

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: Stockton Unified School District

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

● 1. Hamilton Elementary	● 6. Taylor Leadership Academy
● 2. Hazelton Elementary	● 7. Van Buren Elementary
● 3. Pulliam Elementary	<input type="checkbox"/> 8. Select to enter text.
● 4. Roosevelt Elementary	<input type="checkbox"/> 9. Select to enter text.
● 5. Taft Elementary	<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.): CDE, SCOE, Pivot/CORE

LEA URL for public posting of ELSB Grant Reports: <https://www.stocktonusd.net/Page/16024>

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

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- 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	The district is implementing services to increase/improve student access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. The focus is on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. The data-driven decision-making practices will identify the necessary	N/A	See individual site responses below.	

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	resources required to assist students, schools and communities to achieve their academic goals, contributing to the attainment of graduating college and career ready.		
Hamilton			<p>Our school, while following the District plan, has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, a Child & Welfare Social Worker Assist, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we did not</p> <p>As noted in our Early Literacy Support Block (ELSB) Literacy Action Plan (LAP), school climate was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>

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			<p>include it in our action plan.</p> <p>PLUS School Site</p> <p>District PBIS Resources</p> <p>District PBIS Website</p> <p>Site Based PBIS Committee</p> <p>Hamilton Counseling Services</p>	
Hazelton			<p>Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at Hazelton school site. The plan is to continue with PBIS for the next two school years. Link to district resources for PBIS - evidence of SUSD already <i>implementing the program and training staff</i></p>	<p>Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. The ELSB grant did not include requests for support in this area.</p>

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			<p>We have two full time time counselors that provide services to students and provide professional development and support to teachers in this area.</p> <p>We have a full time mental health clinician that provides support to staff and students as needed.</p>	
Pulliam			<p>Our school site currently has 2 full-time counselors that service our students and provide professional development and support to teachers in this area. They support teachers and students with feeling connected and support a positive school climate.</p>	<p>Due to school practices, culture and climate was not an urgent need indicated on the root cause analysis or needs assessment for this grant.</p>

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Roosevelt			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.
Taft			From our Literacy Action Plan (LAP) :: Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at our school site and will continue to do so through 2024. <i>Link to district resources for PBIS - evidence of SUSD already implementing the</i>	Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.

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			<p><i>program and training staff</i></p> <p>We also have a full time and a ½ time counselor that provide services to our students and provide professional development and support to teachers in this area.</p>	
Taylor			<p>Taylor: Based on Taylor’s needs assessment and root cause analysis there is not a need for action in this area.</p> <p>Fishbone Root Cause Analysis.</p> <p>While the topic of attendance did come up-this is something we as a site have already worked towards</p>	Taylor: No unmet needs were listed in the Literacy Action Plan.

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			<p>addressing through PBIS and discipline flow charts. We have a site PBIS implementation team that leads our PBIS initiatives. We also provide incentives for attendance and have lowered suspensions in the past few years along with strategies for suspension alternatives. Our SPSA outlines our PBIS strategies and activity. District wide, there are also PBIS school cohorts and cohort coaches that help to establish and maintain PBIS principles and goals at our site. Monthly meetings are held monthly to discuss and analyze PBIS School data on attendance, school climate and discipline.</p>	
Van Buren			As referenced in the Literacy Action Plan,	No unmet needs were listed in the Literacy

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			<p>school climate is addressed by our PBIS team. The team holds meetings monthly to plan around relationships, attendance, behavior and the overall school climate.</p>	<p>Action Plan</p>
<p>Social-emotional learning</p>	<p>The district has implemented a social emotional support curriculum (Second Step) to meet the needs of students. In addition, services are based on identified needs and are intended to increase/improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-</p>	<p>N/A</p>	<p>See individual site responses below.</p>	

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	<p>emotional supports, and various well-being health direct services to students families, and staff districtwide focused on increasing and improving the learning experience.</p>			
Hamilton			<p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, social-emotional learning was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>

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			Second Step Implementation Student Support Services	
Hazelton			<p>Based on ELSB plan Se Social & Emotional Program Counselors use in the classrooms) Currently SUSD is providing Second Step in our schools and continue to receive these services for the next two school years. Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021</p>	<p>Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.</p>
Pulliam			<p>Our school site currently has 2 full-time counselors that service our students and provide professional</p>	<p>Due to school practices, social-emotional learning was not an urgent need indicated as a root cause or needs</p>

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			development and support to teachers in this area.	assessment for this grant.
Roosevelt			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.
Taft			<p>From our LAP: Second Step (Social & Emotional Program Counselors use in the classrooms)</p> <p>Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.</p>	Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.

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			<p>Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site.</p> <p>2021-2022 2020-2021</p>	
Taylor			<p>Based on Taylor’s needs assessment and root cause analysis there is not a need for action in this area.</p> <p>Fishbone Root Cause Analysis</p> <p>link to Second step curriculum</p>	No unmet needs were listed in the Literacy Action Plan.
Van Buren			<p>As referenced in the Literacy Action Plan, school climate is addressed by our PBIS team. The team holds meetings</p>	No unmet needs were listed in the Literacy Action Plan.

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			monthly to plan around relationships, attendance, behavior and the overall school climate.	
Experience of pupils below grade-level standard on the ELA content standards	The district curriculum department coordinated professional development for site teachers and coaches in SIPPS curriculum and Literacy development practices. Participant collaboration meetings were established for support in collecting/analyzing data and to share strategies for implementation.	N/A	See individual site responses below.	
Hamilton			Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments	The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment

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			<p>and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider (per CAASPP results). Hamilton’s Site Team identified that too few of Hamilton students are able to read and comprehend complex grade-level texts by the end of their respective grade levels (K-3). Also, those students rarely overtake this disparity and reach grade level due to the lack of explicit phonics instruction in 2nd and 3rd grade.</p>	<p>process, the analysis revealed:</p> <ol style="list-style-type: none">1. the lack of explicit, academic phonics instruction for gradesTK-3. <i>While this need was eventually MET with SIPPS Purchases, due to the late release of ELSB funds we did not receive our materials and teachers were not trained until January 2022. Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District’s COVID restrictions and protocols, we were</i>
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			<p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. The development of strategies and implementation of evidence-based academic supports, will support Hamilton’s ability to establish protocols to prescribe the correct intervention and to respond when the data supports or</p>	<p><i>not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. However, our 3rd grade teachers, who had in their possession SIPPS materials from previous purchases and gave SIPPS instruction to their students all year,</i></p>
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			<p>contradicts the intervention.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p>	<p><i>were able to see student academic progress according to their students' SIPPS Levels.</i></p> <p>2. the inability to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. <i>During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Our LEA</i></p>
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				<p><i>has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District's system, While extremely time consuming and without the possibility of having a teacher substitute to assist, <u>all</u> Hamilton TK-2 students that were present were given the assessments as</i></p>
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				<p><i>seen in the following Spring Scores on CORE Assessments report. Hamilton considers this need of the LAP as MET.</i></p> <p>3. the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3. <i>As seen in the Hamilton Bell Schedule 2021-2022, an intervention/academic support time was built into the school's Master Schedule. Hamilton considers this need in the LAP as MET.</i></p>
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				<p>4. a summer school program that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students. <i>This need, as noted in the LAP, will be completed during Year 2 , thus Hamilton will</i></p>
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				<i>consider this need as UNMET.</i>
Hazelton			<p>According to our IReady data, about 60 % of students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. We do have a Tier 2 curriculum which is SIPPS.but has not fully implemented for this school year due to COVID and teachers not receiving the training at the beginning of the school year.</p> <p>IREADY DATA</p>	<p>Lack of good first instruction (teachers have not received sufficient in depth training on teaching foundational reading standards. Due to COVID we did not provide SIPPS training until the middle of the school year. However based on the data our teachers observed students using the SIPPS strategies during reading and testing.</p>
Pulliam			<p>84% of our K-3 students are performing below grade level standards in ELA. We do not offer a tier 2 intervention for these students and they</p>	<p>K-3 students performing below grade level do not receive tier 2 intervention instruction</p>

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			continue to struggle and get further behind.	
Roosevelt			As referenced in our root cause analysis , students experienced inconsistent approaches to foundational 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.	As stated in our Literacy Action Plan , the team identified the need for a research- based 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.
Taft			50% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade.	From the LAP, Root Cause: 1. <u>Lack of good first instruction</u> (<i>teachers have not received sufficient in depth focused training</i>)

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			<p>I-Ready Data End of the year report 2021</p> <p>We do not have a Tier 2 or Tier 3 curriculum provided by our district.</p>	<p><i>on teaching foundational reading standards, and all of the components of the Scarborough’s Rope in a systematic way that builds capacity.)</i></p> <p>2. <u>Curriculum deficiency</u> <i>reading foundational skills are not spiraled from year to year to “catch students” who miss the first instruction. Our curriculum is also not strong in phonemic and phonic instruction.</i></p> <p>3. Our reading instruction hasn’t targeted all of the components of Scarborough’s Rope.</p>
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				<p>4. <i>In the classroom only none of our teachers use read-alouds two-years above grade-level daily to help bridge our EL learners & Title 1 low socioeconomic learners that come to school with a lack of background knowledge, vocabulary and concepts of how language works.</i></p> <p>5. A weakness of our local educational agency (SUSD) is that our district does not have much in place that is systematic or uniform for monitoring student progress with the exception of iReady 3X a year and the use of adopted curriculums with varying degrees of</p>
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				<p>faithful implementation. The district also has some AVID strategies like annotation.</p> <p>Because of this weakness, <u>we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to assess students and provide additional support based on the data received from the monitoring</u></p> <p>We do not have a systematic tier 2 intervention prior to the referral to SPED testing. We also do not have a master schedule for intervention or a set</p>
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				<p>intervention program (tier 2 instruction)</p> <p>During our staff meeting, stakeholders also identified that there was Limited practice learning the alphabetic principles, limited small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups.</p> <p>To equitably provide a solid reading foundational skills program we also currently lack the following student supports, (curriculum</p>
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				<p>that spirals to address unfinished learning, systematic progress monitoring, tutors to help teachers listen to students read every day, a intervention program to catch students in 1st grade who are beginning to fall behind.)</p>
Taylor			<p>As seen in our screening data, (Winter iReady Needs Assessment Analysis) our root cause analysis Fishbone Root Cause Analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Taylor has an overwhelming number of students</p>	<p>As indicated in our Literacy Action Plan the team identified a need to adopt an explicit phonics program for students in grades K-3rd. We also determined it was a priority to adopt a uniform data collection process/assessment three times a year. In order to support these This process would be systemic. To support</p>

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			<p>(80%) in Tier 2/3 in the area of reading. The data indicate an urgent need for students' increased access to targeted, evidence-based foundational skills instruction.</p>	<p>those two goals we also determined teachers K-3rd would need to receive more detailed training on foundational skills via the Core OERA.</p>
<p>Van Buren</p>			<p>Since the beginning of the 2020-2021 school year, the operations team (principal, vice-principal, coaches, counselors, and program specialist) and school leadership team have been engaged in conversation about school data and the need to not only address unfinished learning, but also to align school instructional practices to improve student outcomes, especially in the area of literacy. Traditionally, Van Buren's iReady scores have shown that 80% of</p>	<p>Note Catcher Root Cause Analysis I-Ready Data Report - Winter 1) As seen by our iReady data, the root cause analysis and our Literacy Action Plan teachers have not received training on teaching foundational reading skills. Plus, we knew that our iReady historical data shows that the root cause of being behind is due to the lack of inadequate first instruction of phonics,</p>

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			<p>students were reading below grade level. (Winter iReady Data). When looking specifically at the foundational skills, phonemic awareness (tested K-2) averaged 44% proficiency, and phonics in K-3rd averaged 28% proficiency. The need for foundational skills is urgent. Once the grant was announced to the staff, the principal solicited individuals to participate as team members. These included the program specialist, ELA instructional coach, and a teacher the K, 1, and 2nd grade.</p>	<p>phonemic awareness, phonological skills and a progress monitoring system.</p> <p>2) It has also been determined that within our school district we lack a systematic process that monitors foundational skills data. We need a school wide reading assessment other than the iReady that we currently have. We need to be able to use the data to drive instruction and teachers have not been taught how to break apart the data and what and where we go after the assessment.</p> <p>3) On our root cause analysis we also determined that our ELD strategies are not consistent. Being Title 1 and in a low socioeconomic area our students lack</p>
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			<p>background knowledge and vocabulary.</p> <p>4) During our staff meeting and stakeholders meeting we also determined that we need to be more consistent with phonics, sound spelling, phonemic awareness and being able to use small group instruction.</p> <p>5) Our current curriculum does not spiral to address unfinished learning.</p>
<p>Experience of families of pupils below grade-level standard on the ELA content standards</p>	<p>All SUSD students receive access to SORA, ebooks and audio collections.</p>	<p>SUSD experienced low student attendance and participation this school year which exacerbated learning loss. District initiatives to inform parents about literacy, provide resources, and train families to support student literacy were limited.</p>	<p>See individual site responses below.</p>

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Hamilton			<p>Hamilton teachers have multiple systems in place for communicating student academic progress, including but not limited to phone calls, emails, physical notes, Zoom meetings, Class Dojo, Seesaw, Google Classroom. Hamilton school also incorporates messages with Peach Jar, Blackboard messaging, newsletters, and the marquee.</p> <p>In addition, Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>	<p>Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would attend in-person classes, meetings, workshops, both academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant.</p>
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				Hamilton will consider this need as UNMET.
Hazelton			<p>Hazelton teachers have multiple systems in place for communicating student’s progress with parents. PBIS Rewards, Class Dojo, Phone calls, Google Classroom, Notes home and in person visits. In addition, the district provides a six-hour community assistant to support our Spanish speaking parents with our school staff. The community assistant also refers parents to resource services available within the community and provides Parent training on site.</p>	<p>SUSD has an entire department devoted to educating and engaging parents in their child’s education. They are civically committed to strengthening families’ voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop OpportunitiesSUSD Family Engagement Calendar</p>

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Pulliam			All teachers have a communication platform they use to communicate with parents. Our school site employs a parent liaison. She supports communication between families and school staff. She also refers parents to resource services available within the community.	Due to school practices, this was not an urgent need indicated on the root cause analysis or needs assessment for this grant.
Roosevelt			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.
Taft			Teachers at Taft have multiple systems in place for communicating student's progress with	From our LAP: unmet needs were professional materials for Parent Trainings.

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			<p>parents. Class Dojo, Phone calls, Google Classroom, Notes home and in person visits.</p> <p>In addition the district provides a part time parent liaison to support the bilingual communication between families and school staff. This liaison also refers parents to resource services available within the community and provides Parent training on site.</p>	
Taylor			<p>As indicated in our Literacy Action Plan we have a parent liaison on staff that provides learning opportunities throughout the year as well as staff led conferences. We planned to unroll a literacy action plan for</p>	<p>We were unable to complete the literacy training for parents as parents/outside guests were not allowed on campus during this past school year. We did provide zoom conferences and give</p>

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			parents to receive training on literacy skills.	away books at a grab and go literacy night.
Van Buren			At Van Buren the teachers have many ways of communicating students' progress to their parents. Currently we use phone calls, notes, class Dojo, Google Classroom, Remind App and home visits. We also have a bi-lingual aide and a	One of our unmet needs was the fact that we couldn't have parents on campus and we were not able to have parent training according to our Literacy Action Plan.

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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
Pupil performance data in ELA	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-	The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen

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			<p>2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p>	<p>throughout the grade levels.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p>
<p>Hazelton</p>			<p>During the school year 2020-2021 we implemented the district adopted curriculum, Benchmark Advance. For measuring our students' progress we utilized the district's I-Ready assessments 3 times this year. Also we had one round of academic conferences and instructional rounds this year but we were not able to do another round due to COVID and shortage of subs. K-3. Teachers were able to</p>	<p>As indicated in our and in our needs assessment, the implementation of the SUSD district adopted curriculum has not produced academic success in literacy as indicated by the IReady Spring assessment data.</p> <p>2122 IREADY DATA</p>

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			meet during our academic conferences and set SMART goals, create their common formative assessments with the support of our program specialist.	
Pulliam			<p>We implement a district adopted curriculum. iReady assessment data indicates there are some K-3 students performing at grade level in phonological awareness, phonics, and high frequency words.</p> <p>K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words</p>	<p>When using the district adopted curriculum a large percentage of our students still perform below grade level in the area of phonological awareness, phonics, and high frequency words</p> <p>K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words</p>
Roosevelt			As shown in our 2020/2021 Winter iReady Reading scores, the domain with the highest percentage of students at grade level	As shown in our 2020/2021 Winter iReady scores, a majority of students were not performing at grade level in most of

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			<p>was phonemic awareness with 69%.</p>	<p>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.</p>
<p>Taft</p>			<p>During the school year 2020-2021 we implemented the district adopted curriculum, Benchmark Advance. For measuring our students' progress we utilized the district's I-Ready assessments 3 times that year.</p>	<p>The final assessment spring 2021 - I-Ready assessment data indicated that the K-3 students even though they were being taught using the district adopted curriculum were still performing below grade level.</p>

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Taylor			<p>As indicated in our Winter iReady Analysis</p> <p>An area of strength is phonemic awareness with 80% of the school being on grade level.</p>	<p>As a school in reading for Winter iReady scores we were at 50% of students two or more grade levels behind and 35% of students one or more grade level behind overall. For K-3 our winter scores indicated that phonics continued to be an area for improvement with the average being 27% on grade level. 48% of students were at grade level for High Frequency words. 25% of students were at grade level for vocabulary. 29% of students were at grade level for Literature Comprehension. 26% of students were at grade level for Informational Text Comprehension.</p>
Van Buren			During Van Buren’s 20-21 school year we	The final assessment for iReady Spring 21

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			utilized the district’s iReady assessments and these were done 3 times a year. We also implemented a new curriculum which is BenchMark Advance to meet the ELA standards.	indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84% below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unifields adopted curriculum.
Data on effective practices (<i>reference previous chart</i>)	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	<i>See individual site responses below.</i>	
Hamilton			Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The	The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance,

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			<p>achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p>	<p>the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to close the achievement gap.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p>
Hazelton			<p>During the school year 2020-2021 we implemented the district</p>	<p>As indicated in our root cause analysis and in our needs assessment,</p>

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			<p>adopted curriculum. 2021 Spring I-Ready assessment data indicates that many students are performing at below grade level The final assessment spring 2021 -</p>	<p>the implementation of the SUSD district adopted curriculum has not produced academic success in literacy as indicated by the IReady Spring assessment data. IReady Data</p>
Pulliam			<p>Our school site is implementing the district adopted curriculum.</p> <p>iReady assessment data indicates there are some K-3 students performing at grade level in phonological awareness, phonics, and high frequency words.</p> <p>K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words</p>	<p>As indicated in our root cause analysis and our needs assessment, the implementation of the district adopted curriculum has not produced academic success in literacy as indicated by the iReady assessment data.</p> <p>K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words</p>
Roosevelt			<p>Teachers were administering</p>	<p>As mentioned in our Literacy Action Plan,</p>

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			curriculum assessments and using a district adopted reading program.	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 development varied from teacher to teacher, only a few had attended the ELD Institute and were integrating ELL strategies consistently in lessons.
Taft			During the school year 2020-2021 we implemented the district adopted curriculum. 2021 Spring I-Ready assessment data	As indicated in our root cause analysis and in our needs assessment, the implementation of the SUSD district adopted curriculum has

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			<p>indicates that many students are performing at below grade level</p> <p>The final assessment spring 2021 - I-Ready assessment data</p>	<p>not produced academic success in literacy as indicated by the IReady Spring assessment data.</p> <p>I-Ready assessment data</p>
Taylor			<p>As indicated in our Winter iReady Analysis</p> <p>An area of strength is phonemic awareness with 80% of the school being on grade level.</p>	<p>As a school in reading for Winter iReady scores we were at 50% of students two or more grade levels behind and 35% of students one or more grade level behind overall. For K-3 our winter scores indicated that phonics continued to be an area for improvement with the average being 27% on grade level. 48% of students were at grade level for High Frequency words. 25% of students were at grade level for vocabulary. 29% of</p>

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				students were at grade level for Literature Comprehension. 26% of students were at grade level for Informational Text Comprehension.
Van Buren			During Van Buren’s 20-21 school year we implemented the new district adopted curriculum to meet the ELA standards. The final assessment for iReady Spring 21 indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84% below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unifields adopted curriculum.	As indicated in our Root Cause Analysis and our needs assessment note catcher we have not met academic success in all aspects of literacy.

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Data on ineffective practices (<i>reference previous chart</i>)	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			<p>Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The current curriculum has not produced academic success in literacy, nor developed our students ability to read grade-</p>

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			<p>lessons for all ELA instruction.</p>	<p>level texts by the end of their respective grade levels.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p>
Hazelton			<p>During the school year 2020-2021 we implemented the district adopted curriculum. 2021 Spring I-Ready assessment data indicates that many students are performing at below grade level. The final assessment spring 2021.</p> <p>IREADY DATA</p>	<p>As indicated in our root cause analysis and in our needs assessment, the implementation of the SUSD district adopted curriculum has not changed much academic success in literacy as indicated by the IReady Spring assessment data.</p> <p>IREADY DATA</p>
Pulliam			<p>Assessment data is used to identify students in need of a tier 2 support and intervention.</p>	<p>As indicated in our root cause analysis and needs assessment, our school site does not provide a tier 2</p>

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			K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words	intervention for students struggling in literacy K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words
Roosevelt			Some of the school-level strengths were: <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.
Taft			The 2021 assessment data was used to identify students in need of intervention.	Our root cause analysis and our needs assessment indicate that our school site does not have the resources to provide a tier 2 or tier 3 literacy intervention

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				I-Ready assessment data
Taylor			<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 discussed in our root cause analysis , there was not a system beyond iReady and curriculum unit data to monitor progress in foundational skills.
Van Buren			Our end of year iReady data was used to identify our students that need intervention.	As indicated in our Root Cause Analysis and our needs assessment note catcher it has been determined that Van Buren does not have the necessary resources to provide tier 2 and tier 3 interventions. As seen by our iReady data.

