Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Oakland Unified School District**

Program Lead: Romy Trigg-Smith Email/Phone: romy.trigg-smith@ousd.org/ 808-265-7248

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

Eligible Participating School(s):

1. Brookfield	6. Global
2. Hoover	7. Manzanita Community School
3. Horace Mann	8. Lockwood STEAM Academy
4. Highland	9. Markham
5. Prescott	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.): SCOE and Pivot/CORE

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**.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Section I: Annual ELSB Report Requirements

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

x The school site council at each eligible school

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

- Prescott - SSC on 5/17/2024
- Brookfield - SSC on 5/15/2024
- Global - SSC on 5/14/2024
- Hoover - SSC on 5/8/2024
- Highland - SSC 5/15/2024
- Horace Mann - SSC on 4/25/2024
- Manzanita Community School (MCS) - SSC on 5/14/2024
- Lockwood STEAM Academy (LSA) - SSC on 5/1/2024
- Markham - SSC on 5/16/2024

x The governing board or body of the LEA

Provide the date of the governing board meeting: **June 26, 2024.**

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

Provide URL here: https://www.ousd.org/Page/21278

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:

x Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

Please enter relevant school sites: ALL school sites except Markham hired literacy coaches:

- Prescott

- Brookfield
- Global
- Hoover
- Highland
- Horace Mann
- Manzanita Community School (MCS)
- Lockwood STEAM Academy (LSA)

The following three schools hired Early Literacy Tutors:

- Markham
- Hoover
- Prescott

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

Please enter relevant school sites:

X 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: Brookfield

☐ Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: The following three schools purchased curricular resources and instructional materials:

- Markham
- Hoover
- Prescott
- Horace Mann

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

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites:

X 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: Markham (Teaching Well)

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

Please enter relevant school sites: Markham (Teaching Well)

☐ Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: Select to enter text.

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Brookfield (Luminous Minds)

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

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Please enter relevant school sites: Brookfield (Luminous Minds)

Comments (optional): Select to enter text.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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?

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

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

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

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

   As a district we are going to continue to support our comprehensive assessment system and continue to provide training for teachers in DIBELS and Lectura with the mClass system as well as trainings on how to analyze the data. We will continue to provide district-wide PD offerings on SIPPS and EL Education. We are also going to continue to provide central Early Literacy Coaches and Literacy coordinators to support sites with implementing SIPPS and EL Education. We will also continue to support Curriculum Embedded Assessment data analysis through tools and dashboards as well as PLC protocols.

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?

   We have learned the importance of both curriculum agnostic and curriculum specific professional learning opportunities and so are intending to continue offering options for our teachers and leaders to participate in both types of PDs. We have learned that our sites

need continued targeted support to develop the strong conditions and systems which drive instructional improvements. So we are going to continue to provide tailored support to school leaders to reflect on schedules, ILT configurations, PLC structures, and coaching support. We have also analyzed the need for stability in our leadership and teaching workforce and have made some strong shifts to support teachers and leaders. We have also learned that building out the time for site leaders to do their own cycles of learning or PDSA cycles supports them feel efficacy in their work and prioritize or focus their work, so we are having all of our sites conduct cycles of inquiry.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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: Prescott

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

1. Provide explicit Word Recognition instruction.
2. Provide explicit Language Comprehension instruction.

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

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

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

- SIPPS Mastery Assessments Data
- SIPPS % at Target Lessons Data
- I-Ready Reading Data
- SIPPS Implementation/Observation tools

.

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.

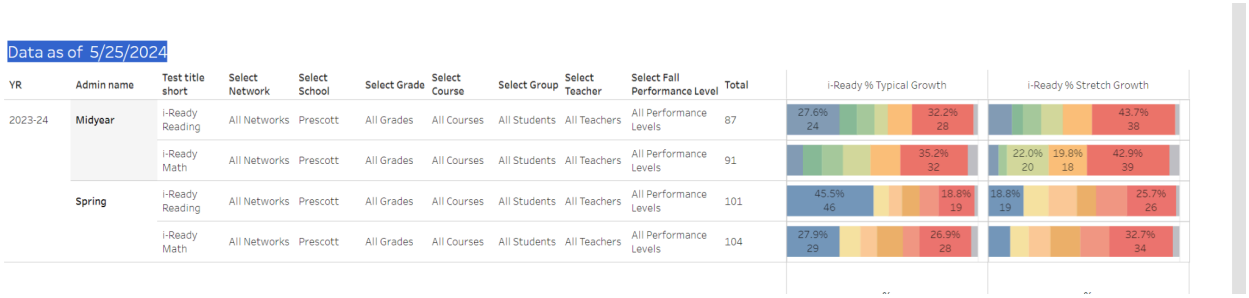
Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	I-Ready Reading	75%
First Grade	I-Ready Reading	35%
Second Grade	I-Ready Reading	21%

