

Berkeley Unified School District Literacy Action Plan
2023-2024, Fifth Quarter Report
October 18, 2023

Background

BUSD's mission is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. The work of the Literacy Action Plan aims to build a comprehensive literacy program that is aligned to research and supports every student in reaching grade-level proficiency to achieve our mission. Overall, the goal of the literacy action plan is to provide universal access to core curriculum, reduce inequities, align our systems, and promote partnerships between families and the school, so that every student can flourish.

This is the fifth in a series of twelve quarter reports that began in the 2021-22 school year. These quarterly reports are intended to provide a status report on specific actions outlined in the settlement and to report accomplishments of the District's work. This report covers the period between July 1, 2023 and September 30, 2023.

As part of a settlement agreement related to literacy support for students with reading-related challenges and disabilities, BUSD is required to take certain steps to refine and improve policies and practices to better serve students with and suspected to have reading disorders, in particular students identified with dyslexia or students who may have phonological processing challenges.

The activities in the Literacy Action Plan are intended to achieve the following four goals:

Goal 1: Develop Programs to Improve General Education Reading and Language Arts Achievement for all Students, especially those Students with or at risk for Reading Disabilities, including Dyslexia.

Goal 2: Increase the Systematicity and Intensity of Tier 2 and 3 Reading and Language Arts Intervention of the MTSS Framework to Reduce the Achievement Gap for Students at risk for Reading Disability.

Goal 3: Ensure Fidelity of Literacy Improvement Program Implementation through District Monitoring of Literacy Improvement Program and Staff Engagement.

Goal 4: Special Education Programs: Increase Reading Achievement by Improving the Quality of IEP Goals and Section 504 Plan Development, Progress Monitoring, and use of appropriately intensive, Research-based Interventions.

Progress on these four goals and progress toward implementation of the plan is reviewed by an identified impartial monitor. Mr. George Ellis, a professor at UC Berkeley and Director of the UC Berkeley Reading and Literature Project, serves in this capacity and presents biannual reports to the Board of the Education and the plaintiffs in the case.

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Prior District quarterly reports, Mr. Ellis’ monitoring reports, and additional information about BUSD’s literacy work can be found at <https://www.berkeleyschools.net/literacy/>

These reports are also posted on the Board of Education meeting agendas found on Gamut, links are available at <https://www.berkeleyschools.net/schoolboard/board-meeting-information/>

External Consultant

Beginning in Spring 2022, BUSD secured the services of an outside Consultant, Dr. Kim Gibbons, the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Dr. Gibbons works directly with BUSD’s Implementation Team to review and provide feedback on actions the district is taking to implement the Literacy Action Plan, which to date has included reviewing policies and practices to support literacy development, professional development plans for educators, the development of an MTSS framework and processes to use data to appropriately identify students for additional support. Dr. Gibbons will continue to work with the implementation team and other related staff in the 2023-2024 school year.

Implementation Team

The Literacy Action Plan requires the formation of an implementation team. BUSD’s implementation team consists of key district leaders who work collaboratively to operationalize identified strategies in the Literacy Action Plan and support capacity building opportunities for school teachers, leaders and support staff.

The Implementation Team membership includes BUSD’s Associate Superintendent, Director of TK-8 Schools, Director of Equity, Achievement, & Belonging, Executive Director of Special Education, Director of Student Services, Director of Research, Evaluation & Assessment, Director of Curriculum & Instruction, Literacy Coordinator and Literacy and Special Education Teachers on Special Assignment (TSAs).

Timeline

The settlement requires submission of quarterly reports to the Monitor, beginning in Fall of 2022. The Monitor will also issue semi-annual Monitoring Reports to the School Board and the BUSD implementation team. The timeline will be as follows:

	2022-23	2023-24	2024-25	June 2025
Monitoring Reports	November 2022 May 2023	Fall 2023 Spring 2024	Fall 2024 Spring 2025	Final Monitoring Report

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BUSD Quarterly Reports	July 2022* October 2022 January 2023 April 2023	July 2023 October 2023 January 2024 April 2024	July 2024 October 2024 January 2025 April 2025	
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Note: While November 2021 is the “effective date” of the settlement, by agreement between BUSD and the Plaintiffs the “start date” for Year 1 was changed to July 1, 2022. Reporting dates have been adjusted to reflect the revision in the timeline.

Fifth Quarter Report on Status of Required Actions

Thirty-five actions were identified in [Appendix A of the Settlement Agreement](#). This Fifth Quarter Report outlines the status of each of those actions on the Table 1 below.

Over the course of Year 1, BUSD has worked to operationalize the actions of the plan, as well as align work across several district initiatives including the LCAP, the African American Success Framework, the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, the 2023 Compliance and Improvement Monitoring (CIM) for CCEIS Plan and the Latinx Resolution.

Summary of action status for Fifth Quarter*:

Completed	On-Track	Approaching	Barriers	Not Started
5	27	3	0	0

**As was shared in the First Quarter Report, we anticipate that most of the required actions will hold a status of “approaching” or “on-track” over time as we move forward toward completion over the course of the term of the settlement.*

Fifth Quarter Highlights

While BUSD’s initiatives span about 175 actions, the common areas across them include a focus on strengthening Tier 1 instruction, providing Tier 2 and 3 interventions for students who need additional support, building staff capacity through professional development and improving our data governance structures and routines.

The primary focus areas of the actions in the Literacy Action Plan have included:

- Provide professional development for educators
- Develop a BUSD MTSS framework
- Conduct curriculum review
- Build data tools and progress monitoring routines
- Strengthen our communication channels

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These areas comprise foundational components of the Literacy Action Plan and will continue to be focus areas in the 2023-24 school year.

1 - Professional Development

July 2023 marked the beginning of a newly formed Curriculum & Instruction department. This included the appointment of a Director of Curriculum & Instruction and a PK-12 Literacy Coordinator, in addition to the existing Literacy TSA position. This staffing configuration has added additional capacity to support the district's literacy work.

Following the five-day Orton-Gillingham training for 30 of our teacher specialists (Literacy Coaches, RTI Teachers on Special Assignment/TSAs and special education case managers) completed last spring, BUSD has partnered with the Consortium on Reading Excellence ([CORE](#)) to provide a year-long professional development series for our teachers, leaders and other school staff focused on the research base of literacy acquisition and essential components for reading instruction. This series began on August 14, 2023 with CORE's Reading Academy for TK-5 teachers.

Since the 30 hour Orton Gillingham training in May of 2023, we launched the year with Literacy Coaches, RTI TSAs, and special education case managers teaching Orton-Gillingham groups, with 152 students currently being served with that intervention. Literacy Coach meetings, and RTI TSA Collaboration and communication have provided structures for centralized support focused on launching these groups, as well as providing practitioners with the needed resources and materials to do the teaching.

The Wilson reading program implementation has continued to be offered by Level 1 Certified teaching staff for both elementary and middle school special education teachers. New elementary and middle school staff, and those wanting refreshers are attending the Wilson Reading program 3-day Introductory course. Three teachers are attending the Wilson advanced Steps 7-12 step course.

This Fall we launched a common scope and sequence for 6-8 ELA that was developed in collaboration with middle school ELA and Literacy support staff last Spring. The revised standards aligned scope and sequence pacing document for Inquiry by Design, our adopted core ELA curriculum, will serve to support instructional alignment across sites. In August-October 2023, middle grades educators received training in Constructing Meaning which is a systematic approach to building academic language. The Constructing Meaning training will be integrated into the monthly departmental collaborations for 6-8 Humanities teachers.

Areas of professional development BUSD will continue to focus on in the coming quarter include:

- *Professional Development for the Middle Grades* - With the launch of the revised scope and sequence and the Constructing Meaning professional development, we recognize

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that a well articulated literacy program will require vertical alignment through the secondary grades. The CORE reading training will include a two-day training for Humanities (English Language Arts and History) as well as science teachers called Adolescent Literacy Solutions that will begin in October 2023.

- *Support for Implementing New Practices at the Middle School* - Any new learning requires ongoing coaching and support to synthesize, practice and integrate strategies and tools into existing routines. The learning from CORE and Constructing Meaning will be integrated into the collaboration time for Middle School departments across the year, as well as coaching and professional development at the Middle School site level.
- *Ongoing Support for Implementing New Practices at the Elementary Level* - Our TSAs at the elementary level, Literacy Coaches, RTI, and ELD, are all integral parts of the structure for ongoing professional development and coaching at sites, especially when our teachers are learning and integrating new practices. One ongoing challenge is that they themselves are in a year of new implementation with Tier 2 and 3 programs for which they have recently been trained, such as Orton-Gillingham. Consequently, they have limited capacity to take on additional coaching, observation, and support for integrating the current adult learning for General Education teachers into practice.

2 - MTSS framework

Last Spring, in consultation with Dr. Gibbons, BUSD convened an Expanded Implementation Team to begin the work of articulating a BUSD Multi-Tiered System of Support (MTSS) framework that includes the development of an MTSS process guide which is a foundational component of several actions in the Literacy Action Plan (actions 7, 8, 9, 10, 11, 17, 18, 19, 20, 31, 32 and 35). This work has focused on two specific sections of an emerging process guide - Assessment and Data-Driven Decision Making.

This quarter, the Expanded Implementation team convened to refine components of the process guide with a particular focus on using STAR and DIBELS data for progress monitoring and identifying students in need of additional support and reviewing common shared training materials and feedback on initial training sessions.

District staff have engaged Literacy Coaches, RTI TSAs and special education case managers in training sessions focused on using data from STAR and DIBELS assessments to identify focal students in need of additional support, write goals using Spring benchmark targets, and document these goals in EduClimber.

