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:

☐1. Pulliam	☐6. Select to enter text.
☐2. Select to enter text.	☐7. Select to enter text.
☐3. Select to enter text.	☐8. Select to enter text.
☐4. Select to enter text.	☐9. Select to enter text.
☐5. Select to enter text.	☐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.

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)]

School climate	text.	text.	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.	practices, culture and climate was not an urgent need indicated on the root cause analysis or needs assessment for this grant.
Social-emotional learning	Select to enter text.	Select to enter text.	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, social-emotional learning was not an urgent need indicated as a root cause or needs assessment for this grant.
Experience of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	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 continue to struggle and get further behind.	K-3 students performing below grade level do not receive tier 2 intervention instruction
Experience of families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	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.

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.	We implement a district adopted curriculum.	When using the district adopted curriculum a large percentage of

			performing at grade level in phonological awareness, phonics, and high frequency words. K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words	phonological awareness, phonics, and high frequency words K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words
Data on effective practices (*reference previous chart*)	Select to enter text.	Select to enter text.	Our school site is implementing the 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. K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words	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. K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words
Data on ineffective practices (*reference previous chart*)	Select to enter text.	Select to enter text.	Assessment data is used to identify students in need of a tier 2 support and intervention. K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words	As indicated in our root cause analysis and needs assessment, our school site does not provide a tier 2 intervention for students struggling in literacy K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words
Equity and performance gaps	Select to enter text.	Select to enter text.	iReady provides an individualized instructional pathway for students based on their performance on iReady. K-3 iReady Phonological	iReady pathway has not proven to increase scores in the areas of phonological awareness, phonics, and high frequency words.

				Frequency Words	indicate a need for tier 2 intervention.
					K-3 iReady Phonological Awareness K-3 iReady Phonics K-3 iReady High Frequency Words

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
3.1a Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	**All 3 smart goals are incorporated 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	By August 2021-2022 a .5 FTE Program Specialist will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant.	We will use reliable formative and summative assessments in all components of ELA to measure the effects an instructional coach had on student achievement.	We were unable to determine the impact a 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.
	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	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.	We will use iReady & Benchmark assessment data.	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.

	accomplished by June 2024.			
3.1b Development of strategies to provide culturally responsive curriculum and instruction	No Action	No Action	No Action	No Action
3.1c 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	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	The literacy coach/program specialist will begin providing professional development in effective, research-based phonics instruction beginning August 2021.	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.	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.
	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	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.	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:	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.

	June 2024. 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			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.
	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.	GLAD Strategies and training on implementation.	Data that indicates improved reading comprehension scores as indicated by iReady data	We were unable to determine the effectiveness of this action item 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 skills is the foundation for being able to successfully perform reading comprehension. GLAD will be implemented

				Awareness K-3 Phonics K-3 High Frequency Words
	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.	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.	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	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 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.
3.1d Professional development for teachers and school leaders regarding implementation of the curriculum	No Action	No Action	No Action	No Action

Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the *Education Code* and the use of data to support effective instruction				

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
3.2a 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	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.	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. .	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 | 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.

The purchase and implementation of SIPPS has had a positive outcome. The data shows that students placed at a low level in |

			implemented. SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule
	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.	A literacy coach/Program Specialist will be utilized to supervise and support in delivering supplemental foundational skills instruction.	We will use reliable formative and summative assessments of the supplemental program.	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.
	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.	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.	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	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

			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.
	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.

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 | 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 will be implemented as intended by the end of the 2021-2022 school year. | 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 | 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.

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 |

				reading skills showed steady growth throughout the school year.
	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.	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.	Data that indicates improved writing when comparing beginning and end of year writing assessments	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.
	Smart goals 1, 2, 3	By August 2021, purchase 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.	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 SIPPS	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. 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

			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	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 K-3 High Frequency Words Evidence of SIPPS SIPPS curriculum purchased K Daily Schedule Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule We believe that using the funds for SIPPS had a positive outcome because data indicated growth in both SIPPS assessments and iReady.
3.2b Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	No Action	No Action	No Action	No Action

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
3.3a Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	No Action	No Action	No Action	No Action
3.3b Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No Action	No Action	No Action	No Action
3.3c 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	No Action	No Action	No Action	No Action
3.3d Strategies to implement research-based social-emotional learning approaches, including restorative justice	No Action	No Action	No Action	No Action
3.3e Expanded access to the school library	No Action	No Action	No Action	No Action

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
3.4a Development of trauma-informed practices and supports for pupils and families	No Action	No Action	No Action	No Action
3.4b Provision of mental health resources to support pupil learning	No Action	No Action	No Action	No Action
3.4c Strategies to implement multi-tiered systems of support and the response to intervention approach	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.	During trimester 1 of the 2021-2022 school year, teachers will assess students who are performing far below grade level in 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.	Student performance data on the iReady screener assessment K-3 Phonological Awareness K-3 Phonics 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	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 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.
	SMART Goal #1	At the beginning of	We will use	Grant funds were used

	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.	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 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.	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	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 growth. In grades 2-3 all areas of foundational reading skills showed steady growth throughout the school year.
	SMART Goal #1 We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of	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	Data that indicates improved writing when comparing beginning and end of year writing assessments	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

	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.	of the program after training is complete.		
	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.	By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.	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	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 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 months the program was implemented.

