

Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans

Birth through Grade 12 and Beyond

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Introduction

State and national assessments indicate that far too many Nevada children and young adults are reading and writing at levels that are unacceptably low. In order to be successful in the 21st century, every student in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation,
- competitive in a diverse global economy, and
- an engaged citizen of the State and nation.

The Nevada State Literacy Team (NSLT) has established a plan to improve literacy, collaborating with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families. Educating our children and young adults is one of the most important jobs for which we, as adults, are responsible. Support for Nevada's highly diverse population and our future economic prosperity depends on building a strong educational system.

The Nevada State Literacy Plan (NSLP) is a comprehensive vision that will produce results by providing districts, schools, administrators, teachers, and families with guidelines, recommendations, and expectations for improving literacy in our State.

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"We know that education is everything to our children's future. We know that they will no longer just compete for good jobs with children from Indiana, but children from India and China and all over the world."

—President Barack Obama

Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans Birth through Grade 12 and Beyond

Executive Summary

Literacy is the foundation of academic success. The State has a leadership role in the development of a high level of literacy achievement for all of its children and young adults through collaboration with school districts, families, and communities. In order to be successful in the 21st century, every child in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation;
- competitive in a diverse global economy; and
- an engaged citizen of the State and nation.

Nevada has established a team of literacy experts to create a plan to improve literacy in our State. The Nevada State Literacy Team (NSLT) will work with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families to implement this plan to **improve literacy for a strong Nevada**.

The NSLT goal is to ensure that every student knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to:

1. learn new content;
2. use those skills to collaborate and communicate what is learned;
3. transfer learning to new situations; and
4. enjoy the pleasure and benefits being a literate member of society.

Far too many Nevada children and young adults are reading and writing at unacceptably low levels. Nevada ranks near the bottom of state-by-state comparisons of literacy¹ and has a graduation rate of only 71.4%².

Support for Nevada's highly diverse population and for our future economic growth and prosperity depends on building a strong educational system. **Improving Literacy for a Strong Nevada** is a plan based on the beliefs that:

1. *all* students need systematic, ongoing literacy instruction;
2. *all* teachers, staff, administrators, families, and community members share the responsibility for developing children's literacy; and
3. *all* teachers and administrators need ongoing professional development to improve literacy instruction.

Nevada Fast Facts

2,643,000 residents³
436,000 children in public schools²
204,000 children under age five³
17 school districts²
655 schools²
22,690 K-12 teachers²

¹National Center for Education Statistics (2009)

²Nevada Department of Education (2010a)

³U.S. Census Bureau (2010)

Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans Birth through Grade 12 and Beyond

The Nevada State Literacy Plan Essential Elements

1. **Effective Leadership** – Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with the Common Core State Standards (CCSS), and use formative and summative assessments.
2. **Effective Instruction** – All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels.
3. **Teacher Preparation Programs** – Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy to improve literacy instruction.
4. **Family and Community Partnerships** – Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, and the workforce grows strong.
5. **Early Childhood Literacy Instruction** – Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success.
6. **Intermediate and Adolescent Literacy Instruction** – Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation (adapted from National Council of Teachers of English, 2007).

The Nevada State Literacy Plan

The NSLP is a comprehensive literacy improvement framework that outlines the essential planning elements designed to serve the needs of *all* Nevadans, from birth through grade 12 and beyond. The plan emphasizes effective leadership and instruction, strengthening teacher preparation programs, and enhancing family and community partnerships to improve literacy achievement. It is based on the following beliefs:

- *All* students need systematic and explicit ongoing literacy instruction;
- *All* teachers, staff, administrators, families, and community members share the responsibility for developing student literacy; and
- *All* teachers and administrators need ongoing professional development to improve literacy instruction.

High levels of literacy achievement are critical to the success of a sustained and systematic approach to improve education. Success depends on statewide implementation of the CCSS, use of assessment data to guide instructional decisions, and implementation of high-quality instruction and intervention across all grades. The NSLP must incorporate proven, research-based methods and materials along with ongoing and job-embedded professional development for teachers and administrators that is aligned with the CCSS. All of these efforts will result in improved practice and higher literacy achievement for all Nevada children and young adults, as measured by increased achievement on the Nevada High School Proficiency Exam (HSPE) and the reading Criterion Reference Test (CRT), increased graduation rates, and increased numbers of children entering school ready to learn.

