

Early Literacy Support Block Grant Annual Report

Implementation Year : 2024-25

Local Educational Agency Name: [Lodi Unified School District](#)

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Eligible Participating School(s):

1. Victor Elementary School	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Sacramento County Office of Education

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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2024**.

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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:

- ☒ The school site council at each eligible school

List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: May 16, 2024

- ☒ The governing board or body of the LEA

Provide the date of the governing board meeting: June 4, 2024

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

Provide URL here: <https://www.lodiUSD.net/district/departments/business-services>

Section II: How ELSB Funds Were Spent in Year Three

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:

☒ 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: Victor School

- ☐ 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.

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☒ 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): During the academic year 2023-2024, Victor Elementary School had the privilege of receiving support from two experienced literacy coaches. One of these coaches, a part-time literacy specialist funded by our school's ELSB funds, dedicated half of their working hours to providing intervention literacy support to our students. The other coach (CORE provider), also part-time, made four on-site visits throughout the school year and maintained accessibility through email and phone. This coach was sponsored by LODI USD and focused on delivering comprehensive professional development to the k-3rd grade teachers and administrators at Victor School. The professional training program aimed to elevate evidence-based literacy instruction by utilizing the SIPPS program and strongly advocated for using data to enhance academic performance, particularly for students who encountered learning challenges. Furthermore, LODI USD provided invaluable professional development on culturally responsive social-emotional curriculum and instruction, highlighting the critical role of data in supporting struggling students in their reading and social-emotional learning journeys..

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

☒ 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: Victor School

☒ 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: The Lodi Unified School District (LODI USD) has played a crucial role in our quest to enhance literacy within our school community. They have made significant investments in purchasing literacy curriculum resources and instructional materials that are closely aligned with English language arts content standards and the curriculum framework adopted by the ELSB. In addition, they have gone the extra mile by providing an external literacy coach to Victor School. This dedicated coach has been pivotal in delivering SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) professional development for our staff, equipping them with the essential skills to proficiently utilize these materials in the classroom. Furthermore, LODI USD's acquisition of diagnostic assessment tools such as iREADY Reading and DIBELS has been transformative in enabling us to comprehensively assess our students' needs and monitor their progress. To ensure that we can effectively leverage these resources, they have also conducted training sessions for our school staff, empowering us to better tailor our teaching to meet the unique needs of each student.

Comments (optional): Select to enter text.

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

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☒ 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: Victor School

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

Please enter relevant school sites: Victor School

☒ 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: Victor school

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

Please enter relevant school sites: victor School

☐ Expanded access to the school library.

Please enter relevant school sites: Victor School

Comments (optional): All K-3rd grade students with early literacy needs received before- and after-school early literacy services funded by our school's Title I funds. Our school district provides comprehensive support and enrichment opportunities for our students. We proudly offer extended learning programs, including after-school and summer school, to enhance students' access to literacy instruction. Our students can participate in these valuable programs through the support of Title I funds from LODI USD and Victor School. Furthermore, we understand the importance of creating a supportive and positive learning environment. Students who arrive early are welcomed into their assigned academic support classrooms before regular classes begin and are provided with a nutritious breakfast to start their day off right. LODI USD has allocated funding for a curriculum that strongly emphasizes social and emotional learning. Additionally, we have implemented positive behavior interventions (PBIS) and staff development strategies to cultivate a school environment that promotes student connections, improves attendance, and reduces suspension rates. Our goal is to ensure that students can spend more meaningful time in school, leading to their overall success. During the 2023-2024 school year, a librarian technician was available three times a week, including before and after school hours. This dedicated professional played a crucial role in [specific tasks or services provided]. This valuable service was made possible through funding provided by LODI USD and the Victor Elementary School Title I funds.

☐ **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: Victor School

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☒ 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): . The Lodi Unified School District allocated funds to support students' mental well-being. This included providing a mental health clinician available two times a week and a dedicated school counselor accessible twice a week. These highly trained professionals played a crucial role in providing counseling and mental health assistance to students. The school's comprehensive mental health team, including the clinician, counselor, psychologist, and other staff members, consistently met to evaluate student academic and social-emotional progress. This multi-tiered system of support was made possible through funding from Lodi USD. In addition, the Title I and English Language Committee held regular meetings at Victor Elementary School to carefully review students' academic progress. A proactive approach was taken to involve parents in creating a home environment conducive to literacy. The committee actively focused on encouraging parental involvement in their children's literacy development and provided a diverse range of opportunities for engagement and communication. The primary goal was to empower parents to effectively address their children's literacy needs.

