

LCRSET Literacy Plan Template

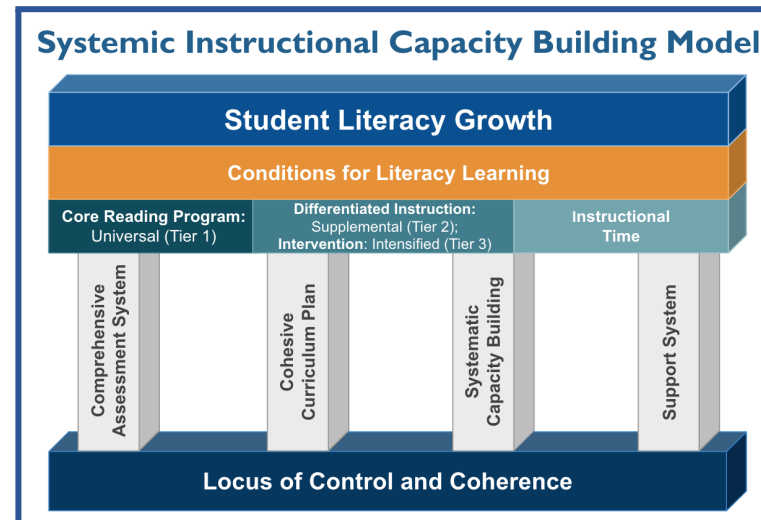
Assembly Bill 181, Section 137 (Chapter 52, Statutes of 2022) and Senate Bill 114, Section 104 (Chapter 48, 2023) authorizes the Literacy Coaches and Reading Specialists (LCRS) program. The purpose of this *Literacy Plan Template* is to support the LEAs/sites that received the LCRS funding in the development of a literacy plan as called for in the allowable use of funds in an intentionally organized way that stays focused on the allowable expenses, yet allows for flexibility to design a comprehensive LEA/site literacy plan. The plan can be comprehensive from the beginning or expanded over time, and it can be revisited and revised through continuous improvement “Plan-Do-Study-Act” cycles over the life of the grant and beyond.

This project is grounded in California’s guiding documents and initiatives. In particular, the *CA ELA/ELD Framework* provides a blueprint for the implementation of two sets of interrelated standards, the ELA Content Standards and the CA ELD Standards. The *CA ELA/ELD Framework* addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines through five key themes. It also includes guidance on assessment and multi-tiered systems of support.

Literacy Plan Template Overview

The template is divided into three sections and is based on the Systemic Instructional Capacity Building Model:

1. **Background Information**
 - 1.1. Overview Of CURRENT LEA/Site ELA/ELD Instructional Plan
 - 1.2. Summary of Root Cause Analysis & Needs Assessment
2. **Literacy Goals**
 - 2.1. What we are going to do/change in our system to impact student literacy achievement
3. **Support Categories for Meeting the Literacy Plan Goals**, includes allowable programs and services (*LEA/site may write a comprehensive plan that includes multiple funding streams, or write a narrow plan for only the LCRS funds. Descriptors of the categories are found within the template.*)
 - 3.1. Conditions for Literacy Learning and Success
 - 3.2. Comprehensive Assessment System
 - 3.3. Cohesive Curriculum Plan
 - 3.4. Systematic Capacity Building
 - 3.5. Support System



LCRS Allowable Uses of Funds per AB 181, Section 137 (Chapter 52, Statutes of 2022) and SB 114, Section 104 (Chapter 48, 2023)

As stated on the CDE LCRS webpage, <https://www.cde.ca.gov/pd/ps/lcrsprogram.asp>, the following are the allowable use of LCRS funds. See also the LCRS Frequently Asked Questions at <https://www.cde.ca.gov/pd/ps/lcrsgrantfaq.asp>.

LCRS Funds may be used to:

- Develop school literacy programs
- Employ and train literacy coaches and reading and literacy specialists
- Develop and implement interventions for students in need of targeted literacy support

Expenditures for school literacy programs may include:

1. Developing a school literacy plan that includes goals and actions to improve literacy acquisition for pupils in preschool, if applicable, and kindergarten or any of grades 1 to 3, inclusive. The plan shall identify metrics to measure progress toward the goals and actions.
2. Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes. To "employ" means that a local educational agency (LEA), to the extent feasible, will hire a new literacy coach, reading specialist, or both; train existing staff to become a literacy coach; or support existing staff in obtaining a reading specialist credential or authorization. Funds shall not be used to support the salaries of existing literacy coaches and reading specialists.
3. Increasing access to evidence-based literacy instruction, through strategies, including, but not limited to, any of the following:
 - Providing bilingual reading specialists to support dual language acquisition and English language development programs.
 - Developing and implementing culturally responsive curriculum and instruction.
 - Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.
 - Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.
4. Establishing an evidence-based family literacy initiative, which may include but is not limited to, the following:
 - Family literacy plans that identify literacy and biliteracy goals, benchmarks, and roles for all family members.
 - Family literacy home visiting programs, including, but not limited to, "promotora" family literacy outreach specialists. LEAs may establish literacy and biliteracy home visits to engage families in how to best support their pupils and every family member in reaching their literacy goals.
 - Extended-day, summer, or weekend family institutes related to literacy and biliteracy. LEAs are encouraged to work with in-house expanded learning programs to establish literacy and biliteracy support programs and literacy enrichment programs during after school, weekend, and summer hours.
 - Public library family literacy partnerships, including, but not limited to, digital tools to support whole family literacy.

Directions

The LCRSET Grant Leads and [Regional Hubs](#) will provide a step-by-step process from pre-planning to plan development, with expert technical assistance, ongoing support, and feedback. Refer to the [LCRSET Padlet](#) for additional support and resources.

