



Creating a Unified Approach to our Elementary English Language Arts Program

Organizational Consistencies TK-6
Lodi Unified School District
2024 - 2025



Page 1: Hello Lodi Elementary Teachers,

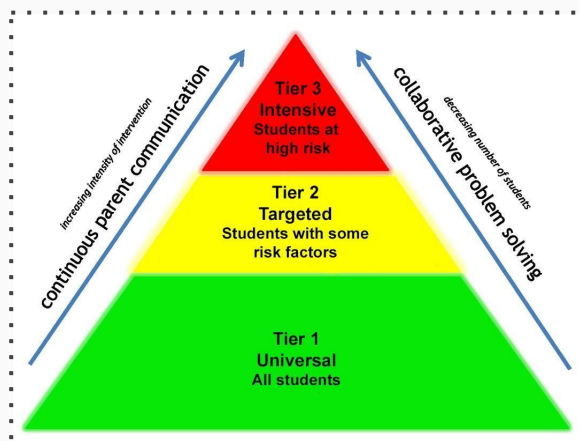
Happy 4th quarter! I'm Susan Petersen, along with your K-6 ELA coaches: Hollie Joy Mueller, Chantelle Sloan, Babette Nixon, and Denise Woods TK, and the new teacher support Coach. On behalf of the Educational Services and your Lodi USD ELA coaching teams, I extend heartfelt gratitude for your dedication throughout this school year.

As we wrap up the current academic year and gear up for the next, we want to ensure clarity regarding early reading and literacy programs. Consistent communication about organizational expectations will equip you with the necessary guidance to effectively implement the science of reading.

Thank you once again for your unwavering efforts. Together, we're making significant strides toward fostering literacy excellence in our students.

Reading by Third Grade

- Grounded in Research
- Systematic Approach
- Curriculum- Journey's and SIPPS
- TEAM LUSD- A collaborative



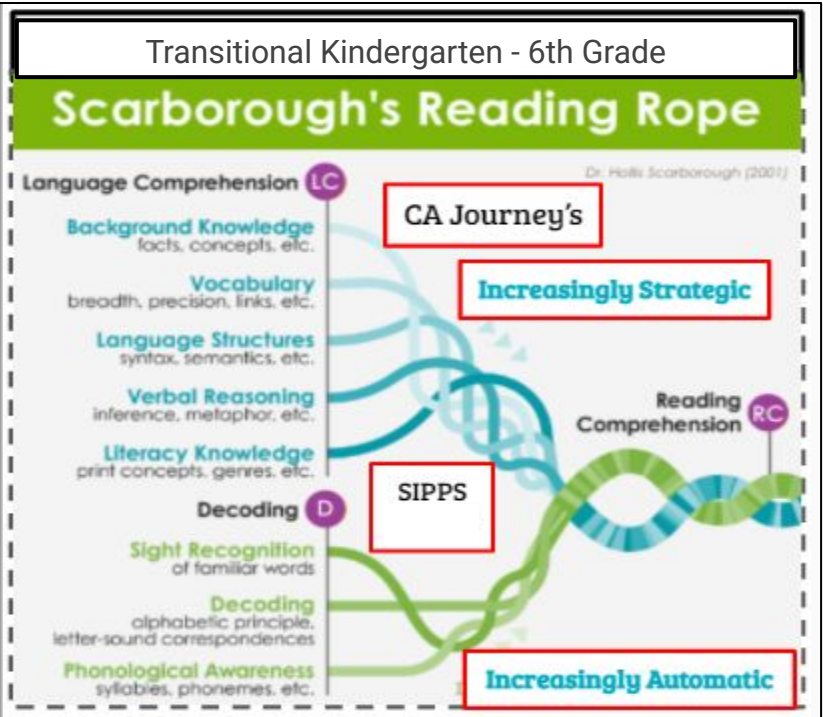
Page 2: The Board of Education is committed to ensuring that every student achieves reading proficiency by 3rd grade. Our approach is designed to be:

Grounded in Research
Systematic
Integrating evidence-based practices with the adopted curriculum
(Journey supplemented with SIPPS)
Developed collaboratively

Based on Research

- ❑ 120 Minutes Daily uninterrupted literacy block
- ❑ Journey's - district adopted core curriculum (Social Studies and Science)
- ❑ SIPPS will supplement the "Decoding" section of the framework
- ❑ 20-30 minute of small group instruction everyone everyday
- ❑ Writing Daily

[Click here to explore Scarborough's Reading Rope](#)



Page 3: Research indicates that a daily, uninterrupted literacy program lasting 90-120 minutes is essential, Instruction will encompass Language Comprehension and Decoding Instruction.

For Language Comprehension, we will utilize:

- Journeys
- Social Studies
- Science

Decoding instruction will be delivered through:

- SIPPS

Writing instruction will align with:

- Journeys
- Amplify Science
- Social Studies

The Simple View of Reading



0	X	1	=	0
1	X	0	=	0
.5	x	.5	=	0.25

Page 4: In essence, a comprehensive reading program comprises both word recognition and language comprehension. By multiplying a student's ability to recognize and decode words with their capacity for language comprehension, we foster proficient readers.

Our literacy program underscores the importance of both Word Recognition and Language Comprehension to cultivate skilled readers.

If you want to go fast,
go alone.

If you want to go far,
go together.

Page 5: This message highlights the size and diversity of Lodi Unified School District. Despite the challenges of coordinating such a large district, the importance of collaboration is essential, and underscores the significance of working together. We need each other!



Organizational Consistencies

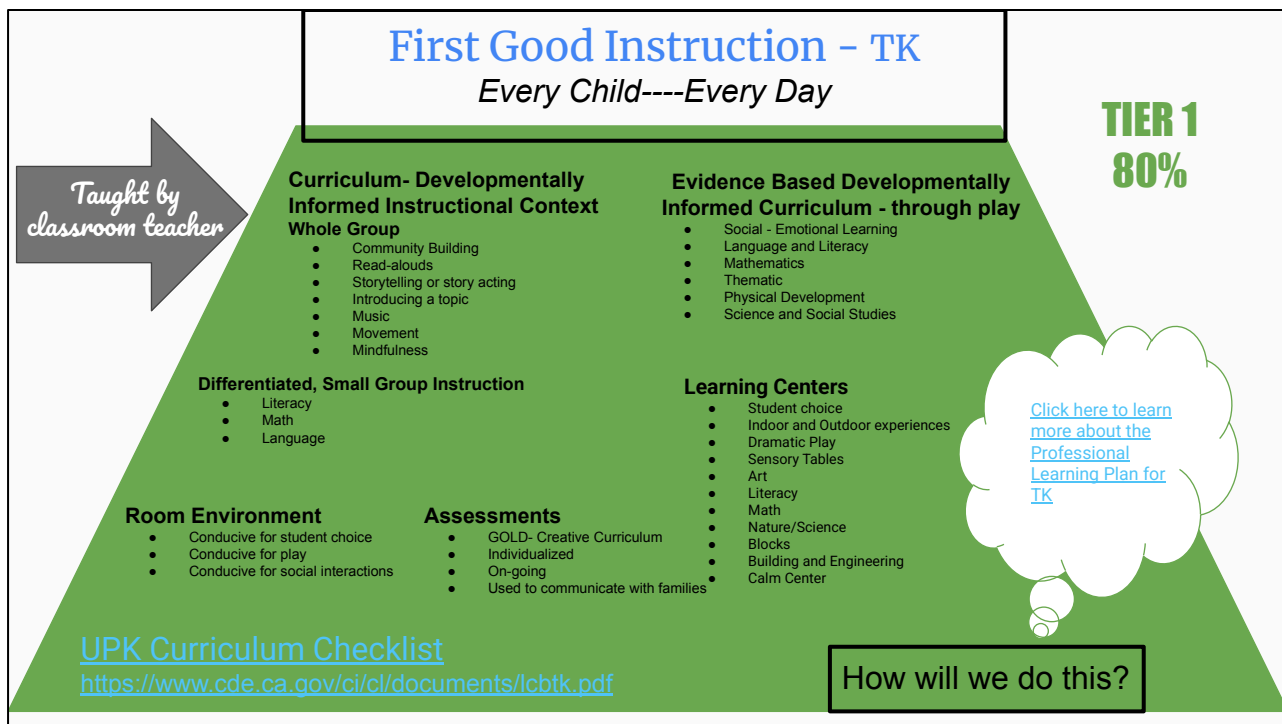
Early Reading TK-2
Lodi Unified School District



