Local Educational Agency Name: Stockton Unified Schools

Program Lead: Tamara Pronoitis   Email/Phone: tpronoitis@stocktonusd.net

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Eligible Participating School(s):

1. Taylor 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.	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**.

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 – August17, 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Van Buren Elementary

☐ 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: Hazelton Elementary, Hamilton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

☐ 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

☒ 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

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: Hamilton Elementary

☐ 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 Elementary

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: Van Buren Elementary

☐ 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

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

Please enter relevant school sites: Taft Elementary

☒ 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 Elementary

Comments (optional): Select to enter text.

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.

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: Taylor Elementary School / Stockton Unified School District

1. **The "big picture" goals stated in the Literacy Action Plan**

   Smart Goal #1: We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration.

   Smart Goal #2: By August 2021 (year 2), we will select and purchase the explicit phonics program SIPPs in order to improve our foundational skills in reading by offering systematic tier 2 and 3 intervention during (intervention teacher), and after school (tutoring). Initial training for all staff in the new curriculum will take place by October 2021.

   Smart Goal #3: We will increase teacher capacity in systemic/explicit phonics instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules.

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

   Goal 1: We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration.

   - I-Ready Assessments for progress monitoring three times per year (Fall, Winter, Spring)

- CORE Assessing Reading Multiple Measures for progress monitoring three times per year (Fall, Winter, Spring)
- 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 2 of the grant. The intervention teacher provided SIPPS instruction to grade level groups during platooning time in order to keep groups smaller and more targeted. The intervention sub was trained extensively through SIPPS directly as well as access to our CORE consultant who we hired to support SIPPS instruction on campus
- 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 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.
- Data was analyzed and groups were shifted every 6-8 weeks based on SIPPS mastery test data

Smart Goal #2: By August 2021 (year 2), we will select and purchase the explicit phonics program SIPPs in order to improve our foundational skills in reading by offering systematic tier 2 and 3 intervention during (intervention teacher), and after school

(tutoring). Initial training for all staff in the new curriculum will take place by October 2021.

- All K-3 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
- All TK-3rd teachers received Heggerty training and implemented daily Phonemic Awareness lessons in their classrooms based on training
- With ongoing training the K-3 teachers, coach, and librarian taught SIPPS lessons starting in September. All students K-3 received SIPPS lessons daily based on the level they needed. Data showed that students were passing mastery tests (especially the phonics portion) and that occasionally the sight word portion was where students struggled. We adjusted our instruction by making Friday a review day for sight words and fluency.
- 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
- Parent meetings were held two times during the year to go over student progress and where students need support in reading
- Librarian started and was able to circulate books that would support and boost fluency
- CORE consultant provided ongoing support in SIPPS to continue to deepen our understanding of our new systematic phonics program. This occurred ten times throughout the year and the model of visit changed based on-site need. We did a deeper look at data and mastery test results in data conferences with the teachers as well as our iReady scores in phonemic awareness, phonics, and high frequency words (all things SIPPS and Heggerty cover).
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Smart Goal #3: We will increase teacher capacity in systemic/explicit phonics instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules.

- K - 3 teachers are enrolled to begin Language Essentials for Teachers of Reading and Spelling (LETRS) training next year. We hit a snag with getting the money released in time to get a PA in place to start this year. This is positive for us that it was delayed because we had a lot of movement in the ELSB grades so now all new teachers will also receive training in foundational skills
- All teachers received opportunities to be SIPPS trained
- On-going support from CORE on systemic/explicit phonics instruction continued to be provided throughout the year
- ELSB site instructional coach continued to be provide PD and coaching plans for individual teachers to deepen understanding of phonics instructional practices

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/Groups SIPPS Adjusted Groups SIPPS Mastery Test Data	

Teacher ELSB PLC Data Folder	ELSB School Growth by Site

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.
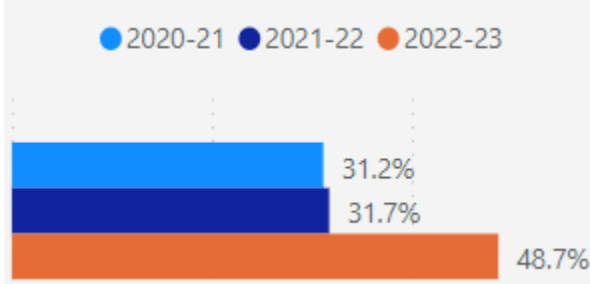
   ### IReady Data:
   i-Ready Diagnostic
   iReady is a computer-based screener that measures the students' ability to read and comprehend at various grade levels beginning in K. We administer the screener 3 times per year. When students take the screener at the beginning of the school year they are given 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.
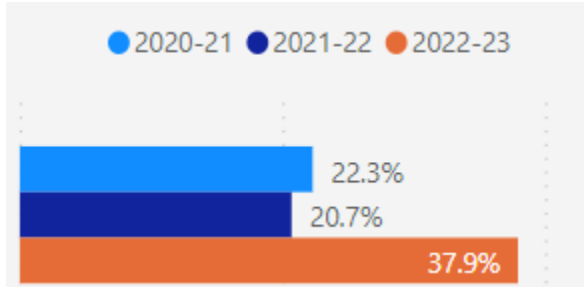   Our Aggregated/ I-Ready data shows that Taylor school is moving towards achieving the goal of students being able to read by the end of 3rd grade.