The Literacy Plan Template is intended to be written collaboratively by Site Literacy Teams based on the LEA/site local data, root cause analysis, and needs assessment. LEA/site teams may write a comprehensive plan that includes multiple funding streams, or write a narrow plan for only the LCRS funds.

Section 1, Background Information, is an overview of the current reality of the LEA/site. Fill in the template for the instructional materials and assessments being used in each Tier of instruction. Provide a link to the daily instructional schedule(s). Give a summary of the root cause analysis and needs assessment findings completed by school teams during prior training sessions. Provide links to the Literacy Team’s documents.

Section 2, Literacy Goals, is where the Site Literacy Team formulates their SMARTe goals based on the root cause analysis and needs assessment. Include rationale and progress monitoring plan for the goals.

Section 3, Support Categories for Meeting the Student Literacy Goals, is intended to be flexible depending on the allocation of LCRS funds, inclusion of other funding sources, and needs assessment findings. This section can be as comprehensive or as narrow as the LEA/site chooses, and can be expanded at any time. The five support categories include descriptors as well as aligned allowables from Assembly Bill 181, Section 137 (Chapter 52, Statutes of 2022) and Senate Bill 114, Section 104 (Chapter 48, 2023).

The Support Category tables are organized like mini-action plans, with the headers:

- Considerations
- Date Range
- Action Items
 - What will you do to meet your stated goal(s)?
- Rationale
 - How does this support literacy goal #1 and/or #2? What in your root cause/needs assessment led you to this action?
- Progress Monitoring
 - How will you monitor the action item? Consider student data, implementation data, daily schedules, walk-through data professional learning plans, etc.
- Person/Team Responsible
 - Who will take the lead on this action item?
- LCRS Funding/ Other Funding (align to SPSA and LCAP as applicable) [select one]
- Allowables May Include

The more thorough the descriptions and explanations in each section, the stronger the plan and implementation will be.

LEA/Site Information

LEA/District: New Heights Charter School
LEA/District Grant Lead: Amy Berfield
Site(s): same
Site Administrator(s): same

Site Literacy Teams may include Grant Leads, Site Administrators, Teachers, Special Education Teachers, Literacy Coach, Reading Specialist, Bilingual Reading Specialist, Interventionists, Parents, LEA curriculum leads, Promotoras, ELD specialist, etc.

Site Literacy Team Member	Role (Include title and/or grade level)
Amy Berfield	Executive Director
Pati Perez	Literacy Coach
Niki Lazano	1 st Grade Teacher and Literacy Coach
Miguel Yaptinchay	1 st Grade Teacher and Literacy Coach
Dr. Rosanne Lopez	3 rd Grade Teacher
Cynthia Clemente	Resource Teacher, TK-2

LITERACY PLAN TEMPLATE

Section 1: Background Information

List the instructional materials and assessments you are currently using to teach and assess the Five Key Themes (Content Knowledge, Effective Expression, Foundational Skills, Language Development, and Meaning Making) of the CA ELA/ELD Framework, including oral language, word recognition, and language comprehension. Dual Immersion sites should list both sets of materials and assessments.

1.1 Overview of CURRENT LEA/Site Instructional Materials & Assessments (Insert Additional Rows As Needed)		
	ELA/ELD/Biliteracy Instructional Materials (Foundational skills, comprehension, writing, ELD...)	Literacy Assessments and Frequency Biliteracy Assessments and Frequency
Tier 1: Universal Support (All)	SIPPS	Diagnostic and Mastery (embedded)
	EL Education	Curriculum Embedded Assessments (unit, module and summative assessments)
Tier 2: Supplemental Support (Some)	SIPPS Plus	Diagnostic and Mastery (embedded)
	Fountas and Pinnell Levelled Intervention	Progress Monitoring Assessments (every week)
Tier 3: Intensified Support (Few)	Seeing Stars	Progress Monitoring Assessments

See Multi-Tier Intervention Chart.

1.2 Root Cause Analysis & Needs Assessment	Links to Documents
Root Cause Analysis Summary: In our root cause analysis, after analyzing our data (curriculum embedded progress monitoring, CAASPP, ELPAC, and response to reading writing samples) we wrote our problem statement: “Too few of our students are able to read and comprehend complex grade-level texts.” Based on the same data, and responding to our problem statement, we then identified several causes that were in our team’s locus of control and categorized them in our systemic buckets. We agreed upon our top three high-leverage opportunities for improvement: (Priority 1): We are in the process of learning how to implement our EL Education curriculum that features grade-level texts and teachers are spending too much time with direct instruction and not enough time allowing students to do the work. (Priority 2): Our Foundational Skills instructional time is less than our students need. (Priority 3): We need to identify and integrate the teaching of grade-level academic vocabulary instruction for all our students, especially our ELL students. These are all causes that are within our control, and they are ordered by anticipated impact on student literacy achievement.	
Needs Assessment Summary: In our needs assessment, we created two SMARTe goals from our top three high leverage opportunities for improvement. The EL Education goal should also help us address the vocabulary needs (priority 3) since the program includes a strong language focus. We created the two SMARTe goals, which include: 1) We will increase our skills in the effective implementation of EL Education to support students’ reading comprehension, response to reading, and students’ academic vocabulary by participating in professional development and coaching as measured by the school’s universal screener administered 3x per year and monitored through curriculum-embedded formative and summative assessments by the end of May 2026. 2) We will increase time spent in TK-3 on instruction of foundational skills in 100% of K-3 classrooms by implementing explicit standards-based teaching using the progression of foundational skills with fidelity across classrooms and attending professional development as measured by admin/coach/peer observations, our professional development calendar, and coaching schedule, and by the end of May 2026.	See iReady data (last pages of this plan)

Section 2: Literacy Goals

2.1 Literacy Goals

(Insert Additional Rows As Needed)