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

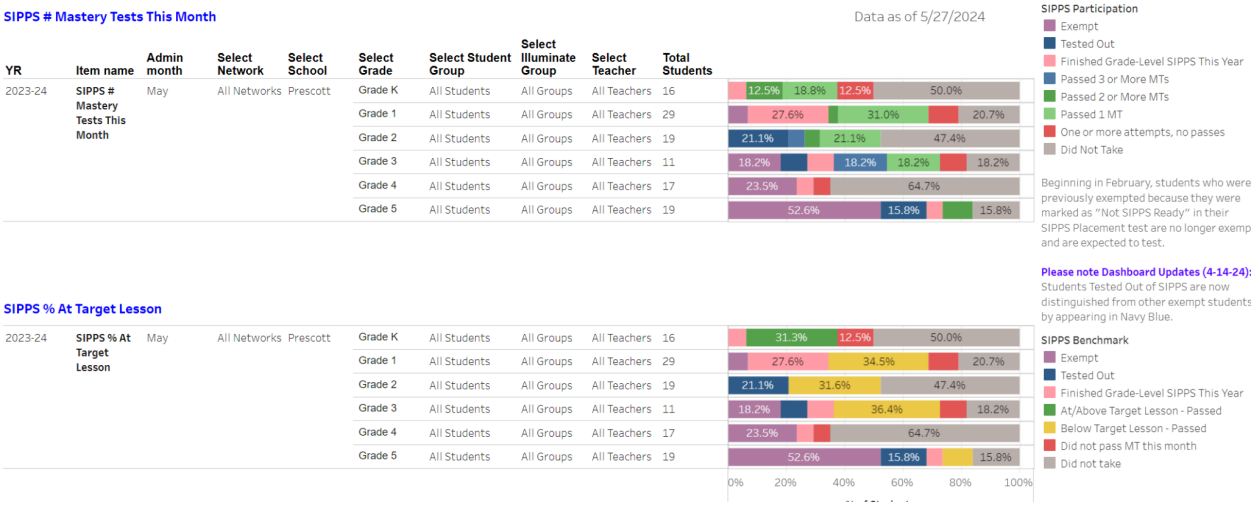
Third Grade	I-Ready Reading	45%

5. 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.



Data as of 5/25/2024

YR	Admin name	Test title short	Select Network	Select School	Select Grade	Select Course	Select Group	Select Teacher	Select Fall Performance Level	Total	i-Ready % Typical Growth	i-Ready % Stretch Growth
2023-24	Midyear	i-Ready Reading	All Networks	Prescott	All Grades	All Courses	All Students	All Teachers	All Performance Levels	87	27.6% 24 / 32.2% 28	43.7% 38
		i-Ready Math	All Networks	Prescott	All Grades	All Courses	All Students	All Teachers	All Performance Levels	91	35.2% 32	22.0% 20 / 19.8% 18 / 42.9% 39
	Spring	i-Ready Reading	All Networks	Prescott	All Grades	All Courses	All Students	All Teachers	All Performance Levels	101	45.5% 46 / 18.8% 19	18.8% 19 / 25.7% 26
		i-Ready Math	All Networks	Prescott	All Grades	All Courses	All Students	All Teachers	All Performance Levels	104	27.9% 29 / 26.9% 28	32.7% 34



SIPPS # Mastery Tests This Month

Data as of 5/27/2024

YR	Item name	Admin month	Select Network	Select School	Select Grade	Select Student Group	Select Illuminate Group	Select Teacher	Total Students
2023-24	SIPPS # Mastery Tests This Month	May	All Networks	Prescott	Grade K	All Students	All Groups	All Teachers	16
					Grade 1	All Students	All Groups	All Teachers	29
					Grade 2	All Students	All Groups	All Teachers	19
					Grade 3	All Students	All Groups	All Teachers	11
					Grade 4	All Students	All Groups	All Teachers	17
					Grade 5	All Students	All Groups	All Teachers	19

12.5% 18.8% 12.5% 50.0% / 27.6% 31.0% 20.7% / 21.1% 21.1% 47.4% / 18.2% 18.2% 18.2% 18.2% / 23.5% 64.7% / 52.6% 15.8% 15.8%

SIPPS Participation
Exempt
Tested Out
Finished Grade-Level SIPPS This Year
Passed 3 or More MTs
Passed 2 or More MTs
Passed 1 MT
One or more attempts, no passes
Did Not Take

Beginning in February, students who were previously exempted because they were marked as "Not SIPPS Ready" in their SIPPS Placement test are no longer exempt and are expected to test.

Please note Dashboard Updates (4-14-24): Students Tested Out of SIPPS are now distinguished from other exempt students by appearing in Navy Blue.

SIPPS % At Target Lesson

YR	Item name	Admin month	Select Network	Select School	Select Grade	Select Student Group	Select Illuminate Group	Select Teacher	Total Students
2023-24	SIPPS % At Target Lesson	May	All Networks	Prescott	Grade K	All Students	All Groups	All Teachers	16
					Grade 1	All Students	All Groups	All Teachers	29
					Grade 2	All Students	All Groups	All Teachers	19
					Grade 3	All Students	All Groups	All Teachers	11
					Grade 4	All Students	All Groups	All Teachers	17
					Grade 5	All Students	All Groups	All Teachers	19

31.3% 12.5% 50.0% / 27.6% 34.5% 20.7% / 21.1% 31.6% 47.4% / 18.2% 36.4% 18.2% / 23.5% 64.7% / 52.6% 15.8% 15.8%

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

SIPPS Benchmark
Exempt
Tested Out
Finished Grade-Level SIPPS This Year
At/Above Target Lesson - Passed
Below Target Lesson - Passed
Did not pass MT this month
Did not take

As you can see, we have started to see some good progress in the percent of our students meeting their typical goals in reading and reducing the percentage of students making little progress towards typical goals. This highlights for us that we are on the right path. The SIPPS data highlights that we have more students passing Mastery Tests this year but still need to improve the percentage of our students who are working on grade-level decoding skills.

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

   By Spring, in I-Ready reading as opposed to Mid-year, those considered at grade level with typical growth doubled. All students completed the Mastery Tests and a greater percentage of students passed the Mastery test while growing toward their grade level.