BUSD also initiated a cross-departmental work with a specific focus on literacy plan requirements related to students with IEPs through continuous improvement cycles. The first cycle launched in August to address IEP goal setting using DIBELS data. This team will be meeting monthly with Dr. Gibbons to identify steps and track progress of this work to ensure that

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process and procedures are being identified, documented and shared and that training for case managers is being delivered and supported so that students who are identified for services related to a reading challenge will have IEP goals using appropriate benchmarks from DIBELS assessments.

The work of developing a BUSD MTSS process guide will be on-going and iterative. In the coming months this will include:

- *Continued Support for Implementing Assessment and Data-Driven Decision Making Protocols* - The development of an MTSS process guide is a foundational component of our work and our ability to appropriately, and consistently, identify students in need of progressing into or exiting from additional support, including Tier 2 and 3 interventions. In collaboration with Dr. Gibbons, we are working to align on shared training procedures across various site based teams including COS, SST, IEP and 504 teams and ensure that facilitators of those teams are calibrated on directions for these emerging procedures, and have opportunities to share what is working well and what can be improved.
- *Instituting Internal Checks and Balances* - Special education school based teams will engage in training and consultation around IEP goals and progress monitoring during special education Professional Learning Communities (PLCs) and special education department meetings. TSAs and Program Supervisor are reviewing IEP goals and IEP goal progress monitoring to inform small group and individualized on-site coaching for special education teachers.

3 - Curriculum Review

Last Spring, BUSD completed the review of Teachers College Reading and Writing Project - Units of Study (TCRWP) and Fast Track Phonics using the Elementary K-5 Literacy Curriculum Evaluation Review tool developed by the Center for Applied Research and Educational Improvement at the University of Minnesota. This was a new English Language Arts (ELA) materials review toolkit developed by Dr. Gibbons and her team that was finalized for release in February 2023. The team has been synthesizing results of this review and working with our CORE partners to hone in on instructional practices that are needed to address the gaps in our current curriculum.

BUSD recognizes the importance of establishing strong foundational knowledge aligned to research, a critical step in guiding instructional practices and ensuring evidence-based decisions regarding the adoption of a new curriculum. The elementary curriculum review that was conducted in Spring 2023 identified gaps in the TCRWP curriculum. Furthermore, there has been a notable development at Columbia's Teachers College: the dissolution of the Reading and Writing Project, and a shift to the Advanced Literacy unit. The extensive professional development, both with CORE and Orton-Gillingham, positions BUSD to initiate a well-informed curriculum adoption process.

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In the next three months, we will concentrate efforts on the following:

- *Elementary curriculum* - The Implementation Team, in consultation with Dr. Gibbons, will map and share a timeline for a curriculum adoption process in accordance with Board Policy and in alignment with the District's budget development procedures.
- *Finalizing evaluation tool for Middle Grades* - Dr. Gibbons will work with members of the Implementation Team to confirm the evaluation protocol for reading intervention programs for grades 6-8. We will work with our labor partners to identify the review team members and convene the group for initial training on the protocol.

4 - Data Tools and Progress Monitoring Routines

The work of building consistent and regular data monitor routines will continue to be a focus this year as BUSD is building proficiency using the STAR and DIBELS assessments and the eduClimber system. In July, Implementation Team members reviewed growth data from the 2022-23 school year, looking at how students receiving interventions were making accelerated progress in reaching grade level goals. This is a new feature that we are adding to eduCLIMBER so that site teams can review both growth data and proficiency data for DIBELS and STAR. This data was shared with Principals across two meetings, the first to introduce them to district level data to review how growth data can reflect accelerated progress, the second meeting to have them review their site level data.

In September, Principals, RTI TSAs and Literacy coaches convened to review their site level growth and proficiency data in eduCLIMBER using pre-built collections and custom data walls that allowed teams to review sub-group data. The focus for each of the meetings across July, August and September has been to review Literacy data in different forms to enable site teams to review student growth and progress. Additionally, the continuing use of a shared protocol and the data analysis tools in eduCLIMBER has been a priority.

Progress monitoring work began at the first two RTI and Literacy Coach meetings in August. This Fall, RTI and Literacy Coach teams, and principals were trained on the progress monitoring system that would be used for students in grades K-5. There has also been designated time for Principals, RTI and Lit Coaches to convene to review the intervention groups in eduCLIMBER and the process being used to progress monitor students receiving Tier 2 and 3 interventions every 3 weeks.

Teachers have been provided with Orton Gillingham (OG) training, as well as Wilson introductory training and Wilson refresher professional development for more experienced practitioners. This August, special education teachers new to the district engaged in DIBELS training. Additionally, the Special Education department, in collaboration with BREA and literacy specialists have provided special education teachers (K-5) training on DIBELS assessments, IEP goal writing using DIBELS and DIBELS progress monitoring tools.

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Areas of work we will continue to refine and strengthen include:

- *Use of data protocols* - A shared data protocol has been used over several meetings with Principals, Literacy coaches and RTI TSAs with a focus on Literacy data. Principals have been encouraged to use the protocol in their data work at their sites, and this is happening to different degrees at different sites.
- *Use of EduClimber* - Members of the BREA team conducted site visits in September to meet with each site team to assess the needs in terms of eduCLIMBER training. Use of eduCLIMBER has been embedded in each Principal meeting where data is being used or shared and training was provided to all middle and high school teachers in September. There is more work to do in order to ensure that eduCLIMBER use becomes an embedded part of the data work happening at each school site.
- *Consistent progress monitoring* - In October, the progress monitoring process will be reviewed with RTI TSAs and Literacy coaches to see how the work is progressing and whether students are making accelerated growth as a result of the interventions that they are receiving. Teachers that work with students who are receiving Special Education services are currently being trained in the same progress monitoring system, and are being supported in their use of DIBELS and eduCLIMBER to do this work.

5 - Communication Channels

BUSD Literacy Action Plan website page will continue to serve as a resource for staff and the community. The [site](#) has expanded to include information on our literacy assessments and parent guides to understanding the DIBELS assessment in [English](#) and [Spanish](#).

In partnership with our Communications office, we have launched a communications plan for the 2023-24 school year and have included highlights of our literacy work in broader district communications:

- [September A+ News](#) English
- [September A+ News](#) Spanish
- [Staff bulletin #4](#)
- [Twitter Social Media Post](#)
- [Facebook Social Media Post](#)

Next Steps

For the next reporting period, October 1-December 31, 2023, we will continue to take action on each of the Literacy Action Plan Goals.

Goal 1:

- Work with Dr. Gibbons and in partnership with school leaders, teachers and our labor partners, to launch the Middle School Intervention Curriculum Inventory.

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- Conduct Orton-Gillingham round two training which will include 34 participants; most of them are Special Education Specialists who did not receive training in 2022-23 as well as several new literacy coaches and RTI leads. As of now we have at least 2 practitioners trained at each site, and are looking to have 4 by the end of this next round of training.
- Conduct the next two training sessions with CORE, focused on the areas of multisyllabic words and fluency.

Goal 2

- Review Progress Monitoring implementation with Literacy Coaches, RTI TSAs and case managers to support efforts to consistently use STAR and DIBELS data to identify students in need of additional support in reading, and to set appropriate progress monitoring goals using the DIBELS assessment Spring benchmark measure.
- Continue to develop and refine the BUSD MTSS Process Guide for Literacy.
- As part of the CCEIS plan, staff will collaboratively create Individualized Learning Plans for focal students identified for needing Tier 2 or 3 literacy intervention in partnership with families. These plans include a review of literacy benchmark data, the development of a SMART goal for literacy development, and connections with supports and interventions in the Tier 1 classroom setting, Tier 2 or 3 intervention settings, at home, and with partner programs.
- As part of the CCEIS plan, staff will initiate training in conducting file reviews to gather qualitative data on the experiences of students who have been identified for special education services in Specific Learning Disabilities (SLD) or Other Health Impairment (OHI).

Goal 3

- BREA will continue to support the administration of each screening assessment (DIBELS, STAR and NWEA) and provide professional development for site teams on the use of data monitoring routines to review their data.
- The BREA team spent a whole day on 10/9 calibrating the teams use and understanding of all of the screening assessments, and the tools that are available in eduCLIMBER to help site teams to access the data. There are additional tools within the Amplify and Renaissance platform that can also be shared with user groups in terms of instructional responses to data.
- BREA will continue to utilize the shared data protocol at Principal meetings and other district team meetings in order to ensure that site teams consistently use this method to review data.
- BREA will continue to ensure that all data is flowing into eduCLIMBER so that screening data and progress monitoring data is available to sites for continuing review and analysis.

Goal 4

- Provide Section 504 and IEP goal-setting training to case managers and other relevant

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staff

- Implement systems to review progress monitoring routines and data analysis.
- Initiate next continuous improvement cycle with SPED staff focused on the selection of appropriately intensive research-based Reading and Language Arts intervention programs for use in Tiers 2 and 3.