Literacy SMARTe Goals Focus of improvement, centered on literacy instruction - Site/LEA practices or issues - Evidence-based rigorous goal	Rationale Connect to root cause analysis, and needs assessment evident in identified goals.	Progress Monitoring Metrics to measure progress toward the goals and actions												
SMARTe Goal #1: We will increase our skills in the effective implementation of EL Education to support students’ reading comprehension, response to reading, and students’ academic vocabulary by participating in professional development and coaching as measured by the school’s universal screener administered 3x per year and monitored through curriculum-embedded formative and summative assessments by the end of May 2026.	Root cause analysis and needs assessment revealed challenges with effective curriculum implementation, lack of consistent emphasis on academic vocabulary across classrooms, and too much time spent on teacher talk vs. student talk.	<i>Beginning, middle and end of year data collection on grade-appropriate subtests in grades K-5 using iReady data for beginning, middle and end year for vocabulary, comprehension (literature), and comprehension (informational).</i> <i>BOY 2024 Baseline Data</i> <table><tr><td>Grade Level: 2</td><td><i>At Grade Level</i></td><td><i>On Level</i></td></tr><tr><td><i>Vocabulary(VOC)</i></td><td><i>12%</i></td><td></td></tr><tr><td><i>Comprehension: Literature(LIT)</i></td><td><i>12%</i></td><td></td></tr><tr><td><i>Comprehension: Informational Text (INFO)</i></td><td><i>12%</i></td><td></td></tr></table> <i>(See full data set in attachment.)</i> <i>Principal and coach observations occur on a consistent basis</i> <i>Feedback related to professional development delivered on curriculum materials and instructional delivery.</i> <i>Collaborative planning by grade levels.</i>	Grade Level: 2	<i>At Grade Level</i>	<i>On Level</i>	<i>Vocabulary(VOC)</i>	<i>12%</i>		<i>Comprehension: Literature(LIT)</i>	<i>12%</i>		<i>Comprehension: Informational Text (INFO)</i>	<i>12%</i>	
Grade Level: 2	<i>At Grade Level</i>	<i>On Level</i>												
<i>Vocabulary(VOC)</i>	<i>12%</i>													
<i>Comprehension: Literature(LIT)</i>	<i>12%</i>													
<i>Comprehension: Informational Text (INFO)</i>	<i>12%</i>													

SMARTe Goal #2: We will increase time spent in TK-3 on instruction of foundational skills in 100% of K-3 classrooms by implementing explicit standards-based teaching using the progression of foundational skills with fidelity across classrooms and attending professional development as measured by admin/coach/peer observations, our professional development calendar, and coaching schedule, and by the end of May 2026.	<i>Root cause analysis and needs assessment revealed teachers were spending less time on whole class, standards-based foundational skills.</i> <i>Screening data revealed low student scores in vocabulary across the school.</i>	<i>Beginning, middle, and end of year data collection on grade-appropriate subtest in grades K-3 on iReady for phonological awareness, phonics and high frequency words.</i> <i>BOY 2024 Baseline Data for Foundational Skills on iReady</i> <table><tr><td><i>Grade Level: Kinder</i></td><td><i>At Grade Level</i></td></tr><tr><td><i>Phonological Awareness</i></td><td><i>36%</i></td></tr><tr><td><i>Phonics</i></td><td><i>12%</i></td></tr><tr><td><i>High Frequency Words</i></td><td><i>9%</i></td></tr><tr><td></td><td></td></tr></table> <i>(See full data set in attachment.)</i> <i>Coach classroom observation data</i> <i>SIPPS PD sessions to improve implementation.</i> <i>SIPPS level data across the year.</i> <i>See attached for actual data.</i>	<i>Grade Level: Kinder</i>	<i>At Grade Level</i>	<i>Phonological Awareness</i>	<i>36%</i>	<i>Phonics</i>	<i>12%</i>	<i>High Frequency Words</i>	<i>9%</i>		
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Section 3: Support Categories for Meeting the Literacy Goals

3.1 Conditions for Literacy Learning and Success						
Considerations: climate, culture, curriculum coherence among MTSS tiers (academic and behavior systems), teacher collaboration, data-based decision making (data analysis, academic/data conferences, root cause, needs assessments), sitewide focus on effective instruction, professional learning for all staff, literacy leadership prioritized, cycles of continuous improvement (Plan-Do-Study-Act cycles), alignment of ELA and ELD instructional time blocks, master schedule for instruction includes sufficient time to implement the adopted programs						
Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Year 1 August 2024	Schoolwide focus on EL Education implementation - Gather curriculum specific walkthrough tools for team to look over - Brainstorm list of walk though protocols and norms - Create final list of implementation expectations	Goal 1: For data analysis, collaborative planning, and administrative and peer walk-throughs, an agreed upon protocol will help foster professional learning and clear expectations with the adults at the site as noted as a cause in the Root Cause Analysis.	- Creation of agreed-upon protocol for walk-through - Process for reflection during and after walk-through - Creation of action plan based on reflections	Site leader and Literacy Coach in collaboration with the Site Literacy Team	X (literacy coach)	
Year 1 September 2024	Site-Wide, grade-level- specific student data analysis Review of which system to use for data to be organized in a data system that allows longitudinal tracking at the grade/class/student level for each screener administration.	Goal 1: Our data collected for our root cause shows the need for mastery of foundational skills, with an average of 35% of students performing at grade level.	100% of teachers participate in grade-level data analysis 100% of student data is entered into data system to allow for baseline needed to track student literacy growth through the implementation of Goal 2 (consistent instruction of foundational skills)	Site principal, Literacy Coach, Grade Level Leads	X (time for data analysis)	

