

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Escuela Popular Popular

Accelerated Family Learning Center

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Eligible Participating School(s):

1. Escuela Popular Accelerated Family Learning Center	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

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

Background: Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

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

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Section I: Annual ELSB Report Requirements

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

- ✓ The school site council at each eligible school
 - Escuela Popular Accelerated Family Learning Center SCC Meeting: May 15, 2023

(List the **school names** and **dates of** the school site council meetings where the annual ELSB report was provided: Select to enter text.)

- ✓ The governing board or body of the LEA
 - June 20, 2023

(Provide the date of the governing board meeting: Select to enter text.)

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

<https://www.escuelapopular.org/early-literacy-support-block-grant-program/>

(Provide URL here: Select to enter text.)

Section II: How ELSB Funds Were Spent in Year Two

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

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

- ✓ 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: Escuela Popular Accelerated Family Learning Center

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

Please enter relevant school sites: Select to enter text.

- ✓ Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify

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and support struggling pupils.

Please enter relevant school sites: Escuela Popular Accelerated Family Learning Center

✓ 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: Escuela Popular Accelerated Family Learning Center

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: Escuela Popular Accelerated Family Learning Center

✓ 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: Escuela Popular Accelerated Family Learning Center

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: Escuela Popular Accelerated Family Learning Center

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

Please enter relevant school sites: Select to enter text.

Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: Select to enter text.

Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

Strategies to implement multi tiered systems of support and the response to intervention approach.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Escuela Popular Accelerated Family Learning Center

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

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section. **This section does not apply as Escuela Popular is a stand alone school.**

1. What supports have the LEA provided to eligible participating school sites?
Select to enter text.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
Select to enter text.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
Select to enter text.

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

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

Eligible Participating School #1: Escuela Popular.

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

Goal 1: Provide explicit and phonics instruction to improve students fluency levels.

EP will improve students’ reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.

Goal 2: Improve data collection and analysis to inform teachers’ instruction related to literacy.

EP will improve its TK-K-3 collection of valid, predictive & reliable data by administering and analyzing Benchmark Adelante and Dibels data three times a year as measured by assessment calendar, data collection forms, and data conference schedules by June 2022.

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

Category 1: High quality Instruction Action Items

3.1a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.

Action 1 from goal 1: In August 2022, the school hired a bilingual literacy coach to work closely with teachers in grades TK-3rd to model lessons, coordinate the implementation and training of DIBELS and Benchmark assessments, and modeling the curriculum in both Spanish and English.

Action 2 from goal 1 & 2: The school hired two instructional bilingual aides (one in October of 2022 and one in February 2023) to work directly with students in grades TK-3 in small groups created by the teachers based on students’ literacy needs, to implement high frequency word and phonics evaluations, and help support during class instruction in a small group in both English and Spanish.

Action from goal 2: The school hired two instructional aides to support students and teachers during small group instruction on reading and receive professional development regarding data analysis.

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3.1c: 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.

Action from goal 1: By September 2023, Professional Development in Benchmark Advance and Adelante in order to explore foundational skills for primary grades K-2. **This action item will be carried over into the next school year and the date will be adjusted once determined.**

Action from goal 2: At the beginning of October 2022, the teachers began the collection of BOY Benchmark Data using both the Benchmark Adelante curriculum assessment and DIBELS 8. Prior to the implementation of these assessments teachers received training on data collection, specifically on DIBELS 8, and were given time to analyze such.

Action from goal 1: By September 2022, the school had already provided (June 3rd 2022) EP teachers with a professional development on the various components of the Benchmark Adelante program which was specifically focused on how to support students' literacy improvement using the digital version of the curriculum. The stakeholders involved in the professional development were teachers, special education staff, and school leaders.

Action from goal 2: Based on the Oral Reading Fluency data EP teachers, literacy aides, and literacy coach helped support instruction based on student needs and break down data to determine if students need phonemic awareness, fluency support at their reading level.

Action from goal 1 & 2: All instructional team members received training by the literacy coach on how to properly administer and use the data results from DIBELS/IDEL to support the fluency and early literacy skills lessons for students in small groups.

Category 2: Support for Literacy Learning Action Items

3.2a: Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Action from goal 1: In August 2022, the school had already (June 3rd) offered an initial training throughout the Benchmark Adelante and Advance curriculum implementation year.

Action from goal 1: In August 2022, the school purchased the updated version & supplemental components for Benchmark Adelante and Benchmark Advance, along with the training needed to implement the various digital and physical components of the curriculum.

