

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

Local Educational Agency Name: **Stockton Unified School District**

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

Program Support: Dax Del Prato Email/Phone: ddelprato@stocktonusd.net

Fiscal Lead: Rebecca Sanchez Email/Phone: rasanchez@stocktonusd.net

Eligible Participating School(s):

1. Hamilton	6. Taylor
2. Hazelton	7. Van Buren
3. Pulliam	8. Select to enter text.
4. Roosevelt	9. Select to enter text.
5. Taft	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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) by **July 31, 2024**.

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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: Alexander Hamilton 05-24-2024, Hazelton 06-03-2024, Pulliam 05-23-2024, Roosevelt 05-21-2024, Taft 05-14-2024, Taylor 05-17-2024, Van Buren 05-20-2024

- ☒ The governing board or body of the LEA

Provide the date of the governing board meeting: 6/25/2024

- ☒ 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 Three

**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:** Alexander Hamilton Elementary - hired an instructional aide, Hazelton, Pulliam, Roosevelt, Van Buren

- ☐ 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:** Alexander Hamilton Elementary - OERA, LETRS, Hazelton, Pulliam, Roosevelt, Taft, Taylor, and Van Buren.

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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:** Pulliam

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:** Alexander Hamilton Elementary – ESGI and Hazelton.

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:** Alexander Hamilton Elementary - Summer School June 2023, Pulliam, and Van Buren

☐ 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:** Alexander Hamilton Elementary - used a portion of Year 3

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budget for 20% of Librarian salary to increase access to the school library, Pulliam, Taft, Taylor, and Van Buren.

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

☐ 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:** Alexander Hamilton Elementary - Master schedule of SIPPS intervention, Hazelton, Pulliam, Roosevelt, Taft, Taylor, and Van Buren.

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

**Please enter relevant school sites:** Alexander Hamilton Elementary - teachers held parent conferences, Pulliam, Roosevelt, and 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:** Alexander Hamilton Elementary - teachers held parent conferences, Pulliam, Roosevelt, and Taft.

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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

LEA Director scheduled ELSB support meetings to discuss implementation, data analysis, expenditure reports, and site needs. The District Curriculum office coordinated professional development for early literacy supplemental curriculum and Vendor Site Lead Meetings to support implementation. LEA also collaborated with sites to secure and schedule on-site consultant and vendor coaching for implementation of supplemental curriculum and early literacy pedagogy. District LETRS (Language Essentials for Teachers of Reading and Spelling) cohorts were also established to encourage ELSB sites not yet participating in the training to join and collaborate with peers. ELA Instructional Coaches are funded through the district and assigned to ELSB sites. The Research department has worked with ELSB sites to create centralized data dashboards and assessment resources to help monitor LAP progress and facilitate data analysis and summary.

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

LEA supports have resulted in more teachers and staff receiving professional development in the science of reading and effective literacy strategies. Collaboration sessions resulted in peer support and the development of competency in PLCs focusing on literacy through comparing data, sharing strategy challenges, and reflecting on progress. iReady Reading Diagnostic reports show that ELSB schools grew on average by +6.9 percentage points in K-3 students performing at grade level, by the end of the ELSB grant year three.

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

Stockton Unified will continue to offer professional development and maintain partnerships with key consultants to develop teacher capacity for early literacy instruction and school competency in collaboration, analysis, and planning around reading. Literacy Supplemental curriculum will be maintained and available district wide, accompanied with on-going instructional support. PLC Guiding Coalitions will include discussion points and plan strategies focusing on student early literacy improvement and targeted implementation of literacy supplementals. SIPPS use will also be expanded across the district, including Special Education students.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

Through the grant work, the district has learned that foundational reading must be its own component within the daily instructional schedule. Supplemental curriculum, such as SIPPS and Heggerty, must be partnered with the core curriculum to provide student access

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and differentiation at the Tier 1 level for explicit early literacy instruction. Also, it is imperative that schools effectively operate as professional learning communities specifically for the purpose of monitoring early literacy performance and aligning supports and planning for reading success.

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#### Section IV: Statement of Goals, Implementation Year Three Progress, and Course Corrections

**Directions:** For each eligible participating school, please respond to the six questions. Please copy and paste the questions for LEAs with more than three school sites.

**Eligible Participating School #1:** Hamilton Elementary

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

*Goal 1. To purchase an online tool (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. This electronic “warehouse” will document all student assessments, interventions and student academic successes or possible re-evaluations.*

*Goal 2. Purchase SIPPS components and provide professional development to understand and increase the implementation of the SIPPS curriculum across TK-3 classrooms.*

*Goal 3. To include instructional support time on the Hamilton master schedule and the school year calendar in order to provide foundational phonics intervention, i.e. letter identification, phonological awareness, phonics, and sight words, for students in grades TK-3.*

*Goal 4. To create a summer school program (extended year) that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students.*

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Goal 1. Hamilton purchased ESGI for Year 1, Year 2 and Year 3 in order to track student academic progress. This system was used across grade levels K-3 to continue tracking student assessments, interventions and successes. **Hamilton considers this a successful and completed goal.**

Goal 2. Throughout Years 1, 2, and 3, Hamilton used SIPPS and Collaborative Classroom components to implement an explicit, academic phonics program to support students in grades K-3. Hamilton staff completed their Collaborative Classroom professional development, while also implementing a SIPPS Lesson Study in K-3 to improve their knowledge of implementation and increase fidelity of interventions. **Hamilton considers this a successful and completed goal.**

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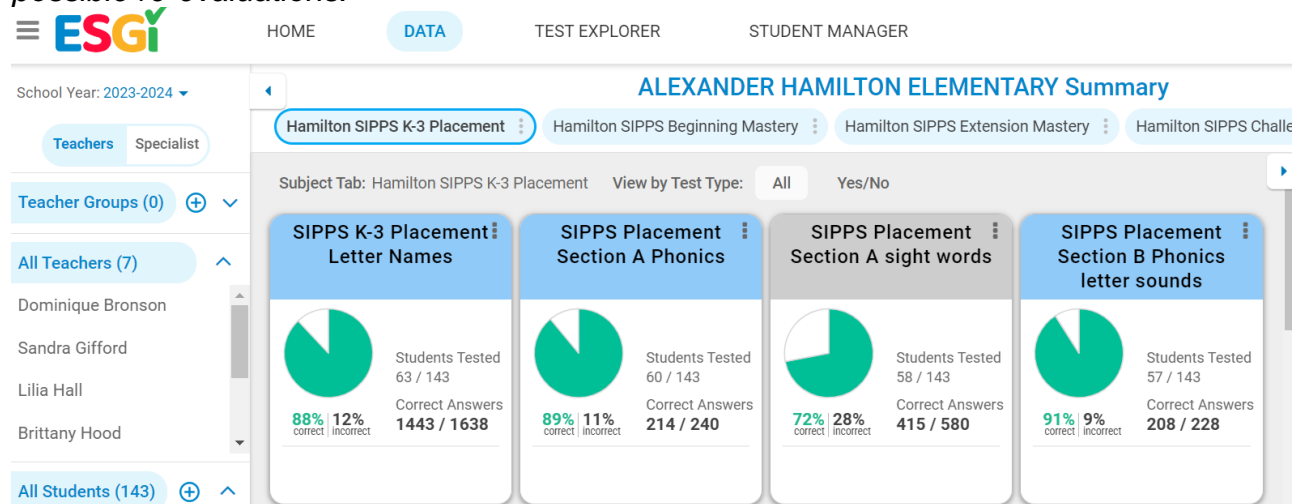
## Implementation Year 3: 2023-24

Goal 3. Hamilton established in Years 1, 2, and 3, a Literacy Intervention time, specifically for SIPPS, for grades K-3. Hamilton assessed said students, established student groups for students with similar assessment results, utilized grade level teachers, our instructional assistant and our school librarian, to address all student groups at their scheduled intervention time. Hamilton staff met student needs with the use of the SIPPS curriculum and its components. **Hamilton considers this a successful and completed goal.**