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Table 1 - As of September 30, 2023

Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
1. BUSD will form a District Implementation Team.	45 days after Effective Date	4/22	5/10/22	C
2. BUSD will select a reading data system that uses a single, time and cost efficient, and research-based authentic reading testing system (e.g., AIMSWebPLUS, FastBridge, DIBELS Next, Renaissance Star) for use in Grades K-8.	Six months after Effective Date	See question		C
3. BUSD will consult with the Outside Consultants with regard to development of the Targeted Professional Development Plan (PDP).	through completion of Targeted PDP	6/22	6/30/2025	OT
4. BUSD will review and implement reforms to District policies, procedures and practices as needed to fulfill the goals of the Literacy Improvement Program, including RTI	Years 1 through 3	9/22	6/30/2025	OT
5. BUSD will conduct Benchmark Assessments in the fall, winter, and spring to ensure reading growth for all students and support early intervention through universal screening.	Year 1, subject to instructional time and other restrictions during periods of distance learning during COVID pandemic	6/22	6/30/2025	C
6. BUSD will evaluate staff perceptions about changes in general and special education research-based reading practices and MTSS-RDS.	Years 1 - 3		6/30/2025	OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
7. BUSD will consult with the Outside Consultants with regard to development of appropriate and measurable literacy goals	Year 1-3	6/10/22	8/15/2022	OT
8. Train grade-level teams and Tier 2 and Tier 3 service providers to use their screening and progress monitoring data.	Beginning Year 1			OT
9. BUSD will provide K-5 general education teachers, Grades 6-8 Reading and Language Arts teachers, and K-8 special education teachers professional development in how to use the Benchmark Assessments system for screening and progress monitoring, and for reports to parents/guardians. ((OVERLAPS with item above	Per Targeted PD	9/22	Prior to Report Cards and Conferences on 10/24	OT
10. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.	Per Targeted PDP	9/1/2022,	6/30/2025	OT
11. BUSD will provide K-5 general and special education teachers, Grades 6-8 Reading and Language Arts teachers, professional development in how to use the Benchmark Assessments system for screening and progress	Per Targeted PDP	9/22	6/23	OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
monitoring, and for reports to parents/guardians.				
12. As set forth in the Targeted PDP, BUSD will provide K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers professional development in research and practice of Reading and Language Arts instruction consistent with the curriculum framework	Per Targeted PDP	Ongoing	6/24	OT
13. BUSD will begin implementation of the Targeted PDP to provide Grades K-5 general education teachers and Grades 6-8 Reading and Language Arts teachers professional development in how to use their chosen Reading and Language Arts Tier 1 curriculum through coaching and observations to provide feedback on implementation.	Per Targeted PDP	ongoing	6/24	OT
14. BUSD, in consultation with the Outside Consultants, will identify supports to Tier 1 curriculum for Grades 4-8.	Year 1	9/23	5/24	OT
15. As part of the Literacy Improvement Program, BUSD, in conjunction with school site principals, teachers, school personnel and bargaining units, will conduct a review and assessment of its core reading program.	Years 1 through 3	9/23	April 2024	OT

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
16. BUSD will assess and monitor the success of the FastTrack phonics program along with K-3 benchmark data to ensure FastTrack is an appropriately intensive, research-based phonics program, aligned with the needs of BUSD students and reading science.	Years 1 - 3	Ongoing	Ongoing	OT
17. BUSD will consult with the Outside Consultant with regard to development of guidelines and criteria used to place at-risk students into Tier 2 and Tier 3 interventions.	Beginning no more than 15 days from retention of Outside Consultants, through Y3	7/22	8/30/2022	OT
18. BUSD will provide professional development to school-based teams to use of Benchmark Assessment data the MTSS-Reading Data System ("MTSS-RDS") to triage students into appropriately intensive Tier 2 or Tier 3 reading interventions, write reading goals that meaningfully reduce the reading achievement gap, and monitor progress and report progress to parents/guardians to ensure growth and development.	Per Targeted Professional Development Plan	9/1/2022, see note	6/30/2025	OT
19. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 2 service delivery model by coordinating available remedial programs such as Title 1, English Learner, and reading specialists.	Beginning Year 1	1/23	see note	A
20. BUSD will consult with the Outside Consultants with regard to development and	Year 1-3	8/2022	8/15/2022	OT

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implementation of progress monitoring guidelines for Tier 2 and Tier 3 students.				
21. BUSD will implement the Wilson Reading System.	Year 1	9/2022	June 2023	OT
22. The BUSD Implementation Team will identify and secure the services of an impartial outside Monitor to monitor and report on BUSD's compliance with the Literacy Improvement Program.	Within 60 days after Effective Date			C
23. BUSD will consult with the Outside Consultants regarding proposed changes to District-wide reading intervention and special education policies, procedures and practices as outlined in the Literacy Improvement Program before presentation by the Implementation Team to the School Board for approval.	Beginning no more than 15 days from retention of Outside Consultants, through Y3	on going	6/30/2025	OT
24. The BUSD Implementation Team will provide the Monitor with implementation reports.	Quarterly basis in Years 1 through 3	ongoing		OT
25. The Monitor will issue Monitoring Reports on a semi-annual basis addressing progress on Literacy Improvement Program implementation to the School Board and BUSD Implementation Team.	Ongoing Years 1 through 3	ongoing		OT
26. The Monitor will provide a Monitoring Plan to the School Board, and BUSD Implementation Team.	Within 60 days of its acceptance of assignment as Monitor	ongoing	June 29, 2022	C

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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
27. BUSD will develop and implement a monitoring component to the Literacy Improvement Program.	Year 1		June 2025	OT
28. BUSD will consult with the Outside Consultants to review and assess feedback to refine the Literacy Improvement Program as needed to accomplish stated goals.	Years 1 -3	Ongoing	6/30/2025	OT
29. The BUSD Implementation Team will provide the Literacy Improvement Program to the Monitor, Outside Consultants, and Plaintiffs' Counsel.	Years 1-3	Ongoing		OT
30. BUSD will work with the Outside Consultants to develop a plan to increase use of the MTSS as part of the comprehensive evaluation to identify students with SLD, including dyslexia.	Year 1	1/23	6/1/2025, see question	A
31. BUSD will develop corollary Section 504 goal development and progress monitoring standards.	Year 1	January 2023	January 2023	OT
32. BUSD will provide IEP and Section 504 teams training on use of the MTSS-RDS (Dibels/Star) (e.g., AIMSWebPLUS, FastBridge, DIBELS Next or Renaissance Star), and other relevant information, including diagnostic surveys of academic skills, and student goal-setting practices.	Year 1	September 2023?		OT
33. Implement policies, procedures, and practices to ensure that all students with IEP reading goals will have their progress monitored appropriately according to the student's stated IEP goals.	Year 2	8/23		OT

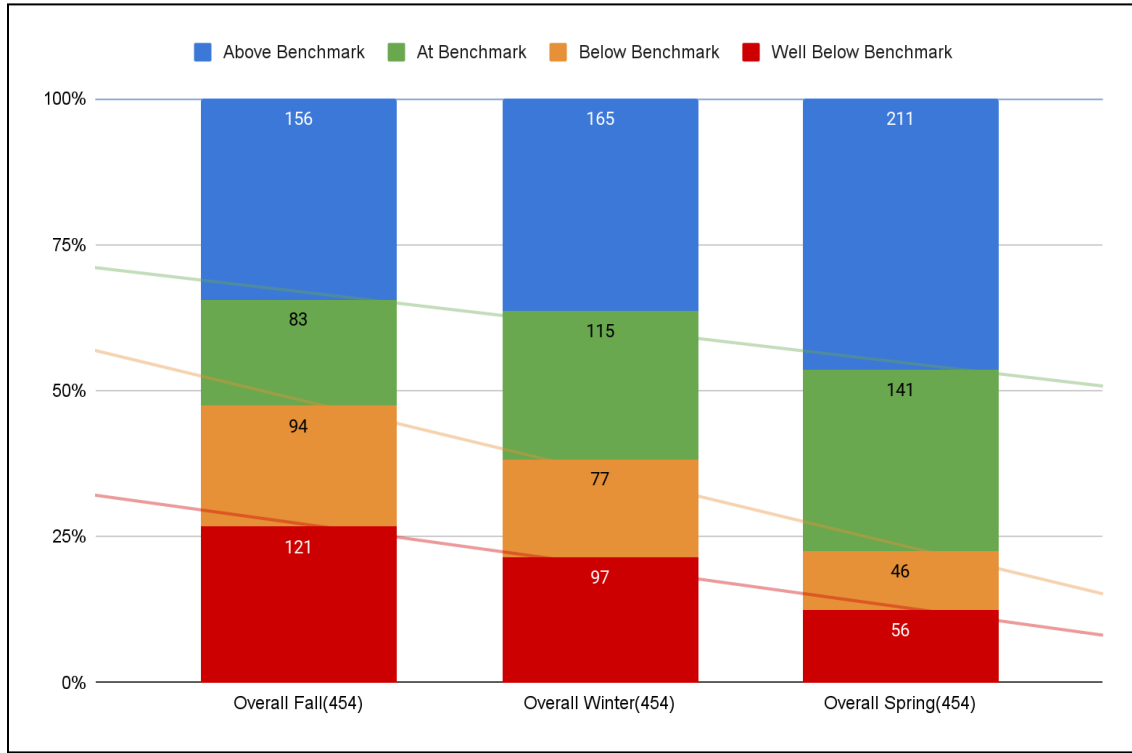
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Action	Due Date from Settlement	Target Start Date	Target Completion Date	Status: Completed (C) On-track (OT), Approaching (A), Barriers (B) Not Started
34. BUSD will implement policies, procedures, and practices to ensure that when current students with disabilities' IEPs are subject to review, new goals will be written on a case-by-case basis using the MTSS-RDS (Dibels). Special education teachers will monitor progress according to the students' stated IEP goals	Year 2	9/23	6/30/2025	A
35. With input from the Outside Consultants, BUSD will develop and implement an MTSS staffing plan that supports Tier 3 service delivery by special education personnel.	1/23			OT