The NSLP is grounded in the promising practices that Nevada experienced with other large-scale initiatives, including:

- Reading Excellence
- Reading First
- Reading First Targeted Assistance
- Nevada Early Literacy Intervention Program (NELIP)
- Response to Instruction/Intervention
- 21st Century Partnership
- Nevada State Pre-Kindergarten through Third Grade (P-3) Initiative
- The State Council on Libraries and Archives *Nevada Literacy Office Strategic Plan*

Among the many promising practices learned from these initiatives is the use of literacy specialists/coaches in schools. Nevada will apply for the spring 2011 discretionary Striving Readers Comprehensive Literacy grant and if awarded, funds will, in part, support literacy specialists/coaches in schools. Since there is a noticeable absence of projects for

intermediate and adolescent literacy, particular emphasis will be placed on improving intermediate and adolescent literacy instruction while maintaining existing efforts in Pre-K through grade 3.

Nevada has an infrastructure that will aid in the implementation and success of the NSLP. State funding provides for a statewide system of professional development through the Regional Professional Development Programs (RPDPs), located in three regions across the state, and through professional development offered by the three urban school districts. Data collection needed for the interpretation and planning of interventions will be based on State and local assessments, as well as universal screening and progress monitoring assessments. The NDE will aid in the data collection through the electronic System of Accountability Information in Nevada (eSAIN), a statewide longitudinal data system that collects student data from the 17 Nevada school districts and State Board of Education sponsored charter schools.

As a part of the implementation of NSLP, guidance will be provided to schools on organizing literacy teams, aligning curriculum with CCSS, analyzing assessment data to make instructional decisions, and the use of research-based interventions for struggling readers and writers. State developed resources and materials dealing with standards and literacy will be available for teachers, administrators, families, and community partners throughout Nevada. These resources will be developed in collaboration with the SMARTER Balanced Assessment Consortium, NDE, school districts, RPDPs, and literacy leaders.

What it Means to be Literate

Establishing a common definition of what it means to be literate is a foundational component of the NSLP. This definition will inform professional development, curriculum and instruction, and assessments used to measure the implementation of instruction and improved literacy achievement.

lit·er·ate [lit-er-it] *adjective*

1. the ability to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn new content;
2. using those skills to collaborate and communicate what is learned;
3. the ability to transfer that learning to new situations; and
4. enjoying the pleasure and benefits of being a literate member of society.

(adapted from Meltzer & Ziemba, 2006, p. 22).

Why Nevada Needs a Literacy Plan

Growth and Diversity

The educational landscape of Nevada is as diverse as its geography. Of the 17 county school districts, three are designated urban: Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three school districts are designated rural (Douglas, Storey, Mineral), and the remaining 11 are designated frontier. Some districts in recent years experienced rapid growth while some smaller districts lost enrollment. The student population is ethnically, racially, linguistically, and socio-economically diverse. These factors, along with numerous others, produce challenges to Nevada education and literacy levels.

Graduation Rates

Nevada's graduation rate leaves too many high school students falling short of a diploma. According to *Graduation by the Numbers: Putting Data to Work for Student Success* (Education Week, 2010), Nevada ranked lowest in the nation for the past two years. As part of the *No Child Left Behind Act* (NCLB) of 2003, Nevada reported a graduation rate of 71.4% for the class of 2009 in the *Nevada Annual Reports of Accountability 2009-2010*, (Nevada Department of Education, 2010a). The Alliance for Excellent Education (2009) estimates that dropouts from the class of 2008 will cost Nevada almost \$1.3 billion in lost wages over their lifetimes. Low graduation rates must be improved if Nevada is to produce a strong and literate workforce and grow our economy.

