

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA’s website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to ELSBGrant@cde.ca.gov between **June 30, 2022** and **July 31, 2022**.

LEA Name: Select to enter text.

Program Lead: Select to enter text.

Email/Phone: Select to enter text.

Fiscal Lead: Select to enter text.

Email/Phone: Select to enter text.

Eligible Participating School(s) – select box next to the site for which this report applies:

<input type="checkbox"/> 1. Roosevelt Elementary	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

LEA URL for public posting of ELSB Grant Reports: Select to enter text.

NOTE: Please indicate N/A in all sections that do not apply.

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1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Select to enter text.	Select to enter text.	As referenced in the Literacy Action Plan , school climate is addressed by our PBIS team. The team holds monthly meetings to plan around improving attendance, relationships, behaviors, and overall school climate.	No unmet needs were listed in the Literacy Action Plan.
Social-emotional learning	Select to enter text.	Select to enter text.	As referenced in the Literacy Action Plan , social-emotional learning is addressed by our school counselor who runs small groups and meets with classes to provide SEL lessons. SEL is also addressed by teachers using our district adopted SEL curriculum Step- Up.	No unmet needs were listed in the Literacy Action Plan.
Experience of pupils below grade-level	Select to enter text.	Select to enter text.	As referenced in our root cause analysis , students experienced inconsistent approaches to foundational	As stated in our Literacy Action Plan , the team identified the need for a research- based

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standard on the ELA content standards			skills instruction, intervention and progress monitoring. The 20/21 Winter iReady Reading data showed that 50% of 3rd graders were two or more grade levels below and 25% were one grade level below.	intervention program for all k-3 teachers to use. It was also identified that there was a need for a centralized way to collect data to monitor student progress throughout the year. There was also a need for teachers to receive professional development around foundation skills and language development.
Experience of families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	As referenced in the Literacy Action Plan , the Parent Liaison coordinates and hosts various opportunities to provide information and resources to parents throughout the year.	No unmet needs were listed in the Literacy Action Plan.

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
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Pupil performance data in ELA	Select to enter text.	Select to enter text.	As shown in our 2020/2021 Winter iReady Reading scores, the domain with the highest percentage of students at grade level was phonemic awareness with 69%.	As shown in our 2020/2021 Winter iReady scores, a majority of students were not performing at grade level in most of the Reading domains. For K-3, 29% of students were at grade level in the domain of phonics. 54% of students were at grade level for High Frequency words. 29% of students were at grade level for vocabulary. 32% of students were at grade level for Literature Comprehension. 26% of students were at grade level for Informational Text Comprehension.
Data on effective practices (<i>reference previous chart</i>)	Select to enter text.	Select to enter text.	Teachers were administering curriculum assessments and using a district adopted reading program.	As mentioned in our Literacy Action Plan , progress monitoring varied teacher to teacher and teachers were not all implementing the curriculum with fidelity. Other areas of weakness that were uncovered were that data from progress monitoring were not centralized. Professional

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				development varied from teacher to teacher, only a few had attended the ELD Institute and were integrating ELL strategies consistently in lessons.
Data on ineffective practices (<i>reference previous chart</i>)	Select to enter text.	Select to enter text.	<p>Some of the school-level strengths were:</p> <ul style="list-style-type: none"> ● Teachers were administering the iReady diagnostic 3 times a year. ● Teachers were administering curriculum assessments. 	As captured in our root cause analysis , there was not a system beyond iReady and curriculum unit data to monitor progress in foundational skills.
Equity and performance gaps	Select to enter text.	Select to enter text.	<p>School-level strengths were:</p> <ul style="list-style-type: none"> ● Teachers use the district adopted curriculum for ELD. ● The school utilizes a bilingual assistant to support ELs ● ELPAC is administered ● Designated ELD time is identified in the master schedule. 	Based on the 20/21 Winter iReady Reading diagnostic, 68% of 3rd grade ELs were two or more grade levels below compared to 35% of EOs being two grade levels below.

