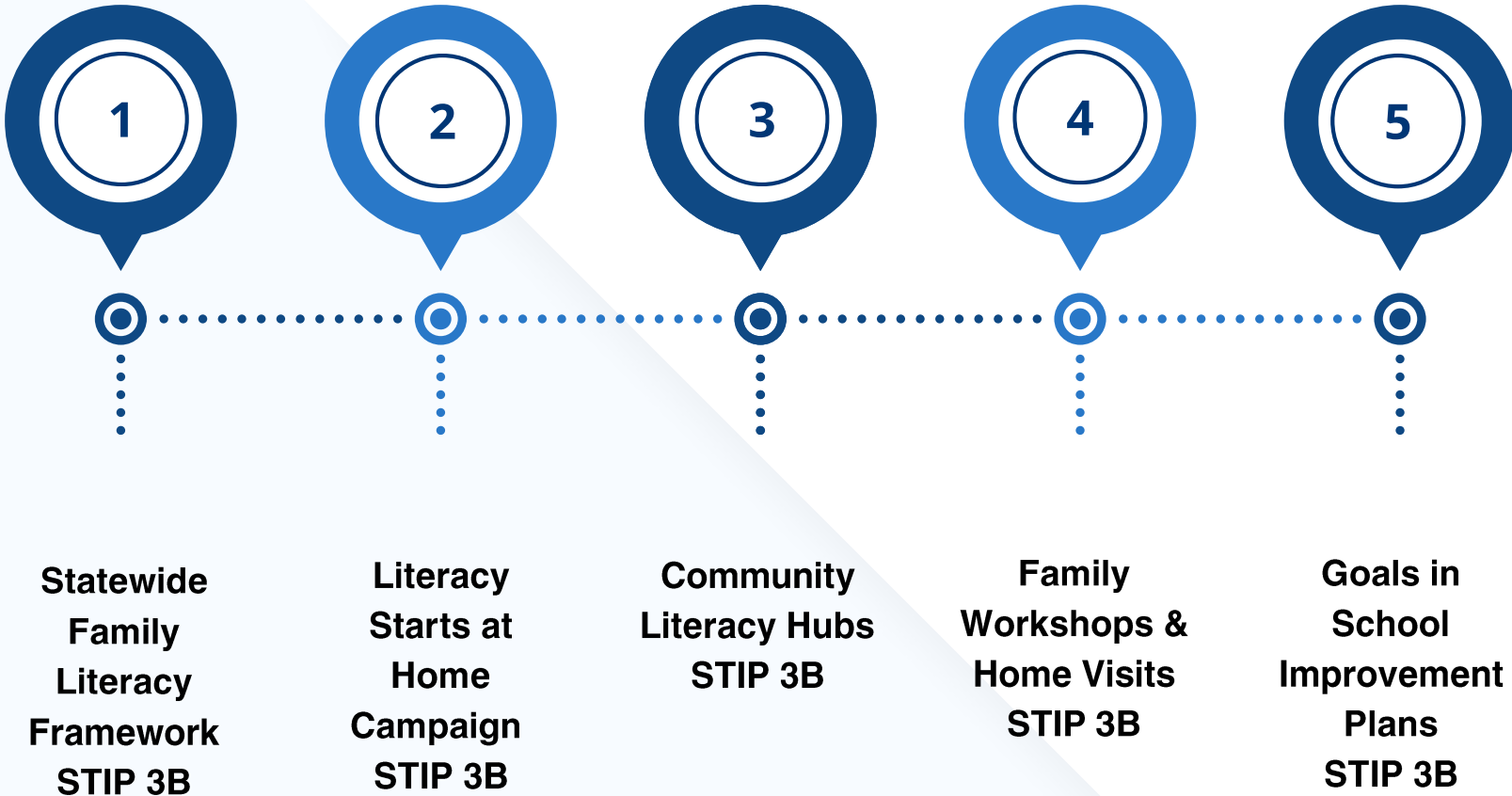
Community Literacy Engagement

- Launch the "Literacy Starts at Home" Public Awareness Campaign
- Establish Community-Based Early Literacy Hubs

