

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 30, 2022**.

LEA Name: Select to enter text.

Program Lead: Select to enter text.

Email/Phone: Select to enter text.

Fiscal Lead: Select to enter text.

Email/Phone: Select to enter text.

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

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

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

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

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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

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

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate			<p>Based on Taylor’s needs assessment and root cause analysis there is not a need for action in this area. 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 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</p>	No unmet needs were listed in the Literacy Action Plan.

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>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>	
Social-emotional learning			<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.

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<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 (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>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 those two goals we also determined teachers K-3rd would need to receive more detailed training on foundational skills via the Core OERA.</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Experience of families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	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 parents to receive training on literacy skills.	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 away books at a grab and go literacy night.
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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	Select to enter text.	Select to enter text.	As indicated in our Winter iReady Analysis an area of strength is phonemic awareness with 80% of the school being on grade level.	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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

				<p>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>
<p>Data on effective practices (<i>reference previous chart</i>)</p>	Select to enter text.	Select to enter text.	<p>Teachers were administering curriculum assessments and using a district adopted reading program.</p>	<p>As mentioned in our Literacy Action Plan, progress monitoring varied teacher to teacher and teachers were not all implementing the curriculum with fidelity. Other areas of weakness that were</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

				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.
Data on ineffective practices (<i>reference previous chart</i>)	Select to enter text.	Select to enter text.	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 discussed in our root cause analysis , there was not a system beyond iReady and curriculum unit data to monitor progress in foundational skills.
Equity and performance gaps	Select to enter text.	Select to enter text.	Some of the school-level strengths were: Teachers use the district adopted curriculum for ELD.	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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			Teachers provided small group instruction based on need (2x per week per group)	EOs being two grade levels below.

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.	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	<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</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</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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>by May 2022 and creating a calendar for administration.</p>	<p>2022-2023 school years we will hire an intervention teacher to work with small groups and provide tier 2 and 3 intervention in K-3 foundational skills.</p>	<p>the SIPPS portal or on paper.</p> <p>The Benchmark assessments were administered on the Benchmark platform.</p> <p>The ELSB Assessment Plan was shared and discussed with teachers. 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 above grade level tier increased as follows: k: 0% to 65% 1st: 3% to 20% 2nd: 4% to 25%</p>	<p>SIPPS groups. We intend to repost this position.</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. 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</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<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: K:--- 1st:34% to 17% 2nd: 75% to 35% 3rd: 80% to 62%</p> <p>The core data results can be viewed here: Core Data Summary 21-22.</p>	<p>classes who needed extra support. When platooning was reinstated she went 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</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

				<p>E-K was only given in the spring. While there are changes to be made next year, collecting the CORE assessment data in Illuminate was a major step forward in improving our data collection process. The positive outcome for this year was that we were able to see at individual student level the progress they made in various CORE subtests. This is evidenced in our Core Data Summary 21-22.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>No action was identified in the Literacy Action Plan.</p>			<p>As stated in the LAP, this is being addressed by using our district adopted curriculum and district adopted materials.</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

<p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils</p>	<p>We will increase teacher capacity in systemic/explicit phonics instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules.</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>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.</p>	<p>The OERA training had a positive impact on improving our knowledge and instruction of foundational skills. It provided the research behind learning how to read as well as numerous strategies to target the different components of an effective phonics lesson. Teachers were able to implement some of these strategies to strengthen our Benchmark curriculum. We intend to continue to fund OERA training for the remaining teacher and any new additional hires so they may have access to the same professional development. The positive growth in our student data in foundational skills can be seen in our data</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

				summary: Core Data Summary 21-22
<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>In support of goals 1,2,3 Taylor will work with CORE consultants on current adopted curriculum and supplemental curriculum SIPPS.</p>	<p>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.</p> <p>Benchmark Core Visit Schedule</p>	<p>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.</p> <p>Benchmark Core Visit Schedule</p> <p>Core Visit Sight Report</p> <p>Core Site Visit Report</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			Core Visit Sight Report Core Site Visit Report Training Descriptions	Training Descriptions
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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
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	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	By October 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.	<p>The SIPPS materials were purchased in August 2021. SIPPS order</p> <p>Initial SIPPS training took place in July 2021 directly from collaborative classroom. All teachers TK-3rd completed this training as well as</p>	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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

<p>only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p>during (intervention teacher), and after school (tutoring). Initial training for all staff in the new curriculum will take place by October 2021.</p>		<p>admin/instructional coach. Initial Training Presentation</p> <p>Site coach also provided additional training to deepen learning and explore the materials. Site based SIPPS Taylor</p> <p>SIPPS groups were formed for a “walk to read” model starting in October 2021. 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</p>	<p>assessments.</p> <p>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 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: Taylor Core Data Summary</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>trainings provided via zoom. 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. All teachers received SIPPS support during her visits in the form of: observation/feedback, demo lessons, co-teach lessons, and training. CORE SIPPS site visit report</p> <p>CORE Sight Visit Schedule Sample</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 training through demo lessons and instant feedback.</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

<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>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>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. 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>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 impact on the data being clear.</p> <p>Taylor Core Data Summary 21-22</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

		<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>Core Assessment Training/Calendar</p> <p>Core assessment data was collected three times this year: September, January, and May.</p> <p>Taylor Core Data Summary 21-22</p>	
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

<p>Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction</p>	<p>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.</p>	<p>Site based tutoring was provided through district funds.</p>	<p>n/a</p>	<p>n/a</p>
<p>Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction</p>	<p>No action was listed on the Literacy Action Plan since it was not a solution to our root cause analysis.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices,</p>	<p>No action was listed on the Literacy Action Plan since the school climate is addressed by our PBIS team, PLUS team, and school counselor.</p>			

