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Taft School / Stockton Unified School District
Early Literacy Support Block Grant Annual Report

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

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

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

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

LEA Name: Select to enter text.

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

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

<input type="checkbox"/> 1. Taft School Stockton Unified School District	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.

<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.
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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.

CDE SzD Revised 4/19/2022

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

Note: Review Literacy Action Plan Section 1, 1.2 Root Cause

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	District-Wide implements PBIS Positive Behavioral Interventions and Supports		<p>From our Literacy Action Plan (LAP) :: Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at our school site and will continue to do so through 2024.</p> <p><i>Link to district resources for PBIS - evidence of SUSD already</i></p>	Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.

			<p><i>implementing the program and training staff</i></p> <p>We also have a full time and a ½ time counselor that provide services to our students and provide professional development and support to teachers in this area.</p>	
<p>Social-emotional learning</p>	<p>District-Wide implants Second Step for Social & Emotional needs of our students</p>		<p>From our LAP: Second Step (Social & Emotional Program Counselors use in the classrooms)</p> <p>Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.</p> <p>Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021</p>	<p>Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis or needs assessment of our grant.</p>
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>From the LAP: Our school is currently implementing a state-approved Tier 1 core curriculum, Benchmark Advance & Social Studies Weekly</p>		<p>50% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. I-Ready Data End of the year report 2021</p> <p>We do not have a Tier 2 or Tier 3 curriculum provided by our district.</p>	<p>From the LAP, Root Cause: 1. <u>Lack of good first instruction</u> (<i>teachers have not received sufficient in depth focused training on teaching foundational reading standards, and all of the components of the Scarborough's Rope in a systematic way that builds capacity.</i>)</p> <p>2. <u>Curriculum deficiency</u> <i>reading foundational skills are not spiraled</i></p>

				<p><i>from year to year to “catch students” who miss the first instruction. Our curriculum is also not strong in phonemic and phonic instruction.</i></p> <p>3. Our reading instruction hasn't targeted all of the components of Scarborough's Rope.</p> <p>4. <i>In the classroom only none of our teachers use read-alouds two-years above grade-level daily to help bridge our EL learners & Title 1 low socioeconomic learners that come to school with a lack of background knowledge, vocabulary and concepts of how language works.</i></p> <p>5. A weakness of our local educational agency (SUSD) is that our district does not have much in place that is systematic or uniform for monitoring student progress with the exception of iReady 3X a year and the use of adopted curriculums with varying degrees of faithful implementation. The district also has some AVID strategies like annotation. Because of this weakness, <u>we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to assess students and provide additional support based on the data received from the monitoring</u> We do not have a systematic tier 2 intervention prior to the referral</p>
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				<p>to SPED testing. We also do not have a master schedule for intervention or a set intervention program (tier 2 instruction)</p> <p>During our staff meeting, stakeholders also identified that there was Limited practice learning the alphabetic principles, limited small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups.</p> <p>To equitably provide a solid reading foundational skills program we also currently lack the following student supports, (curriculum that spirals to address unfinished learning, systematic progress monitoring, tutors to help teachers listen to students read every day, a intervention program to catch students in 1st grade who are beginning to fall behind.)</p>
<p>Experience of families of pupils below grade level standard on the ELA content standards</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Teachers at Taft have multiple systems in place for communicating student's progress with parents. Class Dojo, Phone calls, Google Classroom, Notes home and in person visits.</p> <p>In addition the district provides a part time parent liaison to support the bilingual</p>	<p>From our LAP: unmet needs were professional materials for Parent Trainings.</p>

			communication between families and school staff. This liaison also refers parents to resource services available within the community and provides Parent training on site.	
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2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

Note: Review Literacy Action Plan Section 1, 1.3 Needs Assessment

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	No Tier 2 or Tier 3 curriculum	During the school year 2020-2021 we implemented the district adopted curriculum, Benchmark Advance. For measuring our students' progress we	The final assessment spring 2021 - I-Ready assessment data indicated that the K-3 students even though they were being taught using the district adopted

			utilized the district's I-Ready assessments 3 times that year.	curriculum were still performing below grade level.
Data on effective practices (reference previous chart)			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 - I-Ready assessment data	As indicated in our root cause analysis and in our needs assessment, the implementation of the SUSD district adopted curriculum has not produced academic success in literacy as indicated by the IReady Spring assessment data. I-Ready assessment data
Data on ineffective practices (reference previous chart)		.	The 2021 assessment data was used to identify students in need of intervention.	Our root cause analysis and our needs assessment indicate that our school site does not have the resources to provide a tier 2 or tier 3 literacy intervention I-Ready assessment data