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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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

Victor School, part of the Lodi Unified School District, has made remarkable strides in enhancing early literacy for its K-3 students. To achieve this, the school enlisted the expertise of an external literacy coach from CORE, known for its specialization in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). This dedicated coach has collaborated closely with K-3 staff, delivering invaluable SIPPS training, modeling lessons in classrooms, and providing personalized teacher support and guidance. In addition, the coach has played a pivotal role in data assessment using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and has assisted teachers in devising and delivering effective instructional strategies. Furthermore, the school district has set aside resources for an iReady Reading consultant, who focuses on reading best practices and data assessment specific to early literacy. Thanks to these combined efforts, teachers at Victor School have delivered tailored, high-quality literacy instruction to meet the diverse needs of their students.

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

Throughout the 2023-2024 school year, Victor School worked diligently to enhance the early literacy skills of students from kindergarten to third grade. Using DIBELS (K-2) and i-READY Reading (for third grade) assessments, the school tracked the progress of students, aiming to achieve specific reading benchmarks. The primary objective was to raise the percentage of students reaching a Benchmark or Above Benchmark reading rating to 60% or higher by the end of the school year in May 2024. Additionally, the goal was set for third-grade students to achieve a proficiency score of 50% or higher as per the i-Reading diagnostic test results in the end-of-year assessment. At the start of the school year in August 2023, the DIBELS assessment revealed that only 56% of K-2nd grade students were reading at grade level. However, through concerted efforts, by May 2024, this figure had risen to 61%. In August 2023, at the start of the school year, only 27% of 3rd-grade students were identified as reading at the Mid or Above Grade Level and Early Grade level. However, by the end of the school year in May 2024, an impressive 62% of students had achieved this reading proficiency. This progress indicates substantial improvement and the potential for continued growth.

3. In what ways will the LEA continue to support and sustain the work begun through the EL SB grant program?

The school district has launched an initiative in the 2024-2025 academic year to further improve early literacy proficiency for students in grades K-3. As part of this program, Victor

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School has been assigned a Teacher on Special Assignment (TOSA) as the reading intervention teacher. Additionally, an external coach from CORE has been enlisted to collaborate with K-3 teachers. The focus will be on implementing best teaching practices for early literacy, particularly on SIPPS, and analyzing data from DIBELS to drive instruction. CORE will provide continued professional development and guidance on early literacy to ensure effective implementation. To assess and track their students' early literacy progress, the teachers at Victor School plan to continue utilizing the SIPPS materials and DIBELS software assessment tools. This inclusive approach aims to boost early literacy proficiency, providing students with essential reading skills for academic and personal success.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

Each elementary school in the school district is committed to providing the best possible education to its students, and for this reason the school district has provided a dedicated early literacy teacher intervention for students in grades K-3. These highly skilled reading intervention teachers have been appointed as Teachers on Special Assignment (TOSA) and have been working closely with external coaches from CORE to develop the most effective teaching practices for early literacy. The program focuses on implementing the best teaching practices for early literacy, with a particular emphasis on SIPPS- a research-based program designed to improve reading ability. Through this program, students will receive targeted support and instruction to improve their reading proficiency, which is critical to their success in school and beyond. To ensure that the program is effective and data-driven, the school district will use DIBELS, a system of reading assessments, to analyze students' progress and tailor instruction accordingly. With this approach, teachers can provide personalized support to students and target their specific needs to maximize their learning potential. A CORE external coach will provide ongoing professional development and guidance on early literacy to ensure the successful implementation of the program, which will support students in achieving early literacy proficiency and set them up for success in their future academic and personal endeavors.

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

Directions: For each eligible participating school, please respond to the six questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Victor School

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Victor School

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction 1. Site/LEA practices or issues 2. Evidence-based rigorous goal	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” 1. Align action items to the goal 2. Design to impact literacy outcomes 3. Write as SMART goal	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: 1. Tool/Metric 2. Intervals 3. Monitoring and adjusting
2.1 During the summer of 2024, the teachers in charge of	After reviewing the 2022-2023 CASSPP SBAC results, it is evident that only 42% of 3rd-6th	Measure: 1 Composite Score Performance Measurement for two school years. :	Our objective is to improve the quality of our teaching by incorporating the SIPPS program	Throughout the academic year, we will implement three assessments of students' reading progress

Commented [EF1]: Will paste two more sets of questions following review.