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Equity and performance gaps	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			<p>The LEA uses the i-Ready diagnostic to assess student academic performances as related to grade-level standards. After the diagnostic assessment, i-Ready provides an instructional pathway for students based on their diagnostic performance given 3x each academic school year. i-Ready is to meet each individual student’s needs and help improve their performance with individualized lessons to be done independently.</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to</p>

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				<p>close the achievement gap. The i-Ready pathway is not proving to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p>
Hazelton			<p>iReady provides an individualized instructional pathway for students based on their performance on iReady. iReady is supposed to meet each individual student's needs and help improve</p>	<p>iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding. Our root cause analysis and our needs assessment indicate that our school site does not have the resources to provide</p>

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			<p>their performance with individualized lessons.</p>	<p>consistently to students. Due to COVID made it very hard to hire an intervention teacher due to the lack of teachers and teachers subs.</p>
Pulliam			<p>iReady provides an individualized instructional pathway for students based on their performance on iReady.</p> <p>K-3 iReady Phonological Awareness</p> <p>K-3 iReady Phonics</p> <p>K-3 iReady High Frequency Words</p>	<p>iReady pathway has not proven to increase scores in the areas of phonological awareness, phonics, and high frequency words. Tier 2 instruction must be provided by a teacher to those who indicate a need for tier 2 intervention.</p> <p>K-3 iReady Phonological Awareness</p> <p>K-3 iReady Phonics</p> <p>K-3 iReady High Frequency Words</p>
Roosevelt			<p>School-level strengths were:</p> <ul style="list-style-type: none"> ● Teachers use the district adopted curriculum for ELD. 	<p>Based on the 20/21 Winter iReady Reading diagnostic, 68% of 3rd grade ELs were two or more grade levels</p>

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			<ul style="list-style-type: none">● The school utilizes a bilingual assistant to support ELs● ELPAC is administered● Designated ELD time is identified in the master schedule.	below compared to 35% of EOs being two grade levels below.
Taft			<p>iReady provides an individualized instructional pathway for students based on their performance on iReady. iReady is supposed to meet each individual student's needs and help improve their performance with individualized lessons.</p>	<p>The iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>Our root cause analysis and our needs assessment indicate that our school site does not have the resources to provide a tier 2 or tier 3 literacy intervention</p> <p>I-Ready assessment data</p>

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Taylor			<p>Some of the school-level strengths were:</p> <p>Teachers use the district adopted curriculum for ELD.</p> <p>Teachers provided small group instruction based on need (2x per week per group)</p>	<p>Based on the 20/21 Winter iReady Reading diagnostic 71% of 3rd grade ELs were two or more grade levels below compared to 51% of EOs being two grade levels below.</p>
Van Buren			<p>Stockton Unified utilizes a program called iReady and it provides each student with a pathway that is supposed to meet their individual needs. This is to help improve their performance and help each student master each standard.</p>	<p>As indicated in our Root Cause Analysis and our needs assessment note catcher it has been determined that Van Buren does not have the necessary resources to provide tier 2 and tier 3 interventions. As seen by our iReady data. The pathway is not proven to help in all areas of literacy.</p>

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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
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.				
Hamilton	Goal #1 - hire support personnel, an instructional assistant, to work with students in TK-3, focusing specifically on foundational reading skills using the SIPPS curriculum. The Support Personnel will	A majority of our TK–3 students are testing below proficiency in phonemic awareness and phonics according to our diagnostic data. We need to become more targeted in our instructional groupings of students so that	Hamilton’s Instructional Assistant began with the Letter Naming component of the SIPPS program. Transitional Kindergarten (TK) - Fall 2021 data shows that	The LAP rationale was for the instructional assistant to give students access to the SIPPS curriculum. It took time for in-depth training, but she began her work year with the Letter Naming component of the SIPPS

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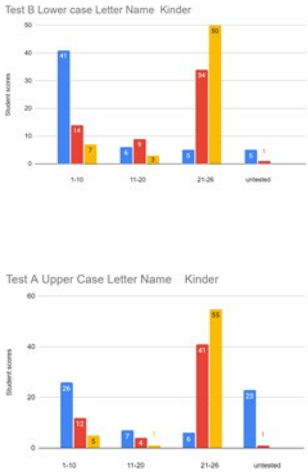
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	<p>attend SIPPS Virtual Workshops, as included in the Budget Plan, attend any additional in-person or virtual ongoing professional development and have access to the SIPPS Virtual Coach.</p>	<p>they can be placed in differentiated groups based on ongoing formative assessment data. Support personnel will be utilized to ensure that all students have access to the SIPPS curriculum.</p> <p>Due to the late release of the ELSB funds, Hamilton was not able to hire an instructional assistant until after Trimester 1. Her first date of work was 11-15-2022.</p>	<p>only 3 students knew 21-26 lower case letter names and 2 students knew 21-26 uppercase letter names. TK’s letter naming data significantly increased with all 20 students, 100% of the grade level, being able to identify 21-26 lower and uppercase letter names.</p> <p>TK Test A Upper Case Letters</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>1-6</td> <td>5</td> </tr> <tr> <td>11-20</td> <td>9</td> </tr> <tr> <td>21-26</td> <td>2</td> </tr> </tbody> </table> <p>TK Test B Lower Case Letters</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>1-6</td> <td>7</td> </tr> <tr> <td>11-20</td> <td>7</td> </tr> <tr> <td>21-26</td> <td>3</td> </tr> </tbody> </table> <p>Kindergarten (K) - Fall 2021 data shows that</p>	Time Period	Students	1-6	5	11-20	9	21-26	2	Time Period	Students	1-6	7	11-20	7	21-26	3	<p>program. By the end of the year, she was able to pull her own SIPPS groups for instruction as seen in her schedules. With her skill set, knowledge and training, she will be providing additional opportunities for Hamilton students to access the SIPPS curriculum.</p> <p>While we consider the addition of our instructional assistant a Positive Outcome, it seems to open up a need for additional support personnel.</p> <p>We will be transitioning from a part-time bilingual instructional assistant to a full-time instructional assistant in order to try and replicate the same results for our English</p>
Time Period	Students																			
1-6	5																			
11-20	9																			
21-26	2																			
Time Period	Students																			
1-6	7																			
11-20	7																			
21-26	3																			

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			<p>only 5 students knew 21-26 lower case letter names and 6 students knew 21-26 uppercase letter names. K’s letter naming data significantly increased with 50 students, 83% of the grade level, being able to identify 21-26 lower case letters and 55 students, 90% of the grade level, being able to identify 21-26 uppercase letter names.</p>  <table border="1"> <caption>Test B Lower case Letter Name Kinder</caption> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1-10</td> <td>40</td> </tr> <tr> <td>11-20</td> <td>10</td> </tr> <tr> <td>21-26</td> <td>50</td> </tr> <tr> <td>untreated</td> <td>5</td> </tr> </tbody> </table> <table border="1"> <caption>Test A Upper Case Letter Name Kinder</caption> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1-10</td> <td>25</td> </tr> <tr> <td>11-20</td> <td>10</td> </tr> <tr> <td>21-26</td> <td>55</td> </tr> <tr> <td>untreated</td> <td>5</td> </tr> </tbody> </table>	Group	Score	1-10	40	11-20	10	21-26	50	untreated	5	Group	Score	1-10	25	11-20	10	21-26	55	untreated	5	<p>Language Learners (ELL).</p> <p>Also, Hamilton students have shown a need to practice their fluency, as prescribed by the SIPPS program. Thus, the Hamilton Site team determined the need for students to have more access to literature. Their ability to take home and read books of their own choosing and reading ability promotes language acquisition. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and to give feedback to teachers about their student’s</p>
Group	Score																							
1-10	40																							
11-20	10																							
21-26	50																							
untreated	5																							
Group	Score																							
1-10	25																							
11-20	10																							
21-26	55																							
untreated	5																							

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				academic reading ability.
Hazelton	Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction.	By August 2021 (Year 2), we will purchase SIPPS and Heggerty for year 2 implementation. By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions as measured by our professional development calendar and Foundational Skills Assessments and iReady.	<ul style="list-style-type: none"> ● Professional Development Calendar/Plan <ul style="list-style-type: none"> ○ CORE Reading ○ SIPPS and Heggerty Training ○ Vocabulary Development ● Invoices ● iReady Diagnostic Data ● Formative Assessment Data (foundational skills assessments) ● Classroom implementation data (instructional rounds) 	Due to COVID guidelines we were able to have only one instructional round this school year and one academic conference with every grade level. During our academic conference we focused on creating common formative assessments and data analysis. However, we successfully fully trained all k-3 teachers on SIPPS. Also provided ongoing support with SIPPS demo lessons to all grade levels. Also hired a retired intervention to work with our K-3 students.
Pulliam	All 3 smart goals are incorporated	By August 2021-2022 a .5 FTE Program	We will use reliable formative and	We were unable to determine the impact a

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	<p>throughout the 3 years of the grant, focusing on a different component of ELA as follows: Year 1 focus on Phonics Year 2 focus on reading comprehension Year 3 focus on writing Smart Goals 1, 2, 3</p>	<p>Specialist will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant.</p>	<p>summative assessments in all components of ELA to measure the effects an instructional coach had on student achievement.</p>	<p>Program Specialist had on increasing student achievement because a .5 FTE Program Specialist was not hired. Instead, the district funded an instructional coach that performed the duties intended for the Program Specialist.</p>
	<p><i>Smart Goal #3: We will improve in tier 2/3 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</i></p>	<p>By August 2021 reading tutoring will be hired to provide supplemental enrichment for foundational skills and individual instruction to students performing far below grade level in foundational reading skills.</p>	<p>We will use iReady & Benchmark assessment data.</p>	<p>We were unable to determine the impact reading tutors had on increasing student achievement because reading tutors were not hired. Although it was written in the grant to occur in year 1, it was inadvertently left out of the budget for year 1.</p>
Roosevelt	<p><i>Goal #2 from LAP:</i></p>	<p>By September 2021, fund half a program</p>	<p>Based on the iReady fall to spring data</p>	<p>The iReady results were positively impacted by</p>

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	<p><i>We will improve our K-3 implementation and collection of valid, predictive and reliable data.</i></p>	<p>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 <i>specifically on foundational reading skills using the SIPPS curriculum.</i></p>	<p>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% 3rd: 0% to 22%</p> <p>Based on the 21/22 iReady fall to spring data, the percentage of students in K-3 who</p>	<p>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 program specialist it was never filled. As a result, we were unable to attribute any positive impact towards</p>
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			<p>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>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</p>
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			<p>The SIPPS mastery 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>administering the Mastery 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. 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</p>
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				<p>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 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</p>
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				were able to see at the individual student level the progress they made in various CORE subtests.
Taft	N/A	N/A	N/A	N/A
Taylor	We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration.	<p>In support of goals 1, 2, and 3, for 2021-2022, 2022-2023, and 2023-2024 school year we will fund our current half-time program specialist to focus on K-3 foundational skills.</p> <p>In support of goals 1, 2, and 3, for the 2021-2022, and 2022-2023 school years we will hire an intervention teacher to work with small groups and provide tier 2 and 3</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 mastery assessments were administered either in the SIPPS portal or on paper.</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.

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		<p>intervention in K-3 foundational skills.</p>	<p>The Benchmark assessments were administered on the Benchmark platform.</p> <p>The ELSB Assessment Plan 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>Based on the 21/22 iReady fall to spring data, the percentages of students in K-3 who were in the mid to</p>	<p>We were able to hire an intervention teacher to work with K-3 students but due to constraints on support staff this individual was not able to start until February 2022. There was a positive impact of her hiring from February to May 2022. This teacher was able to see seven small groups a day as evidenced by her SIPPS intervention schedule.</p> <p>We had to make adjustments when platooning was halted due to a spike in Covid when the district suspended mixing of classes. During that time the intervention teacher worked with students from individual classes who needed extra support. When platooning was reinstated she went</p>
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			<p>above grade level tier increased as follows:</p> <p>k: 0% to 65%</p> <p>1st: 3% to 20%</p> <p>2nd: 4% to 25%</p> <p>3rd: 11% to 17%</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:</p> <p>K:---</p> <p>1st:34% to 17%</p> <p>2nd: 75% to 35%</p> <p>3rd: 80% to 62%</p>	<p>back to pulling her SIPPS groups based on mastery test results. We intend to continue this position next year.</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. 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.</p>
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			<p>The core data results can be viewed here:</p> <p>Core Data Summary 21-22.</p>	<p>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 individual student level the progress they made in various CORE subtests. This is evidenced in our Core Data Summary 21-22.</p>
<p>Van Buren</p>	<p>In support of goals 1-2, by September 2022 hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>Attached is our job description for the hiring of our Instructional assistant that will provide individual and small group reading instruction for identified students in grades K-3. We hired a bi-lingual</p>	<p>With the help of the instructional assistant who worked with students in grades K-3, focusing specifically on foundational reading skills. As seen by our CORE data, which shows that our students have made growth in their</p>	<p>(Positive) Hired an instructional assistant to work with students in grades K-3, focusing specifically on foundational reading skills. As seen by our CORE data, (Negative) We did not hire the instructional</p>

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		<p>aid to be on site to assist in helping students become literate.</p>	<p>Phonics tests A - F. Tests G through L show little to no growth. This is because they are still learning their letters and sounds.</p>	<p>assistant until February 15th, 2022 (Negative) Our bi-lingual aid quit to go into the classroom so the impact the bi-lingual aide cannot be determined at this time because the bi-lingual aid was not in the position long enough. (Negative) We were unable to hire a bi-lingual aid due to the fact that there were no applicants at this time. So, the impact of the bi-lingual aid cannot be determined at this time.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>				

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Hamilton	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>
Hazelton	<p>Develop a consistent protocol for how we analyze and respond to data.</p>	<p>We will improve in implementing consistent assessment (Foundational skills) protocols and our response to data (Year 3) by utilizing</p>	<ul style="list-style-type: none"> ● Assessment calendar ● Teacher release days to assess ● Foundational Skills Assessment Data ● iReady assessment data 	<p>This school year due to COVID and lack of teacher subs we were not able to release teachers for professional development on data</p>

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		<p><u>Curriculum Assessments</u>/CORE Foundational Skills Assessments and creating a site specific assessment calendar that includes teacher release days to assess and plan by September 2021.</p>	<ul style="list-style-type: none"> ● Professional Development Calendar ○ Response to Data Training ○ PLC training 	<p>training. However, we had one instructional round and collected data to help us reflect on what's working in regards to instruction strategies.</p>
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was identified in the Literacy Action Plan.	NA	NA	As stated in the LAP, this is being addressed by using our district adopted curriculum and district adopted materials.
Taft	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
Taylor	No action was identified in the Literacy Action Plan .	N/A	N/A	As stated in the LAP, this is being addressed by using our district adopted curriculum and

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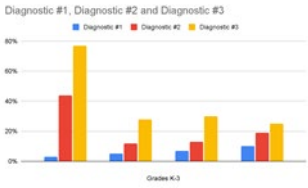
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				district adopted materials.
Van Buren	No Action - Social Studies Weekly No Action - Benchmark.	Social Studies Weekly - is the state approved core curriculum website Benchmark is the state approved core curriculum website	As referenced in the Literacy Action Plan our school already has a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.	No unmet needs were listed in the Literacy Action Plan
Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction				

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<p>and literacy achievement and the use of data to help identify and support struggling pupils</p>												
<p>Hamilton</p>	<p>Goal #2 -Hamilton will create and establish a literacy professional development plan (including OERA and LETRS training) to work with teachers in grades TK–3, school leaders, instructional coach/program specialist, and instructional assistants, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>While CORE Learning would provide Online Elementary Reading Academy (OERA) training for 9 teachers (5 for the 21-22 school year and 4 additional teachers for the 22-23 school year), Hamilton decided to fill all 9 spots this school year. The Hamilton Site team decided that ALL TK-3rd grade teachers, including the Program Specialist, Instructional Coach, should be invited to attend, so that all members were provided with the same instruction on how to implement an</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <table border="1" data-bbox="1228 1153 1533 1339"> <caption>Diagnostic #1, Diagnostic #2 and Diagnostic #3</caption> <thead> <tr> <th>Diagnostic</th> <th>Percentage at, above or early on grade level</th> </tr> </thead> <tbody> <tr> <td>Diagnostic #1</td> <td>6%</td> </tr> <tr> <td>Diagnostic #2</td> <td>22%</td> </tr> <tr> <td>Diagnostic #3</td> <td>40%</td> </tr> </tbody> </table>	Diagnostic	Percentage at, above or early on grade level	Diagnostic #1	6%	Diagnostic #2	22%	Diagnostic #3	40%	<p>With the knowledge gained from the Professional Development courses and training, teachers improved their knowledge of the science of reading, the components of Scarborough’s Rope, instructional strategies and improved practices, the use of data to make informed intervention decisions and how to screen/prescribe and administer said intervention.</p> <p>With the Metrics listed, we consider our results to be a Positive Outcome. However,</p>
Diagnostic	Percentage at, above or early on grade level											
Diagnostic #1	6%											
Diagnostic #2	22%											
Diagnostic #3	40%											

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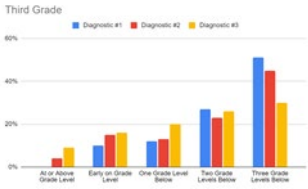
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		<p>explicit systematic foundational reading program. Also, the team agreed that all teachers should be provided focused training on the components of the foundational reading standards to build capacity.</p> <p>Hamilton teachers participated and completed CORE's OERA</p> <p>training. 15 of the 16 school personnel invited received their completion certificates.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education's Plan-Do-Study-Act (PDSA) series of</p>	<p>Grades K-3 students scored significantly higher from Diagnostic #1 to #3. While this information was not surprising and well within the scope of our prediction of what would happen when we created the LAP, what was especially with their year round SIPPS intervention Hamilton's 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close</p>	<p>Hamilton would like to build upon these gains and look forward to new information, the development of skills, and the improvement of practice through the LETRS training for school years 2022-2023 and 2023-2024. The LEA will also be purchasing Heggerty Phonics and Phonemic Awareness, while also providing professional development for those teachers. Hamilton will continue to work with Collaborative Classroom in perfecting our SIPPS instruction and with other components of a balanced reading program.</p>
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		<p>Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>the achievement gap.</p>  <table border="1"> <caption>Third Grade Achievement Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Diagnostic #1 (%)</th> <th>Diagnostic #2 (%)</th> <th>Diagnostic #3 (%)</th> </tr> </thead> <tbody> <tr> <td>All or Above Grade Level</td> <td>~5</td> <td>~10</td> <td>~15</td> </tr> <tr> <td>Early 90 Grade Level</td> <td>~10</td> <td>~15</td> <td>~20</td> </tr> <tr> <td>One Grade Level Below</td> <td>~15</td> <td>~20</td> <td>~25</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>~30</td> <td>~35</td> <td>~40</td> </tr> <tr> <td>Three Grade Levels Below</td> <td>~55</td> <td>~45</td> <td>~35</td> </tr> </tbody> </table>	Achievement Level	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)	All or Above Grade Level	~5	~10	~15	Early 90 Grade Level	~10	~15	~20	One Grade Level Below	~15	~20	~25	Two Grade Levels Below	~30	~35	~40	Three Grade Levels Below	~55	~45	~35	
Achievement Level	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)																									
All or Above Grade Level	~5	~10	~15																									
Early 90 Grade Level	~10	~15	~20																									
One Grade Level Below	~15	~20	~25																									
Two Grade Levels Below	~30	~35	~40																									
Three Grade Levels Below	~55	~45	~35																									
<p>Hazelton</p>	<p>In support of Goal 1, by the end of Year 2, Hazelton will purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.</p>	<p>In support of Goal 1, by the end of Year 2, Hazelton will purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.</p>	<p>Our Root Cause Analysis and Needs Assessment revealed that we have a need for additional professional learning in foundational skills. We have a mix of brand new teachers and new to k-3 teachers in the elementary levels and the training can serve as an overview/review of research regarding the essential components of reading instruction and link the research to their teaching practice.</p>	<p>K-3 grade teachers participated in the professional development for CORE online reading academy. Due to COVID and teachers were out due having COVID and it made it difficult to complete the training on time. Some teachers were out too due to losing family members due to COVID.</p>																								

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<p>Pulliam</p>	<p>Smart Goal #2: We will improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. As measured by student assessment, classroom walk throughs, and observing instructional practices by June 2022</p>	<p>The literacy coach/program specialist will begin providing professional development in effective, research-based phonics instruction beginning August 2021.</p>	<p>We will use reliable formative and summative assessments in all components of ELA to measure the effects an instructional coach/program specialist had on student achievement.</p>	<p>We were unable to determine the impact of an instructional coach/program specialist because grant funds were not used to fund either of those positions.</p>
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative</p>	<p>Teachers will determine the best formative assessments to utilize during phonics instruction, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments.</p>	<p>We will use reliable formative assessments. Beginning of the year data: K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words</p>	<p>Grant funds were used to pay for 1 teacher from each grade level in grades K-3 to attend Online Elementary Reading Academy which provided PD on research-based instructional approaches for teaching phonics. The teacher that attended the training shared this information with grade level</p>

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	<p>assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p> <p>Smart Goal #2: We will improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. As measured by student assessment, classroom walk throughs, and observing instructional practices by June 2022</p>		<p>Overview of Growth: Growth Chart</p>	<p>colleagues, so they can be knowledgeable about research-based instruction in phonics. We believe the outcome was mostly positive. The data shows that in K-1 data increased by the middle of the year, but dipped at the end in phonological awareness and phonics. However, high frequency words showed consistent growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.</p>
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each.</p>	<p>GLAD Strategies and training on implementation.</p>	<p>Data that indicates improved reading comprehension scores as indicated by iReady data</p>	<p>We were unable to determine the effectiveness of this action item for the following reason: After administering the iReading beginning of the year screener</p>

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	<p>Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>			<p>assessment, the data indicated that 84% of K-3 grade students were performing below grade level in foundational reading skills. As a result of this data, we changed our focus from strengthening tier 1 instruction in reading comprehension by using GLAD strategies to focusing on providing a tier 2 intervention for foundational reading skills by using SIPPS. We felt this was necessary as foundational reading skills is the foundation for being able to successfully perform reading comprehension. GLAD will be implemented next school year 2 of the grant. K-3 Phonological Awareness K-3 Phonics</p>
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	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>	<p>Teachers will determine the best formative assessments to utilize during phonics instruction, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments.</p>	<p>We will use reliable formative assessments. Beginning of the year data: K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words Overview of Growth: Growth Chart</p>	<p>K-3 High Frequency Words</p> <p>This action item refers to tier 1 instruction in foundational reading skills.. Grant funds were used to pay for 1 teacher from each grade level in grades K-3 to attend Online Elementary Reading Academy which provided PD on research-based instructional approaches for teaching phonics. The teacher that attended the training shared this information with grade level colleagues, so they can be knowledgeable about research-based instruction in phonics. We believe the outcome was mostly positive. The data shows that in K-1 data increased by the middle</p>
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				<p>of the year, but dipped at the end in phonological awareness and phonics. However, high frequency words showed consistent growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.</p>
<p>Roosevelt</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>By June 2022, K-3 teachers will have</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</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</p>