<p>Equity and performance gaps</p>			<p>iReady provides an individualized instructional pathway for students based on their performance on iReady. iReady is supposed to meet each individual student's needs and help improve their performance with individualized lessons.</p>	<p>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 a tier 2 or tier 3 literacy intervention I-Ready assessment data</p>
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- 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)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and Metrics

Review Section 3: Categories 1-4 of Literacy Action Plan, Category 1: High-Quality Instruction for Specific

Actions

<p>2021–2022 Category 1: High Quality Instruction</p>	<p>Specific Goal</p>	<p>Specific Action</p>	<p>Metrics for Assessment Towards Achievement of the Goal</p>	<p>Rationale for Positive/Negative Outcome</p>												
<p>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. Professional development for teachers and school leaders regarding implementation of 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</p>	<p>Smart Goal #1: We will address the foundational reading skills deficiencies will result in</p> <ul style="list-style-type: none"> • Improving knowledge and skills in implementing an explicit systematic foundational skills reading program. • Implementation with fidelity and consistency across classrooms. <ul style="list-style-type: none"> ○ professional development in explicit systematic foundational reading skills, and ○ opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback and collaboration. 	<p>4 Teachers and the instructional coach attended the CORE Online Elementary Ready Academy (OERA). The course was monthly for the entire school year. After each unit the teachers met and collaborated with the coach about what they had learned and how to implement the skills and indicated what support they needed from the coach.</p>	<p>A district wide program for screening students abilities is utilized at our school site called "i-Ready" We used this screener to measure growth this year.</p> <p>Fall of 2021 14% of the students in grades K-3 were screened with the i-Ready diagnostic to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</p> <p>Grade level performances were as follows</p> <table border="1" data-bbox="1268 813 1583 1036"> <thead> <tr> <th>Met Mid/Late Grade Level on Spring Diagnostic</th> <th>Met Mid/Late Grade Level by Spring</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>40%</td> </tr> <tr> <td>1</td> <td>26%</td> </tr> <tr> <td>2</td> <td>25%</td> </tr> <tr> <td>3</td> <td>15%</td> </tr> <tr> <td>Total</td> <td>26%</td> </tr> </tbody> </table> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now in place for the 2022-23 school year.</p>	Met Mid/Late Grade Level on Spring Diagnostic	Met Mid/Late Grade Level by Spring	0	40%	1	26%	2	25%	3	15%	Total	26%	<p>First instruction of the teachers who completed the Online Elementary Reading Academy was impacted and we believe affected the growth of the students in the classroom. We have 2 teachers at grades K-3 and one teacher at each grade level took the course. The 3rd grade teacher did drop out and not complete the course due to family needs.</p>
Met Mid/Late Grade Level on Spring Diagnostic	Met Mid/Late Grade Level by Spring															
0	40%															
1	26%															
2	25%															
3	15%															
Total	26%															

Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.

Bilingual Aid
More time with students in K-3 to provide language support

Using the i-Ready data we had the following results for our ELD students in grades K-2 where the Bilingual Aid spent the additional hours. In each grade ELD students made improvement showing either no or fewer students below grade level in ELA at the end of the school year. (Spring Assessment)

ELD Student Performance on the i-Ready Diagnostics for ELA

Grade	Number of students assessed	Grade Level / Mid Grade	Early Grade Level	One grade below	Two Grades Below
K	Fall 7 students	0	1	6	0
K	Spring 7 students	2	3	2	0
1	Fall 13 students	0	1	6	6
1	Spring 13	3	1	9	0
2	Fall 18	0	0	4	14
2	Spring 18	1	2	7	8

Having the Bilingual Aid spend more time with students was a positive outcome. She gave the EL students more opportunities to receive English Reading instruction and increased opportunities for them to practice those Skills. This impacted our student achievement in a positive direction. See table.

Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.

Retired Intervention Specialist Worked in TK, K and 1 to provide intervention in Phonics & Phonemic awareness for students

Met Any Grade Level on Fall Diagnostic	Met Grade Level
0	9%
1	6%
2	14%

Met Mid/Late Grade Level on Spring Diagnostic	Met Mid/Late Grade Level by Spring
0	40%
1	26%
2	25%

Having the Retired Intervention Specialist was a positive outcome. As shown in the table students achieving grade level increased in grades K-2 which she serviced. She provided intervention to K-2nd students who were below grade level in small groups, and also modeled and taught K & 1st grade teachers how to work with their students in acquiring reading skills.