Action for goal 2: In August 2022, the Early Literacy team developed a plan to collect data and analyze the implementation of the Benchmark Adelante and Advance curriculum.

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3.2b: Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

Action from goal 1: For the baseline assessments is the purchase of curriculum for DIBELS and IDEL including PDs. **This goal will carry over next school year.**

Action from goal 2: By the beginning of the second month of school as stated on the assessment calendar, student first assessment data was administered and differentiated groups were formed based on the analysis of the data results.

Category 3: Pupil Supports

3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Action from goal 1: BY September 2023, students will be part of our before school Tutoring Program and have breakfast provided for them (provided from outside funding) in the classroom to work with our Bilingual Specialist aid from 8-8:30 am for K-3. **This is an action that will carry over next school year.**

Action from goal 1: In September 2022, students were part of our after school Tutoring Program provided for them in the classroom for K-3 (provided from outside funding). Both teachers and literacy aides worked with these groups to target the literacy skills they needed to improve based on their assessments and classroom performance.

Category 4: Family Supports

3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

Action from goal 1: By October 2022, the school will provide literacy workshops to parents to increase their knowledge and ability to support their students at home. **Workshop took place in April 2023. This goal will carry over next school year.**

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

Category 1: High quality Instruction Action Items

3.1a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.

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Action from goal 1 metrics: Throughout the calendar year, 2022-2023 the literacy coach, with the support of the instructional leader, provided teachers with teaching strategies on how to improve phonics and fluency. Although fluency strategies were reviewed by the coach, the main focus this year was to improve the phonics instruction by implementing explicit and systematic instruction in this area in both English and Spanish language. The coach observed and gave feedback to teachers and modeled phonics and fluency strategies along with how to utilize the adopted curriculum. The coach also provided teachers with high quality resources and sample lessons they could access when needed.

- [Literacy Coaching Cycle Sample](#)
- [Teacher Quality Resources](#) including explicit phonics sample lessons.
- [Observation and debriefing coach schedule](#) as developed by the instructional leader and the literacy coach.
- [Coach Job Description](#)

Action from goal 1 & 2 metrics: The majority of our TK-3rd grade students continue to test below proficiency in fluency in both English and Spanish according to our current assessment data. Both bilingual literacy aides worked with students with low fluency levels during small groups and focused on the students' areas of need to improve their reading levels. These differentiated groups were created and assigned by the teachers based on our Benchmark Adelante and DIBELS data results and the specific needs and skills students needed to improve to become fluent readers. The literacy aides were utilized to help students practice phonics skills and high frequency words in small reading groups. Literacy aids used phonics assessment resources from the CORE assessment book to monitor student progress.

- [Dibels Data](#) from the beginning of the year to the end.
- [Benchmark Adelante ORF](#)
- Placement Assessment Data from Benchmark Adelante & Advance and DIBELS 8.
- High frequency word and phonics assessment from Benchmark Adelante & Advance and DIBELS 8.
- CORE phonics skills assessment.
- [Literacy Aide Routine Schedule](#) & [Literacy Aide 2 Routine Schedule](#)

Action from goal 2 metric: Literacy aides received professional development on data analysis, specifically DIBELS 8. Literacy aides were able to support teachers with the administration and analysis of the DIBELS assessments. Due to the professional development received, fewer errors were made during the administration of the DIBELS 8 assessments. During the school's collaboration meeting, both teachers and aides were able to analyze the current data results which showed that fluency and phonics results were inconsistent and did not meet our 75% percent increase.

- [Dibels Data](#) from the beginning of year to the end.
- [Benchmark Adelante ORF](#)

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3.1c: 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.

Action from goal 1 metric: Teachers were regularly presented with information on how to navigate both the online and physical resources from Benchmark Advance and Adelante. The Literacy Coach presented teachers from TK-3rd how to explore the foundational skills resources and assessment from the curriculum which could be implemented during students' foundational skills assessments in conjunction with the ones utilized by the literacy aides from the CORE book.

- Curriculum Embedded Formative Assessments
- Phonics Assessments to monitor students' progress.
- Running Records based on timed oral reading fluency, phonics, and word recognition assessments applied three times a year.
- Placement data from Benchmark Adelante and DIBELS 8.