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

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

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

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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

supports for pupils and families				
Provision of mental health resources to support pupil learning	No action was listed on the Literacy Action Plan.			
Strategies to implement multi-tiered systems of support and the response to intervention approach	No action was listed on the Literacy Action Plan.			
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	In support of goals 1 and 3 we will provide parent workshops for families of TK-3rd students.	<p>By October 2021- select and purchase a parent foundational skills resource library: decodable 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</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>iReady Path Parent Training</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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

		<p>during settings such as whole group academic parent teacher conferences and/or literacy nights.</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 presented to parents at these conferences.</p>	<p>be great as 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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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	No action was listed on the Literacy Action Plan.			
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7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Select to enter text.	Select to enter text.	Needs are continued to be addressed by the site PBIS team, PLUS team, and the district PBIS plan. Practices included: <ul style="list-style-type: none"> ● monthly team meetings ● assemblies to celebrate attendance, citizenship, and 	No unmet needs were identified.

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>academic growth</p> <ul style="list-style-type: none"> ● lunchtime activities ● spirit days ● student store/incentives 	
Social-emotional learning	Select to enter text.	Select to enter text.	<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 ● conflict resolution ● peer groups/leaders 	No unmet needs were identified.
Experience of pupils below grade-level standard on the ELA content standards			<p>School-level practices are :</p> <ul style="list-style-type: none"> ● Students received daily intervention. ● All teachers are using 	<p>-Additional intervention support needed for grades Tk-3rd to support SIPPS</p> <p>-Additional instructional consultants for</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>Benchmark for core ELA instruction.</p> <ul style="list-style-type: none"> ● Teachers were referring student to the CARE team so strategies could be identified to support the student, if progress was not being made an SST was held. ● Students were offered after school tutoring ● Students are assigned to walk to read SIPPS groups and adjusted every 3 weeks based on need and mastery tests 	<p>support on campus training/coaching on SIPPS and foundational skills</p> <ul style="list-style-type: none"> -additional training on foundational skills through LETRS training -library access by adding a librarian to focus on the fluency portion of literacy
Families of pupils below grade-level			<p>Needs will continue to be met by:</p> <ul style="list-style-type: none"> -parent conferences 	<p>Some needs we will need to address next year</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

standard on the ELA content standards			-parent liaison -parent workshops	-complete the action plan steps for parent literacy education that we were unable to complete this year due to visitors on campus guidelines
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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	Select to enter text.	Select to enter text.	Kindergarten and first grade showed significant growth on Core foundational skills assessments as well as iReady assessments as evidenced: Taylor Core Data Summary 21-22	Second and third grade showed growth but not as significant as other grade levels. As evidenced: Taylor Core Data Summary 21-22
Data on effective practices (<i>reference previous chart</i>)	Select to enter text.	Select to enter text.	Effective practices consist of: <ul style="list-style-type: none"> ● Teachers having access to district-adopted 	<ul style="list-style-type: none"> ● Inconsistent data collection on core tests ● iReady scores for 2nd to 3rd grade still

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>curriculum and materials.</p> <ul style="list-style-type: none">• Teachers were giving the Benchmark weekly and unit assessments.• Tier $\frac{2}{3}$ 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.• Teachers administering fluency assessments 3 times a year.	<p>remained predominately in one to two grade levels below</p> <ul style="list-style-type: none">• lack of fluency focus <p>Taylor Core Data Summary 21-22</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			<ul style="list-style-type: none"> ● 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 	
Equity and performance gaps	Select to enter text.	Select to enter text.	<p>School-level strengths are:</p> <ul style="list-style-type: none"> ● Providing students with after school tutoring. ● Providing tier 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

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

				<p>due to needing additional groups</p> <ul style="list-style-type: none"> no access to the library due to restrictions on mixing classes in shared areas
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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		Select to enter text.	Select to enter text.	Select to enter text.
Support for literacy learning	In support of goals 1, 2, and 3, Taylor will purchase and schedule professional development in Reading Fundamentals (CORE-OERA) for 12 additional staff	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	We added the additional professional development to give teachers a more in-depth training on foundational skills. Core OERA provided a great overview for teachers but we	Professional development for teachers targeted specifically in understanding the basic principles of five critical reading foundational skills will help to strengthen

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>members so that all of our TK-3 staff are trained. This includes the intervention teacher and will be completed by June 2022.</p>	<p>completed by June 2024.</p>	<p>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.</p>	<p>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 practice using these routines.</p>
<p>Pupil supports</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</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.</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			do this we would need a librarian.	One way we will address this is through the hiring of a part time librarian to support connected text to word skills students are getting through SIPPS.
Family supports	<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 	<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, 	<p>We were unable to complete this 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</p>

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home.</p> <ul style="list-style-type: none"> ● By October 2021-select and purchase a parent foundational skills resource library: decodable readers, read aloud books, and high interest books for students ● By November 2021, provide initial training for teachers on how to provide these trainings to parents during settings such as whole 	<p>collaboratively design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home.</p> <ul style="list-style-type: none"> ● By October 2022-select and purchase a parent foundational skills resource library: decodable readers, read aloud books, and high interest books for students ● By November 2022, provide initial training for teachers on how to provide these trainings to parents during 		<p>year, can have significant positive influence not only in reading but also in overall academics. Providing books and materials to parents 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>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>group academic parent teacher conferences and/or literacy nights.</p> <ul style="list-style-type: none"> 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 	<p>settings such as whole group academic parent teacher conferences and/or literacy nights.</p> <ul style="list-style-type: none"> 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 		
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

	skills.	performance gap in the area of reading foundational skills.		
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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)]