	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Library Media Technician</p> <p>To have the library open more hours and provide additional opportunities for students to access reading materials.</p>	<p>A district wide program for screening students abilities is utilized at our school site called "i-Ready" We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p>	<p>Positive Outcome. The library was open more hours so students could access it during their breaks as well as during the regularly scheduled time. In addition story time was provided by the Library Media Technician for the primary grades. The library data shows that 9,000 books were checked out by students this year for personal reading..</p>
	<p>Increase in Student achievement will be measured by showing growth in our CORE foundational skill assessments, and I-Ready data 3 times a year.</p>	<p>Americorp tutors/ College Tutors</p> <p>Tutors would be used to listen to students read and practice their fluency</p>	<p>N/A</p>	<p>The outcome for this was undetermined because schools were not allowed to have visitors on campus this year, these tutors were not able to come on campus and were not utilized the 21/22 school year</p>
<p>3.1b Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>No unmet needs were listed in the LAP</p>	<p>No unmet needs were listed in the LAP</p>	<p>No unmet needs were listed in the LAP</p>	<p>No unmet needs were listed in the LAP</p>

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<p>Professional development for teachers and school leaders regarding implementation of 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</p>	<p>Smart Goal #1: We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration. Our improvement in first quality instruction will be measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on</p>	<p>SIPPs Professional Training from Collaborative Classroom for all teachers in grades 1 - 3 was provided in a full day training.</p> <p>Ongoing SIPPS support was given by the literacy coach who made classroom observations and debriefed with teachers.</p> <p>In afterschool collaborative meetings teachers collaborated on how they were implementing SIPPS and the progress made as well as the needs</p>	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready” We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now in place for the 2022-23 school year.</p>	<p>Positive Outcome.</p> <p>In a SIPPs implementation/progress meeting teachers <u>reported</u> that students were more engaged in the learning of reading compared to students' engagement prior when SIPPS was not being implemented. Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and training of the instructors in SIPPs was not complete until Jan. SIPPS was then implemented after teachers were trained.</p>
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	<p>foundational skills assessments using the data cycle by June 30, 2024.</p>			
<p>Professional development for teachers and school leaders regarding implementation of 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</p>	<p>In support of goals 1,2,& 3 for the 2021-2022 school year we will fund collaboration and release time for teachers to collaborate around the data and instruction as well as attend training, lesson studies, etc as it relates to literacy instruction and achievement</p>	<p>CORE Assessment training on how to administer the CORE assessments and use the data to inform instruction.</p> <p>Illuminate Training how to use illuminate to administer the CORE tests online and then extract the data. In addition, how to use illuminate resources to provide parent reports on their student's progress & provide specific details on how to help the child make improvements.</p>	<p>A district wide program for screening students abilities is utilized at our school site called "i-Ready" We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade</p>	<p>Positive & Negative</p> <p>Negative: At first we used the instructions provided by the district (<i>who had uploaded all of the CORE assessments onto the illuminate program for us to access</i>). This turned out to be problematic for the following reasons.</p> <ul style="list-style-type: none"> • There were several copies of the CORE assessments uploaded into the illuminate program. This resulted in teachers putting their data into different copies/ holding areas for the data thus resulting in it being difficult for the assessments to be found. • The district instructions stated that students with a certain iReady score did not need to take the CORE

			<p>students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now in place for the 2022-23 school year.</p>	<p>assessments, however class evidence of students' work determined that they were missing skills and were then given the CORE assessments - but only certain sections of the CORE test were administered.</p> <ul style="list-style-type: none">● Overall classroom Data results did not reflect classroom growth because not all students were administered the same assessments from the CORE and so there was no baseline overall picture of where the class was at the beginning of the school year. Without the baseline picture of where the class started and different assessments given to different students the data does not accurately reflect the growth made in each classroom. <p>POSITIVE</p> <ul style="list-style-type: none">● We learned from this mistake. Next year we will administer all students in grades K-3 the entire CORE test as recommended by CORE and areas students are not able to do will be zero'ed out. The data will reflect that the student does not know the information. When the mid-year tests are given the class has a baseline in all areas established and growth will be able to be measured accurately. This will also
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				<p>affect the end of the year assessments and we should see growth from Fall to Winter to Spring.</p>
<p>Professional development for teachers and school leaders regarding implementation of 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</p>	<p>Smart Goal #1: We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill</p>	<p>Heggerty Training and implementation for the year 2021-2022 we trained our TK & K teachers with the systematic foundational skill phonological awareness program called Heggerty. Teachers received professional development from the publishing company. Teachers were then supported with Heggerty by the instructional coach with observations and feedback. In addition, teachers collaborated about the Heggerty program..</p>	<p>Phonemic Awareness data from iReady Total students in grade K = 42</p> <p>To measure the effectiveness of Heggerty we compared Winter data to Spring data as that is when Heggerty was implemented.</p> <p>Winter data = 14 students at grade level with Phonemic Awareness Spring data = 29 students at grade level. This graph shows a better visual LINK</p>	<p>The training of teachers in first instruction of Heggerty phonemic awareness skills and having them implement the program in the classroom resulted in a positive impact in student achievement as illustrated in the data explained in the column to the left.</p>