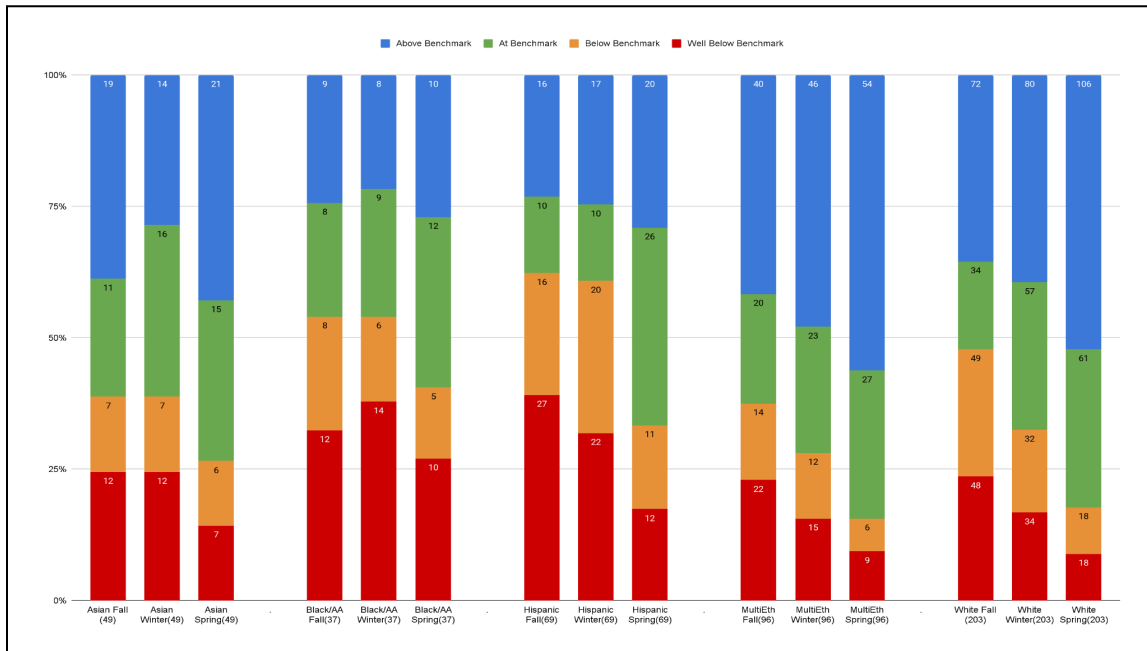
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Appendix A - 2022-23 DIBELS and STAR Window 1, 2 and 3 data by grade. The Sixth Quarter Report in January 2024 will include Fall to Winter data for the current school year.

Kindergarten Composite Score

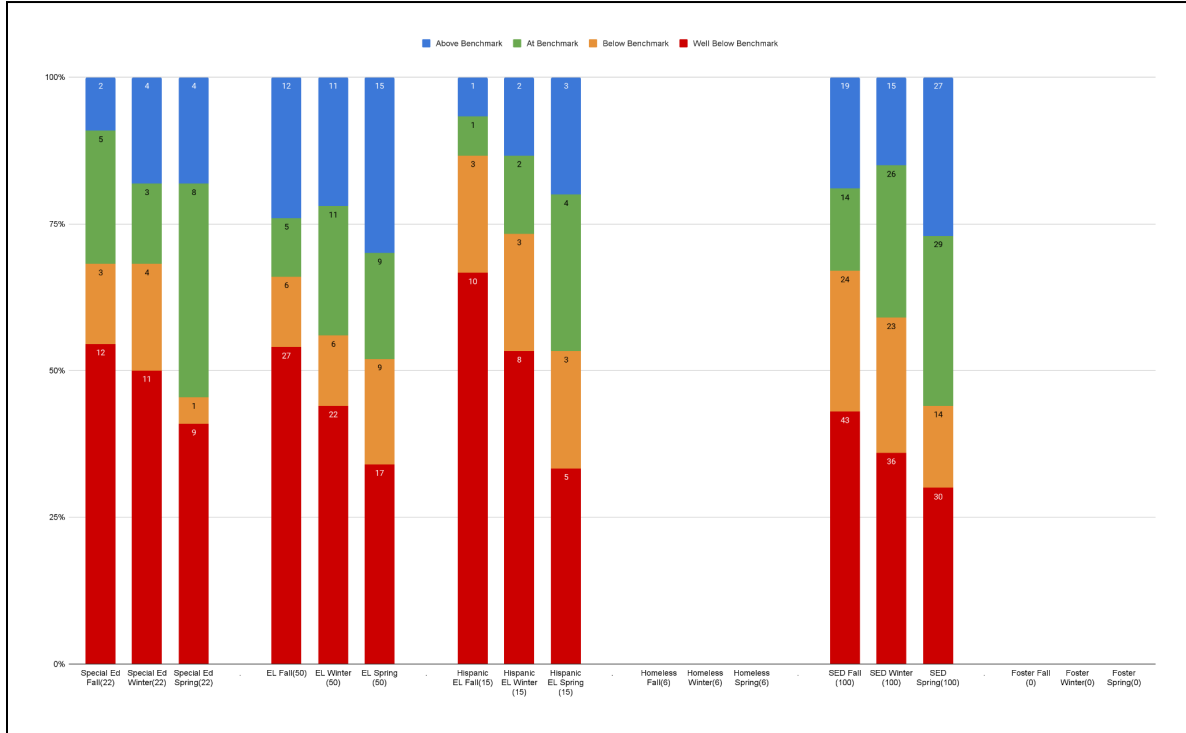


Kindergarten DIBELS scores by Race/Ethnicity

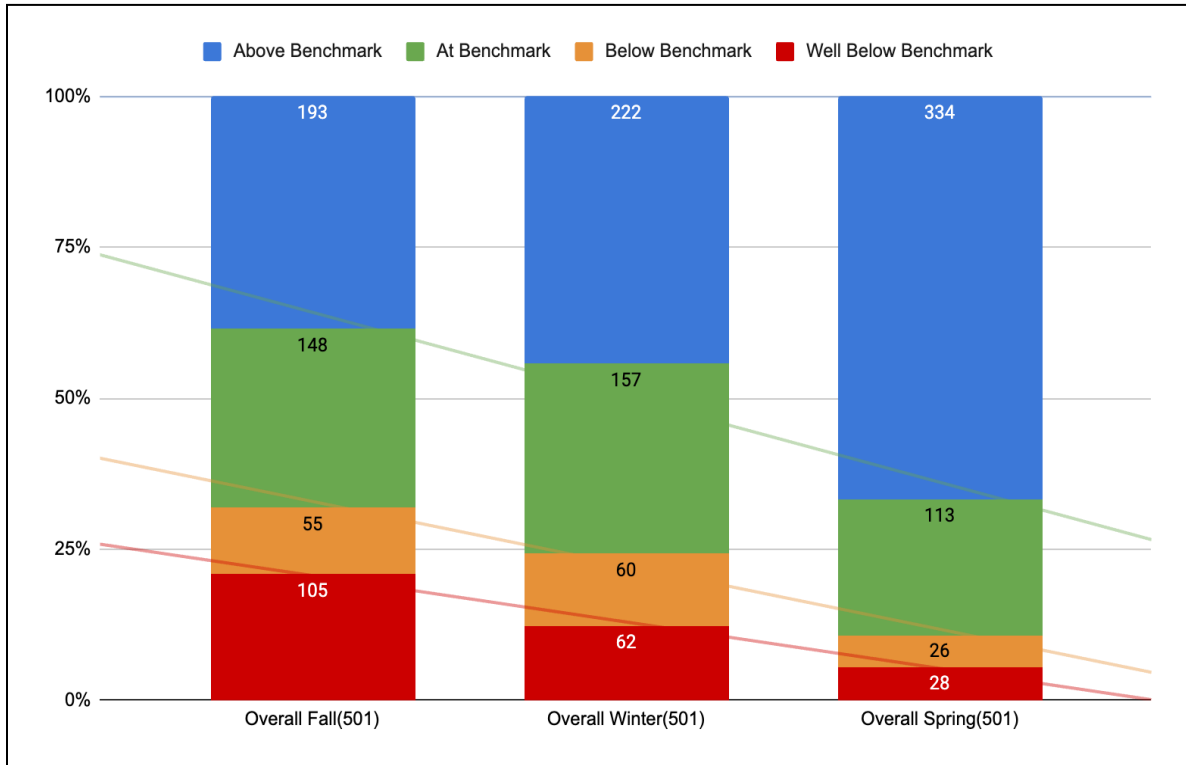


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Kindergarten DIBELS Scores by Program

