

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

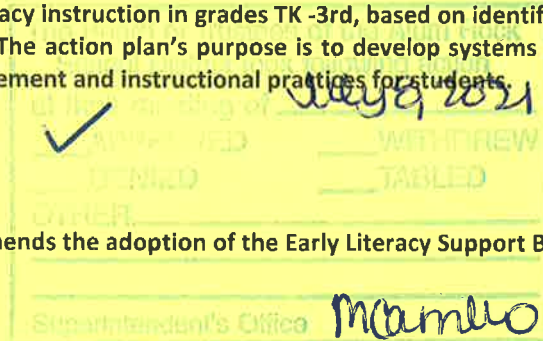
To the Board of Trustees:

Date: June 21, 2021

Subject: Adoption of Early Literacy Support Block Grant, Literacy Action Plan

Staff Analysis: CDE has awarded Aptitud Community Academy at Goss a three year grant in the amount of \$613,140. To support the acceptance of these funds the school has developed a three year Literacy Action Plan. The purpose of the grant and supporting action plan is to improve literacy instruction in grades TK -3rd, based on identified needs within the Aptitud community. The action plan's purpose is to develop systems to support teacher learning, family engagement and instructional practices for students.

Recommendation: Staff recommends the adoption of the Early Literacy Support Block Grant, Literacy Action Plan



Submitted by: Dr. Dianna Ballesteros

Title: Director, Early Learning

Approved by: Rene Sanchez *RS*

Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: July 8, 2021
Regular Board Meeting

Recommend Approval

5.03

Agenda Placement

Hilaria Bauer
Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Andres Quintana Seconded by: Linda Chavez

Approved: 5 Not Approved: 0 Tabled: 0

WSEarly Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The *ELSB Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template* and *Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1-4 (One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

Statute: <https://www.cde.ca.gov/od/ps/elsbqranisb98.asp>

LEA/District: Aptitud Academy/ Alum Rock Union SD

LEA/District Contact/Project Director: Dr. Ballesteros

Site(s): Aptitud Academy K-8

Site Administrator(s): Ms. Jensen, Principal and Mr. Manluco, Assistant Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Mr. Le	Kindergarten
Ms. Ochinerio	1st
Ms. Korten	2nd
Ms. Mooring	3rd
Ms. Jensen	Principal
Mr. Manluco	Assistant Principal
Dr. Ballesteros	Early Learning Coordinator (DO)

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)
(Insert additional rows as needed.)

Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advance	ESGI Foundational Skills and High Frequency words
	Language Comprehension	Benchmark Advance	Benchmark Level Screener,
	English Language Development	Benchmark Advance	FastBridge Reading (3rd grade only)
Tier 2: Targeted, Supplemental Supports		Reading Partners (reading tutors)	STAR Reading
		City Year Extended Learning Time	
		Springboard	
Tier 3: Intensive, Individualized Supports		Academic SST	

[Link to Grades TK/K-3 Master Instructional Schedule](#)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	We met with staff, our school site council and parent groups to ensure that we shared and gathered necessary input around the proposed actions tied to this literacy grant. To prepare, the school administrator and district lead created a slide deck to walk stakeholders through our process. It included data, the professional learning work that our site team has engaged in, and an overview of our data collection and root cause analysis. The admin also solicited feedback from stakeholders to see if there was additional information or perspectives to bring to the work. It was found that there was an interest in ongoing parent trainings and workshops to equip parents with the tools to continue literacy work with their students. Another common theme was the ask for all programming, during school, summer school and after school programs to be offered in-person vs virtual. To combat low turnout at the informational feedback session a virtual survey was also sent out to engage more parents in giving feedback regarding the literacy work.	<u>Slidedeck</u> <u>Staff meeting notes</u> <u>School Site Council Meeting Agenda/Notes</u> <u>Parent Survey</u>
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in	Our literacy team dug into the data through a slide presentation detailing student performance across various measures (such as CAASPP, iReady FastBridge, leveled screener) and the advised DIBELS assessment from the ESLB. The investigation prompted the team to investigate achievement across defined target subgroups on the variety of performance assessments adopted by the district, which included i-Ready benchmarks, FastBridge benchmarks, reading levelers through Booknook and the Benchmark Leveled Screener, and DIBELS.	<u>Fishbone, slide deck with B. Campbell (ARUSD)</u> <u>Fishbone Jamboard</u>

grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	We discovered that students were in two camps, whole word readers and struggling readers. Upon further analysis of the 'successful' readers as measured by the district assessments, we found that there were gaps in their foundational knowledge and application of word analysis skills, for example on the nonsense word test. While there was a subset of students that were 'reading' by reading level standard they lacked some of the minute skills that lead to a stronger foundation and ability to segment and manipulate at the multisyllabic level. After the investigative collaboration around various data points, we isolated our root cause in the linked fishbone Jamboard into three main fishbone categories 1) letter sounds and blending for word attack and 2) vocabulary knowledge and 3) acquisition to support reading comprehension.	
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy	Overall, the team was in thorough agreement about the needs of students and the lack of explicit implementation around instruction of early literacy skills. They acknowledged the value and need for the explicit implementation of word recognition skills outlined within the professional learning supplied by CORE. We looked to move forward with a curriculum that offered explicit, systematic instruction in phonemic awareness, letter recognition and phonological awareness to support the application of knowledge that would lead to decoding ability. A few of the recognized strengths include: uniform use of the Benchmark Advance curriculum for literacy instruction, designated ELD small group intervention time across all teachers and grades to target EL needs, and a joyful enthusiasm for stewarding the literacy work for our students, who struggle with literacy. Through the team's reflection of the strengths and weaknesses offered by our current early literacy programming, the recurring theme was that we did not have several essential elements named repeatedly in the	<u>SMART Goal and needs assessment doc</u>

instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	work led by the ELSB facilitators from Sacramento COE, CORE and Pivot. First, the current adopted curriculum, Benchmark Advance, had many gaps in terms of phonics and phonemic awareness. The team discussed that it's coverage of these areas were inconsistent. Additionally, there was not a clear scope and sequence in the progression of phonics and phonemic awareness across the grades. This has made it difficult to access student learning gaps from year to year, and hindered the team from being able to substantiate the intervention needs for each child after successive school years. Our Smarte Goals: We will improve TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggarty), giving daily practice and carefully selecting practice texts as measured by the students showing grade level mastery on Reading Foundations skills assessments (SIPPS) by June 2022. We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program (SIPPS) as measured by an fluency assessment by June 2022. We will improve TK - 3rd students' comprehension by explicitly exposing them to academic vocabulary, giving them opportunity to discuss and build oral language skills, all by carefully selecting language rich text. We will measure their comprehension of grade level text through the leveled screener by June 2024.
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal "Big Picture" Focus of improvement centered on TK/K-3 literacy instruction	2.1 Rationale "Why you chose the goal" Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence "Artifacts that back up the rationale and support why you chose the goal" Include links to supporting evidence.	2.1 Action Item(s) "Specific, timebound actions that describe how the literacy instructional program will be improved"	2.2 Metrics "How you will measure progress on actions (implementation) and/or growth (student data) and how often" Articulate plan that includes:
• Site/LEA practices or issues • Evidence-based rigorous goal	Our ongoing needs assessment conversations, combined with the root cause analysis showed inconsistent instruction around phonemic awareness and foundational skills. There were gaps in our current curriculum to allow our students adequate practice.	DIBELS data showed that while students had some letter name knowledge they lacked the skills to successfully manipulate sounds/letters to decode words. <u>DIBELS data</u> <u>Needs Assessment Link</u> <u>Root Cause Analysis</u>	• Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal We will improve TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggarty), giving daily practice and carefully selecting practice texts as measured by the students showing grade level mastery on Reading Foundational skills assessments (SIPPS) by June 2022.	• Assessment calendar that shows quarterly assessment and ongoing progress monitoring • Aligned instructional minutes for literacy block • Invoices for all purchased curriculum • Professional development agendas from bimonthly support from CORE • Monthly Grade Level Collaboration agendas • Timesheets for extended duty for teacher time • formative assessment data (foundational skills and reading level) • FastBridge Data (grade 3) • Classroom observational data collected bimonthly in connection with SIPPS implementation