State-by-State Comparisons*

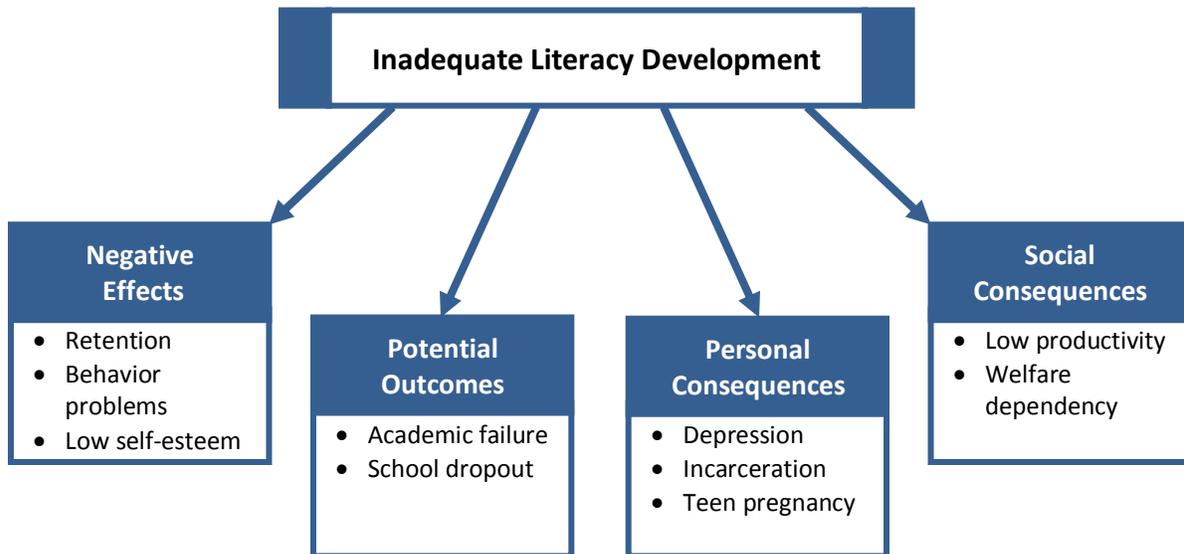
- Nevada had a lower percentage of 3 to 4 year olds enrolled in preschool (27.6%) in 2006-2008 than any other state.
- Nevada was in the bottom six states for percentage of public school 4th graders proficient on the 2009 National Assessment of Education Progress (NAEP) in reading (24%) which remained static between 2007 and 2009.
- Nevada was in the bottom eight states for percentage of public school 8th graders proficient on the 2009 NAEP in reading (22%) which remained static between 2007 and 2009.
- Nevada (30.6%) and Alaska (29.7%) had the lowest percentages of 18 to 24 year olds enrolled in colleges and universities in 2006 through 2008.

(U.S. Department of Education, 2011)

*Data are provided for the most recent year available. Because of the time required to collect, analyze, and report data, this information may not reflect progress that may have been made in subsequent periods.

Additional Costs of Failure

"A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school" (Snow, Burns, & Griffin, 1998, p. 21). Low levels of literacy are associated with depression, negative peer relationships, and other factors that affect school performance and achievement.



(Baum & Ma, 2007; Fletcher & Lyon, 1998; Greene & Winters, 2005; Snow, Burns, & Griffin, 1998; Waldie & Spreen, 1993; and others)

National Achievement Levels

Nevada still ranks near the bottom of state-by-state comparisons of reading achievement. According to the 2009 NAEP results (National Center for Education Statistics, 2009), more than 75% of Nevada students in grades 4 and 8 read below the proficient level. This figure represents a greater number of non-proficient readers than the national average of 69%.

