Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

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

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

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

LEA Name: Select to enter text.

Program Lead: Select to enter text.   Email/Phone: Select to enter text.

Fiscal Lead: Select to enter text.   Email/Phone: Select to enter text.

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

☐1. Select to enter text.	☐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.

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	Stockton school District-Wide implements PBIS Positive Behavioral Interventions and Supports	Select to enter text.	**Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at Hazelton school site. The plan is to continue with PBIS for the next two school years. Link to district resources for PBIS - evidence of SUSD already** *implementing the program and training staff* We have two full time time counselors that provide services to students and provide professional development and support to teachers in this area. We have a full time mental health clinician that provides support to staff and students as needed.	Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. The ELSB grant did not include requests for support in this area.

Social-emotional learning	Stockton school District-Wide implements Social & Emotional support to students	Select to enter text.	**Based on ELSB plan Se Social & Emotional Program Counselors use in the classrooms) Currently SUSD is providing Second Step in our schools and continue to receive these services for the next two school years. Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021**	Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.
Experience of pupils below grade-level standard on the ELA content standards	From the LAP: Hazelton school is currently implementing a state-approved Tier 1 core curriculum, Benchmark Advance & Social Studies Weekly	Select to enter text.	According to our IReady data, about 60 % of students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. We do have a Tier 2 curriculum which is SIPPS.but has not fully implemented for this school year due to COVID and teachers not receiving the training at the	Lack of good first instruction (teachers have not received sufficient in depth training on teaching foundational reading standards. Due to COVID we did not provide SIPPS training until the middle of the school year. However based on the data our teachers observed students using the SIPPS strategies during reading and testing.

			beginning of the school year. IREADY DATA	
Experience of families of pupils below grade-level standard on the ELA content standards	No Action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area	Hazelton teachers have multiple systems in place for communicating student's progress with parents. PBIS Rewards, Class Dojo, Phone calls, Google Classroom, Notes home and in person visits. In addition, the district provides a six-hour community assistant to support our Spanish speaking parents with our school staff. The community assistant also refers parents to resource services available within the community and provides Parent training on site.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop OpportunitiesSUSD Family Engagement Calendar

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)]

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22
(REV. 04/2022)

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	District provided Benchmark Curriculum Teacher's Created Materials Training for Teachers	Tier 2 intervention did not started at the beginning of the school year due to COVID.	During the school year 2020-2021 we implemented the district adopted curriculum, Benchmark Advance. For measuring our students' progress we utilized the district's I-Ready assessments 3 times this year. Also we had one round of academic conferences and instructional rounds this year but we were not able to do another round due to COVID and shortage of subs. K-3. Teachers were able to meet during our academic conferences and set SMART goals, create their common formative assessments with the support of our prgram specialist.	Select to enter text.As indicated in our and in our needs assessment, the implementation of the SUSD district adopted curriculum has not produced academic success in literacy as indicated by the IReady Spring assessment data. 2122 IREADY DATA
Data on effective practices (*reference previous chart*)	Select to enter text.	Select to enter text.	During the school year 2020-2021 we implemented the district adopted curriculum. 2021 Spring I-Ready	As indicated in our root cause analysis and in our needs assessment, the implementation of the SUSD district adopted

			assessment data indicates that many students are performing at below grade level The final assessment spring 2021 -	curriculum has not produced academic success in literacy as indicated by the IReady Spring assessment data. IReady Data
Data on ineffective practices (*reference previous chart*)	Select to enter text.	Select to enter text.	During the school year 2020-2021 we implemented the district adopted curriculum. 2021 Spring I-Ready assessment data indicates that many students are performing at below grade level.The final assessment spring 2021. IREADY DATA	As indicated in our root cause analysis and in our needs assessment, the implementation of the SUSD district adopted curriculum has not changed much academic success in literacy as indicated by the IReady Spring assessment data. IREADY DATA
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. iReady is supposed to meet each individual student's needs and help improve their performance with individualized lessons.	iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding. Our root cause analysis and our needs assessment indicate that our school site

				does not have the resources to provide consistently to students. Due to COVID made it very hard to hire an intervention teacher due to the lack of teachers and teachers subs.