Page 6: Let's start with the organizational consistencies for Tk-2nd grade!

Transitional Kindergarten

Page 7: The Board of Education has made strides to ensure that every elementary school offers Transitional Kindergarten by the 2026-2027 school year. TK teachers, instructional coaches, and administrators are working together to define key elements of a robust TK program. It is my privilege to introduce our TK coach-Denise Woods. She will review the organizational consistencies for TK.

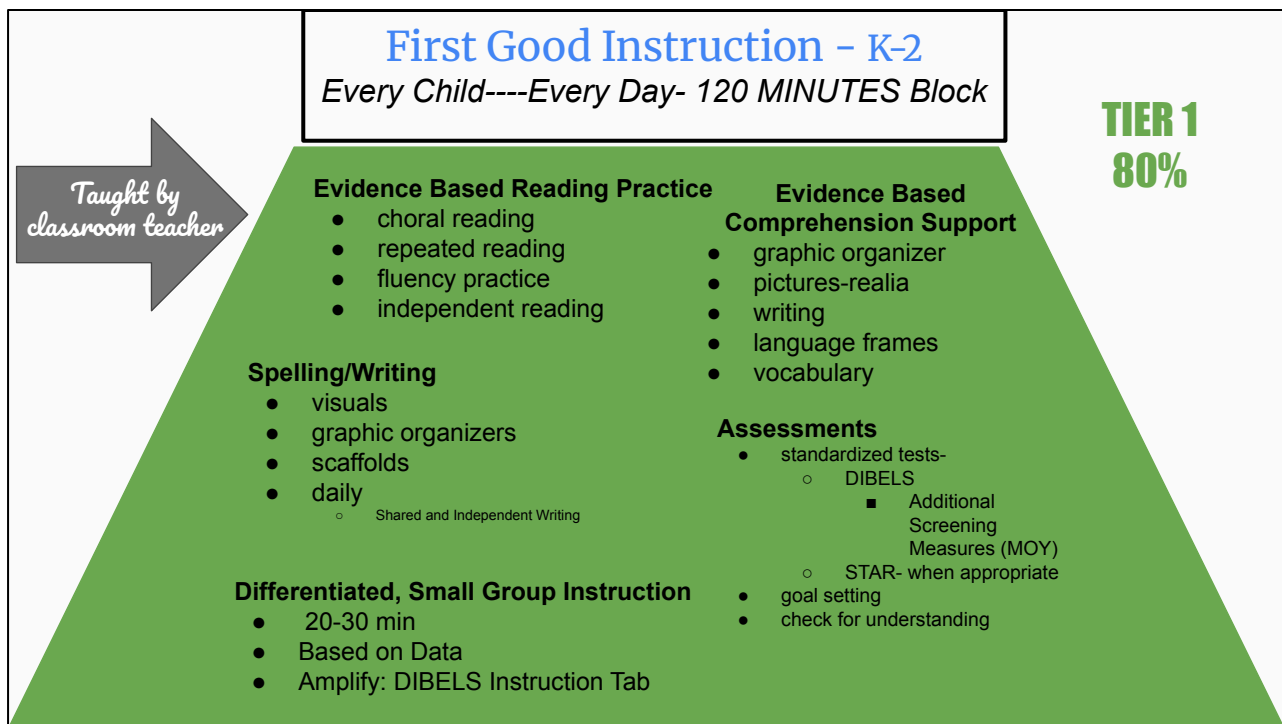


Page 8: (Denise) Tier 1 or First Good Instruction in Transitional Kindergarten (TK) is developmentally informed and consists of **(tab)** whole class and small **(tab)** group activities. Whole group activities include community building, read-aloud, storytelling or acting, music, movement, mindfulness, and introducing thematic content. Small group emphasis is placed on literacy, math, and language development. Students engage in learning through **(tab)** play and **(tab)** learning centers, with TK rooms designed according to the Early Childhood Environment **(tab)** Rating Scales to promote choice, play, and social interactions. Ongoing individualized **(tab)** assessments are conducted to track development growth, with communication tools provided for families. The state of California offers a curriculum **(tab)** checklist for **(tab)** guidance, and **(tab)** additional professional learning **(tab)** plans are available through our professional development department.

Kindergarten- 2nd Grade Instruction

Page 9:(Susan) The State of California has clearly defined what constitutes a cohesive TK-2 program. This entails outlining the foundational principles and practices that guide teachers in delivering high-quality instruction to young learners.

I'd like to introduce **Babette Nixon**, who will now review the K-2 Organizational Consistencies.



Page 10(Babette) Our priorities begin with evidence-based strategies and **(tab)** practices. This includes providing strong oral and written comprehension **(tab)** strategies and early literacy routines and procedures that impact spelling and **(tab)** writing. It's crucial to tailor instruction to individual student needs, as identified through universal diagnostic **(tab)** assessments and progress monitoring tools. By doing **(tab)** so, we can make a significant impact on students' **(tab)** reading proficiency. This is all taught by the classroom teacher.

Literacy Content Block Guidance

K-2nd Grade

TIER 1
80%

*Taught by
classroom teacher*

Component 1:Language

- **Grades K-2:** integrated daily

Component 2:Foundational Literacy Skills

- **K:** 30-45 minutes
- **Grade 1:** 40-55 minutes
- **Grade 2:** 35-50 minutes

Component 3: Integrated Reading and Writing

- **K:** 30-45 minutes (designated writing time)
- **Grade 1:** 65-80 minutes (30 minutes Writing)
- **Grade 2:** 70-85 minutes (30 minutes Writing)

Component 4:Comprehensive ELD

- Integrated daily
- **Grade K:** 20 minutes designated
- **Grade 1-2:** 30 minutes designated

Page 10(Babette) Our priorities begin with evidence-based strategies and **(tab)** practices. This includes providing strong oral and written comprehension **(tab)** strategies and early literacy routines and procedures that impact spelling and **(tab)** writing. It's crucial to tailor instruction to individual student needs, as identified through universal diagnostic **(tab)** assessments and progress monitoring tools. By doing **(tab)** so, we can make a significant impact on students' **(tab)** reading proficiency. This is all taught by the classroom teacher.