Goal 4. In the Summer of Year 2, Hamilton created a Summer School “Literacy Academy” for all eligible students that would build upon their current SIPPS placements with expectations that these students will continue to grow in their literacy skills and phonics instruction. **Hamilton considers this a successful and completed goal.** While Hamilton would have continued this for the Summer of Year 3, due to site logistics Hamilton was unable to complete this. Because Hamilton had advanced notice, Hamilton teachers were able to conduct parent conferences to build, support and create parent partnerships with student families. **Hamilton considers this a successful and completed goal.**

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

*Goal 1. To purchase an online tool (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. This electronic “warehouse” will document all student assessments, interventions and student academic successes or possible re-evaluations.*





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*Goal 2. Purchase SIPPS components and provide professional development to understand and increase the implementation of the SIPPS curriculum across TK-3 classrooms.*

Dashboard

Licensed Participants

Course Progress

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All Participants

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Pacing Check:

[Unit 1 Session 1](#)

<input type="checkbox"/>	Participant	Location	Last Login	1-4 Pretest	U1	U2	U3	U4	1-4 Posttest	5-8 Pretest	U5	U6	U7	U8	5-8 Posttest
Average Scores				65%	92%	94%	96%	97%	100%	71%	98%	99%	98%	99%	100%
<input type="checkbox"/>	Arzadon, Lori	Hamilton Elementary School	06/05/2024	60%	100%	100%	100%	96%	100%	73%	100%	100%	100%	98%	100%
<input type="checkbox"/>	Fasoli, Lia	Hamilton Elementary School	05/21/2024	73%	100%	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%
<input type="checkbox"/>	Gifford, Sandra	Hamilton Elementary School	05/30/2024	73%	88%	82%	80%	92%	98%	73%	85%	98%	88%	98%	100%
<input type="checkbox"/>	Hall, Lilia	Hamilton Elementary School	06/05/2024	71%	100%	100%	100%	100%	100%	90%	100%	100%	100%	100%	100%
<input type="checkbox"/>	Lopez Ochoa, Alexandra	Hamilton Elementary School	05/30/2024	62%	86%	90%	94%	96%	100%	70%	100%	100%	100%	98%	100%
<input type="checkbox"/>	Lopez, Maria	Hamilton Elementary School	06/03/2024	51%	70%	70%	90%	92%	100%	30%	100%	100%	100%	98%	100%
<input type="checkbox"/>	Ochoa Martinez, Marina	Hamilton Elementary School	06/02/2024	56%	100%	100%	98%	100%	100%	95%	100%	100%	100%	100%	100%
<input type="checkbox"/>	Rivera, Lorena	Hamilton Elementary School	05/20/2024	51%	100%	100%	100%	100%	100%	68%	100%	100%	100%	100%	100%
<input type="checkbox"/>	Rubio-Vega, Elizabeth	Hamilton Elementary School	05/30/2024	67%	98%	98%	100%	96%	100%	57%	100%	100%	100%	100%	98%
<input type="checkbox"/>	White, Rebecca	Hamilton Elementary School	05/20/2024	82%	88%	96%	96%	96%	100%	78%	100%	93%	90%	98%	100%

*Goal 3. To include instructional support time on the Hamilton master schedule and the school year calendar in order to provide foundational phonics intervention, i.e. letter identification, phonological awareness, phonics, and sight words, for students in grades TK-3.*



**Hamilton Elementary School**  
**"Hawk Pride Inside"**  
 2245 East Eleventh Street  
 Stockton, CA 95206  
 (209) 933-7395



School Year 23-24	Kinder	Early Dismissal	School Year 23-24	1st Grade	Early Dismissal	School Year 23-24	2nd Grade	Early Dismissal	School Year 23-24 Lopez Ochoa (Maternity Leave)	School Year 23-24	3rd Grade	Early Dismissal
Bell Rings	9:05	9:05	Bell Rings	9:05	9:05	Bell Rings	9:05	9:05	Bell Rings	Bell Rings	9:05	9:05
ELA	9:05-10:30	9:05-10:00	ELD	9:05-9:35	9:05-9:35	ELA	9:05-10:30	9:05-10:00	ELA	Math	9:05-11:35	9:05-10:35
SIPPS (January)	10:30-11:00	10:00-10:40	SIPPS	9:35-10:20	9:35-10:20	ELD	10:30-11:00	10:00-10:30	ELA	ELD	10:35-11:05	10:35-11:05
Lunch	11:00-11:50	10:30-11:10	ELA	10:20-11:00	10:20-10:30	Lunch	11:00-11:50	10:30-11:10	ELD	ELA	11:05-11:35	
ELD	11:50-12:20	11:10-11:40	Lunch	11:00-11:50	10:30-11:10	SIPPS	11:50-12:40	11:10-12:00	Recess	Lunch	11:35-12:25	11:05-11:45
ELA Centers	11:40-12:50	11:40-12:50	Math	11:50-1:50	11:10-1:00	Math	12:40-1:50	12:00-1:00	ELA Support	ELA	12:25-1:50	11:45-1:05
Math	12:50-1:50	12:50-1:50	PE	1:50-2:10	1:00-1:20	PE	1:50-2:10	1:00-1:20	Lunch	SIPPS Wed	1:50-2:30	1:05-1:35
Math Centers	1:50-2:20		Science/SS	2:20-2:50	1:20-2:03	Math Centers	2:10-2:30	1:20-1:40	Math	SIPPS	2:35-3:15	
Science/SS	2:20-3:00	1:50-2:03	ELD	2:50-3:20		Science/SS	2:30-3:15	1:40-2:00		Math	2:30-3:20	
PE	3:00-3:20		Dismissal	3:20	2:03	Dismissal	3:20	2:03	SIPPS	Science/SS	3:20	2:03
Dismissal	3:20	2:03							PE	Dismissal		
									Science/SS			
									Dismissal			

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*Goal 4. To create a summer school program (extended year) that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students.*

ELSB Literacy Academy 2023

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	A	B	C	D	E	F	G	H	I	J
	Student ID	Student Last Name	Student First Name	06/01/2023	06/02/2023	06/05/2023	06/06/2023	06/07/2023	06/08/2023	06/09/2023
1	2962442	Brown	Taylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	2971046	Piedra	Rosendo	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	2968465	Valencia - Manzo	David	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	2972983	Sanchez	Paulina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	2970800	Mendoza	Raul	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	2965941	McDaniel	Martinique	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	29627111	Castro	Daniel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	2970998	Montiel	Julian	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	2965287	Stevenson	Amirah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment (i-Ready)	Current % of Students At or Above Standard
Kindergarten	60 students assessed	79%
First Grade	54	24%
Second Grade	61	33%
Third Grade	62	40%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Grade Level	Local Literacy Assessment (i-Ready) Diagnostic #1	Current % of Students At or Above Grade Level D#1	Local Literacy Assessment (i-Ready) Diagnostic #3	Current % of Students At or Above Grade Level D#3	% of Growth At or Above Grade Level
Kindergarten	60 assessed	15%	60 assessed	79%	+64%
First Grade	54 assessed	8%	54 assessed	24%	+16%
Second Grade	61 assessed	10%	61 assessed	33%	+23%
Third Grade	62 assessed	14%	62 assessed	40%	+26%

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Hamilton's Root Cause Analysis examined the historical data of students in the primary grades. Hamilton students consistently underperformed in early literacy and foundational skills, specifically phonological awareness, phonics, and high frequency words. Hamilton's ELSB goals were to overtake this disparity and have students score closer to grade level.

