

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. Roosevelt 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

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Hamilton Elementary – May 18th, 2023; Hazelton Elementary – August 17, 2023; Pulliam Elementary – June 5, 2023; Roosevelt Elementary – May 18, 2023; Taft Elementary – May 16, 2023; Taylor Elementary – May 19, 2023; Van Buren – May 22, 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: Select to enter text.

- ☐ 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.

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Please enter relevant school sites: Roosevelt

☒ 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: Select to enter text.

☐ 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):

☐ **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.

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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: 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: Roosevelt

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

1. *We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).*
2. *We will improve our K-3 implementation and collection of valid, predictive and reliable data.*
3. *We will improve our K-3 knowledge and instruction of English Language Development instruction.*

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

- *We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).*
 - *Teachers attended 3 days of district sponsored professional development sessions which offered training in SIPPS and Heggerty.*
 - *2 teachers were enrolled in OERA at the start of the school year.*
 - *There were site and district walkthroughs for SIPPS implementation.*
 - *The coach conducted demos for SIPPS and Heggerty instruction in addition to observation and feedback opportunities.*
 - *Tk-2nd grade teachers taught daily Heggerty lessons.*
 - *K-3rd grade teachers taught daily Benchmark lessons.*
 - *1st-3rd grade teachers and the teacher assistant taught SIPPS lessons starting in September.*
 - *The kindergarten teacher started SIPPS lessons in January.*
 - *The Literacy Team attended PDSA sessions.*
 - *SIPPS Fluency libraries were distributed to 3rd grade classrooms*
 - *Additional books were delivered for classroom libraries for TK-8th grade classes*
- *We will improve our K-3 implementation and collection of valid, predictive and reliable data.*
 - *The assessment schedule was shared with teachers at the beginning of the year.*
 - *The coach provided an overview of the assessments in Illuminate and provided support in administering the assessments.*
 - *Teachers administered CORE assessments for the fall, winter, and spring testing periods.*
 - *Teachers administered the iReady diagnostic during the fall, winter, and spring testing periods.*
 - *SIPPS mastery assessments were administered throughout the year.*

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- The SIPPS placement assessment was given in September to 1st-3rd graders and in November/December to Kindergarteners.
- The coach led 2 collaborations to look at the middle of the year data and identify resources to address concerns.
- Teachers attended collaboration sessions twice a month to discuss findings from assessment data and identify next steps.
- The research department created new reports to help collect data for each assessment.
- We will improve our K-3 knowledge and instruction of English Language Development instruction.
 - This goal was not addressed this 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.)

Kinder	1st Grade	2nd Grade	3rd Grade
iReady Fall to Spring Comparison	iReady Fall to Spring Comparison	iReady Fall to Spring Comparison	iReady Fall to Spring Comparison
iReady Fall to Spring Comparison by Domain	iReady Fall to Spring Comparison by domain	iReady Fall to Spring Comparison by domain	iReady Fall to Spring Comparison by domain
iReady Fall to Spring Growth	iReady Fall to Spring Growth	iReady Fall to Spring Growth	iReady Fall to Spring Growth
CORE Summary Report	CORE Summary Report	CORE Summary Report	CORE Summary Report
K-1 SIPPS placement data		2nd-3rd SIPPS placement data	
Beginning and Extension SIPPS Mastery Data Challenge SIPPS Mastery Data			

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

SIPPS Mastery

Based on the SIPPS mastery data, there was progress made for the majority of students. 103 students out of 125 students consistently passed the mastery tests. 22 students out of 125 experienced multiple no pass scores in a row throughout the year. The data shows that more support is needed to better monitor student progress and level readjustments throughout the year. Support is needed in utilizing the instructional self-checks and Mastery Test Interpretation tool as well professional development on what to do when students do not make progress. There is also a discrepancy in the number of assessments given throughout the year. Support is needed to refine instructional routines to ensure all sections of SIPPS are being implemented on a daily basis.

iReady Data

Kinder iReady data showed that there was progress made overall on the reading diagnostic. In the fall, there were 0% of students at mid or above grade level. In the spring, there were 66.7% of students at mid or above grade level. In the fall there were 83.3% of students one grade level below and in the spring 12.5% of students were one grade level below. 91.67% of students met their typical growth projection. 75% of students met their stretch growth projection. Based on iReady data, the domain that saw the most growth was high frequency words which can be partly attributed to daily Benchmark and SIPPS lessons. Students are still struggling with comprehension and that can be partially attributed to needing more opportunities to build background knowledge and vocabulary.