Year 1 August 2024	Co-develop walk-through document with “Look-Fors” specific to Goal 1 - Literacy Coach to review EL Education tool and adapt as needed. - Finalize walk-through tool with literacy team and share with teachers for feedback.	Goal 1: In order to achieve consistent reading instruction (Goal 1), a common understanding of EL Education best practices that are central to each classroom will be developed and reinforced through the use of walk-throughs.	100% of grade level teams have common “Look For” document - Peer walk-throughs using the “Look Fors” document helps refine instructional practices to create consistency and coherence for students across the site	Literacy Coach Site Literacy Team	X (subs for walk-throughs)	
Year 1 May 2025	ELA/ELD time blocks delineate instructional time for each literacy component to teach required by CA Common Core State Standards - Review CA Content Standards - Review Foundational Skills progression - Grade level discussions and agreements around timeframes	Goal 1 & 2: A schedule that provides sufficient time in the literacy block for foundational skills and comprehension instruction (inclusive of vocabulary) that ensures the Tier 1 instructional materials can be delivered as intended with integrity and fidelity to the program.	- Completed weekly planners that emphasize standards being taught in reading. - Ongoing administrator and peer walkthroughs	School Leaders Literacy Coaches All grade level teams	X (literacy coaches)	
Year 2 August 2025-June 2026	Site-Wide, grade-level- specific planning time with Literacy Coach from EL Education to support Goal 1 & 2 implementation: All grades will plan for 25-26 implementation during PD days in August prior to the first day of school	Goal 1 & 2: Teachers will use weekly collaborative planning time to meet with coaches throughout the school year to support implementation.	- Completed weekly planners that emphasize standards being taught in reading. - Ongoing administrator and peer walkthroughs	Site principal, Literacy Coach, Grade Level Teams	X (time for collaboration)	

3.2 Comprehensive Assessment System

Considerations: Assessment calendar that includes screening (including, beginning in the 2025-26 school year, screening required pursuant to Education Code Section 53008), progress monitoring, diagnostic, summative, and curriculum-embedded assessments. Additional considerations include the state-provided interim assessments. Data literacy for staff. Consistent testing administration and data collection followed by data analysis meetings that include admin, coach, teachers. Alignment and communication across tiers of support (classroom, intervention, special education, etc.)

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Year 1 2024 - 2025	Grade-level-specific data analysis meetings 3x per year - Schedule created for meetings, by grade level, following the assessment windows - Data accessible online - Agenda created for each meeting, including meeting norms - Action plan template in grade level shared drive - Shared document of classwide and student growth (per screener subtest) is created and completed	Goal 1: Consistent delivery of the screener and curriculum embedded progress monitoring assessments related to foundational skills aides in collaboratively planning a unified instructional response addressing the needs illuminated by the data gathered. The need for collaborative analysis of foundational skill common assessments was noted in the Root Cause analysis.	- Agenda - Notes on data analysis includes classwide and student level growth - SMARTe goals are established for expected student growth by next data meeting - Action plan, with specific action items, persons responsible, student groups, targeted skills, and dates - Administrator and coach follow up on action items with grade level teams - Assessment data entered into data collection system for each student	Administrator Literacy Coach Grade Level Teams	X (coach time)	
June 2024 and 2025	Grade level data articulation meetings 1x per year Meetings scheduled for grade below and grade above	Goal 1: The sharing of student mastery and growth in relation to foundational skills with the upcoming grade level teachers assists in common summer planning and	Classes rostered for upcoming year, considering students' academic and behavioral needs	Site Leader Literacy Coach	X	

	• Data sets prepared: EOY, growth, intervention, behavior, etc. • Determine a protocol to use while analyzing data	developing common pacing guides. The articulation meeting also helps to roster students into the upcoming class to best support their needs. The understanding of student progress around foundational skills helps the upcoming teachers plan resource allocation to predict and help prevent future student academic barriers. The need for articulation amongst grade levels was identified in the Needs Assessment.				
Year 1 2024-2025	Formative assessment analysis with teaching team monthly. • Use schoolwide protocols to analyze formative data • Data analysis tools and instructional planning templates provided to all teachers	Goal 1: Consistent delivery of the curriculum embedded progress monitoring assessments related to foundational skills aides in collaboratively planning a unified instructional response addressing the needs illuminated by the data gathered twice a month. The twice a month meetings also help monitor student progress on grade level standards related to foundational skills.	• Data analysis tool and instructional planning template completion • Walkthroughs to observe the agreed upon instructional responses by grade level	Literacy Coach Grade Level Teams	NA	NA
Year 1 Spring 2025	• Add Multitudes Screener for all students in grades K-2.	Goal 2: Learn how to use this screener to diagnose learning difficulties and design intervention supports.	• Assessment calendar created • 100% of students take assessments within assessment window • 100% of student data is entered into data system	Literacy Coach Site Literacy Team Grade Level Leads		X (funds provided by state for PD)
Year 2 2025-2026	Grade-level-specific data analysis meetings 3x per year • Schedule created for meetings, by grade level,	Goal 1: Consistent delivery of the screener and curriculum embedded progress monitoring assessments related to foundational skills aides in collaboratively planning a unified	• Agenda • Notes on data analysis includes classwide and student level growth • SMARTe goals are established for expected student growth by next data	Administrator Literacy Coach Grade Level Teams	X (coach time)	

