OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Wesley Jacques, Executive Director of Academics and Instruction
Romy Trigg-Smith, Director of Early Literacy

Meeting Date June 28, 2023

Subject Review of Early Literacy State Block Annual Report

Ask of the Board Review the Early Literacy State Block Annual Reports by Site.

Background During the 2022-2023 school year, 9 elementary schools were awarded an Early Literacy State Block grant based on their 3rd grade ELA SBAC results from 2018-2019:
- Brookfield
- Markham
- Lockwood STEAM (previously Futures and CUES)
- New Highland
- Hoover
- Horace Mann
- Prescott
- Global
- Manzanita Community School

These schools were identified as 10 of the 75 lowest performing schools in California in 2018-2019. They were tasked with engaging in professional development to learn more about the Science of Reading and evidence-based literacy instruction. Each school conducted a needs assessment and root cause analysis in order to determine key priority areas for their grant Literacy Action Plan and use of the funds. This current school year 2022-2023, schools implemented their second year of their Literacy Action Plans. This Annual Report shares the impact of their ELSB funded action items.

Discussion Each school has now finalized an Annual Report, included in the overall OUSD annual report, and brought that report to review at their SSC meetings. The state is requesting for our Oakland Unified School District Board to review the Annual Report.

Fiscal Impact   The Early Literacy State Block grant has a positive fiscal impact on these schools as it is providing a total of $5,713,474 over four years, one planning year and three implementation years. Each school has an allocation based on their enrollment for each of the three implementation years:

- Tier 1 Schools (Up to 40 students): $338,823 over 3 years ($112,941/year)
  - Prescott
- Tier 2 Schools (41-80 students): $563,140 over 3 years ($187,713.33/year)
  - Brookfield
  - Markham
  - New Highland
  - Hoover
  - Horace Mann
  - Global
  - Manzanita Community School
- Tier 3 Schools (81+ students): $943,848 over 3 years ($314,616/year)
  - Lockwood STEAM

Attachment(s)   ● OUSD Early Literacy State Block (ELSB) Grant 2022-2023 Annual Report

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Oakland Unified School District

Program Lead: Romy Trigg-Smith   Email/Phone: romy.trigg-smith@ousd.org

Fiscal Lead: Troylynn Turner   Email/Phone: troylynn.turner@ousd.org

Eligible Participating School(s):

1. Global Family	6. Hoover
2. Prescott	7. Highland
3. Manzanita Community School	8. Markham
4. Brookfield	9. Lockwood STEAM Academy
5. Horace Mann	

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): SCOE and CORE/Pivot

Background: 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.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

X The school site council at each eligible school

> **Global:** 5/18/2023
> **Prescott:** May 10th, 2023
> **Manzanita Community:** 2/14/23, 3/14/23, 4/11/23
> **Brookfield:** April 26, 2023
> **Highland:** April 26, 2023
> **Hoover:** 5/18/2023
> **Horace Mann:** 5/18/2023
> **Markham:** March, 21, 2023
> **Lockwood:** April 26, 2023

X The governing board or body of the LEA

> (Provide the date of the governing board meeting: June 28, 2023

X Publicly posted on the LEA's website, which may be found at the following URL:

> https://www.ousd.org/Page/21278

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

☐ **Category 1.** Access to high-quality literacy teaching, including which of the following:

> X Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.
>
> **Please enter relevant school sites:**
>
> - **Global**
> - **Prescott**

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

- **Manzanita Community**
- **Brookfield**
- **Highland**
- **Hoover**
- **Horace Mann**
- **Lockwood**

☐ Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Select to enter text.

☐ 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.

Please enter relevant school sites: Select to enter text.

☐ Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts 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.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

☐ **Category 2:** Support for literacy learning, including which of the following:

X Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Please enter relevant school sites:

- **Brookfield**
- **Hoover**
- **Horace Mann**

☐ Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. *

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

☐ **Category 3.** Pupil supports, including which of the following:

☐ Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

Please enter relevant school sites: Select to enter text.

☐ Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites: Select to enter text.

☐ 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.

Please enter relevant school sites: Select to enter text.

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites: Select to enter text.

☐ Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

☐ **Category 4**. Family and community supports, including which of the following:

☐ Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites: Select to enter text.

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

☐ Strategies to implement multitiered systems of support and the response to intervention approach.

Please enter relevant school sites: Select to enter text.

☐ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Select to enter text.

☐ Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?

   Oakland Unified established a Central Early Literacy team in 2020-2021 with the primary focus of adjusting the district's literacy instruction to align more closely with evidence-based literacy instruction. Due to this work our revised literacy vision, adopted curriculum, and revised comprehensive assessment system directly support the shifts that all of our ELSB schools are trying to make with the primary focus of deepening the quality of instruction in both Language Comprehension and Word Recognition strands. We have three Central Early Literacy Coaches who have been supporting our ELSB schools with developing systems and structures (e.g. instructional schedules that meet expectations, PLC spaces that support continuous improvement, coaching on Literacy Instruction, data collection and analysis).

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?

   We have seen an increased implementation of SIPPS across our schools due in part to the central support from Early Literacy coaches to help sites with Professional Learning, PLCs, Data Analysis, and scheduling. We are not seeing the needle move as much as we would like in student achievement data and as a district have recognized the need for overall deepening curriculum implementation from presence to fidelity to quality in order to see an increased number of students reaching proficiency. We also have been discussing the need to improve baseline conditions.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

   As we have reflected on the progress of our ELSB schools, we have discussed the root cause for differences in implementation of their Literacy Action Plans. We would like to support specific sites with further building the baseline conditions for instructional improvements to occur (e.g. stabilizing staffing, addressing student culture, decreasing chronic absenteeism, and improving attendance rates). We are going to continue to provide central Early Literacy coach support to our ELSB schools but likely adjust the focus of that support to emphasize improvements towards instructional quality rather than presence or simply implementing curriculum as well as using Data to Drive instructional practices.

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: <mark>Brookfield Elementary School</mark>
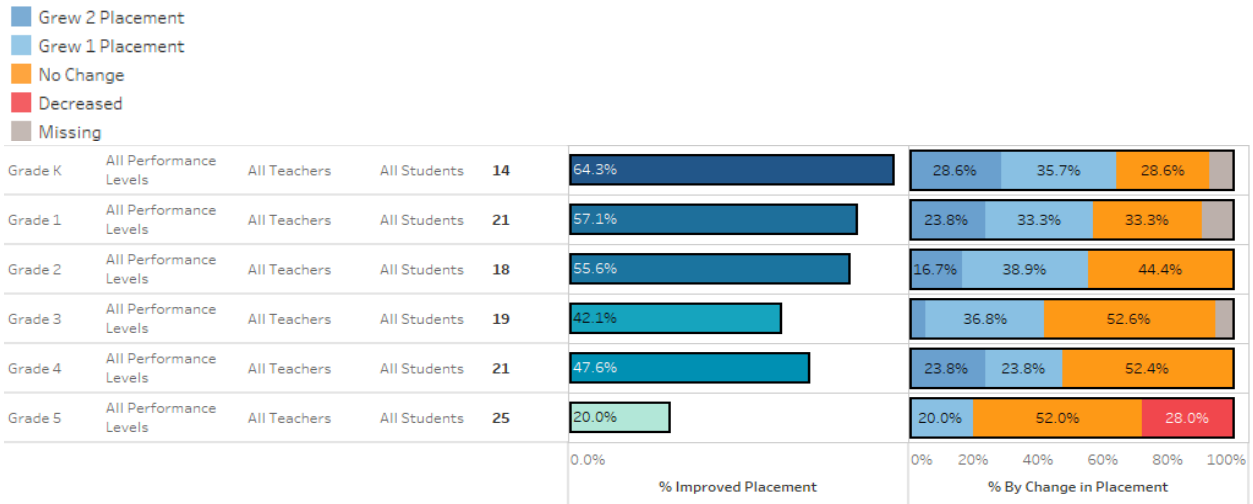
BrookfieldThe "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2:

1. Provide explicit, systematic phonics instruction.
2. Provide explicit, systematic comprehension instruction
3. Provide explicit, academic vocabulary instruction.

1. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

   ● We improved in our knowledge & skill by implementing an explicit systematic foundational skills program (SIPPS) with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans, peer observations, classroom walkthroughs (SIPPS instruction on daily K-2 schedule, fidelity to SIPPS routines), SIPPS mastery tests, DIBELS (three times a year), and i-Ready data.
   ● We improved in teaching reading comprehension strategies (activating background knowledge, predicting, inferencing, clarifying/asking questions, summarizing, monitoring, and visualizing) by teaching EL curriculum with fidelity as measured by classroom walkthroughs (use of comprehension strategies, lesson plans), i-Ready diagnostic (three times a year) and EL Education embedded assessments.
   ● We improved in our instructional practice and delivery of vocabulary development by implementing directed vocabulary instruction using EL Education, and Designated ELD, as measured by classroom walkthroughs, and I-Ready Diagnostic Data

2. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

   ● Measured by classroom walkthroughs
   ● i-Ready diagnostic
   ● SIPPS Mastery Test Data
   ● EL Education embedded assessments

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Legend:
- Grew 2 Placement
- Grew 1 Placement
- No Change
- Decreased
- Missing

Grade	Performance Level	Teachers	Students	N	% Improved Placement	% By Change in Placement
Grade K	All Performance Levels	All Teachers	All Students	14	64.3%	28.6% / 35.7% / 28.6%
Grade 1	All Performance Levels	All Teachers	All Students	21	57.1%	23.8% / 33.3% / 33.3%
Grade 2	All Performance Levels	All Teachers	All Students	18	55.6%	16.7% / 38.9% / 44.4%
Grade 3	All Performance Levels	All Teachers	All Students	19	42.1%	36.8% / 52.6%
Grade 4	All Performance Levels	All Teachers	All Students	21	47.6%	23.8% / 23.8% / 52.4%
Grade 5	All Performance Levels	All Teachers	All Students	25	20.0%	20.0% / 52.0% / 28.0%

% Improved Placement axis: 0.0%
% By Change in Placement axis: 0% 20% 40% 60% 80% 100%

Performance Legend
- Passed 3 or More MTs
- Passed 2 MTs
- Passed 1 MT
- One or more attempts, .
- No Mastery Tests
- Tested Out
- At/Above Target Lessor
- Below Target Lesson
- Did not pass MT this m.
- Placed in SIPPS
- Did not take

Admin month	Form	Select Grade	Select Group	Select Teacher	Total Students	% of Students
December		Grade K	All Students	All Teachers	19	
		Grade 1	All Students	All Teachers	19	68.4% (N=13)
		Grade 2	All Students	All Teachers	21	33.3% (N=7) / 33.3% (N=7)
		Grade 3	All Students	All Teachers	17	52.9% (N=9) / 35.3% (N=6)
		Grade 4	All Students	All Teachers	9	55.6% (N=5) / 44.4% (N=4)
		Grade 5	All Students	All Teachers	9	77.8% (N=7)
January		Grade K	All Students	All Teachers	20	45.0% (N=9)
		Grade 1	All Students	All Teachers	19	52.6% (N=10) / 31.6% (N=6)
		Grade 2	All Students	All Teachers	19	31.6% (N=6) / 36.8% (N=7)
		Grade 3	All Students	All Teachers	17	94.1% (N=16)
		Grade 4	All Students	All Teachers	10	70.0% (N=7) / 30.0% (N=3)
		Grade 5	All Students	All Teachers	9	33.3% (N=3) / 55.6% (N=5)
February		Grade K	All Students	All Teachers	23	34.8% (N=8) / 39.1% (N=9)
		Grade 1	All Students	All Teachers	20	80.0% (N=16)
		Grade 2	All Students	All Teachers	20	50.0% (N=10)
		Grade 3	All Students	All Teachers	14	57.1% (N=8)
		Grade 4	All Students	All Teachers	11	63.6% (N=7)
		Grade 5	All Students	All Teachers	10	60.0% (N=6) / 30.0% (N=3)

% of Students axis: 0% 20% 40% 60% 80% 100%

3. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Currently, our metrics are SIPPS mastery tests, iReady diagnostic and reading inventory assessments, and OUSD walkthrough checklist indicators form.

Based upon the SIPPS mastery tests, students who participate in daily SIPPS instruction tend to pass the mastery tests the first time they try. Over time, these students demonstrated growth in iReady Reading as well, and their reading fluency increased. When conducting district and impromptu Walkthroughs, K-2 teachers were regularly using the district adopted curriculum, and their students made some of the school's greatest academic gains as noted above.

4. What changes are needed, if any, as the school site enters into year three?
   ● We need to use data analysis results in all teacher instructional plans that are implemented and monitor them for their effectiveness each week in PLC, and in the third prep each week.
   ● We must hold regular team meetings to review progress-monitoring data and make necessary adjustments to support the needs of our students.
   ● We need to ensure full alignment and communication across tiers of support (classroom, intervention, RSP, COST, etc.) ensuring services are effective for **all** students.
   ● More ongoing in-class observations and continued consistent coaching to improve the quality of instruction using the adopted materials.
   ● Consistently and frequent, unannounced walk-throughs confirming that the adopted materials are used during the designated times in all classrooms.
   ● Support staff are available and trained to supplement classroom instruction so all students receive sufficient instruction to make adequate yearly growth
   ● Continued support for all staff members (coaches, teachers, CSM, and students) to ensure forward movement and no back sliding.

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: <mark>Prescott</mark>

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Focus of improvement centered on TK/K–3 literacy instruction
- Site/LEA practices or issues
- Evidence-based rigorous goal

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

- Small group phonological awareness and phonics instruction provided by classroom teachers and tutors
- Hiring and training of Early Literacy Tutors
- LEA - Specially designed coaching designated for the Early Literacy Tutors
- LEA - Specially designed coaching collaborative for the Teacher on Special Assignment to support foundational skills implementation with fidelity and high quality instruction
- LEA - District leads facilitated professional development for teachers around foundational literacy and unpacking units of EL ed
- Support pacing and implementation through Content Learning Walks, observations-feedback cycles both for teachers and tutors, and assessment tracking to ensure completion and data analysis