When examining the i-Ready diagnostic data from Year 3, Hamilton students showed yearly academic growth as assessed on our Local Literacy Assessment (i-Ready diagnostic). After our SIPPS implementation and schoolwide academic interventions Hamilton saw a 64% growth in Kindergarten with just 22% scoring below grade level standards. In first grade, students exhibited a 16% growth, in second grade a 23% growth, and third grade a 26% growth. Hamilton finds that this data demonstrates progress towards our goals for early literacy and foundation skills.

#### 5. What has been the most notable change as a result of the site's ELSB grant work?

Our most significant changes as a result of the ELSB grant:

Hamilton, through the root-cause analysis and the creation of our Action Plan, we were able to establish goals, commit to implement the plan with integrity and to see how that hard work attributed to student achievement.

The Hamilton culture has made our successes possible. In previous school years, our teachers vehemently denied to platoon students, the mantra was always "my students" vs "our students." With this grant, it gave us the opportunity to reset our mindset, to work together collaboratively, to discuss data and let it drive the instruction happening in the classroom, and, for most, to learn about things that were not in teacher prep classes that prepared those who teach reading and foundational skills.

ALL Hamilton K-3 students were placed and participated in intervention groups based on their academic needs. With intervention time on the Hamilton master schedule, Hamilton was able to utilize the grade level teachers, instructional assistant paid for by the ELSB grant and bilingual assistant. At every intervention interval, there were five different levels of instruction. Due to this ability to meet students at their level, Hamilton As shown in the table below, Kindergarten students on Diagnostic #1 scored 15% at or above grade level and this increased to 79% by Diagnostic #3. This trend continued for other grades: Grade 1 students increased from 8% to 24%, Grade 2 students increased from 10% to 33% and Grade 3 students increased from 14% to 40%.

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Grade <span>▼</span> <span>⌵</span>		Overall Grade-Level Placement	<span>🟢</span>	<span>🟡</span>	<span>🟠</span>	<span>🔴</span>	<span>🔴</span>
Grade K	Diagnostic 3		42%	37%	22%	0%	0%
	Diagnostic 1		3%	12%	85%	0%	0%
Grade 1	Diagnostic 3		15%	9%	70%	6%	0%
	Diagnostic 1		6%	2%	70%	23%	0%
Grade 2	Diagnostic 3		13%	20%	35%	32%	0%
	Diagnostic 1		3%	7%	20%	70%	0%
Grade 3	Diagnostic 3		16%	24%	19%	18%	23%
	Diagnostic 1		8%	6%	29%	24%	32%

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

### Sustainability Plan

Hamilton will continue to commit to what the ELSB grant has afforded us. This includes implementation of data collection, assessment & progress monitoring, school wide intervention time for SIPPS, and team collaboration.

Hamilton has included in their '24-25 school year SPSA to continue to fund ESGI for our K-3 teachers to track student academic progress, to fund for an instructional assistant, to provide the additional compensation for the librarian and to provide professional development, collaboration, and dedicated time for academic conferences for our staff. Hamilton's '24-25 Master Schedule continues to include a schoolwide intervention time, with all grade levels participating.

With that being said, Hamilton is confident that they will be able to sustain and continue to build upon the ELSB success that we have begun in Years 1-3.

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### Eligible Participating School #2: Hazelton Elementary

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

1. Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction. 2. Develop a consistent protocol for how we analyze and respond to data.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

We have purchase SIPPS and Heggerty for implementation. All K-3 teachers have had initial training as well as support staff, and been provide monthly follow up sessions as measured by our professional development calendar and CORE Foundational Skills Assessments and iReady. We have improved in implementing consistent assessment protocols and our response to data (Year 3) by utilizing Curriculum Assessments/CORE Foundational Skills Assessments and creating a site-specific assessment calendar that includes teacher release days to assess and plan.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

- Professional Development Calendar/Plan
  - CORE Reading
  - SIPPS and Heggerty Training
  - Vocabulary Development
- Invoices
- iReady Diagnostic Data
- Formative Assessment Data(foundational skills assessments)
- Classroom implementation data (instructional rounds)
- Assessment calendar
  - Teacher release days to assess
  - Foundational Skills Assessment Data
  - iReady assessment data
- Professional Development Calendar
  - Response to Data Training
  - PLC training

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students at or Above Standard
Kindergarten	iReady	(16%Above+ 39%At) 55%
First Grade	iReady	(33%Above+13%At) 46%
Second Grade	iReady	(22%Above+16%At) 38%
Third Grade	iReady	(18%Above+15%At) 33%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

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When considering the Diagnostic 3 iReady results for the students who would have benefitted from the ELSB grant, there are some notable improvements from year to year. For our 1st grade students Mid/ or Above Grade Level there was an increase from 21% to 32% for iReady D3, Increasing 11%. While the Overall Average Scale Score rose from 420 to 426. Our 2nd grade students Mid/ or Above Grade Level there was an increase from 6% to 22% for iReady D3, Increasing 16%. While the Overall Average Scale Score rose from 447 to 453. There was also an increase for these students Early on to Above Grade Level from 30% to 38%. Our 3rd grade students Mid/ or Above Grade Level there was an increase from 14% to 18% for iReady D3, Increasing 4%. While there was not an increase in these scores for our K-3 Students who have promoted out of primary into 4th grade, there was a decrease in percent of students scoring 2 or more grade levels below from 56% to 49%, decreasing 7%.

Comparing Hazelton to other students in the district, I received data from our Research and Accountability Department that after the iReady Diagnostic 2 indicating that Hazelton's 1st grade was #1 for reading growth (year over year, percent on grade level) in the district. At 100% of our students completing the diagnostic, our 1st grade students were 22.8% at grade level, up 11.5% from prior year, and beating the district overall (district was 22.6%). Our K-3rd grades were up 5.3% on grade level AND reduced the 2+ grade levels below by 4%. For K-3 on grade level growth, our site was #7 out of all our K-8 schools. 55% of our K-3 students met their typical growth goals, an increase of almost 5% from prior year, and beating the district total of 53%.

### 5. What has been the most notable change as a result of the site's ELSB grant work?

The most notable changes as a result of the ELSB grant work have been Implementation of SIPPS and Heggerty curricula and teaching methodologies that improve early childhood education outcomes. Increased training and professional development opportunities for Hazelton educators, leading to improved teaching quality. Better resources for classrooms, such as new educational materials, technology, or enhanced learning environments. Implementation of data collection and analysis systems to monitor student progress and adjust teaching strategies accordingly. Development and implementation of inclusive practices to support diverse learners, including those with special needs.

### 6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Although the funding through this ELSB Grant has ended Hazelton will continue to provide systematic phonics instruction for all K-3 students through whole class instruction, small groups and Tier 2 intervention using the SIPPS system. We have contracted with CORE/ UnboundEd to advance our teachers understanding of the SIPPS program and coach them in their use of the program to advance our students' achievement. We will also continue to employ an Intervention Teacher to support with the intervention. We will also expand our use of the Heggerty phonics system throughout K-3 and introduce the Heggerty Writing supplemental curriculum since we acknowledge the interconnectedness of reading and writing. Teachers will continue to monitor student achievement and work in Professional Learning Communities to assess student learning, their teaching and grow together as educators for the benefit of our students.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

### Eligible Participating School #3: Pulliam

1. What are the “big picture” goals stated in the Literacy Action Plan? These 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 a foundational reading and writing skills curriculum to the neediest students for TK-3
2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Pulliam focused on analyzing and responding to literacy data.

The data revealed the following 2 important details:

- There were performance gaps between students within the same grade level, but different teachers
- Students who could not read in intermediate grades continued to not read

We analyzed the data and came up with theories of causes for the performance gaps. We believed that the first performance gap was caused by poor implementation of the curriculum. After observing literacy instruction in classrooms, we found a correlation between strength of instruction and student performance. Ultimately poor implementation of literacy instruction resulted in poor student performance.