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.	Select to enter text. **Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction.**	By August 2021 (Year 2), we will purchase SIPPS and Heggerty for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions as measured by our professional development calendar and Foundational Skills Assessments and iReady.	● Select to enter text. Professional Development Calendar/Plan 　○ CORE Reading 　○ SIPPS and Heggerty Training 　○ Vocabulary Development ● Invoices ● iReady Diagnostic Data ● Formative	Due to COVID guidelines we were able to have only one instructional round this school year and one academic conference with every grade level. During our academic conference we focused on creating common formative assessments and data analysis.

			Assessment Data (foundational skills assessments) • Classroom implementation data (instructional rounds)	However, we successfully fully trained all k-3 teachers on SIPPS. Also provided ongoing support with SIPPS demo lessons to all grade levels. Also hired a retired intervention to work with our K-3 students.
Development of strategies to provide culturally responsive curriculum and instruction	Select to enter text. **Develop a consistent protocol for how we analyze and respond to data.**	Select to enter text. We will improve in implementing consistent assessment (Foundational skills) protocols and our response to data (Year 3) by utilizing Curriculum Assessments/CORE Foundational Skills Assessments and creating a site specific assessment calendar that includes teacher release days to assess and plan by September 2021.	• Select to enter text. Assessment calendar • Teacher release days to assess • Foundational Skills Assessment Data • iReady assessment data • Professional Development Calendar ○ Response to Data Training ○ PLC training	This school year due to COVID and lack of teacher subs we were not able to release teachers for professional development on data training. However, we had one instructional round and collected data to help us reflect on what's working in regards to instruction strategies.
	In support of Goal 1, by the end of Year 2, Hazelton will	In support of Goal 1, by the end of Year 2, Hazelton will	Our Root Cause Analysis and Needs Assessment revealed	K-3 grade teachers participated in the

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	purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.	purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.	that we have a need for additional professional learning in foundational skills. We have a mix of brand new teachers and new to k-3 teachers in the elementary levels and the training can serve as an overview/review of research regarding the essential components of reading instruction and link the research to their teaching practice.	professional development for CORE online reading academy. Due to COVID and teachers were out due having COVID and it made it difficult to complete the training on time. Some teachers were out too due to losing family members due to COVID.
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 *Education Code* and the use of data to support effective instruction	In support of Goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	In support of Goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	Due to COVID and teacher's shortage and subs made it difficult to cover classes on daily basis. However K-3 teachers were given time to meet with their grade level teams and review data. This was during academic conferences. No PLC support was provided by solution tree due to COVID.

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 only if the literacy action plan also includes professional development for staff on effective use of these materials	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A retired teacher was hired as the intervention teacher and provided intensive instruction to Tier 3 and 2 students grades K-3. This was also hard to provide the services on a daily basis due to restrictions to COVID guidelines.
Purchase of diagnostic	In support of goal 1 and 2: ● By August 2021 ensure that all K-3 teachers	In support of goal 1 and 2: ● By August 2021 ensure that all K-3	Based on our Root Cause Analysis, and our Needs	Our district is starting to collect district wide foundational skills data in the

assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	have been trained on administering skill based assessments by the Instructional Coach.	teachers have been trained on administering skill based assessments by the Instructional Coach.	Assessment we determined that we need to identify an assessment to collect accurate data on foundational skills. We will assess 3 times a year (4 for Kinder) using the CORE Foundational Skills Screener in alignment with the direction our district is heading. We will provide teachers a substitute 3 times a year so that they can administer the one on one assessments to their students.	2021-2022 school year. We will align our data collection with them using the same screener and testing platform. The instructional coach will train teachers and support this process throughout the school year. This school year due to COVID, shortage of teachers subs, and no instructional coach we were not able to provide teachers release time to administer the assessments but with the help of program specialist and intervention teacher we administered the SIPPS and CORE assessments.