1st grade iReady data showed that there was progress made overall on the reading diagnostic. In the fall, there were 4.17% of students at mid or above grade level. In the spring, there were 41.67% of students at mid or above grade level. In the fall, there were 4.17% of students 3 or more grade levels below and in the spring there were 0% of students three or more grade levels below. 45.83% of students met their typical growth projection. 37.5% of students met their stretch growth projection. Based on iReady data, the domain that saw the most growth was high frequency words which can be partly attributed to daily Benchmark and SIPPS lessons. The domain that saw the least growth was phonics. Students are still struggling with

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phonics which negatively affects their comprehension skills when reading independently. There needs to be more opportunities to master first grade phonics skills. More access to decodables and centers that reinforce phonics skills will benefit students.

2nd grade iReady data showed that there was progress made overall on the reading diagnostic. In the fall, there were 3.7% of students at mid or above grade level. In the spring, there were 24.14% of students at mid or above grade level. In the fall, there were 44.44% of students 3 or more grade levels below and in the spring there were 34.48% of students three or more grade levels below. 65.52% of students met their typical growth projection. 44.83% of students met their stretch growth projection. Based on iReady data, the domain that saw the most growth was high frequency words which can be partly attributed to daily Benchmark and SIPPS lessons. The domain that saw the least growth and the least amount of students at the mid/above level in spring was vocabulary. A majority of students are still struggling with phonics and vocabulary which negatively affects their comprehension skills when reading. There needs to be more opportunities to interact with and master second grade phonics skills and increase background knowledge and vocabulary. Access to more decodables and a rich classroom library will benefit students in these areas. Books to support daily read alouds will also support students increasing their oral vocabulary.

3rd grade iReady data showed that there was progress made overall on the reading diagnostic. In the fall, there were 3.7% of students at mid or above grade level. In the spring there were 24.14% of students at mid or above grade level. In the fall, there were 44.44% of students 3 or more grade levels below and in the spring there were 34.48% of students three or more grade levels below. 65.52% of students met their typical growth projection. 44.83% of students met their stretch growth projection. Based on iReady data, the domain that saw the most growth was vocabulary which can be partly attributed to read alouds, referencing posted vocabulary words with visuals, annotating vocabulary during close reads, and sight syllable lessons in SIPPS. The domain that saw the least growth was reading comprehension of informational text. A majority of students are still struggling with grade level phonics and vocabulary which negatively affects their comprehension skills. There needs to be more opportunities to interact with and master third grade phonics skills and increase vocabulary.

CORE Assessments

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The kinder CORE data showed that there was progress with phonological awareness skills at all levels (phoneme, syllable, and sentence), high frequency word recognition, letter recognition and blending cvc words. While 87.5% of students could accurately segment at the phoneme level many students still need more practice with segmenting at the sentence level. 87.5% of students were able to score at the benchmark level for high frequency words. 87.5% of students were able to score in the benchmark level for reading short vowels in cvc words. Based on the CORE data, more opportunities to practice segmenting at the sentence level is needed.

The 1st grade CORE data showed that there was progress with phonological awareness skills at all levels (phoneme, syllable, and sentence) and with all sections of the phonics assessment. The most growth was seen in vowel sounds, digraphs and r-controlled vowels. Based on the CORE data, more opportunities to work with consonant blends, digraphs and r-controlled vowels is needed.

The 2nd grade CORE data showed that there was progress overall. The number of students in the benchmark level increased in all sections and the number of students in the intensive level decreased in all sections. The most growth was seen in vowel sounds, digraphs and r-controlled vowels. Based on the CORE data, more opportunities to practice phonics skills are still needed.

The 3rd grade CORE data showed that there was progress overall. The number of students in the benchmark level increased in all sections and the number of students in the intensive level in many sections decreased by almost half. Based on the CORE data, more opportunities to practice phonics skills are still needed as more than half the students in 3rd grade are struggling with multisyllabic words, r-controlled vowels and vowel teams.

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

For year 3, we currently have planned to hire a half time program specialist position, continue to pay for an instructional assistant, hold monthly professional development, and complete GLAD training in order to meet our three goals.