Action	Timeline	Lead & Responsible Actors	Key Metrics
1	Campaign to highlight the importance of early literacy and how families can support it at home. This could include PSAs, social media campaigns, and partnerships with local media outlets. Design & implement framework with sample strategies, responsive resources, and PCBE-aligned guidance Y1: Develop Y2: Disseminate	NDE Offices: (Public Information, EDLIFE, OELD, OTL), RPDPs, LEAs, PTA, Literacy Coalition	100% district adoption
2	Multilingual campaign with PSAs, calendars, challenges, and tip videos. PSAs on radio, TV, and social media, Monthly family reading calendars, Family reading challenges with incentives, Literacy tip videos by educators and community leaders Y1: Design & Pilot Y2–3: Rollout	NDE Offices: (Public Information, EDLIFE, OELD, OTL), RPDPs, LEAs, PTA, Literacy Coalition Libraries, Faith Orgs, Media	Pre- and post-campaign surveys to gauge parental awareness of early literacy strategies
3	"Early Literacy Hubs" that offer free resources, workshops, and playgroups for families with young children. These hubs could provide books, literacy games, and trained facilitators to model effective literacy practices Y1–2: Pilot Hub Y3+: Expand	NDE Offices: (EDLIFE, OELD, OTL), Libraries, Nonprofits,	Family feedback Number of hubs
4	Offer modular, evidence-based family workshops on supporting early literacy (e.g., dialogic reading, early writing, phonics games). Provide optional home visits for families requiring intensive, tailored support. Y1 Planning Y2: Pilot Y3: Expand	NDE Offices: (EDLIFE, OELD, OTL),District Family Engagement Liaisons, Literacy Coaches, Title I Teams, Social Workers	Number of families attending workshops Number of home visits conducted Decrease K-3 chronic absenteeism 6%
5	Include literacy family engagement goals in SIPs; provide PD. Y1: Policy & Planning, Y2–3: Integrate	NDE Office of Students and School Support, Principals, LEAs, RPDPs	100% of SIPs with SMART goals PD rates Event attendance growth

FAMILY ENGAGEMENT AND COMMUNITY ENGAGEMENT

1 — Statewide Family Literacy Framework STIP 3B

2 — Literacy Starts at Home Campaign STIP 3B

3 — Community Literacy Hubs STIP 3B

4 — Family Workshops & Home Visits STIP 3B

5 — Goals in School Improvement Plans STIP 3B
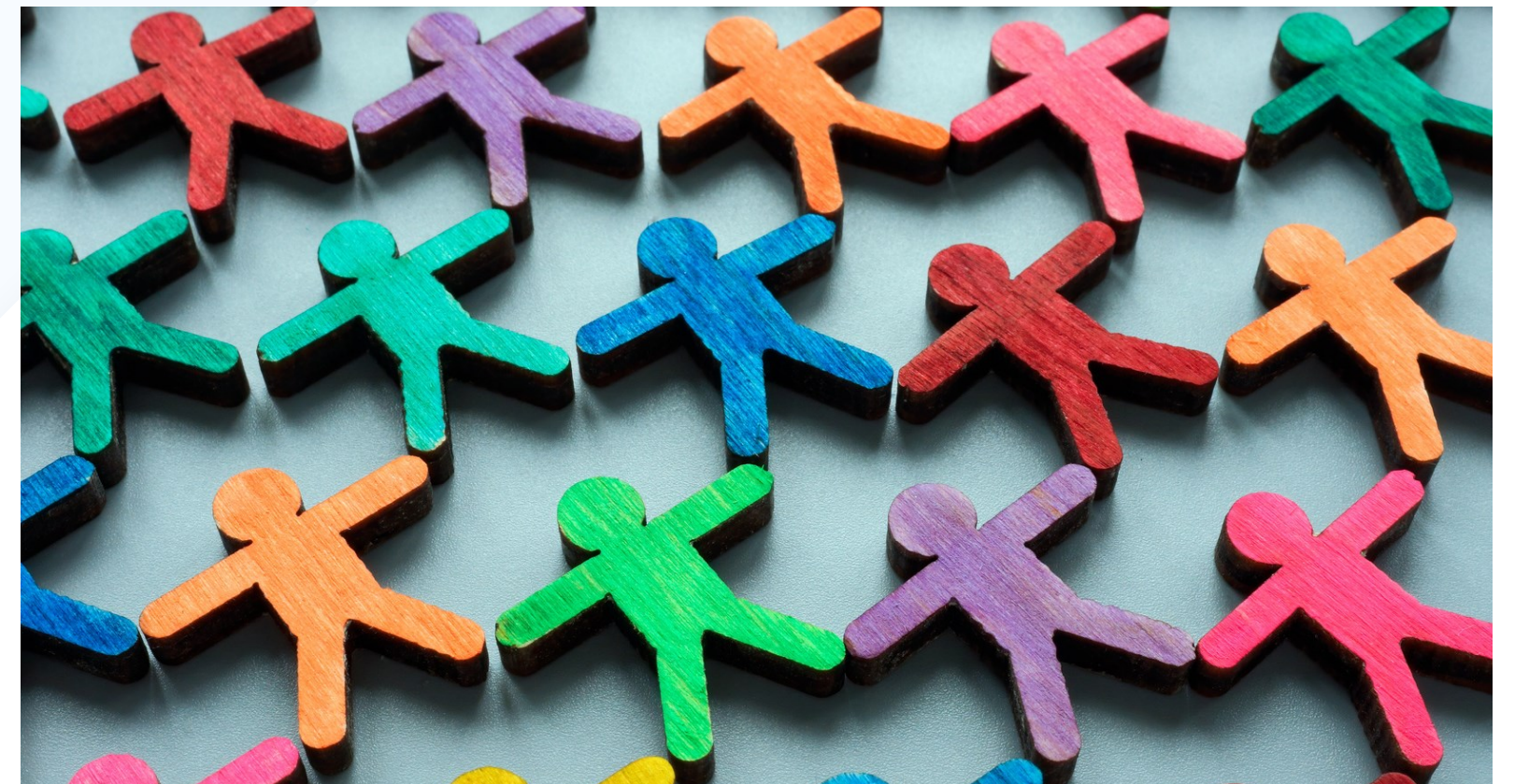
ACCESS, EQUITY, AND CONTINUOUS IMPROVEMENT