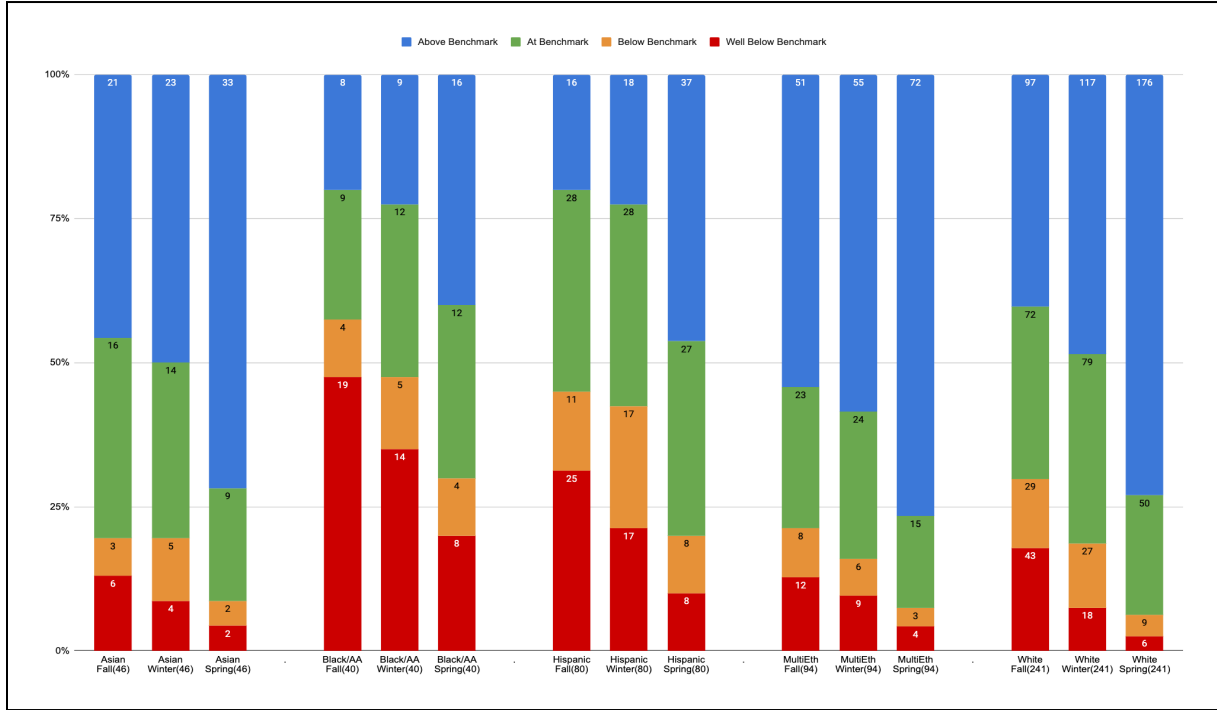


Overall 1st Grade Oral Reading Fluency Scores (DIBELS)

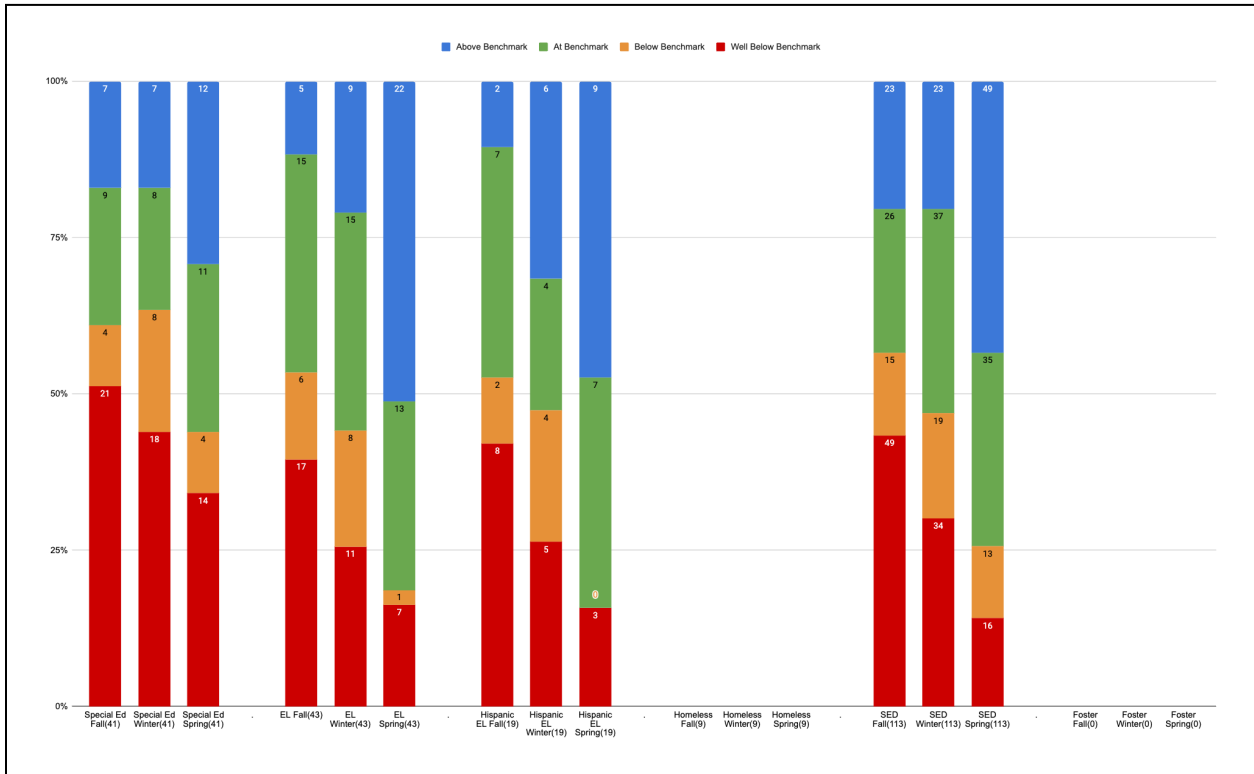


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1st Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)

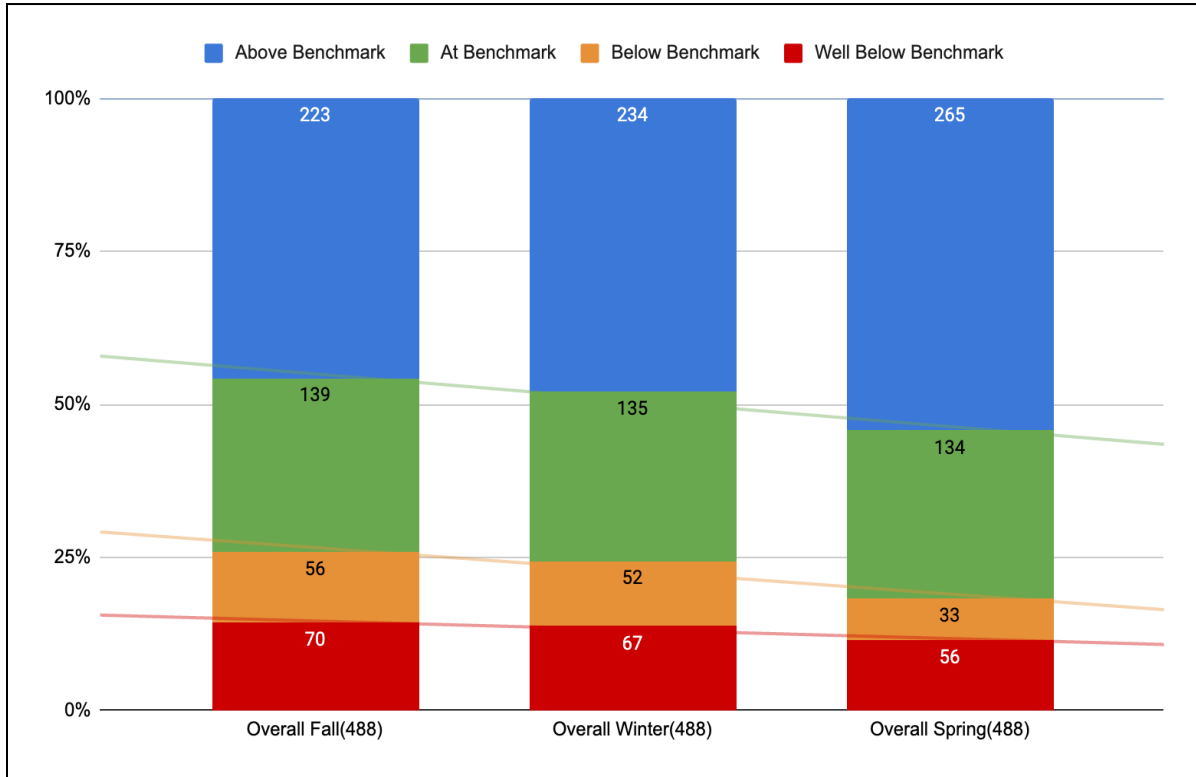


1st Grade Oral Reading Fluency Scores by Program (DIBELS)