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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p><i>Goal #2 from LAP: We will improve our K-3 implementation and collection of valid, predictive and reliable data.</i></p>	<p>By September 2021, fund half a program specialist position to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</p> <p>In 2021-2022, 2022-2023, 2023-2024, hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>Based on the iReady fall to spring data collection all grade levels k-3 were able to increase the number of students in the mid to above grade level by at least 13%. The iReady data also shows that each grade level 1st to 3rd, decreased the number of students who were 2 or more grade levels below by at least 23%.</p> <p>Based on the 21/22 iReady fall to spring data, the percentages of students in K-3 who were in the mid to above grade level tier increased as follows: k: 0% to 50% 1st: 5% to 18% 2nd: 0% to 14%</p>	<p>The iReady results were positively impacted by the increased progress monitoring and centralized collection of data that we put in place this year. The hiring of the teacher assistant contributed to the progress made towards our goal since she provided some of the extra support that was greatly needed in collecting the CORE assessment and SIPPS mastery Test data during the spring. The impact could have been greater if the position would have been filled at the beginning of the year instead of in February. Since we were not allowed to post the position of the</p>

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			<p>3rd: 0% to 22%</p> <p>Based on the 21/22 iReady fall to spring data, the percentage of students in K-3 who were two or more grade levels below decreased as follows: K:--- 1st:32% to 9% 2nd: 75% to 39% 3rd: 71% to 36%</p> <p>CORE assessments were administered 3 times a year and the data was collected in Illuminate for all K-3 teachers.</p> <p>The iReady diagnostic was given 3 times a year.</p> <p>The SIPPS placement assessment was given and students were placed in appropriate groups. The placement data was shared with all k-3 teachers, the instructional coach, and principal.</p> <p>The SIPPS mastery</p>	<p>program specialist it was never filled. As a result, we were unable to attribute any positive impact towards our goal to the program specialist position.</p> <p>We were unable to hire a program specialist this year. There was a negative impact of not having this position filled. Data collection took longer than expected without the additional support of the program specialist. By not having a program specialist, there was also less support to SIPPS groups. We intend to repost this position.</p> <p>There was a positive impact on hiring an instructional assistant. By having the additional support to run more SIPPS groups, students were placed more accurately in groups. She was able to collect data by administering the Mastery</p>
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			<p>assessments were administered either in the SIPPS portal or on paper.</p> <p>The Benchmark assessments were administered on the Benchmark platform.</p> <p>The assessment calendar was shared and discussed with teachers.</p> <p>Data conferences allowed for K-3 teachers, the instructional coach, and the principal to discuss the data collected and identify both areas of growth and concern.</p>	<p>Tests to her small groups. We will have to work on creating a space for her to record her data in the same system as the teachers so it will be easier to share her data with teachers, the instructional coach, and the principal.</p> <p>Due to her late hire, the instructional assistant was only able to support data collection in the spring. Her support with this task positively affected the data collection process. Seeing the impact on the data collection process we intend to continue funding this position.</p> <p>While it was clearer to see positive growth with the iReady data, the collection of CORE assessment data will need some adjustments. While we collected data in fall, winter, and spring not all students were tested for the same exact assessments each time</p>
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				<p>since they were stopped if they could not provide responses to multiple previous subtests. As a result, it was not possible to give a percentage of growth for each of the individual subtests since for some students the subtests E-K was only given in the spring. While there are changes to be made next year, collecting the CORE assessment data in Illuminate was a major step forward in improving our data collection process. The positive outcome for this year was that we were able to see at the individual student level the progress they made in various CORE subtests.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>No action was identified in the Literacy Action Plan.</p>	<p>NA</p>	<p>NA</p>	<p>As stated in the LAP, this is being addressed by using our district adopted curriculum and district adopted materials.</p>