Curriculum

Page 11: (Susan) Thank you, Babette. Let's explore how we will integrate our ELA/Science and Social Studies curriculum with the supplemental support provided by SIPPS.

Journeys/Social Science and Science	Journeys/Social Science and Science	Journeys/Social Science and Science	Journeys/Social Science and Science	Journeys/SIPPS/ Amplify	SIPPS
Journeys Skills	Journeys Resources	Journeys Skills	Journeys Resources	Ind. Reading	Foundational Skills
<ul style="list-style-type: none"> Vocabulary Comprehension Oral Language 	<p>Vocabulary Vocabulary Readers TE Read Aloud TE 1 & 2 Read Aloud-Big Book K Anchor Text 1st & 2nd Vocabulary in Context Cards TE Close Reader Reader's Notebook Language Support Cards Projectables Amplify Science Social Studies Weekly/McGraw Hill</p> <p>Comprehension Vocabulary Readers TE Read Aloud TE 1 & 2 Read Aloud-Big Book K Anchor Text 1st & 2nd Close Reader Writing Handbook Reader's Notebook Retelling Cards Language Support Cards Amplify Science Social Studies Weekly/McGraw Hill</p> <p>Oral Language Vocabulary Readers TE Read Aloud 1st & 2nd/ Big Book K Turn and Talk Student Book/TE Language Support Cards Amplify Science Social Studies Weekly/McGraw Hill</p>	<ul style="list-style-type: none"> Writing Narrative Informative Opinion <p>Grammar</p>	<p>3 Types of Writing Vocabulary Readers TE Writing Handbook Reader's Notebook TE Writing Write About Reading Student Book/TE Performance Assessment Student & TE Projectables Amplify Science Social Studies: Studies Weekly McGraw Hill</p> <p>Grammar Reader's Notebook TE Grammar M-F Write About Reading Student Book/TE Daily Proofreading TE 1st & 2nd Language Support Card Projectables</p>	<ul style="list-style-type: none"> Amplify Reading <p>K-2: 30-45 minutes weekly</p> <p>3-6: 45-60 minutes weekly</p> <ul style="list-style-type: none"> Reading Lexile Reading Counts Fluency Practice Literacy Library SIPPS Books I Can Read Books Fluency -Projectables 	<ul style="list-style-type: none"> Phonemic Awareness Phonics Decoding Segmenting Sight Words Spelling Reading Fluency
60 minutes			60 minutes		

Page 12: A heartfelt thank you goes out to our dedicated Lodi USD coaches for their effort in crafting this informative graphic. It is designed as a resource to simplify instruction. Take note of the required 90-120 minutes for the K-2 ELA curriculum components.

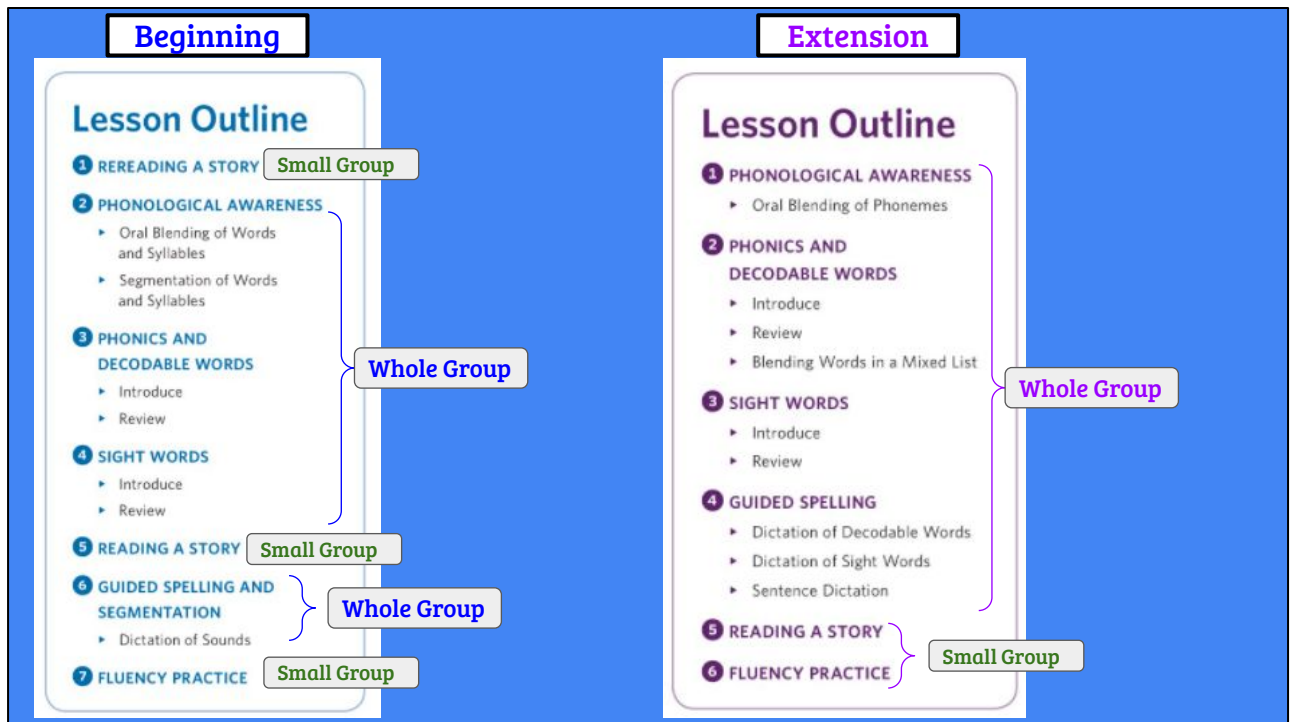


SIPPS Will Replace

- High Frequency Words
- Phonological Awareness
- Phonics
- Fluency
- Spelling

Sections of Journeys

Page 13: SIPPS will replace High-Frequency Words, Phonological Awareness, Phonics, Fluency, and Spelling sections of the Journeys curriculum. **Chantelle Sloan** will review how this works in the classroom.



Page 14 and 15: SIPPS is replacing the "Decoding" skills component of our Journeys curriculum. As a site system, it's up to you to determine the most effective approach for integrating SIPPS into your daily schedule. Here, we've provided a suggested method for incorporating SIPPS into both whole-group and small-group settings. This graphic details which aspects of the lesson are best suited for small-group instruction versus whole-group instruction at each level of SIPPS. (Tab)

Challenge

- ▶ Single-syllable Phonics (optional)
- ▶ Syllabic Transformations (Lessons 2-20)
- ▶ Morphemic Transformations (Lessons 21-75)
- ▶ Sight Syllables
- ▶ Reading by Syllables
- ▶ Reading Entire Words
- ▶ Guided Spelling
- ▶ Fluency Practice/Inv. Daily Rdg.

Whole Group

Small Group

Blank

Assessment

Page 16: (Susan) As we embark on this academic journey together, it's essential to establish consistent practices. One such practice we'll adhere to is the administration of Universal Assessments. To streamline this process, we've compiled a list of these assessments for kindergarten, first, and second grades. **Hollie Joy Mueller** will share these consistencies with you.