Access, Equity, and Continuous Improvement
Increase Access to High Quality Pre-K and Early Childhood Programs

- Target CSI (MRI) schools
- Expand partnerships with Head Start and community-based Pre-K providers
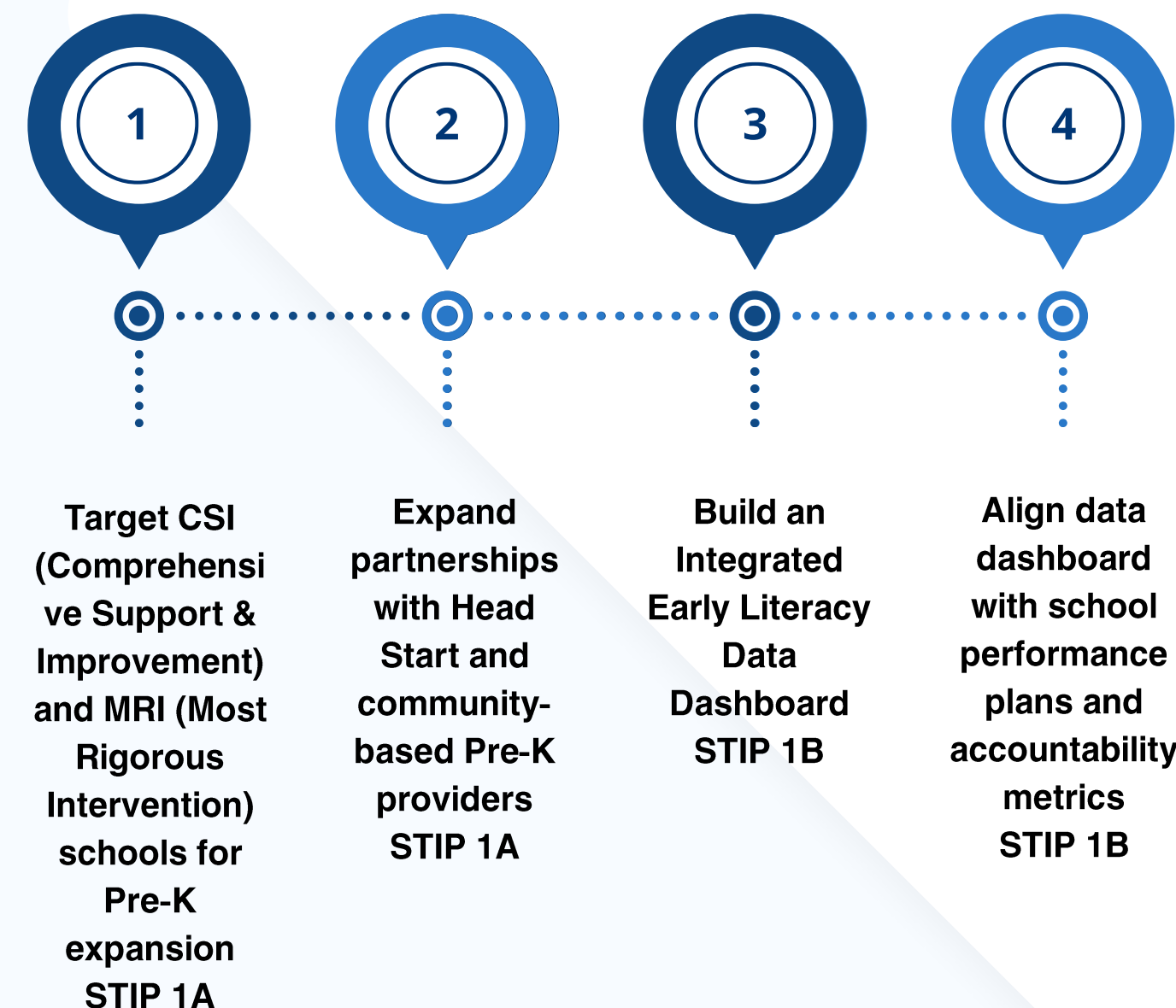
Leverage Data Systems to Drive Continuous Improvement