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<p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils</p>	<p><i>Goal #1 from LAP: We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).</i></p>	<p>By June 2022, K-3 teachers, coach, program specialist, and administration will have completed the online elementary reading academy training with CORE.</p> <p>By June 2022, K-3 teachers will have had monthly professional development around foundational skills provided by the coach.</p>	<p>Based on the iReady fall to spring data collection all grade levels k-3 were able to increase the number of students in the mid to above grade level by at least 13%. The iReady data also shows that each grade level 1st to 3rd, decreased the number of students who were 2 or more grade levels below by at least 23%.</p> <p>Some of the teachers are currently completing the OERA course. We had one teacher go out on leave which may have impacted her ability to complete the course. The instructional coach and the kinder teacher have completed the OERA training.</p> <p>While not monthly, professional development was offered in multiple</p>	<p>The growth made on the spring iReady diagnostic was positively impacted by the professional development that was offered to teachers, the instructional coach, and the administration around the fundamentals of reading and the SIPPS curriculum. The various professional development sessions attended helped the team make progress towards our goal to improve our knowledge and instruction of foundational skills. The professional development not only explained the research behind effective reading instruction and various types of assessments, it also provided teachers with strategies that could be incorporated to strengthen the Benchmark and SIPPS lessons. The impact could have been greater if there was more time allotted to practice new strategies,</p>
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			<p>ways throughout the year either by the instructional coach or others.</p> <p>1) Teachers, the instructional coach, and the principal were able to receive professional development around SIPPS on January 31 provided by the Collaborative Classroom.</p> <p>2)The instructional coach also embedded a phonics focus into the Literacy Meetings for January, March, April, and May.</p>	<p>plan lessons, and discuss the impact of the new strategies.</p> <p>The OERA training had a positive impact on improving our knowledge and instruction of foundational skills. It provided the research behind learning how to read as well as numerous strategies to target the different components of an effective phonics lesson. Teachers were able to implement some of these strategies to strengthen our Benchmark curriculum. We intend to continue to fund OERA training for the remaining two K-3 teachers and the program specialist so they may have access to the same professional development.</p> <p>The SIPPS training was a good overview of the program since it allowed teachers to learn the research behind its design</p>
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			<p>3)The teachers and instructional coach also received professional development around curriculum implementation, assessments, and reading strategies provided by the district on July 28, 2021, September 27, 2021, and October 18, 2021.</p>	<p>and observe some of the routines. However, this one training was not enough to address the questions that arose during the implementation. Teachers had questions on how to best react to the Mastery Test data, changes in routines, and getting all sections completed in the allotted time. Due to our experience this year, ongoing training and implementation support is necessary and we intend to fund more professional development around curriculum implementation.</p> <p>While short, the phonics focus during the literacy meetings did allow for discussion around strengths and weaknesses of our current ELA curriculum and what resources were needed to address some of the weaknesses. This had a positive effect on how teachers examined the</p>
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		<p>By June 2022, K-3 teachers will have completed 5 data conferences with administration and the coach to analyze literacy achievement data (foundational skills assessments, curriculum assessments, and diagnostics). (* for year 1 only, 4 data conferences will be paid with ELSB grant money and the 5th will be paid with other school funds.)</p>	<p>4)The Literacy Team also received professional development while attending the PDSA cycle meetings. And the coach attended the coach network sessions.</p> <p>Data conferences were held on September 21, 2021, September 23, 2021, and April 7, 2022.</p>	<p>components in the Benchmark curriculum and identified needed resources and support. Since there is still a need for professional development we want to use funds to allow teachers to receive ongoing professional development, and continue our literacy meetings.</p> <p>These professional development days had a positive impact on our goal since courses that were offered focused on vocabulary building, assessments, and curriculum implementation, and EL strategies. As these are required by the district, teachers will continue to attend them and no extra funding is necessary. Time to discuss strategies and knowledge learned from these sessions may have had a bigger impact on the team. For that reason, we will</p>
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				<p>continue to fund opportunities for the team to collaborate.</p> <p>These sessions had a positive impact on improving our knowledge of foundational skills as every session focused on different strands of Scarborough’s Rope. The knowledge gained was often referenced in the Literacy Meetings and gave us a common background. For these reasons, we intend to continue funding collaboration and add funds to professional development.</p> <p>The data conferences had a positive impact on improving our tier 1 and tier 2 instruction since they provided the time and space for teachers, the instructional coach, and principal to discuss various data points and plan next steps to meet student</p>
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				needs. Unfortunately, we were only able to hold two of the four data conferences planned. The limited occurrences of these meetings hindered our intent to discuss data and next steps in a more consistent manner. We intend to continue funding data conferences so that conversations around data are happening frequently.
Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction	NA	NA	NA	NA

