

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

Program Lead: Elizabeth Henry

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Fiscal Lead: Terre Jones

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Eligible Participating School(s):

1. Bayview Elementary	6. Nystrom Elementary
2. Coronado Elementary	7. Stege Elementary
3. E.M. Downer Elementary	8.
4. King Elementary	9.
5. Lincoln Elementary	10.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Early Literacy Support Block Grant Expert Lead in Literacy

Background: Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

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Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

☐ The school site council at each eligible school

(List the **school names** and **dates** of the school site council meetings where the annual ELSB report was provided:

Bayview Elementary - 5/26/23

Coronado Elementary - 5/30/23

E.M. Downer Elementary - 6/1/23

King Elementary - 5/24/23

Lincoln Elementary - 5/22/23

Nystrom Elementary - 5/26/23

Stege Elementary - 5/25/23

☐ The governing board or body of the LEA

(Provide the date of the governing board meeting: July 12, 2023)

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

(Provide URL here: <https://www.wccusd.net/Page/16375>)

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: Bayview Elementary, Coronado Elementary, E.M. Downer Elementary, King Elementary, Lincoln Elementary, Nystrom Elementary, Stege Elementary

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

Please enter relevant school sites: Bayview Elementary

- ☐ 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: E.M. Downer Elementary, Lincoln Elementary, Stege 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: Nystrom Elementary, Stege Elementary

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: Coronado Elementary, E.M. Downer Elementary, Lincoln Elementary, Nystrom Elementary, Stege 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: E.M. Downer Elementary, Lincoln Elementary, Nystrom Elementary, Stege 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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

☐ Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

Please enter relevant school sites: Select to enter text.

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites: Select to enter text.

☐ Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

☐ **Category 4.** Family and community supports, including which of the following:

☐ Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites: Select to enter text.

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

☐ Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites: Stege Elementary

Comments (optional): Select to enter text.

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Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?
 - a. Central budget support from Fiscal Services Department and State and Federal Department to ensure grant funds are expended only on programs and services outlined in CDE-approved ELSBG Literacy Action Plans
 - b. Site literacy learning walks (including feedback on ELSB actions and goals) with Curriculum, Instruction, and Assessment Department staff
 - c. District-level Literacy Coach Community of Practice meetings facilitated by Curriculum, Instruction, and Assessment Department staff
 - d. SIPPS professional development and supplemental instructional materials provided by the Curriculum, Instruction, and Assessment Department staff
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
 - a. Fiscal supports have ensured site compliance with grant guidelines.
 - b. Curriculum, Instruction and Assessment supports have ensured sites have real-time feedback on effective literacy instructional practices, materials for reading intervention, and communities of practice with whom to collaborate on strategies to meet stated goals.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
 - a. We plan to offer the same support in Year 3.

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

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

Eligible Participating School #1: Bayview Elementary

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

Provide a targeted and consistent K 3 Assessment System

Provide explicit, systematic phonics instruction which includes phonemic awareness to significantly improve decoding skills.

- SIPPS is used in the Literacy Action Plan to meet these goals

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

We have hired a Literacy Coach to push in and pull out students for intervention. Literacy Coach models SIPPS for students. Literacy Coach track data and share data with admin, teachers, graduate tutors, and support providers

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

We use SIPPS, BPST, DIBELS and iReady to measure student’s progress and growth.

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

2022 - 2023 students have made an increase of 11% in Phonological Awareness. In Phonics students have improved by 19%

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

We will continue the path that we are on with our Literacy Coach working with students and teachers in grades TK- 3rd. We believe that with the increase that we’ve seen, there is a strong probability that with SIPPS implemented with fidelity our scores will continue to increase. Our goal for the final year is to have an Instructional Assistant, or graduate tutor work side by side with our Literacy coach. We will continue to analyze data from iReady, BPST, and SIPPS. Planning with the Literacy Coach and administration will continue on a weekly/biweekly basis.

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Eligible Participating School #2: **Coronado Elementary**

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

Goal 1 Provide explicit and systematic phonics and phonemic awareness instruction.

Goal 2 Use data to drive instruction and monitor students’ learning

Goal 3 Build teacher capacity in Universal Design for Learning principles to promote student engagement, inclusion and equity in Tier 1 literacy instruction.