Universal Assessments

[Kindergarten Flow Chart](#)

[Students New to First Grade](#)

[24-25 K-6 Assessment Calendars -](#)

Kindergarten

- DIBELS (District)
- Letter Naming (Created in Illuminate)
- Letter Sounds(Created in Illuminate)
- SIPPS Sight words 1-30 (Created in Illuminate)
- SIPPS Placements- Kinder, New students to school- (Created in Illuminate)
- SIPPS Mastery (Created in Illuminate)

First Grade

- DIBELS (District)
- SIPPS Sight Words 1-81 (Created in Illuminate)
- STAR Assessment (EOY)
- SIPPS Placements- Kinder, New students to school- (Created in Illuminate)
- SIPPS Mastery (Created in Illuminate)

Second Grade

- DIBELS (District)
- STAR Assessment
- SIPPS Placements- Kinder, New students to school- (Created in Illuminate)
- SIPPS Mastery (Created in Illuminate)

Page 17: (Hollie) Thank you, Susan, To our esteemed Kindergarten teachers, we've crafted a dedicated "Kindergarten Flow **(tab)** Chart" designed to assist you in determining the optimal timing for initiating SIPPS with your students.


For our diligent First and Second-grade teachers, we've included comprehensive guidance on integrating new students seamlessly into your classroom environment. We've also attached Assessment Calendars for the upcoming academic school year categorized by grade span.

Further details and support will be provided by your administrators and instructional coaches.

Good First Instruction Tier 1

- [CA ELA/ ELD Foundational Skills Standards](#)
- [Tier 1 SIPPS Mastery Targets](#)

Tier 1 SIPPS Mastery Targets

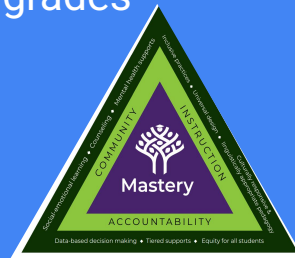
TARGET 	Beginning of Year Start Up	End Trimester 1 Goal September 30th	End Trimester 2 Goal February 17	End of Year Goal June 2
Kindergarten Flow Chart	Students with 20+ lowercase letter names: SIPPS Beginning 1A Students with <20 lowercase letter names: <ul style="list-style-type: none"> • ABC Foundations • LLN from CC (Learning Letter Names for Collaborative Classrooms) 	Beginning Lesson 1 Mastery Test #1 Sight Words: 11	Beginning Lesson 20 Mastery Test #2 Sight Words: 21	Beginning Lesson 40 Mastery Test #4 *Can continue for exposure through lesson 55 Sight Words: 55
Grade 1	Beginning 41 or Extension Review 1 Use Mastery test from previous year if available or administer Placement *students will not start below Beginning 31	Extension Rev. 15 Mastery Test #3 Sight Words: 63	Extension Lesson 9 Mastery Test #5 Sight Words: 92	Extension Lesson 20 Mastery Test #8 Sight Words: 126 For those who complete Ext. 40, begin "Thoughtful Spelling" with teacher-guided small group reading
Grade 2	Extension Lesson 20 Mastery Test #8 Use Mastery test from previous year if available or administer Placement *students will not start below Extension Review 1	Extension Lesson 30 Mastery Test #10	Extension Lesson 40 Mastery Test #12 Begin "Thoughtful Spelling" or Challenge List A Lessons 1-20 with teacher-guided small group reading	Extension Lesson 40 Mastery Test #12 Begin "Thoughtful Spelling" or Challenge List A Lessons 1-20 with teacher-guided small group reading

Page 18: (Hollie) We've set SIPPS grade-level benchmark goals aligned with the California ELA and ELD Foundational Standards. Your teams will collaborate to identify resources and offer tiered support to students above or below these benchmarks. These goals ensure consistent expectations within our K-2 classrooms.

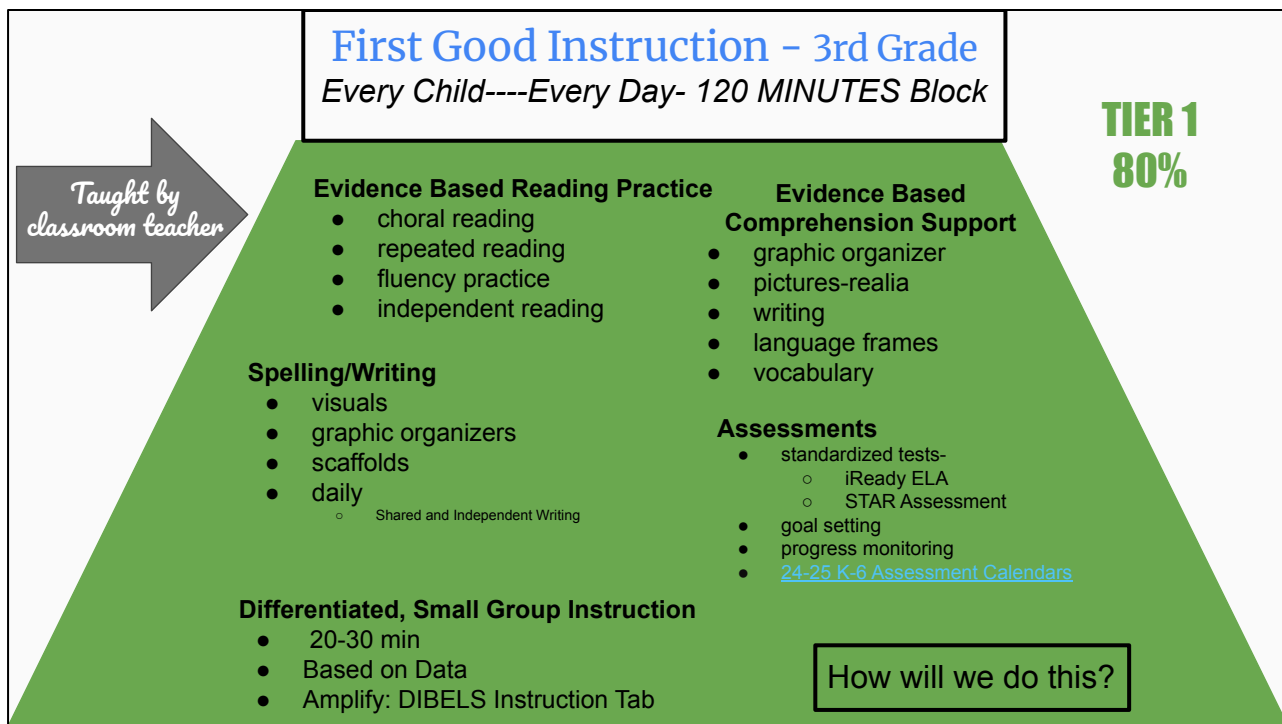


Organizational Consistencies

English Language Arts - MTSS- 3rd-6th grades
Lodi Unified School District



Page 19: (Hollie)Chantelle will now delve into the organizational consistencies for 3rd to 6th grades.