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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p><i>Goal #1 from LAP: We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).</i></p>	<p>By September 2021, purchase SIPPS for implementation.</p> <p>By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.</p> <p>By October 2021, groups will be formed based on placement data.</p>	<p>Based on the fall to spring iReady scores, the increase of the percentage of students in the mid to above grade level in foundational skills were as follows:</p> <p>Kinder: phonemic awareness:4% to 38% (+34%) phonics:4% to 54% (+5%) High Frequency words:4% to 75% (+71%)</p> <p>1st: phonemic awareness: 5% to 36% (+31%) phonics:5% to 32% (+27%) High Frequency words:10% to 41% (+31%)</p>	<p>The iReady results were positively impacted by the knowledge gained around explicit foundational skills instruction. By adopting the SIPPS program, teachers received additional information and resources to support the implementation of an explicit foundational skills program. The impact could have been greater if the program was started sooner, groups were smaller, more time was allotted to practice the routines and feedback, review resources in the portal, and all teachers were completing all components of the</p>

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		<p>By June 2022, 4 additional comp/release time for release days will have been used for data conferences.</p>	<p>2nd: phonemic awareness:34% to 57% (+23%) phonics:0% to 19% (+19%) High Frequency words:23% to 43% (+20%)</p> <p>3rd: phonemic awareness:100% to 100% (+0%) phonics:15% to 49% (+34%) High Frequency words:49% to 88% (+39%)</p> <p>The SIPPS materials were purchased in October 2021. This included library sets, and teacher manuals.</p> <p>SIPPS training was held on January 31, 2021.</p> <p>The SIPPS placement assessment was given and students started SIPPS groups in February.</p> <p>Fall 21/22 iReady diagnostic was given and data was used to form</p>	<p>program. Results from a teacher survey showed that teachers were needing support in implementing the entire lesson within the time frame, responding to data from the Mastery tests, and using the guides to make instructional decisions.</p> <p>Purchasing and implementing SIPPS has had a positive impact on improving our instruction since the program has a placement assessment, embedded professional development, mastery assessments, structured routines, and a scope and sequence. All of these components have helped teachers improve the way they provide tier 2 intervention. The SIPPS training also had a positive impact on the implementation of SIPPS since teachers were able to learn the research behind SIPPS as well as</p>
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			<p>small groups in mid August.</p> <p>Data conferences were held on September 21, 2021, September 23, 2021, and April 7, 2022.</p>	<p>observe some of the routines being practiced. As this initial training was only an overview, teachers still had questions regarding implementation of some of the SIPPS components. Not having more ongoing training and implementation support may have negatively impacted the pacing of lessons. Based on the positive impact of having a data driven tier 2 intervention approach, we intend to use funds to purchase needed SIPPS materials, resources, and training.</p> <p>The data conferences had a positive impact on improving our tier 1 and tier 2 instruction since they provided the time and space for teachers, the instructional coach, and principal to discuss various data points and plan next steps to meet student needs. Unfortunately, we</p>
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				were only able to hold two of the four data conferences planned. The limited occurrences of these meetings hindered our intent to discuss data and next steps in a more consistent manner. We intend to continue funding data conferences so that conversations around data are happening frequently.
<p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments</p>	<p><i>Goal #2 from LAP: We will improve our K-3 implementation and collection of valid, predictive and reliable data.</i></p>	<p>By September 2021, purchase SIPPS for implementation.</p> <p>By September 2021, teachers will be trained on how to use Illuminate to collect data from assessments/screeners (Multiple Measures, SIPPS).</p> <p>By September 2021, an assessment calendar will be created to include district and site selected assessments.</p>	<p>The SIPPS materials were purchased in October 2021.</p> <p>The instructional coach reviewed the assessment calendar and showed teachers how to access the assessments. Assessment updates, questions, and concerns were addressed at Literacy Meetings. K-3 teachers attended a district professional development session on assessments on July 28, 2021.</p>	<p>Using Illuminate as our central testing hub for foundational skills this year has been a major improvement on creating a centralized location for data input. This has been extremely helpful in analyzing the data at the individual class and grade levels. Collection of the data was a challenge this year since some of the data was entered in the wrong section during our Fall data collection. This impacted seeing a true fall to spring progress for some of the sections in the CORE assessments. Due</p>

