

**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. Taft 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**.

**Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23**

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:

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

Please enter relevant school sites:

☒ 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: Taft

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

☐ 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: Taft

☒ 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: Taft

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: Taft

Comments (optional): Select to enter text.

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

☐ **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 multitiered systems of support and the response to intervention approach.

Please enter relevant school sites: Taft

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

Please enter relevant school sites: Taft

☒ 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: Taft

Comments (optional): *Select to enter text.*

**Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23**

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.

**Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23**

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: Taft Elementary School / Stockton Unified School District

1. The “big picture” goals stated in the Literacy Action Plan

Smart Goal #1: Foundational Skills Instruction Capacity for Teachers
(improving our knowledge and skills in implementing an explicit systematic Foundational skills reading program)

Smart Goal #2: Data Collection Process/Professional Learning Community instruction. Using data to drive the instruction - building capacity with teachers

Smart Goal #3: Improve teachers’ instructional practices and parents support of students’ language acquisition

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

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

Goal 1: Foundational Skills Instruction Capacity for Teachers
(*improving our knowledge and skills in implementing an explicit systematic Foundational skills reading program*)

- K - 3 teachers completed year 1 of the 2 year LETRs Language Essentials for Teachers of Reading and Spelling. Year 1 of the grant the teachers received training from CORE and the Online E Reading Academy. This training was good and it touched the surface of the how and why of how to teach reading. Year 2 (this year) of the grant all - K-3 teachers participated in Professional Learning designed to provide early childhood, elementary educators, Instructional coach, and administrators with a deep knowledge to be literacy and language experts in the science of reading. This program was far superior to the OERA program, as it went deeper into the instruction of teaching reading. It provided participants the skills needed to master the foundational and fundamentals of reading and writing instruction. The program explains the why, the reading rope, the process and provides activities and support for the individual teachers who teach reading in the classroom in their training. Teachers will complete year 2 of the training in the final and 3rd year of the grant.
- Teachers were trained in the basics of SIPPS Systematic Instruction in Phonological Awareness, Phonics, and Sight Words last year and this year they were able to attend supplemental SIPPS training provided monthly by our district
- Teachers received Heggerty Professional Development training TK & Kinder last year and 1st grade this year.
- TK -1 grade teachers taught daily Heggerty lessons.
- TK - 3 grade teachers taught daily Benchmark lessons through the lens of supporting their instruction with the strategies they have been learning in the LETRS program.
- With ongoing training the K-3 teachers, coach, and librarian taught SIPPS lessons starting in September. Due to the needs of the students, and the fact that our school is small and staffing is limited, some teachers were teaching 2 SIPPS classes, dividing the classes into 2 days per week or 3 days per week. Data showed that students needed SIPPS more than 2 or 3 times per week as not all students were passing their mastery tests in 1st and 2nd grade, so classes were realigned and the instructional coach took on two

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

separate SIPPS classes to provide daily SIPPS instructions for the students. One 1st grade class and one 2nd grade class.

- SIPPS fluency libraries were purchased to support the SIPPS instruction allowing students to practice reading materials that aligned with the foundational skills they are learning.
- Physical items i.e. pocket chart & stands, easels, whiteboards, binders, page protectors, and student folders were purchased to support the SIPPS program
- K-3 teachers encourage students to write daily. School wide writing samples were collected and reviewed with admin, instructional coach and teachers.
- Teacher and Parent Liaison were trained in how to implement the Latino Parent Literacy training program.

Smart Goal #2: Data Collection Process/Professional Learning Community instruction.

Using data to drive the instruction - building capacity with teachers

- I-Ready Assessments for progress monitoring 3 per year
- CORE Assessing Reading Multiple Measures for progress monitoring 3 times per year
- SIPPS ongoing assessments - progress monitoring as students progress through the lessons
- Use of data during PLC to drive instruction/ Professional development during staff meetings - school expectation
- Teachers used SIPP's and Benchmark data to drive the ELA instruction during the bi-monthly PLC grade level collaboration time.
- Academic conferences were held with K-3 after every data collection, Fall, Winter and data was used to inform upcoming instructional decisions.
- The Intervention Teacher was hired for year 1 and year 2 of the grant. She will continue into year 3 as we still have a small group of students who need to master phonological awareness. This retired kindergarten teacher was hired 3.5 hours 4 days a week to provide modeling, coaching, and professional development in the area of Phonological Awareness for all K-2 teachers. She additionally instructed small groups of students who needed more small group support in Phonological Awareness. Her efforts at our site have positively impacted the school's Foundational Skills Core

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

Data (as measured in the CORE Assessing Reading Multiple Measures linked below) in that students in K-2 that she services have made significant progress in phonemic awareness and phonics. But more significant that her individual work with the students is that she is providing training to the teachers of the students she is servicing. She does her work in the classroom with the students in the class whole group with teachers either observing or co-teaching with her as they improve their pedagogy in the area of teaching reading to students.

