

READ BY GRADE 3 LOCAL LITERACY PLAN FOR 2026-2027/2027-2028 SCHOOL YEARS

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization	Coral Academy of Science Las Vegas (CASLV)	Date:	4/3/2026
Number of Sites Being Served:	7	Grade Spans:	K-12
Read by Grade 3 Program Lead Information			
Name:	Amber Nhan	Title:	Academic Program Coordinator
Phone Number:	702-776-6529 ext. 121	Email Address:	anhan@coralacademylv.org

List the names and titles of the members of your Local Literacy Plan Team:

Name:	Title:
Renee Flores	Literacy Specialist at CASLV Tamarus Campus
Tammy Henderson	Literacy Specialist at CASLV Centennial Hills Campus
Lori Ries	Literacy Specialist at CASLV Eastgate Campus
Tara Velasquez	Literacy Specialist at CASLV Nellis Campus
Ruth Moller	Literacy Specialist at CASLV Cadence Campus
Deniz Tarim	Assistant Principal at CASLV Windmill Campus

CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?

SPCSA

I. Identification, Intervention, and Intensive Instruction

Statutory Requirement NRS 388.157.1 (a): The Local Literacy Plan must include a program to provide intervention and intensive instruction for pupils identified as deficient in reading.

Student Identification

How does the Local Education Agency (LEA) identify elementary students who are deficient in reading?

Screening Tools: Implement universal screening assessments at the beginning, middle, and end of each academic year to identify students at risk for reading difficulties. Grade levels K-3 will utilize i-Ready. Grade levels 4 and 5 will review the previous year's SBAC data. In addition, grade levels 4 and 5 will screen using either i-Ready **or** NWEA MAP three times a year to ensure that student progress is monitored and supported throughout elementary grades.

Intervention Program Design & Delivery

How does the LEA provide targeted, evidence-based reading interventions aligned to student needs?

Frequency and duration of small-group or intensive instruction:

A Multi-Tiered System of Support (MTSS) framework is adopted to provide varying levels of intervention based on student needs:

- Tier 1: Universal instruction in the classroom, differentiation, and incorporating evidence-based practices for all students.
- Tier 2: Targeted small group interventions for students identified as at risk, of which the groups are organized to focus on specific skills related to the five pillars of reading.
- Tier 3: Intensive, individualized interventions for students with significant reading challenges, including regularly scheduled intervention reading sessions.
- Dedicated Time Blocks: A schedule of regular small group reading intervention sessions during each school week is established. These sessions will focus on targeted skills based on ongoing assessments.

Family Engagement

- Actively engage CASLV families to support literacy development outside the classroom by promoting reading at home and sharing local community resources to strengthen family involvement in literacy. Some examples may include: literacy nights, informational fliers, and newsletters.

Ongoing Progress Monitoring: Utilize formative assessments to monitor student progress regularly, allowing for timely adjustments to intervention plans. Some examples may include: Core Phonics, Easy CBM, ESGI, i-Ready, and UFLI.

Describe how reading interventions are provided for the following: Phonological/Phonemic Awareness, Decoding and Word Reading, Reading Fluency, Vocabulary Development, Reading Comprehension.

Depending on the campus, interventions for all areas listed in this section are provided through the utilization of intervention and science of reading components included in core ELA tier 1 curriculum, i-Ready, UFLI, Heggerty, or any combination of these or similar programs.

Phonological/Phonemic Awareness: Core ELA Tier 1 Curriculum, UFLI, Heggerty

Decoding and Word Reading: Core ELA Tier 1 Curriculum, UFLI

Reading Fluency: Core ELA Tier 1 Curriculum, i-Ready, UFLI

Vocabulary Development: Core ELA Tier 1 Curriculum, i-Ready

Reading Comprehension: Core ELA Tier 1 Curriculum, i-Ready

II. Assessment Procedures

Statutory Requirement NRS 388.157.1(b): Procedures for assessing reading proficiency using valid, reliable, State Board–approved assessments.

Assessment training and administration procedures.

Assessment Training: Provide professional development for teachers and staff on administering assessments, interpreting results, and using data to inform instruction.

Understanding Assessment Tools: Educators will be trained on the specific features and objectives of the State Board approved assessments that pertain to their grade level, including the i-Ready and SBAC assessments, to ensure accurate administration and effective use of results.

Testing Environment: Ensure a quiet, distraction-free environment for all assessments, using appropriate technology and resources to support student needs.

Grade Level	State Approved Assessment Tool
Kindergarten	i-Ready
First Grade	i-Ready
Second Grade	i-Ready
Third Grade	i-Ready
Fourth Grade	SBAC
Fifth Grade	SBAC

III. English Learner (EL) Literacy Program

Statutory Requirement *NRS 388.157.1(c)*: A specific program to improve the reading proficiency of pupils who are English learners.

What is the LEA's plan to improve reading proficiency among students who are English learners?

English or Multilingual learners (EL or ML) who qualify based on the RBG3 outlines will be provided with RBG3 intervention services. Regardless of RBG3 qualification, EL students will be provided with access to a research-based language development program. Universal pedagogical support strategies for EL students at CASLV are applied dynamically based on lesson objectives. Educators utilize strategies including comprehensible input, front-loading vocabulary, visual supports, and sentence frames, as well as targeted practice across the four domains (listening, speaking, reading, and writing). These elements are integrated in various combinations to meet the specific linguistic demands of each lesson.

IV. Literacy Specialists & Teacher Collaboration

Statutory Requirement *(NRS 388.157.1(d))*: Procedures to facilitate collaboration between licensed literacy specialists and classroom teachers.

What procedures does the LEA use to ensure collaboration between licensed literacy specialists and classroom teachers?

Professional development sessions scheduled throughout the year include both literacy specialists and classroom teachers. This helps to ensure that all staff are on the same page regarding best practices in literacy instruction and intervention, fostering a unified approach to supporting students identified for Read by Grade 3 services. Through active participation in staff meetings and PLCs, literacy specialists continue to engage staff in targeted support for intervention expectations and strategies. With the establishment of clear communication channels, collaboration and support is maintained. This may include any combination of emails, regular updates and check-ins, Google chats, or shared digital platforms with access to shared student assessment data, instructional materials, and intervention tools.