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

- Purchased Open Court Reading Foundational Skills Kits for grades K, 1, 2 and 3 Structured English Immersion classes. For our Dual Language Immersion classes we purchased Heggerty Curriculum for grades K, 1, 2 and 3. In addition, we purchased Bookshop Fonetica for the DLI classes grades K, 1, 2 and 3.

- Implemented regular usage of the curricula for phonemic awareness and phonics instruction.

- Professional Development calendar with monthly meetings for data discussions, curricular planning and collaboration.

- Weekly regular communication and support for teachers.

- Regular coaching schedule and coaching cycles where the coach supports teachers

- Benchmark and progress monitoring using Star Reading, DIBELS/IDEL, BPST and other assessments to both screen and follow student progress

- Monthly collaboration time

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3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Star Reading Assessments

Beginning of the Year - Fall 2022 Grade Equivalent			End of the Year - Spring 2023 Grade Equivalent			
	SEI	DLI	SEI	DLI	SEI GE Growth	DLI GE Growth
Kindergarten*	PK.5	0.2	0.0	1.4	0.5	1.2
First*	0.2	0.7	0.8	1.7	0.6	1.0
Second	1.4	1.9	1.8	3.7	0.4	1.8
Third	1.4	1.4 English 1.7 Spanish	2.1	1.5 English 2.7 Spanish	0.7	0.1 English 1.0 Spanish

*Early Literacy assessment English and Spanish

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

Goal 1 Provide explicit and systematic phonics and phonemic awareness instruction.

Goal 2 Use data to drive instruction and monitor students' learning

Goal 3 Build teacher capacity in Universal Design for Learning principles to promote student engagement, inclusion and equity in Tier 1 literacy instruction.

This year our students experienced academic growth of 0.4 or higher, while some of our Dual Language Immersion classes experienced a full grade level growth or even higher.

The students have access to high quality instruction from highly qualified and experienced teachers. Many of our challenged students have made discreet progress that we anticipate will become evident next school year as they surge forward in their reading skills and abilities.

Our purchased programs and trainings have enabled our teachers to address the individual needs of students in small groups on a regular basis. With continued instruction from our intervention materials and direct support from the teacher and other support providers, we believe our students will continue and expand their reading growth.

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

Our ELSB team identified several areas of improvement for next school year.

- We will implement reading groupings where specific skills will be taught and supported in a small group setting. Due to COVID concerns we have conducted small group instruction in the class but next year we will have an instructional block where students will participate in instruction at their specific level.

- We will implement K-3 progress monitoring every 6-7 weeks. Our small group needs will be assessed regularly and groups adjusted accordingly.

- We will increase peer observations to allow us to learn from our own expertise that we have on-site.

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Eligible Participating School #3: **E.M Downer Elementary**

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

Goal 1) Provide explicit and systematic foundational skills instruction and in year three add fluency and comprehension (systematic instruction using HQIM),

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

Overarching SMARTe goal: We will improve in our knowledge & skill in implementing an explicit systematic foundational skills program adding fluency and comprehension in year three with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans. and peer observations by June 2024.

Year One: Focus on explicit Foundational skills tier 1 instruction in all k-3.

Year two: Focus on explicit systematic foundational skills program with fidelity, across all k-3 classrooms

3.The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

SIPPS: [Copy of Downer 2022-23 SIPPS Mastery Test / Progress Assessment Data Tracker \(Student Names Removed\)](#)

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

We met most of our goals for the 22-23 school year. We have included goals with rationale on how to proceed.

Kindergarten/1st: By February 2023, 60% of Kinder/1st grade students will be able to recognize and name all lowercase letters with 80% accuracy as measured by SIPPS Placement Assessment/ESGI./ IDEL

*If students are not meeting the metric, they will continue to participate in a letter name intervention group. The students who need the most support will receive additional pull-out support on T/Th from 9-9:30.

2nd/3rd DLI fluency Goals: By February 2023, 60% of 2nd/3rd grade DLI students will be able to reach IDEL benchmark goals as measured by IDEL fluency Assessment. CORE Assessment. BPST for nonreaders.