K-3 Overall Increase in K-3- 17.5% increase

● 2020-21 ● 2021-22 ● 2022-23

31.2%
31.7%
48.7%

1st-3rd Grade Overall Increase-15.6%

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

When broken down by grade level our iReady Diagnostic data shows increases throughout both years of the ELSB grant at every single grade level.

Percent on Grade Level	2020-2021	2021-2022	2022-2023	% Change 2020-21 to 2022-23 (3 years)	% Change 2021-22 to 2022-23 (2 Years)
K	64%	68%	86%	+21.4%	+17.5%
1	33%	20%	35%	+2.0%	+15.3%
2	13%	25%	29%	+16.2%	+4.6%
3	16%	17%	49%	+33.1%	+32.0%
K-3 Total	31.2%	31.7%	48.7%	+17.5%	+16.9%
1-3 Total	22.3%	20.7%	37.9%	+15.6%	+17.2%

iReady ELSB Sites K – 3 on Grade Level Diagnostic 3 Results (by Site)

School	2020-21	2021-22	2022-23	% Change	
TAFT	40%	48%	52%	4.1%	⬆
ROOSEVELT	38%	47%	49%	1.9%	⬆
TAYLOR	31%	32%	49%	16.9%	⬆
HAMILTON	34%	39%	47%	8.2%	⬆
PULLIAM	36%	36%	45%	9.4%	⬆
HAZELTON	40%	44%	39%	-4.9%	⚠
VAN BUREN	26%	30%	36%	6.1%	⬆

CORE Assessments

The core phonics survey assesses the phonics and phonics-related skills that have a high rate of application in beginnings reading. The assessment can be used as a screening measure and also as outcome measures, providing data about growth and mastery at the end of an instructional period. We administered the CORE assessments to our K-3 students three times per year. 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).*

Our core results showed that in every grade level students were moving and making growth. Most significantly in Kindergarten and first grade we showed 50% increase in proficiency in our phoneme segmentation test. This is directly a result of the focus we put on daily Heggerty instruction in those grade levels. This increase is also reflected above in our iReady data. An average of 77% of the students in K-1 are proficient in the phonological segmentation test.

In second grade the level of proficiency on the CORE assessments was a steady progression of growth. Each time we gave it more kids were meeting grade level expectations and more students were moving out of the two grade levels below and moving to the center area of the graph. Students especially excelled in high frequency words (iReady also reflects this). This is directly related to SIPPS implementation. We also were able to indicate that students started struggling at the end of year with variant vowels. Now next years' teachers have data to support groupings and a great place to start with students in foundational skills. We also note that 2nd grade is having a very difficult time with multisyllabic words and breaking them down. Only nine students tested proficient in this area. This gives the 3rd grade teachers a place to start next year to support students with reading longer words and looking at word parts and syllabication.

Third grade core testing showed us huge growth. Starting the year only 3 students could read multisyllabic words and ended the year at 21 (almost half). Third grade students grew on every single test of the CORE assessments. High frequency words also showed a huge improvement which is related to SIPPS implementation at this grade level. Third grade was our largest growth per grade level in both iReady and core. Number of students proficient from fall to spring doubled in every subtest given.

The core assessments also provided us with a guide to focus our instruction. We

know which sight words or phonics skills that we need to focus on with our students thanks to this data. It has helped us communicate with families the needs of students, create flash cards for practice, and has been a main focus of our ELSB data analysis process (link in table above).

SIPPS Placement Assessments

Our SIPPS (systematic instruction in Phonological Awareness, Phonics, and Sight words) placement test indicated that we continued to see growth sustained from last years practice. Last year we started with seven beginnings classes, 3 extension classes, and one small challenge group. After completing a year of SIPPS we started this year with four beginnings groups, five extension groups, and two challenge groups. As the year progressed we ended with additional extension and challenge classes. As our SIPPS data indicated (from table above) students are completing and passing mastery assessments and moving through the program as designed. Those students who struggle with mastery checks our ELSB team meets once a month to determine if there is a better placement for them as well as make sure that they have time with intervention teacher.

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

One change that we found could be helpful looking into next year is a better way to track the SIPPS mastery tests. We track our data on illuminate (our digital system for Stockton Unified) but it is hard for teachers to see the data of those who are not in their SIPPS class or homeroom class. Towards the end of the year the instructional coach created a SIPPS tracker for each class to have a tab so that the data is more accessible to all teachers. This will specifically help with tutoring and the intervention teacher to actively track which student is struggling with which mastery test. We also plan to implement SIPPS binders for each SIPPS student. These binders will contain sight word dictionaries, stories from each lesson, as well as dictation pages. We believe access to the stories all day can be utilized during transitions and will increase fluency practices over-all.

We also want to shift how we utilize our intervention teacher in a different way this year. We found that with absences and other issues beyond our control the intervention teacher often had to shift kids around or cancel groups for extenuating circumstances. We are going to target students based on their core assessment results. Students who are not mastering core assessments and SIPPS mastery check ins will be seen by intervention sub for targeted instruction instead of having her run additional SIPPS groups. All students will receive SIPPS instruction during "walk to read" time as well as additional groups classroom teachers may run during ELD etc.

We also started ELSB data PLCs this past year. We looked at data three times

per year at our large scale CORE and iReady data. This year we want to also add SIPPS mastery data to our ELSB PLC and meet monthly. I think looking at mastery test data all together instead of with grade level PLCs it will help us see common issues or areas where we can support each other.