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

- Prescott will continue Small group phonological awareness and phonics instruction provided by teachers and tutors. (Increase small group instruction time of teachers and GLAD strategies implementation)
- Continue LEA- Specially designed coaching designated for the Early Literacy tutors
- Continue LEA-Specially designed coaching collaborative for the Teacher on Special Assignment to support foundational skills/EL instruction implementation with fidelity and high quality instruction
- Provide additional District/Admin/TSA/CSM leads Professional development for teachers around foundational literacy, unpacking units of EL education, Data Analysis and how it informs instruction, MTSS and Attendance issues.
- Provide increased opportunities for TSA to lead PLC meeting implementation: Planning(backwards),Data, Learning target reflection, EL Performance task Authenticity planning
- Consistent Support of pacing and implementation through Content Learning Walks, Observations-feedback cycles both for teachers and tutors and assessment tracking to ensure completion and data analysis
- Additional time for students after school to support their literacy needs with consistency and fidelity

Eligible Participating School #1: Lockwood

1. **What are the "big picture" goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.**
   a. Provide explicit, systematic foundational skills across classrooms.
   b. Improve collection of valid, predictive and reliable literacy data.

2. **What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?**
   a. Created and implemented a schedule where 95% of K -3 students received SIPPS instruction 4-5 times per week for 30 minutes in small groups.
   b. Observed and provided feedback around SIPPS instruction/implementation to SIPPS teachers.
   c. Met weekly with OUSD Network 4 Early Literacy Coach to focus on foundational skills instruction including SIPPS and Heggerty.
   d. Provided professional development 4-5 times per year emphasizing foundational skills instruction and intervention including SIPPS and Heggerty.
   e. We used DIBELS(ORF, NWF, PSF), SIPPS Mastery Test (MT) and Letter Name Identification to progress monitor monthly for those students that score 1 or more years below on the i-Ready Reading Diagnostic.
3. **What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?**

   i-Ready Reading - Percentage of students who scored mid above or early on grade level.

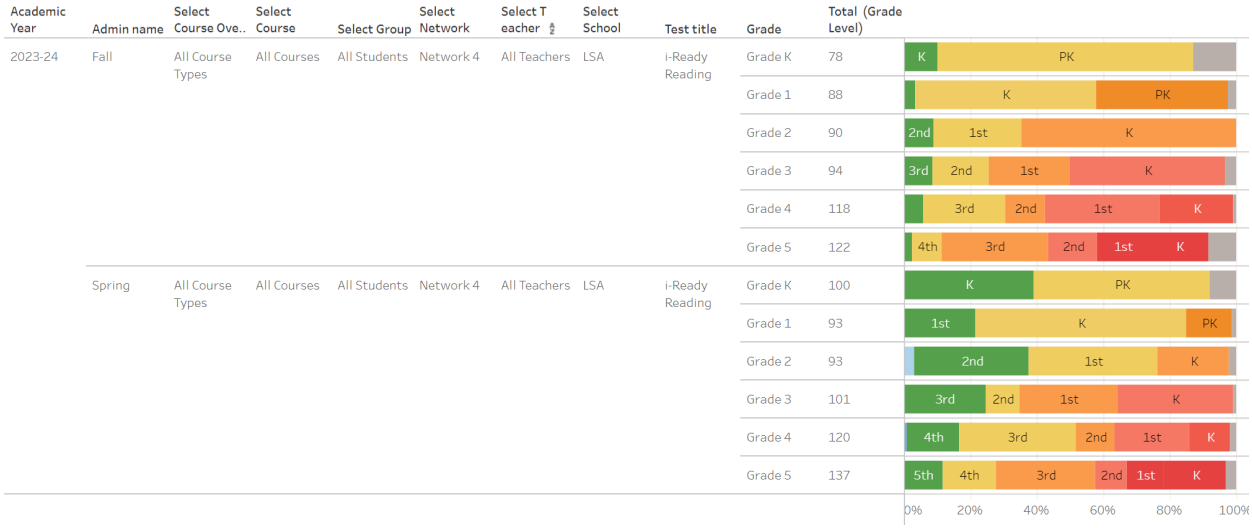
Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

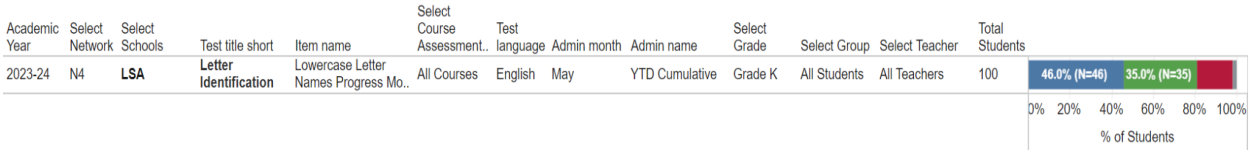
Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Fall % of Students At or Above Standard	Current % of Students At or Above Standard
Kindergarten	Letter Name ID/i-Ready Reading Diagnostic	**27.7%** LNI **10.3%**	**81%** LNI **42.4%** i-Ready Mid Above/Early On GL
First Grade	i-Ready Reading Diagnostic	**3.4%**	**21.8%** Mid Above/Early On GL
Second Grade	i-Ready Reading Diagnostic	**8.9%**	**38.5%** Mid Above/Early On GL
Third Grade	i-Ready Reading Diagnostic	**8.5%**	**25%** Mid Above/Early On GL

K-3 students MidAbove or Early on grade level Spring 2024 on iReady Reading Diagnostic



Kindergarten students are SIPPS Ready (knows at least 20 letters) and students who have mastered all 26 lower case letters.



Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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 Letter Name Identification grew by 53.3% from fall to spring. This was due aligning among kinder teachers on letter name lessons, spiral review using best practices, and providing additional instruction to individual and small groups of students.

   From fall to spring students at or above grade level on the i-REady reading Diagnostic increased by 32.1% in kindergarten, first grade increased by 18.4%, 2nd grade increased by 29.6%, and 3rd grade increased by 16.5%.

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

   We meet weekly with our network literacy coach to analyze letter name identification and SIPPS Mastery Test data to determine the next steps for students. We also get qualitative data from teachers and Early literacy tutors that allow us to make swift adjustments as needed. Most Students in grades K-3 have received consistent foundational skills instruction.

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

   We (TSA, Admin, Network coach) will continue to meet weekly and as needed to analyze data to differentiate for students and teachers. We will continue to prioritize foundational skills instruction in grades K-3. Provide consistent opportunities for teachers and Early Literacy Tutors to reflect on SIPPS data. Elbow teaching and modeling of effective foundational skills instruction.

Eligible Participating School #1: Markham

1. What are the "big picture" goals stated in the Literacy Action Plan?
   - Provide explicit, systematic Word Recognition instruction (Phonemic Awareness
   - Phonics; Sight word; and Decoding instruction) Develop robust assessment and data analysis practices to inform instruction
   - Provide explicit language development (vocabulary and language structure) instruction

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

   Continued focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word

Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.

Markham set up some systems to get SIPPS instruction happening consistently and teachers collecting reliable data to analyze and act on. OUSD coaches and TSAs supported implementation of systems and structures, capacity building, and support to lift foundational skill instruction for students at Markham.

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

   Intervention/progress monitoring for SIPPS and i-Ready, informal classroom data and student portfolio

   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	I-Ready	30%
First Grade	I-Ready	18%
Second Grade	I-Ready	12%
Third Grade	I-Ready	14%

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.

   - 21/22 Kinder reading 27%
   - 22/23 Kinder reading 43%
   - 23/24 Kinder reading 30%

As you can see from the above statistics, we improved our Kinder reading achievement on the i-Ready reading diagnostic from 21-22 to 22-23 school year. We still have room to grow in SIPPS data as it took us a while to develop a system for SIPPS, form groups, and staff the program. We are hoping to see significant improvement in SIPPS data this next school year and that should in turn impact our i-Ready data.

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

   - Acquisition of phonics/phonemic awareness across K-3
   - Improved attendance as a result of access
   - Improved SEL and less occurrences of conflicts

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?
   - Leveraging current staff to continue student support and prior training
   - Training parents and support from OUSD coaching teams

Eligible Participating School #1: MCS

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

   1.Provide explicit systematic phonemic instruction

   2.Data driven instruction based on Early Literacy Assessments

   3. Language Comprehension, Vocabulary Development, Utilizing Complex Text

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

We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPPS and providing individualized academic supports as measured by professional development calendar, coaching cycles, collaborative lesson plans and peer observations by May 27, 2024. In order to improve our implementation of SIPPS, our Early Literacy Teacher on Special Assignment (TSA) provided K-3 teachers with individualized observations, feedback and modeling lessons when needed. Our TSA also held monthly SIPPS-based grade level Professional Learning Community (PLC) meetings. In those meetings we analyzed student data to inform groupings and instructional decisions. Teachers were observed to ensure they were meeting the district goals for instructional minutes dedicated to SIPPS.

We will improve in our TK/K-3 collection of valid, predictive & reliable data by administering and analyzing DIBELS and I-Ready data three times a year as measured by assessment calendar, data collection forms, and data conference schedules by June 2024. Our teachers followed the Oakland Unified school district assessment calendar to administer progress monitoring assessments including DIBELS and I-ready. In PLCs and Professional Development meetings, we looked at student data and supported teachers in analyzing data and creating plans for student-teacher data conferences. Our teachers met with students individually before every i-ready diagnostic to set goals. Teachers also dedicated time to monitor student i-Ready use to ensure students were reaching the desired number of completed lessons per week and that students were receiving help on lessons when needed.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

We will improve in language comprehension instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum EL Education, instructional coaching, cycles of inquiry, and observations and feedback by June 2024. We spent one Professional Development meeting a month focused on EL Ed. Our teachers engaged in backwards planning and worked with grade-level teams and the instructional coach to ensure appropriate pacing and help teachers become more comfortable with the curriculum. We also dedicated one PLC per month to looking at the end of unit assessments and analyzing student performance to determine next steps instructionally.

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

1.

- PD Calendar
- Coaching Cycles
- Collaborative lesson plans

2.

- DIBELs Screening Assessment
- I-Ready Diagnostic Data
- Assessment Calendar
- Teachers knowledge of data dashboards
- Data conference outcomes

3.

- Teachers attendance to EL Education PD and subsequent trainings
- Collaboration and Communication with Instructional Coach
- Feedback from focused classroom observations

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

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Kindergarten	I Ready	17
First Grade	I Ready	28
Second Grade	I Ready	6
Third Grade	I Ready	19

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.

   The percentage of students meeting Annual Typical Growth on i Ready from fall to spring shows gains in all grade levels except 4th and 5th grades it stayed level. In 1st grade it increased from 18.6%-46.5%. For 2nd grade, it increased from 28.3% to 54.3%. In 3rd grade, it increased from 34.6% to 58%. In 4th grade stayed at 31.7%. In 5th grade, it stayed at 40.4%. This confirms that the work we are doing in K-3rd is making an impact.