	<p>lesson studies, training, peer observations, feedback, and collaboration.</p> <p>Our improvement in first quality instruction will be measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on foundational skills assessments using the data cycle by June 30, 2024.</p>			
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- 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)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and Metrics Review

Section 3: Categories 1-4 of Literacy Action Plan, Category 2: Support for Literacy Learning for Specific Actions

<p>2021–2022 Category 2: Support for Literacy Learning</p>	<p>Specific Goal</p>	<p>Specific Action</p>	<p>Metrics for Assessment Towards Achievement of the Goal</p>	<p>Rationale for Positive/Negative Outcome</p>
<p>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</p>	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS: Latino Parent Literacy Program</p>	<p>N/A due to not implementing the program this year there would be no impact on student achievement</p>	<p>Although this action item is listed for year 1 on the LAP, we were unable to have any outcomes due to the fact that parents were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be implementing the program.</p>

<p>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</p>	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS: We purchased SIPPs for out Tier 2 intervention in grades K-3</p>	<p>A district wide program for screening students abilities is utilized at our school site called "i-Ready" We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now in place for the 2022-23 school year.</p>	<p>Positive & Negative Negative:</p> <p>In a SIPPs implementation/progress meeting teachers reported that students were more engaged in the learning of reading compared to students' engagement prior when SIPPs was not being implemented.</p> <p>A minor negative was that we did not begin implementing SIPPs in the fall as we intended.</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and training of the instructors in SIPPs was not complete until Jan. SIPPs was then implemented after teachers were trained.</p>
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	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p> <p>We purchased Heggerty for our Tier 2 intervention for Phonemic Awareness instruction. For grades TK - 2</p>	<p>Phonemic Awareness data from iReady Total students in grade K = 42</p> <p>To measure the effectiveness of Heggerty we compared Winter data to Spring data as that is when Heggerty was implemented.</p> <p>Winter data = 14 students at grade level with Phonemic Awareness Spring data = 29 students at grade level. This graph shows a better visual LINK</p>	<p>Positive & Negative Negative: Positive: In a Heggerty SIPPS implementation/progress meeting teachers commented on a response form that they felt that Heggerty filled the gap in our Benchmark program that did not adequately address phonemic awareness.</p> <p>Negative We did not begin implementing SIPPs in the fall as we intended and we only implemented Heggerty in Kinder. Next year we will implement Heggerty in 1st grade in addition to Kinder. In year 3 of implementation we will implement Heggerty in 2nd grade to those who still need the intervention.</p> <p>Due to the district not releasing the ELSP funds to the sites until late fall, our purchasing and training of the instructors in SIPPs & Heggerty was not complete until Jan. Programs were then implemented after teachers were trained.</p>
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	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS: Classroom Libraries & Read aLoud books</p>	<p>N/A We were unable to measure or connect any impact the purchasing of these materials made to our results because the materials did not arrive on campus until after March of 2022</p>	<p>Positive & Negative Negative:</p> <p>Negative Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing of these materials did not happen until Spring after we purchased and trained teachers on the Tier 2 curriculum programs.</p> <p>Positive We had the teachers go through the Benchmark catalogs and order the supplemental materials they felt would best support their grade level's needs (K-3). The teachers orders and the last deliveries of materials were made in May</p>
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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
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and

Metrics Review Section 3: Categories 1-4 of Literacy Action Plan, Category 3: Pupil Supports for Specific

Actions

2021–2022 Category 3: Pupil Supports	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'	No Action	No Action	No Action	No Action

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<p>access to literacy instruction</p>				
<p>3.3b Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction</p>	<p>No Action</p>	<p>No Action</p>	<p>No Action</p>	<p>No Action</p>
<p>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</p>	<p>No unmet needs were listed in the LAP N/A</p>	<p>No unmet needs were listed in the LAP</p>	<p>No unmet needs were listed in the LAP</p>	<p>No unmet needs were listed in the LAP</p>

3.3d Strategies to implement research based social emotional learning	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
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approaches, including restorative justice				
3.3e Expanded access to the school library	In support of Goals 1 and 3 we extended the library hours	We extended the hours of the library media clerk to provide additional time for classes to attend the library and for students to come in during their breaks. The additional library hours would provide students opportunities to implement the reading skills they were acquiring in the classroom and give them access to reading materials of their choice.	<p>A district wide program for screening students abilities is utilized at our school site called “i-Ready” We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE</p>	Positive effect of this action due to the fact that many students took advantage of coming into the library on their own time as well as with their class. The number of books lent out was 9000 books for the 2021-2022 school year.

			foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom. CORE systems are now in place for the 2022-23 school year.	