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				<p>to the ease of data access we will continue to use</p> <p>Creating an assessment calendar and reviewing it at the beginning of the year was a positive step forward for our site. It provided the means for all K-3 teachers to give the same assessments to monitor foundational skills progress. However, there was a challenge with the assessment calendar as there was still some confusion on when to continue testing in the higher levels of the CORE assessments when students were struggling with the lower levels.</p> <p>In addition to the current assessments, we found that there needs to be additional progress monitoring for fluency in between the Fall, Winter, and Spring fluency assessments.</p>
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	No action was listed on the Literacy Action Plan since there is an after school program in place and after school tutoring is funded from other funds.	NA	NA	NA
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No action was listed on the Literacy Action Plan since it was not a solution to our root cause analysis.	NA	NA	NA
Strategies to improve school climate, pupil connectedness, and attendance and to	No action was listed on the Literacy Action Plan since the school climate is addressed by our PBIS	NA	NA	NA

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reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school	team, PLUS team, and school counselor.			
Strategies to implement research-based social-emotional learning approaches, including restorative justice	No action was listed on the Literacy Action Plan since it is addressed by our school counselor and district adopted SEL curriculum, and district professional development.	NA	NA	NA
Expanded access to the school library	No action was listed on the Literacy Action Plan as the needs assessment did not show this as a priority.	NA	NA	NA

6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **family supports**. [SB98 Sec113 (b)(e4A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and	No action was listed on the Literacy Action Plan.	NA	NA	NA

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supports for pupils and families				
Provision of mental health resources to support pupil learning	No action was listed on the Literacy Action Plan.	NA	NA	NA
Strategies to implement multi-tiered systems of support and the response to intervention approach	No action was listed on the Literacy Action Plan.	NA	NA	NA
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	No action was listed on the Literacy Action Plan.	NA	NA	NA
Strategies to improve parent and community engagement and to improve communication with parents regarding how	No action was listed on the Literacy Action Plan.	NA	NA	NA

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to address pupils' literacy needs				
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7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Select to enter text.	Select to enter text.	Needs are continued to be addressed by the site PBIS team, PLUS team, and the district PBIS plan. Practices included: <ul style="list-style-type: none"> ● monthly team meetings ● assemblies to celebrate attendance, citizenship, and academic growth ● lunchtime activities ● spirit days 	No unmet needs were identified.
Social-emotional learning	Select to enter text.	Select to enter text.	Needs are continued to be met by the school counselor. <ul style="list-style-type: none"> ● small groups ● morning messages about 	No unmet needs were identified.

