

# LCPS Our Structured Literacy Journey



## SY 19–20

- Dyslexia Taskforce develops implementation plan (Professional development, screener selection, structured literacy intervention research and selection)
  - K, 1st and 2nd grade teachers attend professional development in Phonological Awareness (PA) and the Heggerty Phonemic Awareness Resource
  - 1st grade teachers attend professional development (Dyslexia 101, The Screening Process, Multi-Sensory Interventions, and Executive Functions)
  - 1st grade students are screened for Dyslexia (Lexercise for English)
  - LCPS purchases the SPIRE intervention program with CEIS funding
  - 1st grade teachers attend professional development for SPIRE
  - At-risk students receive interventions
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## SY 20–21

- LETRS Phase I (35 Kindergarten teachers)
  - LETRS Phase II and III (70 K, 1st, and 2nd grade educators)
  - CORE Academy (3–5, 6–8, and administrators)
  - K, 1st, and 2nd grade teachers: PA and Heggerty
  - 1st grade teachers attend professional development on completing the Dyslexia screener virtually
  - 1st grade students are screened for Dyslexia (Lexercise– English and IDEL–Spanish)
  - LCPS content specialist develop digital resources to provide intervention for "At-Risk" Students
  - 1st grade teachers receive pd and coaching on providing interventions virtually
  - At-risk students receive interventions
  - LCPS team completes LETRS facilitator training
  - LCPS purchases SPIRE intervention program for K–7 grade students
  - K–7 grade teachers attend professional development for SPIRE reading intervention
  - 8–12 grade teachers attend professional development and receive coaching on explicit comprehension strategy instruction
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## SY 21–22

- LETRS Phase IV, V, and VI (208 K, 1st, and 2nd grade educators)
- K–8 ELA materials adoption process and pd
- K–5 Structured Literacy PD
- K, 1st, and 2nd grade teachers: PA and Heggerty
- 3, 4, and 5 grade teachers attend professional development in phonological awareness and Heggerty's "Bridge the Gap" Phonemic Awareness intervention

## **SY 21-22**

- K-2 teachers receive Sound Walls for classroom instruction
  - K-2 teachers attend Pd and PLCs on Sound Walls set up and use
  - K-2 teachers receive materials for Handwriting without tears for explicit handwriting instruction
  - CLSD Coaches provide continuous PD and coaching on reading interventions
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## **SY 22-23**

- LCPS ELA team designs a Structured Literacy framework for adoption materials implementation
  - LCPS content specialists and teachers develop explicit phonics lesson plans for K-5
  - K-5 teachers attend professional development sessions (Savvas Overview and LCPS Structured Literacy and new materials alignment)
  - 6-8 teachers and middle school district leadership will complete NM PED's Canvas Course "Effective Structured Literacy Instruction for Adolescent Readers"
  - CLSD Coaches provide PD and coaching on reading interventions
  - LETRS Phase VIII (January 2023, 3rd grade teachers)
  - 3-5 teachers receive Sound Walls for classroom instruction
  - 3-5 teachers attend Pd and PLCs on Sound Walls set up and use
  - Refresher PD on Dyslexia 101, Dyslexia screeners, multi-sensory interventions, Handwriting Without Tears, and data tracking
  - LCPS team created adopted materials implementation timeline aligned to structured literacy
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## **Successes**

- Dyslexia screening since 19-20
  - Teachers are applying Structured Literacy principles in their classrooms
  - Adoption process supported by a solid foundation on knowledge in the Science of Reading and Structured Literacy (K-8)
  - Strong Layer 1 Differentiated instruction
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## **Challenges**

- Time to support teachers (coaching and modeling)
- Budget
- Prioritizing instruction-Need flexibility for instructional time