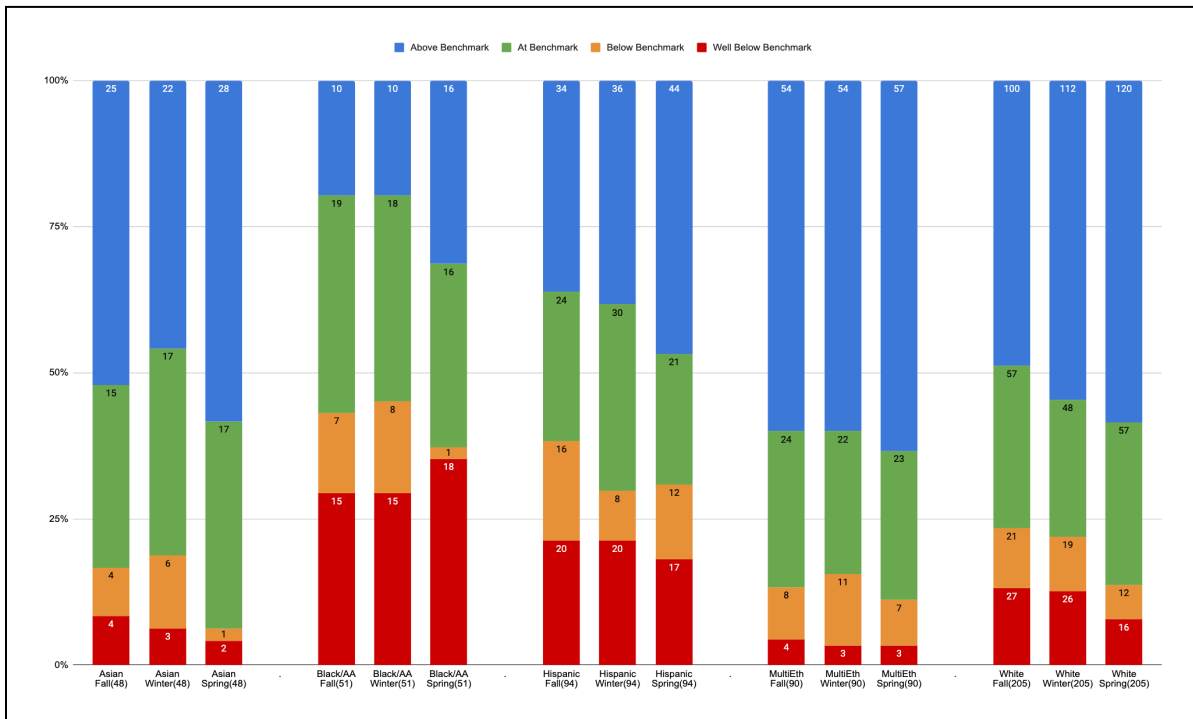


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Overall 2nd Grade Scores for Oral Reading Fluency (DIBELS)

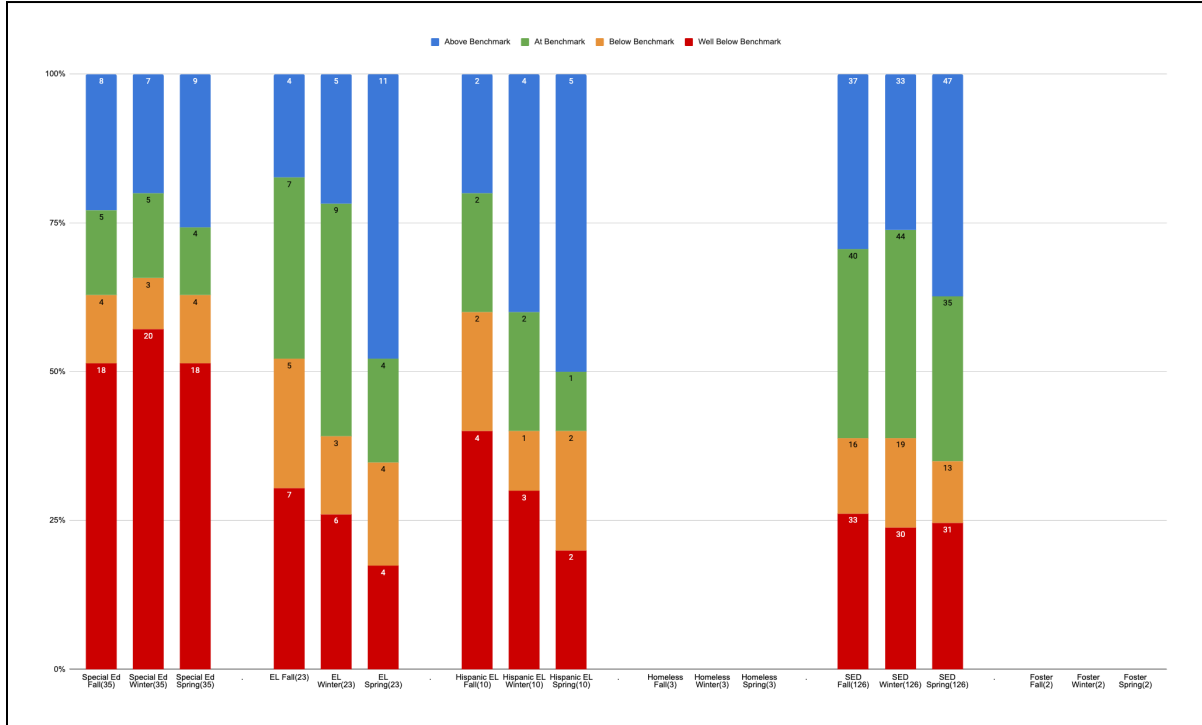


2nd Grade Oral Reading Fluency Scores by Race/Ethnicity (DIBELS)

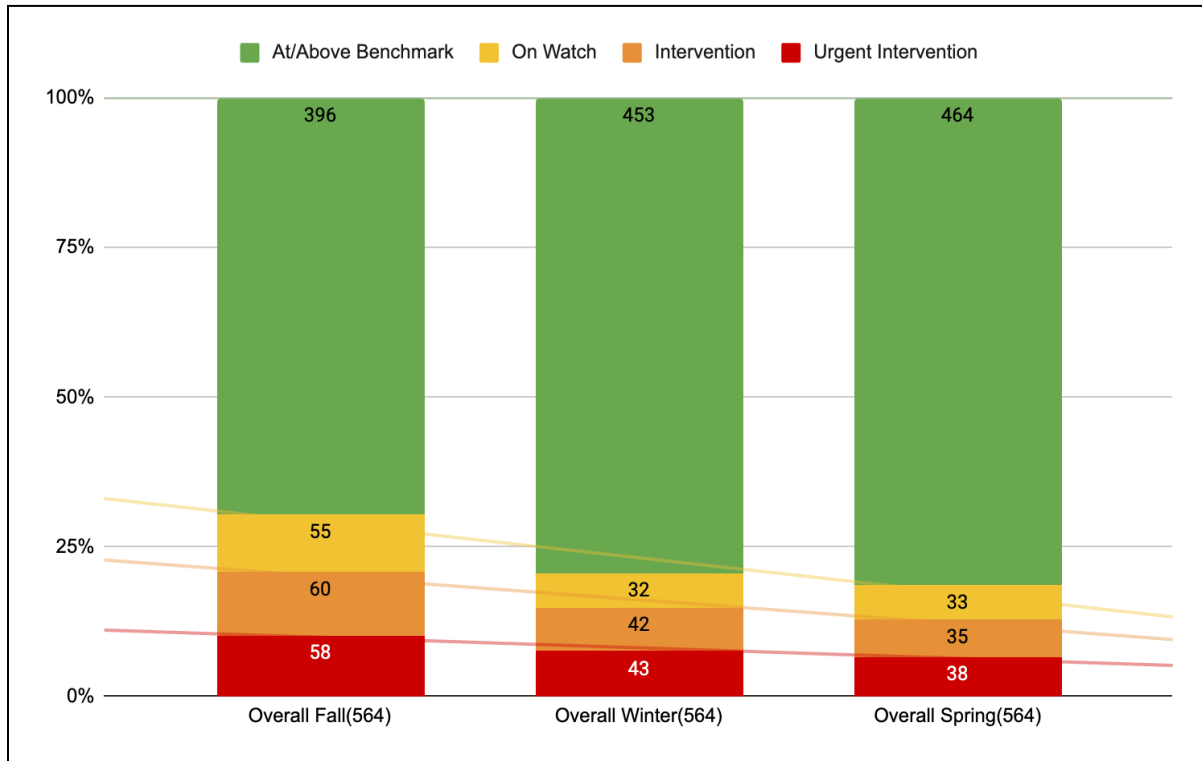


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2nd Grade Oral Reading Fluency Scores by Program (DIBELS)