*If students are not meeting the metric, they will continue to participate in a letter name intervention group.

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SIPPS Grouping Goals:

“Beginning:”

By January 2023, 80% of SIPPS “beginning students” (K-3rd) will be able to identify 4 consonant sounds and read 9 sight words as measured by Mastery Test 1.

“Extension:”

2nd/3rd: By December 2022, 80% of SIPPS Extension students (2nd-3rd) will be able to decode 10 words with short vowels and read 25 sight words with 80% accuracy as measured by Mastery Test 1.

“Challenge:”

By January 2023, 80% of SIPPS Challenge students (1st-3rd) will be able to read 10 single-syllable words by blending sounds (phonemes), including consonant blends with 80% accuracy as measured by Progress Assessment 1A.

If students are meeting metric, they will continue to the next set of lessons.

Student not meeting this metric will receive a small group intervention from their general ed teacher (teacher will reteach 3-5 lessons based on student needs).

If not meeting this metric for 3 intervention cycles, students will have a CARE Referral submitted by teacher and will receive an additional intervention from the learning center teacher.

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

One big change is the purchase of a uniform curriculum for k-3. We believe that SIPPS has increased our students ability to learn foundational skills, but we now want year three to focus on NOT just foundational skills, but also fluency comprehension. We will purchase CKLA for k-3 this school year using ELSB funds for year three. We will update the plan as well.

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Eligible Participating School #4: **King Elementary**

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

Goal 1: Provide systematic, direct, explicit instruction in phonics, with an emphasis on phonemic awareness, to students in grades K-3.

Goal 2: Provide a consistent, reliable assessment cycle schedule to include assessment windows, time for data analysis, and grade level collaboration around results

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

Goal 1: Systematic Phonics

- This year, we have taken two key steps that have allowed us to implement SIPPS with fidelity in Grades 1-3:
 - We have implemented a **designated SIPPS time** in the schedule. During that time, students switch classes within their own grade level to create homogenous groupings for SIPPS instruction.
 - The Literacy Coach has put the SIPPS curriculum into **Google Slide format**, and teachers have been using those slides in their instruction.
- We have continued to implement **Heggerty** with fidelity in Grades K-2. (Begun last year.)
- We have begun an **after school program** with our Grad tutor for students in K-3 who are very behind in phonics

Goal 2: Assessment and Data Cycles

- We have continued to administer **DIBELS** according to the consistent schedule begun last year. (Three times per year.)
 - New this year: Teachers met with the Literacy Coach to analyze mid-year DIBELS data and create a **targeted plan of action** in response.
- We also began using the **online system for SIPPS progress monitoring** this year, and we have had **data meetings** with opportunities for teachers to analyze their SIPPS data in collaboration with their grade level team.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

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We are using **DIBELS** to measure student reading growth and, by implication, the success of our phonics program.

DIBELS gives students a score in one of four categories: Well Below Grade Level (Red); Below Grade Level (Yellow); Benchmark (Green); and Above Grade Level (Blue). Students scoring in the Green or Blue are considered proficient.

Notes about data below:

- Percentages are rounded to nearest whole number for ease of viewing (sometimes causing percentages to add up to slightly more or less than 100)
- Students who were not enrolled for the entire year are excluded from this data

All Students K-3	Beginning of Year (%)	End of Year (%)
Red (Well Below)	77	61
Yellow (Below)	11	14
Green (Benchmark)	7	16
Blue (Above)	5	9
Students proficient increasing from 12% to 25%		

Kindergarten	Beginning of Year (%)	End of Year (%)
Red (Well Below)	69	56
Yellow (Below)	18	18
Green (Benchmark)	10	21
Blue (Above)	3	5
Students proficient increasing from 13% to 26%		

First Grade	Beginning of Year (%)	End of Year (%)
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Red (Well Below)	83	58
Yellow (Below)	10	17
Green (Benchmark)	0	10
Blue (Above)	8	15
Students proficient increasing from 8% to 25%		

Second Grade	Beginning of Year (%)	End of Year (%)
Red (Well Below)	77	67
Yellow (Below)	10	13
Green (Benchmark)	12	15
Blue (Above)	2	4
Students proficient increasing from 14% to 19%		