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)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Literacy Specific Goal and Metrics
 Review Section 3: Categories 1-4 of Literacy Action Plan, Category 4: Family Supports for Specific Actions

2021–2022 Category 4: Family Supports	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP

Provision of mental health resources to support pupil learning	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP	No unmet needs were listed in the LAP
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Strategies to implement multi-tiered systems of support and the response to intervention approach	<p>Smart Goal #1: We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK-3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration. Our improvement in first quality instruction will be measured by our foundational skills</p>	<p>December 2021 teachers and admin worked together to assess the students in K-3 with the SIPPS placement test. The purpose of testing all of the students was to get a real read on the school...who needs what intervention and who had tested out of everything. After testing the Coach/ Admin & teachers analyzed the data to determine groups and instructional SIPPS levels students needed to be placed in. Teachers will provide instruction using the supplemental foundational skill intervention programs under the supervision of the credentialed literacy coach.</p>	<p>A district wide program for screening students abilities is utilized at our school site called "i-Ready" We used this screener to measure growth this year.</p> <p><i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p> <p>We are NOT using the 2022 3rd grade CAASPP data because results for this are pending and it only measures our 3rd grade students. We had intended to use CORE foundational data but our systems were not yet in place for administering the test uniformly from classroom to classroom.</p>	<p>Positive Outcome.</p> <p>In a SIPPs implementation/progress meeting teachers reported that students were more engaged in the learning of reading compared to students' engagement prior when SIPPS was not being implemented.</p> <p>Negative Outcome</p> <p>Due to the district not releasing the ELSB funds to the sites until late fall, our purchasing and training of the instructors in SIPPs was not complete until Jan. SIPPS was then implemented after teachers were trained.</p> <p>Because of the late start of SIPPS intervention groups did not complete the series of lessons for</p>
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	<p>assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in professional learning communities focused on foundational skills assessments using the data cycle by June 30, 2024.</p>		<p>CORE systems are now in place for the 2022-23 school year.</p>	<p>that placement level so we do not have data on students mastering a level and moving onto the next level. We will have this in the school year 2022-2023 as SIPPS will begin in Sept right after labor day.</p>
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>No Action</p>	<p>No Impact on data as it was not implemented this school year</p>	<p>Negative Outcome Although this action item is listed for year 1 on the LAP, we were unable to have a positive outcome due to the fact that parents were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be implementing the program.</p>

<p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs</p>	<p>Goal 3 We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by i-ready vocabulary strand, CORE vocabulary screening test and writing samples by June 2024</p>	<p>Provided by the district is a part-time Parent Liaison employee. This person was responsible for communicating with parents, on a variety of topics, attendance, how to help students with their homework, offer community resources, etc.</p>	<p>iReady Diagnostic Results <i>Fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</i></p>	<p>Positive: The parent liaison made contact with parents and provided them with community resources, spoke regarding attendance concerns and also conducted a few parent training via Zoom in the beginning of the school year and towards the end a couple in person as parents were not allowed on campus until the final 6 weeks of school.</p> <p>Negative: Limited number of parents participated in the parent training.</p> <p>To address the low attendance there is a plan for the 2022-2023 to have teachers reach out to parents with notes home and recommendations as well as at the Back to School night having a booth where parents can learn about the parent opportunities for supporting their children. We will also provide incentives and refreshments for parents who attend parent workshops and trainings next school year as a way to encourage attendance.</p>
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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)]

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Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

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		<p>From our Literacy Action Plan (LAP) : Currently we are providing PBIS (Positive Behavioral Interventions and Supports) at our school site and will continue to do so through 2024.</p> <p><i>Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff</i></p> <p>We also have a full time and a ½ time counselor that provide services to our students and provide professional development and support to teachers in this area.</p>	Due to our current school practices, cultural and climate it was not indicated on our root cause analysis or needs assessment that this was an unmet need. Our grant did not include requests for support in this area.
Social-emotional learning	District-Wide implants Second Step for Social & Emotional needs of our students		<p>From our LAP: Second Step (Social & Emotional Program Counselors use in the classrooms)</p> <p>Currently SUSD is providing</p>	Due to our current school practices, Social-emotional learning is not an unmet need. And was also not indicated as a need on the root cause analysis