Other Compelling Factors

There are many other underlying factors contributing to Nevada's low literacy achievement. Each of the following present key challenges that affect our students:

32.2% Student Transiency Rate

35 Limited Number of Publicly Funded Pre-K Classrooms Serving the State

45,500 Number of Students with Individual Education Plans (IEP)

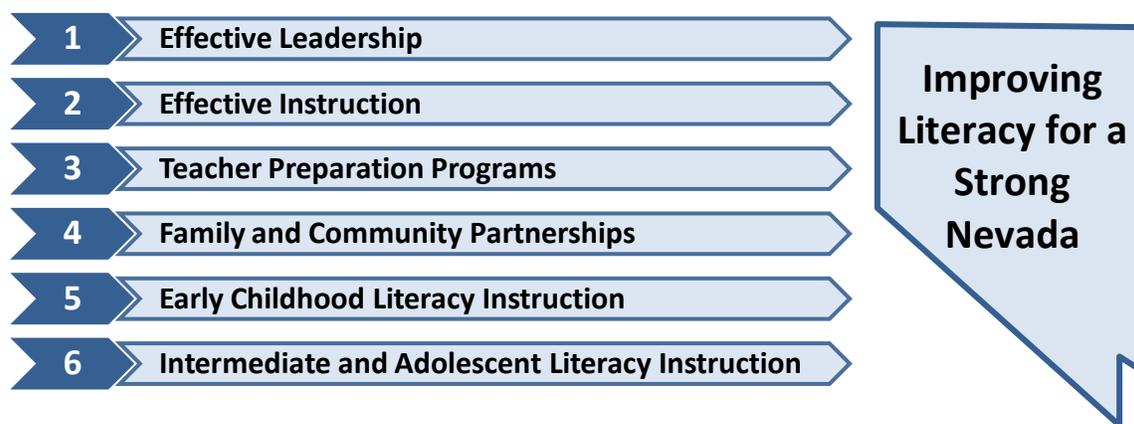
72,300 Number of School Age English Language Learners (ELL)

182,700 Number of Economically Disadvantaged Students

(Nevada Department of Education, 2010a)

The Essential Elements

The NSLP builds on current statewide initiatives, especially the adoption of the Common Core State Standards (CCSS) and involvement in a national consortium of states developing common formative and summative assessments (SMARTER Balanced Assessment Consortium). The plan consists of six essential elements. Each element begins with a brief description and is followed by specific guidelines, recommendations, and expectations.



Essential Element 1

Effective Leadership

Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with CCSS, and use formative and summative assessments to **improve literacy for a strong Nevada**.

- Establish a Literacy Improvement Team at each school as part of its School Improvement Plan (SIP) that includes teachers from across grade levels and content areas and other stakeholders.
- Communicate and promote what constitutes high-quality, research-based literacy instruction in all grades Pre-K through grade 12.
- Collaborate with literacy leaders to provide professional development for teachers, school administrators, and directors of early childhood education programs on how to implement research-based literacy instruction.
- Collaborate with school districts, RPDPs, and institutions of higher education to develop and implement a strategic plan to implement the CCSS.

- Link school districts and schools to relevant organizations and agencies to encourage collaboration, dissemination of information, and replication of successes.
- Promote the idea that every teacher is a teacher of literacy (including early childhood education teachers, content and specialty area teachers, and school librarians).
- Recruit community members as "literacy champions" to promote the NSLP.
- Work with media outlets (e.g., television, radio, newspapers) and social media (e.g., Facebook, Wikis, Twitter) to promote literacy.
- Develop and implement a strategic plan for implementing common formative and summative assessments through the SMARTER Balanced Assessment Consortium.
- Promote the understanding that data are important sources of information to guide improved achievement and instruction, curriculum implementation, and professional development.
- Support school districts in adopting a Response-to-Instruction/Intervention (RTI) framework that identifies students at-risk for failure early in their education and provides targeted interventions to improve literacy achievement.
- Cooperate with school districts to develop enrichment activities for high achieving students.
- Work with literacy leaders to improve the timeliness and availability of high-quality data at the State, school district, school, and classroom levels.
- Include community-based early childhood programs in data-driven decision-making efforts at the State and local levels.
- Establish reasonable guidelines on the use of pacing schedules, specifically on when and how to alter instruction.
- Assist literacy leaders in allocating sufficient time to examine and reflect on data.
- Communicate strategies that support literacy learning for families to use with children beginning at birth.

Essential Element 2

Effective Instruction

All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels to ***improve literacy for a strong Nevada***.