When analyzing the second performance gap, we determined the cause of this gap was due to the inequitable literacy practices we had in place. Only primary grade students who performed below or far below basic on foundational literacy skills received tier 2 intervention. Intermediate students who demonstrated the same need, did not receive any services. Also, when surveying intermediate grade teachers about the science of reading and basic foundational skills instruction, it was clear their knowledge was almost non-existent.

We continued our work with core and expanded professional development to include all teachers on campus, making sure all teachers are capable of delivering high quality literacy instruction to all students who demonstrated a need for foundational literacy skills. Teachers received professional development on the science of reading, they were provided ample opportunities to observe high quality literacy instruction and also had opportunities to practice pieces of the curriculum in front of their instructional coach while receiving immediate feedback. After professional development sessions, teachers were

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able to apply their new learning in the classroom. In addition, intermediate teachers were given the opportunity to teach outside of their grade level and provide instruction to kids in kindergarten through third grade.

We also began work with Step Up to Writing. The instructional coach and teachers have received an overview of the Step-Up Curriculum. We reviewed and received some professional development on all 3 types of writing. Although the grant is ending, it is our goal to continue our work with writing in the same manner in which we did with literacy.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

#### Observations of foundational literacy skills instruction and student data

2023-2024

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

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

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

[iReady K-3 Overall Reading](#)

Beginning of the year 2021-2022

[K-3 Phonological Awareness](#)

[K-3 Phonics](#)

[K-3 High Frequency Words](#)

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady Overall Reading	66%
First Grade	iReady Overall Reading	41%
Second Grade	iReady Overall Reading	37%
Third Grade	iReady Overall Reading	38%



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4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

During the initial stages of the grant, teacher observation data revealed that only 4 of 12 teachers were proficiently implementing foundational skills instruction. By the end of the grant observational data revealed that 10 out of 12 teachers were proficiently implementing foundational literacy skills instruction. All intermediate teachers made improvements in their science of reading knowledge and their ability to teach foundational reading skills.

Phonological Awareness			
Grade	% On or Above Beginning of Year 2021-2022	% On or Above End of Year 2023-2024	Growth
K	34%	64%	88%
1	14%	49%	250%
2	36%	66%	83%
3	100%	100%	NA

Phonics			
Grade	% On or Above Beginning of Year 2021-2022	% On or Above End of Year 2023-2024	Growth
K	21%	62%	195%
1	18%	50%	178%
2	9%	36%	300%
3	21%	47%	124%

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High Frequency Words			
Grade	% On or Above Beginning of Year 2021-2022	% On or Above End of Year 2023-2024	Growth
K	13%	61%	369%
1	20%	55%	175%
2	30%	57%	90%
3	70%	78%	11%

To determine growth of student performance in literacy skills, we compared data from the beginning of the year 2021-2022 to data at the end of the year 2023-2024. We decided not to use data during 2019 or 2020. Those scores were unusually higher than our standard performance. When analyzing causes for the higher scores, we determined that students may have had support from parents or siblings while taking the test. Tests were performed at home online during covid. We consider those tests to be invalid and not a true representation of student ability levels.

5. What has been the most notable change as a result of the site's ELSB grant work?

When comparing data from the beginning of the year 2021-2022 school year to the end of the year 2023-2024 school year, we can see tremendous growth of student performance in all three areas of foundational literacy skills. Observation of teacher instruction also showed that 10 out of 12 primary grade teachers were implementing high quality foundational literacy skills instruction. We believe the growth is due to the following:

- Purchasing and implementing a solid foundational skills curriculum
- Teacher support and accountability with implementing the curriculum with high levels of proficiency
- Consistency of practices

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Data revealed that students in grades 4-6 who could not read, continued to be non-readers. We will expand our tier 2 foundational skills intervention to include grades

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4-8. We also began work with writing, but did not move forward as intended. Our goal would be to work with comprehension and writing in the same manner we did with literacy.

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#### Eligible Participating School #4: Roosevelt

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Our three big picture goals are:

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

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

**Goal 1:** We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).

#### **Action steps:**

**SIPPS:** All students in 1st through 3rd grade were placed in SIPPS groups to continue the progression of SIPPS lessons that were started the year before for intervention. Kindergarten students were placed into SIPPS groups once they met the program’s requirements. Teachers refined their knowledge of SIPPS instruction by attending a SIPPS deeper dive training at the beginning of the year. The instructional coach refined her knowledge of SIPPS by attending multiple SIPPS implementation trainings throughout the year. The instructional coach worked with teachers to make sure needed materials were ready for all students at the beginning of the year and provided ongoing support through demonstrations and providing opportunities for observation and feedback. The instructional coach also supported the new instructional assistant with the delivery of SIPPS lessons.

**Heggerty:** Teachers in TK-2nd grade continued to use Heggerty daily to provide students with the opportunity to strengthen phonological awareness skills.

**Essential Standards:** Teachers and the instructional coach worked with the Solution Tree consultant to identify essential standards. This focus on foundational skills allowed us to monitor the progress of the identified skills more closely than before. The instructional coach helped teachers with implementing new strategies to focus on building fluency.

**Master schedule:** In order to provide students with sufficient support time we had to make changes to our master schedule. The changes allowed teachers to have time to provide intervention in small groups. Supplies to support the implementation of small groups were purchased.

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**Goal 2:** We will improve our K-3 implementation and collection of valid, predictive and reliable data.

#### Action Steps:

**SIPPS:** Data from SIPPS Mastery tests was collected and stored in Illuminate so teachers could monitor progress of students in their SIPPS groups as well as their homeroom students who were placed with other teachers for intervention.

**CORE Phonics Survey:** We have continued to use the CORE phonics screener and the iReady diagnostic assessments as a way to monitor student progress with phonics skills.

**Essential Standards data:** We worked with the Solution Tree consultant to focus our data collection around the selected essential standards. Teachers, the instructional coach, and the consultant met multiple times to discuss the progress of students and identify resources to support students who needed additional practice as well as for students who were ready for extension activities.

**Goal 3:** We will improve our K-3 knowledge and instruction of English Language Development instruction.

#### Action Steps:

**Be GLAD:** Teachers and the instructional coach began their course work with the Be Glad training. They have gained knowledge on how to create units of study that are rooted in the standards and promote active student participation with rich oral vocabulary. Supplies to implement the GLAD strategies were purchased and delivered to teachers.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

We are using iReady Reading results and CORE Phonics survey to measure progress on growth.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	% of Benchmarks Met
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Kindergarten	CORE Phonics Survey	55%
First Grade	CORE Phonics Survey	51%
Second Grade	CORE Phonics Survey	76%
Third Grade	CORE Phonics Survey	73%

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady Reading	69.6%
First Grade	iReady Reading	47.8%
Second Grade	iReady Reading	52.2%
Third Grade	iReady Reading	56.5%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

When looking at iReady reading data, we are able to see that there is progress towards our goals. Compared to the spring 2021 data which is the last diagnostic taken prior to any grant initiatives being started, and this year's spring data there has been noticeable improvement in the number of students at or above grade level. Kinder has stayed relatively the same; in 2021 they were at 72% at grade level, this year it was 69.6%. First grade had 23.5% at grade level in 2021 and this year is at 47.8% on grade level. Second grade had 28.9% on grade level in 2021 and this year is at 52.2% on grade level. Third grade had 37% on grade level in 2021 and this year is at 56.5%.

Within this year's iReady data, the progress towards our goals was evident as well. Kinder started with 0% on grade level and ended with 69.9% on grade level. 1st grade started at 17.4% on grade level and ended at 47.8% on grade level. Second grade started at 21.7% and ended at 52.2% on grade level. Third grade started at 13% on grade level and ended at 56.5% on grade level.