Improve student Fluency and accuracy through systematic phonics instruction	Root cause analysis exposed the need for explicit instruction of phonics rules as well as a systematic scope and sequence built through the grade levels to support students with increasing retention and application	Dibels data (Nonsense word fluency and ORF accuracy) showed that students lacked understanding of phonics rules and sound/spelling relationships to accurately decode DIBELS data Needs Assessment Link Root Cause Analysis	We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an <u>explicit, research based phonics program</u> (SIPPS) as measured by an fluency assessment by June 2022.	- Assessment calendar that shows quarterly assessment and ongoing progress monitoring - Aligned Instructional minutes for literacy block - Invoices for all purchased curriculum - Professional development agendas from bimonthly support from CORE - Monthly Grade Level Collaboration agendas - Timesheets for extended duty for teacher time - formative assessment data (foundational skills and reading level) - FastBridge Data (grade 3) - Classroom observational data collected bimonthly in connection with SIPPS implementation
Provide structured Comprehension instruction and explicit academic vocabulary	Root cause conversations uncovered the language needs for our students, 62% of whom are identified as English Language Learners. We also discussed the observations that many students were not reading for meaning, therefore impacting their accuracy and correction rate when reading.	Leveled Screener data, as well as DIBELS data in 3rd grade, showed us that students were not building meaning as they read. Observational classroom data, ELPAC data led us to the conclusion that improving access to structured academic vocabulary, structured talk and improved text selection would impact their outcome on reading level assessments.	3. We will improve TK - 3rd students' comprehension by explicitly exposing them to academic vocabulary, giving them opportunity to discuss and build oral language skills, all by carefully selecting language rich text. We will measure their comprehension of grade level text through the	- Formative assessment data from curriculum (Benchmark Level Screener) - ELPAC scores - Fastbridge scores for grades 2-3 - Aligned Instructional minutes for literacy block - Monthly Grade Level Collaboration agendas - Timesheets for extended

		Leveled Screener/DIBELS data <u>Needs Assessment Link</u> <u>Root Cause Analysis</u>	leveled screener by June 2024.	duty for teacher time structured talk protocol used as found in Benchmark Advanced curriculum
2.3 Expenditures Consistent with Categories <u>Link to ELSB Budget documents.</u>				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS TO HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Specific, timebound actions describe how literacy instruction will be improved. In support of goal 1 and 2 by September 2021 we will hire a literacy coach, (paid extended duty for a teacher leader for Year 1 and a 1.0 FTE for Years 2 and 3) to focus specifically on foundational reading skills using the SIPPS curriculum. We will monitor student impact in these areas through the SIPPS	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics. As seen in our screening data and our root cause analysis, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.) A majority of our students are testing below proficiency in reading foundation skills according to our screening data (linked in the previous column). By using explicit phonics instruction (SIPPS) and becoming more targeted in our approach to data analysis, ie, using assessments to guide our instruction, students can be placed in differentiated groups based on formative data. A literacy coach will

	mastery assessments and Fastbridge Grades 2 and 3.	Linked here is our job description for the hiring of our literacy coach.	be used to facilitate data analysis collaboration and coach teachers.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA 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.	In support of Goal 1, 2, and 3 we will enroll all TK-3 teachers in CORE's Online Elementary Reading Academy by September 2021. This supports the goal by engaging teachers in evidence-based professional learning which will enable them to provide stronger instruction in reading foundations, comprehension and vocabulary. We will monitor student impact in reading foundational skills through the SIPPS diagnostic and mastery assessments. In support of goal 3, beginning in August 2023, we will work with CORE to provide implementation support and coaching around Benchmark Advanced, our adopted core curriculum. This work will be targeted to identify and implement strategic instruction of academic vocabulary and comprehension. In support of goals 1, 2 and 3 we will provide collaboration release days for our team, hiring substitute teachers to allow for extended time together. We will collaborate as a team on a monthly basis. The focus will be on data analysis and	As seen in our screening data and our root cause analysis, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	A majority of our students are performing below proficiency in reading foundational skills. By completing the OREA teachers will be better equipped to provide evidence-based targeted instruction.
		As seen in our leveled screener data and our root cause analysis, increased student access to targeted, evidence-based comprehension and vocabulary instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Ongoing implementation support with Benchmark will support teachers to identify evidence-based strategies and routines within the curriculum to support vocabulary and comprehension instruction. CORE will also work to build understanding and implementation of strategic academic vocabulary routines.
		As seen in our leveled screener data and our root cause analysis, increased student access to targeted, data supported instruction is an urgent need.	Ongoing support with data analysis, facilitated collaboration and time to collaborate around evidence practices is crucial to the work. This will

	adjusting our instructional practices based on what the data will show. We will monitor the student impact on reading foundational skills, comprehension and vocabulary knowledge throughout the life of the grant.	<u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	allow teachers to share learning and reflections as we implement adjusting practices.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
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3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	In support of Goal 1 and 2, by August 2021 we will purchase the SIPPS curriculum aligned with our literacy SMARTe goals. This will support student mastery in reading foundational skills as measured by the SIPPS mastery tests.	As seen in our screening data and our root cause analysis, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Through the purchase of the SIPPS program for our TK-3 students we will provide explicit, coherent reading foundational instruction across the grades. Utilizing this program will allow students more intentional practice, which will lead to increased proficiency in foundation reading skills.
	In support of Goal 1 and 2, beginning in August 2021 we will work with CORE to provide initial and ongoing training in the use of the SIPPS curriculum throughout the year. This will support student mastery in reading foundational skills as measured by the SIPPS mastery tests.	As seen in our screening data and our root cause analysis, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Initial training, ongoing implementation support and coaching is necessary to see the impact of SIPPS on students' mastery of foundational skills. Ongoing support will continue through the life of the grant.
	In support of Goal 1, by August 2021 we will purchase the Heggerty phonemic awareness curriculum aligned with our literacy SMARTe goals. This will support student mastery in phonemic awareness as measured by the SIPPS mastery tests.	As seen in our screening data and our root cause analysis, increased phonemic awareness instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Through the purchase of the Heggerty program for our TK-3 students we will provide explicit, phonemic awareness instruction across the grades. Utilizing this program will allow students more intentional practice, which will lead to increased proficiency in foundational reading skills.
	In support of Goal 1, beginning in August 2021 we will provide training and professional development around the Heggerty phonemic awareness curriculum. This will support student mastery in phonemic awareness as measured by the SIPPS mastery tests.	As seen in our screening data and our root cause analysis, increased student access to targeted, evidence-based phonemic awareness instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Initial training, ongoing professional development and administrative monitoring of the program is necessary to support the implementation of a new program. Using this program will give students more practice around key reading foundational skills.

	In support of goal 3, beginning in August 2023, we will work with CORE to provide implementation support and coaching around Benchmark Advanced, our adopted core curriculum. This work will be targeted to identify and implement strategic instruction of academic vocabulary and comprehension.	As seen in our leveled screener data and our root cause analysis, increased student access to targeted, evidence-based comprehension and vocabulary instruction is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Ongoing implementation support with Benchmark will support teachers to identify evidence-based strategies and routines within the curriculum to support vocabulary and comprehension instruction. CORE will also work to build understanding and implementation of strategic academic vocabulary routines.
	In support of goal 3 we will purchase trade books that are carefully selected texts to support culturally relevant topics, rich vocabulary and complex topics to aid in student conversations. These books will be aligned with the Benchmark Advanced curriculum. This supports this goal by exposing students to rich literature. We will monitor student impact in the area of comprehension and vocabulary through the use of leveled screener and FastBridge Reading for 2nd - 3rd grades.	As seen in our root cause analysis, increased student access to rich language and text is an urgent need. <u>Leveled Screener/DIBELS data</u> <u>Root Cause Analysis</u>	Through purchasing a tradebook library to supplement Benchmark Advance we will engage students in rich authentic texts. The read aloud protocol will be accompanied with a structured talk protocol to encourage discussion, application and critical thinking around the text. The books will be purchased at the beginning of the grant and we will continue to build our practice of a structured talk read aloud.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	In support of goals 1, 2 and 3 we will collaborate as a team around creating an assessment and progress monitoring calendar that supports the collection and application of formative data supplied by a combination of the SPPS program assessments and district provided assessments. We will work to ensure that the data we collect works to support the areas of focus (reading foundational skills and comprehension). Our district has a current assessment calendar, but we want to ensure that the data we are collecting is valid, reliable and meaningful.	<u>ARUSD Assessment Guide</u>	Our district currently provides and collects data from our state adopted curriculum as well as FastBridge, an evidence-based diagnostic assessment. We will work to build in SPPS diagnostic and mastery tests to ensure that all grades TK-3 have evidence-based diagnostic assessments in place. We will meet as a team in August 2021 to clearly identify and calendar the ideal assessment plan.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.

discipline practices, including in-school suspensions that may limit a pupil's time in school.			
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.