				Grade 1 Daily Schedule Grade 2 Daily Schedule Grade 3 Daily Schedule
3.4d Development of literacy training and education for parents to help develop a supportive literacy environment in the home	No Action	No Action	No Action	No Action
3.4e Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	No Action	No Action	No Action	No Action

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			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.
Social-emotional learning			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, social-emotional learning is still not an urgent need indicated as a root cause or needs assessment for this grant.
Experience of pupils below grade-level			84% of our K-3 students were performing below	Implementation of the SIPPS curriculum did not occur until after

			purchased and implemented SIPPS as a tier 2 phonics intervention. K-3 Phonological Awareness K-3 Phonics K-3 High Frequency Words 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	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 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.
Families of pupils below grade-level standard on the ELA content standards			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	Due to school practices, this was not an urgent need indicated on the root cause analysis or needs assessment for this grant.

community.

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			A uniform program is used as a screener assessment in ELA	There is not weakness if this is used only as a screener to identify students performing below grade level
			All students took the iReady screener assessment	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
			Students not performing at grade level, took a diagnostic to determine more specific areas of struggle	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
			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	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, they are referred to the SST process and they move on to the next instructional level
			We have data on reading comprehension performance	We did not analyze this data as it was not an area of focus for this school year, but will be next school year

				but will be in year 3 of the grant
Data on effective practices (*reference previous chart*)			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. 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	We did not begin the implementation of tier 2 instruction until after Spring Break 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.
Data on ineffective practices (*reference previous chart*)			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 Data is available on reading comprehension	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 do this in year 2 of the grant

				assess writing	locus this school year, but will be in year 3 of the grant.
Equity and performance gaps				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	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 Year 2: Comprehension Year 3: Writing

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 3.1a	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.	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.	Achieving the goals of the grant would be best met by employing a full time program specialist or instructional coach.	Formative and summative assessments can measure the impact an instructional coach has on improving classroom instruction.
3.1a	By August 2021 reading tutoring will be hired to provide supplemental enrichment for	By August 2021 August 2022 reading tutoring tutors will be hired to provide supplemental enrichment	The grant plan offers two different tier 2 supports for foundational reading skills, but no tier 2	Formative and summative assessments can measure the impact

	below grade level in foundational reading skills.	students performing far below grade level in ~~foundational reading skills~~ reading comprehension and writing.	will now be hired for the purpose of providing a tier 2 support in those areas.	
3.1a	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.	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	A full time instructional assist would better support the size of our school and create smaller groups for students needing tier 2 intervention.	Formative and summative assessments can measure the impact smaller groups had on student achievement.
3.1c	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 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.	During year~~s 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 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, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments.	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 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 | Formative and summative assessments in Benchmark reading comprehension will measure the impact this action item has on student achievement.

Comparing beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement. |

		used in conjunction with Benchmark in order to strengthen tier 1 instruction in reading comprehension. 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.		
Support for literacy learning 3.2a	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. 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	~~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 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	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 focus on strengthening tier 1 reading comprehension instruction beginning next school year.	Formative and summative assessments

	the 2021-2022 school year.	comprehension portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 2022-2023 school year.		
3.2a	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.	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.	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	Comparing beginning and end of the year writing assessments will measure the effectiveness of this action item on student achievement.
3.2a	By August 2021, purchase 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.	By August 2021 June 2024 purchase 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.	Focusing on all components of ELA in 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	iReady assessments 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.
3.2a	Year 2 and 3, purchase high interest/leveled	Year 2 and 3, purchase high interest/leveled	This will occur during the year we	iReady assessments

				assessments in reading comprehension
Pupil supports				
Family and Community Supports 3.4c	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 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.	~~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 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.	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 focus on strengthening tier 1 reading comprehension instruction beginning next school year.	Formative and summative assessments assessments in iReady and Benchmark
3.4c	We will also improve in writing instruction by	We will also improve in writing instruction by	Focusing on strengthening tier 1	Beginning and end of the year writing

	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.	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.	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	action item on student achievement.

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)]

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