When looking at CORE data, we are able to see that there is progress towards our goals. Prior to the start of the grant this assessment was not given and we did not have data to easily identify which phonics skills students were struggling with. Since the fall 2021 was the first CORE assessment given, the focus will be on the growth

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from fall to spring of this year. For kindergarten, the percentage of benchmarks being met in fall was 3% and now is at 58%. For 1st grade, the number of benchmarks being met in the fall was 31% and now is 54%. For 2nd grade, the number of benchmarks being met in fall was 52% and now is 77%. For 3rd grade, the number of benchmarks being met was 62% and is now 75%.

The growth we are seeing in the data from these assessments can be attributed in part to the implementation of SIPPS and Heggerty which were not being implemented prior to the grant. The growth can also be attributed to the close monitoring of data and teachers working on providing additional support when needed.

5. What has been the most notable change as a result of the site's ELSB grant work?

Through the ELSB grant our Tk-3rd grade team has become more knowledgeable on using data to drive instruction. This has become possible since we started to use Illuminate as a centralized location to house our assessment data. It has become easier to identify students who are struggling and exactly what they are struggling with. With data available to the team it was easier to have discussions about what we were noticing and providing support for next steps. Becoming more knowledgeable around the data has also helped collaboration teams become stronger. Foremost, the grant provided us with the opportunity to honestly look at our current reality and identify changes that needed to be made in order for our students to experience success.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

We will continue to identify the data that is most important to collect, analyze, and act on as a team and have it stored in Illuminate.

In regards to SIPPS implementation next year, there will be a focus on the fluency section of the curriculum. While most teachers were able to get through the lessons the fluency section still needs to be refined. The team needs to develop a system to monitor student fluency on a more consistent basis.

Since we are at the beginning stages of using the GLAD strategies the instructional coach will support teachers next year in planning and providing demonstrations so GLAD strategies can be incorporated into lessons.

Now that we have focused the work we do with the phonemic awareness and phonics domains and are seeing progress, we will start to focus on increasing support around vocabulary and comprehension. Based on our current data, we are still seeing this is an area that needs to be addressed. By using the strategies we

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learned from the GLAD training, we will be providing more opportunities for students to use academic language in both oral and written forms.



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## Implementation Year 3: 2023-24

### Eligible Participating School #5: Taft School

#### 1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

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

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

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

#### 2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

The actions the LEA and the school site have taken to progress towards the goals for year 3 include but are not limited to the following:

\*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.

\*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 iReady & CORE data collection, Fall, Winter and data from those assessments was used to monitor student progress and help make informed upcoming instructional decisions.

\* K-3 teachers completed year 2 of the two-year LETRs Language Essentials for Teachers of Reading program. The program trained teachers with in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. All strands of the Reading Rope were covered over the past two years.

\* SIPPS Systematic Instruction in Phonological Awareness, Phonics and Sight Words continues to be implemented in grades K-3, Heggerty Phonological Awareness curriculum continues to be taught daily in grades K & 1 \* Writing Coach from the Great Valley Writing Projects (University of Stanislaus) came and provided weekly training for 3rd grade teachers on a weekly basis from Sept – April. Training included demo lessons, co-teaching, and data analysis focused on determining next steps for student writing progression. Data for writing was taken from student writing samples.

\*Latino Parent Literacy Training continued during year 3 with a teacher teaching a group of parents after school and the Community Liaison for Taft teaching a group of parents during the school day.

\*Additional training this year was also provided from the LEA for Professional Learning Communities (PLC), this training includes learning how to review data and use data to drive instruction. Taft had been using

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the PLC process prior to this year's training, but this training has brought even more focus on how to use data to guide instruction.

\*Intervention teacher (retired Kinder teacher) continued into year 3 providing intervention support in grades K-2

#### 3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

The LEA and the school site (Taft) both use iReady data to measure academic progress towards grade level standards. The LEA and the school site (Taft) also both use CORE, an assessment tool that assesses Reading Multiple Measures of foundational reading skills. The CORE assessment is administered 3 times per year, just like the iReady assessment and provides data to the teachers and the school for progress monitoring.

Taft uses SIPPS Mastery Tests to provide immediate feedback on lessons taught in foundational reading lessons. The data collected from the Mastery Tests are used to drive SIPPS instruction. It is an expectation that Teachers at Taft school use that data from multiple sources to guide their classroom instruction. Sources for daily classroom data include; SIPPS mastery tests, District adopted curriculum Unit tests, quizzes, and check for understanding. This data is used to guide instruction. The 3 times per year iReady and CORE data helps teachers measure how their individual classroom efforts are helping students progress towards mastery of the grade levels standards.

**Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.**

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady	71.7
First Grade	iReady	53.5
Second Grade	iReady	36.2
Third Grade	iReady	34.0
Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	CORE Assessment	Phonemic Awareness. 66% Phonics. 64%

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		HFW 83%
First Grade	CORE Assessment	Phonemic Awareness 86% Phonics 65% HFW 76%
Second Grade	CORE Assessment	Phonics 60% HFW. 83%
Third Grade	CORE Assessment	Phonics 60% HFW. %88%

**4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.**

Taft's Smart goals 1 and 3 are about improving teacher's instructional practices. The goal reflects our belief that students who receive quality first instruction will make the growth needed in the classroom and meet the grade level standards. The end of the year iReady data from 2021 and 2024 demonstrates progress towards goals. Illustrated below is the baseline data from Spring iReady 20-21. This data is the baseline collected before we started the 3-year grant. When we compared it to the Spring data from 2024 we observed that the % of students at or above grade level standards has increased.

During these past 3 years our teachers have been taking courses to improve their pedagogy. The LETRS course was just completed in May of 2024. During this training period our teachers have made a difference as reflected in the test scores below. We anticipate that as the teachers put into practice the skills that they just finished learning our annual end of the year school data will continue to improve.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard	
		Spring 2021	Spring 2024
Kindergarten	iReady	72.7	71.7
First Grade	iReady	33.3	53.5
Second Grade	iReady	31.9	36.2

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Third Grade	iReady	23.9	34.0
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#### 5. What has been the most notable change as a result of the site's ELSB grant work?

The LETRS program taken by all K-3 teachers has made a big impact in teacher instruction. Each unit had resources for teachers to use immediately in their classrooms to help students with the different strands of the reading rope. As teachers tried out the different strategies, students made growth towards mastery of the standards. A second commitment by the teachers was to implement the SIPP program with fidelity. This fidelity has increased students' reading fluency, their ability to decode and read with fluency. This year our first grade was able to achieve the amazing goal of having 53.5 % of their students having met or exceeded 1st grade standards. To quote one of our second-grade teachers when reviewing our end of the year data reports she said, "Each year we have implemented this grant and moved forward with the work of improving our teaching has resulted in more students entering into my 2nd grade class ready for 2nd grade material. This is extremely exciting because it means that I can spend more time teaching grade level standards and preparing more of my students for 3rd grade than work on basic remedial skills of teaching the students how to read. "

#### 6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

The site will continue to use SIPPS for phonics instruction and Haggerty for Phonemic instruction. The teachers teaching those programs will continue to meet on a regular basis to examine the data and the progress students have made or not made to adjust accordingly. A writing cadre has been established to continue the work of developing students' writing. The writing cadre will continue the work by using the recommendations provided by both the consultant from the Great Valley Writing Project (Stanislaus State) and from their LETRS training. The Writing Cadre is made up with teachers from each grade level so the practice will move from K3 to school wide. The teacher of the Parent Literacy Project will continue to be implemented in the years to come. The work of Professional Learning Communities for the analyzing of data and monitoring of students' progression towards mastering educational standards will continue to move forward. The LEA and the site will provide more training school wide. Academic conferences with teachers will continue to occur 3 times per year, Fall, Winter and Spring to analyze students' progression towards mastery of the standards. The LEA has indicated that Intervention teachers will be hired district wide, school year 24-25 to help meet the needs of students who are still 2 or more grade levels below.