SECTION 3: CATEGORIES 1-4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and	No action	As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.

families.				
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	No action		As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (Rti) approach.	No action		As seen in our root cause analysis this was not a critical area to address. <u>Root Cause Analysis</u>	This strategy did not appear in our root cause analysis as a critical need to address.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By Fall 2021, in support of goal 1 and 2 we will develop and begin implementation for parent early literacy training series, for fundamental skills reinforcement of our ELSB work at home. For example workshops could include decodable reading, site word flashcards, sound/letter practice, etc. We will monitor student impact in the area of reading foundational skills through the SIPPS mastery assessment. By Fall 2023 in support of goal 3 we will develop and begin implementation for parent read aloud training series, for comprehension skills reinforcement of our ELSB work at home. For example workshops could include books talks, questioning strategies and interactive read alouds. We will monitor student impact	As seen in our root cause analysis, needs assessment, and staff feedback it is imperative to get parents involved early on to bridge the school home connection. <u>Root Cause Analysis</u> <u>Staff Feedback</u> <u>Needs Assessment</u>		This plan includes quarterly parent trainings starting in September 2021 and running for the life of the grant. We will measure impact by collecting sign in sheets, tracking attendance and monitoring student progress towards reading proficiency.

	By Fall 2021 we will purchase take home literacy bags to support engagement and practice at parent workshops. Parents would be trained to use these materials at home to deepen the students' exposure to the targeted skills.	As seen in our root cause analysis, one area of need is in the home literacy connection. <u>Root Cause Analysis</u> <u>Staff Feedback</u> <u>Needs Assessment</u>	This plan includes quarterly parent trainings, and these book bags would supply materials for use during those trainings. Students also would have access to high quality books that would enable practice at home.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	No Action	This strategy is present in our district through the use of the Los Dichos program. https://www.ymcasv.org/ymca-project-cornerstone/schools/school-programs/parent-engagement/los-dichos	Our district provides our community liaison with enrollment in the Project Cornerstone cohort to support implementation of the Los Dichos program at our school. Monthly our liaison is trained in literacy trainings, supplied with materials and charged with returning to campus and facilitating a parent group to work with a class implementing a read aloud and project.

Budget Summary and Budget Narrative Forms: Instructions (Revised 5/2021)

Early Literacy Support Block (ELSB) Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must complete and submit a Proposed Budget Summary and Budget Narrative forms for Planning Year, Implementation Y1, Y2, and Y3. The Budget Summary and Budget Narrative Forms show proposed expenditures during the grant period of December 1, 2020, through June 30, 2024. The Total for all four years (Planning Year, Implementation Year 1, 2 and 3) must match the amount listed on the Grant Award Notification.

Each Local Educational Agency (LEA) must complete all tabs before submission: Instructions & LEA Info, Proposed Budget Summary, and Budget Note: In April 2021, the grant period was extended a year. This budget form was revised to reflect this change.

Period of Performance:

Planning Year (December 2020 - June 2021)
Implementation Year 1 (July 2021 - June 2022)
Implementation Year 2 (July 2022 - June 2023)
Implementation Year 3 (July 2023 - June 2024)

Instructions for Completing the Proposed Budget Summary Form:

Each column in the Proposed Budget Summary Form corresponds to a Year. Fill out the Proposed Budget Summary Form to reflect the Completed Budget Narrative Form totals for each object code, in the corresponding year.

The total on the Proposed Budget Summary Form must match the amount listed on the Grant Award Notification.

Instructions for Completing the Proposed Budget Narrative Forms (Planning Year, Implementation Year 1, 2, and 3):

Fill out the Proposed Budget Narrative Forms to explain how grant funds will be used for the LEA and each School Site. Provide line detail/calculation for how amount totals by line item were determined (e.g. Project Director Salary \$1,000 x 12 months = \$12,000; Literacy Curriculum: \$100 x 50 students = \$5,000). The information in the "Line Detail/Calculation" column needs to specify the planned activity. The description needs to be specific to the ELSB Grant.

On the Budget Narrative Forms, add additional rows for multiple school sites. If the line item is for the LEA, write the LEA's name in column D. If the line item is for a specific school site, write the name of the school site in column D.

Refer to the California School Accounting Manual (CSAM) <https://www.cde.ca.gov/fg/ac/sa/> for information on Object Codes. Only the first \$25,000 of each subcontract can be used towards the indirect calculation per Procedure 330 in the CSAM.

Enter Indirect Percentage Rate in the space provided for Object Code 7000 with a placeholder of 0.00%. The Indirect Costs must not exceed LEA's For the Planning Year Budget Narrative form, please account for funds (\$40,000 per LEA plus \$10,000 per participating eligible school) used for the ELSB Grant funds can be rolled over for the life of the grant (December 2020 - June 2024) as long as there is an approved Budget Revision Request.

Local Educational Agency Information

Early Literacy Support Block (ELSB) Grant

Educator Excellence and Equity Division
California Department of Education

Requested Information:	Response:
Local Educational Agency (LEA) Name:	Alum Rock Union School District
Project Coordinator:	Dianna Ballesteros
Project Coordinator Telephone Number:	408-928-7290
Project Coordinator Email Address:	dianna.ballesteros@arUSD.org
Fiscal Agent Contact (If different from the Project Coordinator):	Teresa Langner
Fiscal Agent Telephone Number:	408-928-6856
Fiscal Agent Email Address:	teresa.langner@arUSD.org
Grant Award Amount:	\$ 613,140.00

Proposed Budget Summary (Revised 5/2021)

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024. The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	Certified Salaries	\$ 6,525.00	\$ 75,833.00	\$ 133,600.00	\$ 136,300.00	\$ 352,258.00
2000	Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
3000	Employee Benefits	\$ 1,146.95	\$ 13,572.60	\$ 30,632.80	\$ 31,107.40	\$ 76,459.75
4000	Books and Supplies	\$ -	\$ 36,181.89	\$ 6,879.10	\$ 10,414.11	\$ 53,475.10
5000	Services and Other	\$ -	\$ 49,326.71	\$ 31,576.71	\$ 3,976.71	\$ 84,880.13
5200	Participant Travel/Project	\$ 1,000.00	\$ 1,800.00	\$ -	\$ 2,500.00	\$ 5,300.00
7000	Indirect Costs: must not	\$ 725.84	\$ 12,546.71	\$ 14,390.89	\$ 13,103.58	\$ 40,767.02
5100	Subagreement for Services	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ 9,397.79	\$ 189,260.91	\$ 217,079.50	\$ 197,401.80	\$ 613,140.00

Proposed Budget Narrative for Planning Year

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed
1000	Certificated Salaries	Extended Duty for teachers to attend biweekly	Aptitud	\$ 6,525.00
2000	Classified Salaries	N/A		\$ -
3000	Employee Benefits	STRS, Medicare, Unemployment Ins, Workers	Aptitud	\$ 1,146.95
4000	Books and Supplies	N/A		\$ -
	Services and Other			
	Operating			
5000	Expenditures (excluding Subagreement for Services and Travel)	N/A		\$ -
5200	Participant Travel/	Workshops Fees to attend summer SIPPS	Aptitud	\$ 1,000.00
7000	Indirect Costs	District Indirect Cost Rate 8.37%	Aptitud	\$ 725.84
5100	Subagreement for	N/A		\$ -
6000	Capital Outlay	N/A		\$ -
TOTAL				\$ 9,397.79