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			<p style="text-align: center;">mindfulness and character traits</p> <ul style="list-style-type: none"> ● classroom lessons 	
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	Select to enter text.	Select to enter text.	<p>School-level practices are :</p> <ul style="list-style-type: none"> ● Students received daily intervention. ● All teachers are using Benchmark for core ELA instruction. ● Teachers were referring student to the CARE team so strategies could be identified to support the student, if progress was not being made an SST was held. ● Students were offered after school tutoring 	<p>The unmet needs have been identified as:</p> <ul style="list-style-type: none"> ● implementing SIPPS for an entire school year ● smaller intervention groups. ● consistent protocol for referring students to the CARE or SST process. ● stronger instruction in vocabulary (56% of students were below grade level on the 21/22 Spring iReady diagnostic) ● more instructional time focused on vocabulary ● professional development around vocabulary

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				<ul style="list-style-type: none"> more time for fluency materials/ resources to practice and strengthen the phonics skills taught in tier 1 and tier 2 instruction
Families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	<p>Needs are continued to be met by the Parent Liaison. Supports/ resources offered this year were:</p> <ul style="list-style-type: none"> parent meetings free books parent newsletter with suggestions to support students 	<p>Unmet needs were:</p> <ul style="list-style-type: none"> literacy nights increase parent resources <p>*these unmet needs are being addressed in the SPSA*</p>

8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Select to enter text.	Select to enter text.	Based on the Spring iReady Reading diagnostic the following percentages	Based on the Spring iReady Reading diagnostic the following percentages are of

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			<p>are of students below grade level in K-3rd grade:</p> <ul style="list-style-type: none"> ● Phonological Awareness: 27% ● High Frequency Words: 32% 	<p>students below grade level in Kinder -3rd grade:</p> <ul style="list-style-type: none"> ● Comprehension: Informational Text-69% ● Vocabulary: 56% ● Phonics: 54% ● Reading Comprehension: Literature-53%
<p>Data on effective practices (<i>reference previous chart</i>)</p>	Select to enter text.	Select to enter text.	<p>Effective practices consist of:</p> <ul style="list-style-type: none"> ● Teachers having access to district-adopted curriculum and materials. ● Teachers were giving the Benchmark weekly and unit assessments. ● Intervention time being listed on the master schedule. ● Purchasing SIPPS material. ● Providing teachers with an initial SIPPS training. 	<p>Weakness consist of:</p> <ul style="list-style-type: none"> ● Not identifying protocols for observations at the beginning of the school year. ● Not having enough designated time to analyze data as a team in a timely manner. ● Not having enough support to administer the CORE assessments. ● No outside time allotted to plan for changes within

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			<ul style="list-style-type: none">● Teachers giving CORE assessments.● Teachers are using data to group students.● Teachers administering fluency assessments 3 times a year.● Collecting CORE data in Illuminate.● Coaching support with SIPPS implementation by site coach.● A representative from each grade level K-3 and the instructional coach went through OERA training.● Having an instructional aide being able to pull additional SIPPS groups.● Parent Liaison coordinating parent meetings to share community	<p>SIPPS lesson routines.</p> <ul style="list-style-type: none">● Limited flexibility for students to move to different groups depending on mastery test data.● Not enough time to discuss the implementation of strategies from OERA.● Not providing consistent fluency practice and progress monitoring.● No ongoing SIPPS training for teachers, instructional coach, or administration to be familiar with all the SIPPS routines and components.
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			resources with parents.	
Data on ineffective practices (<i>reference previous chart</i>)	Select to enter text.	Select to enter text.	<p>School-level strengths consist of:</p> <ul style="list-style-type: none"> ● Including a set intervention time in the master schedule ● Creating intervention groups based on data ● Using SIPPS as a Tier 2 intervention 	<p>School-level weakness consist of:</p> <ul style="list-style-type: none"> ● The size of the intervention groups varies, so many are larger than the design the program intended. ● There is not enough intervention time to complete all components of SIPPS in one lesson.
Equity and performance gaps	Select to enter text.	Select to enter text.	<p>School-level strengths are:</p> <ul style="list-style-type: none"> ● Providing students with after school tutoring. ● Providing tutoring for ELs. ● Having a bilingual assistant work with ELs. ● Adopting a tier 2 intervention program. 	<p>School-level weakness are:</p> <ul style="list-style-type: none"> ● Inconsistently analyzing data at the subgroup level. ● 42% of ELs scored 2 or more years below compared to 33% of EOs who scored 2 or more years below on the 21/22 Spring iReady Reading diagnostic