Third Grade	Beginning of Year (%)	End of Year (%)
Red (Well Below)	78	64
Yellow (Below)	10	8
Green (Benchmark)	6	18
Blue (Above)	6	10
Students proficient increasing from 12% to 28%		

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

Overall, we can see that the percentage of proficient students (green or blue) increased from 12% to 25%, while the percentage of students scoring well below grade level (red) decreased from 77% to 61%. This indicates that we are making modest but significant progress towards higher reading achievement at King. This suggests that our implementation of systematic phonics using SIPPS and Heggerty is facilitating student growth in reading. That said, we still have well over half of our students scoring well below grade level, indicating that much more work needs to be done.

The two clearest obstacles to growth are English proficiency and attendance. While many of our higher level ELs are making strong progress, our Newcomers are consistently showing very low growth on DIBELS. We also have extremely high levels of chronic absenteeism; students who are frequently absent are generally showing little or no growth. With that said, there are also further improvements that we can make to our instructional systems to improve student performance. Those changes are detailed below.

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

New Action Items for Goal 1 (Systematic Phonics):

- 1) Incorporating SIPPS into the Kindergarten curriculum beginning in January.
- 2) Combining the first and second grade SIPPS block to allow instruction to be more targeted and to allow increased push-in support from the Literacy Coach for the lowest group.
- 3) Purchasing and using Smarty Ants (a highly effective bilingual digital learning platform for phonics instruction) for all students K-2. *This will be in addition to renewing our licenses for the digital platforms we currently use for fluency and comprehension work. (RAZ Kids and AR.)*
- 4) Hiring an additional Grad Tutor or Academic Support Provider to provide Newcomer students with additional support in phonics (using SIPPS) and English Language Development more broadly (using the Carousel of Ideas curriculum, which we will purchase). *This will be in addition to continuing our digital language development support by renewing our Imagine Learning licenses for all Level 1 and Level 2 ELs.*
- 5) Hiring an additional Academic Support Provider to provide reading intervention (using SIPPS) for students in need.

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- 6) We will increase after school tutoring opportunities by providing support for teachers and other academic staff to tutor after the end of the school day, building on the success of our Grad Tutor's after school program this year.

New Action Items for Goal 2 (Assessment and Data Cycles):

- We will work to develop a system for DIBELS data collection that is sustainable in the absence of a Literacy Coach.
- We will improve our systems for SIPPS data collection and analysis. The online platform has not proven to be a helpful analytical tool. We will transition to a spreadsheet and also develop a more consistent schedule and protocol for analyzing and responding to progress monitoring data.
- Each teacher will develop a DIBELS action plan in response to their beginning of year data, as well as their mid-year data. (We did this only for mid-year data this year.)

We will also add a third goal to our Literacy Action Plan: *We will bring greater alignment, structure, and rigor to our ELA program beyond phonics, specifically targeting writing and read aloud. We will do so by adopting Bookworms ELA in Grades K-2.*

- Bookworms is a structured, evidence-based program that combines a focus on foundational comprehension and grammatical skills with opportunities for rigorous discussion and higher order thinking.
- The Literacy Coach will put the program into an accessible format using Google slides and provide PD, along with individualized coaching and support for each teacher and grade level, to ensure effective implementation.

Eligible Participating School #5: Lincoln Elementary

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

Goal 1: Administer consistent, comprehensive K-2 foundational skills assessments

Goal 2: Provide explicit, systematic phonics and language comprehension instruction

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

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In support of Goal 1 (foundational skills assessments), we took the following actions:

- We repurchased **mCLASS** to administer **DIBELS/Lectura benchmark** and progress monitoring assessments to all K-2 students. Our K-2 teachers received a follow-up PD (we had our initial training in 2021-2022) led by our literacy coach.
- We conducted DIBELS/Lectura **data analysis meetings** three times throughout the 2022-2023 school year. Following these DIBELS/Lectura data analysis meetings, all K-2 teachers met with the principal, literacy coach, and bilingual paraprofessional to create a targeted plan of action in response to the DIBELS/Lectura data.
- Our K-2 DLI (Dual Language Immersion) teachers used Lectura **progress monitoring assessments** during our literacy intervention block to track their students progress towards reading proficiency. We grouped students in homogenous groups of 3-8, based on their Lectura progress monitoring assessments results. Teachers focused on one subtest at a time (i.e. phonemic awareness) until students mastered the skill.
- This year, we implemented SIPPS during our **literacy intervention block** in our K-2 SEI (English only) classes. We grouped students in homogenous groups of 3-8, based on their SIPPS placement test results. We stored all of our students' SIPPS data on a centralized spreadsheet. K-2 SEI teachers met with the literacy coach frequently to analyze their students' progress monitoring data and regroup (if necessary) during their individual coaching meetings.