5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address *pupil supports*. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or	By September 2021, in support of Goal 1, we will fund a Library Media Assist to support and extend the instruction that the K-3	By September 2021, in support of Goal 1, we will fund a Library Media Assist to support and extend the instruction that the K-3	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our	We need to provide Hazelton K-3 students with multiple opportunities to master foundational reading skills. Having a trained library

summer school, to improve pupils' access to literacy instruction	teachers are providing in class to the library.	teachers are providing in class to the library.	Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	media assist will further expose students to evidence based foundational reading skills that support what they have/will learn in class. This school year our library media assistant extended her hours to read to K-3 students based on their reading foundational skills. Due to COVID most of the extended hours for K-3 were virtual.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No action	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We currently have a plan in place to provide expanded literacy instruction opportunities for our students to improve students' access to literacy instruction, specifically on foundational reading skills before, during and after-school programs and/or summer school. Hazelton Step-up After School Program
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may	No action	No Action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area. Hazelton's School Counselors and PBIS team have	Hazelton has two, full time counselors who are devoted to improving school climate and improving student well-being. Both the counselors and PBIS team have implemented a variety of activities and supports to

			implemented a variety of activities and supports to help create a positive learning environment for all students	help create a positive learning environment for all students. During the past school year, Hazelton's school counselors were Nationally recognized for having a comprehensive, data-driven, model school counseling program and will be a model school for others in the district and state. To learn more about the RAMP award, Click here.Hazelton School Counseling
limit a pupil's time in school				
Strategies to implement research-based social-emotional learning approaches, including restorative justice	No Action	No Action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	Hazelton has a mental health clinician on site daily. She works closely with the Counseling Team and the Special Education Team to provide School-Based Therapy Services and Educationally Related Mental Health Services (IEP driven). In addition, Hazelton and SUSD are utilizing the Second Step Curriculum program to provide SEL lessons and professional development throughout the year. The program offers a

				research and evidenced based digital program and classroom kits that have already begun to be implemented by counselors and classroom teachers at Hazelton. [Second Step Curriculum Map-TK-8](#)
Expanded access to the school library	No action	No Action	Based on Hazelton's [Needs Assessment](#) and [Root Cause Analysis](#) we indicated that no action was needed in this area.	The Hazelton school library has age appropriate books for students K-8 and is available to students weekly. However due to strict COVID guidelines all the library hours were done virtual or the librarian visit every class instead of the classes coming to the library.

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	No action needed	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we	We do not need to create an action item around the development of trauma-

practices and supports for pupils and families			indicated that no action was needed in this area. Our school leaders and the majority of our K-3 teachers have been trained on the effects of trauma on the brain. In addition, our district has actions that address trauma-informed practices. For example, the district provides a training entitled Trauma Informed Educational Foundations that explores the physiological components of trauma (autonomic nervous system) and provides more understanding of the students and families of SUSD.	informed practices and supports for students and families because these supports are already provided through our school and district. We have a PBIS team and two counselors onsite who are trained on trauma-informed practices and supports. They provide ongoing PD and support for Hazelton teachers in this area. We also have an onsite Mental Health Clinician that provides support, services, and programs. She is trained in and incorporates trauma - informed practices.
Provision of mental health resources to support pupil learning	No action	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.We have a Mental Health Clinician assigned to our school that provides support services, and

				programs that help to promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. Our onsite mental health clinician also is trained in and incorporates trauma -informed practices as well as positive behavioral interventions and supports. Teachers are provided training through our mental health clinician as well as receive training from the district.
Strategies to implement multi-tiered systems of support and the response to intervention approach	.By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition and comprehension strategies In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition and comprehension strategies In support of goal 1 and 2, by Year 3, Hazelton will	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills and vocabulary instruction is an urgent need at Hazelton. Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have	There are multiple data sources to pull reading data from, Hazelton has a specific systematic approach to analyzing and responding to data as a grade level and school wide.Plan Do study and ACT is our approach to the data cycle. This school year with the shortage of teacher subs and not being consistent with our meetings due to COVID guidelines. It made it difficult to accomplish this goal. We need to work on having our PLC horizontal

	Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	a systematic approach to analyzing and responding to data.	and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	No action	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop Opportunities SUSD Family Engagement Calendar

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	In support of Goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their students with the identified literacy growth goal.	In support of Goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their students with the identified literacy growth goal.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased parent support and engagement is necessary to improve student achievement in foundational skills.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need "all hands on deck" when it comes to our students achieving, and this includes our parents. This school year our parent meetings or conferences were virtual and not many parents attended or participated. Parent conferences gave teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class Due to COVID we were not able to have parent conferences in person but we conducted a few virtual parent conferences. This was not the best way to conduct our parent conferences due to the lack of electronic devices at home and technical problems. A high percentage of our parents do not have an email account

				and that's something that we are in the process of assisting parents.