			<p>Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.</p> <p>Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021</p>	<p>or needs assessment of our grant.</p>
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>From the LAP: Our school is currently implementing a state-approved Tier 1 core curriculum, Benchmark Advance & Social Studies Weekly</p>		<p>50% of our students are not able to read and comprehend curriculum grade level complex text by the end of 3rd grade. I-Ready Data End of the year report 2021</p> <p>We do not have a Tier 2 or Tier 3 curriculum provided by our district.</p> <p>This year we purchased SIPPS & Heggerty to provide Tier 2 intervention for the students and we had an intervention instructor. However the district did not release the ELSB fund until early in trimester 2 so the purchase, training and implementing of those programs did not begin until mid/late trimester 2.</p> <p>None of those programs were able to be implemented in the way they were intended to be implemented 1 due to lack of time to complete the entire program due to late start.</p>	<p>Unmet needs fluency and comprehension will be addressed by the purchasing of the Read Naturally program as a supplemental program as well as purchasing the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports the current SIPPS supplemental - materials.</p> <p>SIPPS Unmet Need Reprographics funds for printing materials from SIPPS student binders Fluency 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</p>

				word cards, pocket chart stand.
Families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	<p>Teachers at Taft have multiple systems in place for communicating student's progress with parents. Class Dojo, Phone calls, Google Classroom, Notes home and in person visits.</p> <p>In addition the district provides a part time parent liaison to support the bilingual communication between families and school staff. This liaison also refers parents to resource services available within the community and provides Parent training on site.</p>	<p>From our LAP: unmet needs were professional materials for Parent Trainings and more training for parents. In order to support this parent training need we would like to increase the Parent Liaison's time for working with our parents. We would also have him trained to provide the parent training from the Latino Literacy Project.</p> <p>The Parent Liaison will support our needs assessment goal of Family and Community Support</p>

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)]

Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

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2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
<p>Pupil performance data in ELA</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>.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 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</p> <p>Data is available for literary and informational text comprehension in the i-Ready Diagnostic tests the students took and that data is also recorded in our data report. There was a small increase in student data in student data 49% of our students in grades K-3 made the Typical Growth goal for reading (As shown on the i-Ready end of year report. but we expected a higher growth.)reflecting that more students in K-3 met their typical growth goals for i-ready.</p>	<p>A weakness is that most students in grades K-3 are still performing below grade level :</p> <p>In the fall of 2021 14% of the students in grades K-3 were screened to be performing at grade level. In the Spring of 2022 26% of the students in grades K-3 were performing at grade level.</p> <p>We now own the intervention programs and will be able to begin our Tier 2 instruction in Sept of 2022. We anticipate that the numbers of students performing at grade level in the Spring of 2023 will increase due to them receiving an entire year of intervention.</p> <p>Our primary focus for this year was on the foundational reading skills the bottom part of the Scarborough’s rope, Phonemic Awareness, Decoding and Sight Word Recognition. Next school year we will incorporate read alouds and other comprehension strategies so we will be addressing all areas of the Scarborough’s rope.</p>

			<p>Based on i-Ready Diagnostics we summarized the final 2022 Foundational Skills data</p> <p>50% of students in grades K-3 are at grade level in Phonemic Awareness</p> <p>43% of students in grades K-3 are at grade level in Phonics</p> <p>Writing We did a school wide writing using the District adopted Benchmark Program to determine the support that our teachers will need moving forward with writing expectations.</p>	<p>Unmet needs fluency and comprehension will be addressed by the purchasing of the Read Naturally program as a supplemental program as well as purchasing the SIPPS fluency practice library for the classes. The SIPPS fluency practice library supports the current SIPPS supplemental -materials.</p> <p>Writing Based on the data we collected from the school wide writing samples, we know that we need to provide more training in how to teach writing to students for our teachers. LINK</p>
<p>Data on effective practices (reference previous chart)</p>			<p>An effective practice this school year was that we planned on providing Tier 2 intervention with SIPPS & Heggerty for students performing below grade level in reading foundational skills.</p> <ul style="list-style-type: none"> • SIPPs curriculum was purchased • Students were tested and placed 	<p>Due to the district not releasing the ELSB funds to the school sites for use until late fall, the school had a weakness in the fact that the curriculum was not available for us to begin immediately. Once the funds were released we purchased the programs SIPP & Heggerty, had our teachers attend the publisher's trainings, tested and grouped our students and</p>