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instructing students from kindergarten to 3rd grade at Victor School participated in professional development training to improve their skills in implementing the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program. New teachers attended "boot camp" training before the school year began to learn SIPPS I, which focuses on enhancing students' phonemic awareness and literacy skills through systematic and explicit instruction. Throughout the school year, K-3rd grade teachers continued to receive additional training from a school district coach, an external coach, and the Sacramento	grade students at Victor's School were able to meet or exceed the ELA standards. In light of this concerning data, key stakeholders from kindergarten to 3rd grade have acknowledged the critical need to introduce effective SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) instruction. This targeted approach aims to offer essential support to K-2nd grade students, ensuring they are well-prepared to progress into the third grade as proficient readers. At the beginning of the school year (BOY), we assessed the students using DIBELS and iReady Reading tests. The results revealed that 56% of kindergarten to	Levels Level Filter: All Levels https://drive.google.com/file/d/15KC7_QEKsZU4Y3uXuFd8rajY40WVBqun/view?usp=sharing Measure 2: Composite Score Performance Measurement: Levels Level Filter: All Levels: https://drive.google.com/file/d/1cXm3zOULDsua7bjYYZYkUpGARR6bfDi8/view?usp=sharing Measure 3: Phonemic Awareness (PSF) Performance Measurement: Levels Level Filter: All Levels https://drive.google.com/file/d/1YQRkzClbb955NTQ5iG5xHkZuOJ3aKE/L/view?usp=sharing I-Ready Read Report Group 3rd Gd Home - -	and other proven teaching methods. This will involve delivering detailed and comprehensive phonics instruction. Our plan is to assess the effectiveness of these improvements on 3rd-grade students through the DIBELS and I-Ready Reading assessments in January (MOY) and May 2025 (EOY).	by utilizing the DIBELS and I-Read platforms tools. The responsibility of overseeing and monitoring progress will rest with the kindergarten through 3rd-grade teachers and school administrators. These routine assessments will enable us to comprehensively understand each student's reading development, allowing us to offer tailored support where necessary.
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County Office of Education (SCOE) team. They were available in the fall of 2023 to support teachers and school administrators if needed. To ensure the program's success, our school worked with an external coach from the Local Education Agency (LEA) to provide ongoing coaching services and professional development training. This collaborative effort aimed to support teachers in effectively implementing the SIPPS program and to contribute to our students' literacy development and success.	third-grade students scored below the reading benchmarks and proficiency levels. The specific area of concern was decoding (NWF-WRC). School teachers and administrators will collaborate with the reading coach and consultant to enhance teaching methods of SIPPS and other reading strategies and identify students' strengths and weaknesses. This process involves evaluating students' reading skills progress, analyzing data, and creating an action plan based on the results.	Comparison Diagnostic #3 (EOY): https://drive.google.com/file/d/1jgJz37eYYsQRmUltfpJ_nT9xtoLXxExS/view?usp=sharing		
3. Work closely with teachers to devise a comprehensive plan for assessing and strengthening core skills. This plan will be instrumental in formulating	To enhance the teaching of SIPPS and other reading strategies while effectively identifying students' strengths and weaknesses, the collaborative	Assessing and adjusting teaching methods to enhance student performance continually is imperative. It's crucial to actively engage students who need extra	In the year 2024, our foremost objective is to prioritize the development of foundational skills in our students. This will encompass a comprehensive	Victor School has designated teacher collaboration days to analyze student data and plan the next steps. The school administrators hold three data

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effective strategies to elevate students' reading proficiency.	process involving school teachers, administrators, reading coaches, and consultants will include the following steps: 1. Assessment of students' reading skills: Students will be thoroughly evaluated in reading to understand their current skill levels. 2. Data analysis: The collected data will be analyzed to identify trends, patterns, and areas that require improvement. 3. Action plan development: Based on the findings from the data analysis, an action plan will be developed to address specific areas of improvement and cater to individual student needs. This detailed approach ensures a comprehensive	support in the after-school program at SIPPS. This will allow them to receive personalized attention in small group settings to improve their literacy skills. Furthermore, maintaining cooperation and uniformity in procedures and routines is vital. Teacher collaboration and ongoing professional development in effective teaching strategies are indispensable for equipping students with the necessary skills in basic literacy. Copy Victor Root Cause Analysis Copy of Needs Assessment Note Catcher	support system during and after school hours and targeted intervention for students requiring additional assistance. To realize this objective, we plan to administer DIBELS assessments at the beginning, middle, and end of the academic year, as well as iReady Reading assessments after each grading period. Accurate measurement of our student's abilities in these areas is paramount to equipping them with the requisite resources for achievement. We are committed to fostering close collaboration with parents, a SIPPS coach/consultant, and other stakeholders to ensure the provision of an exceptional early literacy education	conferences with teachers yearly to set early literacy class goals and develop action plans for students who need support. Furthermore, teachers will meet with parents yearly to review students' progress reports. Collaboration Dates: 8/7/, 9/11/, 10/11/, 1/15, 4/9 ELSB Victor and District Instructional Calendar pdf.: https://drive.google.com/file/d/1jHloD2qdWHeVT4AqIGFPhSIOlrwJOUzy/vi?usp=sharing
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	and targeted effort to improve reading instruction and provide effective support to students.		program for our students.am.	
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Victor School

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

The Local Education Agency (LEA) and our school site rely on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor and measure the progress and development of students from kindergarten to 2nd grade. Moreover, we utilize iReady Reading results exclusively for 3rd-grade students. These assessments are conducted three times throughout the academic year: first at the beginning of the year (BOY), then in the middle of the year (MOY), and finally at the end of the school year (EOY). We analyze this data three times annually, carefully evaluating students' early literacy skills and pinpointing the areas where they need support and improvement.