Page 20: Third-grade teacher's instruction parallels K-2. Students at this stage require **(tab)** evidence-based practices to enhance fluency, **(tab)** comprehension, **(tab)** decoding, and encoding skills. **(tab)** Daily differentiation and small-group instruction are essential. Achieving this involves a deep understanding of the curriculum and **(tab)** assessment with progress monitoring of students' foundational skills. **(tab)**



First Good Instruction – 3rd Grade

Every Child---Every Day- 120 MINUTES Block

TIER 1
80%

Curriculum

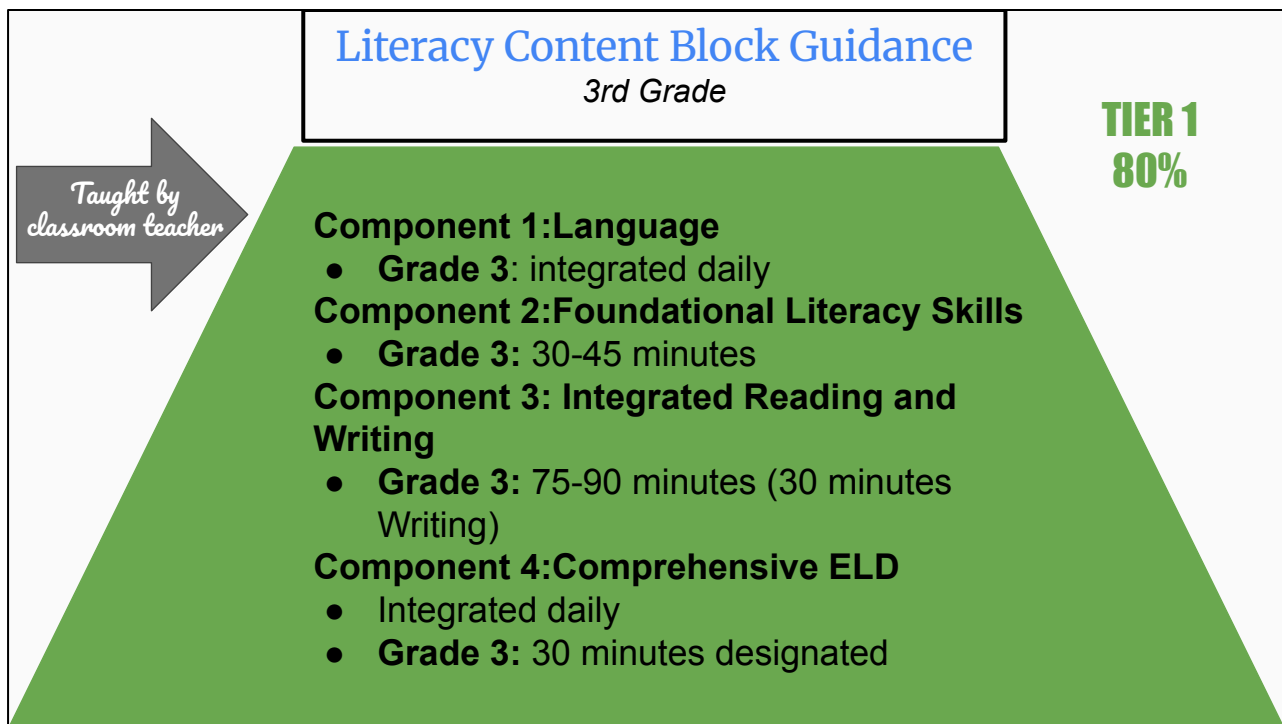
- Journeys
- Social Studies (National Geographic)
- Science (Amplify)
- SIPPS Challenge List B-(Replace Journey's Phonics and Spelling)
- Amplify Boost Weekly 45- 60 minutes
- Goals for Reading Independently
- Differentiated instruction
 - Amplify: DIBELS Instruction Tab
 - Comprehension Support-Journey's readers
 - i-Ready

Assessment

- I-READY - ELA
 - PHONICS
- STAR Assessment

Page 21: All students can **(tab)**access the adopted ELA, **(tab)** Science, and Social Studies curriculum. **(tab)**SIPPS Challenge, list B, will replace Journeys' phonics and spelling. **(tab)** Amplify Boost will be used for all students 45-60 minutes weekly. Students will receive 20-30 minutes of differentiated instruction daily.

(tab) (tab) For Tier 1, we'll utilize iReady ELA Diagnostic Assessments. Third-grade teachers will focus on the phonics section of the assessment to guide instructional decisions. STAR assessment will determine independent reading levels for third graders. We will discuss the STAR assessment and Accelerated Reader later in the presentation.

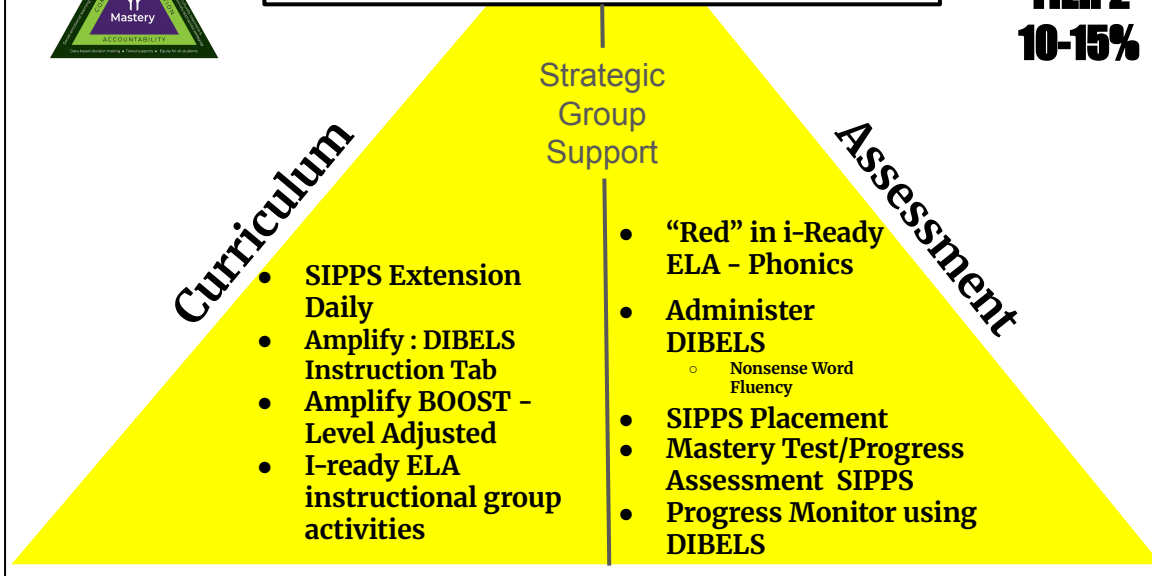


Page 10(Babette) Our priorities begin with evidence-based strategies and **(tab)** practices. This includes providing strong oral and written comprehension **(tab)** strategies and early literacy routines and procedures that impact spelling and **(tab)** writing. It's crucial to tailor instruction to individual student needs, as identified through universal diagnostic **(tab)** assessments and progress monitoring tools. By doing **(tab)** so, we can make a significant impact on students' **(tab)** reading proficiency. This is all taught by the classroom teacher.