	following the assessment windows • Data accessible online • Agenda created for each meeting, including meeting norms • Action plan template in grade level shared drive • Shared document of classwide and student growth (per screener subtest) is created and completed	instructional response addressing the needs illuminated by the data gathered. The need for collaborative analysis of foundational skill common assessments was noted in the Root Cause analysis.	meeting • Action plan, with specific action items, persons responsible, student groups, targeted skills, and dates • Administrator and coach follow up on action items with grade level teams • Assessment data entered into data collection system for each student			
Year 2 May 2026	Grade level data articulation meetings 1x per year • Meetings scheduled for grade below and grade above • Data sets prepared: EOY, growth, intervention, behavior, etc. • Determine a protocol to use while analyzing data	Goal 1: The sharing of student mastery and growth in relation to foundational skills with the upcoming grade level teachers assists in common summer planning and developing common pacing guides. The articulation meeting also helps to roster students into the upcoming class to best support their needs. The understanding of student progress around foundational skills helps the upcoming teachers plan resource allocation to predict and help prevent future student academic barriers. The need for articulation amongst grade levels was identified in the Needs Assessment.	• Classes rostered for upcoming year, considering students' academic and behavioral needs	Site Leader Literacy Coach	X	
Year 2 2025- 2026	Formative assessment analysis with teaching team monthly. • Use schoolwide protocols to analyze formative data	Goal 1: Consistent delivery of the curriculum embedded progress monitoring assessments related to foundational skills aides in collaboratively planning a unified	• Data analysis tool and instructional planning template completion • Walkthroughs to observe the agreed upon instructional responses by grade level	Literacy Coach Grade Level Teams	NA	NA

	Data analysis tools and instructional planning templates provided to all teachers	instructional response addressing the needs illuminated by the data gathered twice a month. The twice a month meetings also help monitor student progress on grade level standards related to foundational skills.				
Year 2 August 2025	Implement Multitudes Screener for all students in grades K-2.	Goal 2: Implement the screener to diagnose learning difficulties and design intervention supports.	- Assessment calendar created 100% of students take assessments within assessment window 100% of student data is entered into data system	Literacy Coach Site Literacy Team Grade Level Leads		X (funds provided by state for PD)
Allowables May Include: - Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes. - Providing bilingual reading specialists to support dual language acquisition and English language development programs. - Develop and implement interventions for students in need of targeted literacy support. - Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils. - Increasing access to evidence-based literacy instruction. - Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.						

3.3 Cohesive Curriculum Plan

Considerations: The adopted curriculum is comprehensive (addresses the five key themes of the ELA/ELD Framework, is aligned to the Common Core and CA ELD Standards, includes oral language development, and all strands of Scarborough’s Reading Rope) and it is taught consistently in all classrooms. Designated and integrated English language development are included in Tier 1: Universal Support. A single scope and sequence for foundational skills extends throughout the primary grades (and into the upper grades and intervention as indicated by data), so each year’s instruction builds upon the year before. The materials used in Tiers 2 and 3 reinforce and intensify the instruction that is provided in Tier 1: Universal Support. Supplemental materials, aligned to Tier 1: Universal Support, are used for the areas in which the core program might be lacking or as indicated by student data.

3.4 Systematic Capacity Building

Considerations: Master schedule for instruction includes sufficient time to implement the adopted programs for daily Tier 1: Universal Support ELA (whole-group and small-group instruction), Designated ELD, and Tier 2: Supplemental Support interventions. All teachers are sufficiently trained in implementing the adopted curricula for ELA (reading, writing, whole-class and small-group) and ELD (integrated and designated). All teachers plan sufficiently for effective ELA and ELD instruction. Ongoing in-class observations and coaching improve the quality of instruction using the adopted materials. Support staff are available and trained to supplement classroom instruction so all students receive sufficient instruction to make adequate yearly growth. A plan for professional development includes initial trainings and in depth follow-up training, and it is informed by the goals of the Literacy Action Plan, student data, and classroom observations. All staff regularly engage in professional development focused on evidence-based instructional strategies and curriculum. Stipends are included for professional development.

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Year 1 August 2024	Schedule sitewide PD in curriculum in August specific to Goal 1 - Research providers who are knowledgeable about the curriculum - Choose PD provider - Schedule training - Put contract in place	Goal 1: The PD will focus on Tier 1 instruction related to comprehensive understanding of the core curriculum and deep implementation of the adopted curriculum with integrity and fidelity to the program. Our root cause illuminated that our teachers do not fully understand and are not comfortable with delivering our adopted core curriculum. This was indicated as a need in our needs assessment, as well.	- PD sign-in sheet - PD template/materials completion	- Site Leader - Literacy Coach - EL Education/Better Lesson Literacy Coach	X	
Year 1 2024-2025	Schedule follow up coaching specific for Goal 1 See above	Goal 1: The PD will focus on Tier 1 instruction related to comprehensive understanding of the core curriculum and deep implementation of the adopted curriculum with integrity and	- PD sign-in sheet - PD template/materials completion	- Site Leader - Literacy Coach - EL Education/Better Lesson Literacy	X	

		fidelity to the program. Our root cause illuminated that our teachers do not fully understand and are not comfortable with delivering our adopted core curriculum. This was indicated as a need in our needs assessment, as well.		Coach		
Year 2 August 2025	Schedule sitewide PD in curriculum in August specific to Goal 1 - Research providers who are knowledgeable about the curriculum - Choose PD provider - Schedule training - Put contract in place	Goal 1: The PD will focus on Tier 1 instruction related to comprehensive understanding of the core curriculum and deep implementation of the adopted curriculum with integrity and fidelity to the program. Our root cause illuminated that our teachers do not fully understand and are not comfortable with delivering our adopted core curriculum. This was indicated as a need in our needs assessment, as well.	- PD sign-in sheet - PD template/materials completion	- Site Leader - Literacy Coach - EL Education Literacy Coach	X	
Year 2 2025-2026	Schedule follow up coaching specific for Goal 1 See above	Goal 1: The PD will focus on Tier 1 instruction related to comprehensive understanding of the core curriculum and deep implementation of the adopted curriculum with integrity and fidelity to the program. Our root cause illuminated that our teachers do not fully understand and are not comfortable with delivering our adopted core curriculum. This was indicated as a need in our needs assessment, as well.	- PD sign-in sheet - PD template/materials completion	- Site Leader - Literacy Coach - EL Education Literacy Coach	X	

- Allowables May Include:**
- Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes.
 - Employ and train literacy coaches and reading and literacy specialists.
 - Increasing access to evidence-based literacy instruction.
 - Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.
 - Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.