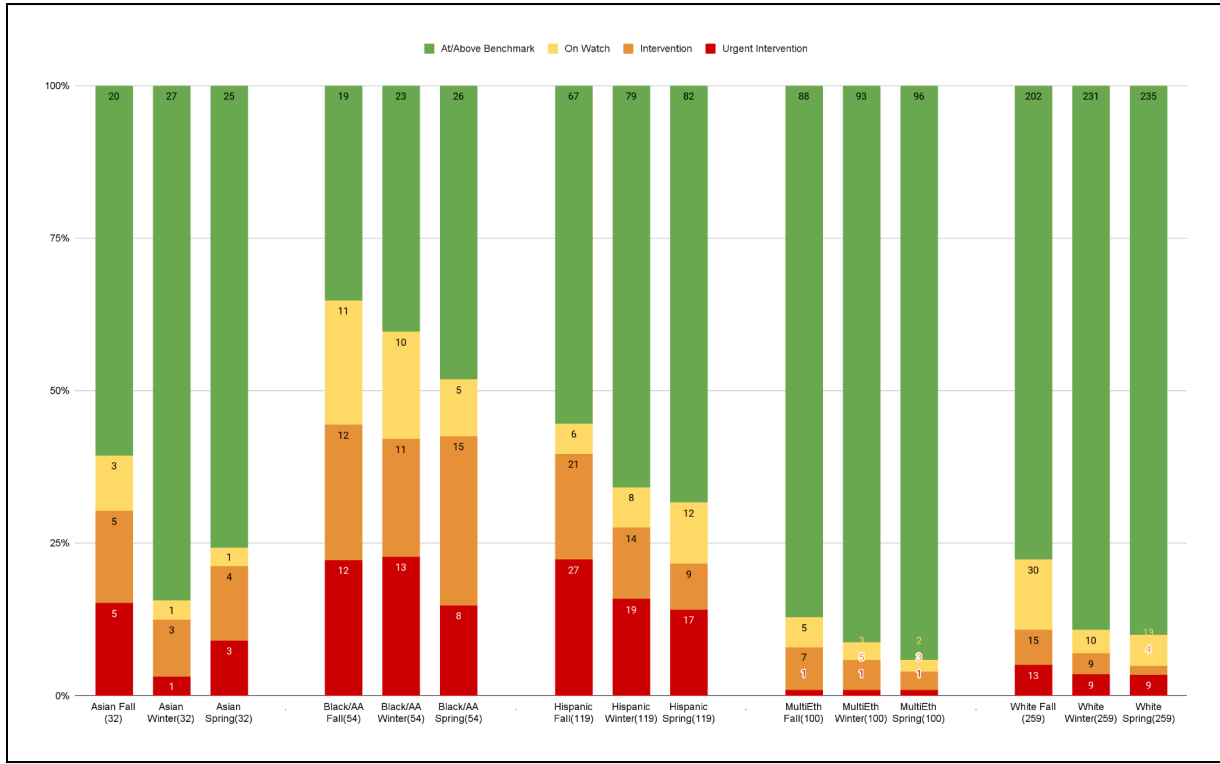


3rd Grade Overall STAR Scores - Reading

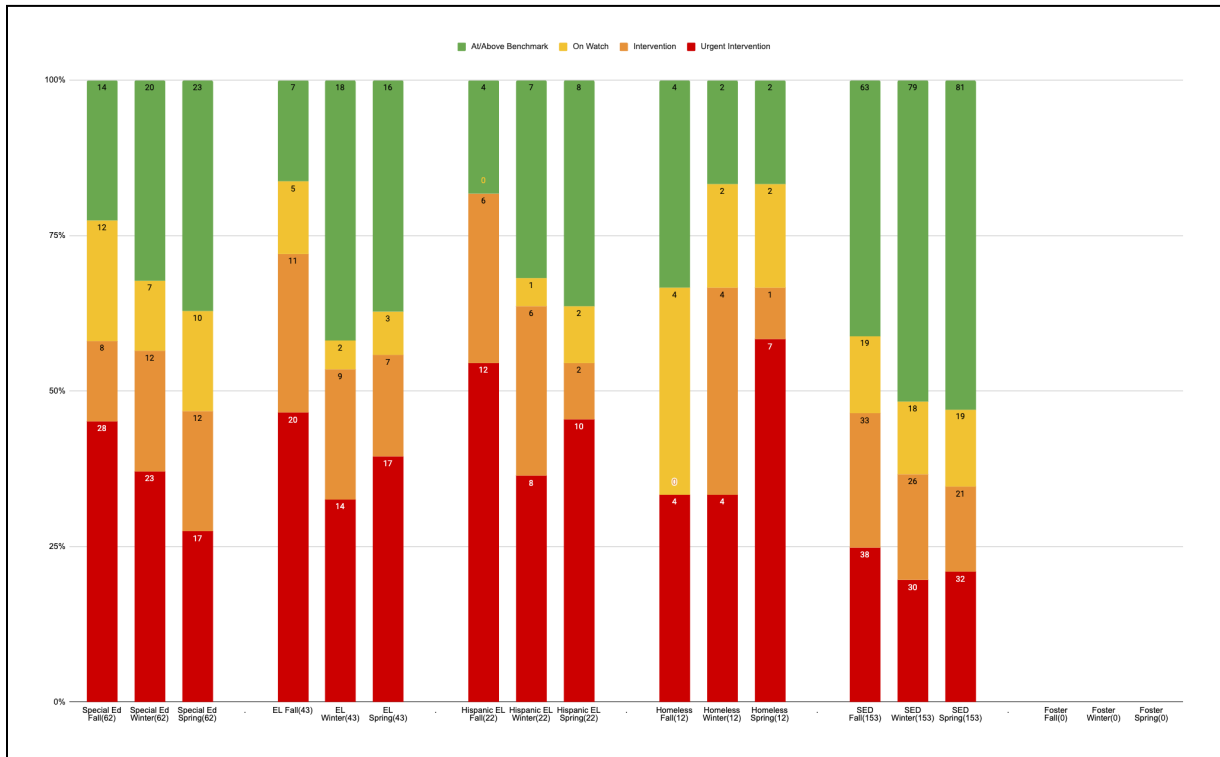


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3rd Grade STAR Scores by Race/Ethnicity - Reading

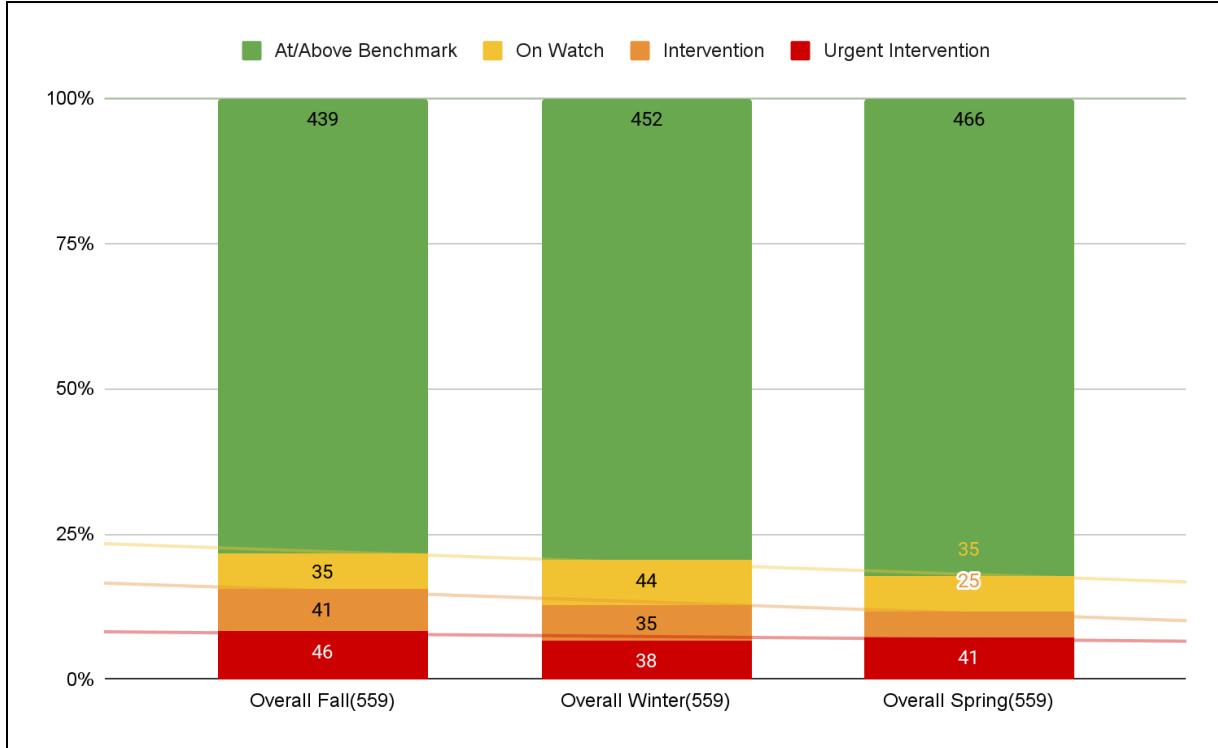


3rd Grade STAR Scores by Program - Reading

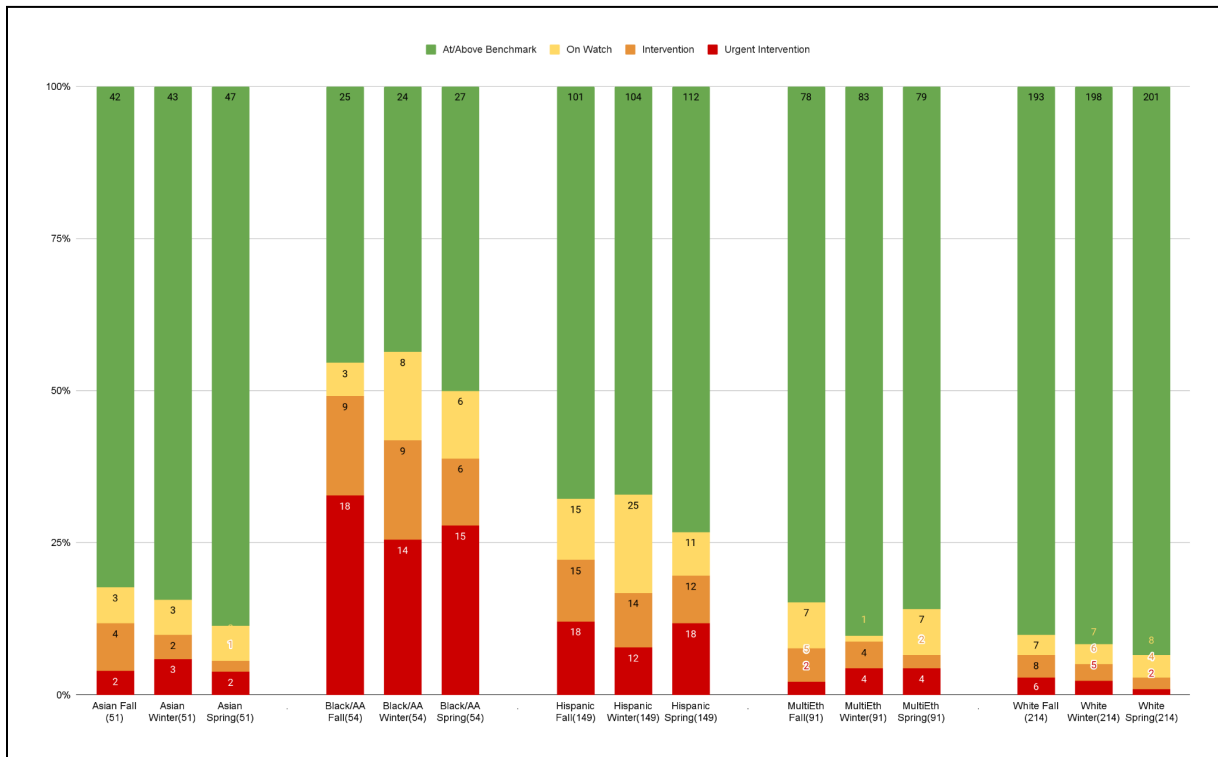


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4th Grade Overall STAR Scores - Reading

