

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

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Eligible Participating School(s):

1. Pulliam Elementary	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.): Select to enter text.

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

Pulliam Elementary School: 6/5/2023

☑ The governing board or body of the LEA

(Provide the date of the governing board meeting: August 22, 2023)

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

(Provide URL here: <https://www.stocktonusd.net/Page/16024>)

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: Pulliam

☐ 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 and support struggling pupils.

Please enter relevant school sites: Pulliam

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

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

✓ 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: Pulliam

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

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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

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

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: 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.

☐ Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

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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: Pulliam

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

Please enter relevant school sites: Select to enter text.

☐ 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.

1. What supports have the LEA provided to eligible participating school sites?

LEA Director scheduled monthly ELSB support meetings to discuss implementation, data analysis, expenditures, and site needs. District Curriculum office has coordinated professional development for early literacy supplemental curriculum and Vendor Site Lead Meetings to support implementation. ELA Instructional Coaches are funded through the district and assigned to ELSB sites. The Research department has worked with ELSB sites to create data dashboards and assessment resources to help monitor LAP progress and summarize data.

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

Sites are able to provide peer support through collaboration sessions by comparing data, sharing strategy challenges, and reflecting on progress. Teachers have access to curriculum resource training and district Instructional Coaches for on-going support. Data is streamlined and easy to reference for instructional decision making.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

More communication is needed regarding timelines and processes to manage expenditures. The District will utilize organization platforms and provide on-going budget progress checks. Specific guidance and coaching must be provided to help sites develop culture of collaboration around early literacy development as some sites have greater teacher participation in professional development than others.

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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: Pulliam

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

Strengthen Tier 1 instruction in the areas of reading foundational skills and writing

Provide Tier 2 Foundational Skills Intervention

Pilot of a foundational reading and writing skills curriculum for the neediest students for TK-3

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

Strengthen Tier 1 instruction in the areas of reading foundational skills and writing

Since 84% of our students received tier 2 instruction in foundational reading skills, we decided to focus on improving our tier 2 instruction. We used ELSB funds to hire a core consultant. During the first core visit, the consultant and instructional coach visited classrooms during SIPPS instruction to observe the implementation of the program. During the visit, we observed 50% of the teachers implementing SIPPS instruction as intended. In response to this data, the core consultant met with each teacher individually and provided specific feedback to help improve instruction. During the second core visit, teachers observed a model lesson provided by the core consultant. Following the model lessons, grade level teams met with the core consultant to debrief the lesson observed. Teachers also reflected on their own practices to help identify a goal. During the final visit, the core consultant and instructional coach visited classrooms to observe SIPPS instruction. It was observed that 4 out of 11 teachers were implementing SIPPS instruction as intended. This data was used to identify teachers needing further coaching support with implementing SIPPS curriculum. A plan was created to provide the appropriate support to those teachers beginning next school year.

We decided not to focus on writing, making reading our single focus instead.

Provide Tier 2 Foundational Skills Intervention

During year 1 of the grant, we purchased and implemented SIPPS as our tier 2 foundational skills intervention. This school year, we continued to provide SIPPS instruction as our tier 2 foundational skills intervention program. At the beginning of this school year, all students in grades K-3 took the

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SIPPS placement exam to help us determine if a tier 2 intervention was needed and to help us identify the appropriate SIPPS level of instruction to provide the student. Classroom teachers instructed 2 different SIPPS groups per day. We also utilized our instructional aide to provide SIPPS instruction. This gave each grade level the opportunity to service 7 out of the 10 different placement levels, making it possible to provide 30 minutes of tier 2 foundational skills intervention to 100% of the students that needed it.

Pilot of a foundational reading and writing skills curriculum for the neediest students for TK-3.

This goal took place during year one of the grant.

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.)

[iReady K-3 Begin of Year Phonological Awareness](#)

[iReady K-3 Begin of Year Phonics](#)

[iReady K-3 Begin of Year High Frequency Words](#)

[iReady K-3 End of Year Phonological Awareness](#)

[iReady K-3 End of Year Phonics](#)

[iReady K-3 End of Year High Frequency Words](#)

[2022/2023 SIPPS Placement Assessment K-1](#)

[2022/2023 SIPPS Placement Assessment 2-3](#)

[Comparison Data](#)

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

We used the beginning of the year iReady assessment data as our screener assessment. This data helped us identify the percentage of students performing below grade level in foundational reading skills in grades K-3.

We used the SIPPS Placement assessment as a diagnostic exam. This helped us narrow down some of the specific skills students were struggling with. This data was also used to guide instruction and

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determine SIPPS instruction each student would receive. We will also compare this data to next year's placement data to determine the level of growth students are making from year to year.

SIPPS Mastery Tests were administered as our progress monitoring assessment tool. These assessments were given every 10 lessons to monitor student progress based on the daily instruction students received. Our progress monitoring assessment data showed growth made by 93% of students. Growth was determined by those passing mastery tests and moving beyond their initial placement level. Those who did not make any growth were referred to the SST process.

As our outcome data and to determine the overall effectiveness of implementing SIPPS curriculum, we compared the beginning of the year and end of the year iReady data to determine growth made in reading foundational schools. In order to determine if this year's growth was a result of SIPPS implementation, we compared this data to the iReady data from last school year when SIPPS was not fully implemented. The comparison data shows a significant increase in most foundational skills areas when using SIPPS curriculum as opposed to Benchmark for foundational reading skills instruction. The grade levels that did not show growth were also the grade levels identified as not implementing SIPPS instruction to a satisfactory level. These grade levels will have a support plan created at the beginning of next school year in order to strengthen their SIPPS curriculum delivery.

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

Our original grant plan was to strengthen tier 1 instruction, provide intervention for tier 2, and determine a response plan for tier 3 in all areas of reading which include foundational reading skills, comprehension, and writing. The plan was to focus on one content area each year of the grant. This was a goal too big to meet, coming right out of the pandemic and with district obstacles that prevented us from moving forward as quickly as we would have liked to. Core came to support our school site with foundational reading skills instruction beginning after Spring Break of this school year. Based on the observation, only 4 out of 11 teachers implemented the curriculum as intended. This data aligned with iReady data that showed lower percentage of overall growth after using SIPPS than Benchmark in those respective classes. Since we have identified this correlation, our goal for next school year are as follows:

- Strengthen our tier 2 instruction in foundational reading skills by providing support to teachers who are not implementing SIPPS curriculum to a satisfactory level
- Determine a tier 3 support plan for those students not making progress with SIPPS intervention
- Include a fluency plan in the daily schedule

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