- Ensure that all literacy instruction and materials align with the CCSS.
- Promote engaging, language-rich literacy instruction in all classrooms.

- Ensure that students interact with and comprehend a wide variety of text types.
- Differentiate literacy instruction and implement multi-tiered intervention and enrichment systems.
- Use proven, high-yield content reading strategies in all classrooms, including strategies designed for English language learners and special education students.
- Promote the use of information, media, and instructional technology.
- Collaborate with all education organizations to align curriculum in pre-school, elementary, and secondary schools.
- Collaborate with school districts, RPDPs, and institutions of higher education to participate in targeted, high-quality professional development.
- Use summative and formative assessments, along with ongoing progress monitoring, to measure student progress, determine content mastery, and make instructional decisions.
- Participate in data-driven decision-making teams that are aligned with an RTI framework and maintain a purposeful, respectful, and trusting environment in which data can be collected, analyzed, and used to improve literacy achievement.
- Include non-assessment data (e.g., observational data, implementation data, satisfaction data, student work) as part of the RTI decision-making process.
- Collaborate with State and local literacy organizations (e.g., Silver State Reading Association, Nevada Early Childhood Advisory Council, and Nevada Writing Projects).
- Promote a positive statewide atmosphere that motivates learning and literacy for students, educators, parents, and the community.

Essential Element 3

Teacher Preparation Programs

Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy **to improve literacy for a strong Nevada.**

- Collaborate with local school districts to develop and implement undergraduate and postgraduate coursework for all educators that aligns with the NSLP, CCSS, and prepares them to meet the diverse needs of 21st century learners.
- Monitor the effectiveness of preparation programs to ensure quality instruction.
- Increase opportunities for future teachers to interact with current teachers and students.
- Involve pre-service teachers in schoolwide professional learning communities.

Essential Element 4

Family and Community Partnerships

Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, the workforce grows strong, and we ***improve literacy for a strong Nevada.***

- Work with community organizations to promote literacy activities in after-school and community programs.
- Support family networks and parent/teacher organizations (e.g., PTAs, PTOs) to promote literacy.
- Educate families on how they can support the literacy development of their children and young adults.
- Welcome families in schools as members of the educational team.
- Involve business and industry in planning, development, and deployment of literacy initiatives so that entry level work skills are supported.
- Market literacy initiatives by involving business leaders in community awareness campaigns.
- Invite community representatives to participate in curriculum development.
- Include home visitors and other family literacy personnel in curriculum training for early childhood literacy.
- Promote and support public and school libraries.
- Support parent education through adult learning (e.g., learning English, GED programs).



"NOW, THEREFORE, BE IT RESOLVED that I, Brian Sandoval, Governor of the State of Nevada, do hereby encourage all Nevada families to dedicate time each day to reading with the children in their homes..."

***—Proclamation by the Governor,
January 3, 2011***

Essential Element 5

Early Childhood Literacy Instruction

Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success and to ***improve literacy for a strong Nevada***.

- Collaborate with early childhood organizations to ensure that all early childhood programs have consistent, research-based early literacy information.
- Facilitate the use of research-based instructional materials and assessments that are aligned with the *Nevada Early Learning Standards* and CCSS.
- Coordinate Pre-K through grade 3 efforts across the State that support early literacy efforts.
- Work to bridge funding between State/school district and other publicly and privately funded efforts to reach private early childhood education programs and parents.
- Provide professional development and other supports to align literacy curriculum Pre-K through grade 3.
- Offer training and information for home visitors and professionals working with prenatal and infant health care systems about strategies for families to use to support their children's language skills and early literacy development.
- Facilitate transition strategies between community early childhood education programs and entry into school.
- Facilitate collaboration strategies to support understanding of diverse early education environments, including classroom visitations, and joint training for community and public school teachers.
- Align the *Nevada Pre-K Standards* with CCSS for children in all early childhood settings.

Essential Element 6

Intermediate and Adolescent Literacy Instruction

Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and

strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation **to improve literacy for a strong Nevada** (adapted from National Council of Teachers of English, 2007).