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		<p>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>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 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>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, 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</p>
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			<p>2)The instructional coach also embedded a phonics focus into the Literacy Meetings for January, March, April, and May.</p> <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>4)The Literacy Team also received professional development while attending the PDSA cycle meetings. And the coach attended the coach network sessions.</p>	<p>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 and observe some of the</p>
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			<p>Data conferences were held on September 21, 2021, September 23, 2021, and April 7, 2022.</p>	<p>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</p>
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				<p>and what resources were needed to address some of the weaknesses. This had a positive effect on how teachers examined the 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</p>
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				<p>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 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</p>
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				<p>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 needs.</p> <p>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</p>
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				data are happening frequently.
Taft	N/A	N/A	N/A	N/A
Taylor	We will increase teacher capacity in systematic/explicit phonics instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules.	By June 2022, K-3 teachers, coach, program specialist, and administration will have completed the online elementary reading academy training with CORE.	90% of Taylor teachers completed the OERA course as well as the instructional coach. We had one teacher go out on extended leave in the beginning of the year who was not able to take the course. The entire first grade team, second grade team, and third grade team completed the course.	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 teacher and any new additional hires so they may have access to the same

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				<p>professional development. The positive growth in our student data in foundational skills can be seen in our data summary:</p> <p>Core Data Summary 21-22</p>
<p>Van Buren</p>	<p>In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS). By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it</p>	<p>As indicated in our root cause analysis and our needs assessment, Van Buren teachers need to be released from their classrooms to receive professional development on literacy instruction, data training, plus access to targeted, evidence-based foundational reading skills instruction in order for them to effectively accomplish goals 1</p>	<p>A district wide program is utilized by students called “iReady”. We used this screener to measure growth by each student. Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level Fall of 2021 Spring 2022 Mid or above and Early on grade level</p>	<p>(Positive) As referenced in the Literacy Action Plan And after looking at our 19-20 iReady data we were able to train the teachers at administering CORE assessments. (Negative) Collaboration time for the teachers was unable to happen because the teachers were unable to leave</p>

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	<p>relates to literacy instruction. For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members. SIPPs - 12 staff for 1 day training.</p>	<p>and 2 by June of 2024. All the K-3 teachers have attended the CORE online Reading Academy (OERA) training. The course was a monthly class and after each unit the teachers met and collaborated about what they had learned and how we can best utilize it in our own classrooms. The teachers were able to get the training necessary for SIPPS</p>	<p>K 17% K 63% 1 25% 1 25% 2 13% 2 11% 3 13% 3 30% We were also going to use the CORE foundational data however, we found that all the systems were not in place correctly so the data was skewed. CORE systems are now in place for next year. So, we will be able to use both iReady and CORE data to determine our growth.</p>	<p>their classroom for any training because of a substitute shortage. (Positive) All the K-3 teachers have attended the CORE online Reading Academy (OERA) training and we believe that this affected the growth of the students in the classroom. (Positive) We were able to purchase SIPPS curriculum and start implementing it in September of 2020. (Positive) The teachers were trained on the SIPPS curriculum. (Positive) With the implementation of SIPPs teachers reported that the students were more engaged and excited to learn how to read and work in their small groups. (Negative) We were not able to have the data</p>
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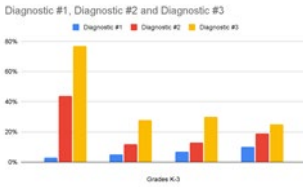
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				<p>talks that we wanted to this past year. We have had to be filling in classrooms because of the lack of teachers.</p>
<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English 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</p>				
<p>Hamilton</p>	<p>Goal #2 -Hamilton will create and establish a literacy professional development plan (including OERA and</p>	<p>While CORE Learning would provide Online Elementary Reading Academy (OERA) training for 9 teachers</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on</p>	<p>With the knowledge gained from the Professional Development courses and training, teachers</p>

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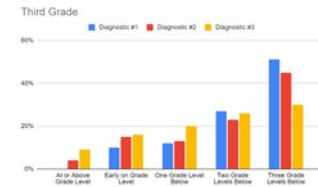
	<p>LETRS training) to work with teachers in grades TK–3, school leaders, instructional coach/program specialist, and instructional assistants, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>(5 for the 21-22 school year and 4 additional teachers for the 22-23 school year), Hamilton decided to fill all 9 spots this school year. The Hamilton Site team decided that ALL TK-3rd grade teachers, including the Program Specialist, Instructional Coach, should be invited to attend, so that all members were provided with the same instruction on how to implement an explicit systematic foundational reading program. Also, the team agreed that all teachers should be provided focused training on the components of the foundational reading standards to build capacity.</p>	<p>grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <p>Grades K-3 students scored significantly higher from Diagnostic #1 to #3. While this information was not surprising and well within the scope of our prediction of what would happen when we created the LAP, what</p>	<p>improved their knowledge of the science of reading, the components of Scarborough’s Rope, instructional strategies and improved practices, the use of data to make informed intervention decisions and how to screen/prescribe and administer said intervention.</p> <p>With the Metrics listed, we consider our results to be a Positive Outcome. However, Hamilton would like to build upon these gains and look forward to new information, the development of skills, and the improvement of practice through the LETRS training for school years 2022-2023 and 2023-2024. The LEA will also be</p>
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		<p>Hamilton teachers participated and completed CORE’s OERA</p> <p>training. 15 of the 16 school personnel invited received their completion certificates.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education’s Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>was especially profound with their year round SIPPS intervention Hamilton’s 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close the achievement gap.</p>	<p>purchasing Heggerty Phonics and Phonemic Awareness, while also providing professional development for those teachers. Hamilton will continue to work with Collaborative Classroom in perfecting our SIPPS instruction and with other components of a balanced reading program.</p>
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Hazelton	In support of Goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	In support of Goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	Due to COVID and teacher’s shortage and subs made it difficult to cover classes on daily basis. However K-3 teachers were given time to meet with their grade level teams and review data. This was during academic conferences. No PLC support was provided by solution tree due to COVID.
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	NA	NA	NA	NA
Taft	<p>Smart Goal #1:</p> <p>We will address the foundational reading skills deficiencies will result in</p> <ul style="list-style-type: none"> ● Improving knowledge and skills in implementing an 	4Teachers and the instructional coach attended the CORE Online Elementary Ready Academy (OERA). The course was monthly for the entire school year. After each unit the teachers met and	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p> <p>We used this screener to measure growth this year.</p>	First instruction of the teachers who completed the Online Elementary Reading Academy was impacted and we believe affected the growth of the students in the classroom. We have 2 teachers at grades K-3

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	<p>explicit systematic foundational skills reading program.</p> <ul style="list-style-type: none">● Implementation with fidelity and consistency across classrooms.○ professional development in explicit systematic foundational reading skills, and○ opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback and collaboration.	<p>collaborated with the coach about what they had learned and how to implement the skills and indicated what support they needed from the coach.</p>	<p><i>Fall of 2021 14% of the students in grades K-3 were screened with the i-Ready diagnostic to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p><i>Grade level performances were as follows</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now</p>	<p>and one teacher at each grade level took the course. The 3rd grade teacher did drop out and not complete the course due to family needs.</p>
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			<p>in place for the 2022-23 school year.</p>																																											
	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Bilingual Aid More time with students in K-3 to provide language support</p>	<p>Using the i-Ready data we had the following results for our ELD students in grades K-2 where the Bilingual Aid spent the additional hours.</p> <p>In each grade ELD students made improvement showing either no or fewer students below grade level in ELA at the end of the school year. (Spring Assessment)</p> <p>ELD Student Performance on the i-Ready Diagnostics for ELA</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number of students assessed</th> <th>Grade Level / Mid Grade</th> <th>Early Grade Level</th> <th>One grade Below</th> <th>Two Grades Below</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Fall 7 students</td> <td>0</td> <td>1</td> <td>6</td> <td>0</td> </tr> <tr> <td>K</td> <td>Spring 7 students</td> <td>2</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>1</td> <td>Fall 13 students</td> <td>0</td> <td>1</td> <td>6</td> <td>6</td> </tr> <tr> <td>1</td> <td>Spring 13</td> <td>3</td> <td>1</td> <td>9</td> <td>0</td> </tr> <tr> <td>2</td> <td>Fall 18</td> <td>0</td> <td>0</td> <td>4</td> <td>14</td> </tr> <tr> <td>2</td> <td>Spring 18</td> <td>1</td> <td>2</td> <td>7</td> <td>8</td> </tr> </tbody> </table>	Grade	Number of students assessed	Grade Level / Mid Grade	Early Grade Level	One grade Below	Two Grades Below	K	Fall 7 students	0	1	6	0	K	Spring 7 students	2	3	2	0	1	Fall 13 students	0	1	6	6	1	Spring 13	3	1	9	0	2	Fall 18	0	0	4	14	2	Spring 18	1	2	7	8	<p>Having the Bilingual Aid spend more time with students was a positive outcome. She gave the EL students more opportunities to receive English Reading instruction and increased opportunities for them to practice those Skills. This impacted our student achievement in a positive direction. See table.</p>
Grade	Number of students assessed	Grade Level / Mid Grade	Early Grade Level	One grade Below	Two Grades Below																																									
K	Fall 7 students	0	1	6	0																																									
K	Spring 7 students	2	3	2	0																																									
1	Fall 13 students	0	1	6	6																																									
1	Spring 13	3	1	9	0																																									
2	Fall 18	0	0	4	14																																									
2	Spring 18	1	2	7	8																																									

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	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Retired Intervention Specialist</p> <p>Worked in TK, K and 1 to provide intervention in Phonics & Phonemic awareness for students</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Met Any Grade Level on Fall Diagnostic</th> <th style="text-align: center;">Met Grade Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">9%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">14%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Met Mid/Late Grade Level on Spring Diagnostic</th> <th style="text-align: center;">Met Mid/Late Grade Level by Spring</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table>	Met Any Grade Level on Fall Diagnostic	Met Grade Level	0	9%	1	6%	2	14%	Met Mid/Late Grade Level on Spring Diagnostic	Met Mid/Late Grade Level by Spring	0	40%	1	26%	2	25%	<p>Having the Retired Intervention Specialist was a positive outcome. As shown in the table students achieving grade level increased in grades K-2 which she serviced. She provided intervention to K-2nd students who were below grade level in small groups, and also modeled and taught K & 1st grade teachers how to work with their students in acquiring reading skills.</p>
Met Any Grade Level on Fall Diagnostic	Met Grade Level																			
0	9%																			
1	6%																			
2	14%																			
Met Mid/Late Grade Level on Spring Diagnostic	Met Mid/Late Grade Level by Spring																			
0	40%																			
1	26%																			
2	25%																			
	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Library Media Technician</p> <p>To have the library open more hours and provide additional opportunities for</p>	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p>	<p>Positive Outcome. The library was open more hours so students could access it during their breaks as well as during the regularly scheduled time. In addition story time was provided by the Library Media</p>																

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		<p>students to access reading materials.</p>	<p>We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p>	<p>Technician for the primary grades. The library data shows that 9,000 books were checked out by students this year for personal reading.</p>
	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Americorp tutors/ College Tutors</p> <p>Tutors would be used to listen to students read and practice their fluency</p>	<p>N/A</p>	<p>The outcome for this was undetermined because schools were not allowed to have visitors on campus this year, these tutors were not able to come on campus and were not utilized the 21/22 school year</p>

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	<p>Smart Goal #1:</p> <p>We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer</p>	<p>SIPPs Professional Training from Collaborative Classroom for all teachers in grades 1 - 3 was provided in a full day training.</p> <p>Ongoing SIPPS support was given by the literacy coach who made classroom observations and debriefed with teachers.</p> <p>In afterschool collaborative meetings teachers collaborated on how they were implementing SIPPS and the progress made as well as the needs</p>	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p> <p>We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were</p>	<p>Positive Outcome.</p> <p>In a SIPPs implementation/progress meeting teachers reported that students were more engaged in the learning of reading compared to students' engagement prior when SIPPS was not being implemented.</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and training of the instructors in SIPPs was not complete until Jan. SIPPS was then implemented after teachers were trained.</p>
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	<p>observations, feedback, and collaboration.</p> <p>Our improvement in first quality instruction will be measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on foundational skills assessments using the data cycle by June 30, 2024.</p>		<p>not yet in place for administering the test uniformly from classroom to classroom.</p> <p>CORE systems are now in place for the 2022-23 school year.</p>	
	<p>In support of goals 1,2,& 3 for the 2021-2022 school year we</p>	<p>CORE Assessment training on how to administer the CORE</p>	<p>A district wide program for screening students abilities is utilized at our</p>	<p>Positive & Negative</p>

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	<p>will fund collaboration and release time for teachers to collaborate around the data and instruction as well as attend training, lesson studies, etc as it relates to literacy instruction and achievement</p>	<p>assessments and use the data to inform instruction.</p> <p>Illuminate Training how to use illuminate to administer the CORE tests online and then extract the data. In addition, how to use illuminate resources to provide parent reports on their student’s progress & provide specific details on how to help the child make improvements.</p>	<p>school site called “i-Ready”</p> <p>We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test</p>	<p>Negative:</p> <p>At first we used the instructions provided by the district (<i>who had uploaded all of the CORE assessments onto the illuminate program for us to access</i>). This turned out to be problematic for the following reasons.</p> <ul style="list-style-type: none"> ● There were several copies of the CORE assessments uploaded into the illuminate program. This resulted in teachers putting their data into different copies/ holding areas for the data thus resulting in it being difficult for the assessments to be found. ● The district instructions stated that students with a certain
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			<p>uniformly from classroom to classroom.</p> <p>CORE systems are now in place for the 2022-23 school year.</p>	<p>iReady score did not need to take the CORE assessments, however class evidence of students' work determined that they were missing skills and were then given the CORE assessments - but only certain sections of the CORE test were administered.</p> <ul style="list-style-type: none">● Overall classroom Data results did not reflect classroom growth because not all students were administered the same assessments from the CORE and so there was no baseline overall picture of where the class was at the beginning of the school year. Without the baseline picture of where the class started and different
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				<p>assessments given to different students the data does not accurately reflect the growth made in each classroom.</p> <p>POSITIVE</p> <ul style="list-style-type: none">● We learned from this mistake. Next year we will administer all students in grades K-3 the entire CORE test as recommended by CORE and areas students are not able to do will be zero'ed out. The data will reflect that the student does not know the information. When the mid-year tests are given the class has a baseline in all areas established and growth will be able to be measured accurately. This will also affect the end of the year
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				<p>assessments and we should see growth from Fall to Winter to Spring.</p>
	<p>Smart Goal #1: We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also</p>	<p>Heggerty Training and implementation for the year 2021-2022 we trained our TK & K teachers with the systematic foundational skill phonological awareness program called Heggerty. Teachers received professional development from the publishing company. Teachers were then supported with Heggerty by the instructional coach with observations and feedback. In addition, teachers collaborated about</p>	<p>Phonemic Awareness data from iReady Total students in grade K = 42 To measure the effectiveness of Heggerty we compared Winter data to Spring data as that is when Heggerty was implemented. Winter data = 14 students at grade level with Phonemic Awareness Spring data = 29 students at grade level. This graph shows a better visual</p>	<p>The training of teachers in first instruction of Heggerty phonemic awareness skills and having them implement the program in the classroom resulted in a positive impact in student achievement as illustrated in the data explained in the column to the left.</p>

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	<p>receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.</p> <p>Our improvement in first quality instruction will be measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on foundational skills assessments using the</p>	<p>the Heggerty program.</p>	<p>LINK</p>	
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	data cycle by June 30, 2024.			
Taylor		In support of goals 1,2,3 Taylor will work with CORE consultants on current adopted curriculum and supplemental curriculum SIPPS.	All K-3rd teachers, instructional coach, site principal, and site vice principal participated in instructional support with a core consultant focused on our current adopted curriculum Benchmark Advance. These visits included observation/feedback, data analysis, and lesson study models. Teachers were also provided with five two hour trainings to support the use of Benchmark Curriculum. Benchmark Core Visit Schedule Core Visit Sight Report	The core visit and training had a positive impact on our school-wide practice. We focused our visit on our implementation of Benchmark (our adopted curriculum). Teachers were able to get feedback on how to utilize instructional minutes and participate in training led by Core to deepen their understanding of teaching reading beyond foundational skills. Benchmark Core Visit Schedule Core Visit Sight Report

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			Core Site Visit Report Training Descriptions	Core Site Visit Report Training Descriptions
Van Buren	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p>	<p>We currently are supported with our LDO on appropriate ELD strategies and ongoing training for teachers in the frameworks.</p> <p>We had an opportunity to train all K-3 teachers for SIPP implementation in the classroom. Our program specialist shared training videos with all K-3 teachers.</p> <p>We also used SIPP curriculum in our after school intervention classes for K-3.</p>	<p>To measure the effectiveness of our ELD students we used the iReady diagnostic to determine the improvement by implementing SIPP along with our current ELD curriculum.</p> <p>ELD Students Data Mid or above Early on 1 gr below 2 below 3 or more NC B1 Dia1 75% 25% MR 25% 25% 25% 25% G1 Dia1 80% 20% MR 20% 80% Y1 Dia1 80% 20% MR 20% 80%</p>	<p>(Positive) As referenced in the Literacy Action Plan we currently are supported with our LDO on appropriate ELD strategies and ongoing training for teachers in the frameworks. We have a supported ELD curriculum. There is a district wide program for screening students abilities which is called iReady. We use this screener to measure growth 3 times a year. (Positive) We were able to</p>

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			<p>C2 Dia1 29% 71% MR 14% 57% 29%</p> <p>L2 Dia1 100% MR 75% 25%</p> <p>D2 Dia1 100% MR 25% 25% 50%</p> <p>F3 Dia1 29% 29% 43% MR 43% 29% 29%</p> <p>S3 Dia1 33% 67% MR 33% 33% 33%</p> <p>Sa3 Dia1 25% 25% 25% 25% MR 25% 25% 25% 25%</p>	<p>implement SIPPS in September due to the fact that the district helped us get the P.O. signed. (Positive) The teachers came in on a Saturday to have a SIPPS, 3 hour training.</p>
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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>Hamilton</p>	<p>Goal #3 -</p> <p>1. Purchase SIPPS curriculum, including supplies and materials to support</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that The</p>	<p>Teachers received professional development in January 2022 and were supported by the instructional coach with</p>	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not</p>

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	<p>program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>2. develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement.</p> <p>3. develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</p>	<p>current curriculum has not produced academic success in literacy, nor developed our students ability to read grade-level texts by the end of their respective grade levels.</p> <p>Hamilton purchased the systematic foundational skill program SIPPS for implementation for the 2021-2022 school year.</p>	<p>observations and feedback.</p> <p>TK-3rd grade teachers, the instructional coach and the program specialist were provided focused training on the components of the foundational reading standards to build capacity. They participated and completed CORE’s OERA training. 15 of the 16 school personnel invited received their completion certificates.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education’s Plan-Do-Study-Act (PDSA) series of Professional Development. This information was</p>	<p>feel comfortable to begin using the program until there was formal training, which did not occur until January.</p> <p>Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District’s COVID restrictions and protocols, we were not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. While the instruction and professional development was</p>
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			explicitly shared with each grade at Collaboration meetings and Data Team Meetings.	restricted in timing, Hamilton considers this a Positive Outcome.
Hazelton	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	As seen in our Hazelton 2020 Winter Diagnostic Data , our Root Cause Analysis , and our Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A retired teacher was hired as the intervention teacher and provided intensive instruction to Tier 3 and 2 students grades K-3. This was also hard to provide the services on

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				a daily basis due to restrictions to COVID guidelines.
Pulliam	<p>Smart Goal #3: We will improve in tier 2/3 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</p>	<p>During trimester 1 of the 2021-2022 school year, the program Specialist/Coach and teachers will analyze data and provide individualized instruction using a supplemental foundational skills intervention program for students needing a tier 2 intervention in foundational reading skills.</p>	<p>We will use reliable formative assessments K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups Progress monitoring data K Progress Monitoring Grade 1 Progress Monitoring Grade 2 Progress Monitoring Grade 3 Progress Monitoring</p>	<p>Although this action item is listed for year 1 on the LAP, it was not included in the budget for year 1, but was in the budget for year 2. We used year 1 funds to purchase SIPPS as the supplemental foundational skills intervention. After administering the iReady beginning of the year screener assessment, the data indicated that 84% of K-3 grade students were performing below grade level in foundational reading skills. As a result of this data, we purchased and provided a tier 2 intervention for foundational reading skills by using SIPPS.</p>

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				<p>The purchase and implementation of SIPPS has had a positive outcome. The data shows that students placed at a low level in SIPPS and made growth in SIPPS levels in the 2 months the program was implemented.</p> <p>SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule</p>
	<p>Smart Goal #3: We will improve in tier 2/3 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and</p>	<p>A literacy coach/Program Specialist will be utilized to supervise and support in delivering supplemental foundational skills instruction.</p>	<p>We will use reliable formative and summative assessments of the supplemental program.</p>	<p>The outcome of this action item was undetermined. We were unable to determine the impact a literacy coach/program specialist had on increasing student achievement because the program specialist/instructional coach was not hired using grant funds.</p>

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	<p>implementation plan. This will be accomplished by June 2024.</p>			
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>	<p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency through PD provided by the literacy coach/program specialist and outside service providers.</p>	<p>We will use reliable formative and summative assessments. Beginning of the year data: K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words Overview of Growth: Growth Chart</p>	<p>Grant funds were used to pay teachers for PD and collaboration outside of the school day in relation to accomplishing this goal. 1 teacher from each grade level in grades K-3 attended CORE Online Elementary Reading Academy which provided PD on research-based instructional approaches for teaching phonics. The teacher that attended the training shared this information with grade level colleagues, so they can be knowledgeable about research-based instruction in phonics. We believe the outcome was mostly positive. The data shows that in K-1 data increased by the</p>

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				<p>middle of the year, but dipped at the end in phonological awareness and phonics. However, high frequency words showed consistent growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.</p>
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction.</p>	<p>Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. Implementation of the Benchmark curriculum</p>	<p>We will use reliable formative assessments</p> <p>Beginning of the year data: K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words</p> <p>End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words</p> <p>Overview of Growth:</p>	<p>Grant funds were used to pay teachers for PD and collaboration outside of the school day in relation to accomplishing this goal.</p> <p>1 teacher from each grade level in grades K-3 attended CORE Online Elementary Reading Academy which provided PD on research-based instructional approaches for teaching phonics. The teacher that attended the training shared this information with grade level</p>