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

SIPPS Mastery Test

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

YR	Item name	Admin month	Select Network	Select School	Select Grade	Select Student Group	Select Teacher	Total Students	
2022-23	SIPPS # Mastery Tests This Month	April	All Networks	Prescott	Grade K	All Students	All Teachers	18	55.6% 16.7% 27.8%
					Grade 1	All Students	All Teachers	15	80.0% 13.3%
					Grade 2	All Students	All Teachers	11	9.1% 27.3% 45.5% 9.1% 9.1%
					Grade 3	All Students	All Teachers	15	13.3% 13.3% 20.0% 26.7% 26.7%
					Grade 4	All Students	All Teachers	10	20.0% 80.0%
					Grade 5	All Students	All Teachers	4	50.0% 25.0% 25.0%

SIPPS % At Target Lesson

2022-23	SIPPS % At Target Lesson	April	All Networks	Prescott	Grade K	All Students	All Teachers	18	27.8% 27.8% 16.7% 27.8%
					Grade 1	All Students	All Teachers	15	86.7% 13.3%
					Grade 2	All Students	All Teachers	11	81.8% 9.1% 9.1%
					Grade 3	All Students	All Teachers	15	46.7% 26.7% 26.7%
					Grade 4	All Students	All Teachers	10	20.0% 80.0%
					Grade 5	All Students	All Teachers	4	50.0% 25.0% 25.0%

0%   20%   40%   60%   80%   100%

% of Students

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

iReady

YR	Admin name	Test title short	Select Network	Select School	Select Grade	Select Teacher	Select Course	Select Group	Select Fall Performance Le..	Total	Typical	Stretch
2022-23	Fall-Midyear	i-Ready Reading	All Networks	Prescott	Grade 1	All Teachers	All Courses	All Students	All Performance Levels	19	21.1% 4 ... 21.1% 4	26.3% 5 21.1% 4 26.3% 5
					Grade 2	All Teachers	All Courses	All Students	All Performance Levels	11	18.2% 2 ... 45.5% 5	18.2% 2 18.2% 2 45.5% 5
					Grade 3	All Teachers	All Courses	All Students	All Performance Levels	18	... 50.0% 9	33.3% 6 50.0% 9
					Grade 4	All Teachers	All Courses	All Students	All Performance Levels	16	37.5% 6 50.0% 8	18.8% 3 62.5% 10
					Grade 5	All Teachers	All Courses	All Students	All Performance Levels	10	30.0% 3 30.0% 3	20.0% 2 40.0% 4

%   %

est title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total	
-Ready Reading	2022-23	Fall	All Networks	Prescott	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	100	40.0% 40 24.0% 24 18.0% 18
		Midyear	All Networks	Prescott	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	78	29.5% 23 29.5% 23 16.7% 13
		Spring	All Networks	Prescott	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	103	27.2% 28 16.5% 17 33.0% 34

0%   20%   40%   60%   80%   100%
%

* Assessment window for Spring still open and waiting to finalize completion

- [SIPPS Implementation Tool](#)

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

- **SIPPS Implementation Observation Tool** determined that tutors on site received an average score of 1.5/3 on the following indicators:
  - 8A-using verbal prompts and cues as embedded in the curriculum
  - 9A-lesson pacing is aligned with lesson scope
  - 10-use correction routines as intended
  - 11A-students are chorally responding and hold the cognitive load in activities
- **iReady reading** - overall growth of 1% from Fall to Midyear and 28% growth from Fall to Spring (with 33% of students not assessed as of yet)
- **SIPPS Mastery Test**- students at Target Lesson
  - Kinder - 27.8% on track, 27.8% approaching
  - Grade 1- from 75% approaching to 86.7% approaching
  - Grade 2 - from 90.9% approaching to 81.8% approaching

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

SIPPS % At Target Lesson

2022-23	SIPPS % At Target Lesson	October	All Networks	Prescott	Grade 1	All Students	All Teachers	16
					Grade 2	All Students	All Teachers	11
					Grade 3	All Students	All Teachers	14
					Grade 4	All Students	All Teachers	11
					Grade 5	All Students	All Teachers	5
		April	All Networks	Prescott	Grade K	All Students	All Teachers	18
					Grade 1	All Students	All Teachers	15
					Grade 2	All Students	All Teachers	11
					Grade 3	All Students	All Teachers	15
					Grade 4	All Students	All Teachers	10
					Grade 5	All Students	All Teachers	4

Bar chart values:
- Grade 1 (Oct): 75.0%, 12.5%, 12.5%
- Grade 2 (Oct): 90.9%, 9.1%
- Grade 3 (Oct): 28.6%, 71.4%
- Grade 4 (Oct): 100.0%
- Grade 5 (Oct): 20.0%, 80.0%
- Grade K (Apr): 27.8%, 27.8%, 16.7%, 27.8%
- Grade 1 (Apr): 86.7%, 13.3%
- Grade 2 (Apr): 81.8%, 9.1%, 9.1%
- Grade 3 (Apr): 46.7%, 26.7%, 26.7%
- Grade 4 (Apr): 20.0%, 80.0%
- Grade 5 (Apr): 50.0%, 25.0%, 25.0%

5. What changes are needed, if any, as the school site enters into year three?

- Hiring of early literacy tutors to fulfill job expectations
- Continue to provide professional development for EL Ed (reading strategies, GLAD strategies)
- Provide more opportunities for data analysis and how it informs instruction (SIPPS Mastery Test) during PD and/or PLCs
- Phasing out the coaching position towards a teacher on special assignment to support with foundational skills and fulfill job expectations
- Additional time for students after school to support their literacy needs
- Establishing a culture where foundational skills are prioritized within schedule and supported by teachers to ensure all students are receiving their small group instruction on a daily basis

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

[Hoover Root Cause Analysis](#)

[Literacy Action Plan](#)

[EOY Analysis Presentation](#)

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: Hoover Elementary

1. **The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).**

   a. By May 2022, provide explicit, systematic phonics instruction by implementing consistent, aligned instruction in SIPPS in grades K-3.
   b. By May 2023, provide explicit tier 1 reading instruction to increase background knowledge, vocabulary development and grade level text-based verbal reasoning in grades K-3.
   c. By May 2024, create a sustainable school-wide ELA program in grades K-3 that includes leveled SIPPS groups and strong tier 1 reading instruction (focusing on background knowledge, vocabulary development and grade level text-based verbal reasoning).

2. **The actions the LEA and school site have taken to progress toward those goals in year two of the grant.**

   In year 2, we have worked on our tier 1 instruction and supports for students to access grade level reading, while sustaining our SIPPS practices we launched last year.