Tier 2 Response- 3rd Grade

TIER 2
10-15%



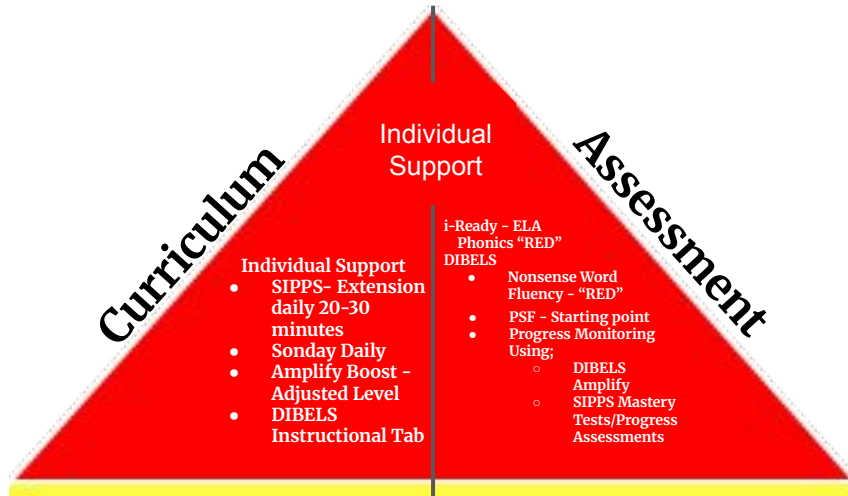
Page 22: 10-15% of grade 3 students may require **(tab)** strategic support. **(tab)** Refer to the ELA iReady Phonics Domain. **(tab)** If a student scores in the “red”, follow up with the DIBELS Nonsense Word Fluency Assessment to determine the specific support needed. **(tab)** Use the SIPPS Placement Test, or the previous year’s Mastery Test, to determine SIPPS Placement. Progress Monitoring in DIBELS is also available.

(tab) Available Tier 2 support includes **(tab)** SIPPS Extension, DIBELS Instruction Tab Lessons, Amplify Boost, and iReady Instruction tab lessons.

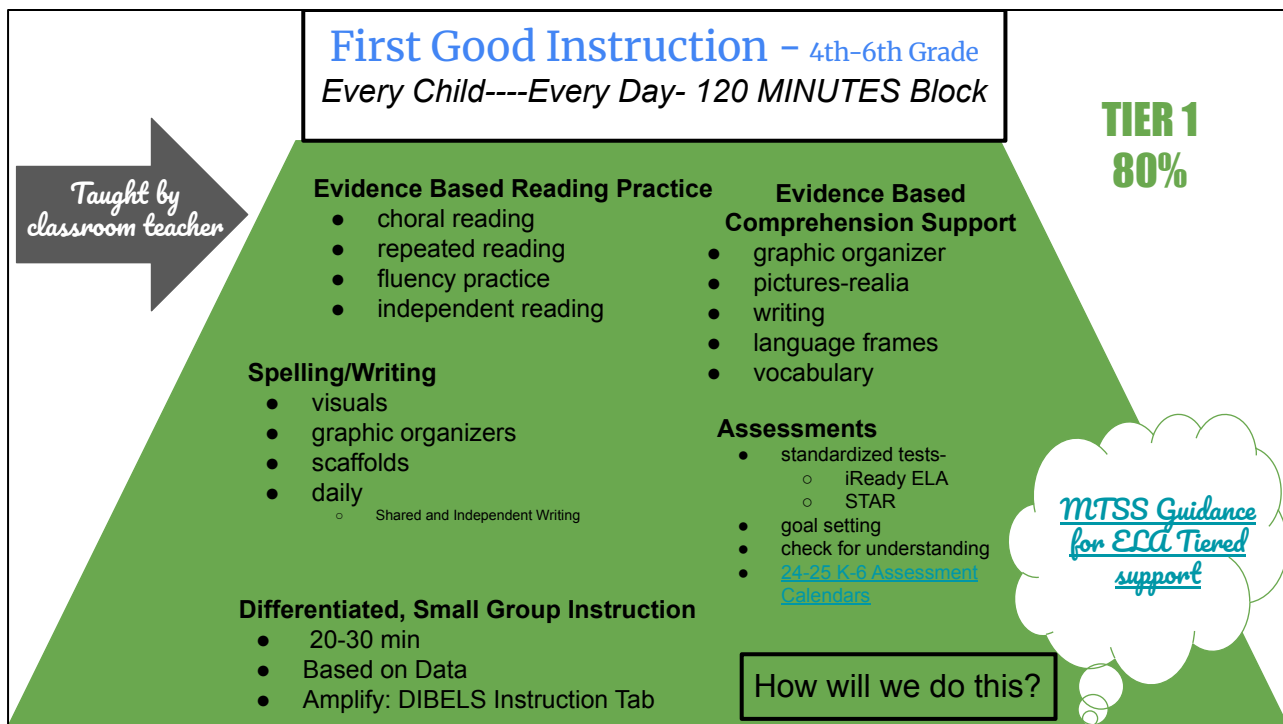


Tier 3 Response- 3rd Grade

TIER 3
5-10%



Page 23: Some students may need additional individualized support to meet their academic goals. To determine a starting place for intervention, **(tab)** administer the DIBELS Phoneme Segmentation Fluency subtest. Progress monitoring tools are available. **(tab)** Tier 3 support includes Sonday, SIPPS, Amplify Boost, and DIBELS Instructional Tab Lessons. Moving on to grades 4 through six, Hollie Joy Mueller will guide you in the review of consistencies.



Page 24: (HOLLIE) Thank you, Chantelle! To support the academic progress of our fourth to sixth-grade students, (tab)we prioritize evidence-based methods that strengthen reading fluency, (tab)comprehension, (tab)decoding and encoding skills. (tab)Essential to this approach is personalized, small-group instruction (tab)and differentiation to meet the unique needs of each student.

(tab) Our strategy relies on understanding the curriculum and relevant assessments for each Tier level. (tab) By consulting the provided (tab)"Guidance" document, we ensure adherence to best practices and student-centered teaching while creating an environment that nurtures holistic development.