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	<p>This will be accomplished by June 2024.</p> <p>Smart Goal #2: We will improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. As measured by student assessment, classroom walk throughs, and observing instructional practices by June 2022</p>	<p>will be implemented as intended by the end of the 2021-2022 school year.</p>	<p>Growth Chart</p>	<p>colleagues, so they can be knowledgeable about research-based instruction in phonics. The training and collaboration supported teachers with research-based instruction, formative assessments, identifying students who are struggling with new learning, and pulling small groups. We believe the outcome was mostly positive. The data shows that in K-1 data increased by the middle of the year, but dipped at the end in phonological awareness and phonics. However, high frequency words showed consistent growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.</p>
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	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p>	<p>Data that indicates improved writing when comparing beginning and end of year writing assessments</p>	<p>Although Step Up to Writing was written in the grant to occur in year 1, it was inadvertently left out of the budget for year 1. We did not spend funds on strengthening tier 1 writing this school year.</p>
	<p>Smart goals 1, 2, 3</p>	<p>By August 2021, purchase SIPPS/GLAD/Step Up To Writing curriculum, including supplies and materials to support program implementation, and</p>	<p>We will use reliable formative assessments Beginning of the year data: K-3 Phonological Awareness K-3 Phonics</p>	<p>Although SIPPS/GLAD/Step Up To Writing were written as an action item to occur in year 1 of the grant, we discovered that was too much to focus on in a single year.</p>

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		<p>provide initial and ongoing training of the curriculum throughout the implementation year.</p>	<p>K-3 High Frequency Words End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words</p> <p>Overview of Growth: Growth Chart SIPPS Placement K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups Progress monitoring data K Progress Monitoring Grade 1 Progress Monitoring Grade 2 Progress Monitoring Grade 3 Progress Monitoring</p>	<p>Additionally, GLAD was the only item included in the budget for year 1 of the grant. We did not use GLAD funds for GLAD. We used those funds to purchase SIPPS instead for the following reason: After administering the iReading beginning of the year screener assessment, the data indicated that 84% of K-3 grade students were performing below grade level in foundational reading skills. As a result of this data, we changed our focus from strengthening tier 1 instruction in reading comprehension by using GLAD strategies to focusing on providing a tier 2 intervention for foundational reading skills by using SIPPS. We felt this was necessary as foundational reading</p>
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				<p>skills is the foundation for being able to successfully perform reading comprehension. GLAD will be implemented next school year 2 of the grant.</p> <p>K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words</p> <p>Evidence of SIPPS SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule</p> <p>We believe that using the funds for SIPPS had a positive outcome because data indicated growth in both SIPPS assessments and iReady.</p>
Roosevelt	N/A	N/A	N/A	N/A

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Taft	<p>Goal 3</p> <p>We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course.</p> <p>Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p> <p>Latino Parent Literacy Program</p>	<p>N/A due to not implementing the program this year there would be no impact on student achievement</p>	<p>Although this action item is listed for year 1 on the LAP, we were unable to have any outcomes due to the fact that parents were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be implementing the program.</p>
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	<p>screening test and writing samples by June 2024</p>			
	<p>Goal 3</p> <p>We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course.</p> <p>Language/vocabulary</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p> <p>We purchased Heggerty for our Tier 2 intervention for Phonemic Awareness instruction. For grades TK - 2</p>	<p>Phonemic Awareness data from iReady</p> <p>Total students in grade K = 42</p> <p>To measure the effectiveness of Heggerty we compared Winter data to Spring data as that is when Heggerty was implemented.</p> <p>Winter data = 14 students at grade level with Phonemic Awareness</p> <p>Spring data = 29 students at grade level.</p> <p>This graph shows a better visual</p>	<p>Positive & Negative</p> <p>Negative:</p> <p>Positive:</p> <p>In a Heggerty SIPPS implementation/progress meeting teachers commented on a response form that they felt that Heggerty filled the gap in our Benchmark program that did not adequately address phonemic awareness.</p> <p>Negative</p> <p>We did not begin implementing SIPPs in the fall as we intended and we only</p>

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	<p>acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>		<p>LINK</p>	<p>implemented Heggerty in Kinder. Next year we will implement Heggerty in 1st grade in addition to Kinder. In year 3 of implementation we will implement Heggerty in 2nd grade to those who still need the intervention.</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and training of the instructors in SIPPs & Heggerty was not complete until Jan. Programs were then implemented after teachers were trained.</p>
	<p>Goal 3 We will improve Language Comprehension by</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p>	<p>N/A We were unable to measure or connect any impact the purchasing</p>	<p>Positive & Negative Negative:</p>

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	<p>training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course.</p> <p>Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>Classroom Libraries & Read aLoud books</p>	<p>of these materials made to our results because the materials did not arrive on campus until after March of 2022</p>	<p>Negative</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing of these materials did not happen until Spring after we purchased and trained teachers on the Tier 2 curriculum programs.</p> <p>Positive</p> <p>We had the teachers go through the Benchmark catalogs and order the supplemental materials they felt would best support their grade level's needs (K-3). The teachers orders and the last deliveries of materials were made in May</p>
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Taylor	By August 2021 (year 2), we will select and purchase the explicit phonics program SIPPS in order to improve our foundational skills in reading by offering systematic tier 2 and 3 intervention during (intervention teacher), and after school (tutoring). Initial training for all staff in the new curriculum will take place by October 2021.	By October 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.	The SIPPS materials were purchased in August 2021. SIPPS order Initial SIPPS training took place in July 2021 directly from the collaborative classroom. All teachers TK-3rd completed this training as well as admin/instructional coach. Initial Training Presentation Site coach also provided additional training to deepen learning and explore the materials. Site based SIPPS Taylor SIPPS groups were formed for a “walk to	The purchase and use of SIPPS provided an immense positive impact. Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we provided coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum allowed students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. The SIPPS trainings/check ins also had a positive impact on the implementation of SIPPS since teachers were able to learn the research behind SIPPS as well as observe some
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			<p>read” model starting in October 2021.</p> <p>SIPPS groups</p> <p>SIPPS check in meetings took place once a month with all TK-3rd teachers to discuss SIPPS groups and how implementation of the program was going. As well as on-going publisher trainings provided via zoom.</p> <p>Publisher training links</p> <p>An additional SIPPS training was held January 31, 2022 for all ELSB sites within Stockton Unified that adopted SIPPS. All TK-3rd teachers attended this training as well.</p> <p>CORE consultant was contracted to support SIPPS implementation.</p>	<p>of the routines being practiced. 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 positive outcomes are measured in our data summary:</p> <p>Taylor Core Data Summary</p> <p>The CORE consultant focusing on SIPPS had a positive impact on all stakeholders. It allowed for in action training and feedback for all teachers. After initial training teachers still had questions about implementation so it was very positive to have a consultant to continue on-going SIPPS</p>
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			<p>All teachers received SIPPS support during her visits in the form of: observation/feedback, demo lessons, co-teach lessons, and training.</p> <p>CORE SIPPS site visit report</p> <p>CORE Sight Visit Schedule Sample</p>	<p>training through demo lessons and instant feedback.</p>
<p>Van Buren</p>	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers</p>	<p>We purchased SIPPS which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next. SIPPs has a program-specific placement assessment that provides the data needed to group students with similar decoding needs.</p>	<p>A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student. Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level Fall of 2021 Spring</p>	<p>(Positive) As referenced in the Literacy Action Plan. We purchased SIPPS curriculum for all K-3 teachers. We also purchased the SIPPS libraries for the students to have extra books to read with the students. (Positive) We received the materials in September and implemented the SIPPS program immediately.</p>

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	<p>as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p>	<p>Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching. Teachers received training in order to implement the program correctly. We also purchased SIPP's libraries which consisted of 150 trade books for each of the K-3 classrooms. It Contains "easy readers" to help students make the transition from decodable text to trade books. The books were chosen based on research to determine the best books for children to read while they are mastering phonics skills.</p>	<p>2022 Mid or above and Early on grade level K 17% K 63% 1 25% 1 25% 2 13% 2 11% 3 13% 3 30% We were unable to measure the effectiveness of the SIPP's libraries at this time. We received them close to the end of the year so we will monitor this next year.</p>	<p>(Negative) We were also going to use the CORE foundational data however, we found that all the systems were not in place correctly so the data was skewed. CORE systems are now in place for next year. So, we will be able to use both iReady and CORE data to determine our growth.</p>
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<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>Hamilton</p>	<p>Goal #3 - Purchase an online assessment storage (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition.</p> <p>District provides and collects data from diagnostic and</p>	<p>As seen in our screening data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], supports the purchase and use of an online assessment tool to track and analyze student academic progress.</p>	<p>Our LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District’s system, While extremely time consuming and without</p>	<p>During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Though the CORE assessments results are stored in the LEA’s Illuminate program, teachers do not currently have access to all student data, thus the continued use of</p>

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	<p>curriculum assessments but our needs assessment indicates that a common online assessment storage (ESGI) to track all TK-3 students and their intervention assessments and data is a high priority to support our goal of schoolwide assessment and documentation to guide our intervention instruction.</p>		<p>the possibility of having a teacher substitute to assist, all Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education’s Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>ESGI is still needed. In ESGI, students will be able to transfer student data to their class for the 2022-2023 school year. Teachers will have access to all assessment results for their future class. Hamilton considers this a Positive Outcome.</p>
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Hazelton	<p>In support of goal 1 and 2:</p> <ul style="list-style-type: none">● By August 2021 ensure that all K-3 teachers have been trained on administering skill based assessments by the Instructional Coach.	<p>In support of goal 1 and 2:</p> <ul style="list-style-type: none">● By August 2021 ensure that all K-3 teachers have been trained on administering skill based assessments by the Instructional Coach.	<p>Based on our Root Cause Analysis, and our Needs Assessment we determined that we need to identify</p> <p>an assessment to collect accurate data on foundational skills. We will assess 3 times a year (4 for Kinder) using the CORE Foundational Skills Screener in alignment with the direction our district is heading.</p> <p>We will provide teachers a substitute 3 times a year so that they can administer the one on one assessments to their students.</p>	<p>Our district is starting to collect district wide foundational skills data in the 2021-2022 school year. We will align our data collection with them using the same screener and testing platform. The instructional coach will train teachers and support this process throughout the school year.</p> <p>This school year due to COVID, shortage of teachers subs, and no instructional coach we were not able to provide teachers release time to administer the assessments but with the help of program specialist and intervention teacher we administered the SIPPS and CORE assessments.</p>
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Pulliam	No Action	No Action	No Action	No Action
Roosevelt	<p>Roosevelt: <i>Goal #2 from LAP:</i> <i>We will improve our K-3 implementation and collection of valid, predictive and reliable data.</i></p>	<p>Roosevelt: 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>Roosevelt: 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>Roosevelt: 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 to the ease of data access we will continue to use Creating an assessment calendar and reviewing it at the beginning of the year</p>

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				<p>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. 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>
Taft	No Action	No Action	No Action	No Action

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Taylor	<p>We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration.</p>	<p>In the 2021-2022 school year use the core foundational skills screener (the same our district is going to use) that assesses: phonemic awareness, phonics, letter recognition, and fluency three times a year via illuminate (district online platform)</p> <p>By August 2021 ensure that all teachers have been trained on illuminate/core foundational skills screener</p> <p>During the 2021-2022 school year (year 2 of the grant) our Literacy Coach who is a core trainer will support staff with assessment/data collection</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.</p> <p>TK-3 teachers attended a district professional development session on assessments on July 28, 2021. Instructional coach presented directly to TK-3rd teachers on site in August 2021.</p> <p>Core Assessment Training/Calendar</p> <p>Core assessment data was collected three times this year: September, January, and May.</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. Following the districts' plan for assessment was part of the challenge this year as far as data collection. In the plan not all tests were given to each student at all three collection times. This made it difficult to compare some of the data. We have adjusted the plan for next year for all students to test in the same tests all three data collection periods. Moving forward this will make a more positive</p>
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			Taylor Core Data Summary 21-22	<p>impact on the data being clear.</p> <p>Taylor Core Data Summary 21-22</p>
Van Buren	<p>In support of goal 1 by June 2024 we will have training and release time for foundational reading skills data analysis. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.</p>	<p>We purchased SIPPS which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next.</p> <p>SIPPs has a program-specific placement assessment that provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching.</p>	<p>A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student.</p> <p>Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level</p> <p>Fall of 2021 Spring 2022 Mid or above and Early on grade level</p> <p>K 17% K 63% 1 25% 1 25% 2 13% 2 11% 3 13% 3 30%</p>	<p>(Negative) At this time the only way to track any progress is by using the district wide program called “ iReady”. We used this screener to measure growth by each student. As you can see by our iReady Spring 21 we are making progress. However, we need a better way to monitor the SIPPS assessment data.</p> <p>(Positive) The teachers were able to start the SIPPs curriculum in September.</p>

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		Teachers were trained on the SIPPS program.		
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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				
Hamilton	Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension,	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results , our End of Year i-Ready Data Analysis , our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an	No Metrics Yet	Per the LEA's understanding, Hamilton's summer school opportunity for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3

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	<p>building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p> <p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts</p>	<p>expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p>		<p>students and their families in June 2024 for the 2023-2024 academic school year.</p>
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	<p>of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton’s 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p>		
<p>Hazelton</p>	<p>By September 2021, in support of Goal 1, we will fund a Library</p>	<p>By September 2021, in support of Goal 1, we will fund a Library</p>	<p>As seen in our Hazelton 2020 Winter Diagnostic</p>	<p>We need to provide Hazelton K-3 students with multiple</p>

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	Media Assist to support and extend the instruction that the K-3 teachers are providing in class to the library.	Media Assist to support and extend the instruction that the K-3 teachers are providing in class to the library.	Data , our Root Cause Analysis , and our Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	opportunities to master foundational reading skills. Having a trained library media assist will further expose students to evidence based foundational reading skills that support what they have/will learn in class. This school year our library media assistant extended her hours to read to K-3 students based on their reading foundational skills. Due to COVID most of the extended hours for K-3 were virtual.
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	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

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Taft	No Action	No Action	No Action	No Action
Taylor	In support of goal 1, 2, and 3, by June 2022, teachers will be funded to provide before, during and after-school programs and/or summer school, to improve students' access to literacy instruction, specifically on foundational reading skills using the SIPPS curriculum.	Site based tutoring was provided through district funds.	n/a	n/a
Van Buren	No action	No action	No action	No action
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis , our root cause analysis [Root Cause Analysis], and our needs assessment	No Action	No Metrics	No Outcome

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	<p>[Needs Assessment], implementation of an extended school day is not a priority.</p> <p>Our school currently offers extended school day learning opportunities through our Academic hour led by classroom teachers and our Afterschool Program led by classified staff, therefore we are not including it in this action plan.</p>			
Hamilton	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], implementation of an</p>	No Action	No Metrics	No Outcome

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	<p>extended school day is not a priority.</p> <p>Our school currently offers extended school day learning opportunities through our Academic hour led by classroom teachers and our Afterschool Program led by classified staff, therefore we are not including it in this action plan.</p>			
Hazelton	No action	No action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We currently have a plan in place to provide expanded literacy instruction opportunities for our students to improve students’ access to literacy instruction, specifically on foundational reading skills before, during and

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				after-school programs and/or summer school. Hazelton Step-up After School Program
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan since it was not a solution to our root cause analysis.	NA	NA	NA
Taft	No Action	No Action	No Action	No Action
Taylor	No action was listed on the Literacy Action Plan since it was not a solution to our root cause analysis.	NA	NA	NA
Van Buren	No action	Our district already has a State funded after school program.	Our school is currently implementing a state-approved after school program that includes culturally responsive curriculum	Our district already has a State funded after school program

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			and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.	
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school				
Hamilton	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis , our root	No Action	No Metrics	No Outcome

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	<p>cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], strategies to improve school climate is not an urgent need at this time.</p> <p>Our school has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we are not including it in this action plan.</p>			
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Hazelton	No action	No Action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area. Hazelton’s School Counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students	Hazelton has two, full time counselors who are devoted to improving school climate and improving student well-being. Both the counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students. During the past school year, Hazelton’s school counselors were Nationally recognized for having a comprehensive, data-driven, model school counseling program and will be a model school for others in the district and state. To learn more about the RAMP award, Click
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				here.Hazelton School Counseling
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan since the school climate is addressed by our PBIS team, PLUS team, and school counselor.	NA	NA	NA
Taft	No unmet needs were listed in the LAP N/A	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
Taylor	No action was listed on the Literacy Action Plan since the school climate is addressed by our PBIS team, PLUS team, and school counselor.			
Van Buren	no action - PBIS no action - Second Step	PBIS is the school's state approved classroom management system.	Our district already provides and collects data from evidence-based	No unmet needs were listed in the Literacy Action Plan

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		Second Step is the school's state approved core curriculum website.	diagnostic assessments. Our district already provided training regarding the use of the assessments.	
Strategies to implement research-based social-emotional learning approaches, including restorative justice				
Hamilton	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis , our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], implementing research-based, social emotional learning is not a priority. Our school district has adopted a core-	No Action	No Metrics	No Outcome

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	curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles.			
Hazelton	No Action	No Action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	Hazelton has a mental health clinician on site daily. She works closely with the Counseling Team and the Special Education Team to provide School-Based Therapy Services and Educationally Related Mental Health Services (IEP driven).

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				<p>In addition, Hazelton and SUSD are utilizing the Second Step Curriculum program to provide SEL lessons and professional development throughout the year. The program offers a research and evidenced based digital program and classroom kits that have already begun to be implemented by counselors and classroom teachers at Hazelton.</p> <p>Second Step Curriculum Map-TK-8</p>
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan since it is addressed by our school counselor and district adopted SEL curriculum, and district	NA	NA	NA

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	professional development.			
Taft	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
Taylor	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.			
Van Buren	no action - Restorative Justice no action - Unbound ED	Link to SUSD Restorative Justice - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers	As referenced in the Literacy Action Plan our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of	No unmet needs were listed in the Literacy Action Plan

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		<p>and staff to attend their hourly rates or release time if held during school hours Unbound Ed - evidence of SUS D already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours.</p>	<p>the assessments.</p>	
<p>Expanded access to the school library</p>				
<p>Hamilton</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our</p>	<p>No Action</p>	<p>No Metrics</p>	<p>No Outcome</p>

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	<p>needs assessment [Needs Assessment], expanding access to the school library is not a priority.</p> <p>Our school currently has a full-time librarian and classes have the ability to visit and check-out library books bi-weekly, therefore we are not including it in this action plan for the 2021-2022 academic school year.</p>			
Hazelton	No action	No Action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	The Hazelton school library has age appropriate books for students K-8 and is available to students weekly. However due to strict COVID guidelines all the library hours were done virtual or the librarian visit every class

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				instead of the classes coming to the library.
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan as the needs assessment did not show this as a priority.	NA	NA	NA
Taft	In support of Goals 1 and 3 we extended the library hours	We extended the hours of the library media clerk to provide additional time for classes to attend the library and for students to come in during their breaks. The additional library hours would provide students opportunities to implement the reading skills they were acquiring in the classroom and give them access to reading materials of their choice.	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p> <p>We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3</i></p>	Positive effect of this action due to the fact that many students took advantage of coming into the library on their own time as well as with their class. The number of books lent out was 9000 books for the 2021-2022 school year.

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			<p><i>were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom.</p> <p>CORE systems are now in place for the 2022-23 school year.</p>	
Taylor	No action was listed on the Literacy Action Plan as the needs assessment did not show this as a priority.			
Van Buren	In support of goal 2, for	As indicated in our	We are unable to	(Negative) Our Library

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	<p>the 2021-2022, school year we will fund our current Library media an additional 3 hours extra for 33 weeks to focus on K-2 students needing to have access to literature. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read.</p>	<p>needs assessment and our root cause a majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized to support K-3 teachers in helping them maintain materials</p>	<p>monitor the progress on the extended hours of the Library Media Assist because we did not have one long enough to monitor any specific assessment.</p>	<p>Media Assist quit in September and we were not able to hire another Library Media Assist until towards the end of the year.</p>
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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 supports for pupils and families				
Hamilton	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis , our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], developing and implementing a trauma-informed practice is not a high priority at this time.	No Action	No Metrics	No Outcome

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	<p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p>			
Hazelton	No action needed	No action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area. Our school leaders and the majority of our K-3 teachers have been	We do not need to create an action item around the development of trauma-informed practices and supports for students and families because these supports are

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			<p>trained on the effects of trauma on the brain. In addition, our district has actions that address trauma-informed practices. For example, the district provides a training entitled Trauma Informed Educational Foundations that explores the physiological components of trauma (autonomic nervous system) and provides more understanding of the students and families of SUSD.</p>	<p>already provided through our school and district. We have a PBIS team and two counselors onsite who are trained on trauma-informed practices and supports. They provide ongoing PD and support for Hazelton teachers in this area. We also have an onsite Mental Health Clinician that provides support, services, and programs. She is trained in and incorporates trauma -informed practices.</p>
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan.	NA	NA	NA
Taft	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP

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Taylor	No action was listed on the Literacy Action Plan.			
Van Buren	As per goal #3, teachers will receive training in trauma informed practices, by June of 2024, we will provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Follow-up training will be provided.	As seen in our root cause analysis, and our needs assessment, a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. We will have scheduled training with Angela Byer and restorative practices to help implement, support and monitor trauma-informed practices.	Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.	(Negative) As referenced in the Literacy Action Plan we were not able to use Angel Byer this past year. (Positive) We did have the mental health division of Stockton Unified come to Van Buren and trained the teachers on trauma informed practices.