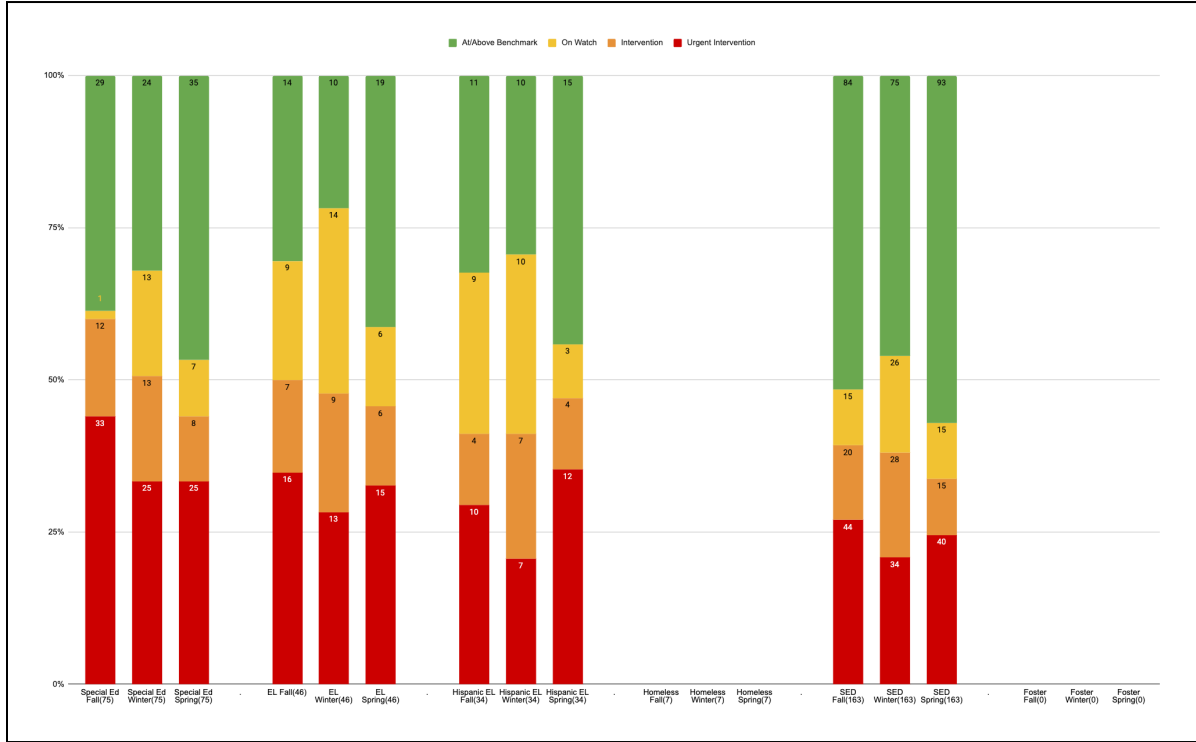


4th Grade STAR Scores by Race/Ethnicity - Reading

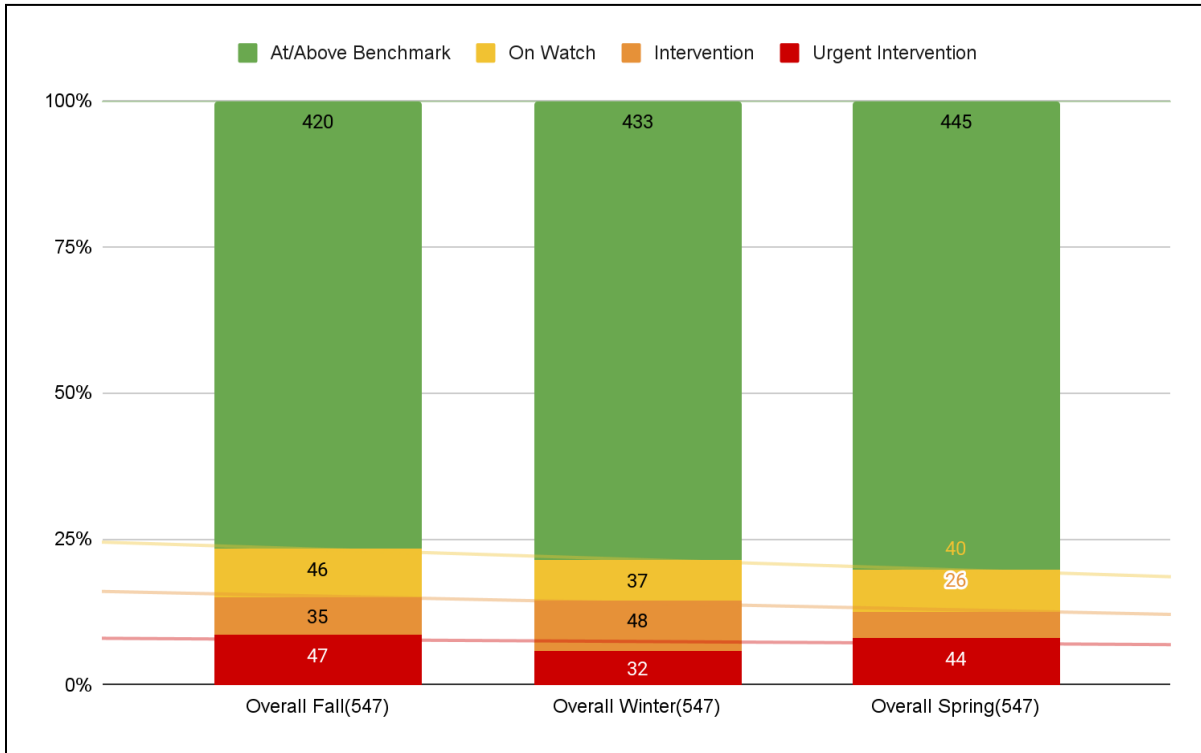


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4th Grade STAR Scores by Program - Reading

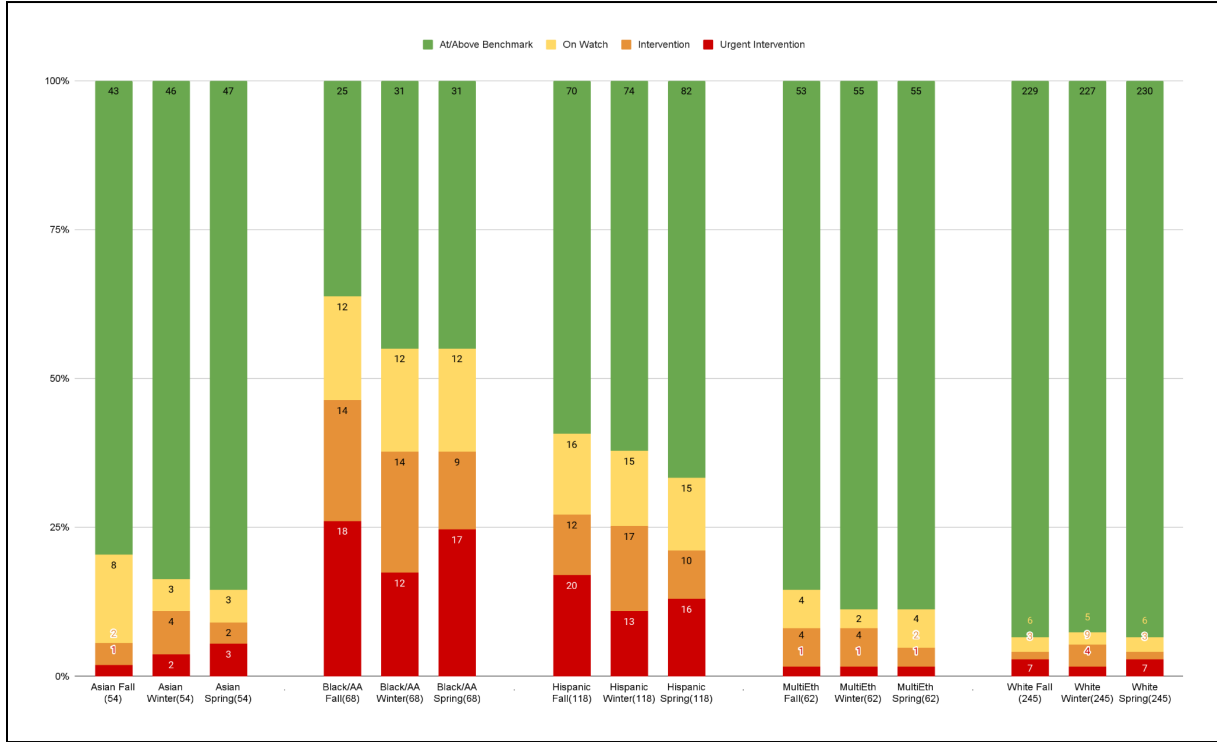


5th Grade Overall STAR Scores - Reading



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5th Grade STAR Scores by Race/Ethnicity - Reading



5th Grade STAR Scores by Program - Reading