Coaching and professional development included strategies/modeling on how to use the Benchmark Adelante and DIBELS 8 assessments to determine students' current literacy level. Teachers previously received professional development from Benchmark on how to explore and become comfortable with the digital resources offered by the curriculum. Teachers also received an initial training on how to implement the DIBELS 8 assessments.

An actual professional development on the use and administration of Benchmark Advance and Adelante early literacy skills is still needed and will carry on for next school year.

Action from goal 2 metrics: The early literacy team met once a month for 1-2 hrs to plan lessons, model instruction, discuss and analyze data, learn new instructional strategies, and develop steps and ideas to implement in the classroom. Teachers had additional PD's throughout the year in which they received training regarding data collection and analysis, formative assessment implementation (TLC), etc.

- [PD collaboration schedule and plan](#)
- [Assessment Plan](#)

Action from goal 1 metrics: June 3rd 2022, teachers received professional development on how to utilize the digital and physical components of Benchmark Adelante and Benchmark Advance which allowed teachers to have a better understanding on how to use the tool provided to better support students' learning. Moreover, teachers continue to receive training from the literacy coach on how to continuously utilize these specific tools.

- [Literacy Coaching Cycle Sample](#)
- [Observation and debriefing coach schedule](#)
- [Benchmark PD](#)
- Curriculum embedded formative assessments.
- Running Records based on timed oral fluency and phonics.

Action from goal 2 metrics: Based on the data results from Benchmark Adelante and DIBELS 8, teachers planned instruction to target students' needs during small groups. Using

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Benchmark Advance and Adelante intervention and small group material and with the help of the literacy aides, the literacy needs of students' were targeted. **Intervention and early literacy material will be needed to analyze needs and better plan instruction.**

- Small groups based on students' literacy needs: Phonemic Awareness, Phonics, or fluency.
- Phonics inventory from Benchmark to monitor progress.
- CORE phonics inventory administered by the literacy aides to monitor small group progress.
- [Dibels Data](#)
- [Benchmark Adelante ORF](#)
- [Core Spanish Phonics](#)

Goal 1 & 2: The proper administration of DIBELS/IDEL was analyzed by the coach to ensure fewer mistakes were made. Valid results from K-3rd grade students were collected and analyzed.

- [Dibels Data](#)

Category 2: Support for Literacy Learning

3.2a: Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Action from goal 1 metrics: Teachers received professional development on the use of the different Benchmark Adelante and Advance components on June 3rd, 2022.

- [Benchmark PD](#)

Action from goal 1 metrics: By August of 2022, all necessary components from the updated version of Benchmark Adelante and Benchmark advance were purchased. The training for the use of these materials was done at the end of the 2022 school year during the summer to better prepare teachers for the 2022-2023 school year.

Action from goal 2 metrics: The early literacy team, with the help of the literacy coach collected and analyzed the implementation of the Benchmark Adelante and Advance curricula. Discussions and analysis of the Adelante and Advance data being collected were scheduled during PD calendar days or early literacy meetings. These meetings informed teachers the proper and consistent implementation of the literacy curriculum.

- Running Records from Benchmark Adelante administered three times a year.
- [Benchmark Adelante ORF](#)
- Curriculum embedded formative assessments.

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- Phonics assessments from Benchmark Adelante and Advance.

3.2b: Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

Action from goal 1 metrics: The school implemented the use of DIBELS 8 to assess students literacy skills in the English language. The DIBELS results at BOY were used as the baseline to plan for instruction. **The purchase of an evidence-based assessment tool is still necessary. This will carry over next school year.**

- [Dibels Data](#)

Action from goal 2 metrics: After administering the DIBELS and Benchmark Adelante assessments, small groups were created based on the data collected. Based on the PD calendar, time was allocated for analyzing the data results and creating small instructional groups and differentiated instruction using the ASW form.

- [Dibels Data](#)
- [ASW form](#)
- [PD collaboration schedule and plan](#)
- High Frequency Word Assessments
- Curriculum Embedded Formative Assessments
- [Benchmark Adelante ORF](#)
- [NWEA scores](#)

Category 3: Pupil Supports

3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Action from goal 1 metrics: Students were provided breakfast from an outside funding source from 8-8:30 am. Students did not receive morning tutoring and this plan will carry on next year.

Action from goal 1 metrics: Students with instructional needs as identified by the DIBELS 8 and Benchmark data results as well as classroom performance were part of the after school tutoring program provided in the classroom by K-3rd grade teachers and the literacy aides.