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Provision of mental health resources to support pupil learning				
Hamilton	<p>The District has allocated funds for Hamilton’s mental health resources. As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment] indicates that this is not a priority.</p> <p>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. Hamilton is</p>	No Action	No Metrics	No Outcome

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	staffed with two full-time Counselors and a full-time Mental Health Clinician.			
Hazelton	No action	No action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. We have a Mental Health Clinician assigned to our school that provides support services, and programs that help to promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. Our onsite mental health clinician also is trained in and incorporates trauma -informed

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				practices as well as positive behavioral interventions and supports. Teachers are provided training through our mental health clinician as well as receive training from the district.
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan.	NA	NA	NA
Taft	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
Taylor	No action was listed on the Literacy Action Plan.			
Van Buren	No Action	School counselors.	As referenced in the Literacy Action Plan we do not need to have an action item around the provision of mental health resources as	No unmet needs were listed in the Literacy Action Plan

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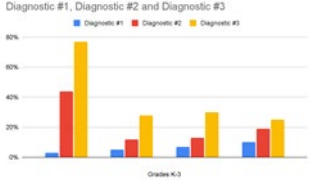
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			these resources are provided through the district and our school.	
Strategies to implement multi-tiered systems of support and the response to intervention approach				
Hamilton	<p>Goal #3 - Provide initial training in the use of the SIPPS Curriculum and collaboratively design a plan and system to assess students, diagnose and assign an intervention and analyze student assessment data for ongoing responses to the intervention.</p> <p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the ability to implement multi-tiered systems of support and the response to intervention is an urgent need.</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January.</p> <p>Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District’s COVID restrictions and</p>

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	<p>to our Diagnostic data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. The development of strategies and implementation of evidence-based academic supports, will support Hamilton’s ability to establish protocols to prescribe the correct intervention and to respond when the data supports or contradicts the intervention.</p>	<p>Hamilton purchased the systematic foundational skill program SIPPS for implementation for the 2021-2022 school year. TK-3 teachers were given professional development opportunities for the SIPPS intervention in January. All present students were assessed with the SIPPS placement test. After assessment, the teachers along with the instructional coach and program specialist, analyzed the data to determine groups and instructional SIPPS levels.</p> <p>Hamilton’s SIPPS data was also used during the SAP process for those students who responded and did not</p>	 <p>Grades K-3 students scored significantly higher from Diagnostic #1 to #3. This information was not surprising and well within the scope of our prediction of what would happen when LAP was created.</p> <p>With their year round SIPPS intervention Hamilton’s 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but</p>	<p>protocols, we were not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. While the instruction and professional development was restricted in timing, Hamilton considers this a Positive Outcome. Hamilton looks forward to beginning the 2022-2023 academic school year with the multi-tiered support system.</p>
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		<p>respond to intervention.</p>	<p>the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close the achievement gap.</p>  <table border="1"> <caption>Third Grade Diagnostic Results</caption> <thead> <tr> <th>Grade Level</th> <th>Diagnostic #1</th> <th>Diagnostic #2</th> <th>Diagnostic #3</th> </tr> </thead> <tbody> <tr> <td>At or Above Grade Level</td> <td>~5%</td> <td>~10%</td> <td>~15%</td> </tr> <tr> <td>Early on Grade Level</td> <td>~10%</td> <td>~15%</td> <td>~20%</td> </tr> <tr> <td>One Grade Level Below</td> <td>~15%</td> <td>~20%</td> <td>~25%</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>~25%</td> <td>~30%</td> <td>~35%</td> </tr> <tr> <td>Three Grade Levels Below</td> <td>~45%</td> <td>~50%</td> <td>~55%</td> </tr> </tbody> </table>	Grade Level	Diagnostic #1	Diagnostic #2	Diagnostic #3	At or Above Grade Level	~5%	~10%	~15%	Early on Grade Level	~10%	~15%	~20%	One Grade Level Below	~15%	~20%	~25%	Two Grade Levels Below	~25%	~30%	~35%	Three Grade Levels Below	~45%	~50%	~55%	
Grade Level	Diagnostic #1	Diagnostic #2	Diagnostic #3																									
At or Above Grade Level	~5%	~10%	~15%																									
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Two Grade Levels Below	~25%	~30%	~35%																									
Three Grade Levels Below	~45%	~50%	~55%																									
<p>Hazelton</p>	<p>.By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition</p>	<p>By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition</p>	<p>As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills and vocabulary instruction is an urgent need at Hazelton.</p>	<p>There are multiple data sources to pull reading data from, Hazelton has a specific systematic approach to analyzing and responding to data as a grade level and school wide. Plan Do study and ACT is our approach to the data cycle. This school year with the shortage of teacher subs and not being consistent with</p>																								

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	<p>and comprehension strategies</p> <p>In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.</p>	<p>and comprehension strategies</p> <p>In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.</p>	<p>Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.</p>	<p>our meetings due to COVID guidelines. It made it difficult to accomplish this goal. We need to work on having our PLC horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.</p>
<p>Pulliam</p>	<p>Smart Goal #3: We will improve in tier 2/3 instruction by adopting a supplemental foundational skills</p>	<p>During trimester 1 of the 2021-2022 school year, teachers will assess students who are performing far below grade level in</p>	<p>Student performance data on the iReady screener assessment K-3 Phonological Awareness K-3 Phonics</p>	<p>This action item was listed to occur in year 1 of the LAP, but in year 2 of the budget. We used year 1 GLAD funds to</p>

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	<p>program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</p>	<p>reading. Coach/program specialist/teachers will analyze the data to determine groups and instructional levels. Teachers will provide individualized instruction using supplemental foundational skills intervention programs under the supervision of the credentialed literacy coach/program specialist.</p>	<p>K-3 High Frequency Words SIPPS Placement assessment as diagnostic K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups SIPPS mastery tests to progress monitor K Progress Monitoring Grade 1 Progress Monitoring Grade 2 Progress Monitoring Grade 3 Progress Monitoring</p>	<p>purchase the SIPPS curriculum. This action item had a positive outcome. We identified the 4 different assessment types and determined which assessment would be used for each type. iReady was used as a screener assessment to identify students needing a tier 2 intervention in phonics. Those identified took the SIPPS placement test which helped determine instructional level. Progress monitoring data indicated students were making adequate growth with the tier 2 intervention.</p>
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and</p>	<p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier</p>	<p>We will use formative and summative assessments We will use reliable formative assessments</p>	<p>Grant funds were used to pay teachers for PD and collaboration outside of the school</p>

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	<p>summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>	<p>one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 school year. Implementation of the phonics portion of the Benchmark curriculum</p>	<p>Beginning of the year data: K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words End of the year data: EOY K-3 Phonological Awareness EOY K-3 Phonics EOY K-3 High Frequency Words Overview of Growth: Growth Chart</p>	<p>day in relation to accomplishing this goal. 1 teacher from each grade level in grades K-3 attended CORE Online Elementary Reading Academy which provided PD on research-based instructional approaches for teaching phonics. The teacher that attended the training shared this information with grade level colleagues, so they can be knowledgeable about research-based instruction in phonics. We believe the outcome was mostly positive. The data shows that in K-1 data increased by the middle of the year, but dipped at the end in phonological awareness and phonics. However, high frequency words showed consistent</p>
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		will be implemented as intended by the end of the 2021-2022 school year.		growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.
	<p>SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p>	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p>	<p>Data that indicates improved writing when comparing beginning and end of year writing assessments</p>	<p>Although Step Up to Writing was written in the LAP to occur in year 1, it was not allocated in the budget. We did not spend funds on strengthening tier 1 writing this school year, but plan to in year 3.</p>
	<p>Smart Goal #3: We will improve in tier 2/3 instruction by</p>	<p>By August 2021, purchase SIPPS curriculum and provide</p>	<p>We will use reliable formative assessments K SIPPS Groups</p>	<p>Although this action item is listed for year 1 on the LAP, it was not</p>

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	<p>adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</p>	<p>initial and ongoing training of the curriculum throughout the implementation year.</p>	<p>Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups Progress monitoring data K Progress Monitoring Grade 1 Progress Monitoring Grade 2 Progress Monitoring Grade 3 Progress Monitoring</p>	<p>included in the budget for year 1, but was in the budget for year 2. We used year 1 GLAD funds to purchase SIPPS as the supplemental foundational skills intervention. After administering the iReady beginning of the year screener assessment, the data indicated that 84% of K-3 grade students were performing below grade level in foundational reading skills. As a result of this data, we purchased and provided a tier 2 intervention for foundational reading skills by using SIPPS. The purchase and implementation of SIPPS has had a positive outcome. The data shows that students placed at a low level in SIPPS and made growth in SIPPS levels in the 2</p>
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				<p>months the program was implemented.</p> <p>SIPPS curriculum purchased</p> <p>K Daily Schedule</p> <p>Grade 1 Daily Schedule</p> <p>Grade 2 Daily Schedule</p> <p>Grade 3 Daily Schedule</p>
Roosevelt	No action was listed on the Literacy Action Plan.	NA	NA	NA
Taft	<p>Smart Goal #1:</p> <p>We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit</p>	<p>December 2021 teachers and admin worked together to assess the students in K-3 with the SIPPS placement test. The purpose of testing all of the students was to get a real read on the school...who needs what intervention and who had tested out of everything.</p> <p>After testing the Coach/ Admin & teachers analyzed the data to determine</p>	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p> <p>We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3</i></p>	<p>Positive Outcome.</p> <p>In a SIPPS implementation/progress meeting teachers reported that students were more engaged in the learning of reading compared to students' engagement prior when SIPPS was not being implemented.</p> <p>Negative Outcome</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and</p>

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	<p>systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.</p> <p>Our improvement in first quality instruction will be measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on</p>	<p>groups and instructional SIPPS levels students needed to be placed in.</p> <p>Teachers will provide instruction using the supplemental foundational skill intervention programs under the supervision of the credentialed literacy coach.</p>	<p><i>were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom.</p> <p>CORE systems are now in place for the 2022-23 school year.</p>	<p>training of the instructors in SIPPS was not complete until Jan. SIPPS was then implemented after teachers were trained.</p> <p>Because of the late start of SIPPS intervention groups did not complete the series of lessons for that placement level so we do not have data on students mastering a level and moving onto the next level. We will have this in the school year 2022-2023 as SIPPS will begin in Sept right after labor day.</p>
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	foundational skills assessments using the data cycle by June 30, 2024.			
Taylor	No action was listed on the Literacy Action Plan.			
Van Buren	No Action No action...- After school tutoring. No action ..- Summer school	Americorp After School tutoring Summer School	As referenced in the Literacy Action Plan we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.	No unmet needs were listed in the Literacy Action Plan
Development of literacy training and education for parents to help develop a supportive literacy environment in the home				

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Hamilton	<p>Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p> <p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate</p>	No Metrics Yet	<p>Per the LEA’s understanding, Hamilton’s summer school opportunity for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>
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	<p>needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and</p>		
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		program specialist will be given the opportunity for professional development with both programs.		
Hazelton	No action	No action	Based on Hazelton’s Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child’s education. They are civically committed to strengthening families’ voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports.

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				Family Engagement/Workshop Opportunities SUSD Family Engagement Calendar
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan.	NA	NA	NA
Taft	<p>Goal 3</p> <p>We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps,</p>	No Action	No Impact on data as it was not implemented this school year	<p>Negative Outcome</p> <p>Although this action item is listed for year 1 on the LAP, we were unable to have a positive outcome due to the fact that parents were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be</p>

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	<p>parent literacy nights, teacher development, parent lending library and parent literacy course.</p> <p>Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>			<p>implementing the program.</p>
<p>Taylor</p>	<p>In support of goals 1 and 3 we will provide parent workshops for families of TK-3rd students.</p>	<p>By October 2021-select and purchase a parent foundational skills resource library: decodables readers, read aloud books, and high interest books for students</p> <p>By November 2021, provide initial training for teachers on how to provide these trainings to parents during settings such as whole</p>	<p>We purchased additional SIPPS libraries and black line masters of SIPPS decodable readers to provide for parents and students to keep at home.</p> <p>iReady literacy pathway parent training via zoom occurred in October 2021.</p>	<p>The impact of purchasing books is difficult to gauge as we were unable to hold in person parent meetings. The books provided extra support and materials for home which is a positive. Looking towards next year we will utilize the same timelines now that parents are allowed on campus. The potential impact will be great as</p>

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		<p>group academic parent teacher conferences and/or literacy nights.</p>	<p>iReady Path Parent Training</p> <p>Initial training was tentatively scheduled for November 2021 but postponed due to not being allowed to have parents on campus.</p> <p>In March 2022 we were able to host an in person literacy night with families in attendance. Students were given books, and literacy activities to take home to work with their parents. Taylor had over 40 families attend from Tk-3rd grade.</p> <p>Parent conferences did occur via zoom/telephone three times during the school year. Foundational skills and other data was</p>	<p>we plan to train parents on the types of questions to ask when reading, and how to support their children at home with reading practice.</p>
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			presented to parents at these conferences.	
Van Buren	No Action - parent coffee hour No action - Parent/teacher conferences no action - Literacy night and parent’s PD	parent coffee hour parent - student/teacher conferences parent coffee hour	As referenced in the Literacy Action Plan we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.	No unmet needs were listed in the Literacy Action Plan
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs				
Hamilton	Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results , our End of Year i-Ready Data Analysis ,	No Metrics Yet	Per the LEA’s understanding, Hamilton’s summer school opportunity as writing in the LAP for

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	<p>targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p> <p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional</p>	<p>our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on</p>		<p>TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p> <p>Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would attend in-person classes, meetings, workshops, both</p>
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	<p>calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p>		<p>academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant. Hamilton will consider this need as UNMET.</p>
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		<p>Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>		
Hazelton	<p>In support of Goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their students with the identified literacy growth goal.</p>	<p>In support of Goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their students with the identified literacy growth goal.</p>	<p>As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased parent support and engagement is necessary to improve student achievement in foundational skills.</p>	<p>A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need “all hands on deck” when it comes to our students achieving, and this includes our parents.</p> <p>This school year our parent meetings or conferences were virtual and not many</p>

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				<p>parents attended or participated. Parent conferences gave teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class</p> <p>Due to COVID we were not able to have parent conferences in person but we conducted a few virtual parent conferences. This was not the best way to conduct our parent conferences due to the lack of electronic devices at home and technical problems. A high percentage of our parents do not have an email account and that's something that we are</p>
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				in the process of assisting parents.
Pulliam	No Action	No Action	No Action	No Action
Roosevelt	No action was listed on the Literacy Action Plan.	NA	NA	NA
Taft	<p>Goal 3</p> <p>We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy</p>	<p>Provided by the district is a part-time Parent Liaison employee. This person was responsible for communicating with parents, on a variety of topics, attendance, how to help students with their homework, offer community resources, etc.</p>	<p>iReady Diagnostic Results</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p>	<p>Positive:</p> <p>The parent liaison made contact with parents and provided them with community resources, spoke regarding attendance concerns and also conducted a few parent training via Zoom in the beginning of the school year and towards the end a couple in person as parents were not allowed on campus until the final 6 weeks of school.</p> <p>Negative:</p>

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	<p>course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>			<p>Limited number of parents participated in the parent training.</p> <p>To address the low attendance there is a plan for the 2022-2023 to have teachers reach out to parents with notes home and recommendations as well as at the Back to School night having a booth where parents can learn about the parent opportunities for supporting their children. We will also provide incentives and refreshments for parents who attend parent workshops and trainings next school year as a way to encourage attendance.</p>
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Taylor	No action was listed on the Literacy Action Plan.			
Van Buren	No Action - parent coffee hour No action - Parent/teacher conferences no action - Literacy night and parent's PD	parent coffee hour parent - student/teacher conferences parent coffee hour	As referenced in the Literacy Action Plan we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.	No unmet needs were listed in the Literacy Action Plan 7.

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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	The district is implementing services to increase/improve student access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. The focus is on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. The data-driven decision-making practices will identify the necessary	The district’s chronic absenteeism rate for the 2021-2022 school averaged approximately 50%. Data from the PLUS survey has indicated more than 40% of students do not feel safe at school. In addition, approximately 40% of students reported not feeling connected to a responsible adult at school. As a result of this data and the effects of COVID through the changes in social-emotional impacts students have experienced outside of the school	See individual site responses below.	

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	resources required to assist students, schools and communities to achieve their academic goals, contributing to the attainment of graduating college and career ready.	environment, the district has dedicated specific focus and resources supporting students.		
Hamilton			Our school, while following the District plan, has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, a Child & Welfare Social Worker Assist, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we did not	As noted in our Early Literacy Support Block (ELSB) Literacy Action Plan (LAP), school climate was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need. Hamilton will continue to follow the LEA program on campus

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			<p>include it in our action plan.</p> <p>PLUS School Site</p> <p>District PBIS Resources</p> <p>District PBIS Website</p> <p>Site Based PBIS Committee</p> <p>Hamilton Counseling Services</p>	<p>through the life of the LAP 2024.</p>
<p>Hazelton</p>			<p>Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at Hazelton and will continue for the next two school years. Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff. We also have a full time mental</p>	<p>Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.</p>

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			health clinician and two full time counselor that provide services to our students and provide professional development and support to teachers in this area.	
Pulliam			Our school site currently has 2 full-time counselors that service our students and provide professional development and support to teachers in this area.	Due to school practices, culture and climate is still not an urgent need indicated on the root cause analysis or needs assessment for this grant.
Roosevelt			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, 	No unmet needs were identified.

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			<p>citizenship, and academic growth</p> <ul style="list-style-type: none"> ● lunchtime activities ● spirit days 	
Taft			<p>From our Literacy Action Plan (LAP) :: Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at our school site and will continue to do so through 2024.</p> <p><i>Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff</i></p> <p>We also have a full time and a ½ time counselor that provide services to our students and provide professional</p>	<p>Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.</p>

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			development and support to teachers in this area.	
Taylor			<p>Needs are continued to be addressed by the site PBIS team, PLUS team, and the district PBIS plan.</p> <p>Practices included:</p> <ul style="list-style-type: none"> ● monthly team meetings ● assemblies to celebrate attendance, citizenship, and academic growth ● lunchtime activities ● spirit days ● student store/incentives 	No unmet needs were identified.
Van Buren			As referenced in the Literacy Action Plan our school climate is addressed by our PBIS (Positive Behavioral	No unmet needs were listed in the Literacy Action Plan

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			<p>Interventions and Supports) team. The team holds meetings monthly to plan around relationships, attendance, behavior and the overall school climate.</p>	
<p>Social-emotional learning</p>	<p>The district has implemented a social emotional support curriculum (Second Step) to meet the needs of students. In addition, services are based on identified needs and are intended to increase/improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being</p>	<p>Data from the PLUS survey has indicated more than 40% of students do not feel safe at school. In addition, approximately 40% of students reported not feeling connected to a responsible adult at school. As a result of this data and the effects of COVID through the changes in social-emotional impacts students have experienced outside of the school environment, the district has dedicated specific focus and</p>	<p>See individual site responses below.</p>	

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	health direct services to students families, and staff districtwide focused on increasing and improving the learning experience.	resources supporting students.		
Hamilton			<p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, social-emotional learning was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>

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			Second Step Implementation Student Support Services	
Hazelton			<p>Second Step (Social & Emotional Program Counselors use in the classrooms) Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond. Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021</p>	<p>Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.</p>
Pulliam			<p>Our school site currently has 2 full-time counselors that service our students and provide professional</p>	<p>Due to school practices, social-emotional learning is still not an urgent need indicated as a root cause or needs</p>

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			development and support to teachers in this area.	assessment for this grant.
Roosevelt			<p>Needs are continued to be met by the school counselor.</p> <ul style="list-style-type: none"> ● small groups ● morning messages about mindfulness and character traits ● classroom lessons 	No unmet needs were identified.
Taft			<p>From our LAP: Second Step (Social & Emotional Program Counselors use in the classrooms)</p> <p>Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.</p> <p>Link to SUSD Second Step - evidence of SUSD already implementing the program with the</p>	<p>Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.</p>

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			counselors at each site. 2021-2022 2020-2021	
Taylor			Needs are continued to be met by the school counselor. <ul style="list-style-type: none"> ● small groups ● morning messages about mindfulness and character traits ● classroom lessons ● conflict resolution ● peer groups/leaders 	No unmet needs were identified.
Van Buren			As referenced in the Literacy Action Plan our district uses a program called Second Step which is a social and emotional program. It is used by our counselors in the classrooms. We anticipate that Second Step will continue past 2024	No unmet needs were listed in the Literacy Action Plan
	The district curriculum department	Access to SIPPS and Heggerty	See individual site responses below.	

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<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>coordinated professional development for site teachers and coaches in SIPPS curriculum and Literacy development practices. Participant collaboration meetings were established for support in collecting/analyzing data and to share strategies for implementation.</p>	<p>curriculum/resources was not available to all SUSD students in 2021-22. Implementation and instructional level was inconsistent due to lack of differentiated PD and on-going support for staff. Sites are at various phases of implementation and teacher needs are diverse as a result.</p>		
<p>Hamilton</p>			<p>Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten,</p>	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January.</p>

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			<p>continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider.</p> <p>During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction. For the 2021-2022 academic school year, Hamilton added and implemented a common intervention time on the master schedule, purchased the SIPPS curriculum to provide Tier 2 intervention, and hired an instructional assistant to help support students</p>	<p>Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction and the kindergarten classes only 10 weeks of SIPPS intervention. While the instruction was restricted in timing, Hamilton considers this a Positive Outcome though the program was not implemented in grades K-2 in the way it was intended.</p> <p>The LEA, after our LAP was approved, is purchasing SIPPS for all LEA schools. The LEA will support Hamilton, who has already purchased what it needs, with SIPPS supplemental materials - fluency practice libraries. Hamilton will need additional professional</p>
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			<p>scoring below grade level standards.</p> <p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at, above or early on grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <table border="1"><caption>Diagnostic #1, Diagnostic #2 and Diagnostic #3</caption><thead><tr><th>Diagnostic</th><th>Percentage</th></tr></thead><tbody><tr><td>Diagnostic #1</td><td>6%</td></tr><tr><td>Diagnostic #2</td><td>22%</td></tr><tr><td>Diagnostic #3</td><td>58%</td></tr></tbody></table> <p>BOY 21-22 diagnostic-results reading hamilton</p>	Diagnostic	Percentage	Diagnostic #1	6%	Diagnostic #2	22%	Diagnostic #3	58%	<p>development on the use of these libraries and additional instructional support.</p>
Diagnostic	Percentage											
Diagnostic #1	6%											
Diagnostic #2	22%											
Diagnostic #3	58%											

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			<p>n-elementary-school_06082022.pdf</p> <p>EOY 21-22 diagnostic-results reading hamilton-elementary-school_06082022.pdf</p>	
Hazelton			<p>60% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. We do not have a Tier 2 or Tier 3 curriculum provided by our district. This year we purchased SIPPS & Heggerty to provide Tier 2 intervention for the students and we had an intervention instructor. However, the district did not release the ELSB funds until early in trimester 2 so the purchase, training and implementing of those</p>	<p>Unmet needs fluency and comprehension will be addressed by the purchasing program as a supplemental purchasing of the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports the current SIPPS supplemental -materials teacher/ and student whiteboard interaction.</p>

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			<p>programs did not begin until mid/late.trimester 2. None of those programs were able to be implemented in the way they were intended to be implemented 1 due to lack of time to complete the entire program due to late start.</p>	
<p>Pulliam</p>			<p>4% of our K-3 students were performing below grade level standards in ELA. As a result of this data, we purchased and implemented SIPPS as a tier 2 phonics intervention.</p> <p>K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule</p>	<p>Implementation of the SIPPS curriculum did not occur until after Spring Break of 2022. Next school year, we will begin implementation at the start of the school year in order to determine the effectiveness of the program. Implementing the SIPPS curriculum as intended is also an important part of determining its effectiveness. We will hire an outside</p>

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			<p>Grade 2 Daily Schedule Grade 3 Daily Schedule K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups</p>	<p>consultant to provide ongoing feedback and support of the SIPPS curriculum implementation. We have not met the needs of students performing below grade level in reading comprehension and writing. In year 2 of the grant, we will focus on strengthening tier 1 instruction with reading comprehension and provide outside tutors to offer support for those needing a tier 2 intervention. In year 3 of the grant, we will focus on strengthening tier 1 instruction with writing and provide outside tutors to offer support for those needing a tier 2 intervention.</p>
Roosevelt			School-level practices are :	The unmet needs have been identified as:

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			<ul style="list-style-type: none">● Students received daily intervention.● All teachers are using Benchmark for core ELA instruction.● Teachers were referring students 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	<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● more time for fluency materials/ resources to practice and strengthen the phonics skills taught in tier 1 and tier 2 instruction
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Taft			<p>50% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. I-Ready Data End of the year report 2021</p> <p>We do not have a Tier 2 or Tier 3 curriculum provided by our district.</p> <p>This year we purchased SIPPS & Heggerty to provide Tier 2 intervention for the students and we had an intervention instructor. However the district did not release the ELSB fund until early in trimester 2 so the purchase, training and implementing of those programs did not begin until mid/late trimester 2.</p>	<p>Unmet needs</p> <p>fluency and comprehension will be addressed by the purchasing of the Read Naturally program as a supplemental program as well as purchasing the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports the current SIPPS supplemental - materials.</p> <p>SIPPS Unmet Need</p> <p>Reprographics funds for printing materials from SIPPS student binders</p> <p>Fluency Practice Library,</p> <p>Materials for the SIPPS section of the classroom, pocket</p>

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			<p>None of those programs were able to be implemented in the way they were intended to be implemented 1 due to lack of time to complete the entire program due to late start.</p>	<p>charts, tubs for fluency libraries, folders, sheet protectors for manuals, dry erase markers, whiteboards, display teaching cart to hold SIPPS materials and provide a space on the carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand.</p>
Taylor			<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 students to the CARE team so strategies could be identified to support the student, if 	<p>-Additional intervention support needed for grades Tk-3rd to support SIPPS</p> <p>-Additional instructional consultants for support on campus training/coaching on SIPPS and foundational skills</p>

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			<p>progress was not being made an SST was held.</p> <ul style="list-style-type: none"> ● Students were offered after school tutoring ● Students are assigned to walk to read SIPPS groups and adjusted every 3 weeks based on need and mastery tests 	<p>-additional training on foundational skills through LETRS training</p> <p>-library access by adding a librarian to focus on the fluency portion of literacy</p>
Van Buren			<p>As per our Literacy Action Plan. Van Buren School's fundamental root cause analysis shows that our students' lack of mastery of the reading foundational skills. We do not have a Tier 2 and tier 3 curriculum provided by our district. The final assessment for iReady Spring 21 indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84%</p>	<p>Unmet needs: We determined our site does not have a systematic screening, diagnostic, and monitoring processes in place to ensure students receive timely support when they are not meeting learning goals. - We purchased SIPPs curriculum along with the fluency practice libraries to support the current SIPPs supplemental materials. The teachers had just</p>

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			<p>below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unified's adopted curriculum. We do not have Tier 2 and tier 2 curriculum provided by our district. We purchased SIPP which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next. SIPP has a program-specific placement assessment that provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and</p>	<p>one training on the SIPP's curriculum. We need to have a follow up training session and also give teachers the ability to watch other teachers in action.</p> <p>Another unmet need for SIPP is that each teacher needs a specific area to pull their small groups and have their sound cards and other materials already hanging to make teaching SIPP easier.</p>
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			support the teachers in decision-making around pacing and reteaching.	
Families of pupils below grade-level standard on the ELA content standards	All SUSD students receive access to SORA, ebooks and audio collections.	SUSD experienced low student attendance and participation this school year which exacerbated learning loss. District initiatives to inform parents about literacy, provide resources, and train families to support student literacy were limited.	See individual site responses below.	
Hamilton			Hamilton teachers have multiple systems in place for communicating student academic progress, including but not limited to phone calls, emails, physical notes, Zoom meetings, Class Dojo, Seesaw, Google Classroom. Hamilton school also incorporates messages with Peach	Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would

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			<p>Jar, Blackboard messaging, newsletters, and the marquee.</p> <p>In addition, Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>	<p>attend in-person classes, meetings, workshops, both academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant. Hamilton will consider this need as UNMET.</p> <p>The Parent Liaison will schedule a series of training and workshops for Coffee Hour Wednesdays. The instructional coach and program specialist will periodically check-in with the parent liaison for opportunities to share academic</p>
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				<p>strategies with parents and families. This will also include the Latino Literacy Project as an English as a Second Language (ESL) program for parents, of which Hamilton had previously been provided through the LEA’s Language Development Office.</p> <p>Per the LEA’s understanding, Hamilton’s summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for</p>
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				the 2023-2024 academic school year.
Hazelton			<p>Hazelton teachers have multiple systems in place for communicating student’s progress with parents. PBIS Rewards, Class Dojo, Phone calls, Google Classroom, Notes home and in person visits. Also, Hazelton has a six-hour bilingual community assistant that provides parents to support the bilingual communication between families and school staff. This community assistant also refers parents to resource services available within the community and provides Parent training on site.</p>	<p>From our LAP: unmet needs were under parent conferences. In order to support this parent training need we would like to increase the community assistant time for working with our parents The community assistant will support our needs assessment goal of Family and Community Support Parent conferences will give teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class. Due to COVID strict guidelines and</p>

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				staff shortage made difficult to accomplish this goal.
Pulliam			All teachers have a communication platform they use to communicate with parents. In addition, our school site employs a parent liaison which supports communication between families and school staff. She also refers parents to resource services available within the community.	Due to school practices, this was not an urgent need indicated on the root cause analysis or needs assessment for this grant.
Roosevelt			Needs are continued to be met by the Parent Liaison. Supports/ resources offered this year were: <ul style="list-style-type: none"> ● parent meetings ● free books ● parent newsletter with suggestions to support students 	Unmet needs were: <ul style="list-style-type: none"> ● literacy nights ● increase parent resources *these unmet needs are being addressed in the SPSA*

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Taft			<p>Teachers at Taft have multiple systems in place for communicating student's progress with parents. Class Dojo, Phone calls, Google Classroom, Notes home and in person visits.</p> <p>In addition the district provides a part time parent liaison to support the bilingual communication between families and school staff. This liaison also refers parents to resource services available within the community and provides Parent training on site.</p>	<p>From our LAP: unmet needs were professional materials for Parent Trainings and more training for parents.</p> <p>In order to support this parent training need we would like to increase the Parent Liaison's time for working with our parents. We would also have him trained to provide the parent training from the Latino Literacy Project.</p> <p>The Parent Liaison will support our needs assessment goal of Family and Community Support</p>
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Taylor			<p>Needs will continue to be met by:</p> <ul style="list-style-type: none"> -parent conferences -parent liaison -parent workshops 	<p>Some needs we will need to address next year</p> <ul style="list-style-type: none"> -complete the action plan steps for parent literacy education that we were unable to complete this year due to visitors on campus guidelines
Van Buren			<p>Our teachers have multiple systems in place for communicating students' progress with families. We have systems like Class Dojo, Remind, Phone class, google classrooms, notes sent home and at home visits. We also have a parent liaison to help communicate and support our families.</p>	<p>Unmet needs: From our Literacy Action Plan we need to have more training for the parents. We would also like our parent liaison to increase her hours so that she can offer more services to families at our school.</p>

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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	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction. For the 2021-2022 academic school year, Hamilton added and implemented a common intervention time on the master schedule , purchased the SIPPS curriculum to	During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Though the CORE assessments results are stored in the LEA’s Illuminate program, teachers do not currently have access to all student data, thus the continued use of ESGI is still needed. In ESGI, students will be

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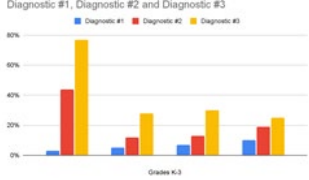
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			<p>provide Tier 2 intervention, and hired an instructional assistant to help support students scoring below grade level standards.</p> <p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at, above or early on grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>	<p>able to transfer student data to their class for the 2022-2023 school year. Teachers will have access to <i>all</i> assessment results for their future class. Hamilton teachers, while appreciating the compiled data in one place, would appreciate finding ways to minimize the time dedicated to the input of data.</p> <p>While the LEA has instituted the CORE assessments, Hamilton teachers need practice deriving what the data is showing and how to use this information to drive instruction in the classroom. Hamilton will need to increase ELSB collaboration meetings to have these conversations with the administrators, instructional coach, and program specialists. Due</p>
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			<p>Diagnostic #1, Diagnostic #2 and Diagnostic #3</p>  <table border="1"><caption>Diagnostic Results for Grade K-3</caption><thead><tr><th>Category</th><th>Diagnostic #1 (%)</th><th>Diagnostic #2 (%)</th><th>Diagnostic #3 (%)</th></tr></thead><tbody><tr><td>Category 1</td><td>~5</td><td>~45</td><td>~75</td></tr><tr><td>Category 2</td><td>~10</td><td>~15</td><td>~25</td></tr><tr><td>Category 3</td><td>~10</td><td>~15</td><td>~25</td></tr></tbody></table> <p>BOY 21-22 diagnostic-results reading hamilton-elementary-school 06082022.pdf</p> <p>EOY 21-22 diagnostic-results reading hamilton-elementary-school 06082022.pdf</p> <p>The LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District’s system, While</p>	Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)	Category 1	~5	~45	~75	Category 2	~10	~15	~25	Category 3	~10	~15	~25	<p>to the lack of teacher substitute shortage and LEA directions, Hamilton was not able to allow for teacher released academic conferences where grade level teachers review and discuss student data.</p> <p>Also, with the ability to begin Tier 2 intervention instruction in September 2022, Hamilton anticipates that the number of students performing at, above or early on grade level (as measured on the i-Ready diagnostic) will increase by Spring 2023 thus closing the achievement gap even more.</p>
Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)																	
Category 1	~5	~45	~75																	
Category 2	~10	~15	~25																	
Category 3	~10	~15	~25																	

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			<p>extremely time consuming and without the possibility of having a teacher substitute to assist, all Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report. LEA and site data can also be found on the 2021-2022 Core Assessments Dashboard.</p> <p>With their year round SIPPS intervention Hamilton’s 3rd graders, Hamilton also assessed all present students as prescribed in the SIPPS intervention program.</p> <table border="1"><tr><td>Beginning</td><td>every 10 lessons</td></tr></table>	Beginning	every 10 lessons	
Beginning	every 10 lessons					

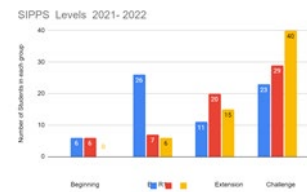
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Extension	every 5 lessons
Plus	every 5 lessons
Challenge	every 10 lessons

The chart below shows the 3rd grade SIPPS data and student movement. In Fall 2021, there were no students that were pre-assessed as being in the Challenge level, but in Spring 2022 there were 40 students.



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			<p>As seen in the following chart, the Challenge level correlates closest to 3rd grade level.</p> <p style="text-align: center;">SIPPS Instruction & Intervention Correlate to Grade Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Level</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td>✓</td> <td>S</td> <td>S</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extension</td> <td></td> <td>✓</td> <td>S</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Challenge</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> </tr> <tr> <td>Plus</td> <td></td> <td></td> <td></td> <td></td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> </tr> </tbody> </table> <p>SIPPS</p>	Level	K	1	2	3	4	5	6	7-8	9-12	Beginning	✓	S	S	S						Extension		✓	S	S						Challenge			✓	✓	S	S	S	S	S	Plus					S	S	S	S	S	
Level	K	1	2	3	4	5	6	7-8	9-12																																													
Beginning	✓	S	S	S																																																		
Extension		✓	S	S																																																		
Challenge			✓	✓	S	S	S	S	S																																													
Plus					S	S	S	S	S																																													
Hazelton			<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready”</p> <p>All students at Hazelton took the iReady screener assessment.</p> <p>A strength is that we have evidence that the limited amount of intervention we were able to provide did result in growth:</p>	<p>Because we are using iReady Diagnostic Screener only as a screener to identify students that are performing below grade level this is not considered to be a weakness.</p>																																																		

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			<p>In the fall of 2021 25% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 36 % of the students in grades K-3 were performing at grade level.</p> <p>Data is available for literary and informational text comprehension in the i-Ready Diagnostic tests the students took. There was a small increase in student data. 35 % of our students in grades K-3 made the</p> <p>Our Core data this year could not be used to measure growth due to the fact that our systems for collecting were not refined.</p>	
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			<p>Because we could not use our CORE data we analyzed the foundational skills as measured in the i-Ready diagnostic to determine growth in all areas.</p> <p>Based on i-Ready Diagnostics we summarized the final 2022 Foundational Skills data</p> <p>60 % of students in grades K-3 are at grade level in Phonemic Awareness</p> <p>33 % of students in grades K-3 are at grade level in Phonics</p> <p>CORE systems are now in place for the 2022-23 school year and we will be utilizing that data as well.</p>	
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Pulliam			<p>A uniform program is used as a screener assessment in ELA All students took the iReady screener assessment Students not performing at grade level, took a diagnostic to determine more specific areas of struggle Progress monitoring data was collected and indicated students were making growth in foundational reading skills. K Progress Monitoring Grade 1 Progress Monitoring Grade 2 Progress Monitoring Grade 3 Progress Monitoring</p> <p>We have data on reading comprehension performance</p>	<p>There is not weakness if this is used only as a screener to identify students performing below grade level Only 16% of our K-3 grade students performed at grade level on the iReady screener in reading foundational skills K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words Data spread over 10 different learning, making it difficult to meet the need of each child K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups If only a couple of students fail a section in progress monitoring, we do not have a way to provide them additional support. At this time,</p>
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				<p>they are referred to the SST process and they move on to the next instructional level</p> <p>We did not analyze this data as it was not an area of focus for this school year, but will be next school year</p> <p>We do not have a system for assessing writing. However, it is not our focus for this school year, but will be in year 3 of the grant</p>
Roosevelt			<p>Based on the Spring iReady Reading diagnostic the following percentages 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>Based on the Spring iReady Reading diagnostic the following percentages are of 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%

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Taft			<p>A strength is that we have evidence that the limited amount of intervention we were able to provide did result in growth:</p> <p>In the fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</p> <p>Data is available for literary and informational text comprehension in the i-Ready Diagnostic tests the students took and that data is also</p>	<p>A weakness is that most students in grades K-3 are still performing below grade level :</p> <p>In the fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</p> <p>We now own the intervention programs and will be able to begin our Tier 2 instruction in Sept of 2022. We anticipate that the numbers of students performing at grade level in the Spring of 2023 will increase due to them receiving an entire year of intervention.</p>

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			<p>recorded in our data report.</p> <p>There was a small increase in student data in student data 49% of our students in grades K-3 made the Typical Growth goal for reading (As shown on the i-Ready end of year report, but we expected a higher growth.)reflecting that more students in K-3 met their typical growth goals for i-ready.</p> <p>Based on i-Ready Diagnostics we summarized the final 2022 Foundational Skills data</p> <p>50% of students in grades K-3 are at grade level in Phonemic Awareness</p>	<p>Our primary focus for this year was on the foundational reading skills the bottom part of the Scarborough’s rope, Phonemic Awareness, Decoding and Sight Word Recognition. Next school year we will incorporate read alouds and other comprehension strategies so we will be addressing all areas of the Scarborough’s rope.</p> <p>Unmet needs</p> <p>fluency and comprehension will be addressed by the purchasing of the Read Naturally program as a supplemental program as well as purchasing the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports</p>
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			<p>43% of students in grades K-3 are at grade level in Phonics</p> <p>Writing</p> <p>We did a school wide writing using the District adopted Benchmark Program to determine the support that our teachers will need moving forward with writing expectations.</p>	<p>the current SIPPS supplemental -materials.</p> <p>Writing</p> <p>Based on the data we collected from the school wide writing samples, we know that we need to provide more training in how to teach writing to students for our teachers. LINK</p>
Taylor			<p>Kindergarten and first grade showed significant growth on Core foundational skills assessments as well as iReady assessments as evidenced:</p> <p>Taylor Core Data Summary 21-22</p>	<p>Second and third grade showed growth but not as significant as other grade levels. As evidenced:</p> <p>Taylor Core Data Summary 21-22</p>
Van Buren			<p>A district wide program is utilized by students</p>	<p>We use iReady Diagnostic as a</p>

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			<p>called “ iReady”. We used this screener to measure growth by each student.</p> <p>Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level</p> <p>Fall of 2021 Spring 2022</p> <p>Mid or above and Early on grade level</p> <p>K 17% K 63% 1 25% 1 25% 2 13% 2 11% 3 13% 3 30%</p> <p>We also had students make their typical growth goal for reading as shown by their iReady diagnostic. Our CORE data could not be used to measure growth</p>	<p>screener to identify students that are working below grade level. As you can see from our data, we still have several students that are performing below grade level.</p> <p>The district has CORE testing that should also be used to determine the growth of students except this year it did not go as well as they planned. There was not a consistent way to test so the data is not reliable. This has been addressed and will be better going forward.</p>
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			because our systems were not set in place and the data collected was inaccurate. Even though we have seen growth in all areas of the assessment, the beginning of the year data might not be as accurate as we like it to be. We will be able to use CORE data next year as we made changes to the system	
Data on effective practices (<i>reference previous chart</i>)	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	<i>See individual site responses below.</i>	
Hamilton			In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that	N/A

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			<p>average increased to 22% at, above or early on grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <table border="1"><caption>Diagnostic #1, Diagnostic #2 and Diagnostic #3</caption><thead><tr><th>Diagnostic</th><th>Percentage</th></tr></thead><tbody><tr><td>Diagnostic #1</td><td>~5%</td></tr><tr><td>Diagnostic #2</td><td>~45%</td></tr><tr><td>Diagnostic #3</td><td>~60%</td></tr></tbody></table> <p>BOY 21-22 diagnostic- results reading hamilton-elementary- school 06082022.pdf</p> <p>EOY 21-22 diagnostic- results reading hamilton-elementary- school 06082022.pdf</p> <p>The LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During</p>	Diagnostic	Percentage	Diagnostic #1	~5%	Diagnostic #2	~45%	Diagnostic #3	~60%	
Diagnostic	Percentage											
Diagnostic #1	~5%											
Diagnostic #2	~45%											
Diagnostic #3	~60%											

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			<p>the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District’s system, While extremely time consuming and without the possibility of having a teacher substitute to assist, all Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report. LEA and site data can also be found on the 2021-2022 Core Assessments Dashboard.</p> <p>With their year round SIPPS intervention Hamilton’s 3rd graders,</p>	
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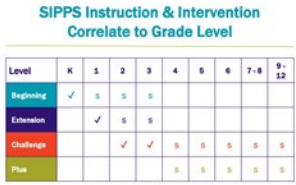
(REV. 04/2022)

			<p>Hamilton also assessed <i>all</i> present students as prescribed in the SIPPS intervention program.</p> <table border="1"><tr><td>Beginning</td><td>every 10 lessons</td></tr><tr><td>Extension</td><td>every 5 lessons</td></tr><tr><td>Plus</td><td>every 5 lessons</td></tr><tr><td>Challenge</td><td>every 10 lessons</td></tr></table> <p>The chart below shows the 3rd grade SIPPS data and student movement. In Fall 2021, there were no students that were pre-assessed as being in</p>	Beginning	every 10 lessons	Extension	every 5 lessons	Plus	every 5 lessons	Challenge	every 10 lessons	
Beginning	every 10 lessons											
Extension	every 5 lessons											
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Challenge	every 10 lessons											

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			<p>the Challenge level, but in Spring 2022 there were 40 students.</p>  <p>As seen in the following chart, the Challenge level correlates closest to 3rd grade level.</p>  <p>SIPPS</p>	
Hazelton			<p>An effective practice this school year was that we planned on providing Tier 2 intervention with SIPPS for students performing below grade level in</p>	<p>Due to the district not releasing the ELSB funds to the school sites for use until late fall, the school had a weakness in the fact that the curriculum was not available for us to begin immediately.</p>

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			<p>reading foundational skills.</p> <ul style="list-style-type: none">● SIPP's curriculum was purchased● Students were tested and placed in SIPPS leveled groups● Daily Schedule for SIPPS.	<p>Once the funds were released we purchased the programs SIPP had our teachers attend the publisher's trainings, tested and grouped our students and began implementation in late January 2022.</p> <p>Because the program was not implemented until late in the school year the intended outcome could not meet the goals we had hoped to meet. We now have the materials needed for implementation and for the school year 2022-2023 we will be testing and placing all of our students in the month of August to begin implementation of the Tier 2 intervention in Sept of 2022. By having a full year of implementation we hope to see greater</p>
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				growth and gains with all of our students.
Pulliam			<p>An effective practice this school year was that we had a plan for providing tier 2 intervention for students performing below grade level in reading foundational skills.</p> <p>SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups</p>	<p>We did not begin the implementation of tier 2 instruction until after Spring Break</p> <p>When implementing a new curriculum, ongoing feedback and support should be provided to make sure the curriculum is being implemented as intended. We did not have that this year, but hope to have this next school year.</p>
Roosevelt			<p>Effective practices consist of:</p> <ul style="list-style-type: none"> Teachers having access to district-adopted curriculum and materials. 	<p>Weakness consist of:</p> <ul style="list-style-type: none"> Not identifying protocols for observations at the beginning of the school year.

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			<ul style="list-style-type: none">● 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.● 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	<ul style="list-style-type: none">● 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 SIPPS lesson routines.● 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
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			<p>level K-3 and the instructional coach went through OERA training.</p> <ul style="list-style-type: none"> ● Having an instructional aide being able to pull additional SIPPS groups. ● Parent Liaison coordinating parent meetings to share community resources with parents. 	<p>be familiar with all the SIPPS routines and components.</p>
Taft			<p>An effective practice this school year was that we planned on providing Tier 2 intervention with SIPPS & Heggerty for students performing below grade level in reading foundational skills.</p>	<p>Due to the district not releasing the ELSB funds to the school sites for use until late fall, the school had a weakness in the fact that the curriculum was not available for us to begin immediately. Once the funds were released we purchased the programs SIPP & Heggerty, had our teachers attend the</p>

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			<ul style="list-style-type: none">● SIPPs curriculum was purchased● Students were tested and placed in SIPPS leveled groups● Daily Schedule for SIPPS and Heggerty was created	<p>publisher’s trainings, tested and grouped our students and began implementation in late Jan.</p> <p>Because the program was not implemented until late in the school year the intended outcome could not meet the goals we had hoped to meet. We now have the materials needed for implementation and for the school year 2022-2023 we will be testing and placing all of our students in the month of August to begin implementation of the Tier 2 intervention in Sept of 2022. By having a full year of implementation we hope to see greater growth and gains with all of our students.</p>
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Taylor			<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.● Tier ⅔ intervention time being listed on the master schedule (walk to read)● Purchasing SIPPS material.● Providing teachers with an initial SIPPS training.● Teachers giving CORE assessments.● Teachers are using data to group students.	<ul style="list-style-type: none">● Inconsistent data collection on core tests● iReady scores for 2nd to 3rd grade still remained predominantly in one to two grade levels below● lack of fluency focus <p>Taylor Core Data Summary 21-22</p>
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			<ul style="list-style-type: none"> ● Teachers administering fluency assessments 3 times a year. ● Collecting CORE data in Illuminate. ● Coaching support with SIPPS implementation by site coach and core consultant ● 90% of teachers completing Core OERA training ● Having an intervention teacher to do SIPPS groups 	
Van Buren			<p>We purchased SIPPs to provide Tier 2 interventions for all the students in K-3 that are performing below grade level in reading foundational skills.</p> <p>All students in K-3</p>	<p>Teachers need ongoing support with administering SIPPs. Plus, we did not order the SIPPs libraries until later in the year and the teachers found that this was a necessary addition to</p>

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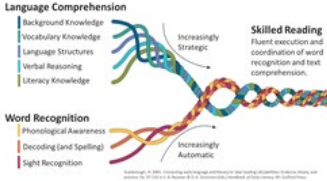
(REV. 04/2022)

			were tested and placed in SIPPs level groups. Daily schedule for SIPPs/intervention was created	their SIPPs materials.
Data on ineffective practices (<i>reference previous chart</i>)	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton	Hamilton’s primary focus for Year 1 of the LAP was on foundational reading skills, particularly the bottom portion of Scarborough’s Rope - Phonological Awareness, Decoding and Sight Word Recognition. Hamilton students benefited and showed academic growth as seen measured on the i-Ready diagnostic.