Proposed Budget Narrative for Year 1 Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed
1000	Certificated Salaries	Extended Duty for Literacy Action Plan	Aptitud	\$ 3,600.00
		Extended Duty for 1.5 days curricular PD	Aptitud	\$ 4,050.00
		Extended Duty for OREA coursework	Aptitud	\$ 22,050.00
		Stipend for extended duty for teacher leader to	Aptitud	\$ 22,133.00
		Substitute teachers for monthly release day	Aptitud	\$ 24,000.00
2000		N/A	Aptitud	
3000	Certificated Salaries	STRS, Medicare, Unemployment Ins, Workers	Aptitud	\$ 13,572.60
4000	Employee Benefits	SIPPS Curriculum	Aptitud	\$ 12,584.00
	Books and Supplies	Heggerdy Curriculum	Aptitud	\$ 873.89
		Take Home Literacy Bags for School Home	Aptitud	\$ 11,799.00
		Read Aloud Libraries for TK-3 classrooms	Aptitud	\$ 10,925.00
5000	Services and Other			
	Operating	CORE SIPPS Training and Implementation	Aptitud	\$ 44,600.00
	Expenditures (excluding Subagreement for Services and Travel)	Support		
Heggerdy Webinar PD				\$ 750.00

Technology Licenses to support daily practice with families
HearBuilder 10 x \$199
Headsprout 6 x \$275

\$ 3,976.71

Aptitud

5200	Participant Travel/	OREA workshop registration for 3 additional	Aptitud	\$ 1,800.00
7000	Indirect Costs	District Indirect Cost Rate 7.11%	Aptitud	\$ 12,546.71
5100	Subagreement for	N/A	Aptitud	\$ -
6000	Capital Outlay	N/A	Aptitud	\$ -
TOTAL				\$ 189,260.91

Proposed Budget Narrative for Year 2

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed
1000	Certificated Salaries	Extended Duty for Literacy Action Plan	Aptitud	\$ 3,600.00
		Substitute teachers for monthly release day	Aptitud	\$ 24,000.00
		1.0 FTE Literacy Coach	Aptitud	\$ 106,000.00
2000	Classified Salaries	N/A	Aptitud	
3000	Employee Benefits	STRS, Medicare, Unemployment Ins, Workers	Aptitud	\$ 30,632.80
4000	Books and Supplies	SIPPS Curriculum	Aptitud	\$ 1,879.10
		Guided Reading Libraries	Aptitud	\$ 5,000.00
5000	Services and Other			
	Operating			
	Expenditures (excluding	CORE SIPPS Training and Implementation	Aptitud	\$ 27,600.00
	Subagreement for	Support		
	Services and Travel)			
		Technology Licenses to support daily practice with families	Aptitud	\$ 3,976.71
		HearBuilder 10 x \$198		
		Headsprout 6 x \$275		
5200	Participant Travel		Aptitud	
7000	Indirect Costs	District Indirect Cost Rate 7.11%	Aptitud	\$ 14,390.89
5100	Subagreement for	N/A	Aptitud	\$ -
6000	Capital Outlay	N/A	Aptitud	\$ -
TOTAL				\$ 217,079.50

Proposed Budget Narrative for Year 3

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed
1000	Certificated Salaries	Extended Duty for Literacy Action Plan	Aptitud	\$ 3,600.00
		Extended Duty for Literacy workshop attendance		\$ 2,700.00
		Substitute teachers for monthly release day	Aptitud	\$ 24,000.00
		1.0 FTE Literacy Coach	Aptitud	\$ 106,000.00
2000	Classified Salaries	N/A	Aptitud	\$ -
3000	Employee Benefits	STRS, Medicare, Unemployment Ins, Workers	Aptitud	\$ 31,107.40
4000	Books and Supplies	SIPPS Curriculum	Aptitud	\$ 1,878.10
		Guided Reading Libraries	Aptitud	\$ 8,535.01
5000	Services and Other	Technology Licenses to support daily practice with families		
	Operating Expenditures (excluding Subagreement for Services and Travel)	HearBuilder 10 x \$199	Aptitud	\$ 3,976.71
		Headsprout 6 x \$275		
5200	Participant Travel	ongoing workshops	Aptitud	\$ 2,500.00
7000	Indirect Costs	District Indirect Cost Rate 7.11%	Aptitud	\$ 13,103.58
5100	Subagreement for	N/A	Aptitud	\$ -
6000	Capital Outlay	N/A	Aptitud	\$ -
TOTAL				\$ 197,401.80

Form Approval - For CDE use Only

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Budget Approval		CDE Responses	
Local Education Agency (LEA) Name	Alum Rock Union School District		
Grant Award Amount			
CDE Fiscal Analyst Name		[Insert CDE Fiscal Name Here]	
CDE Fiscal Analyst Date Authorized		[Insert Date Authorized Here]	
CDE Program Monitor Name		[Insert Program Monitor Name Here]	
CDE Program Monitor Date Authorized		[Insert Date Authorized Here]	
CDE Administrator Name		[Insert Administrator Name Here]	
CDE Administrator Date Authorized		[Insert Date Authorized Here]	



Early Literacy Support Block Grant

Aptitud Academy at Goss
2021-2024



Early Literacy Support Block Grant

- Runs for 3 academic years
- To support literacy programming for our school
- Identified by ELA performance in 3rd grade (2018-19)

2021- 2022

2022 - 2023

2023 - 2024



Goal

Increase **structures of professional development**, build **capacity** from within our staff and ensure that students have access to the **best research-based literacy instruction**

Demographics: Who will this work support?

Aptitud Community Academy at Goss

- Title I school
- Grades TK - 3
- 199 students
- 62.3% English Learners
- 9% SPED



Data and Assessments

CAASPP (2019) 6.8% of 3rd graders proficient

What is happening before 3rd grade?



FastBridge 43% of students meeting benchmarks

What skills do they need?



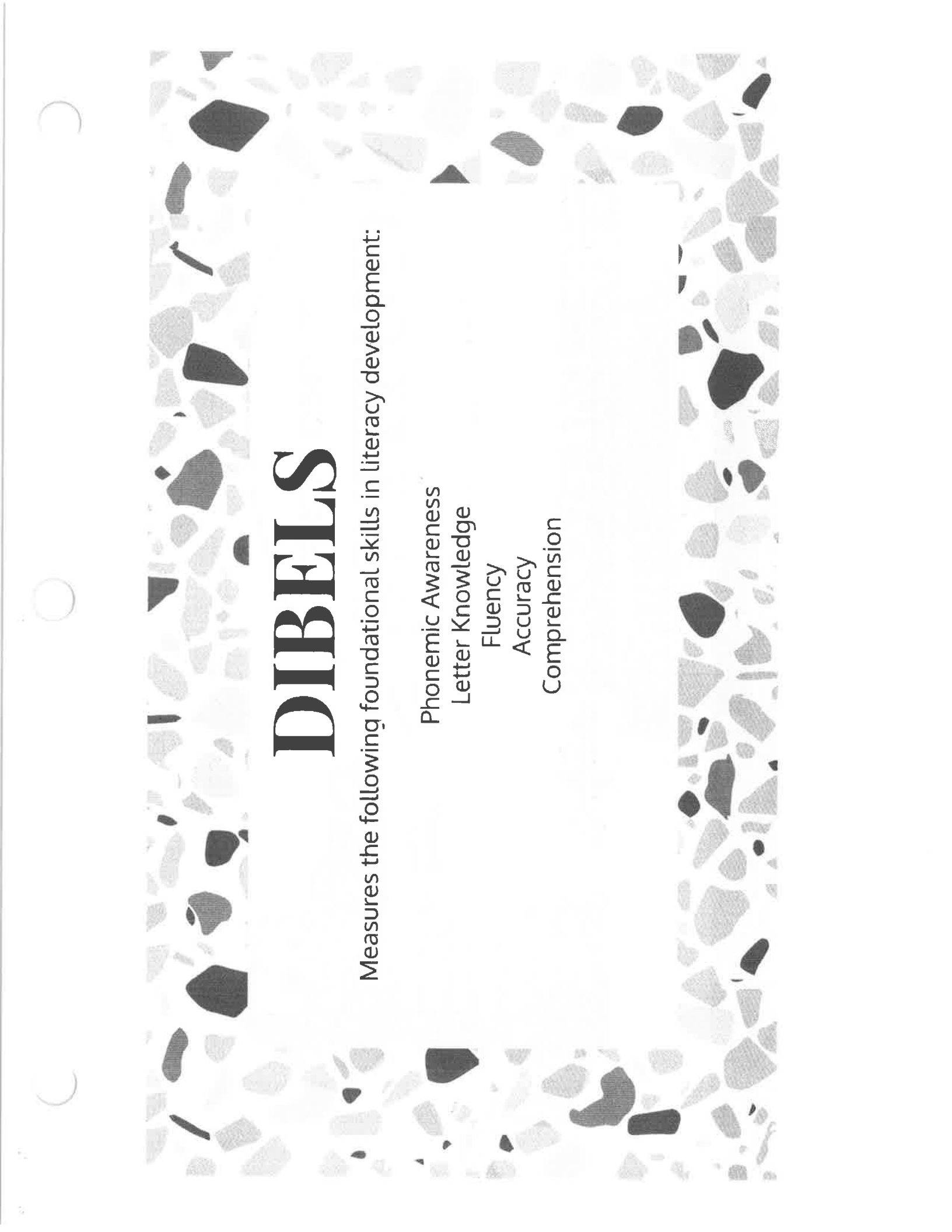
Benchmark Level Screener 32% of students reading fluently