   PD Topics grounded in tier 1 reading program/ EL Education:
   - Language Dives: Using text to build understanding of text, develop vocabulary, use language proficiently and build background knowledge
   - Analyzing student output- speaking and writing- about grade level text using the focal indicator tool
   - Conversation cues, discussion protocols, group work norms
   - Using scripting to get information about what students understand
   - Supporting text understanding and language output with visuals and frames
   - Aligning on GLAD strategies to support students to access text, build background knowledge and develop language and vocabulary skills
   - Foundations of becoming skilled readers with an emphasis on fluency and reading practices

   Coaching Support:
   - Weekly meetings, analyzing data and keeping up with pacing/ curriculum
   - Observation and feedback
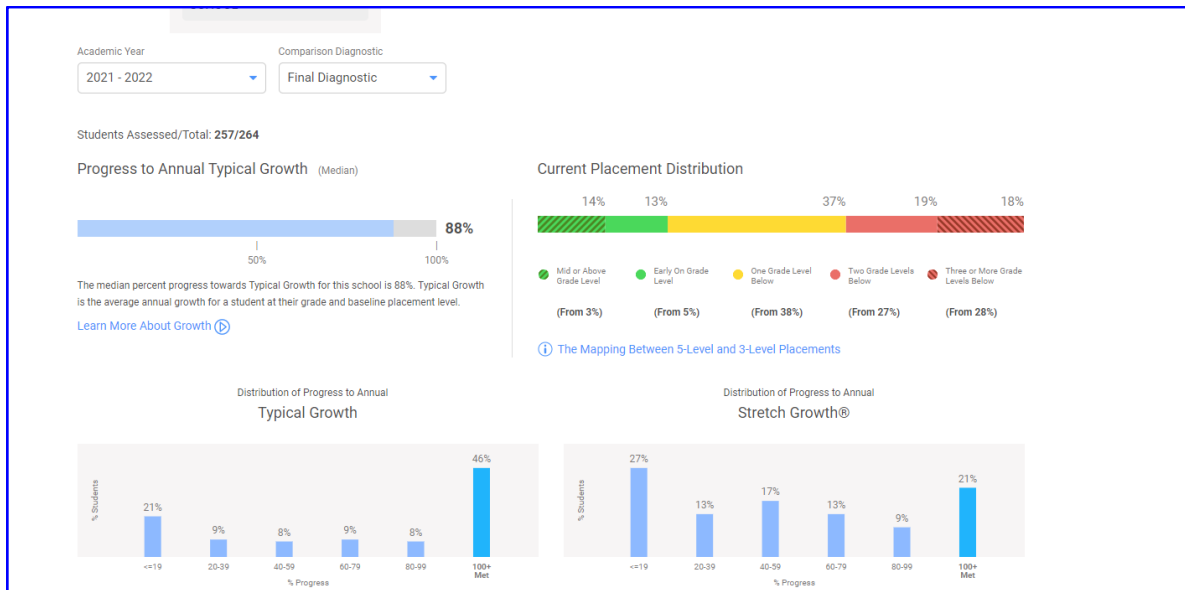   - Modeling strategies

- Co-planning, co-teaching, co-observing peers

PLC/ Professional learning practices:
- Regular walkthroughs that inform school-wide practices and with individual feedback
- Grade level collaboration, time to unpack curriculum
- Teachers practicing new skills and getting feedback
- Modeling from coaches and from peers
- Systems for peer observation (within Hoover and at outside schools)
- Regular formative data analysis
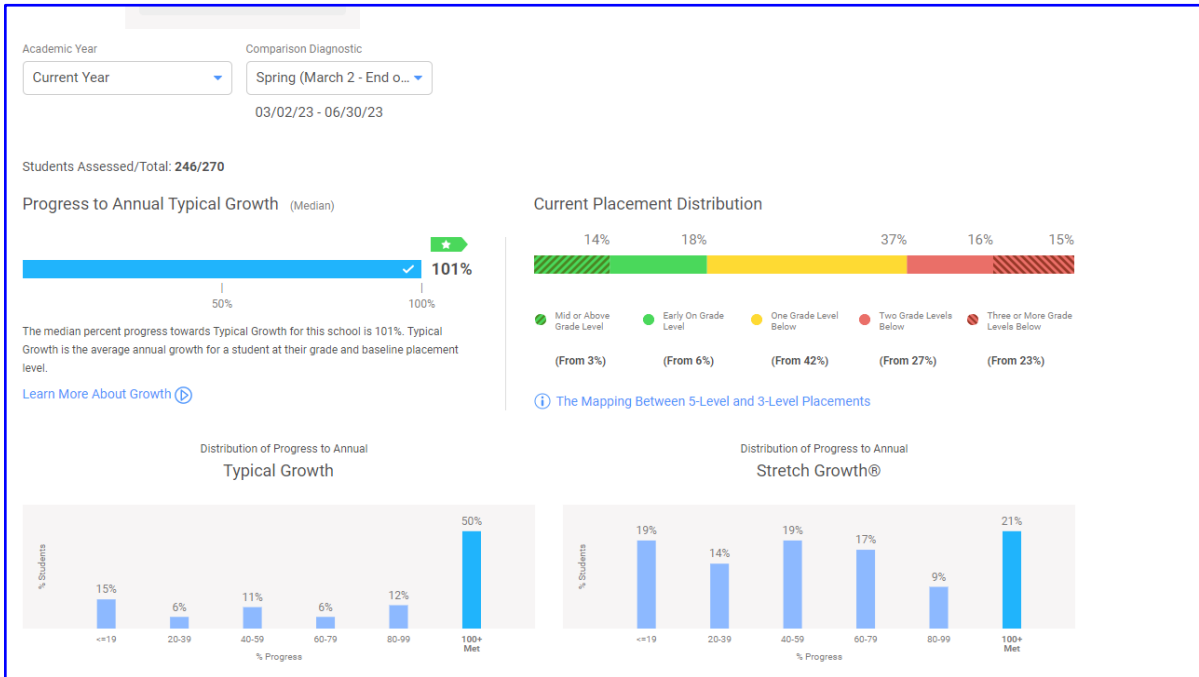- Data conferences with leadership, analyzing data and naming next steps

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

IREADY GROWTH YEAR 1 (2021-22) vs YEAR 2 (2022-23)

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Academic Year: Current Year
Comparison Diagnostic: Spring (March 2 - End o...)
03/02/23 - 06/30/23

Students Assessed/Total: **246/270**

Progress to Annual Typical Growth (Median): 101%

The median percent progress towards Typical Growth for this school is 101%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

14%	18%	37%	16%	15%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 3%)	(From 6%)	(From 42%)	(From 27%)	(From 23%)

The Mapping Between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth

Distribution of Progress to Annual Stretch Growth®

% Passing SIPPS at Target Lesson - September 2021

Grade K	All Students	All Teachers	46	100.0%
Grade 1	All Students	All Teachers	36	41.7% / 16.7% / 41.7%
Grade 2	All Students	All Teachers	35	25.7% / 14.3% / 60.0%
Grade 3	All Students	All Teachers	49	34.7% / 65.3%
Grade 4	All Students	All Teachers	46	37.0% / 63.0%
Grade 5	All Students	All Teachers	44	50.0% / 50.0%

% Passing SIPPS at Target Lesson - September 2022

Grade K	All Students	All Teachers	41	100.0%
Grade 1	All Students	All Teachers	49	18.4% / 26.5% / 20.4% / 30.6%
Grade 2	All Students	All Teachers	35	11.4% / 34.3% / 14.3% / 40.0%
Grade 3	All Students	All Teachers	43	34.9% / 20.9% / 14.0% / 30.2%
Grade 4	All Students	All Teachers	51	64.7% / 35.3%
Grade 5	All Students	All Teachers	44	61.4% / 38.6%

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

% Passing SIPPS at Target Lesson - April 2022

Grade K	All Students	All Teachers	46	32.6%	17.4%	43.5%
Grade 1	All Students	All Teachers	36	41.7%	22.2%	27.8%
Grade 2	All Students	All Teachers	35	22.9% / 25.7%	48.6%	
Grade 3	All Students	All Teachers	49	34.7%	16.3%	49.0%
Grade 4	All Students	All Teachers	46	37.0% / 23.9%	13.0%	26.1%
Grade 5	All Students	All Teachers	44	50.0%	50.0%	

% Passing SIPPS at Target Lesson - April 2023

Grade K	All Students	All Teachers	45	15.6%	71.1%	
Grade 1	All Students	All Teachers	54	33.3% / 37.0%	9.3%	18.5%
Grade 2	All Students	All Teachers	36	11.1% / 44.4%	41.7%	
Grade 3	All Students	All Teachers	40	37.5% / 22.5%	35.0%	
Grade 4	All Students	All Teachers	50	66.0%	26.0%	
Grade 5	All Students	All Teachers	45	64.4%	11.1%	17.8%

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Significantly more students are exempt from SIPPS in 3rd-5th grades this year, and we begin the 2022-23 school year with many more students both exempt and passing (either at or below target lesson) Mastery Tests in September, compared with September 2021.