3.5 Support System

Considerations: Instructional coaching occurs regularly and is used to improve the quality of classroom instruction, support data analysis, and to guide professional development. Reading Specialists provide targeted support and interventions to students based on data. Evidence-based family initiatives support the site’s goals and initiatives.

Date Range	Action Items <i>What will you do to meet your stated goal(s)?</i>	Rationale <i>How does this support literacy goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Year 1 Summer 2024	Hire Literacy Coach(es) • Post position • Interview • Hire	Goal 1 & 2: Hire a literacy coach to support the implementation of both goals. Coach will be responsible for Professional Development, assessment planning and support, assisting site-wide data analysis, instructional modeling and coaching The need for a literacy coach was identified in our needs assessment.	• Literacy Coach Hired • Coach registers to engage in state-supported activities	• Site Leader • Operations Director • Site Literacy Team	X	
Year 1 2024-2025	Develop coaching calendar and walkthrough schedule specific to Goal 1 • Professional development workshops • Grade level data meetings	Goal 1: Plan out coaching calendar and walkthrough schedule to support teachers.	• Coaching calendar completed as a deliverable • Coaching walkthrough schedule completed as a deliverable • Coaches time conducting PD’s and walkthroughs completed monthly as a deliverable	• Site Leader • Literacy Coach • Site Literacy Team	N/A	N/A

	- Individual teacher coaching - observing, modeling, debriefing - Walkthroughs					
Year 1 2024-2025	Schedule weekly principal/ coach meetings specific to Goal 1 - Monday morning goal setting - Friday afternoon debrief	Goal 1: Regular communication will ensure teachers receive support they need and patterns across the site are noted for teams to address.	- Meetings calendared - Meetings held	- Site Leaders - Literacy Coach	N/A	N/A
Year 1 2024-2025	Schedule meetings with grade level teachers for differentiated support - Schedule 1:1 PD sessions between coach and teachers - Confer with teachers on focus of the PD/meeting	Goal 1: In order to increase fidelity of implementation, the literacy coach will differentiate support of Tier 1 curriculum for each classroom teacher. The literacy coach and classroom teachers will have frequent and scheduled time to communicate progress and needs related to Tier 1 instruction. Deep understanding of the adopted curriculum was indicated in the Root Cause Analysis.	- Schedule created at the close of each monthly meeting - Observe and debrief lessons (as appropriate to grade levels)	Literacy Coach	X (coverage)	
Year 1 2024-2025	Calendar family literacy events specific to Goal 1 and Goal 2 - Two per year - Each grade level plans with activities appropriate to age range - Make it a community event with food	Goal 1: In order to support literacy development, families will be invited to participate in the learning process. Through family events that support the realization of Goal 1 and 2, community resources can be leveraged to help students both at school and at home. The need to increase the participation of the students' families was seen in the Root Cause Analysis.	- Literacy events calendared - Literacy events held - Sign-in sheets - Feedback forms to evaluate impact and success and aide in planning of next literacy night	- Site Leader - Literacy Coach - Parent Coordinator - Community Schools Coordinator	X	X (food)

Year 2 2025-2026	Develop coaching calendar and walkthrough schedule specific to Goal 1 - Professional development workshops - Grade level data meetings - Individual teacher coaching - observing, modeling, debriefing - Walkthroughs	Goal 1: Plan out coaching calendar and walkthrough schedule to support teachers.	- Coaching calendar completed as a deliverable - Coaching walkthrough schedule completed as a deliverable - Coaches time conducting PD's and walkthroughs completed monthly as a deliverable	- Site Leader - Literacy Coach - Site Literacy Team	N/A	N/A
Year 2 2025-2026	Schedule weekly principal/ coach meeting - Set goals for teachers - Friday afternoon debrief	Goal 1: Regular communication will ensure teachers receive support they need and patterns across the site are noted for teams to address.	- Meetings calendared - Meetings held	- Site Leaders - Literacy Coach	N/A	N/A
Year 2 2025-2026	Schedule meetings with grade level teachers for differentiated support specific to Goal 1 Schedule 1:1 PD sessions Confer with teachers on focus of the PD/meeting	Goal 1: In order to increase fidelity of implementation, the literacy coach will differentiate support of Tier 1 curriculum for each classroom teacher. The literacy coach and classroom teachers will have frequent and scheduled time to communicate progress and needs related to Tier 1 instruction. Deep understanding of the adopted curriculum was indicated in the Root Cause Analysis.	- Schedule created at the close of each monthly meeting - Observe and debrief lessons (as appropriate to grade levels)	Literacy Coach	X (coverage)	
Year 2 2025-2026	Calendar family literacy events specific to Goal 1 and Goal 2 - Two per year - Each grade level plans with activities appropriate to age	Goal 1: In order to support literacy development, families are be invited to participate in the learning process. Through family events that support the realization of Goal 1 and 2,	- Literacy events calendared - Literacy events held - Sign-in sheets - Feedback forms to evaluate impact and success and aide in planning of next	- Site Leader - Literacy Coach - Parent Coordinator - Community	X	X (food)

	range Make it a community event with food	community resources can be leveraged to help students both at school and at home. The need to increase the participation of the students’ families was seen in the Root Cause Analysis.	literacy night	Schools Coordinator		
Allowables May Include: - Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes. To "employ" means that a local educational agency (LEA), to the extent feasible, will hire a new literacy coach, reading specialist, or both; train existing staff to become a literacy coach; or support existing staff in obtaining a reading specialist credential or authorization. - Providing bilingual reading specialists to support dual language acquisition and English language development programs. - Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils. - Family literacy plans that identify literacy and biliteracy goals, benchmarks, and roles for all family members. - Family literacy home visiting programs, including, but not limited to, “promotora” family literacy outreach specialists. LEAs may establish literacy and biliteracy home visits to engage families in how to best support their pupils and every family member in reaching their literacy goals. - Extended-day, summer, or weekend family institutes related to literacy and biliteracy. LEAs are encouraged to work with in-house expanded learning programs to establish literacy and biliteracy support programs and literacy enrichment programs during after school, weekend, and summer hours. - Public library family literacy partnerships, including, but not limited to, digital tools to support whole family literacy.						