In support of Goal 2 (systematic phonics and language comprehension instruction), we took the following actions:

- In response to our 2021-2022 phonemic awareness data, this year we implemented **Heggerty** in all K-2 classrooms. Teachers taught Heggerty with integrity 5 days a week. In November, all of our K-2 teachers participated in Heggerty observations. They were given feedback by the literacy coach regarding ways to increase student engagement. Teachers continued to deliver instruction and monitor student engagement. Then in February, teachers participated in peer observations which allowed them to observe each other and share best practices in regards to Heggerty instruction and student engagement.
- This year, we purchased **Amplify CKLA** (knowledge strand) for K-2 SEI classes and **Amplify Caminos** for K-2 DLI classes. We used Amplify CKLA (knowledge strand) to supplement language comprehension taught in English and we used Amplify Caminos to supplement foundational skills and language comprehension taught in Spanish. In August, all K-2 teachers received initial Amplify CKLA or Caminos professional development training. Teachers began full implementation in September. The principal and literacy coach conducted numerous walkthroughs and observations. Both the K-2 DLI teachers and the K-2 SEI teachers meet with an Amplify trainer for a full PD day in trimester 2. The trainers modeled both a foundational skills and language comprehension lesson while teachers observed. They then had the opportunity to debrief the lessons with the trainers and deepen their understanding of the curriculum.

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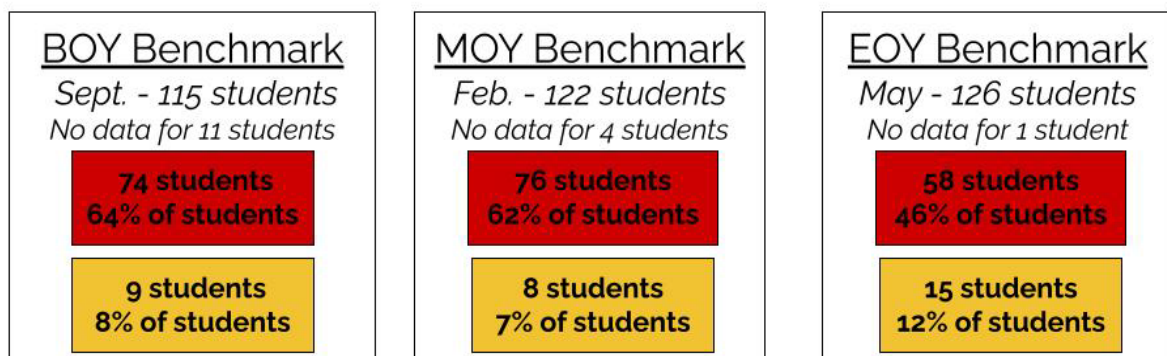
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- As previously stated, this year we implemented **SIPPS** as a Tier 2 English literacy intervention program during our literacy intervention block in our K-2 SEI classes. In September, we started the rollout of SIPPS by having all of our teachers attend an initial training hosted by Collaborative Classrooms. Most of our students began with Letter Names instruction as letter name proficiency is a requirement to begin SIPPS lessons. Before starting actual SIPPS lessons in January, teachers participated in another training in which the literacy coach and teachers all modeled a lesson with the other adults pretending to be the students. At this point, we reassessed our students and grouped them in homogenous groups of 3-8, based on their SIPPS placement test results. Our **literacy coach** partnered with each of our K-2 SEI teachers to provide targeted SIPPS instruction to all K-2 SEI students. When students were not receiving direct instruction they were given time to work on **Amplify Reading**, a digital individualized, self-paced reading program. In March, our literacy coach and teachers went to another site in our district to observe and learn more about their site's SIPPS program. K-2 SEI teachers met with the literacy coach frequently to analyze their students' progress monitoring data and regroup (if necessary) during their individual coaching meetings.
 - K-2 DLI teachers continued to implement **Estrellita** as a Tier 2 Spanish literacy intervention program. The **bilingual paraprofessional** partnered with each of our K-2 DLI teachers to provide targeted Estrellita instruction to all K-2 DLI students. K-2 DLI teachers met with the bilingual paraprofessional and literacy coach frequently to analyze their students' progress monitoring data and regroup (if necessary) during their individual coaching meetings.
3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