On iReady Reading the number of students scoring Mid-Above increased from 10.3% in Fall 2022 to 30.4% in Spring 2023. 49.7% of students moved benchmark bands from Fall 2022 to Spring 2023. 56.4% of students met typical growth from Fall 2021-Spring 2022, and this year 56.9% of students met typical growth.

Comparing end of year SIPPS data shows a significant reduction in percentage of students not passing SIPPS. Kindergarteners not passing in 2022 decreased to under 13%. First graders not passing SIPPS reduced from 22.2% to 9.3%. Second graders not passing SIPPS went from 48.6% to 2.8%. Third graders not passing SIPPS went from 14% to 5%. Fourth graders not passing SIPPS went from 13% to under 8%. Overall, this can be attributed not only to adherence to strong SIPPS routines and implementation, but also more alignment between students' assessments and their groups/lessons. In other words, regardless of the level of each student, they are more aligned with their ability level than before. Consistent testing and moving students between groups makes these improvements possible.

5. What changes are needed, if any, as the school site enters into year three?

> Regular collaboration times for teachers and tutors to flexibly move students among groups, so that students are being instructed at a correct level without barriers to access. Teachers and tutors may be able to focus on more comprehensive testing so all students are being assessed consistently, ensuring our data is as accurate as possible.

Professional Development occurs primarily in Professional Learning Communities differentiated by grade level band.

Track El Ed Module Assessment data to measure progress of vocabulary instruction and backwards plan units from End of Module Performance Tasks.

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: <mark>Horace Mann Elementary School</mark>

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

1) 80% of K-3 students will read grade level high frequency words and fluently decode grade

level text as measured by our professional development calendar, Coaching Cycles, iReady

Diagnostic, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words)

Mastery tests and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments by

May 2024

2) 80% of students are able to read and comprehend grade level text as measured by iReady

Diagnostic and Oral Reading Fluency assessments by May 2024.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

- Created a clear scope and sequence for school wide Word Study instruction.
- Consistent mastery tests given to students to monitor progress.
- Extra days built into the word study cycle to support students who are not passing mastery tests.
- Provide professional development for teachers around foundational skills and vocabulary instruction to build their capacity.
- Support teachers to have vocabulary word walls in their classrooms that align to their ELA Unit.
- Requested the Literacy Department to identify the focal tier 2 and tier 3 vocabulary words for each language arts module

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Key	
PA	Phonological Awareness

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Implementation Year 2: 2022–23

P	Phonics
HFW	HIgh Frequency Words
Voc	Vocabulary
Comp Lit	Comprehension: Literature Text
Comp Info	Comprehension: Informational Text

iReady Data 2021-2022

	Mid to Above	Early On	1 yr Below	2 yrs Below	3+ yrs Below
Overall	9%	12%	37%	22%	19%
PA	68%	8%	16%	9%	0%
P	29%	5%	26%	19%	21%
HFW	59%	5%	19%	10%	7%
Voc	9%	15%	34%	25%	17%
Comp Lit	13%	13%	32%	22%	21%
Comp Info	13%	13%	29%	23%	23%

iReady Data 2022-2023

	Mid to Above	Early On	1 yr Below	2 yrs Below	3+ yrs Below
Overall	8%	19%	41%	15%	18%
PA	68%	10%	16%	6%	0%
P	34%	11%	28%	13%	14%
HFW	56%	10%	22%	5%	7%
Voc	11%	13%	43%	17%	15%

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Comp Lit	15%	14%	37%	13%	22%
Comp Info	12%	14%	37%	14%	23%

In the vocabulary domain

Vocabulary Domain 2021-2022

Diagnostic	Mid to Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
BOY	5%	7%	26%	32%	30%
EOY	9%	15%	33%	24%	20%

Vocabulary Domain 2022-2023

Diagnostic	Mid to Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
BOY	5%	5%	32%	37%	21%
EOY	12%	12%	44%	18%	16%

SIPPS Data 2022-2023

of Students who tested out or completed SIPPS

	2021-2022	2022-2023
BOY	25	39
EOY	39	63

Growth	14 kids	24 kids

SIPPS Data showing highest Mastery Test passed K-3rd
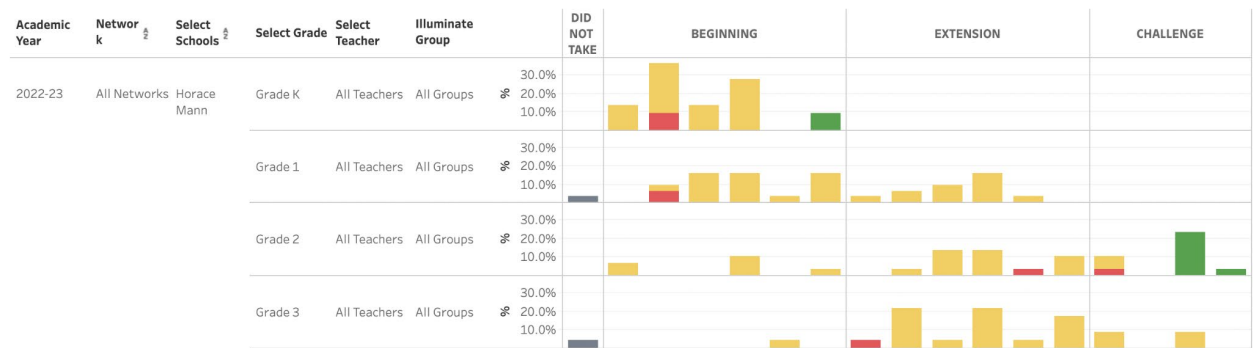
4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

- Kinder students made significant progress this year in letter recognition to be SIPPS ready as a result of targeted small group instruction with our Early Literacy Tutor. The teacher, admin and/or tutor met weekly to identify focal students and letters students needed to learn. As soon as students learned their 20 letters, they were placed into a SIPPS group to strengthen their letter/sound knowledge.
- Second grade students also made significant progress in High Frequency words with 64% of the students scoring at early - mid grade level. Small group instruction happened daily with lessons tailored to the needs of the students. Some students received guided reading instruction and others received word work instruction.

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Implementation Year 2: 2022–23

- We made some good growth in the vocabulary domain of iReady over the 22-23 school year. From BOY to EOY we grew from 58% of students at two or more grade levels below to 31%. And we grew from 10% of students early on to above grade level to 24%. This can be attributed to the strong focus throughout the year on using the strategy of Context Clues to identify the meaning of unfamiliar words. At the beginning of the year, we did a professional development on using Context Clues in collaboration with our core curriculum and teachers used the vocabulary slides provided by the district to create themed vocabulary walls.
- We were able to begin our SIPPS groups the 2nd week of school and the blocked, dedicated time for the lessons was protected for the majority of the year. When teachers were absent, there was enough staff to fill in and teach the SIPPS lessons so that students had continuous instruction.