First Good Instruction – 4th-6th Grade

Every Child---Every Day- 120 MINUTES Block

TIER 1
80%

Curriculum

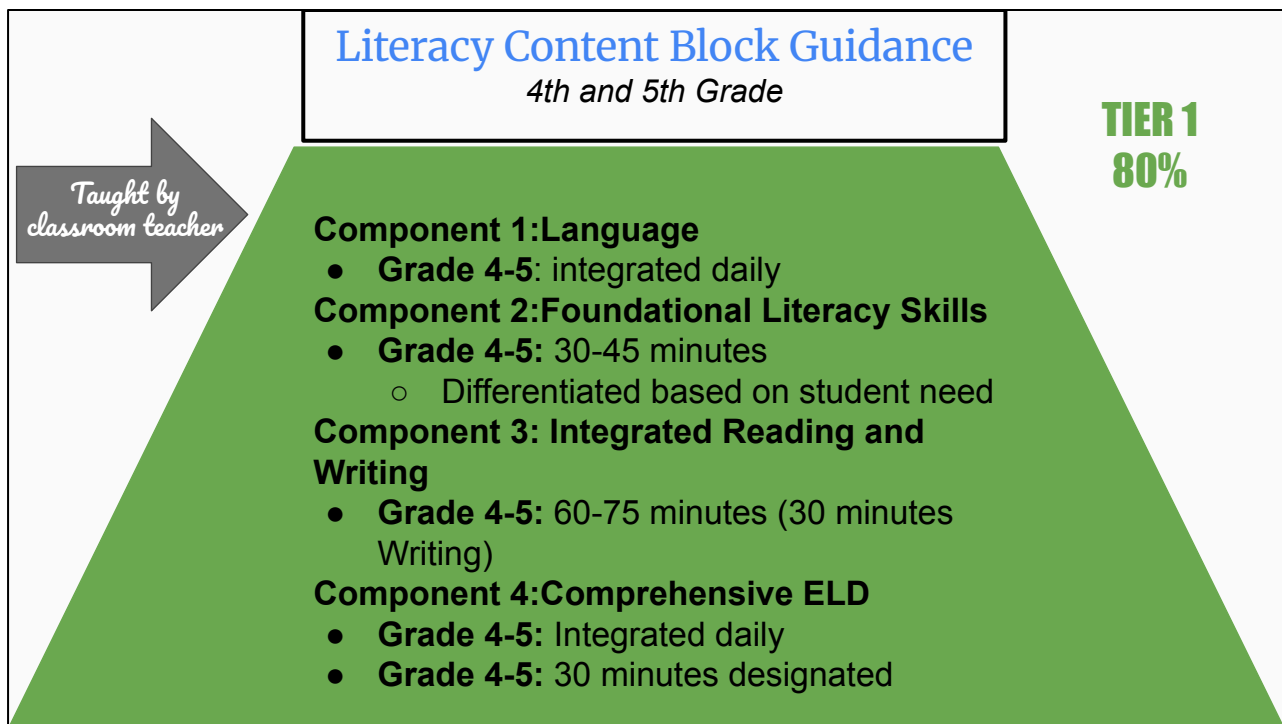
- Journeys
- Social Studies: McGraw Hill
- Science :Amplify
- SIPPS Challenge (List C)-
 - 15-30 minutes daily
- Amplify Boost Weekly 45- 60 minutes
- Goals for Reading Independently- Fluency
- Differentiated instruction
 - Amplify-Instructional tab
 - Comprehension
 - Support-Journey's readers
 - SIPPS Plus

Assessment

- I-READY - ELA
 - PHONICS
- STAR

Page 25: (tab) All students will access our core ELA, Science (tab), and Social Studies curriculum as per the Tier 1 Board adoption. (tab) SIPPS Challenge - List C, will replace Journeys spelling and phonics. (tab) Amplify Boost will be utilized for 45-60 minutes weekly, (tab) alongside goal setting and 20-30 minutes of daily differentiated instruction.

(tab)The Tier 1 program will employ i-Ready ELA for diagnostic assessment. (tab) Fourth through Sixth -grade teachers will focus on the phonics section of i-Ready to inform instructional decisions. Additionally, fourth-grade students will undergo STAR assessments to ascertain their independent reading levels.



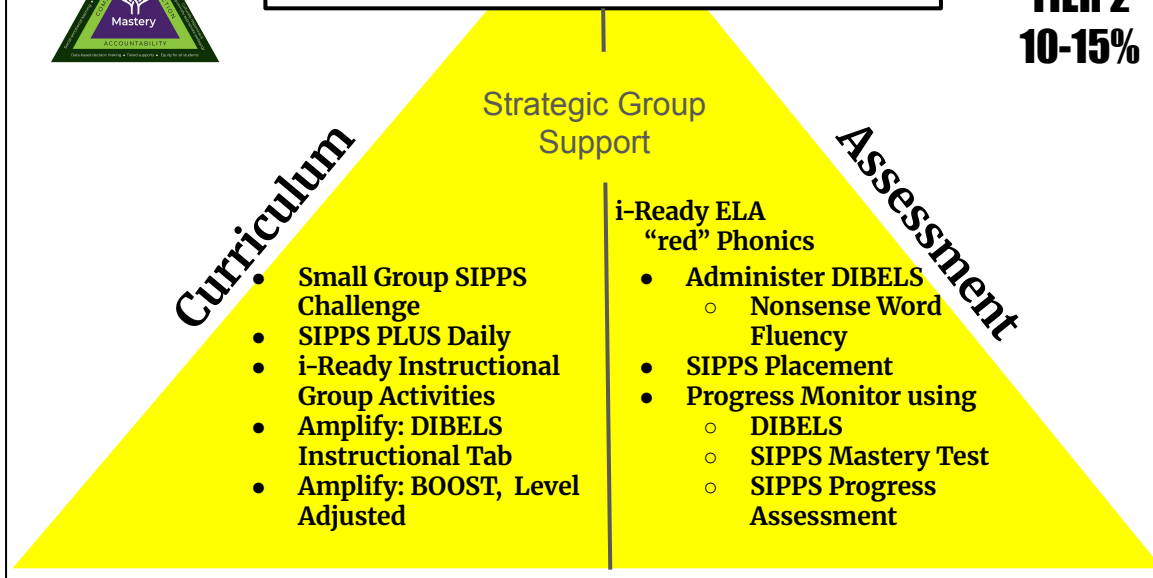
Page 10(Babette) Our priorities begin with evidence-based strategies and **(tab)** practices. This includes providing strong oral and written comprehension **(tab)** strategies and early literacy routines and procedures that impact spelling and **(tab)** writing. It's crucial to tailor instruction to individual student needs, as identified through universal diagnostic **(tab)** assessments and progress monitoring tools. By doing **(tab)** so, we can make a significant impact on students' **(tab)** reading proficiency. This is all taught by the classroom teacher.



Tier 2- 4th- 6th Grade

20-30 minutes Daily
Provided by the Intervention Teacher or Classroom Teacher

TIER 2
10-15%



Page 26: For 4th-6th grade educators, only about 10-15% of your students in these grades might (tab) require strategic assistance. We'll identify this need by(tab) Starting with their performance in the (tab) i-Ready ELA Phonics Domain. If a student scores "red," in this domain, administer the (tab) DIBELS Nonsense Word Fluency test. Based on the outcome of the NWF test, assess students with the SIPPS 4-12 Placement Assessment to determine if SIPPS Plus is needed.

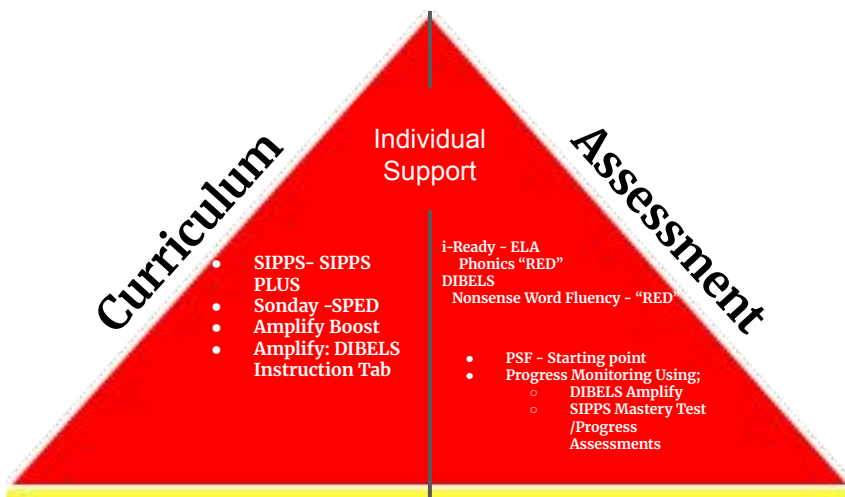
(tab) SIPPS Plus is an intensive intervention program designed for older students who still need the cohesive elements of a single-syllable reading instruction in addition to what they will acquire from SIPPS Challenge. It is an effective program to teach newcomers to read English.