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

   SIPPs daily instruction K-5th grades

   EL Ed curriculum delivered with district set pacing guide

   Increased i Ready growth

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

   TSA Early Literacy Instructional Coach will continue

   Early Literacy tutors providing SIPPs instruction K-5 will continue

Eligible Participating School #1: Highland

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

   We will improve in consistent instruction of foundational skills in 100% of K-2 classrooms by implementing an explicit, systematic foundational skills program with fidelity across classrooms and attending professional development as measured by admin/coach/peer observations, our professional development calendar, coaching schedule, and collaborative lesson plans by the end of May 2025.

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

   Year 1: creation of common norms and understandings, site-wide and grade-level wide data reviews

Year 2: progress monitoring, professional development

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

   i-Ready Diagnostic

   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	EOY i-Ready Diagnostic	20% mid or above 26% early on
First Grade	EOY i-Ready Diagnostic	4% mid or above 9 % early on
Second Grade	EOY i-Ready Diagnostic	8% mid or above 18% early on
Third Grade	EOY i-Ready Diagnostic	11% mid or above 23% early on

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.

   The kindergarten team shows the most students at or above the standard and these educators have also been at this site for the duration of this grant and have received all of the support and professional development to improve their practice and student outcomes.

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

   Building more collective responsibility at the site-level

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

   - Providing professional development in the beginning of the school year focusing on the science of reading and SIPPS implementation.
   - Setting August goals related to SIPPS implementation, ensuring the classrooms have the necessary supports for students to access word wall cards, etc.
   - Changing our coaching model so that teachers receive multiple weekly push-in visits from their coach and also having the ability within our schedule 1:1 meetings with teachers while students are with prep teachers.
   - Using the PLC space to progress monitor SIPPS data with teachers and out of that collaboration identifying key next steps that can be supported and monitored by a coach.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Eligible Participating School #1: Hoover

1. What are the "big picture" goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.
   - Provide explicit, systematic phonics instruction by implementing consistent, aligned instruction in SIPPS in grades K-3. (year 1)
   - Provide explicit teaching to increase background knowledge, vocabulary knowledge, and verbal reasoning in grade K-3. (year 2)
   - Create a sustainable school-wide ELA program in grades K-3. (by year 3)

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?
   - Continued funding of TSA: observation and feedback, 1:1 coaching for all K-3 teachers and tutors, facilitating PLCs, facilitating family reading workshops, supporting SIPPS data practices with analysis and grouping of students throughout the year, supporting partners in literacy work: district, lit tutors, Hoot, Families in Action.
   - Materials and supplies: replacing texts for EL ED, adding recommended texts and SIPPS books for 1:1 student ratios, materials for family workshops, materials for end of year EL Ed literacy expo on 4/18 and district lit fest on 5/8.

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

   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.

On Grade Level	iReady Reading 2021–22	iReady Reading 2022-23	iReady Reading 2023-24
Kindergarten	39%	37%	58%
First Grade	33%	37%	41%
Second Grade	14%	34%	27%
Third Grade	34%	30%	41%

Grade Level	SIPPS Mastery 2021–22	SIPPS Mastery 2022-23	SIPPS Mastery 2023-24
Kindergarten	6%	17.7%	30.2%
First Grade	8%	31.5%	34.1%

Second Grade	0%	11.2%	37.5%
Third Grade	0%	37.5%	70.8%

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.

   We have seen consistent growth on iReady and SIPPS in K-3. Except for this year in grade 2 on iready, each year students have grown in their phonics and in their overall reading. We had many new to Hoover students this year, with a large percentage being newcomers who enrolled in January and February. Despite the influx of students that caused us to reset significantly in our practices midyear, students showed significant improvement from the beginning of the year to the end of the year and over the last 3 years. Our reading instruction practices, systems are stable with teachers and students are making progress.

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

   Access to grade level texts and tasks is now seen consistently in all classrooms. Tier 1 practices are strong and students are feeling efficacy in their learning because of SIPPS progress and reading skills they are gaining. School culture and climate is stable and joyful.

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

Next year we will continue to support/ implement:

- Observation and feedback
- Coaching cycles
- SIPPS tier 2 groups
- Data practices and planning in PLCs
- Family workshops

Eligible Participating School #1: Global

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

   - Provide systematic foundational skills/word recognition instruction.
     - By May 2022, we will build the capacity of staff to provide aligned, systematic phonics/PA/HFW instruction as measured by PD calendar, PD

cycle planner, PLC note catcher, coaching schedule, intervention/small group schedule, and data talks.

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

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

    - Monitor data gains and look for ways be intentional in the support we provide.
    - Continued support delivering SIPPS instructions
    - Consistency with delivering K-2 Heggerty instruction
    - Supporting new teachers with SIPPS training
    - K-2 i-Ready student growth in phonological awareness
    - K-2 Scope and sequencing implementation
    - Spanish training and implementation of Spanish reading intervention program Bookshop Fonética - SIPPS
    - -Vocabulary PD cycles
    - -GLAD PD cycle
    -

3. 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.