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	District-Wide implements PBIS Positive Behavioral Interventions and Supports		**Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at Hazelton and will continue for the next two school years. Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff. We also have a full time mental health clinician and two full time counselor that provide services to our students and provide professional development and support to teachers in this area.**	Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.
Social-emotional learning	District-Wide implements Second Step for Social & Emotional needs of our students	Select to enter text.	**Second Step (Social & Emotional Program Counselors use in the classrooms) Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.**	Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.

			Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021	
Experience of pupils below grade-level standard on the ELA content standards	From the LAP:Our school is currently implementing a state-approved Tier 1 core curriculum, Benchmark Advance & Social Studies Weekly	Select to enter text.	60% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. We do not have a Tier 2 or Tier 3 curriculum provided by our district. This year we purchased SIPPS & Heggerty to provide Tier 2 intervention for the students and we had an intervention instructor. However, the district did not release the ELSB funds until early in trimester 2 so the purchase, training and implementing of those programs did not begin until mid/late.trimester 2. None of those programs were able to be implemented in the way they were intended to be implemented 1 due to lack of time to complete the entire program due to late start.	Unmet needs fluency and comprehension will be addressed by the purchasing program as a supplemental purchasing the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports the current SIPPS supplemental - materials teacher/ and student whiteboard interaction.
Families of pupils below grade-level	Select to enter text.	Select to enter text.	Hazelton teachers have multiple systems in place for communicating student's progress with parents. PBIS	From our LAP: unmet needs were under parent conferences. In order to support this parent training

| standard on the ELA content standards | | | Rewards, Class Dojo, Phone calls, Google Classroom, Notes home and in person visits. Also, Hazelton has a six-hour bilingual community assistant that provides parents to support the bilingual communication between families and school staff. This community assistant also refers parents to resource services available within the community and provides Parent training on site. | need we would like to increase the community assistant time for working with our parents The community assistant will support our needs assessment goal of Family and Community Support Parent conferences will give teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class. Due to COVID strict guidelines and staff shortage made difficult to accomplish this goal. |

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.	A district wide program for screening students abilities is utilized at our school site called "i-Ready" All students at Hazelton	Because we are using iReady Diagnostic Screener only as a screener to identify students that are performing below

| | | | took the iReady screener assessment.

A strength is that we have evidence that the limited amount of intervention we were able to provide did result in growth: In the fall of 2021 25% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 36 % of the students in grades K-3 were performing at grade level.

Data is available for literary and informational text comprehension in the i-Ready Diagnostic tests the students took. There was a small increase in | grade level this is not considered to be a weakness. |

			student data. 35 % of our students in grades K-3 made the Our Core data this year could not be used to measure growth due to the fact that our systems for collecting were not refined. Because we could not use our CORE data we analyzed the foundational skills as measured in the i-Ready diagnostic to determine growth in all areas. Based on i-Ready Diagnostics we summarized the final 2022 Foundational Skills data **60 % of students in grades K-3 are at grade level in Phonemic Awareness** **33 % of students in grades K-3 are at grade level in Phonics** CORE systems are now in place for the 2022-23 school year and we will be utilizing that data as well.	
Data on effective practices (*reference previous chart*)			An effective practice this school year was that we planned on providing Tier 2 intervention with SIPPS for students performing below grade level in	Due to the district not releasing the ELSB funds to the school sites for use until late fall, the school had a weakness in the fact that the curriculum was not

			reading foundational skills.	available for us to begin immediately. Once the funds were released we purchased the programs SIPP had our teachers attend the publisher's trainings, tested and grouped our students and began implementation in late January 2022.
			- SIPPs curriculum was purchased - Students were tested and placed in SIPPS leveled groups - Daily Schedule for SIPPS.	Because the program was not implemented until late in the school year the intended outcome could not meet the goals we had hoped to meet. We now have the materials needed for implementation and for the school year 2022-2023 we will be testing and placing all of our students in the month of August to begin implementation of the Tier 2 intervention in Sept of 2022. By having