- ELSB site team met monthly to analyze the current SIPPS data. At the site team meetings, the team made necessary changes based on the data. Additionally, the site team met with SCOE (Sacramento County Office of Education) for the professional development SCOE and CORE provided in the Plan, Do, Study, Act Cycle. This professional development provided skills for the site team to look at the data and make the necessary instructional changes, using the Plan, Do, Study, Act cycle of instruction.
- The instructional coach as well as the principal also participated in the professional development provided by SCOE and CORE. The instructional coach was provided with Coach Network meetings that provided monthly guidance and goals for the sites. The principal was provided with Leadership Professional Development. This professional development provided skills, training and guidance for the principal and the coach to lead the school's site team through the process of examining the data and making the necessary instructional changes, using the Plan, Do, Study, Act cycle of instruction. As a result of these training sessions we were able to better support the teachers in data evaluation, next step decision making, etc.

Smart Goal #3 : Improve teachers instructional practices and parents support of students' language acquisition

- Parents: Parent Latino Literacy Training (also modified for the Hmong parents that attended the course...and addressed their needs.) We had two classes one during the day and one in the later afternoon for those who worked during the day. Taft Parent Liaison as well as a 1st grade teacher provided the training to the parents. The instructional coach provided babysitting when the students

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

were not asked to participate with the parents. Some modules required the students and parents to learn together.

- During Staff Mtg's PD: Writing process, using academic vocabulary in writing and speaking, using informational text and writing to respond to informational text, exposing and having students use vocabulary words in both their writing and speaking.
- Continued to build teacher classroom libraries to provide access to a variety of text to help students with language acquisition.
- By extending the hours of our library media specialist our students have had more opportunities to visit the library both with their class and during their free time making the enjoyment of reading come to life. Students had more opportunities for free reading which supports language acquisition. The library media specialist also assisted in the implementation of SIPPS as we have a small school. She taught the SIPPS challenge class 5 days a week.

3. The metrics the LEA and school site have taken to measure progress on actions (implementation) and/or growth (student data) (Year 2 data results linked below.)

Kinder	1st Grade	2nd Grade	3rd Grade
CORE Summary Report	CORE Summary Report	CORE Summary Report	CORE Summary Report
iReady Overall Placement Reading Fall to Spring	iReady Overall Placement Reading Fall to Spring	iReady Overall Placement Reading Fall to Spring	iReady Overall Placement Reading Fall to Spring
3 year K-3 Data Aggregated / IReady		SIPPS Placement Data K-1 Fall SIPPS Placement Data K-1 Projection for next year	
CORE detailed report illustrating the words missed most often in tests F - L			

**Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23**

4. The analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Our ELSB Grant goals support our overarching SUSD District goal:

Every child by the end of the 3rd grade will read and comprehend at the proficient level.

IReady Data:

i-Ready Diagnostic

IReady is a computer-based screener that measures the students' ability to read and comprehend at various grade levels beginning in K. We administer the screener 3 times per year. When students take the screener at the beginning of the school year they are given a goal and a stretch goal to work towards achieving at the next time the diagnostic exam is administered. Between each screener IReady has a pathway for the students to complete lessons on that help the student progress in their abilities with teacher support.

The research department analyzed our I-Ready data for the past 2 school years since we started with the ELSB grant to help determine what type of growth our school has made in achieving the goal of every 3rd grader being able to read at the end of 3rd grade.

Our Aggregated/ I-Ready data shows that Taft school is moving towards achieving the goal of students being able to read by the end of 3rd grade.

Over the K-3 grade levels 2021 - 2023 48% - 52% (4% increase) proficient in reading

Grade 1 -3 2021 - 2023 37% - 45% (8% increase) proficient in reading

Grade 1 9% increase for 21-23

Grade 2 10% increase for 21-23

Grade 3 4.5% increase for 21-23

The IReady Diagnostic screener shows that we are making progress towards the goal of every child reading by 3rd grade with basic foundational core skills. The data shows that we need to continue what we have done these past two years as we have made growth towards mastery in phonics K-3.

Grade 1 Fall 15% - Spring 50%,

Grade 2 Fall 20% - Spring 60%,

Grade 3 Fall 33% - Spring 51%.

Areas that show smaller growth and perhaps a need for more professional development for teachers is vocabulary acquisition and informational literature comprehension.

Vocabulary:

Grade 1 Spring 38% proficient,

Grade 2 Spring 42% proficient,

Grade 3 Spring 40% proficient (*data linked in table above*).

Although we have made significant progress, the data does show that grades 1 -

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

3 still have 55% of the students not mastering phonics at the grade level standard and 60% of the students struggling with vocabulary acquisition and comprehension of informational text. With the majority of the students struggling with these skills, it negatively affects their comprehension.