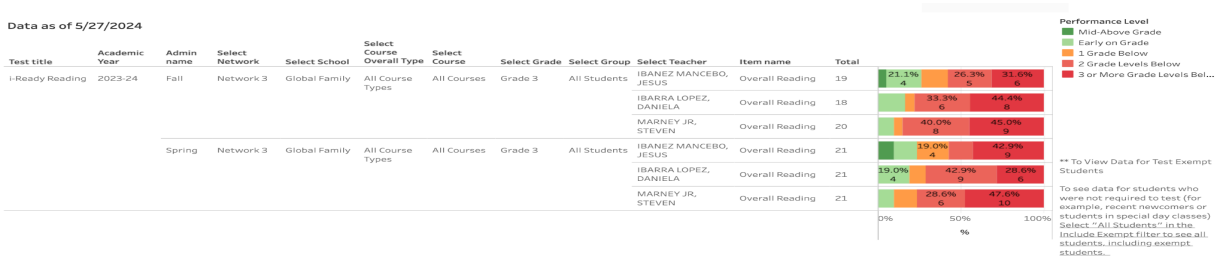
Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	mClass	37% (28/75)
First Grade	mClass	32% (23/72)
Second Grade	iReady	16% (11/67)
Third Grade	iReady	17% (11/63)

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.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

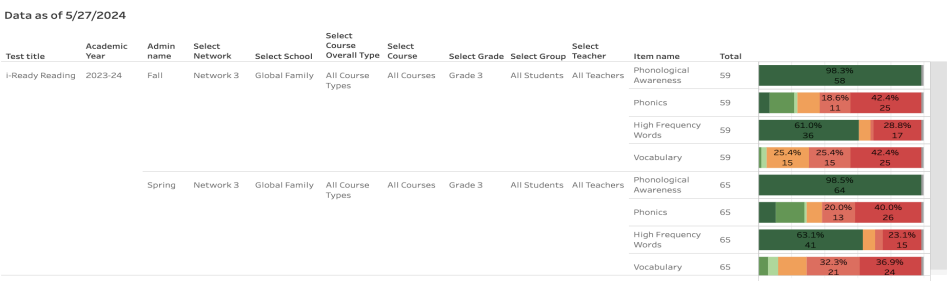
- **3rd Grade**



Data as of 5/27/2024

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Fall	Network 3	Global Family	All Course Types	All Courses	Grade 3	All Students	IBANEZ MANCEBO, JESUS	Overall Reading	19
									IBARRA LOPEZ, DANIELA	Overall Reading	18
									MARNEY JR, STEVEN	Overall Reading	20
		Spring	Network 3	Global Family	All Course Types	All Courses	Grade 3	All Students	IBANEZ MANCEBO, JESUS	Overall Reading	21
									IBARRA LOPEZ, DANIELA	Overall Reading	21
									MARNEY JR, STEVEN	Overall Reading	21

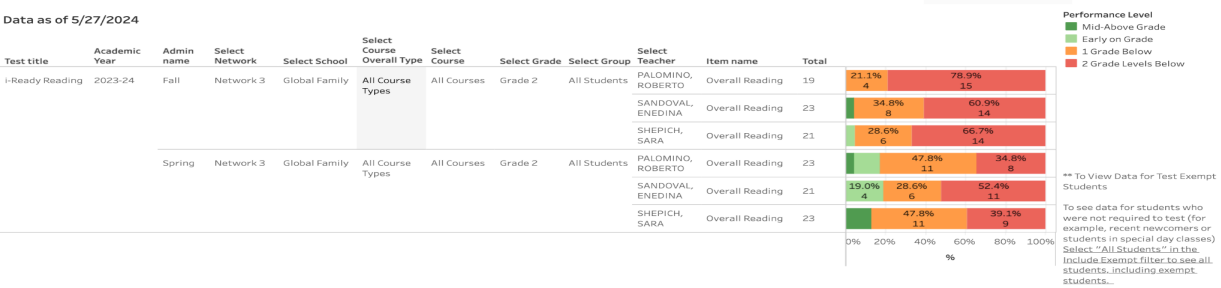
- **By Domains**



Data as of 5/27/2024

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Fall	Network 3	Global Family	All Course Types	All Courses	Grade 3	All Students	All Teachers	Phonological Awareness	59
										Phonics	59
										High Frequency Words	59
										Vocabulary	59
		Spring	Network 3	Global Family	All Course Types	All Courses	Grade 3	All Students	All Teachers	Phonological Awareness	65
										Phonics	65
										High Frequency Words	65
										Vocabulary	65

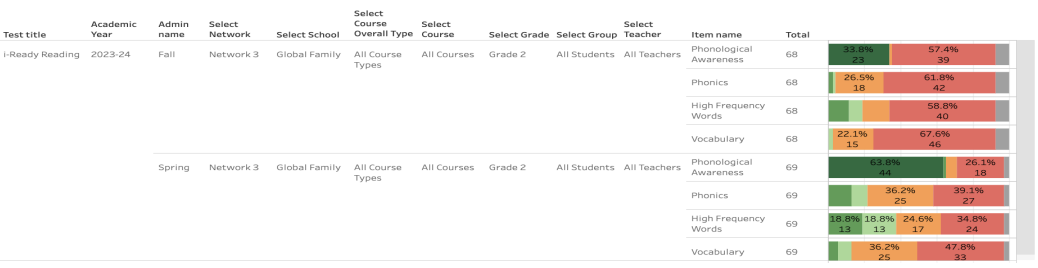
- In 3rd grade, we saw minimal gains. There was a lot of interruption to the instruction, but received throughout the year. The scores stayed stagnant overall, but managed to moves studnets out of red
- **2nd Grade**



Data as of 5/27/2024

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Fall	Network 3	Global Family	All Course Types	All Courses	Grade 2	All Students	PALOMINO, ROBERTO	Overall Reading	19
									SANDOVAL, ENEDINA	Overall Reading	23
									SHEPICH, SARA	Overall Reading	21
		Spring	Network 3	Global Family	All Course Types	All Courses	Grade 2	All Students	PALOMINO, ROBERTO	Overall Reading	23
									SANDOVAL, ENEDINA	Overall Reading	21
									SHEPICH, SARA	Overall Reading	23