- Use instructional approaches that foster critical thinking, questioning, and independent learning for students.
- Address the diverse needs of students at various literacy levels.
- Emphasize student decision-making.
- Participate in ongoing professional development.
- Provide direct and explicit instruction.
- Motivate and engage students while providing self-directed learning experiences.
- Offer strategic tutoring.
- Support the use of technology in teaching, learning, and formative assessments.
- Provide every content area teacher with professional development on research-based content area literacy instruction.
- Allow for extended time for students to engage in reading and writing.
- Emphasize higher-level reading and writing skills across school curricula.
- Ensure that students attain the skills necessary for effective writing and reading so that they are ready for post-secondary pursuits.
- Use ongoing formative assessments to monitor and share information about student progress.
- Engage students with a wide variety of multi-disciplinary content and an array of multi-leveled texts and writing tasks.
- Provide ample opportunities to take part in a variety of rich conversations (e.g., as part of a whole class, in small groups, with a partner) structured around important content in various domains.
- Provide ample opportunities for students to listen attentively, build on others' ideas, and express their own ideas clearly and persuasively.

“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”

–Theodor Seuss Geisel, 1978

Monitoring Our Progress

Progress toward the student achievement goals and implementation indicators will be monitored based on data collected by the NDE. The NDE will be responsible for monitoring and reporting on implementation to the NSLT on a regular basis. Reports on the results will be made public via the NDE website and will include the following student achievement and implementation indicators that are linked to the *Nevada State Improvement Plan* (Nevada Department of Education, 2010b).

Student Achievement Goals

- In the elementary grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 59.6% to 63.1% in three years.
- In the middle grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 68.2% to 71.7% in three years.
- In high school grades, increase academic reading proficiency on the State reading HSPE by 3.5 percentage points from 79.8% to 83.3% in three years.

Implementation Indicators

- Implementation of NSLP Essential Elements is observed in school districts and schools.
- Literacy support materials, consistent with the NSLP, are available and used in all classrooms.
- Schools use data to identify and provide support and/or intervention for students.
- Assessment is being used to inform literacy planning and instruction.
- Literacy readiness and achievement of students are tracked both within and across schools, especially at these critical junctures: prior to Kindergarten, grade 3, grade 8, and prior to high school graduation.
- Targeted professional development, responding to needs identified in school plans and consistent with the NSLP, is provided throughout Nevada.
- Working partnerships exist between schools, parents, and communities to enhance, improve, recognize, and showcase student literacy achievements.
- Literacy Improvement Teams are established at each school.
- Partnerships ***to improve literacy for a strong Nevada*** exist with families, government offices, education institutions, and community organizations.

The Statewide Partnership

Literacy learning begins at birth. To promote the literacy development of Nevada children and young adults, NSLT seeks strong partnerships with families, government offices, education institutions, and community organizations throughout Nevada. Working closely with the Nevada Department of Education, the NSLT will coordinate efforts to improve literacy for all children.

- ➔ Children and Young Adults, Birth through Grade 12
- ➔ Teachers
- ➔ Nevada Department of Education
- ➔ State Literacy Team
- ➔ Families
- ➔ Schools
- ➔ School Districts
- ➔ Regional Professional Development Programs
- ➔ Common Core State Standards Steering Team
- ➔ Nevada Department of Health and Human Services
- ➔ State Libraries and Archives
- ➔ Early Childhood Advisory Council
- ➔ Community Organizations
- ➔ Business and Industry
- ➔ Institutions of Higher Education
- ➔ Office of the Governor
- ➔ State Legislators
- ➔ Blue Ribbon Task Force
- ➔ Local Print, Broadcast, and Social Media Resources



The Nevada State Literacy Team

The Nevada Department of Education extends appreciation to the members of the Nevada State Literacy Team who collaborated to write and produce the Nevada State Literacy Plan. Members represent all categories of expertise as required by the grant program.

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Chelli Smith, Southern Nevada Regional Professional Development Program: Professional Development

Karen Starr, Nevada State Library and Archives: Nevada Literacy Office/Center for the Book

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