We are using DIBELS/Lectura to measure student foundational reading skills growth and, by implication, the success of our foundational skills instruction.

Note: DIBELS/Lectura gives students a proficiency score in one of four categories: Well Below Benchmark (Red); Below Benchmark (Yellow); At Benchmark (Green); and Above Benchmark (Blue). Students scoring At- or Above Benchmark are considered proficient.

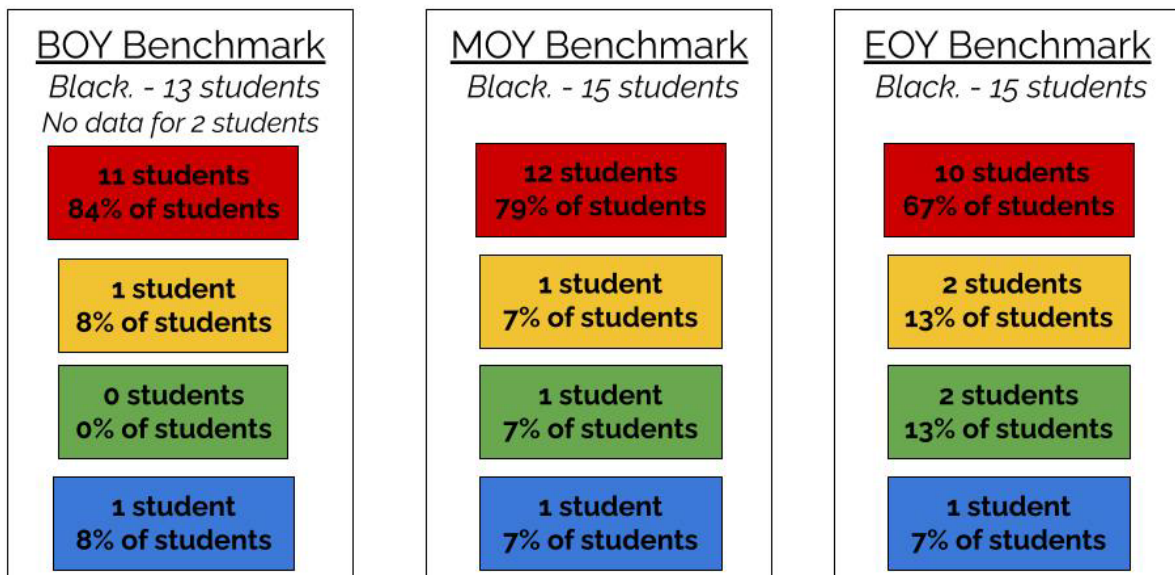
K-2 Composite Scores



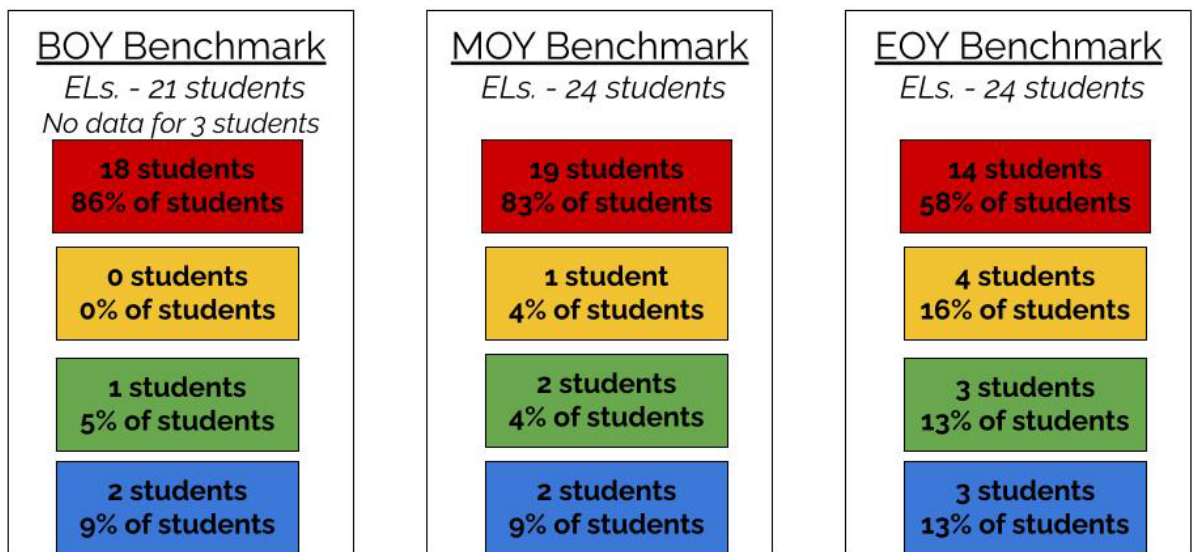
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K-2 Composite Scores of AA or Black Students



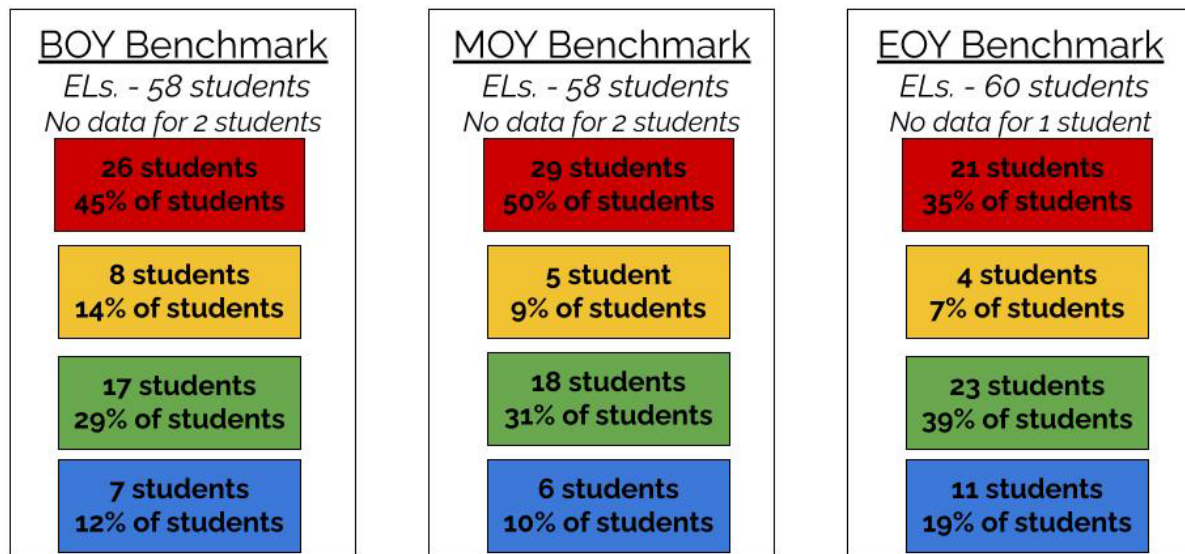
K-2 Composite Scores of ELs in SEI Classes



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K-2 Composite Scores of ELs in DLI Classes



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

Our DIBELS/Lectura benchmark data shows that the percentage of students scoring at- or above benchmark (green or blue) increased from 28% (in the beginning of the year) to 42% (by the end of the year), while the percentage of students scoring well below benchmark (red) decreased from 64% (in the beginning of the year) to 46% (by the end of the year). This indicates that we are making significant progress towards our goal of improving student outcomes in regards to reading proficiency. In Implementation Year 1 (2021-2022), only about 20% of our students scored at- or above benchmark by the end of last year, while 42% scored at- or above benchmark by the end of this year. In just a year we doubled the number of our students reaching proficiency. Overall, this suggests that our implementation of explicit, systematic phonics and language comprehension instruction is facilitating student growth in reading.