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			<p>consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p> <p>With the addition of a Tier 2 intervention program such as SIPPS, Hamilton was able to increase the number of K-3 students at, above or early on grade level and begin to close the achievement gap in phonological awareness, phonics and high frequency words, but students did not make as significant gains in vocabulary and comprehension in</p>	 <p>The diagram illustrates Scarborough's Rope model of reading skills. It is divided into two main sections: Language Comprehension and Word Recognition. Language Comprehension includes Background Knowledge, Vocabulary Knowledge, Language Structures, Verbal Reasoning, and Literacy Knowledge. Word Recognition includes Phonological Awareness, Decoding (and Spelling), and Sight Recognition. The rope is shown as a series of interlocking loops that become more complex and integrated as they move from left to right, representing the progression from basic skills to skilled reading. Labels indicate 'Increasingly Strategic' for Language Comprehension and 'Increasingly Automatic' for Word Recognition. The final part of the rope is labeled 'Skilled Reading' as 'Fluent execution and coordination of word recognition and text comprehension.'</p> <p>As Hamilton students increase their ability to decode and read grade-level text, Hamilton will move to address not only the upper portion of Scarborough's Rope Language Comprehension but also fluency in Year 2 and Year 3 of the LAP.</p> <p>An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction. For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational</p>
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			<p>literature or informational text.</p> <p>BOY 21-22 diagnostic- results reading hamilton-elementary-school 06082022.pdf</p> <p>EOY 21-22 diagnostic- results reading hamilton-elementary-school 06082022.pdf</p>  <table border="1"><caption>Fluency Data</caption><thead><tr><th>Category</th><th>Green</th><th>Yellow</th><th>Red</th></tr></thead><tbody><tr><td>Progression</td><td>85%</td><td>10%</td><td>5%</td></tr><tr><td>Pace</td><td>75%</td><td>20%</td><td>5%</td></tr><tr><td>Spoken Fluency</td><td>70%</td><td>25%</td><td>5%</td></tr><tr><td>Silent Fluency</td><td>65%</td><td>30%</td><td>5%</td></tr><tr><td>Spoken Fluency to 100</td><td>60%</td><td>35%</td><td>5%</td></tr></tbody></table>	Category	Green	Yellow	Red	Progression	85%	10%	5%	Pace	75%	20%	5%	Spoken Fluency	70%	25%	5%	Silent Fluency	65%	30%	5%	Spoken Fluency to 100	60%	35%	5%	<p>skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for</p>
Category	Green	Yellow	Red																									
Progression	85%	10%	5%																									
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				<p>professional development with both programs.</p> <p>Per the LEA’s understanding, Hamilton’s summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>
Hazelton			<p>Teachers implemented tier 2 SIPPS instruction to the best of their ability due to the late start in Jan. SIPPS curriculum was purchased. Heggerty</p>	<p>Teachers need ongoing support while implementing the SIPPS curriculum as intended. In the beginning there is a lot for teachers to master, routines,</p>

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			<p>was purchased late april and we are still waiting for the curriculum to be delivered to the school. Daily Intervention Schedule. OERA5 Teachers attended the CORE Online Elementary Reading Academy (OERA). The course was monthly for the entire school year. After each unit the teachers at our school site met and collaborated about what they had learned and how they could implement the skills they were learning in the classroom.</p>	<p>procedures, etc. To address this weakness, teachers will continue to have the instructional coach and the admin team do observations and give feedback as well as encourage teachers to access the learning portal to watch training videos and receive additional support from the publishers' trainers online. SIPPS Unmet Need Reprographics funds for printing materials from SIPPS student bindersFluency Practice Library,Materials for the SIPPS section of the classroom, pocket charts, tubs for fluency libraries, folders, sheet protectors for manuals, dry erase markers, whiteboards, display teaching cart to hold SIPPS materials and provide a space on the</p>
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				<p>carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand. OERA ½ of the K-3 staff attended the CORE Online Elementary Reading Academy and they all passed the course. They shared many things that they learned with their colleagues. But the training, although very good, does not seem to be as complete as the LETRS program that was provided to the grant leads of this grant. Upon reviewing and comparing the two programs we feel that an unmet need is a stronger training for our educators in the teaching of reading. LETRS. The LETRS program provided by the company called Lexia is a language essential course for</p>
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				<p>teachers of reading. It is a 2 year program and we have buy-in from our K-3 staff to participate in the entire program. The company provided the research proving that teachers that have become certified in their program, their knowledge has translated to improved student achievement in reading for their classes.</p>
<p>Pulliam</p>			<p>Teachers implemented tier 2 SIPPS instruction to the best of their ability. SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule K SIPPS Groups Grade 1 SIPPS Groups Grade 2 SIPPS Groups Grade 3 SIPPS Groups</p>	<p>Teachers need to implement the curriculum as intended by receiving ongoing feedback and support on implementation practices. Since our focus was on foundational reading skills, we did not analyze this data, nor did we do much to strengthen or support reading comprehension. We will</p>

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			Data is available on reading comprehension We know there is a need for a system to assess writing	do this in year 2 of the grant A system to assess writing has not been created. This is not our focus this school year, but will be in year 3 of the grant.
Roosevelt			School-level strengths consist of: <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 	School- level weakness consist of: <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.
Taft			Teachers implemented tier 2 SIPPS & Heggerty instruction to the best of their ability due to the late start in Jan.	Teachers need ongoing support while implementing the SIPPS curriculum as intended. In the beginning there is a lot for teachers to

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			<p>SIPPS curriculum was purchased</p> <p>Heggerty was purchased</p> <p>Daily Intervention Schedule LINK</p> <p>OERA</p> <p>5 Teachers attended the CORE Online Elementary Reading Academy (OERA). The course was monthly for the entire school year. After each unit the teachers at our school site met and collaborated about what they had learned and how they could implement the skills they were learning in the classroom.</p>	<p>master, routines, procedures, etc.</p> <p>To address this weakness, teachers will continue to have the instructional coach do observations and give feedback as well as encourage teachers to access the learning portal to watch training videos and receive additional support from the publishers' trainers online.</p> <p>SIPPS Unmet Need</p> <p>Reprographics funds for printing materials from SIPPS student binders</p> <p>Fluency Practice Library,</p> <p>Materials for the SIPPS section of the classroom, pocket charts, tubs for fluency libraries, folders, sheet protectors for manuals, dry erase</p>
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				<p>markers, whiteboards, display teaching cart to hold SIPPS materials and provide a space on the carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand.</p> <p>OERA</p> <p>½ of the K-3 staff attended the CORE Online Elementary Reading Academy and they all passed the course. They shared many things that they learned with their colleagues. But the training, although very good, does not seem to be as complete as the LETRS program that was provided to the grant leads of this grant. Upon reviewing and comparing the two programs we feel</p>
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				<p>that an unmet need is a stronger training for our educators in the teaching of reading. LETRS. The LETRS program provided by the company Lexia is a language essential course for teachers of reading. It is a 2 year program and we have buy-in from our K-3 staff to participate in the entire program. The company provided the research proving that teachers that have become certified in their program, their knowledge has translated to improved student achievement in reading for their classes.</p>
Taylor			N/A	N/A
Van Buren			Teachers implemented SIPPs to the best of their ability however, we were not able to let any teachers leave the classroom to visit	Teachers need ongoing support while implementing the SIPPs curriculum and without having a coach this past year we were not able to

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			<p>another teacher that was more familiar with SIPPs. We planned on having data talks but due to the lack of substitute teachers we were not able to pull teachers for the discussion of data.</p> <p>All the K-3 teachers have attended the CORE online Reading Academy (OERA) training. The course was a monthly class.</p>	<p>give them the support that was necessary. To address this issue this coming year we should have an instructional coach at Van Buren to help encourage teachers to access the learning portal to get the necessary training through the publisher's videos to online training. Teachers did not have the information necessary to set up an area for them to teach SIPPs. They need a section of the classroom, pocket charts, sheet protectors for materials, display area for teaching charts, rings for sight word cards, and other things necessary. This will help them be better prepared when it is time for their small group instruction. We had one teacher not finish the course and then one</p>
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				Kindergarten teacher has retired. So we have a new Kindergarten teacher that will need to take the course.
Equity and performance gaps	Analysis of iReady data is underway for K-3 students.	Analysis of iReady data is underway for K-3 students.	See individual site responses below.	
Hamilton			The LEA uses the i-Ready diagnostic to assess student academic performances as related to grade-level standards. After the diagnostic assessment, i-Ready provides an instructional pathway for students based on their diagnostic performance given 3x each academic school year. i-Ready is to meet each individual student’s needs and help improve their performance with	The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and

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			<p>individualized lessons to be done independently. LEA requires students to complete 50+ minutes per week of their individualized pathway.</p> <p>Students receive Tier 2 SIPPS intervention based on individual student needs for all of Hamilton’s student populations. In the 2022-2023 academic school year, students will receive a full year of the program and we anticipate increased academic performance.</p>	<p>i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to close the achievement gap. The i-Ready pathway is not proving to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>BOY 20-21 Reading Diagnostic</p> <p>EOY 20-21 Reading Diagnostic</p> <p>With the addition of a Tier 2 intervention program such as SIPPS, Hamilton was able to increase the number of K-3 students at, above or early on grade level and begin to close the achievement gap in phonological awareness, phonics and high frequency words, but</p>
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				<p>students did not make as significant gains in vocabulary and comprehension in literature or informational text.</p> <p>BOY 21-22 diagnostic-results reading hamilton-elementary-school 06082022.pdf</p> <p>EOY 21-22 diagnostic-results reading hamilton-elementary-school 06082022.pdf</p>
Hazelton			<p>The iReady program provides an individualized instructional pathway for students to engage with based on their performance on iReady diagnostic exam. Students spend 15 - 20 minutes per day working on their</p>	<p>The iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding. Data shows that we still have performance gaps in our various populations, LINK we attribute that to not being able to implement</p>

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			<p>individual pathway. We are also providing Tier 2 SIPPS instruction based on the students' needs for all of our populations and next year when the students receive a full year of the program we anticipate that their performance will increase.</p>	<p>the Tier 2 intervention program for the entire school year. CAASPP data is pending. Link for our ELPAC Preliminary data, all of the results are not in yet.</p>
<p>Pulliam</p>			<p>iReady provides an individualized instructional pathway for students based on their performance on iReady. K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words We are trying to close the achievement gap by providing a tier 2 response system for all components of ELA</p>	<p>iReady pathway has not proven to increase scores in the areas of phonological awareness, phonics, and high frequency words. We cannot be proficient at doing this for all components of ELA at once. We have a plan for strengthening tier 1 and providing a tier 2 intervention for all components of ELA, but this will be met by the end of the 3 year grant. Year 1: Phonics</p>

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				Year 2: Comprehension Year 3: Writing
Roosevelt			<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
Taft			<p>The iReady program provides an individualized instructional pathway for students to engage with based on their performance on the iReady diagnostic exam. Students spend 15 - 20 minutes per day</p>	<p>The iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>Data shows that we still have performance gaps in our various populations, LINK we attribute that to not</p>

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			<p>working on their individual pathway.</p> <p>We are also providing Tier 2 SIPPS instruction based on the students' needs for all of our populations and next year when the students receive a full year of the program we anticipate that their performance will increase.</p>	<p>being able to implement the Tier 2 intervention program for the entire school year.</p> <p>CAASPP data is pending.</p> <p>Link for our ELPAC</p> <p>Preliminary data, all of the results are not in yet.</p>
Taylor			<p>School-level strengths are:</p> <ul style="list-style-type: none"> ● Providing students with after school tutoring. ● Providing tier $\frac{2}{3}$ intervention to all students TK-3 with walk to read design for SIPPS groups 	<p>School-level weaknesses:</p> <ul style="list-style-type: none"> ● Inconsistent data analysis for sub-groups (ELs etc.) ● when SIPPS groups needed adjustment-students were placed in groups that were closest fit due to needing additional groups

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				<ul style="list-style-type: none"> ● no access to the library due to restrictions on mixing classes in shared areas
Van Buren			<p>We purchased SIPPs to provide Tier 2 interventions for all the students in K-3 that are performing below grade level in reading foundational skills.</p> <p>All students in K-3 were tested and placed in SIPPs level groups. Daily schedule for SIPPs/intervention was created</p> <p>A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student. Our students spend a minimum of 45 minutes per week on</p>	<p>Our data shows that we still have performance gaps in all K-3 grade levels. As per our iReady end of year data.</p> <p>Students are given a pathway on the iReady system and it is not proven to increase a students foundational reading skills. They still lack the process of decoding, and phonological awareness.</p>

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			the iReady pathway.	
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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				
Hamilton	<p><i>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</i></p> <p>By September 2023, we will fund collaboration and release time for teachers, instructional coach/program specialist to collaborate around the data and instruction as well as attend professional development provided</p>	<p>By September 2023, we will fund collaboration and release time for teachers, instructional coach AND program specialist to collaborate around the data and instruction as well as attend professional development provided by District, SIPPS, CORE, and LETRS. All TK-3 teachers, instructional coach AND program specialist</p>	<p>As seen in our screening data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton needs to increase student access to targeted, evidence-based foundational reading skills instruction, including letter recognition, phonological awareness,</p>	<p>LETRS will support our needs assessment goal #2 by training our staff that provides high quality literacy teaching training.</p> <p>“Combining the science of reading with high-quality professional learning and curriculum is the formula for empowering teachers to meet the needs of every reader. The SIPPS program addresses the word recognition strand</p>

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	<p>by District, SIPPS, CORE, and LETRS. All TK-3 teachers, instructional coach/program specialist will learn the components of reading instruction for all students, including English Language Learners and students with special needs or with reading difficulties.</p>	<p>will learn the components of reading instruction for all students, including English Language Learners and students with special needs or with reading difficulties.</p>	<p>decoding and spelling, and sight word recognition.</p> <p>A majority of our K–3 students are testing below proficiency in foundational reading skills, specifically phonological awareness, phonemic awareness, phonics, high frequency words, according to our Diagnostic data. To support our use of the SIPPS curriculum, a professional development plan will be established for all educational personnel.</p> <p>At the time of the writing of the LAP, a full-time instructional coach was not assigned to Hamilton so she will be offered the same opportunity to participate in LETRS.</p>	<p>of Scarborough’s Reading Rope, providing a curriculum solution that allows teachers to apply the LETRS learning.”</p>
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			<p>Also, the Hamilton site team recommended that participating in both OERA and LETRS in the same year would be overwhelming, so Hamilton will be participating in LETRS during the 2022-2023 and 2023-2024 academic school years.</p> <p>Hamilton anticipates that they will need additional time to collaborate, to participate in peer observations, and more opportunities to lesson study and data conference.</p>	
Hazelton	<p>In support of goal 1:</p> <ul style="list-style-type: none"> ● By October 2021, purchase K-3 SIPPS curriculum, including 	<p>No change, this is an additional item 3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY</p>	<p>LETR's provides teachers with the skills they need to master the fundamentals of reading instruction— phonological awareness,</p>	<p>LETR's will support our needs assessment goal of training our teachers with a program that provides High-Quality</p>

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	<p>supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year.</p> <ul style="list-style-type: none"> ● By October 2021, purchase K-1 Heggerty curriculum and decodable readers, including supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year. ● By December 2021, we will have a clearly communicated, calendared plan for monitoring the use of the chosen 	<p>INSTRUCTION, ACHIEVEMENT, AND USE Additional Training LETRs training for the K-3rd grade teachers for the next 2 years</p>	<p>phonics, fluency, vocabulary, comprehension, writing, and language. LETRS’s is High-Quality Literacy training of Teaching reading.Needs Assessment & Smart Goal #1, In Smart Goal 1 we stated: teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.The purchasing of LETR’s training for K-3 teachers will help us achieve that goal.</p>	<p>Literacy Teaching Training.</p>
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	<p>Foundational Skills curriculum, including supplemental supplies/materials to support program implementation, through K-3 classroom implementation walks and Instructional Rounds. We will also use Academic conferences 2-3 times a year to monitor K-3 student growth and achievement in Foundational skills.</p>			
<p>Pulliam</p>	<p>By August 2021-2022, 2022-2023, and 2023-2024, a .5 FTE 1 Program Specialist will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant.</p>	<p>By August 2022 2021-2022, 2022-2023, and 2023-2024, a .5 1 FTE Program Specialist/Instructional coach will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant.</p>	<p>Achieving the goals of the grant would be best met by employing a full time program specialist or instructional coach.</p>	<p>Formative and summative assessments can measure the impact an instructional coach has on improving classroom instruction.</p>
	<p>By August 2021 reading tutoring will be hired to</p>	<p>By August 2021 August 2022 reading tutoring</p>	<p>The grant plan offers two different tier 2</p>	<p>Formative and summative assessments</p>

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	<p>provide supplemental enrichment for foundational skills and individual instruction to students performing far below grade level in foundational reading skills.</p>	<p>tutors will be hired to provide supplemental enrichment support for foundational skills and individual instruction to students performing far below grade level in foundational reading skills reading comprehension and writing.</p>	<p>supports for foundational reading skills, but no tier 2 support for reading comprehension and writing. The tutors will now be hired for the purpose of providing a tier 2 support in those areas.</p>	<p>can measure the impact tutors had on student learning.</p>
	<p>By August 2022, a .5 FTE Instructional Assistant will be hired to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS intervention program.</p>	<p>By August 2022, a .5 1 FTE Instructional Assistant will be hired to work with students and teachers in grades K–3, focusing specifically on foundational reading skills using the SIPPS intervention program</p>	<p>A full time instructional assist would better support the size of our school and create smaller groups for students needing tier 2 intervention.</p>	<p>Formative and summative assessments can measure the impact smaller groups had on student achievement.</p>
	<p>During year 1 our focus will be to strengthen Tier 1 instruction in the areas of phonics and writing. The literacy coach/program specialist will begin providing professional</p>	<p>During years 1 2 & 3 our focus will be to strengthen Tier 1 instruction in the areas of phonics reading comprehension and writing. The literacy coach/program</p>	<p>Focusing on strengthening tier 1 instruction in all components of ELA in year 1 was unrealistic and unmanageable. Therefore we are focusing on all 3 smart</p>	<p>Formative and summative assessments in Benchmark reading comprehension will measure the impact this action item has on student achievement.</p>

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	<p>development in effective, research-based phonics instruction beginning August 2021. In addition to effective teaching practices, teachers will determine the best formative assessments to utilize during phonics instruction, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments. Step Up to Writing will be providing teachers with training on implementation of the Step Up to Writing curriculum that will be used in conjunction with Benchmark. GLAD Strategies and training on implementation.</p>	<p>specialist in collaboration with an outside consultant will begin providing professional development in effective, research-based phonics reading comprehension and writing instruction beginning August 2021 August 2022. Substitutes will be hired in order to provide the time for this professional development to occur within the school day. In addition to effective teaching practices, teachers will collaborate with their colleagues, coach, and consultant to determine the best formative assessments to utilize during phonics reading comprehension and writing instruction,</p>	<p>goals every year of the grant, but with a focus on reading comprehension in year 2 and writing in year 3. After administering the iReady beginning of the year screener assessments, it indicated 84% of our K-3 students were performing below grade level in phonological awareness, phonics, and high frequency words. As a response to the assessment results, we shifted our focus from strengthening tier 1 instruction in year 1 of the grant to immediately providing a tier 2 intervention in the area of foundational reading skills to K-3 grade students.</p>	<p>Comparing beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement.</p>
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		<p>identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments.</p> <p>In year 2, GLAD Strategies and training on implementation will be used in conjunction with Benchmark in order to strengthen tier 1 instruction in reading comprehension.</p> <p>In year 3, Step Up to Writing will be providing teachers with training on implementation of the Step Up to Writing curriculum that will be used in conjunction with Benchmark in order to strengthen tier 1 writing instruction.</p>		
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Roosevelt	From LAP 3.1c By June 2022, K-3 teachers will have had monthly professional development around foundational skills provided by the coach.	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).	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.	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.
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<p>Taft</p>	<p>From the LAP:</p> <p>3.1c</p> <p>EVIDENCE-BASE PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE</p> <p>High-Quality Literacy Teaching</p> <ul style="list-style-type: none"> ● Training ● Collaboration ● Lesson Study 	<p>No change, this is an additional item</p> <p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE</p> <p>Additional Training</p> <p>LETR’s training for the K-3rd grade teachers for the next 2 years</p>	<p>LETR’s provides teachers with the skills they need to master the fundamentals of reading instruction— phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</p> <p>Letr’s is High-Quality Literacy training of Teaching reading.</p> <p>Needs Assessment & Smart Goal #1,</p> <p>In Smart Goal 1 we stated: teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will</p>	<p>LETR’s will support our needs assessment goal of training our teachers with a program that provides High-Quality Literacy Teaching Training</p> <p>Needs Assessment & Smart Goal #1,</p>

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			<p>also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.</p> <p>The purchasing of LETR’s training for K-3 teachers will help us achieve that goal.</p>	
Taylor	N/A	N/A	N/A	N/A
Van Buren	<p>In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS).</p>	<p>All K-3 teachers have agreed to take the LETR’s training which will start at the beginning of the 22-23 year. Added 2 additional licenses for administration to also be trained on LETR’s. Admin additional comp LETR’s training will be 16 hours times 2 admin.</p>	<p>The LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. It is a flexible literacy professional learning solution for educators and</p>	<p>The LETRS® (Language Essentials for Teachers/Admin of Reading and Spelling) will support our needs assessment, goal for training our teachers with a highly qualified literacy program. This will improve our TK-3 phonemic awareness, phonics, vocabulary and fluency. Admin will be able to</p>