- **By Domains**



Data as of 5/27/2024

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Fall	Network 3	Global Family	All Course Types	All Courses	Grade 2	All Students	All Teachers	Phonological Awareness	68
										Phonics	68
										High Frequency Words	68
										Vocabulary	68
		Spring	Network 3	Global Family	All Course Types	All Courses	Grade 2	All Students	All Teachers	Phonological Awareness	69
										Phonics	69
										High Frequency Words	69
										Vocabulary	69

-

- In 2nd grade we saw significant growth in Phonological Awareness. We were able to move 35% (in comparison to Fall Data) of students out of red in phonics. High Frequency words showed some gains and Vocubulary was able to see 28% (in comparison to Fall Data) move out of red.

5. What has been the most notable change as a result of the site's ELSB grant work?
   - One notable change that has impacted instruction has been the use of data. The coaching sessions are grounded on data and used to guide the coaching plan. Also, the focus on foundational skills has been critical and making sure SIPPS is happening daily is crucial.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?
   - We plan to continue to provide coaching/modeling
   - We will continue to focus on the Foundational Skills
   - We plan to provide teacher time to look at data during structured PLC.
   - We will conduct learning walks to support when it is necessary.

Eligible Participating School #1: Horace Mann

1. What are the "big picture" goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.
   - 80% of K-3 students will score at Mid-Above grade level on High Frequency Words and reading comprehension as measured by iReady Diagnostic. Teachers will also build their capacity to analyze student work and determine needed instructional shifts during Professional Learning Communities.
2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?
   - Hired an Early Literacy Coach to monitor instruction and organize and maintain structures for Word Study instruction.
   - Began a differentiated Word Study Program that began with a placement assessment for all K-3 students. Using the SIPPS (Systematic Phonemic Awareness, Phonics, Sight Words) curriculum, students are assigned to their identified level and within the cycles, students receive instruction and are given a mastery test at the end of the cycle.
   - Teachers also received training on teaching SIPPS from Early Literacy Coach. The coach also does observations and provides teachers with feedback.
   - Coach also does model lessons in classrooms to support instruction.
3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?
   - iReady Diagnostic 3 times per year

- SIPPS Mastery Tests
- Kinder - Monthly Letter ID
- Dibels: Phonemic Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency

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	Letter ID	92%
First Grade	iReady - Overall Reading	33.3%
Second Grade	iReady - Overall Reading	25.7%
Third Grade	iReady - Overall Reading	19.3%

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.
    - Over the past 3 years, we have seen significant growth in the area of word study.
        - 3rd grade went from 0% of students testing out or completing grade level SIPPS in the baseline data to 18.5% of students testing out of SIPPS and 40% of students completing grade level SIPPS.
        - 2nd grade went from 0% of students testing out or completing grade level SIPPS in the baseline data to 8.8% of students testing out of SIPPS and 23.5% of students completing grade level SIPPS.
        - 1st grade went from 0% of students completing grade level SIPPS in the baseline data to 8.3% of students completing grade level SIPPs.
        - Kinder went from 0% of students completing grade level SIPPS in the baseline data to 16.7% of students completing grade level SIPPS.
        - This also speaks to teacher's capacity to teach the curriculum with fidelity as they became experts with the specific level they were teaching.
    - Over the past 3 years, we have also seen a growth in students meeting their typical growth goal on iReady diagnostic:
        - We have increased the % of students reaching their typical growth goals from fall to End of Year:
            - Kinder: 8.8% of students at baseline to 35% in year 3
            - First: 33% of students at baseline to 52% in year 3
            - Third: 51.7% of students at baseline to 63% in year 3
    - Although the progress is much slower, we are seeing small increases in students scoring at early on - mid/above grade level in vocabulary. We have seen larger growth patterns in Kinder and First grade in Vocabulary, which means we will see more growth in Second and Third in the coming year.
5. What has been the most notable change as a result of the site's ELSB grant work?

- The most notable change as a result of the ELSB grant work has been our focus on Word Knowledge. We have a dedicated, protected time every morning for 30 minutes of Word Study instruction across our school. Nothing happens until after that 30 minutes of instruction takes place. If a teacher is absent, the Early Literacy Coach as well as the Administrator are able to step in order to maintain consistency. As a result, we have a larger number of students who are testing out of the SIPPS instruction and another group of students who are able to complete their grade level instruction.

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

- Now that our students have a solid foundation of Word Knowledge, we are going to use that strength to build towards students being able to apply that knowledge in their writing and reading grade level text.
- We will continue to build our capacity to use context clues and direct explicit instruction around vocabulary to help students learn strategies to determine the meaning of unknown words.
- We will also provide time for students who have tested out of SIPPS to build their comprehension skills by dedicating that same 30 minutes daily to learning and applying comprehension strategies to their reading.

Eligible Participating School #1: Brookfield

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

The big picture goals stated in the action plan are as follows:

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

1. To provide explicit, systematic phonics instruction.

2. To provide explicit, systematic comprehension instruction

3. To provide explicit, academic vocabulary instruction.

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

We continued to focus on implementing the EL Education curriculum with integrity, focusing on unpacking the targets, implementing comprehension strategies, and supporting students in meeting the target by analyzing the exit tickets, and reviewing the embedded assessments data. This was measured by classroom walkthroughs (observing teachers' use of comprehension strategies, analyzing lesson plans, discussions in PLCs, and looking at the iReady diagnostic tests, and EL Education embedded assessments.