5. What changes are needed, if any, as the school site enters into year three?

- We have a growing group of students who have completed the SIPPS curriculum and have been using SIPPS time as independent work time to work on iReady MyPath. That number will continue to grow next year and we want to utilize one or two teachers to work with those students during SIPPS time so they are able to apply their word study knowledge to writing.
- Additional support for vocabulary instruction is needed in this final year of ELSB. We will work with our District Literacy Department to identify a way to measure student growth in vocabulary throughout the year. We will support teachers to use the strategy of using Context Clues earlier in the year so that students have more opportunities to practice. We will also conduct observations and provide teachers with feedback around vocabulary instruction specifically.

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: Markham Elementary

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

By June 2022, we will improve in implementing explicit, systematic Word Recognition instruction with consistency (every K-2nd student receives 30 minutes daily) by providing protected foundational skill time, curriculum, and training/support for teachers as measured by instructional schedules, student group trackers, PD agendas, and leadership walk-through observations.

By the end of May 2022, we will improve in monitoring and analyzing student data, by conducting regular progress monitoring of students and monthly PLCs focused on data analysis, as measured by our monthly PLC agendas, data tracking tools, data analysis protocols, and 'next steps' logs.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

   Integrated ELD from district provided digital lesson plan resources

   9/21/22: Planning and Practice SIPPS PD onsite; classroom teachers formed differentiated groups for daily SIPPS instruction.

   10/5/22: SIPPS Problem of Practice Consultancy PD onsite

   10/19/22: Planning and Practice Designated ELD; Language Dives with Able (Network Partner)

   11/2/22: SIPPS Mastery Tests (Grades K-5) Teacher/Principal/TSA Check-ins

   1/18/23: (Grades K-2) SIPPS Fluency

   1/25/23: (Grades K-2) SIPPS Application to Writing

   3/1/23: (Grades K-2) Literacy Centers; Central OUSD PD for Grades 4-5) SIPPS Plus PD

   4/19/23: SIPPS Data Analysis- Newcomer SIPPS EL status data & iReady Data share

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

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Implementation Year 2: 2022–23

Monthly SIPPS Mastery Testing Data for Grades 1-5; DIBELS assessments for Letter Naming Frequency, Phoneme Segmentation Fluency, Nonsense Word Fluency [for students below grade level], and iReady ELA Diagnostic.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

   Markham Task Card: Stages of ELD Implementation and Re-classification Data Analysis document reveals:

   - . *Markham ELLs are reclassifying at a higher rate than any year since 2018:* 16% District Reclassification Goal; 1.4% in 19-20 %age; 0% in 20-21; 5.6% Markham 21-22 %age; *This is SIGNIFICANTLY BETTER THAN ANY YEAR SINCE 2018*

   - ELLs making accelerated growth in reading: 32% of ELLs on track to meet Stretch Goals; 38% of EOs on track to meet Stretch Goals; 25% of IFEPs (Initially Fluent English Proficient) on track to meet Stretch Goals; 100% of RFEP (Reclassified as Fluent English Proficient) on track to meet Stretch Goals; *Stretch Goals* demonstrate ELLs growing about 1.5 years in 1 year time. These goals are designed to monitor ELLs growth at a pace that will prepare them for reclassification.

   - iReady Diagnostic Assessment ELA growth over 2023-24' School Year Analysis
     - Grades K-5 Reading Growth for Target Groups as measured by iReady Reading Diagnostic from beginning of year to Mid YearDiagnostic
       - *32% of Students School-Wide Made Typical Expected Growth in Reading mid-year; (OUSD average was 31%)*
       - *36% of Black Students School-Wide Made Typical Expected Growth in Reading mid-year; (OUSD average was 29%)*
       - *28% of Latinx Students School-Wide Made Typical Expected Growth in Reading mid-year; (OUSD average was 29%)*
       - *27% of English Learners Students School-Wide Made Typical Expected Growth in Reading mid-year; (OUSD average was 27%)*
     - Grades K-5 Reading Growth as measured by iReady Reading Diagnostic from Beginning of Year to End-fo-Year 2022-23'
       - *23% points Growth <u>Overall School-Wide</u> from 30% BOY to 53% at EOY* of students One Grade Level Below and Early on Grade Level
       - *11% points Growth <u>Overall</u> from 2% BOY to 13% at EOY* of students Early/Mid/At or Above Grade level

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Implementation Year 2: 2022–23

- *37% points Growth <u>Overall</u> from 3% BOY to 40% at EOY* of students Early/Mid/At or Above Grade level in **Kindergarten**; half of which are ELs in 50/50% Spanish English class
- *47% points Growth Overall reduction from 70% BOY to 23% at EOY* of students One Grade Level Below or Above Grade level at **1st Grade;** Growth from 0% to 6% Early On Grade Level; half of which are ELs in 50/50% Spanish English class;
- *42% points Growth <u>Overall</u> from 14% BOY to 56% at EOY* of students One Grade Level Behind and At Grade Level in **Kindergarten**;; Growth from 0% to 9% Early On Grade Level half of which are ELs in 50/50% Spanish English class
- Median percent progress towards Typical Growth for Markham is 85%. Typical Growth is the average annual growth for a student at their grade and placement level.

5. What changes are needed, if any, as the school site enters into year three?

- Monthly SIPPS PD training with Data Driven Decision-Making for new and legacy staff members from the onset of the 23-24 school year
- Additional once a month weekly PLC grade level team meetings dedicated to SIPPS progress monitoring and stay on target for 100% monthly Mastery Testing for all eligible students
- Additional once a month PLC grade level team meeting focusing on improving SIPPS instruction/ training for differentiated group support
- Training with new technology to administer high quality digital learning experiences with SIPPS curriculum for increased student engagement
- Once a trimester PD for staff on the Science of Reading for school-wide applications articulation to build the foundation for a school-wide ongoing practice to become a cultural cornerstone of a 'Markham-Way' of academic culture

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: <mark>Global Family Elementary</mark>

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Provide systematic foundational skills/word recognition instruction.

By May 2022, we will build the capacity of staff to provide aligned, systematic phonics/PA/HFW instruction as measured by PD calendar, PD cycle planner, PLC note catcher, coaching schedule, intervention/small group schedule, and data talks.

Provide explicit vocabulary instruction.