Literacy Data

SBAC ELA Data:

Schoolwide

2023: 36.01% Proficient 2024: 39.78% Proficient 2025: 45.99% Proficient

Beginning, middle and end of year data collection on grade-appropriate subtests in grades K-5. iReady data for beginning, middle and end year for 2nd-5th

- BOY 2024 Baseline Data
 - Kinder: 18% proficient in iReady
 - 1st: 7% proficient in iReady
 - 2nd: 15% proficient in iReady
 - 3rd: 32% proficient in iReady
 - 4th: 18% proficient in iReady
 - 5th: 8% proficient in iReady
- MOY 2025 Expected Growth

- Kinder: 37% proficient in iReady
 - 1st: 24% proficient in iReady
 - 2nd: 27% proficient in iReady
 - 3rd: 49% proficient in iReady
 - 4th: 20% proficient in iReady
 - 5th: 14% proficient in iReady
- EOY 2025 Expected Growth
 - Kinder: 66% proficient in iReady
 - 1st: 47% proficient in iReady
 - 2nd: 44% proficient in iReady
 - 3rd: 54% proficient in iReady
 - 4th: 29% proficient in iReady
 - 5th: 30% proficient in iReady

Goal #1: Reading Comprehension Data: Grades 2-5

BOY 2024 Baseline Data

Grade Level: 2	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	12%	36%	52%
<i>Comprehension: Literature(LIT)</i>	12%	42%	45%
<i>Comprehension: Informational Text (INFO)</i>	12%	36%	52%

MOY 2024 Baseline Data

Grade Level: 2	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	24%	44%	32%
<i>Comprehension: Literature(LIT)</i>	30%	32%	38%
<i>Comprehension: Informational Text(INFO)</i>	18%	50%	32%

EOY 2024 Baseline Data

Grade Level: 2	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>39%</i>	<i>38%</i>	<i>24%</i>
<i>Comprehension: Literature(LIT)</i>	<i>42%</i>	<i>35%</i>	<i>24%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>33%</i>	<i>41%</i>	<i>26%</i>

BOY 2024 Baseline Data

Grade Level: 3	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>23%</i>	<i>26%</i>	<i>51%</i>
<i>Comprehension: Literature(LIT)</i>	<i>26%</i>	<i>31%</i>	<i>43%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>26%</i>	<i>20%</i>	<i>54%</i>

MOY 2024 Baseline Data

Grade Level: 3	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>35%</i>	<i>41%</i>	<i>24%</i>
<i>Comprehension: Literature(LIT)</i>	<i>46%</i>	<i>24%</i>	<i>30%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>43%</i>	<i>19%</i>	<i>38%</i>

EOY 2024 Baseline Data

Grade Level: 3	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>63%</i>	<i>19%</i>	<i>19%</i>
<i>Comprehension: Literature(LIT)</i>	<i>43%</i>	<i>35%</i>	<i>21%</i>
<i>Comprehension:</i>	<i>43%</i>	<i>38%</i>	<i>19%</i>

Informational Text(INFO)			
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Goal #1: Reading Comprehension Data: Grades 2-5

BOY 2024 Baseline Data

Grade Level: 4	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
Vocabulary(VOC)	20%	33%	47%
Comprehension: Literature(LIT)	22%	27%	51%
Comprehension: Informational Text (INFO)	18%	27%	56%

MOY 2024 Baseline Data

Grade Level: 4	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
Vocabulary(VOC)	25%	38%	38%
Comprehension: Literature(LIT)	25%	22%	53%
Comprehension: Informational Text(INFO)	13%	38%	49%

EOY 2024 Baseline Data

Grade Level: 4	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
Vocabulary(VOC)	31%	42%	18%
Comprehension: Literature(LIT)	31%	40%	29%
Comprehension: Informational Text(INFO)	26%	44%	29%

BOY 2024 Baseline Data

Grade Level: 5	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>8%</i>	<i>23%</i>	<i>69%</i>
<i>Comprehension: Literature(LIT)</i>	<i>16%</i>	<i>15%</i>	<i>69%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>10%</i>	<i>13%</i>	<i>77%</i>

MOY 2024 Baseline Data

Grade Level: 5	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>19%</i>	<i>20%</i>	<i>61%</i>
<i>Comprehension: Literature(LIT)</i>	<i>25%</i>	<i>24%</i>	<i>51%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>19 %</i>	<i>17%</i>	<i>63%</i>

EOY 2024 Baseline Data

Grade Level: 5	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>27%</i>	<i>24%</i>	<i>49%</i>
<i>Comprehension: Literature(LIT)</i>	<i>35%</i>	<i>22%</i>	<i>44%</i>
<i>Comprehension: Informational Text(INFO)</i>	<i>27%</i>	<i>22%</i>	<i>51%</i>

GOAL #2: K-3

BOY 2024 Baseline Data for Foundational Skills on iReady

Grade Level: Kinder	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>36%</i>	<i>64%</i>	<i>%</i>
<i>Phonics</i>	<i>12%</i>	<i>88%</i>	<i>%</i>