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Category 4: Family Supports

3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

Action from goal 1 metrics: Parents were offered literacy workshops, specifically in phonemic awareness and phonics, by the school. The success of the program was measured by the amount of parents attending the workshops.

- Family workshop calendars
- Parent Square to announce the workshops.

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

Category 1: High quality Instruction Action Items

3.1 a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.

Goal 1: Through continuous coaching cycles which included teaching strategies, constant feedback, modeling, and instructional ideas on phonics and fluency, teachers from K-3rd improved their knowledge regarding delivery of lessons through systematic and explicit instruction. Teachers put these new ideas into practice as suggested by their early literacy coach. Teachers also became more familiar with the use of the adopted curriculum Benchmark Adelante and Advance, and the use of DIBELS to better identify students' needs. Unfortunately, due to constant staff and substitute shortages, the literacy coach was called into different classrooms several times throughout the year to cover for teachers.

Goal 1 & 2: Along with the coach, the literacy aides planned explicit and systematic lessons to better support students with greater academic needs whose results were based on data analysis. Through small group instruction, the literacy Aides focused on improving students' literacy skills to become better readers. Unfortunately, due to staff shortages, the literacy aides were used to cover classrooms during teacher absences which affected their routine. Moreover, due to staff shortages, the school was not able to hire the first literacy aide until October 2022. Even though there was an improvement in our literacy levels, according to the DIBELS and Benchmark data results, the majority of our students continue to test below proficiency.

Goal 1: Literacy aides received training on how to administer and analyze DIBELS data. Because of this, the literacy aides, specifically the one hired during the fall, was able to support teachers with the correct and quicker administration and evaluation of the DIBELS assessments.

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3.1c: 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.

Goal 1: An evidence-based professional development to use and determine students' literacy skills with the use of the appropriate literacy assessment tools is still needed. Even though teachers became better informed through strategies/modeling shared by the instructional leader and literacy coach, they need more training on how to utilize the resources offered by the Benchmark Advance curriculum and its assessments, specifically foundational skills for primary grades K-2, to better determine student reading levels and what skills to focus on, so students show a higher improvement.

Goal 2: By the beginning of October 2022, the teachers were able to begin data collection. The teachers received training on how to collect and analyze data prior to the data collection date. Teachers also had the opportunity to meet regularly during professional development days or during the early literacy meetings. The literacy coach supported the early literacy team with the analysis and understanding of the data results, including Benchmark data and cut points of DIBELS and Benchmark Adelante.

Goal 1: In September 2022, the school had already provided professional development on how to use the Benchmark Adelante and Advance digital components. EP hired a representative from Benchmark to come into campus and do an 8 hr presentation on June 3rd. Stakeholders from different positions were involved in the training.

Goal 2: Through the time and support given in analyzing data, teachers were able to determine students' literacy needs and create small groups based on the skills students needed to improve in both English and Spanish. These groups received support and instruction from the classroom teachers and the literacy aides.

Goal 1 & 2: The instructional teams from K-3rd received a professional development on how to properly administer the DIBELS/IDEL assessments. Teachers also received constant support from the coach to avoid or reduce assessment mistakes when administering these tests. Teachers were able to administer the assessments with much ease and on time. They were also able to better understand the data results from DIBELS and how to support their students based on the results.

Category 2: Support for Literacy Learning

3.2a: Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Goal 1: On June 3rd, several stakeholders received an initial training on how to properly use and implement the components from Benchmark Advance and Adelante digital resources. The familiarity of teachers with these components grew tremendously. Teachers demonstrated to have gained greater knowledge on how to access and utilize these

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components, including phonics and fluency tools, throughout the entire academic year. The teachers were also able to utilize these components to offer basic instruction in reading skills, assign work, and create differentiated groups based on students' needs.

Goal 2: EP purchased the updated curriculum in both English and Spanish. Most of the supplemental components such as teacher resource books, assessment books, and student books were included in the purchase. EP also offered the training so teachers could become familiar with the use of these resources through Benchmark online portal. Teachers, however, were missing some of the foundational skills books from the early grades and had to constantly make their own copies. To ensure proper and consistent implementation of the curriculum, continuous purchase of all curriculum components is imperative. Teachers must also receive ongoing professional learning throughout the year to continue to develop their skills using the assigned curriculum. The administrators must continue to monitor the proper use and implementation of the curriculum to ensure consistency and fidelity.