What foundational skills do we need to address in instruction?



DIBELS

A research-based, reliable foundational skills assessment
recommended by the grant team



DIBELS

Measures the following foundational skills in literacy development:

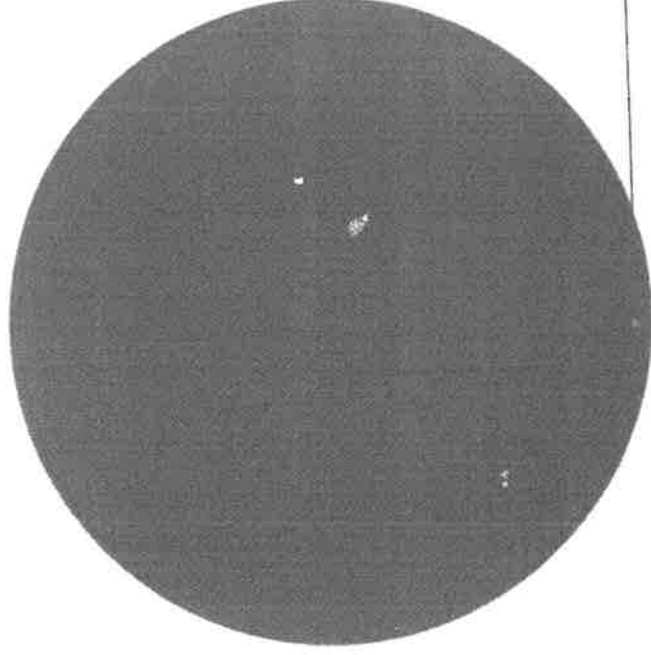
Phonemic Awareness
Letter Knowledge
Fluency
Accuracy
Comprehension

K - 2 Alphabetic Knowledge

Alphabetic Knowledge:

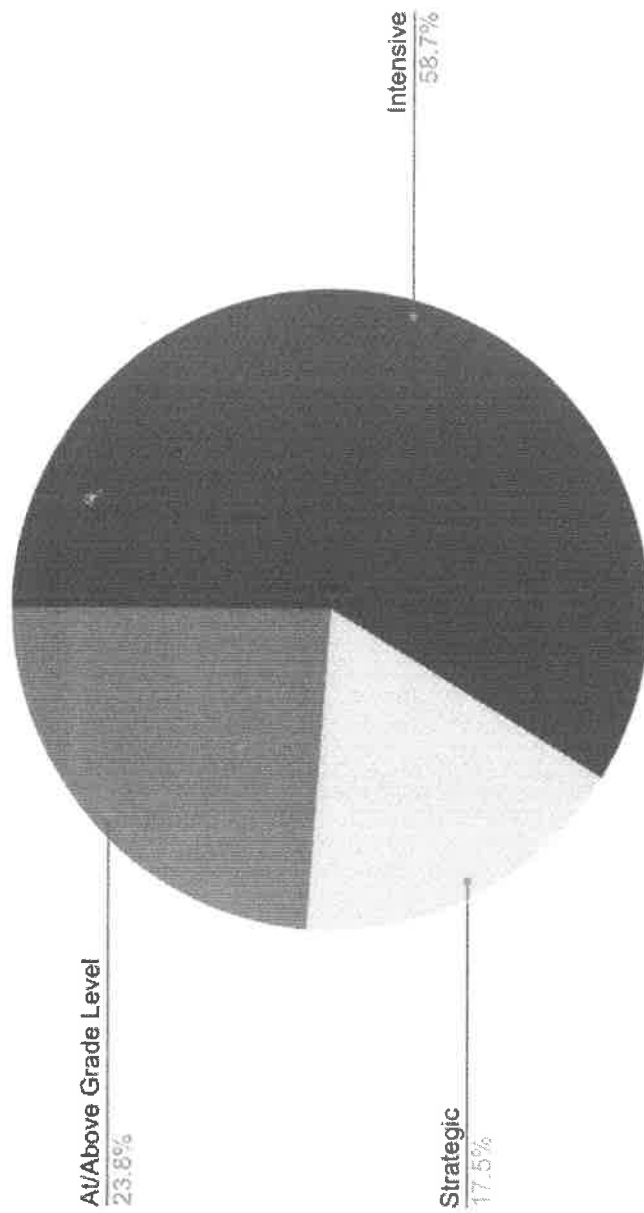
Fluency of Letter Names

Fluency of sounds



Intensive
100.0%

K - 3 Nonsense Word Fluency



Nonsense Word Fluency:

Application of:

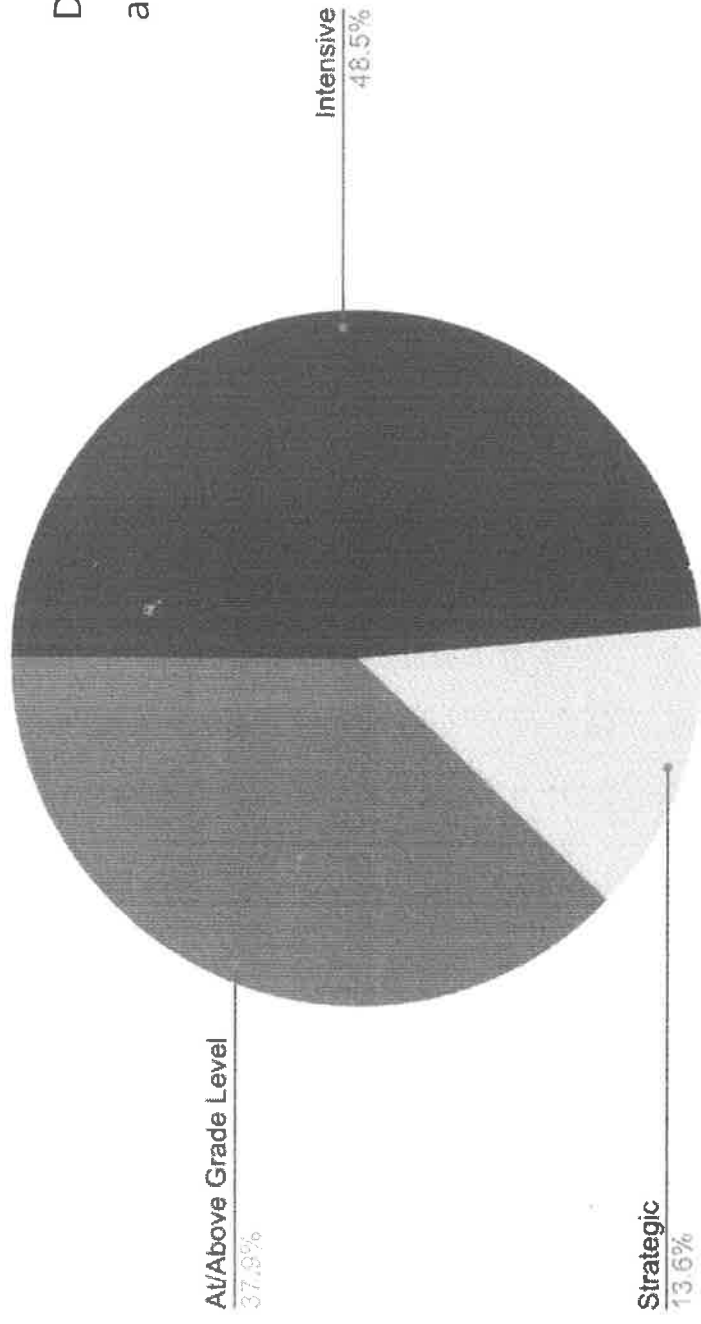
Alphabetic knowledge

Phonics rules

K - 3 Word Fluency

Word Fluency:

Decoding of words at
a relevant pace



Problem Statement: Students struggle with vocabulary knowledge and lack strategies to build comprehension

Students read to decode for speed vs reading to comprehend

word attack and vocabulary strategies

written vs spoken

Link oral to written

More listening skill practice

need practice figuring out words

lack of decoding skills

need to build academic vocabulary

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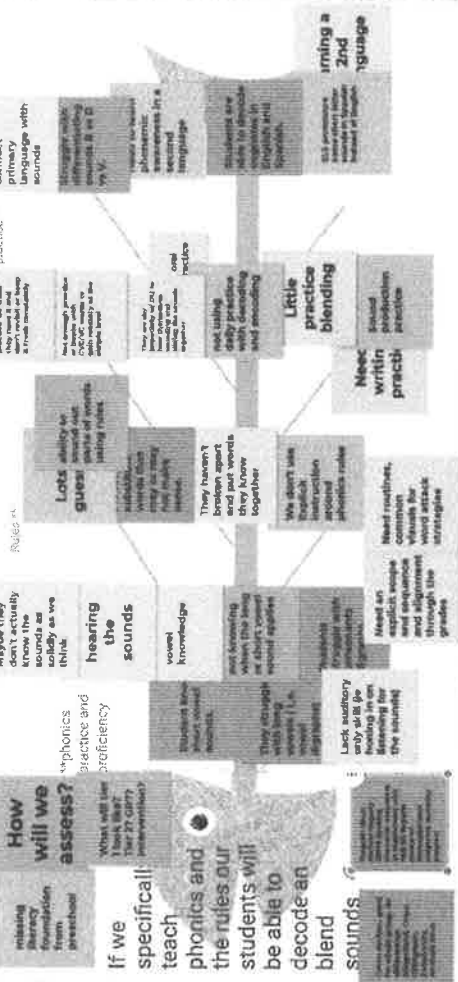
need to build academic vocabulary

Needs

Assessment

Problem of Practice: Our students know the letter sounds but do not know how to blend them effectively to solve words.

Our students need to build phonemic awareness



ELLs need more

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In Summary:

Students	Staff
• need more explicit instruction in reading foundational skills • More daily practice, to become Word detectives not only whole word readers • Additional opportunities to practice at home with family to build literacy foundations	• Need access to more explicit phonics and phonemic awareness program • Need for staff development to develop expertise in Early Literacy Instruction

The background of the page is a grayscale photograph of a school hallway. On the left, there are rows of lockers. The wall on the right is covered in a pattern of dark, irregular shapes, possibly leaves or abstract art. The floor is a light-colored tile. The title "Plan of Action" is centered over the hallway image.

Plan of Action



Goal #1

We will improve TK - 3rd readiness to read through **addressing foundational skills** of letter knowledge and phonemic awareness **by using explicit instruction** (SIPPS and Heggarty), giving daily practice and carefully selecting practice texts as measured by the district's reading foundational skills assessment (given quarterly) by June 2022.



Goal #2

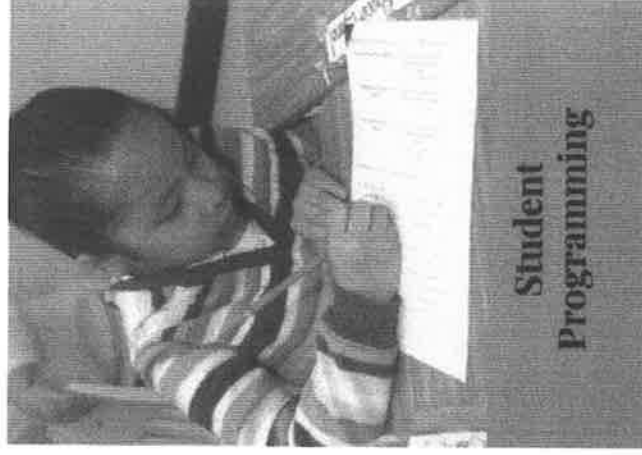
We will improve students' fluency and overall decoding skills by **implementing an explicit, research based phonics program** (SIPPS) as measured by nonsense words, word reading fluency and fluency in the DIBELS assessment (SIPPS assessment) by June 2022.

Goal #3

We will improve TK - 3rd students' comprehension by explicitly exposing them to **academic vocabulary**, giving them opportunity to discuss and **build oral language skills**, all by carefully selecting language rich text. We will measure their comprehension of grade level text through the leveled screener by June 2023

SMARTE Goals

How do we plan to address this?



Year 1

Leaders Will:	Teachers Will:	Students Will:
• Create assessment calendar to facilitate progress monitoring of K-3 students • Facilitate grade level collaborations to monitor student progress • Participate in administrator training for Elementary Reading • Facilitate parent workshops around foundational reading skills • Purchase SIPPS and Heggerty materials and provide PDs	• Participate in CORE's Online Elementary Reading Academy • Assess students on a quarterly basis to measure progress • Implement SIPPS phonics program and Heggerty Phonemic Awareness Program • Collaborate with CORE support to deepen implementation practices around foundational skills	• Have daily practice around reading foundational skills • Build skills and strategies to support word decoding • Build skills to hear and use letters and sounds systematically • Build oral language skills through read alouds

Year 2

Leaders Will:	Teachers Will:	Students Will:
• Monitor use of assessment calendar and data analysis to drive instruction • Facilitate grade level collaborations to monitor student progress • Facilitate parent workshops around comprehension skills • Work with CORE support team to move implementation forward	• Assess students on a quarterly basis to measure progress • Continue to Implement SIPPS phonics program and Heggerty Phonemic Awareness Program • Collaborate with CORE support to deepen implementation practices around foundational skills • Collaborate as a grade level team to understand and apply reading comprehension strategies	• Have daily practice around reading foundational skills • Apply skills and strategies to support word decoding • Build skills to hear and use letters and sounds systematically • Build oral language skills and comprehension through read alouds

Year 3

Leaders Will:	Teachers Will:	Students Will:
• Monitor use of assessment calendar and data analysis to drive instruction • Facilitate grade level collaborations to monitor student progress • Facilitate parent workshops around vocabulary skills • Work with CORE support team to increase implementation of Benchmark	• Assess students on a quarterly basis to measure progress • Continue to Implement SIPPS phonics program and Heggerty Phonemic Awareness Program • Collaborate with CORE support to deepen implementation practices of Benchmark around vocabulary and comprehension	• Have daily practice around reading foundational skills • Apply skills and strategies to support word decoding • Build skills to hear and use letters and sounds systematically • Build oral language skills through read alouds • Build vocabulary skills through daily practice

General Expenditures

Professional Learning Supports

Staff (Admin and teachers) will collaborate with CORE Learning and site leadership to implement best literacy practices

Extended duty

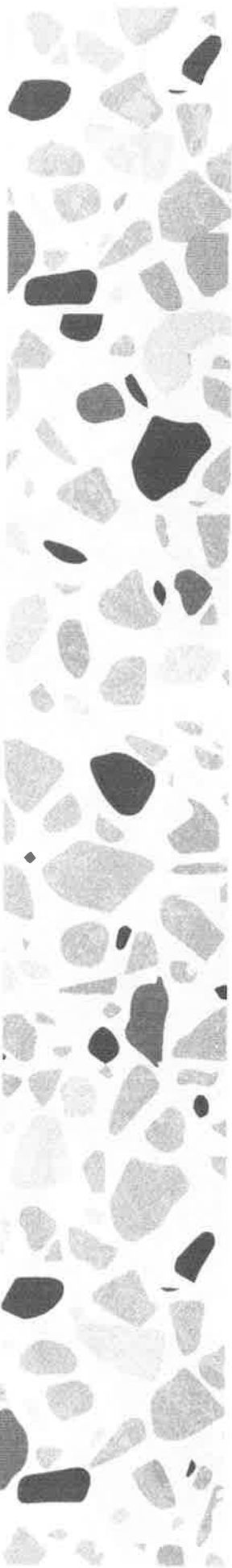
Teachers will be compensated to participate in over 40 hours of professional learning

Supplemental Materials

Additional materials to support explicit reading foundational instruction

After School Supports

Parent Workshops and tutoring opportunities will be offered outside of school hours



Questions or Comments



THANKS!