CORE Assessments

CORE Assessing Reading Multiple Measures are also administered 3 times per year. Beginning of the school year to establish a baseline, mid-year to determine student growth and again at the end of the school year to determine the annual growth of the students' abilities to read. The assessments we use at our site are phonological segmentation grades k - 1, phonics surveys grades K - 3. At our site we use these surveys to identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty. In addition to assessing if the students know their letters and sounds, it also monitors, short vowels in CVC words, Consonant blends with short vowels, digraphs, and tch trigraph words, r-controlled vowel words, long vowel word spellings, variant vowels, low-frequency vowel and consonant spellings, and the ability to read multisyllabic words. Additionally, each phonics skill test has both real and pseudo words. *(see CORE detailed report link above).*

Upon analyzing the year end results we noticed the following results: 1st grade is still struggling with consonant blends which is a 1st grade standard. Upon deeper analysis we realized that the curriculum only has 2 lessons on consonant blends and does not spiral back for deeper review. The intervention program does bring in consonant blends but not until the student reaches the Extension level in lessons. Students in 1st grade who received beginning intervention and were only exposed to a few blend lessons in the core curriculum did not receive enough practice with the skill to become proficient. The data from these assessments provide teachers with specialized knowledge of exactly which skill they need to provide more supplemental support with and which students need the support.

Celebrations to the CORE assessments show that students in K & 1 have responded well to the changes made to their instruction. In addition to our district's core adopted curriculum "Benchmark Advance" students receive daily Heggerty lessons in phonemic awareness and in this year in the spring they also received SIPPS beginning lessons. An average of 67% of the students in k & 1 tested proficient in phonological segmentation.

Grades K & 1 also made a focus on helping students learn their high frequency words which resulted in 78% of the students in K 85% of the students in 1st tested proficient in the HFW CORE assessment.

With the implementation of the SIPPS intervention program in grades 1 - 3 students have made significant progress with their knowledge of letters, letter sounds, and reading Consonant Vowel Consonant (CVC) words. We are all excited about the fact that the students moving to the next grade level are bringing with them a stronger foundation in basic reading skills.

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

For example in the school year 22-23 entering into the 2nd grade 20 out of 44 students knew all of their consonant sounds 16 out of 44 knew their vowel sounds and only 20 students were able to read CVC words...next school year 23-24 the numbers are substantially better, 33 out of the 40 students know their consonant sounds, 37 out of the 40 know their vowel sounds and 32 out of 40 know how to read CVC words. Students entering 2nd grade are lacking in more complex reading skills, but they have mastered basic foundations, which they had not done in the past. At this level the 2nd grade teachers can actually build upon and help bring students to 3rd grade with the ability to read and comprehend multisyllabic words. Which in turn will help us come closer to achieving our goal of every student in 3rd grade reading and comprehending at the proficient level by the end of 3rd grade.

SIPPS Placement Assessments

Our site uses SIPPS -Systematic Instruction in Phonological Awareness, Phonics, and Sight Words to supplement and provide systematic reading instruction not available in the district adopted Benchmark Curriculum. The SIPPS' placement data shows growth from year to year. Students in grades 1 - 3 are placed at the level that they are able to read and comprehend. At the beginning of the 22-23 school year there were 10 students who did not know their letter names or sounds, 82 students in the Beginning Sipps program, 10 students in the Extension Sipps program, and 11 in Challenge. As students this year have made significant progress looking at the data the class placements for the 23-24 is very different. There are 9 students in grades K-3 who do not know their letter names and sounds, the majority are students who transferred into Taft at the end of K as well as some of the students in grades 1-3 who are beginning to be identified with learning difficulties or they are newcomers to the United States and have limited English. The Beginning SIPPS program will only have 57 students, a reduction of 25 students. The Extension SIPPS program will have 25 students, an increase of 15 students and the Challenge program (*which focuses on multisyllabic words*) will have 37 students, an increase of 26 students.

Based on this placement data, we anticipate that this growth will result in an increase of students testing proficient at the end of the 3rd grade for the school year 23-24 in reading.

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

The data shows that SIPPS has been successful at our site. We will continue to use the program with a slight change. SIPPS will be platooned in grades 1 - 3 instead of some platooning and some grades teaching SIPPS twice with some students receiving SIPPS instruction 2x per week and others receiving instruction 3x per week. We learned from the data that students who receive SIPPS 4 - 5 x per week make better growth and progress towards their reading goals.

Early Literacy Support Block Grant Annual Report Implementation Year 2: 2022–23

To support goal 3 we will begin a deeper focus on Writing with vocabulary development. Our iReady data supports this move as 60% of our K-3 students are not proficient in vocabulary and this deficiency inhibits our students' ability to comprehend complex text. This will be emphasized during CORE (Benchmark for ELA as well as Science and Social Studies Adoptions) instruction time, encouraging students to use vocabulary words (academic, science and social studies vocabulary) in their responses to questions, quick writes etc.

Additional support will be provided to 3rd grade teachers with professional development on helping students understand how to write answers to questions using academic vocabulary and evidence from the text, learning how to express themselves and their opinions and create grade level appropriate essays (Smart Goal 3). This will be provided with the assistance of a consultant from Great Valley Writing Project/ Stanislaus State University.

Year 2 ELSB site plan was reviewed as well as the changes we want to make for year 3. It was presented to the Taft School [Site Council May 16, 2023](#) and opened up for discussion and questions.