<i>High Frequency Words</i>	<i>9%</i>	<i>91%</i>	<i>%</i>

MOY 2024 Baseline Data

<i>Grade Level: Kinder</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>43%</i>	<i>57%</i>	<i>%</i>
<i>Phonics</i>	<i>45%</i>	<i>54%</i>	<i>%</i>
<i>High Frequency Words</i>	<i>32%</i>	<i>69%</i>	<i>%</i>

EOY 2024 Baseline Data

<i>Grade Level: Kinder</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>61%</i>	<i>39%</i>	<i>%</i>
<i>Phonics</i>	<i>67%</i>	<i>33%</i>	<i>%</i>
<i>High Frequency Words</i>	<i>70%</i>	<i>31%</i>	<i>%</i>

<i>Grade Level:1st</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>11%</i>	<i>63%</i>	<i>26%</i>
<i>Phonics</i>	<i>11%</i>	<i>59%</i>	<i>30%</i>
<i>High Frequency Words</i>	<i>11%</i>	<i>67%</i>	<i>22%</i>

MOY 2024 Baseline Data

<i>Grade Level: 1st</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>24%</i>	<i>69%</i>	<i>7%</i>
<i>Phonics</i>	<i>31%</i>	<i>66%</i>	<i>3%</i>
<i>High Frequency Words</i>	<i>38%</i>	<i>48%</i>	<i>14%</i>

EOY 2024 Baseline Data

Grade Level: 1st	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	44%	50%	7%
<i>Phonics</i>	50%	47%	3%
<i>High Frequency Words</i>	63%	27%	10%

BOY 2024 Baseline Data for Foundational Skills on iReady

Grade Level: 2nd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	67%	3%	30%
<i>Phonics</i>	21%	30%	48%
<i>High Frequency Words</i>	45%	24%	30%

MOY 2024 Baseline Data

Grade Level: 2nd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	71%	3%	26%
<i>Phonics</i>	35%	24%	41%
<i>High Frequency Words</i>	59%	21%	21%

EOY 2024 Baseline Data

Grade Level: 2nd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	79%	6%	15%
<i>Phonics</i>	38%	35%	26%
<i>High Frequency Words</i>	74%	12%	15%

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BOY 2024 Baseline Data for Foundational Skills on iReady

Grade Level: 3rd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	%	%	%
<i>Phonics</i>	45%	9%	46%
<i>High Frequency Words</i>	89%	3%	9%

MOY 2024 Baseline Data

Grade Level: 3rd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	%	%	%
<i>Phonics</i>	56%	8%	35%
<i>High Frequency Words</i>	95%	3%	3%

EOY 2024 Baseline Data

Grade Level: 3rd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	%	%	%
<i>Phonics</i>	60%	11%	30%
<i>High Frequency Words</i>	92%	3%	5%

2025-2026 DATA

Goal #1: Reading Comprehension Data: Grades 2-5

BOY 2025 Baseline Data

Grade Level: 2nd	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
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<i>Vocabulary(VOC)</i>	<i>8%</i>	<i>58%</i>	<i>35%</i>
<i>Comprehension: Literature(LIT)</i>	<i>12%</i>	<i>35%</i>	<i>54%</i>
<i>Comprehension: Informational Text (INFO)</i>	<i>8%</i>	<i>46%</i>	<i>46%</i>

<i>Grade Level: 3rd</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>12%</i>	<i>29%</i>	<i>60%</i>
<i>Comprehension: Literature(LIT)</i>	<i>20%</i>	<i>14%</i>	<i>65%</i>
<i>Comprehension: Informational Text (INFO)</i>	<i>15%</i>	<i>9%</i>	<i>78%</i>

<i>Grade Level: 4th</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>19%</i>	<i>39%</i>	<i>42%</i>
<i>Comprehension: Literature(LIT)</i>	<i>13%</i>	<i>35%</i>	<i>52%</i>
<i>Comprehension: Informational Text (INFO)</i>	<i>9%</i>	<i>45%</i>	<i>45%</i>

<i>Grade Level: 5th</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Vocabulary(VOC)</i>	<i>21%</i>	<i>26%</i>	<i>52%</i>
<i>Comprehension: Literature(LIT)</i>	<i>12%</i>	<i>31%</i>	<i>57%</i>
<i>Comprehension: Informational Text (INFO)</i>	<i>19%</i>	<i>10%</i>	<i>71%</i>

BOY 2025 Baseline Data for Foundational Skills on iReady

<i>Grade Level: Kinder</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>21%</i>	<i>79%</i>	<i>0</i>

<i>Phonics</i>	<i>14%</i>	<i>86%</i>	<i>0</i>
<i>High Frequency Words</i>	<i>3%</i>	<i>97%</i>	<i>0</i>

<i>Grade Level: 1st</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>6%</i>	<i>73%</i>	<i>23%</i>
<i>Phonics</i>	<i>6%</i>	<i>65%</i>	<i>30%</i>
<i>High Frequency Words</i>	<i>15%</i>	<i>45%</i>	<i>40%</i>

<i>Grade Level: 2nd</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>62%</i>	<i>4%</i>	<i>35%</i>
<i>Phonics</i>	<i>12%</i>	<i>46%</i>	<i>42%</i>
<i>High Frequency Words</i>	<i>54%</i>	<i>15%</i>	<i>31%</i>

<i>Grade Level: 3rd</i>	<i>At Grade Level</i>	<i>One grade level below</i>	<i>Two or more grade levels below</i>
<i>Phonological Awareness</i>	<i>%</i>	<i>%</i>	<i>0</i>
<i>Phonics</i>	<i>35%</i>	<i>3%</i>	<i>63%</i>
<i>High Frequency Words</i>	<i>69%</i>	<i>11%</i>	<i>20%</i>

- *MOY 2026 Expected Growth (forthcoming)*
- *EOY 2026 Expected Growth (forthcoming)*