- Build an Integrated Early Literacy Data Dashboard
- Integrate dashboard data into school improvement plans

Action	Timeline	Lead & Responsible Actors	Key Metrics
1	Y1: Identify CSI/MRI schools without Pre-K or not enough Pre-K seats Y2–3: Fund (SB 460) and implement new Pre-K classrooms/seats	NDE Office of Early Learning, NDE Office of Student and School Support (School Improvement Team) LEAs SPCSA	2% increase in Pre-K access statewide
2	Y1: Build relationships with additional community partners Y2–3: Formalize MOUs and begin implementation adding pre-k seats	NDE Office of Early Learning Head Start Agencies Local CBOs	100 high-quality seats added
3	Y1: Develop technical architecture and pilot Y2: Rollout dashboard statewide Y3+: Annual updates	NDE Office of Assessment Data and Accountability Management Assessment Vendors District Tech Leads	Dashboard launched (Y/N) 100 % of CSI/MRI schools using dashboard in improvement planning
4	Y2: Update school improvement templates Y3+: Monitor integration in planning and reporting cycles	NDE Office of Student and School Support (School Improvement Team) LEAs SPCSA	100 % of CSI/MRI schools using dashboard in improvement planning

Access, Equity, and Continuous Improvement

1 Target CSI (Comprehensive Support & Improvement) and MRI (Most Rigorous Intervention) schools for Pre-K expansion STIP 1A

2 Expand partnerships with Head Start and community-based Pre-K providers STIP 1A

3 Build an Integrated Early Literacy Data Dashboard STIP 1B

4 Align data dashboard with school performance plans and accountability metrics STIP 1B

ADDITIONAL CONSIDERATIONS FOR EQUITY & CONTEXTUALIZATION

Differentiated support for urban and rural communities based on unique challenges and capacity.

Additional support for foster care, newcomer ELs, and McKinney-Vento-eligible students, including mobile services and trauma-informed interventions.

Instructional materials will be culturally and linguistically responsive and racially representative.

A state-developed 'Menu of Supports' will allow districts to select appropriate interventions aligned with local needs and readiness.

Differentiation

Additional Supports

Culturally Responsive

Menu of Supports

KEY INITIATIVES AND GOALS

Intensive Professional Development
- Foundational literacy skills (Pre-K–3)
- Science of Reading alignment
- Principal instructional leadership

Job-Embedded Coaching
- Literacy coaches support teachers
- Pre-K expansion

Collaborative Data Use
- Data-driven instructional decision-making
- Statewide formative & interim assessments

Professional Learning Communities
- Teacher collaboration across grade levels
- Focus on literacy instruction

Evidence-Based Interventions
- K–3 intensive small group interventions
- High-dosage tutoring

Ongoing Evaluation
- Continuous improvement cycles
- Annual progress reporting

EVIDENCE-BASED INTERVENTIONS

- Embed Science of Reading in all aspects of support.
- Ensure high-quality professional development
  - Cohesive partnership with RPDP
- Enhance access to high-quality pre-K
- Strengthen Family and Community Engagement
 - i.e. Reading Week twice a year

- Support for Multilingual Learners and Students with Disabilities
- Ensure considerations so that all children have access
  - Additional targeted literacy coaches and resources to high-poverty schools at-risk for Federal or State (SB460) designation
  - Embed literacy in school improvement and accountability frameworks
  - Support and resources for current CSI-MRI schools.