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#### Eligible Participating School #6: Taylor Leadership Academy

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

**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 SIPP 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 systematic/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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

**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.

- 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 through mastery tests and fluency assessments
- Use of data during PLC to drive instruction/ Professional development during staff meetings - school expectation
- Teachers used SIPPS and Benchmark data to drive the ELA instruction during the bi-monthly PLC grade-level collaboration time.

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- Academic conferences were held with K-3 after every data collection in the Fall and Winter, and the data was used to inform upcoming instructional decisions.
- Held monthly collaborative meetings for SIPPS teachers to discuss data, phonics/reading routines, improvements to the program, etc.
- A new Intervention Teacher was hired for year 3 of the grant. The intervention teacher provided SIPPS instruction to grade-level groups outside of platooning time. The intervention substitute was trained from her previous site as a SIPPS intervention teacher and was also supported by our CORE instructional consultant, who we hired to support SIPPS instruction on campus.
- The 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, admin met with CORE consultant which provided support with program implementation, analysis of data, and action steps.
- The instructional coach as well as admin also participated in the professional development provided by CORE and district.
- Data was analyzed and groups were shifted every 6-8 weeks based on SIPPS mastery test data
- SIPPS teachers created a data collection excel spreadsheet that was used as progress monitoring for all students platooning for reading instruction
- SIPPS teachers collaborated on a data summary sheet that helped inform next steps/decisions for instruction based on 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 new K-3 SIPPS teachers were trained in the basics of SIPPS Systematic Instruction in Phonological Awareness, Phonics, and Sight Words.
- Some returning K-3 teachers who were already trained in previous years in the basics of SIPPS Systematic Instruction in Phonological Awareness, Phonics, and Sight Words 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. (New K-3 hires were trained in Heggerty this year).
- Librarian & extra help staff provided support for students who passed SIPPS instruction and provided small group novel studies support
- The K-3 teachers taught SIPPS lessons daily starting at the end of August. Grades K-1 and 2-3 platooned our reading instruction by grouping

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students into the appropriate levels they needed as soon by their placement tests.

- The K-3 intervention teacher began SIPPS instructional 3-4 days a week starting in September. The CORE phonics screener and SIPPS progress monitoring provided insight on select students who would benefit from Tier 2/3 instruction. The students were taken out for intervention at a separate time of day so those students had 2 reading lessons a day.
- 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. Within the binders were materials that students needed for each reading lesson (dictation pages, dictionaries, stories, etc.)
- 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).
- We used grant funds to purchase tools and resources to expand our reading strategies for whole group and small group instruction. We purchased letter tiles, magnetic wands and chips, sound phones, articulation cards, vowel valley cards, articulation mirrors, decoding cards, etc.
- We used grant funds to purchase and replace 30+ year old library books in the K-3 levels for heightened interest and increased reading and circulation.
- We used grant funds to purchase additional SIPPS kits so that we would have multiple levels at teacher's reach for small groups and tutoring.

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

- LETRS online courses for TK - 3 teachers and administrators; after each unit we all attend an in person all day training session to go over the course material
- Our new hires in the K-3 levels were trained in SIPPS and Heggerty

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- All teachers received opportunities to be SIPPS trained and to observe other teachers who have been teaching SIPPS
- On-going support from CORE on systemic/explicit phonics instruction continued to be provided throughout the year
- A designated SIPPS teacher attended monthly SIPPS meetings with the CORE consultant provided by the district. The trainings focused on each of the SIPPS program levels while incorporating best practices and strategies for implementing the program and pedagogy

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	<a href="#">iReady Overall Placement Reading Fall to Spring</a>	76%
First Grade	<a href="#">Ready Overall Placement Reading Fall to Spring</a>	30%
Second Grade	<a href="#">Ready Overall Placement Reading -Fall to Spring</a>	41%
Third Grade	<a href="#">iReady Overall Placement Reading Fall to Spring</a>	30%

[iReady Historical Data](#)

[2023-2024 iReady Diagnostic Growth from D1 to D3](#)

[K-3 iReady growth from D1 to D3](#)

[K-3 iReady Domain Growth](#)

[SIPPS Placement Data/Groups](#)

[SIPPS Adjusted Groups](#)

[SIPPS Intervention Groups](#)

[SIPPS Data Collection Sheet](#)

CORE Assessment Data: [Overall K-3](#) | [Kinder](#) | [1st](#) | [2nd](#) | [3rd](#)



## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

#### iReady Data:

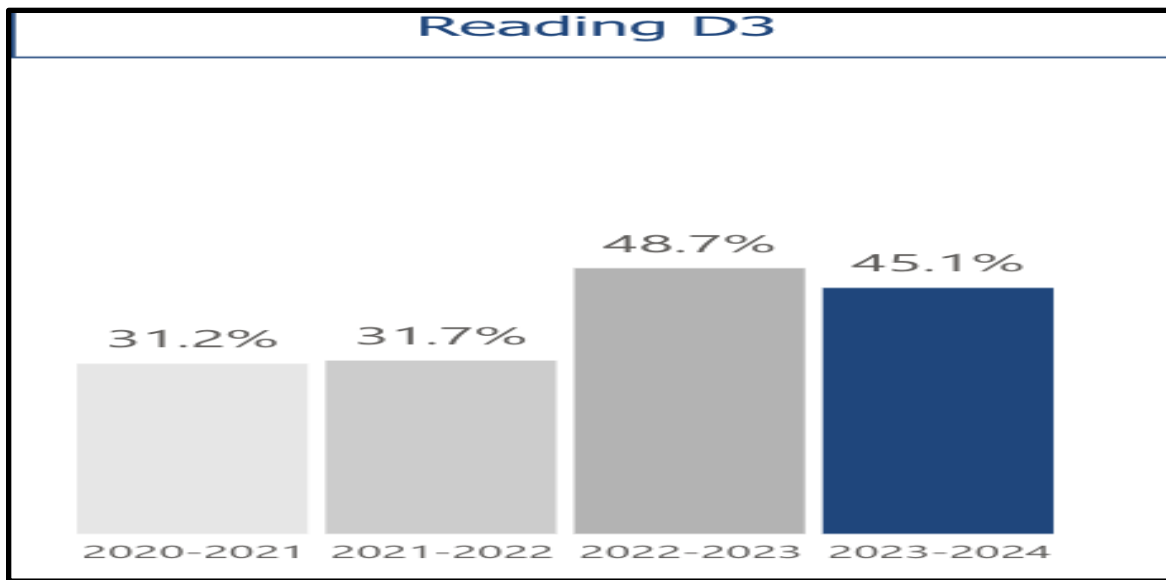
##### ***iReady Diagnostic Background Information***

iReady is a computer-based screener that measures student 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 iReady 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.

#### **i-Ready Data Analysis**

[Below is a graph](#) that shows our historical iReady data for grades K-3 Diagnostic 3 (end of the year tests) starting at our baseline year 2020-2021 to current year 2023-2024.