Include Year 4 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	DIBELS	60 % performing at or above benchmark
First Grade	DIBELS	45 % performing at or above benchmark.
Second Grade	DIBELS	74 % performing at or above benchmark.
Third Grade	iReady Reading	53 % performing at grade de level above grade Level

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data. **Kindergarten** students at Victor School have shown improvement. At the beginning of the year, 36% were performing at or above the benchmark, and by the end of the year, this number increased to 60%. This percentage is slightly higher than the school district average of 57% for all kindergarten students performing at or above the benchmark at the end of the year.

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While there are areas for improvement, it's important to note that at the beginning of the year, a significant 83% of **first-grade students** at Victor School were performing at or above the benchmark. However, by the end of the year, this number decreased to 45%. This percentage is lower than the school district average, which stands at 63% for all first-grade students performing at or above the benchmark at the end of the year. This data underscores the need for focused attention on our first-grade students.

At the beginning of the year, 50% of the **second-grade students** at Victor School were performing at or above the benchmark. By the end of the year, this number increased to 74%, indicating significant improvement. Notably, this percentage surpasses the school district's average of 58% for all second-grade students performing at or above the benchmark at the end of the year.

The iReady Reading results showcase the impressive progress made by **third-grade students** at Victor School. At the onset of the academic year, only 27% of the students were performing at or above the benchmark. However, by the conclusion of the year, this percentage had notably increased to 53%, reflecting substantial growth and development in their reading abilities. It's noteworthy that this surpasses the school district average of 46% for all third-grade students performing at or above the benchmark by the end of the year. This significant improvement underscores the dedication and commitment of both the students and teachers at Victor School.

5. What has been the most notable change as a result of the site's ELSB grant work?

The successful implementation of the ELSB grant at Victor School has led to a substantial improvement in both student learning and teacher development. Students have made impressive strides in their reading abilities, demonstrating notable progress. This can be attributed to the effective utilization of best teaching practices from the SIPPS program by teachers. Moreover, teachers can now analyze data from DIBELS and I Ready Reading, empowering them to create tailored action plans aimed at nurturing and enriching student literacy at Victor School. The far-reaching impact of the ELSB grant also encompasses professional development, affording teachers the opportunity to continue their professional growth with ongoing support. This has proven particularly advantageous for new teachers, who have acquired invaluable skills and knowledge from this specialized training. The grant has played a pivotal role in sustaining and fortifying the array of professional development opportunities available to educators at Victor School.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Victor School is fully committed to supporting the work initiated through the ELSB (Early Literacy Support Block) grant program. Our approach for the 2024-2025 school year will include active participation in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) training sessions to enhance our educators' skills in teaching early literacy. Additionally, we will collaborate closely

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with the school district ELA (English Language Arts) coaches to ensure a cohesive and practical approach to literacy education. We are grateful to have the support of the CORE Coach provided by the LEA (Local Education Agency) and the new assignment to Victor School of a teacher on special assignment (TOSA) to assist with literacy intervention at Victor School. By leveraging these resources, our goal is to provide targeted and personalized support to students who require additional assistance in literacy development. Furthermore, Victor School is fully committed to taking advantage of all professional development opportunities offered within the district. This commitment reflects our dedication to ongoing improvement and adopting best teaching practices to support our students' literacy needs. In addition to implementing structured procedures and routines aligned with best teaching practices for SIPPS, we remain dedicated to continuous data analysis. This will allow us to identify students needing more support and implement tailored intervention plans to address their literacy challenges. We are committed to fostering a collaborative teaching environment through our ongoing teacher collaboration initiatives and peer walkthroughs through classroom visits. These practices are integral to sharing best practices and our educators' ongoing development. In summary, Victor School is steadfast in its dedication to applying all the knowledge gained through the ELSB grant program to ensure our students' best possible literacy outcomes.

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Eligible Participating School #2: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.
5. What has been the most notable change as a result of the site's ELSB grant work?
6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

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Eligible Participating School #3: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Select to enter text.

5. What has been the most notable change as a result of the site's ELSB grant work?

Select to enter text.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.