HIGH-IMPACT STRATEGIES

Capitalize on the 2025 Nevada State Literacy Plan and the research John Hattie has provided by working with NDE staff, RPDP, and NSHE to ensure teachers understand high-impact strategies for early literacy.

- Phonics instruction – effect size 0.70
- Feedback – effect size 0.70
- Teacher clarity – effect size 0.84
- Metacognition strategies (think-aloud) – effect size 0.69
- Response to Intervention – effect size 1.07
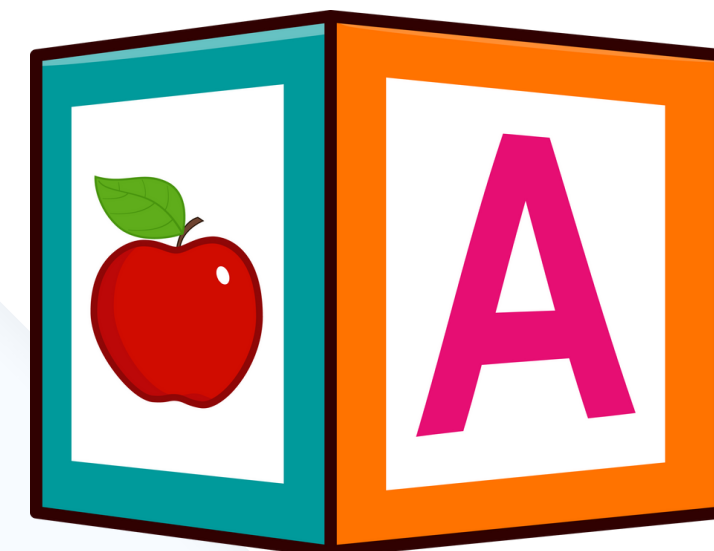
THINK

EARLY LITERACY: CULTIVATING NEVADA'S PORTRAIT OF A LEARNER

This Strategic Early Literacy Plan isn't just about reading; it's about systematically building the foundational traits defined in Nevada's Portrait of a Learner, empowering every child for lifelong success.

Communication: From Decoding to Dialogue
- **Plan Components:** Science of Reading (phonics, fluency, vocabulary, comprehension), Family Literacy Framework, Bilingual Literacy Development.
- **Direct Impact:** Equipping students with strong decoding and comprehension skills enhances articulation, dialogue, and diverse perspectives.

Critical Thinking: Analyzing Text, Analyzing the World
- **Plan Components:** Data-Driven Instruction, High-Quality Evidence-Based Curriculum, Personalized Competency-Based Education (PCBE).
- **Direct Impact:** Training in metacognition strategies and data analysis empowers students to question, evaluate, and synthesize information.

Creativity: Inspiring Expression and Innovation
- **Plan Components:** Diverse, culturally relevant materials, Community Literacy Hubs, focus on early writing continuum.
- **Direct Impact:** Exposure to diverse narratives and early writing opportunities stimulates imagination, problem-solving, and original thought.

Beyond the Core: Fostering Empathy, Resilience & Belonging
- **Plan Components:** Targeted support for underserved groups, culturally responsive materials, community engagement.
- **Direct Impact:** Inclusive literacy experiences cultivate empathy, build resilience, and foster belonging.

By investing in early literacy, we are proactively shaping a generation of learners who embody Nevada's vision for educated, engaged, and adaptable citizens.

PILOT PERSONALIZED COMPETENCY-BASED EDUCATION IN LITERACY

Opt-in PCBE Classrooms (Year 1–2)

- Cohort of schools (high-poverty, middle-income, affluent)
- Grades 2–3 grouped by reading skill level, not just age
- Advanced students tackle higher-level texts
- Struggling students receive targeted foundational support
- Writing continuum integrated into model

Mastery-Based Progression

Students advance upon mastery, with mini-assessments guiding readiness.

Flexible Scheduling

Rotational model with stations & adaptive software enabling personalized pathways.

Technology Integration

Adaptive literacy software provides individualized practice and adjusts to each level.

Teacher Role

Teachers act as facilitators & coaches: small-group instruction + independent personalized tasks. Requires PCBE-focused training.

Expansion (Year 3)

Evaluate pilot results and begin scaling statewide. Incorporate PCBE strategies into all classrooms.

Support Structure

PCBE Task Force (pilot teachers, NDE staff, experts) guides implementation, resources, and challenges.