By May 2023, we will improve small group instruction through support for and professional development of high-leverage vocabulary building routines as measured by a faculty-developed rubric for students' application of vocabulary during student talk, instructional rounds and teacher self-assessment of Oakland Effective Teaching Framework indicators related to vocabulary lesson planning/instruction (i.e., Domain 1: Planning & Preparing Rigorous

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

-School wide SIPPS implementation
-K-2 Heggerty Implementation
-SIPPS training happened
-K-2 i-Ready student growth in phonological awareness
-K-2 Scope and sequencing implementation
-Spanish training and implementation of Spanish reading intervention program
Bookshop Fonética - SIPPS
-Vocabulary PD cycles
-GLAD PD cycle

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)
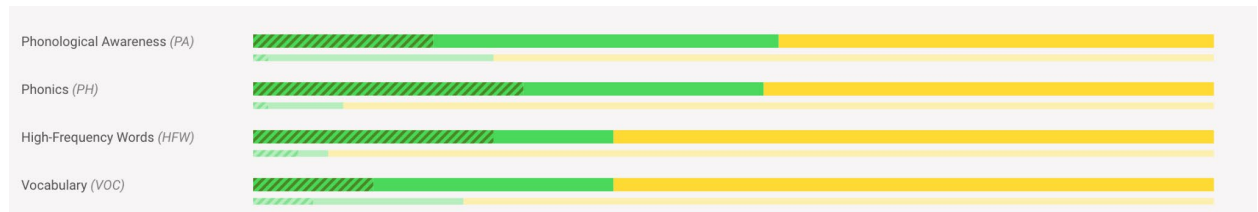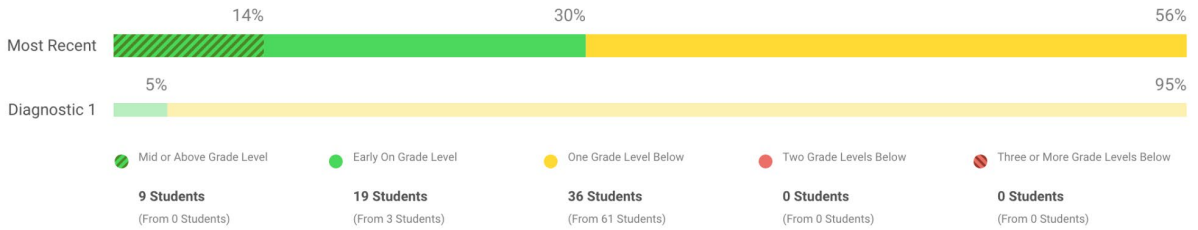
Early Literacy Support Block Grant Annual Report
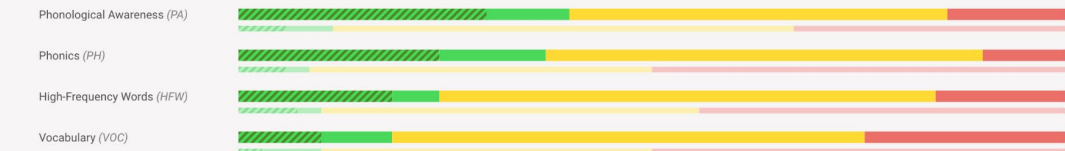# Implementation Year 2: 2022–23

Kindergarten iReayd Data
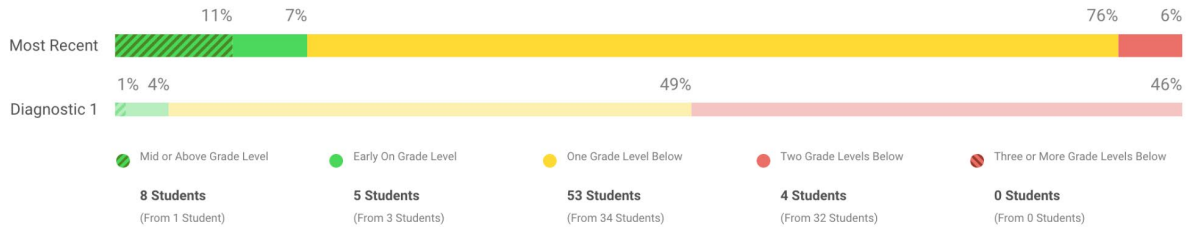
Overall Placement

Students Assessed/Total: **64/69**

	14%	30%	56%
Most Recent			

	5%		95%
Diagnostic 1			

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
9 Students	**19 Students**	**36 Students**	**0 Students**	**0 Students**
(From 0 Students)	(From 3 Students)	(From 61 Students)	(From 0 Students)	(From 0 Students)

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

1st Grade iReady Data

▼ **Placement by Domain**

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Overall Placement

Students Assessed/Total: **70/77**

	11%	7%	76%	6%
Most Recent				

	1% 4%	49%	46%
Diagnostic 1			

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
8 Students	**5 Students**	**53 Students**	**4 Students**	**0 Students**
(From 1 Student)	(From 3 Students)	(From 34 Students)	(From 32 Students)	(From 0 Students)

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Implementation Year 2: 2022–23

2nd grade iReady
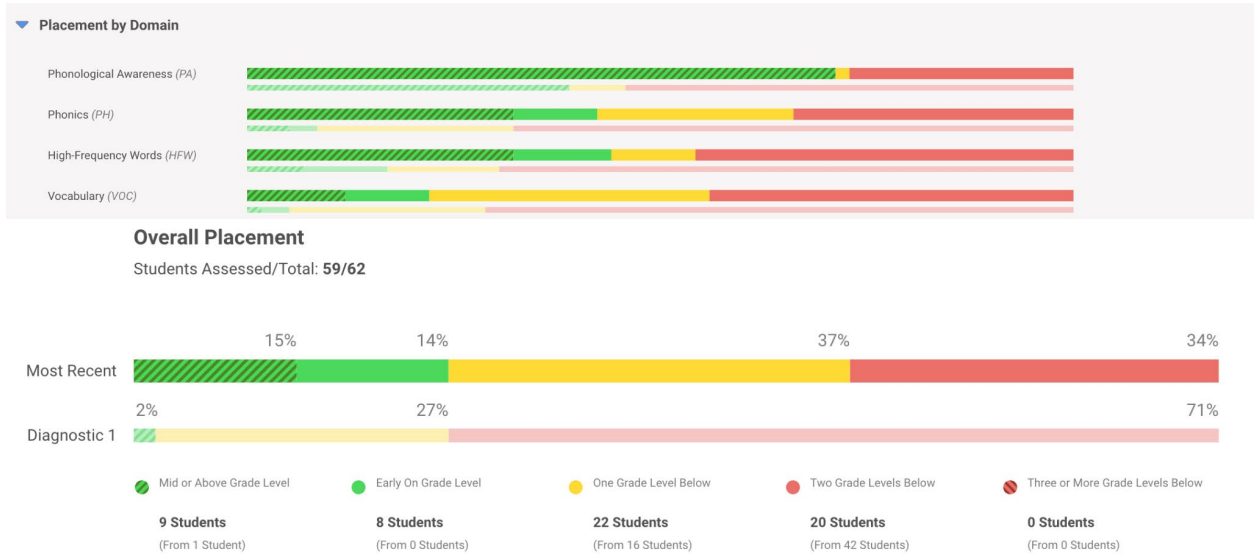
Placement by Domain

Phonological Awareness *(PA)*	
Phonics *(PH)*	
High-Frequency Words *(HFW)*	
Vocabulary *(VOC)*	

Overall Placement
Students Assessed/Total: **59/62**

	15%	14%	37%	34%
Most Recent				

	2%	27%	71%
Diagnostic 1			

◐ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
9 Students	8 Students	22 Students	20 Students	0 Students
(From 1 Student)	(From 0 Students)	(From 16 Students)	(From 42 Students)	(From 0 Students)

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

The iReady data ahs demonstrated growth, but we notice there is still a large number of studnet in yellow. We believe that stronger Tier 1 instruction will have the potential of decreasing the yellow strand.