Tier 3- 4th- 6th Grade

20-30 minutes Daily/ IEP Minutes
Provided by the Intervention Teacher or RSP Teacher

TIER 3
5-10%



Page 27: Some students may need additional strategic support to meet their academic goals. To determine a starting place for intervention, administer the DIBELS Phoneme Segmentation Fluency subtest. Digitalized progress monitoring tools are available within DIBELS. (tab) Tier 3 support includes Sonday, SIPPS, Amplify Boost, and DIBEL's Instruction Tab Lessons. I am handing the baton to Susan Petersen who will guide you through district expectations and consistencies for all grade levels.

Title 1 TOSA

The District ELA TOSA at our Title 1 site will play a pivotal role in advancing initiatives for K-3 early reading, specifically tailored to meet the needs of our diverse student population. This individual will collaborate closely with teachers, site administrators, and district leadership to provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies and programs. With a focus on improving literacy outcomes for students in the crucial K-3 grade levels, the ELA TOSA will serve as both an intervention teacher and a resource for supporting educators in their efforts to enhance early literacy instruction.

Vs. Non-Title 1 TOSA

The District ELA TOSA at our non-Title 1 sites will provide targeted support and expertise in early reading instruction for K-3 students. This half-time position allows for focused collaboration with teachers, site administrators, and district leadership to implement evidence-based early reading strategies and programs. While the role remains dedicated to improving literacy outcomes for students in the critical K-3 grade levels, the part-time allocation reflects the different context and needs of a non-Title 1 site.



TOSA Responsibilities

- support site in the implementation of the district's organizational consistencies
- work alongside the principal to build capacity
 - regular meetings
 - access to teachers (part of staff meeting)
- support teachers
 - Tier 1
 - Tier 2
 - predominantly push-in, fluid groupings
 - assist with assessments
 - data analysis
 - tracking students
 - benchmarks & progress monitoring



Data Collection, Conference and Reflection K-6

DATA Collection

- Teacher complete
- Uses information for DATA Conference
- SSTs
- 3 X's year

DATA Reflection Sheets-

- Done 3x's year by teacher for class
- Done 3x's year by principal to use for SPSA and site plans

Page 28: (tab) As educators committed to enhancing our students' learning, it's crucial to understand their strengths and weaknesses clearly. One effective method is by analyzing student achievement data. Going forward, we will all utilize a standardized data collection template to record this information. After collection, we'll reflect on the data to glean insights through the academic conference process. This reflective process must lead to intentional adjustments in our instructional approach. This cycle repeats throughout the year, with formal guidance provided two to three times annually by your principal, site TOSA, and district coach.



Cursive Writing Instruction

Assembly Bill 446

Assembly Bill 446

- California state law relating to the inclusion of instruction in cursive in the appropriate grade levels for grades one through six, inclusive
- AB 446 does not constitute a change in standards. The CA CCSS for ELA/Literacy contains outcomes related to cursive or joined italics for grades three and four
- [California Common Core State Standards for English Language Arts/Literacy \(CA CCSS for ELA/Literacy\)](#)
 - Language Standards Grade 3.1j: Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
 - Language Standards Grade 4.1h: Write fluidly and legibly in cursive or joined italics

Page 29: Manuscript (Grades TK-2) and Cursive handwriting (Grades 3-6) will be taught in each classroom using the Handwriting Without Tears curriculum. Curriculum information will be coming soon. Please refer to Assembly Bill 446 for more detailed information regarding cursive handwriting.

Accelerated Reader and STAR- NEW 2024

STAR Assessment

- Replaces Reading Inventory
- Valid and reliable
- Predictive and informative
- Once a student is through Extension 23 or by 2nd grade
- A metric used to reclassify English Learners
- A metric used to identify GATE students
- Professional Development opportunities through LT3 conference

Accelerated Reader

- Replaces Reading Counts
- Once a student is Extension 23
- Create a culture of reading
- Matches students to the correct reading level
- Presents opportunities for students to practice and become fluent readers
- Monitor progress and set goals
- Professional Development opportunities through LT3 conference

Page 30: Effectively immediately, please note that the Reading Inventory and Reading Counts platforms will no longer receive vendor support. Consequently, the STAR assessment will take the place of the Reading Inventory. Students will be eligible to undertake the STAR assessment once they complete the SIPPS Extension level in first grade. Additionally, all students from second to sixth grade will take the STAR assessment three times annually. This assessment offers an independent reading level, aiding students in their reading journey. It holds significance in reclassifying English Learners and identifying candidates for the GATE program. Further guidance on this transition will be provided shortly.

Additionally, Accelerated Reader (AR) will supplant Reading Counts. AR equips educators with essential tools to foster a culture of reading, enhancing fluency and accuracy. Students will engage in reading practice tailored to their independent reading level. Stay tuned for more details shortly.

Special Education K-6

Guidance SIPPS VS Sonday

SIPPS:

- USE SIPPS if student is MAKING GROWTH on Mastery Tests

TRAINING:

- Between Boot camp and LT3
- LT3
- Consultants -Site Visits

SONDAY

- STUDENTS NOT MAKING GROWTH WITH SIPPS

TRAINING

- ALL SDC AND RSP
- LT3

Page 31:As We continue to prioritize high-quality instruction, curriculum, and assessments for our students with disabilities, LodiUSD is committed to providing quality Tier 3 Reading Intervention Support consistently across the district. SONDAY is the district-adopted Tier 3 Reading Intervention Support for our students in SPED who do not demonstrate growth in SIPPS

- Over the last 4 years, we have been rolling out SONDAY training, but to prioritize support across the district, **we will be training all RSP (K-8) and SDC/MM (K-12) teachers during the LT3 Conference July 24th and 25th.**

You are not alone

Instructional coaches, Teachers
on Special Assignment,
Intervention Teachers and
Administrators are here to help!

**IF YOU WANT
TO GO FAST,
GO ALONE.**

**IF YOU WANT
TO GO FAR,
GO TOGETHER.**

Page 32: As we strive for our goal of ensuring all students can read proficiently by third grade, let's embrace perseverance and optimism. Change brings challenges, but together, we have the resilience to overcome them.

We appreciate everyone's dedication to our students' growth, from teachers to our paraeducators, our principals to our intervention teachers, coaches, and district leaders. Each of you shapes our students' future.

Every small step forward brings us closer to our goal. Let's support each other and draw strength from our collective efforts and belief in our students' potential.

Your hard work, passion, and dedication drive our mission. Together, we can make a difference. Thank you, and here's to a successful school year ahead.

Thank you for a great 2023-24 school
year!



Let's make 2024-25 the best year ever!