ENSURING ACCESS FOR ALL NEVADA STUDENTS

- Prioritize High-Need Schools: Direct more resources to highest poverty/lowest performing schools.
- MRI 6 Essentials
- Geographic Equity: Support to rural schools for equal PD and coaching access.
- Cultural/Linguistic Relevance: Fund bilingual and culturally relevant materials for diverse schools.
- Transparent Spending: Annual reports show spending by category/district to ensure accountability.
- Stakeholder Oversight: Advisory council of educators, parents, and community to review progress.
- Addressing Barriers: Use funds for local needs (e.g., reading rooms, transportation for families).
- Equitable Outcomes: Monitor student group/school results; adjust resources to close gaps.
- Public Communication: Share success stories from schools benefiting most to build trust.

SUCCESS STRATEGIES FOR ALL LEARNERS

- English Learners: Teacher training on ELL strategies (visual supports, sentence frames); bilingual/home-language books; family workshops in prevalent languages; ESL-certified coaches; track and boost EL proficiency from ~11% to >25%.
- Students with Disabilities: Targeted interventions (e.g., Orton-Gillingham); assistive tech; inclusion in all initiative activities; aim to raise proficiency from ~14% to ~24%.
- High-Performing Students: Enrichment in intervention block (novels, research); personalized plans; Writing Continuum
- Low-Income Students: Address basic needs (glasses, meals); extended learning (after-school, summer reading camps); library upgrades in high-poverty schools with free replacement of lost books.
- Cultural Relevance & Inclusion: Diverse, representative materials; multicultural literacy celebrations; community leaders as guest readers.

LITERACY INVESTMENT PLAN: 3 YEARS = $28M

Family & Community Engagement – $6M
- Mobile library vans – $2M
- Public awareness campaigns – $1M
- Family literacy nights & bilingual workshops – $1M
- Book giveaways & free replacements – $1M
- Multicultural celebrations & partnerships – $1M

Assessment & Data Systems – $3M
- Data dashboards & progress monitoring – $2M
- Independent evaluation contracts – $1M

Regional & Equity-Focused Supports – $6M
- Itinerant supports for rural/tribal schools – $2M
- Mobile literacy units – $1M
- Bilingual/culturally competent staff recruitment – $1M
- Targeted supports (foster, newcomer ELs, McKinney-Vento) – $2M

Personalized Learning & Technology – $5M
- Adaptive literacy software licenses – $4M
- Training for PCBE implementation – $1M

Teacher PD & Certification – $8M
- Science of Reading Training (40 hours) – $3M
- Teacher stipends & certification costs – $4M
- Annual literacy conferences & PLC facilitation – $1M
- Total Investment: $28M (State, Federal, & Reallocated Literacy Funds)

PROJECTED OUTCOMES BY 2028

- Third grade reading proficiency rises from ~41% (2023) to 51%+ by 2028, closing gap with national average.
- Achievement gaps halved: significant gains for ELL, FRL, students with IEPs, and racial/ethnic groups.
- Nevada's NAEP 4th grade Reading score improves from 212 (2022) to 220+, moving out of bottom tier.
- Early gains ripple forward: improved 5th grade ELA scores, fewer middle school remediation needs.
- All schools show literacy growth; lowest-performing schools see largest jumps in proficiency.
- 3,000+ K–3 educators trained in Science of Reading, creating a lasting, skilled workforce.
- Culture of literacy flourishes: higher family engagement, increased library usage, reading events.
- Transparent accountability: public sees direct link between investment and results.
- Equity in opportunity: school location less determinative of reading success by 2028.

By 2028, Nevada gains national recognition as a turnaround model for early literacy.

A NEW CHAPTER FOR NEVADA'S CHILDREN

- **Statewide Literacy System** – Common curriculum, assessments, and supports replace the patchwork of the past.
- **Empowered Educators** – All trained in Science of Reading, supported by coaching & collaboration.
- **Data-Driven Decisions** – No struggling reader overlooked; successful strategies amplified.
- **Family & Community Engagement** – Literacy reinforced beyond school hours.
- **Equity & Outcomes** – Marked gains in reading proficiency and closing gaps statewide.
- **Role of the Board** – Endorse plan, sustain funding, advocate for success, and celebrate wins.
- **Commitment to Accountability** – Transparent reporting, continuous improvement, shared ownership of results.
- **Legacy Impact** – Thousands of Nevada children reading with confidence, opening doors to lifelong opportunity.