			<p>in SIPPS leveled groups</p> <ul style="list-style-type: none"> • Daily Schedule for SIPPS and Heggerty was created 	<p>began implementation in late Jan.</p> <p>Because the program was not implemented until late in the school year the intended outcome could not meet the goals we had hoped to meet. We now have the materials needed for implementation and for the school year 2022-2023 we will be testing and placing all of our students in the month of August to begin implementation of the Tier 2 intervention in Sept of 2022. By having a full year of implementation we hope to see greater growth and gains with all of our students.</p>
<p>Data on ineffective practices (reference previous chart)</p>			<p>Teachers implemented tier 2 SIPPS & Heggerty instruction to the best of their ability due to the late start in Jan. SIPPS curriculum was purchased Heggerty was purchased Daily Intervention Schedule LINK</p>	<p>Teachers need ongoing support while implementing the SIPPS curriculum as intended. In the beginning there is a lot for teachers to master, routines, procedures, etc. To address this weakness, teachers will continue to have the instructional coach do observations and give feedback as well as encourage teachers to access the learning portal to watch training videos and receive additional support from the publishers' trainers online.</p> <p>SIPPS Unmet Need Reprographics funds for printing materials from SIPPS student binders Fluency Practice Library,</p>

			<p>OERA 5 Teachers attended the CORE Online Elementary Reading Academy (OERA). The course was monthly for the entire school year. After each unit the teachers at our school site met and collaborated about what they had learned and how they could implement the skills they were learning in the classroom.</p>	<p>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.</p> <p>OERA ½ of the K-3 staff attended the CORE Online Elementary Reading Academy and they all passed the course. They shared many things that they learned with their colleagues. But the training, although very good, does not seem to be as complete as the LETRS program that was provided to the grant leads of this grant. Upon reviewing and comparing the two programs we feel that an unmet need is a stronger training for our educators in the teaching of reading. LETRS. The LETRS program provided by the company 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</p>
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				<p>program. The company provided the research proving that teachers that have become certified in their program, their knowledge has translated to improved student achievement in reading for their classes.</p>
<p>Equity and performance gaps</p>			<p>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.</p> <p>We are also providing Tier 2 SIPPS instruction based on the students' needs for all of our populations and next year when the students receive a full year of the program we anticipate that their performance will increase.</p>	<p>iReady pathway is not proven to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>Data shows that we still have performance gaps in our various populations, LINK we attribute that to not 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.</p>

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)]

Notes: Based root cause and needs assessment results in #7 and #8, identify new action items/changes for Yr 2

All changes or action items should be reflected in the appropriate category in Section 3:1-4 Categories of Literacy Action Plan

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2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
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Access to high-quality instruction

**From the LAP:
3.1c
EVIDENCE-BASE
PROFESSIONAL
DEVELOPMENT ON
LITERACY
INSTRUCTION,
ACHIEVEMENT, AND
USE**

- High-Quality Literacy Teaching
- Training
 - Collaboration
 - Lesson Study

**No change, this is an additional item
3.1c EVIDENCE-BASED
PROFESSIONAL
DEVELOPMENT ON
LITERACY
INSTRUCTION,
ACHIEVEMENT, AND
USE**

Additional Training
LETR's 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. Letr's is High-Quality Literacy training of Teaching reading. [Needs Assessment & Smart Goal #1](#), In Smart Goal 1 we stated: teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.

The purchasing of LETR's training for K-3 teachers will help us

LETR's will support our needs assessment goal of training our teachers with a program that provides High-Quality Literacy Teaching Training [Needs Assessment & Smart Goal #1](#),

			achieve that goal.	
Support for literacy learning	<p>From the LAP: 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p> <p>Literacy Materials and assessments Tiers 1-3 Benchmark CORE SIPPS Heggerty Step up to Writing Read Aloud Trade Books</p>	<p>No change, this is an additional item 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p> <p>Purchase of literacy curriculum resource and instructional materials aligned with the ELA content standard and the ELA/ELD framework, The additional program is called</p>	<p>Fluency is a part of students building capacity for comprehension</p> <p><u>“Read Naturally”</u> Program supports students with the goal of learning how to read fluently. This is in support of Goal #2 as students will have access to a curriculum that is designed to help improve their fluency</p>	<p><u>“Read Naturally”</u> will support our needs assessment goal of students being able to read on grade level. Fluently reading grade level text will help comprehension levels increase as students will not be struggling and sounding out each word. This will move our students from learning to read to</p>