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9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	<p>From LAP 3.1c By June 2022, K-3 teachers will have had monthly professional development around foundational skills provided by the coach.</p>	<p>By June 2023, K-3 teachers will have had monthly professional development around foundational skills and vocabulary strategies/resources. This can include professional development from the coach or other entities (for example, but not limited to school district, outside consultancy, Collaborative Classroom, Read Naturally, Learning A-Z, Flocabulary).</p>	<p>Continued professional development is needed to refine tier 1 and tier 2 instruction. This year we were not able to provide as much professional development as we had intended. While growth is being made in individual domains we still have 69% of our students in K-3 scoring below grade level based on our 21/22 Spring iReady Reading diagnostic.</p>	<p>This will support goal #1: <i>We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency, and vocabulary).</i> Teacher surveys and student CORE and iReady data will allow us to assess our progress towards this goal.</p>

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Support for literacy learning	<p><i>From LAP 3.2a By September 2021, purchase SIPPS for implementation.</i></p> <p>From LAP:3.2</p>	<p>Addition: By September 2022, purchase materials/resources and organizational supplies to support SIPPS and Benchmark implementation.</p>	<p>After the first year of SIPPS, we realized that not all teachers had the supplies to effectively organize and present SIPPS materials to deliver the lesson effectively. We also found that teachers were in need of more books that students could use for the Daily Independent Reading section of SIPPS. We also realized that we need more materials/ resources for fluency practice since SIPPS monitors fluency progress.</p>	<p>The purchase of more classroom library sets and organizational supplies, and the reproduction of fluency passages would help address goal #1 which states: <i>We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics, fluency, and vocabulary).</i> With these supplies teachers will be able to organize the SIPPS materials in a way that will help the lesson go more efficiently. The classroom library books will help students gain access to more reading material that will help with their reading fluency.</p>

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	<p>By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.</p>	<p>Addition: By June 2023, professional development, feedback, and ongoing coaching regarding SIPPS implementation from an outside consultancy will have taken place.</p>	<p>Currently more professional development and consistent feedback is needed so all components of SIPPS can be implemented with fidelity. With a stronger SIPPS implementation we can better support students who are below grade level in phonological awareness, phonics, and high frequency words. Currently, not all teachers are using the mastery test results and the Self Checks to guide instruction. This is partly due to only having one overview training of the SIPPS program. With the extra training and feedback from the outside consultancy, we can ensure that teachers have the support they need to use all SIPPS components with integrity. The training, feedback, and ongoing coaching from an outside consultancy would help with our goal #1 which stated: <i>We will improve our K-3 knowledge and instruction of explicit</i></p>	<p>This adjustment will help us with goal #1 which stated: <i>We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics, fluency, and vocabulary).</i></p> <p>We will track our progress with teacher survey responses, SIPPS mastery test results, as well as iReady and CORE assessment results, and fluency monitoring for 2nd through 3rd grades.</p>
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			<p><i>systematic foundational skills (specifically phonics, fluency, and vocabulary).</i></p> <p>The feedback that we receive from the consultant would help the onsite coach to provide ongoing coaching in between visits to strengthen literacy instruction.</p>	
Pupil supports	No adjustment will be made.	NA	NA	NA
Family supports	No adjustment will be made.	NA	NA	NA

NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]