Does anyone have any questions?

Rebecca Jensen, Principal

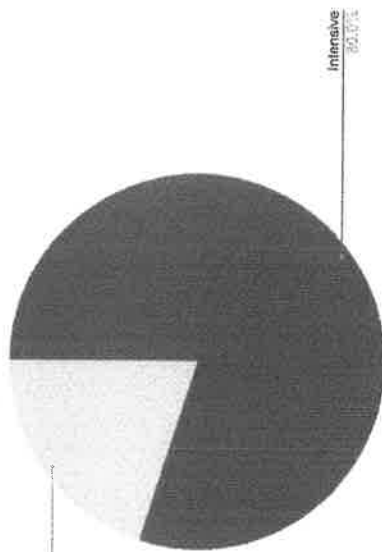
rebecca.jensen@arUSD.org

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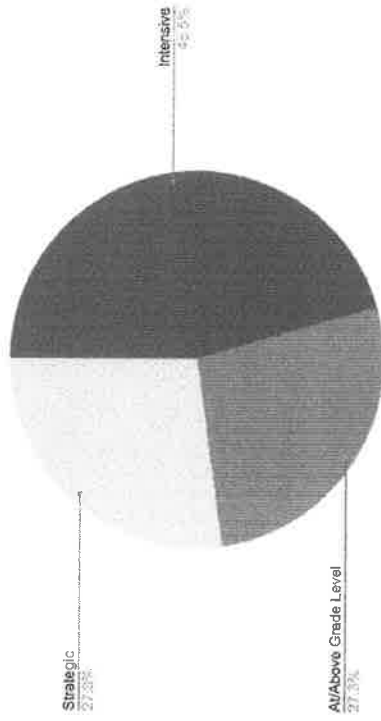
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K D I B E L S

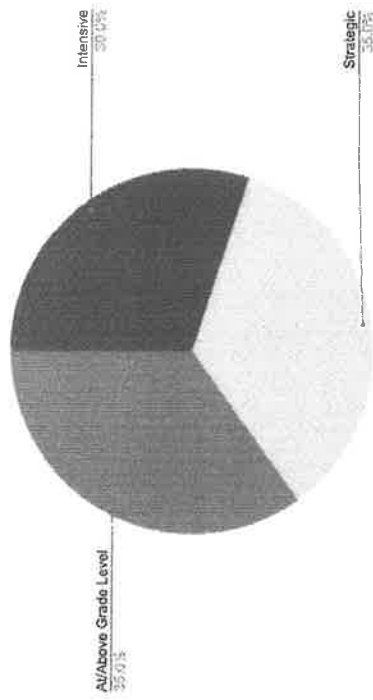
Kindergarten: Letter Naming



Kindergarten Nonsense Words



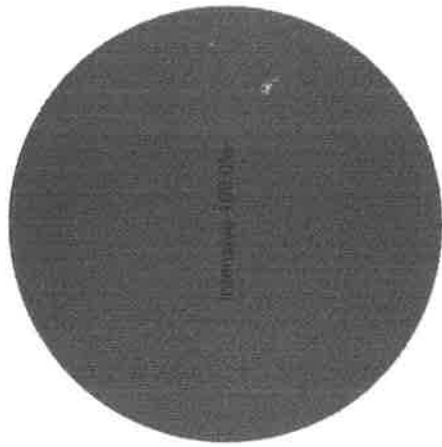
Kindergarten: Word Reading Fluency



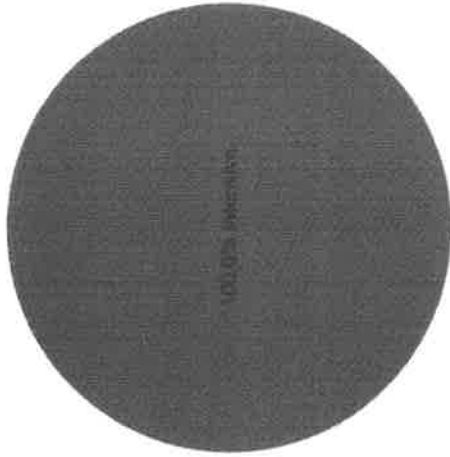
1st

G R A D E: D I B E L S

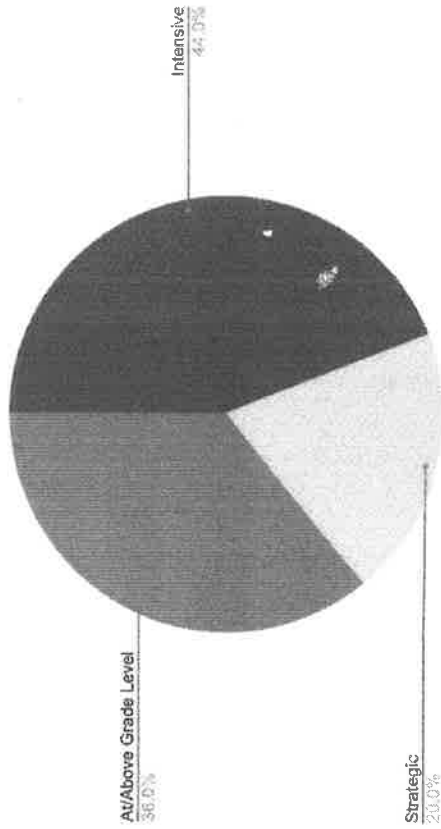
First Grade: Letter naming fluency



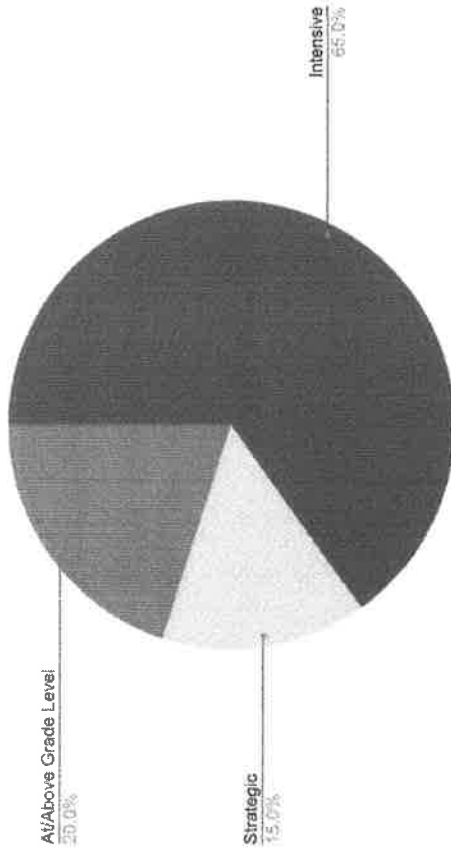
First Grade: Phoneme Segmentation Fluency