Teachers and tutors implemented SIPPs consistently throughout the year. In the last iReady diagnostic that the students completed shows significant academic growth in the phonics domain.

We continued to implement Heggerty for a second consecutive year, and it has resulted in a positive growth in phonological awareness.

During the last trimester of the 2022-2023 school year, we provided our teachers with a GLAD PD cycle focused on strategies to improve student vocabulary and enrich the instruction during the lesson.

5. What changes are needed, if any, as the school site enters into year three?

After School Reading Program

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Implementation Year 2: 2022–23

Student Talk: Linking vocabulary to student talk
SIPPS implementation: Refine schedules and logistics
School wide GLAD strategy focus in classrooms for vocabulary instruction
Parent Workshops
MAM parent support
Dedicated Spanish Language Development program/manual that provides explicit guidance for TK-3 teachers

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: New Highland Academy (Highland Community School)

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

   - 1. Data Analysis and Progress Monitoring
   - 2a. Instruction and PD: Decoding
   - 2b. Instruction and PD: Comprehension
   - 3. Multi-Tiered Systems and Supports (MTSS)

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

   - 1. PLC agendas align with the District's Assessment Calendar; weekly analysis of student data; identified focal standards and focal students that were monitored
   - 2a. Provided the 2nd grade team with an extended contract to plan, prep and analyze SIPPS lessons/student data; provided targeted coaching of phonics instruction to K-2 teachers; modeled SIPPS instruction
   - 2b. All k-2 teachers set up research reading libraries used to support module themes
   - 3. Provided accelerated SIPPS groups for kindergarten and 1st grade; letter group interventions in grades K-2

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

   - ELA i-Ready Diagnostic (EOY results)

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

   - Overall trend - low growth, low achievement
   - Overall, we are not making enough accelerated progress toward our goals in K-3 but there are some bright spots
   - K-2 tutors were assigned to each class to support students during independent work time
   - Kindergarten - all kindergartners were receiving small group foundational skill instruction by December 6; we will not need a 1st grade Letter ID intervention group due to the strong instruction in kindergarten; strengthened independent work time to ensure all students were engaged in meaningful practice opportunities
   - 1st grade - we will not a 2nd grade Letter ID intervention group (as we have in the past) due to intentional Letter ID intervention
   - Provided accelerated SIPPS groups for kindergarten and 1st grade

5. What changes are needed, if any, as the school site enters into year three?

   - Provide extended contracts to all K-2 teachers to support their planning, prepping, and analysis of SIPPS lessons and data
   - Use SIPPS materials to drive independent work time in order to increase opportunities for independent practice of skills students are learning
   - Master Schedule driven by small groups so that teachers are only responsible for teaching two small groups as opposed to three as in previous years

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions.

Eligible Participating School #1: <mark>Lockwood STEAM Academy</mark>

1. The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

   A. Provide explicit, systematic foundational skills across classrooms.
   B. Improve collection of valid, predictive and reliable literacy data.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

   A. Created and implemented a schedule where 95% of K -3 students received SIPPS instruction 4-5 times per week for 30 minutes in small groups.
   B. Observed and provided feedback around SIPPS instruction/implementation to SIPPS teachers.
   C. Met weekly with OUSD Network 4 Early Literacy Coach to focus on foundational skills instruction including SIPPS and Heggerty.
   D. Provided professional development 4-5 times per year emphasizing foundational skills instruction and intervention including SIPPS and Heggerty.
   E. We used DIBELS(ORF, NWF, PSF) and Letter Name Identification to progress monitor monthly for those students that score 1 or more years below on the i-Ready Reading Diagnostic.
   F.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

   i-Ready Ready - Percentage of students who grew 1 or more performance bands from Fall to Spring

Academic Year	Admin name	Select Network	Select School	Select Grade	Select Fall Diagnostic Level	Select Teacher	Select Group	Total Students	Improved Placement" or "% Me graph and click on the ascending
2022-23	Fall-Spring	N4	LSA	Grade K	All Performance Levels	All Teachers	All Students	82	45.1%
				Grade 1	All Performance Levels	All Teachers	All Students	84	48.8%
				Grade 2	All Performance Levels	All Teachers	All Students	83	50.6%
				Grade 3	All Performance Levels	All Teachers	All Students	105	41.9%
				Grade 4	All Performance Levels	All Teachers	All Students	110	38.2%
				Grade 5	All Performance Levels	All Teachers	All Students	92	43.5%

0.0%

% Improved Placement

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Implementation Year 2: 2022–23

Students at grade-level in Spring 2022 and Spring 2023 on I-Ready

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total	
i-Ready Reading	2021-22	Spring	Network 4	LSA	All Course Types	All Courses	Grade K	All Students	All Teachers	Overall Reading	73	23.3% 17 / 43.8% 32 / 24.7% 18
							Grade 1	All Students	All Teachers	Overall Reading	77	68.8% 53
							Grade 2	All Students	All Teachers	Overall Reading	101	25.7% 26 / 57.4% 58
							Grade 3	All Students	All Teachers	Overall Reading	114	31.6% 36 / 35.1% 40
	2022-23	Spring	Network 4	LSA	All Course Types	All Courses	Grade K	All Students	All Teachers	Overall Reading	98	29.6% 29 / 53.1% 52
							Grade 1	All Students	All Teachers	Overall Reading	89	19.1% 17 / 67.4% 60
							Grade 2	All Students	All Teachers	Overall Reading	87	43.7% 38 / 37.9% 33
							Grade 3	All Students	All Teachers	Overall Reading	113	32.7% 37 / 33.6% 38

0% 20% 40% 60% 80% 100%
%

Literacy Action Plan Goals	Examples of our Success
Goal 1: Provide explicit, systematic foundational skills across classrooms.	SIPPS Implementation (K-2: 100% 3-4: sporadic) Heggerty instruction in all K-2 classrooms 4-5/week DIBELS data increase for some i-Ready data increase
Goal 2: Improve collection of valid, predictive and reliable literacy data.	Collecting i-ready data (3/year for K-5) SIPPS Mastery Tests (1+/month) DIBELS collections Data Analysis/Data Conferences 2x/year
Goal 3: Increase family engagement surrounding literacy	Literacy Night Monthly Reading Challenges

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

   Letter Name Identification -

   100% of kindergarten students received SIPPS instruction 4-5/week

   79.9% of kindergarten students were SIPPS ready; 43.3% mastered letter name identification

   DIBELS

   i-Ready Reading Diagnostic

   45.1% of students in Kindergarten, 48.8% of 1st graders and 50.6% of 2nd graders grew 1 grade level or more.

   Growth fron Spring 2022 to Spring 2023 Early or mid-above grade level:

Grade	Spring 2022	Spring 2023
K:	31.5%	43.9%
1:	16.9%	23.6%
2:	16.8%	17.2%
3:	9.6%	18.6%

   Based on growth from the previous school year, the work we have been doing with Early Literacy has increase students' foundational skills and has resulted in more students scoring at grade level in reading.

   What changes are needed, if any, as the school site enters into year three?

   We need more grade-level collaboration time to have teams look at and analyze data to determine the best instructional decisions. Have our Early Literacy coaches focus on professional development, observations and feedback to strength foundational skill instruction with teachers and tutors. Provide regular planning time and clear expectations for small group instruction. Have peer observations (using checklist) to allow teachers to observe and provide feedback to each other and keep each other accountable.