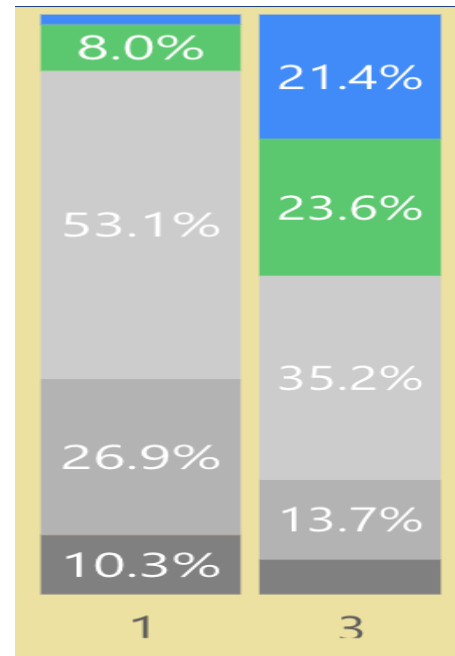
## Early Literacy Support Block Grant Annual Report

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Beginning with a proficiency rate of 31.2% in our baseline year (2020-2021), we showed an average of 41.8% proficiency for the 3 years of ELSB grant implementation during 2021-2022, 2022-2023, and 2023-2024 school years. While there was a 3.6% decrease in proficiency this year (2022-2023) compared to last year (2022-2023) (possibly due to our 41% staff change, particularly in the SIPPS K-3 grade where three out of the four grade levels had a new teacher to be trained in SIPPS), we want to highlight the overall growth increase of on grade level proficiency since our grant implementation.

The [chart below on the left](#) compares the iReady beginning of the year reading Diagnostic 1 assessment results for grades K,1,2,3 to the end of the year reading Diagnostic 3 assessment results for grades K,1,2,3. The [graph below to the right](#) highlights the combined grade level proficiency growth (blues and greens) that our K-3 students made from the beginning of the year D1 to the end D3 in reading. Both graphs support the improvements this school year in the area of reading for K-3.

2023-2024 iReady Reading Diagnostic Growth from D1 to D3			
% on Grade Level	Beginning of the Year Diagnostic 1	End of the Year Diagnostic 3	% Increase of Proficiency
K	14%	76%	+ 62%
1	2%	30%	+ 28%
2	7%	36%	+ 29%
3	16%	42%	+ 26%

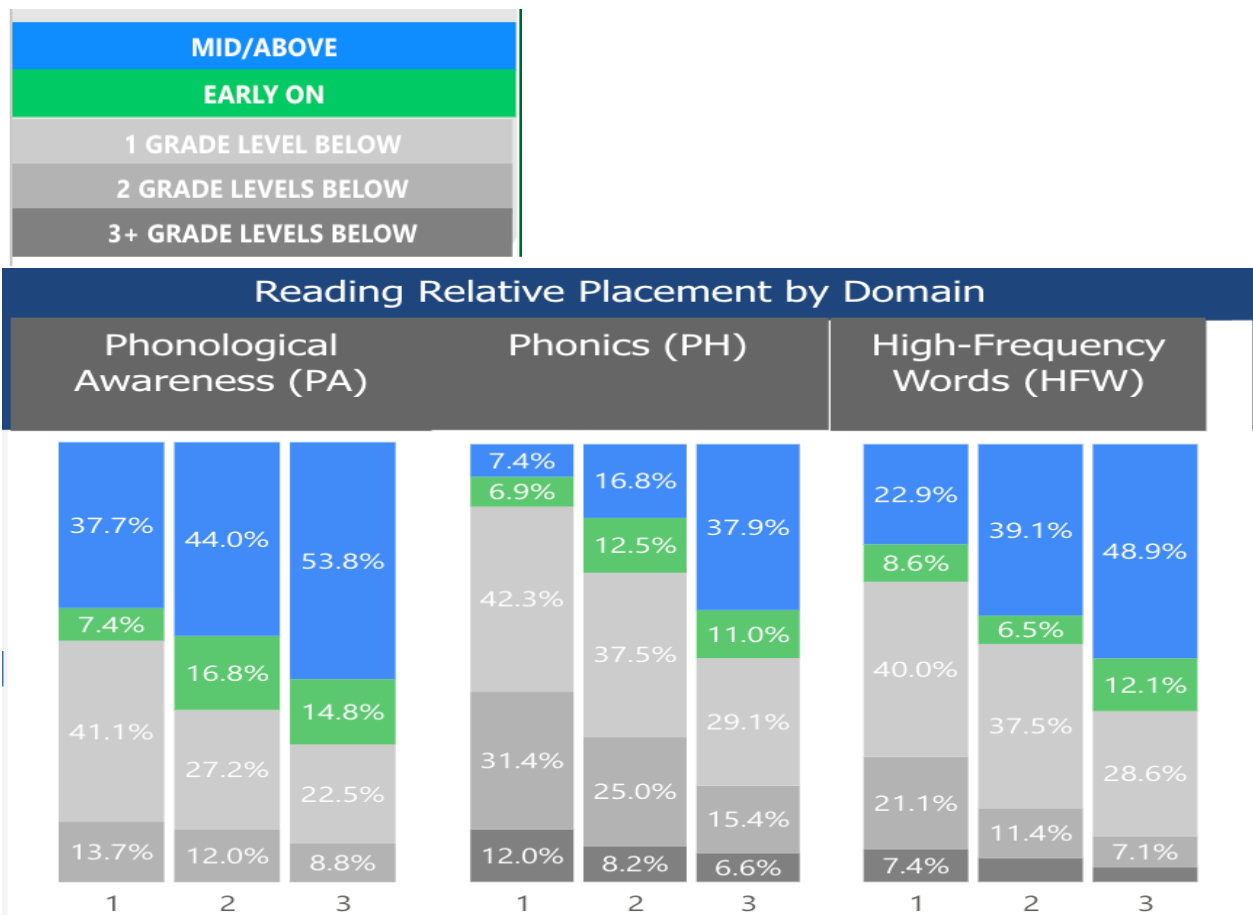


The [below graph](#) and key shows the increase in proficiency rates in 3 domains during this school year: Phonological Awareness, Phonics and High Frequency Words. The numbers 1,2,3 under each graph indicates the Diagnostic assessments (beginning, middle, and end of the year). The graphs support our Heggerty and SIPPS instruction in K-3 highlighting the positive growth in all three domains.

Key:

## Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24



### CORE Assessments

#### CORE Assessments Background Information

The core phonics survey assesses the phonics and phonics-related skills that have a high rate of application in beginning 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 Assessment Data link above*).

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#### CORE Assessments Data Analysis

Our core results showed that in every grade level, students were moving and making growth. Most significantly in Kindergarten and first grade we showed an average of 83.5% proficiency in our phoneme segmentation test. Our syllable segmentation portion of the test shows 80.5% proficiency across Kindergarten and first grade. 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 with an average of 54.5% of Kindergarten and first grade student phonological awareness mastery. An average of 67.5% 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 from 46% in Fall to 66% in Spring (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 five 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 8 students could read multisyllabic words and ended the year at 18 (almost half). Third grade students grew on all but one of the CORE assessments. High frequency words also showed a huge improvement which is related to SIPPS implementation at this grade level, ending the year at 73% proficiency.

As an overview, 48% of all K-3 students were proficient in various phonics skills and 57% of K-3 students were proficient in identifying grade level high frequency words. 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.

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### Implementation Year 3: 2023-24

#### SIPPS Assessments and Analysis

Our SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight words) placement test indicated that we continued to see growth sustained from last year's practice. We also began our SIPPS Walk to Read platooning model much earlier in the year (August) than previous years. Our K-1 teachers started this year with one Letter Naming group and three Beginning groups all at various lessons. Our 2-3 teachers started with three Extension groups and one Challenge group. Different from previous years, we used SIPPS Plus for our 4th grade students. They began the year with one Plus group and one Challenge group. 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. Our monthly SIPPS collaborative meetings along with ELSB team meetings are held to determine placement and instructional decisions for students who continue to struggle with passing the mastery tests. We use this time to determine whether intervention should occur with a certain student or subset of students. Intervention happens three to four times a week.

5. What has been the most notable change as a result of the site's ELSB grant work?

We have observed our students improve their reading skills daily through our reading instruction. This has boosted many of our students' confidence in their ability to read as well as grow a love for reading. Students are excited to participate in the reading lessons and are much more interested in our classroom and school libraries. The student confidence during reading time is felt by our staff when students are feeling successful and having their needs met.