	<p>CORE Professional Development</p>	<p>“Read Naturally” and it will support reading fluency.. Professional Development is included with the program.</p>	<p>skills.</p> <p><u>Needs Assessment & Smart Goal #2</u></p> <p>We will improve our TK - 3 data collection of valid predictive and reliable data of phonemic awareness, phonics, and vocabulary and fluency by administering and analyzing (I-Ready, Assessing Reading Multiple Measures by CORE ; 3 times a year and progress monitoring as needed as measured by assessment calendar, data collection forms, data conferences, and teacher professional development in this area.</p> <p>By June 2024.</p>	<p>reading to learn.</p>
		<p>No change, this is an additional item</p> <p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p> <p>Funds to be allocated to Reprographics for the mass duplicating of material for the student use from SIPPS, Read Naturally and Step up to Writing</p>	<p>Copies need to be made for student folders from these programs. Rather than have teachers make individual copies as they all need the same masters duplicated we will send the masters to SUSD reprographics dept where the printing will be less expensive than utilizing the site’s copy machine This is in support of Smart Goals #2</p>	<p>Funds being allocated to Reprographics to duplicate student materials. This will support the goals of students being able to learn to read fluently through the use of the programs we purchased.</p>

			<p>providing copies of reproducible materials from the programs purchased will ensure students have access to all of the materials needed to complete lessons.</p>	
		<p>No Change, this is an additional item</p> <p>3.2 Literacy Curriculum and Instructional Materials</p> <p>Purchase of materials to support the implementation of the SIPPS supplemental Tier 2 instruction</p>	<p>Justification</p> <p>When teachers began to implement SIPPs in their classroom it was discovered that additional items needed to be purchased to support the complete implementation of the program.</p> <p>SIPPS Fluency Practice Library, tubs for fluency library storage, a section of the classroom needs to be dedicated to SIPP and the following items needed for the classroom and students; folders for students use, sheet protectors for manuals, dry erase markers, whiteboards, display teaching cart</p>	<p>Progress Monitoring of SIPP will indicate how well the program is being implemented in the classroom. When students and teachers have the tools necessary to implement the program correctly we should see a larger number of students becoming proficient in reading by the end of the school year 2024</p>

			to hold SIPPS materials and provide a space on the carpet for teacher/ and student whiteboard interaction. Rings for sight word cards, pocket chart stand and other organizational materials to use with SIPPS implementation.	
Pupil supports	N/A	N/A	N/A	N/A
	<p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p> <p>Latino Parent Literacy Program</p>	<p>No Change, we did not make the purchase last year we will be purchasing this item this year and additionally we will purchase refreshments and incentives to encourage parents to attend.</p> <p>From LAP : 3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS:</p>	<p>Justification: In addition to purchasing the program we will also purchase some incentives and refreshments for the parents attending the program.</p>	<p>Although this action item is listed for year 1 on the LAP, we were unable to have a positive outcome due to the fact that parents were not allowed to come on campus the 2021-2022 school year. We will be purchasing this curriculum in year 2 the 2022-2023 school year as restrictions have changed and will be implementing the program. We will also provide incentives and refreshments for parents who attend.</p>

		Latino Parent Literacy Program		
Family supports	<p>From the LAP: 3.1a SUPPORT PERSONNEL Bilingual Assist to support activities for K-3rd grade students 117 days x 2 hour per day</p>	<p>3.1a SUPPORT PERSONNEL Parent Liaison to support activities for K-3rd grade student's parents 117 days x 2 hours per day</p>	<p>For the school year 22-23 the district has changed the Bilingual Assists from part-time to full-time employees meaning that the district is now paying for the bilingual assists full time and this frees up funding for a parent liaison..</p> <p>Our Parent Liaison would assist in the Latino Family Literacy Project, the parent support and with communicating with parents about students' needs for success at school. This action items would be in support of our Smart Goal #3 and it supports the goal of helping Parents know how to help them engage and motivate their children to be literate. The Parent Liaison would help with the parent literacy workshops.</p>	<p>As indicated in our Needs Assessment & Smart Goal #3, we provided parent training, but our bilingual parents need more workshops and participate in the Latino Parent Literacy Program. In order to support this parent training we would like to increase the Parent Liaison's time for working with our parents. The Parent Liaison will support our needs assessment goal of Family and Community Support Smart Goal #3</p>

			<p><u>Smart Goal #3,</u> We will improve in Language Acquisition by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate, and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language acquisition will be measured by I-Ready vocabulary strand, CORE Vocabulary Screening test and writing samples by June 2024..</p>	
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NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non consent 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)]