				a full year of implementation we hope to see greater growth and gains with all of our students.
Data on ineffective practices (*reference previous chart*)			Teachers implemented tier 2 SIPPS instruction to the best of their ability due to the late start in Jan. SIPPS curriculum was purchased. Heggerty was purchased late april and we are still waiting for the curriculum to be delivered to the school. Daily Intervention Schedule. OERA5 Teachers attended the CORE Online Elementary Reading Academy (OERA). The course was monthly for the entire school year. After each unit the teachers at our school site met and collaborated about	Teachers need ongoing support while implementing the SIPPS curriculum as intended. In the beginning there is a lot for teachers to master, routines, procedures, etc. To address this weakness, teachers will continue to have the instructional coach and the admin team do observations and give feedback as well as encourage teachers to access the learning portal to watch training videos and receive additional support from the publishers' trainers online. SIPPS Unmet Need Reprographics funds for printing

| | | | what they had learned and how they could implement the skills they were learning in the classroom. | materials from SIPPS student bindersFluency Practice Library,Materials for the SIPPS section of the classroom, pocket charts, tubs for fluency libraries, folders, sheet protectors for manuals, dry erase markers, whiteboards, display teaching cart to hold SIPPS materials and provide a space on the carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand.OERA½ of the K-3 staff attended the CORE Online Elementary Reading Academy and they all passed the course. They shared many things that they learned with their colleagues. But the |

				training, although very good, does not seem to be as complete as the LETRS program that was provided to the grant leads of this grant. Upon reviewing and comparing the two programs we feel that an unmet need is a stronger training for our educators in the teaching of reading. LETRS. The LETRS program provided by the company called Lexia is a language essential course for teachers of reading. It is a 2 year program and we have buy-in from our K-3 staff to participate in the entire program. The company provided the research proving that teachers that have become certified in their program, their knowledge has translated to improved

				student achievement in reading for their classes.
Equity and performance gaps	Select to enter text.	Select to enter text.	The iReady program provides an individualized instructional pathway for students to engage with based on their performance on iReady diagnostic exam. Students spend 15 - 20 minutes per day working on their individual pathway.We are also providing Tier 2 SIPPS instruction based on the students' needs for all of our populations and next year when the students receive a full year of the program we anticipate that their performance will increase.	The iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding. Data shows that we still have performance gaps in our various populations,LINK we attribute that to not being able to implement the Tier 2 intervention program for the entire school year. CAASPP data is pending. Link for our ELPAC Preliminary data, all of the results are not in yet.

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	In support of goal 1:● By October 2021, purchase K-3 SIPPS curriculum, including supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year.● By October 2021, purchase K-1 Heggerty curriculum and decodable readers, including supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year.● By December 2021, we will have a clearly communicated, calendared plan for monitoring the use of the chosen Foundational Skills	**No change, this is an additional item3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE Additional Training LETRs training for the K-3rd grade teachers for the next 2 years**	**LETR's provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS's is High-Quality Literacy training of Teaching reading.Needs Assessment & Smart Goal #1, In Smart Goal 1 we stated: teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback,**	**LETR's** will support our needs assessment goal of training our teachers with a program that provides High-Quality Literacy Teaching Training.

	curriculum, including supplemental supplies/materials to support program implementation, through K-3 classroom implementation walks and Instructional Rounds.○ We will also use Academic conferences 2-3 times a year to monitor K-3 student growth and achievement in Foundational skills.		**and collaboration.The purchasing of LETR's training for K-3 teachers will help us achieve that goal.**	
Support for literacy learning	**From the LAP:** **3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS** Literacy Materials and assessments Tiers 1-3 Benchmark CORE SIPPS Heggerty Books CORE Professional Development	**No change, this is an additional item3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resource and instructional materials aligned with the ELA content standard and the ELA/ELD framework,**	Select to enter text.	Select to enter text.
Pupil supports	No Action	No action	No Action	No Action

Family supports	No action	No Action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop Opportunities SUSD Family Engagement Calendar

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)]