Teachers feel more confident teaching reading as well. To teach reading is a daunting task with an incredible impact on life skills and future outcomes. This grant has allowed our staff to develop in their teaching profession as reading teachers embedded in science. The ownership and accountability over our pedagogy within our staff has grown tremendously and our students have benefitted from it. Through LETRS training our staff has begun to build a strong foundation in the science of reading and expanding their knowledge on how to intervene when a student is struggling.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

This grant has given us the opportunity to build a sustainable reading block across the primary grades. Our site will continue to improve our systems and pedagogy as we move forward. We will continue to train all new staff K-3 on SIPPS and Heggerty. We will move away from the Walk to Read model for Tier 1 instruction and instead teach grade level lessons as Tier 1 instruction. We will platoon students who need Tier 2 intervention with SIPPS at a different and designated time of day. We want to maintain providing high-quality Tier 2 and 3 intervention with one or more reading intervention teachers. We will continue to use our bought tools and resources (letter tiles, magnetic wands and chips, sound phones, articulation cards, vowel valley cards, articulation mirrors, decoding cards, etc.) to improve and expand our reading instruction and intervention during structured small group instruction throughout each day. Our fourth-grade teachers have been trained in the Plus program within SIPPS and we would like to extend this through the fifth and sixth grades as well. Our end of year reading scores showed that our intermediate grades need time for reading instruction to help our most struggling readers. This year we held monthly collaborative meetings for all SIPPS teachers to discuss data, student placement, lesson needs, pedagogy, and more. We will continue to do this to ensure our calibration as we move forward. We hosted many sites to come and observe our instruction. However, one change we would like to make for the future is to include observation cycles within our own staff. These observation cycles would include time for teachers to watch instruction in the other classrooms and provide ongoing feedback to the teachers on pedagogy, lesson structure, and fidelity to the program and its components.

Throughout the implementation years of the ELSB Grant we have come to understand and see firsthand the importance of putting schoolwide systems in place with our literacy efforts. Additionally, with the learning in Lexia LETRS for Administrators, we were given resources such as the Administrator's Literacy Framework planning tool that will help to inform our practices, processes, and the overall strength of services provided to improve reading achievement. Our sustainability plan will target the maintenance of knowledge of the science of reading and literacy systems, maintenance of components of universal instruction in both whole and small group instruction, maintenance of knowledge and training in assessment administration and decision-making trees, maintenance of knowledge and training in services of Tier 2 and Tier 3, maintenance of the quality of the data-analysis processes in data team, and maintenance of the integrity and purpose of the leadership team leading the literacy efforts. Below is our sustainability plan delineated in those areas.

- **Maintenance of knowledge of the science of reading and literacy systems:**  
Continue LETRS learning for our K-4 teachers with year 2 modules.

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 3: 2023-24**

Research LETRS training for 5-8 grade teachers and/or create a plan to expand knowledge to 5-8 grade teachers.

- **Maintenance of components of universal instruction in both whole and small group instruction:**
  1. Continue to provide a dedicated literacy block on the schoolwide master schedule. A whole group time frame will be provided for SIPPS grade-level lessons and a separate time for small group instruction in literacy.
  2. A schedule of when and how often each student levels of proficiency (3, 2, 1 year below grade level) will be created to ensure student needs are met.
  3. Training on how to use newly bought tools and resources (letter tiles, magnetic wands and chips, sound phones, articulation cards, vowel valley cards, articulation mirrors, decoding cards, etc.) will be scheduled at the beginning of the year with emphasis on how to use them in small groups.
  4. Whole group instruction will continue in grade K-3
  5. Sample literacy activities with provided resources will be shared with teachers to ensure small group instruction is targeted and efficient.
  6. Observation cycles within our own staff will be scheduled to include time for teachers to watch instruction in the other classrooms and provide ongoing feedback to the teachers on pedagogy, lesson structure, and fidelity to the program and its components.
- **Maintenance of knowledge and training in assessment administration and decision-making trees:**
  1. A schedule will be created of when and what assessments will be given- (ie. SIPPS screeners for K/students new to the site, CORE, and rough mastery test outline (after every 10 SIPPS lessons etc.)).
  2. Refine the data collection systems we have to work with district and site needs. Where does our data live? Can everyone access it? Is it easy to work with/input?
  3. Ensure that MTSS is followed for students' placement data
  4. Monthly SIPPS
- **Maintenance of knowledge and training in services of Tier 2 and Tier 3:**
  1. Outline and refine site MTSS processes
  2. Train incoming new K-6 hires on SIPPS
  3. Provide a dedicated literacy block on the schoolwide master schedule and before and after school to address Tier 2 and Tier 3 services. We will have a separate platooning and pull out time for students needing Tier 2 and 3 literacy support.
- **Maintenance of the quality of the data-analysis processes in data team:**
  1. Provide reading data analysis protocols
  2. Continue PLC grade-level data analysis

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 3: 2023-24**

3. Continue SIPPS K-3 PLC team monthly meetings. Ensure that intervention teacher joins and/or gives input
  4. A schedule will be created for grade-level and K-3 PLC SIPPS data and progress monitoring meetings
- **Maintenance of the integrity and purpose of the leadership team leading the literacy efforts:**
    1. Ensure that members of the team are composed of staff who are trained and knowledgeable in SORA/LETRS/SIPPS and represent varying grade level bands
    2. The leadership team will continue to be data-driven and focused on literacy instruction with SMART goals in place yearly/trimester schoolwide and by grade level in the areas of literacy.
    3. Continue to review implementation data and student data in order to align the professional development needs of the site/staff.



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## Implementation Year 3: 2023-24

### Eligible Participating School #7: Van Buren Elementary

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Goal #1: Provide consistent collection and analysis of valid, predictive, and reliable data related to foundational skills.

Goal #2: Provide explicit, systematic foundation skills instruction in TK-3rd grade.

Goal #3: Provide trauma informed practice/training in support of effective foundational literacy instruction.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Goal #1: Site specific Professional Learning Communities (PLC) training was provided by Solution Tree Coach for teachers, administrators, instructional coach, and program specialist.

Goal #2: Instructional delivery of foundational literacy skills was provided through the use of core English Language Arts (ELA) Curriculum (Benchmark Advance), Phonemic Awareness Curriculum (Heggerty), and ELA Intervention Curriculum (SIPPS).

Goal #3: Trauma Informed Practice training was provided by Dr. Angela Beyer for teachers, administrators, instructional coach, and program specialist.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Van Buren used the iReady Diagnostic Growth Reports (K-3) to measure progress on student growth.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady Diagnostic	73%
First Grade	iReady Diagnostic	37%
Second Grade	iReady Diagnostic	34%
Third Grade	iReady Diagnostic	33%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

iReady Reading Diagnostic Growth Report:

Kindergarten: The number of students performing at or above grade level increased

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

from 12% to 73%.

1st Grade: The number of students performing at or above grade level increased from 11% to 37%.

2nd Grade: The number of students performing at or above grade level increased from 10% to 34%.

3rd Grade: The number of students performing at or above grade level increased from 11% to 33%.

5. What has been the most notable change as a result of the site's ELSB grant work?

As a result of Van Buren's ELSB grant work, early literacy instruction has improved significantly. Teachers and support staff invested considerable time and energy by engaging in rigorous professional development. Eleven teachers and one instructional coach are LETRS certified. Student performance has increased in grades kindergarten through third.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Van Buren teachers, administration, and support staff will continue to collect and analyze valid, predictive, and reliable data related to foundational reading skills. Data will be utilized to plan and deliver intentional early literacy instruction and intervention. In order to promote high-quality literacy instruction for all Van Buren students, the expertise gained through LETRS certification will be shared with additional teachers at the site. Teachers will continue to build capacity around trauma informed practices. Administration and support staff will continue to closely monitor the consistent delivery of all literacy instructional programs.