First Grade: Nonsense Word Fluency



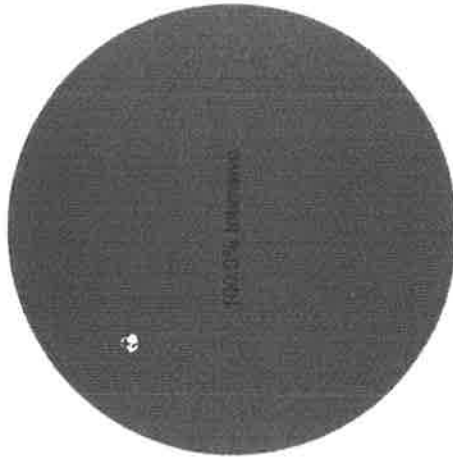
First Grade: Word Reading Fluency



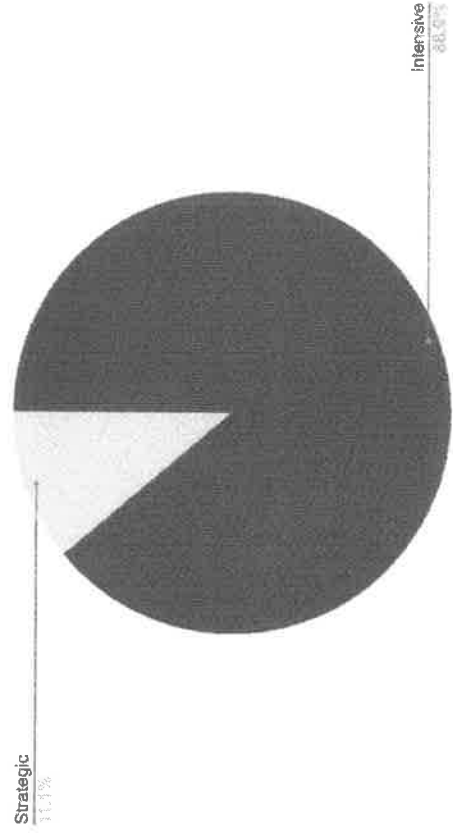
2nd

GRADE: DIBELS

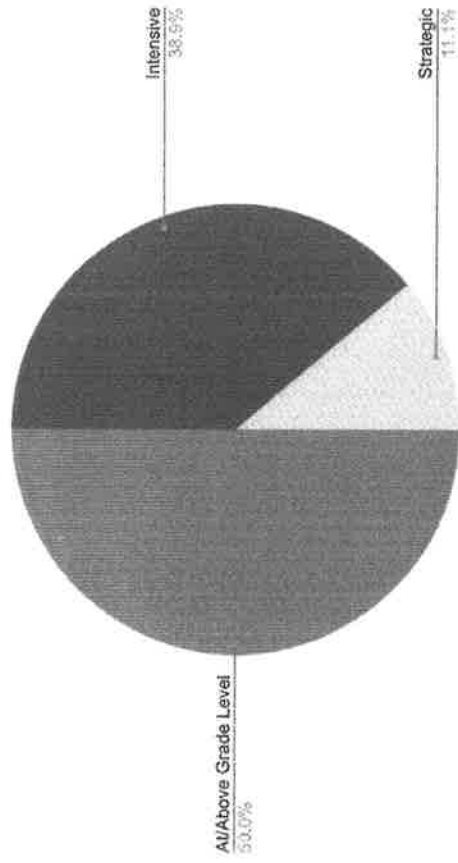
Second Grade: Nonsense Words: Correct Letter Sounds



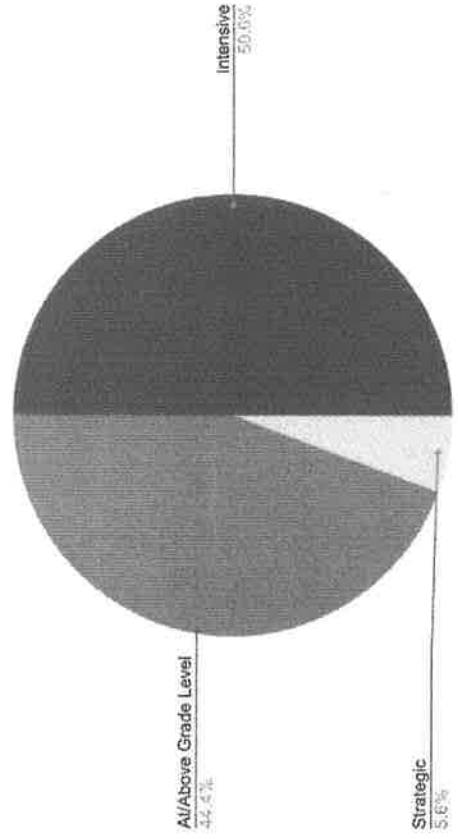
Second Grade: Nonsense Words: Whole Word Read



Second Grade: Oral Reading Fluency



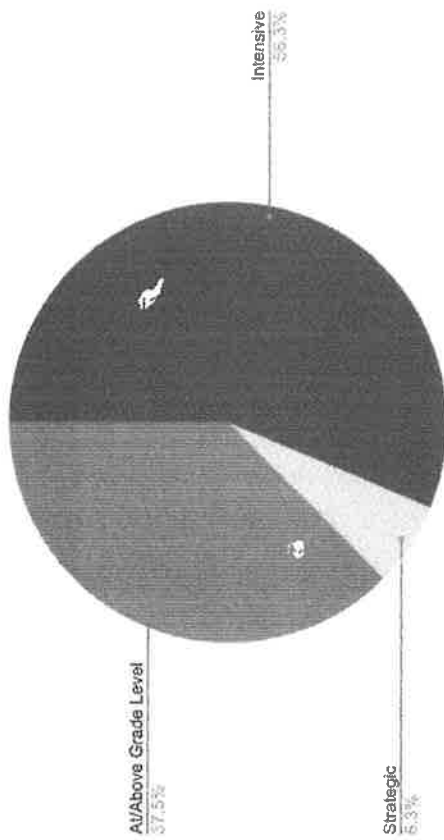
Second Grade: Word Reading Fluency



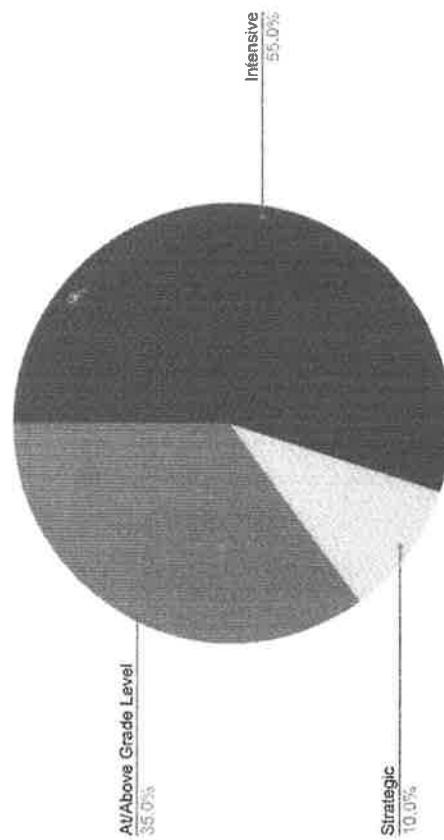
3rd

G R A D E: D I B E L S

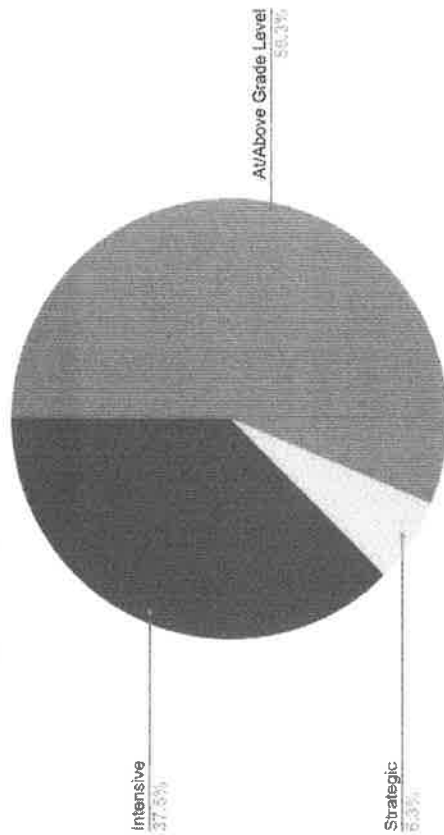
Nonsense Word Fluency



Oral Reading Fluency



Word Reading Fluency



Accuracy