Based on our end of year data, some of the changes we will need to make will be to create a system to calendar check in points to see if students need to change

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SIPPS groups based on data. We will need more support in implementing SIPPS, especially reacting to the mastery data and utilizing the instructional self-checks and Mastery Test Interpretation tool. We were unable to get outside consultancy support this year as planned, and will need to add it to year three. Since TK is new to our site we will have to identify their needs to provide strong exposure to foundational skills and include them in our team meetings.

Increased opportunities for early literacy professional development is also a needed change. However, since it is difficult to get substitutes during the day, we need to identify alternate opportunities for professional development and GLAD training and collaboration to occur. For that reason, adding opportunities to go to early literacy conferences as well as holding professional development and collaboration opportunities after school in addition to teacher release time will be a change to year three.

To address the need we are seeing to provide students with more opportunities with phonics, phonemic awareness, fluency, vocabulary and reading comprehension we need to identify and acquire more resources for literacy centers as well the SIPPS, Benchmark, Heggerty curriculums. Purchasing additional reading material for classrooms as well as for home is also a needed change. While we had purchased some classroom library books we did not purchase any reading materials that could be sent home for students to create their home libraries and practice fluency at home. It will be important to include funds to reproduce the SIPPS stories to go as well as fluency passages and worksheets from Benchmark to support reading instruction. There is also a need to purchase resources to build/create and organize listening centers in classrooms. By doing so we will increase students' opportunities to read both physical and online books and build background knowledge and vocabulary.

We have also found that there is much need for a writing program that will help connect reading and writing skills. By having strong writing instruction students

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will be better at analyzing what they read and putting their understanding into writing.

There is also a need to have substitutes come in and release teachers to administer one on one assessments as administering the CORE assessments has been a challenge to get completed at times.

Ideas to add for carry over funds

- Add TK to receive PD, collaboration opportunities since they were not here when we first created the grant.
- Add teacher release time to conduct CORE assessments (get a sub for 1 day for each teacher for each testing period)
- Outside consultancy to provide feedback and support on Benchmark and SIPPS instruction. Data shows that 20% of students are not mastering the skills being tested in SIPPS and that the tests are not being given at a regular pace in all classrooms.
- Listening centers to provide access to rich texts (CD player/ books with CDs or iPad with online books, storage bins/center cart, chairs/bean bags, rugs)
 - wireless headphones (12 for each class)
<https://www.lakeshorelearning.com/products/music/audio-equipment-listening-centers/wireless-classroom-headphones-set/p/DD518>
 - iPads or CD Player for listening center for online books
<https://www.lakeshorelearning.com/products/music/audio-equipment-listening-centers/portable-cd-player/p/JJ665>
 - Books w/ CDs or online books
 - <https://www.lakeshorelearning.com/search/products/page-1/sort-best/num-96/loc-072?view=grid&Ntt=books%20with%20cds>
- Do read alouds consistently and add to the schedule
 - buy read aloud books for teachers to use during the Benchmark Read Aloud section.

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- Some classrooms are not getting to the fluency section of the SIPPS lesson so adding 10 minutes to the SIPPS timeframe and changing when it occurs in the day is needed. The current 30 minutes did not allow for transition time.
- Some classes are in need of a carpet to hold Heggerty lessons at a closer range to hear student responses better.
- Heggerty letter cards
- Some classes still do not have sufficient supplies/materials for literacy centers (magnetic letters, letter tiles, easels, book bins, hanging charts, white boards, dry erase markers, storage bins for center materials, picture cards, decodables, folders, binders)
- Reprographics for (for example but not limited to fluency passages for practice & monitoring, high frequency words, take home- decodables, center activity pages, post its, dice, card stock)
- Latino Family Literacy project to be done by parent liaison
<https://www.latinoliteracy.com/>
- Conferences (teacher comp for virtual, travel expenses, registration, hotels)
 - SCOE Early Literacy Conference
https://www.scoe.net/news/library/2023/04/19literacy_conference/
 - Reading League Summit <https://www.thereadingleague.org/trl-summit/>
 - LitCon <https://literacyconference.org/>
- Books and book bags to increase reading at home
 - https://cdn.bfldr.com/J0WMO0O4/as/wwwjx8c3krrx4njg29nh/Grab_Go_Literacy_Kits_Custom_Sell_Sheet
- sound wall cards
- More SIPPS supplies/materials
- Writing program to support curriculum for example Step Up to Writing

Ideas form 5/2 meeting

- binders
- decodable stories
- dividers
- Poster size Elkonin boxes
- High Frequency cards to go home

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- Benchmark Graphic organizers copied for the year
- Grammar book printed
- online books

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