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	<p>By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it relates to literacy instruction.</p> <p>For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members.</p>	<p>Admin additional comp for collaboration of literacy practices for 12 hours.</p>	<p>administrators. LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</p>	<p>support the staff with collaboration after we complete a unit in the LETR’s training.</p>
Support for literacy learning				
Hamilton	<p><i>3.3e EXPANDED ACCESS</i></p> <p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment],</p>	<p>Hamilton needs the Library Media specialist to be on site for additional hours to assist in helping students become literate by having more time for students in grades TK-3 library</p>	<p>A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library</p>	<p>To expand access to the school library in support of Goal #2 for the 2022-2023 school year Hamilton will fund the current Library media 2 hours per day to specifically focus on TK-3 students needing to have access to literature. This will</p>

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	<p>expanding access to the school library is not a priority.</p> <p>Our school currently has a full-time librarian and classes have the ability to visit and check-out library books bi-weekly, therefore we are not including it in this action plan for the 2021-2022 academic school year.</p>	<p>visits to check out materials.</p> <p>Also, Hamilton students have shown a need to practice their fluency, as prescribed by the SIPPS program. Thus, the Hamilton Site team determined the need for students to have more access to literature. Their ability to take home and read books of their own choosing and reading ability promotes language acquisition. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and to give feedback to teachers about their student’s</p>	<p>Media Center specialist will be utilized to support TK-3 teachers in helping them maintain materials for the classroom, do read alouds with the students and story hour.</p> <p>This is also in direct response to LEA, purchase of SIPPS for all LEA schools. The LEA will support Hamilton, who has already purchased what it needs, with SIPPS supplemental materials - fluency practice libraries. Hamilton will need additional professional development on the use of these libraries, which is provided for in the LAP, and need additional instructional support, which is not.</p>	<p>promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and to give feedback to teachers about their student’s academic reading ability.</p>
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		<p>academic reading ability.</p>	<p>With the LEA purchase of SIPPS and their offers of professional development, the additional funding for further training beyond Hamilton's SIPPS PD plan is no longer needed. Hamilton's agreement with the Collaborative Classroom has a balance of 58 hours of professional development for Years 2 and 3 of the LAP. The remaining funding will fund the additional library/media assist hours.</p>	
<p>Hazelton</p>	<p>From the LAP: 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p>	<p>No change, this is an additional item 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resource and</p>	<p>N/A</p>	<p>N/A</p>

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	<p>Literacy Materials and assessments Tiers 1-3</p> <p>Benchmark</p> <p>CORE</p> <p>SIPPS</p> <p>Heggerty</p> <p>Books</p> <p>CORE Professional Development</p>	<p>instructional materials aligned with the ELA content standard and the ELA/ELD framework,</p>		
<p>Pulliam</p>	<p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency through PD provided by</p>	<p>At the beginning of the 2021–2022 During the 2022-2023 school year we will begin work to improve our foundational skills reading comprehension tier one instruction by deepening our understanding of effective instructional practices related to</p>	<p>After administering the iReady beginning of the year screener assessments, it indicated 84% of our K-3 students were performing below grade level in phonological awareness, phonics, and high frequency words. As a response to the assessment results, we shifted our focus from strengthening tier 1</p>	<p>Formative and summative assessments</p>

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	<p>the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 school year. Implementation of the Phonics portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 school year.</p>	<p>phonemic awareness, phonics, and fluency reading comprehension through PD provided by the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 2022-2023 school year. GLAD</p>	<p>phonics instruction in year 1 of the grant to immediately providing a tier 2 intervention in the area of foundational reading skills to K-3 grade students. In order to prevent such a large amount of students needing a tier 2 intervention in reading comprehension, we will focus on strengthening tier 1 reading comprehension instruction beginning next school year.</p>	
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		<p>strategies will be implemented in conjunction with Implementation of the Phonics reading comprehension portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 2022-2023 school year.</p>		
	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p>	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 2023-2024 school year and teachers will begin implementation of the program after training is complete.</p>	<p>Focusing on strengthening tier 1 instruction in all components of ELA in year 1 was unrealistic and unmanageable. Therefore all 3 smart goals will be included every year of the grant, but with a focus on writing in year 3</p>	<p>Comparing beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement.</p>
	<p>By August 2021, purchase</p>	<p>By August 2021 June 2024 purchase</p>	<p>Focusing on all components of ELA in</p>	<p>iReady assessments</p>

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	SIPPS/GLAD/Step Up To Writing curriculum, including supplies and materials to support program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.	SIPPS/GLAD/Step Up To Writing curriculum, including supplies and materials to support program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.	year 1 of the grant was unrealistic and unmanageable. Therefore we have shifted the focus for each year of the grant as follows: Year 1: Provide a tier 2 phonics intervention using SIPPS Year 2: Strengthen tier 1 reading comprehension instruction by incorporating GLAD strategies in conjunction with Benchmark Year 3: Strengthen tier 1 writing instruction by implementing Step Up to Writing in conjunction with Benchmark	SIPPS placement and progress monitoring assessments Benchmark formative and summative assessments in reading comprehension Beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement.
	Year 2 and 3, purchase high interest/leveled readers.	Year 2 and 3 , purchase high interest/leveled readers.	This will occur during the year we focus on reading comprehension.	iReady assessments Benchmark formative and summative assessments in reading comprehension
Roosevelt	<i>From LAP 3.2a</i>	Addition:	After the first year of SIPPS, we realized that	The purchase of more classroom library sets

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	<p><i>By September 2021, purchase SIPPS for implementation.</i></p> <p>From LAP:3.2 <i>By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.</i></p>	<p>By September 2022, purchase materials/resources and organizational supplies to support SIPPS and Benchmark implementation.</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>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>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</p>	<p>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></p> <p>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> <p>This adjustment will help us with goal #1 which stated: <i>We will</i></p>
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			<p>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:</p> <p><i>We will improve our K-3 knowledge and instruction of explicit systematic foundational</i></p>	<p><i>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>skills (specifically phonics, fluency, and vocabulary).</i> 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>	
<p>Taft</p>	<p>From the LAP: 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Literacy Materials and assessments Tiers 1-3 Benchmark CORE SIPPS Heggerty</p>	<p>No change, this is an additional item 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resource and instructional materials aligned with the ELA content standard and the ELA/ELD framework,</p>	<p>Fluency is a part of students building capacity for comprehension <u>“Read Naturally”</u> Program supports students with the goal of learning how to read fluently. This is in support of Goal #2 as students will have access to a curriculum that is designed to help improve their fluency skills.</p>	<p><u>“Read Naturally”</u> will support our needs assessment goal of students being able to read on grade level. Fluently reading grade level text will help comprehension levels increase as students will not be struggling and sounding out each word. This will move our students from learning to read to reading to learn.</p>

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	<p>Step up to Writing</p> <p>Read Aloud Trade Books</p> <p>CORE Professional Development</p>	<p>The additional program is called “<u>Read Naturally</u>” and it will support reading fluency..</p> <p>Professional Development is included with the program.</p>	<p>Needs Assessment & Smart Goal #2</p> <p>We will improve our TK - 3 data collection of valid predictive and reliable data of phonemic awareness, phonics, and vocabulary and fluency by administering and analyzing (I-Ready, Assessing Reading Multiple Measures by CORE ; 3 times a year and progress monitoring as needed as measured by assessment calendar, data collection forms, data conferences, and teacher professional development in this area. By June 2024.</p>	
		<p>No change, this is an additional item</p> <p>3.2a LITERACY CURRICULUM AND</p>	<p>Copies need to be made for student folders from these programs. Rather than have teachers make individual copies</p>	<p>Funds being allocated to Reprographics to duplicate student materials. This will support the goals of</p>

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		<p>INSTRUCTIONAL MATERIALS</p> <p>Funds to be allocated to Reprographics for the mass duplicating of material for the student use from SIPPS, Read Naturally and Step up to Writing</p>	<p>as they all need the same masters duplicated we will send the masters to SUSD reprographics dept where the printing will be less expensive than utilizing the site’s copy machine</p> <p>This is in support of Smart Goals #2 providing copies of reproducible materials from the programs purchased will ensure students have access to all of the materials needed to complete lessons.</p>	<p>students being able to learn to read fluently through the use of the programs we purchased.</p>
		<p>No Change, this is an additional item</p> <p>3.2 Literacy Curriculum and Instructional Materials</p>	<p>Justification</p> <p>When teachers began to implement SIPPs in their classroom it was discovered that additional items needed</p>	<p>Progress Monitoring of SIPPs will indicate how well the program is being implemented in the classroom. When students and teachers have the tools necessary</p>

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		<p>Purchase of materials to support the implementation of the SIPPS supplemental Tier 2 instruction</p>	<p>to be purchased to support the complete implementation of the program.</p> <p>SIPPS Fluency Practice Library,</p> <p>tubs for fluency library storage, a section of the classroom needs to be dedicated to SIPPs and the following items needed for the classroom and students;, folders for students use, sheet protectors for manuals, dry erase markers, whiteboards, display teaching cart to hold SIPPS materials and provide a space on the carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand and other organizational materials</p>	<p>to implement the program correctly we should see a larger number of students becoming proficient in reading by the end of the school year 2024</p>
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			to use with SIPPS implementation.	
		<p>No change, this is an additional item</p> <p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p> <p>Funds to be allocated to Reprographics for the mass duplicating of material for the student use from SIPPS, Read Naturally and Step up to Writing</p>	<p>Copies need to be made for student folders from these programs. Rather than have teachers make individual copies as they all need the same masters duplicated we will send the masters to SUSD reprographics dept where the printing will be less expensive than utilizing the site’s copy machine</p> <p>This is in support of Smart Goals #2 providing copies of reproducible materials from the programs purchased will ensure students have access to all of the materials</p>	<p>Funds being allocated to Reprographics to duplicate student materials. This will support the goals of students being able to learn to read fluently through the use of the programs we purchased.</p>

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			needed to complete lessons.	
Taylor	In support of goals 1, 2, and 3, Taylor will purchase and schedule professional development in Reading Fundamentals (CORE-OERA) for 12 additional staff members so that all of our TK-3 staff are trained. This includes the intervention teacher and will be completed by June 2022.	In support of goals 1, 2, and 3 Taylor will provide all TK-3rd grade teachers, as well as instructional coach, and program specialist with in-depth LETRS training. This will be completed by June 2024.	We added the additional professional development to give teachers a more indepth training on foundational skills. Core OERA provided a great overview for teachers but we wanted a chance for teachers to obtain a deeper understanding. We also had some staffing changes and new staff to TK-3rd that we wanted to provide the opportunity to train. While growth is being made based on our CORE foundational skills assessments, we know that continued understanding of teaching these skills is vital.	Professional development for teachers targeted specifically in understanding the basic principles of five critical reading foundational skills will help to strengthen teachers' knowledge and instructional tool belts as they address the below proficiency rate of the majority of our K-3 students. Through this professional development, teachers will gain clear, explicit models of high leverage instructional routines based on the science of reading as well as have opportunities to

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				practice using these routines.
Van Buren	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p> <p>Goal 3 - By 2024, we will improve our K-3 knowledge of implementation of trauma, informed</p>	<p>Instructional aid additional compensation implementation of literacy reading strategies practices 2 hours a week times 36 weeks.</p> <p>Add an additional instructional aid to work 3.5 hours for the entire 180 days.</p> <p>Bi-lingual aide additional compensation 2 hours times 4 days a week times 36 weeks.</p> <p>Angela Byer was set for the school year 21-22 However, we were not able to complete this due to the fact that we were unable to have teachers leave the classroom because of</p>	<p>In our needs assessment and our Goal #1 we will improve our TK - 3 data collection of reliable data for literacy such as phonics, phonemic awareness, vocabulary and fluency by administering iReady, CORE multiple measures three times a year to monitor progress. This will be determined by the district's testing schedule. We will also monitor progress with SIPP's and haggerty on an as needed basis as measured by the student assessment. Since we were not able to use Angela Byer as planned we have added her to the 22-23 school year</p>	<p>We will use iReady data, SIPP's and CORE to determine a schedule for our instructional assistant. We lost our bi-lingual aide at the beginning of the 22-23 year. We were able to hire a new bi-lingual aide and we are adding 2 additional hours to help support students with literacy instruction. Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.</p>

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	practices through Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.	the teacher shortage.		
Pupil supports				
Hamilton	<p><i>3.3a EXPANDED LEARNING PROGRAMS</i></p> <p>To provide Hamilton K-3 students with intervention/instructional materials/supplies to fully participate and necessary to implement the Academic Intervention Time program.</p>	No change to action item just funds to be reallocated from Year 1	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January.</p> <p>When teachers began to implement SIPPS, the teachers discovered what additional items needed to be purchased</p>	These funds were budgeted for Year 1 implementation but with the late start of the SIPPS intervention, teachers will be able to make fully informed decisions about specific items to ensure that SIPPS is supported and the complete implementation of the program.

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			<p>to support the complete implementation of the program. A section of the classroom needs to be dedicated to SIPPS and specific items needed for the classroom and students. These supplies include, but not limited to: bins for student use, anchor chart paper, minute timers, folders and sheet protectors, rings and cardstock for flash cards, whiteboard markers and whiteboards for teacher-student interactions, teacher carts to transporting and displaying, carpets for small group instruction, organizational bins, and other materials to use for SIPPS implementation.</p>	
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			In addition, copies need to be made for student use and assessment. Multiple master copies can be duplicated by the LEA reprographics department. This is in support of Goal 32 providing copies, as prescribed by the SIPPS program, to ensure students have access to all materials needed to complete lessons.	
Hazelton	No Action	No action	No Action	No Action
Pulliam	N/A	N/A	N/A	N/A
Roosevelt	No adjustment will be made.	NA	NA	NA
Taft	From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:	No Change, we did not make the purchase last year we will be purchasing this item this year and additionally we will	Justification: In addition to purchasing the program we will also purchase some incentives and refreshments for the	Although this action item is listed for year 1 on the LAP, we were unable to have a positive outcome due to the fact that parents

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	<p>Latino Parent Literacy Program</p>	<p>purchase refreshments and incentives to encourage parents to attend.</p> <p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p> <p>Latino Parent Literacy Program</p>	<p>parents attending the program.</p>	<p>were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be implementing the program. We will also provide incentives and refreshments for parents who attend.</p>
<p>Taylor</p>	<p>n/a</p>	<p>In support of goal 1, 2 and 3 we will hire a librarian to provide access to books for students in TK-3rd grade with a focus on fluency instruction.</p>	<p>All the strategies we are utilizing to teach foundational skills at the word level are in place. An unmet need is to give students access and opportunity to practice fluency with connected text. This practice will take place by going to the library and in order to do this we would need a librarian.</p>	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. One area that continues to need addressing is fluency. One way we will address this is through the hiring of a</p>

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				part time librarian to support connected text to word skills students are getting through SIPPS.
Van Buren	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data. To increase student achievement and help</p>	<p>Instead of the Library media clerk getting additional compensation we have changed this to staff for additional 4 hours a week for 33 weeks. Our Instructional assistant will work longer hours 2 hours times 36 weeks to help with teacher support in literacy practices. Added tutoring for additional literacy practice utilizing the SIPPs materials and curriculum. We will have 5 teachers' times 3 hours times 36 weeks.</p>	<p>Staff to be determined because our Library Media clerk did not want to work extra hours at this time. We want to keep the library open for students to take advantage of getting more time in the library and we are planning on doing small reading groups. We added hours to the instructional assist to help work small groups with after school tutoring to help the students that are Tier 2. For the upcoming year 22-23 the Stockton Unified School District</p>	<p>As indicated in our needs assessment we will use iReady data, SIPPs and CORE to determine the students that need additional support.</p>

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	<p>all of Van Buren's K-3 learners reach proficiency in reading, we need the following supports to meet our goals: One of which is tutoring based on the K-3 needs of the students</p>	<p>Bi-lingual additional 8 hours a week times 36 weeks</p>	<p>has changed the bi-lingual assist from a part-time position to a full-time position</p>	
<p>Family supports</p>				
<p>Hamilton</p>	<p><i>3.3a EXPANDED LEARNING PROGRAMS</i></p> <p>By June 2022, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language</p>	<p>By June 2023, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy</p>	<p>Per the LEA's understanding, Hamilton's summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for</p>	<p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant for the 2021-2022 academic school year.</p> <p>The Parent Liaison will schedule a series of training and workshops for Coffee Hour</p>

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	<p>structure, verbal reasoning, and literacy knowledge. Students will attend class daily, Parents/families will be invited weekly to join our summer school community workshops. Teachers will provide instruction for parents on specific literacy skills that students are working on in class, i.e. previewing a story with a picture walk, asking who, what, where, when, why questions throughout reading, retelling the story using character, setting and main idea, how to decode words, etc. After the workshop, parents will be invited to the classroom to practice with their children, while the teachers can give guidance and</p>	<p>knowledge. Students will attend class daily, Parents/families will be invited weekly to join our summer school community workshops. Teachers will provide instruction for parents on specific literacy skills that students are working on in class, i.e. previewing a story with a picture walk, asking who, what, where, when, why questions throughout reading, retelling the story using character, setting and main idea, how to decode words, etc. After the workshop, parents will be invited to the classroom to practice with their children, while the teachers can give guidance and</p>	<p>the 2023-2024 academic school year.</p>	<p>Wednesdays. The instructional coach and program specialist will periodically check-in with the parent liaison for opportunities to share academic strategies with parents and families.</p>
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	clarification on the newly learned skill.	clarification on the newly learned skill.		
Hazelton	No action	No Action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop Opportunities

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				SUSD Family Engagement Calendar
Pulliam	<p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to</p>	<p>At the beginning of the 2021-2022 During the 2022-2023 school year we will begin work to improve our foundational skills reading comprehension tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency reading comprehension through PD provided by the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments</p>	<p>After administering the iReady beginning of the year screener assessments, it indicated 84% of our K-3 students were performing below grade level in phonological awareness, phonics, and high frequency words. As a response to the assessment results, we shifted our focus from strengthening tier 1 phonics instruction in year 1 of the grant to immediately providing a tier 2 intervention in the area of foundational reading skills to K-3 grade students. In order to prevent such a large amount of students needing a tier 2 intervention in reading comprehension, we will</p>	<p>Formative and summative assessments assessments in iReady and Benchmark</p>

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	<p>increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 school year. Implementation of the Phonics portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 school year.</p>	<p>to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 2022-2023 school year. GLAD strategies will be implemented in conjunction with Implementation of the Phonics reading comprehension portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 2022-2023 school year.</p>	<p>focus on strengthening tier 1 reading comprehension instruction beginning next school year.</p>	
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	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p>	<p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021–2022 2023-2024 school year and teachers will begin implementation of the program after training is complete.</p>	<p>Focusing on strengthening tier 1 instruction in all components of ELA in year 1 was unrealistic and unmanageable. Therefore all 3 smart goals will be included every year of the grant, but with a focus on writing in year 3</p>	<p>Beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement.</p>
Roosevelt	No adjustment will be made.	NA	NA	NA
Taft	<p>From the LAP: 3.1a SUPPORT PERSONNEL Bilingual Assist to support activities for K-3rd grade students</p>	<p>3.1a SUPPORT PERSONNEL Parent Liaison to support activities for K-3rd grade student’s parents 117 days x 2 hours per day</p>	<p>For the school year 22-23 the district has changed the Bilingual Assists from part-time to full-time employees meaning that the district is now paying for the bilingual assists full time and this frees up</p>	<p>As indicated in our Needs Assessment & Smart Goal #3, we provided parent training, but our bilingual parents need more workshops and participate in the Lation Parent Literacy Program. In order to</p>

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	<p>117 days x 2 hour per day</p>		<p>funding for a parent liaison.</p> <p>Our Parent Liaison would assist in the Latino Family Literacy Project, the parent support and with communicating with parents about students' needs for success at school.</p> <p>This action items would be in support of our Smart Goal #3 and it supports the goal of helping Parents know how to help them engage and motivate their children to be literate. The Parent Liaison would help with the parent literacy workshops.</p> <p>Smart Goal #3,</p> <p>We will improve in Language Acquisition by</p>	<p>support this parent training we would like to increase the Parent Liaison's time for working with our parents. The Parent Liaison will support our needs assessment goal of Family and Community Support</p> <p>Smart Goal #3</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate, and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language acquisition will be measured by I-Ready vocabulary strand, CORE Vocabulary Screening test and writing samples by June 2024.</p>	
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Taylor	<p>In support of goal 1, 2, and 3:</p> <ul style="list-style-type: none">● By September 2021, conduct a needs assessment for parents to capture parent voice and to determine levels of proficiency and what topics/skills parents are in need of support when it comes to supporting literacy at home.● By October 2021, collaboratively design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home.● By October 2021- select and purchase a parent foundational skills resource library: decodable readers, read aloud books, and	<p>In support of goal 1, 2, and 3:</p> <ul style="list-style-type: none">● By September 2022, conduct a needs assessment for parents to capture parent voice and to determine levels of proficiency and what topics/skills parents are in need of support when it comes to supporting literacy at home.● By October 2022, collaboratively design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home.● By October 2022- select and purchase a parent foundational skills resource library: decodable readers, read aloud books, and	<p>We were unable to complete these action items this year due to visitor restrictions and restrictions on handing out materials to families. Now that restrictions have lifted we will complete this action item in the 22-23 school year.</p>	<p>We need to work with all stakeholders, particularly parents to leverage the power of family engagement to increase student achievement and growth. Since a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data, research shows that parents can be key to closing this gap. Parent involvement in reading activities at home, especially if using the targeted training we provide them through the year, can have significant positive influence not only in reading but also in overall academics. Providing books and materials to parents</p>
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	<p>high interest books for students</p> <ul style="list-style-type: none"> ● By November 2021, provide initial training for teachers on how to provide these trainings to parents during settings such as whole group academic parent teacher conferences and/or literacy nights. ● By May 2022 (and annually in May thereafter), provide a series of trainings to parents throughout the year (at least 3). Books/materials will be offered to parents to incentivize their engagement and collaboration in our efforts to bridge home school and close the performance gap in the area of reading foundational skills. 	<p>high interest books for students</p> <ul style="list-style-type: none"> ● By November 2022, provide initial training for teachers on how to provide these trainings to parents during settings such as whole group academic parent teacher conferences and/or literacy nights. ● By May 2023 (and annually in May thereafter), provide a series of trainings to parents throughout the year (at least 3). Books/materials will be offered to parents to incentivize their engagement and collaboration in our efforts to bridge home school and close the performance gap in the area of reading foundational skills. 		<p>during the training/workshops offered throughout the year will help to incentivize parents to come as well as to assist them to implement the skills they have learned.</p>
Van Buren	No action - Community	No action - Community	No action - Community	No unmet needs were

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	assist	assist	assist	listed in the Literacy Action Plan
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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)]