Goal 2: Through initial and ongoing training, the early literacy team was able to meet and analyze the data being collected from Benchmark Advance and Adelante. Ongoing training on the data analysis from the curriculum is still needed.

3.2b: Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

Goal 1: The use of the free DIBELS assessment version was utilized to collect the initial data to help identify students' needs. The purchase of an assessment tool, which uses DIBELS and IDEL as the baseline, is still needed. **This goal will carry over next school year.**

Goal 2: EP offered dedicated time for teachers to assess and analyze assessment data. Using the ASW form, teachers created their instructional small groups for differentiated instruction. The data being analyzed was from the BOY NWEA assessment.

Category 3: Pupil Supports

3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Goal 1: As stated in the plan, EP students received free breakfast from 8-8:30, which is funded from outside resources not grant money. The tutoring class in segments of 10 minutes did not take place this academic year due to lack of personnel. **This goal will be carried on into the next academic year 2023-2024.**

Goal 2: Students from K-3rd who needed additional instructional support on literacy were offered after school tutoring in a small group setting. The teachers and literacy aides worked with students for 30 to 40 minutes after the regular school ended.

Category 4: Family Supports

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3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

Goal 1: Parents were invited to attend literacy workshops provided by EP and the literacy coach. Attendance to these workshops, with the exception of 1, was limited. Through these workshops parents were able to obtain information and ideas on how to better support and improve students' literacy skills when practicing at home. Having a greater knowledge and understanding skills their students need support with could help increase the students' literacy levels.

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

Category 1: High quality Instruction Action Items

3.1a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.

Changes to be made goal 1 & 2: EP hired two literacy aides; however, one of them is no longer employed. Due to the amount of students with early literacy needs and the number of small groups created by the teachers based on data results, a second literacy aide will need to be hired for the 2023-2024 school year using grant funds already allocated to this goal. In addition a third literacy aide will be hired to support English oral language development.

3.1c: 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.

Changes to be made on goal 1: By the first month of the next school year, EP will need to offer professional development for all stakeholders on the implementation of the foundational skills Benchmark Adelante and Advance components. This could help teachers, instructional aides, the literacy coach, and other instructional team members better understand how to, with the use of the curriculum tools, identify the early literacy needs of students and provide better differentiated instruction based on such needs.

Changes to be made on goal 2: Even though teachers were able to plan instruction based on students' oral reading fluency data, the results did not clearly point out which specific skills to focus on as the results from Benchmark were shown as a reading level. An evidence-based assessment tool to supplement our current curriculum could be extremely helpful to plan small group instruction for next year based on specific skills students in these groups need to work on. EP will work on obtaining an evidence-based assessment tool that could be more descriptive on the reading skills students need to improve to become better readers.

Category 2: Support for Literacy Learning

3.2a: Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted

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by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Changes to be made on goal 1: Although an initial PD from Benchmark to cover the components in the digital and physical versions of both Adelante and Advance was offered by EP prior to the beginning of the 2022-2023 school year, it is necessary that EP continues to offer PD's from the core curriculum throughout the academic year, so the instructional staff can become more familiar and feel comfortable utilizing all the specific areas covered by this integrated curriculum such as phonics, small group instruction, writing, etc.

3.2b: Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

Changes to be made on goal 1: Even though teachers became more familiar with the use of DIBELS, EP and teachers still need more training on the implementation of IDEL for the Spanish language. Moreover, due to the fact that some data being collected was not as descriptive, EP will continue to review and try to acquire an evidence-based assessment tool that uses DIBELS/IDELS as their baseline.

Category 3: Pupil Supports

3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Changes to be made on goal 1: EP will offer material to literacy aides to use during the school's tutoring morning program. This year the tutoring program in the morning was not implemented due to lack of resources and personnel; as stated before, the second literacy aide was only employed for two months. The amount of students to be supervised in the morning was overwhelming; therefore, an actual tutoring program was not feasible. Even though one of the literacy aides was with the students during breakfast time, tutoring such a great number of students was not possible. EP will plan on hiring another literacy aide, so both aides can work together during the morning tutoring sessions.

Category 4: Family Supports

3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

Changes to be made on goal 1: To increase parent attendance during literacy workshops EP teachers from K-3rd will become more involved in the process of promoting attendance to these free trainings. EP will use its online communication tools to share the importance of the literacy workshops and to invite parents to attend. The workshops will take place throughout the year, starting in September. This will help parents better support their students at home early during the year to increase their literacy levels.

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