We improved in our instructional practice and delivery of vocabulary development by implementing directed vocabulary instruction using EL Education, and Designated ELD, as measured by classroom walkthroughs, and iReady. We improved somewhat in our knowledge & skill by implementing an explicit systematic foundational skills program (SIPPS) in some classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans, peer observations, classroom walkthroughs (SIPPS instruction, fidelity to SIPPS routines), SIPPS mastery tests, DIBELS (three times a year), and iReady data.

Some teachers improved in teaching reading by using comprehension strategies regularly (activating background knowledge, predicting, inferencing, clarifying/asking questions, summarizing, monitoring, and visualizing).

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

The metrics that were used were iReady diagnostic assessments, SIPPS Mastery Test Data, and EL embedded assessment.

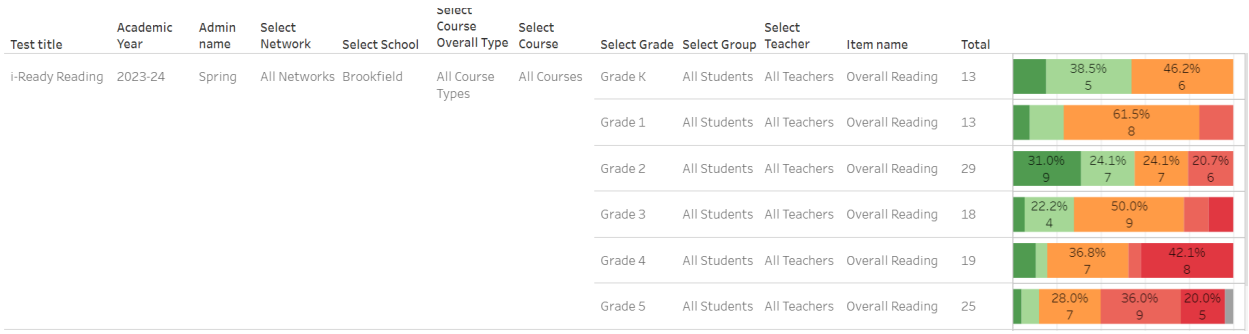
Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard

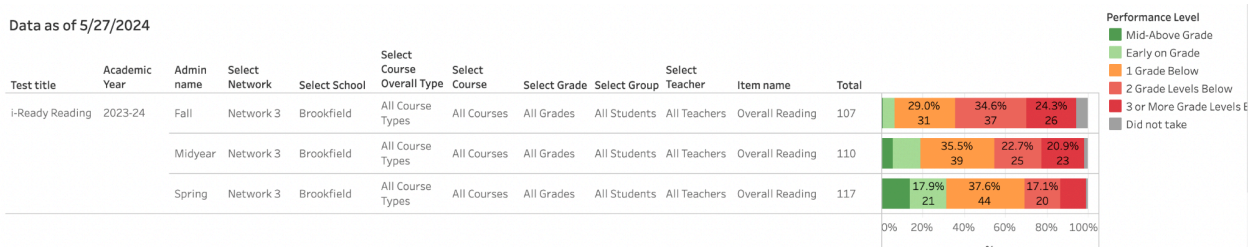
Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Kindergarten	iReady Reading	53.9%
First Grade	iReady Reading	23.1%
Second Grade	iReady Reading	55.1%
Third Grade	iReady Reading	27.8%



Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Spring	All Networks	Brookfield	All Course Types	All Courses	Grade K	All Students	All Teachers	Overall Reading	13
							Grade 1	All Students	All Teachers	Overall Reading	13
							Grade 2	All Students	All Teachers	Overall Reading	29
							Grade 3	All Students	All Teachers	Overall Reading	18
							Grade 4	All Students	All Teachers	Overall Reading	19
							Grade 5	All Students	All Teachers	Overall Reading	25



Data as of 5/27/2024

Test title	Academic Year	Admin name	Select Network	Select School	Select Course Overall Type	Select Course	Select Grade	Select Group	Select Teacher	Item name	Total
i-Ready Reading	2023-24	Fall	Network 3	Brookfield	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	107
		Midyear	Network 3	Brookfield	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	110
		Spring	Network 3	Brookfield	All Course Types	All Courses	All Grades	All Students	All Teachers	Overall Reading	117

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.

    Although Brookfield did not meet the expected goal, it is exciting to see the growth that has taken place over this past year, given the many challenges that were not in Brookfield's locus of control (i.e. school closure, teacher leaves, grade consolidation).

    At the beginning of this year, there were only 5.6 percent of all students performing at or above grade level. At the end of the year, we had 31.6 percent of all students performing at or above grade level based on the iReady reading assessment. That is a significant improvement. Fifty-either percent of the students were 2 or more grade levels below at the beginning of the school year. At the end of the school year, that 58% decreased to 29%. Thus, with the training, implementation of the curriculum, and a strong focus on literacy skills, Brookfield saw some great gains overall.

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

Overall, this grant really supported teacher's knowledge about foundational skills, as well as how the educators were able to support students with early literacy skills, which impacted the amount of students who moved closer to being on grade level each year. In addition, teachers were able to get strong training and collaboration with other teachers from various districts, allowing for strong thought partners throughout the last three years.

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

The site leader and teachers will continue implementation of the strategies that have worked well during the last three years. The teachers will use the district adopted curriculum with integrity, following the pacing guides and making sure they are providing strong literacy support to all students. Teachers will collaborate with one another in PLCs, using data to make appropriate changes as needed for the betterment of student achievement.