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While we believe that implementing our LAP action steps will continue to result in improving our students' outcomes, we continue to face outside challenges in the process. Currently, our two biggest challenges are attendance and English proficiency. We have numerous students with high levels of chronic absenteeism; students who are frequently absent and/or tardy are generally showing little or no growth. Many of our students performing well below benchmark often miss crucial foundational skills instruction which overtime affects their growth. Therefore, we are working with our attendance clerk to develop ways to improve our overall attendance rate. Also, we have a high ELL population at our site. Currently, 89 out of our 126 K-2 students are ELs. Of our 89 ELs, 89% of them are considering "emerging" according to the ELD proficiency levels. As shown in our data above, 74% of our ELs in K-2 SEI classes are performing well below benchmark. Fortunately, our district has now adopted an ELD curriculum that our teachers will begin implementing. We hope that this will help in improving our students' English proficiency levels. In addition to addressing these challenges, we acknowledge that there are ways in which we can continue to improve our instructional practices. So, we have listed changes to our plan below.

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

New Actions for Goal 2 (systematic phonics and language comprehension instruction) in Year 3:

- 1) Purchase Amplify Boost Lectura, a personalized program based on the Science of Reading built to accelerate literacy in Spanish, for all K-2 DLI students. *This program will launch in 2023-2024 and will be the equivalent to our K-2 SEI students using Boost Reading (formerly Amplify Reading) during our literacy intervention block.*
- 2) Purchase Amplify CKLA/Caminos for 3rd grade literacy instruction. *This will be an expansion of our current curriculum adoption as we are already implementing Amplify CKLA/Caminos in all K-2 classes.*

Eligible Participating School #6: **Nystrom Elementary**

1. [List] The "big picture" goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

We will improve in TK-3 grade collection of valid, predictive and reliable data by administering and analyzing DIBELS data three times a year as measured by assessment calendar, and SIPPS Mastery Test assessments on an on-going basis using Data Driven Instruction (DDI) meetings.

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

- Walk to Read Model: Continued implementation and refinement of differentiated walk to read model for foundational skills assessments. This includes biweekly data meetings

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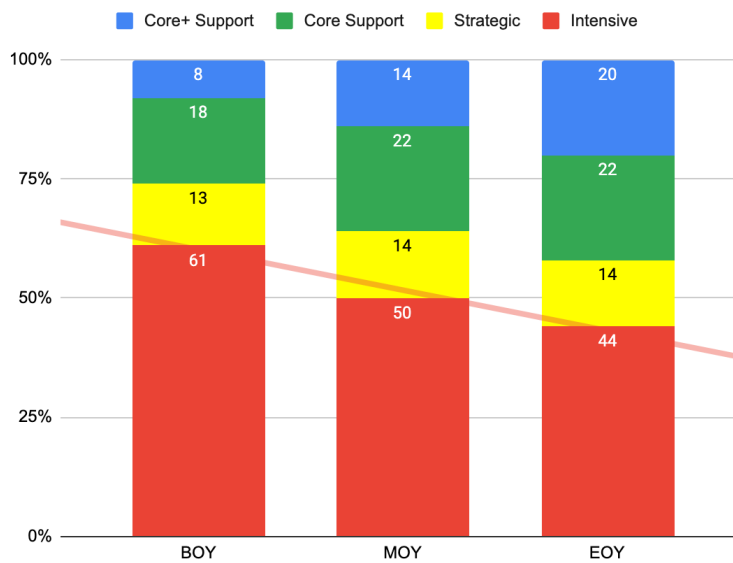
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with teachers to adjust instruction based on current student data. Three times a year the whole staff does a “data dive” to analyze DIBELS trends and progress.

- Language Comprehension PD: Understanding that learning to read extends beyond word recognition/decoding, our literacy coach held monthly PDs focused on language comprehension instruction.
- A team of three teachers attended PD through the California Reading & Literature Project (CRLP) focused on Language Comprehension.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Schoolwide DIBELS 2022-23



Grade level DIBELS data

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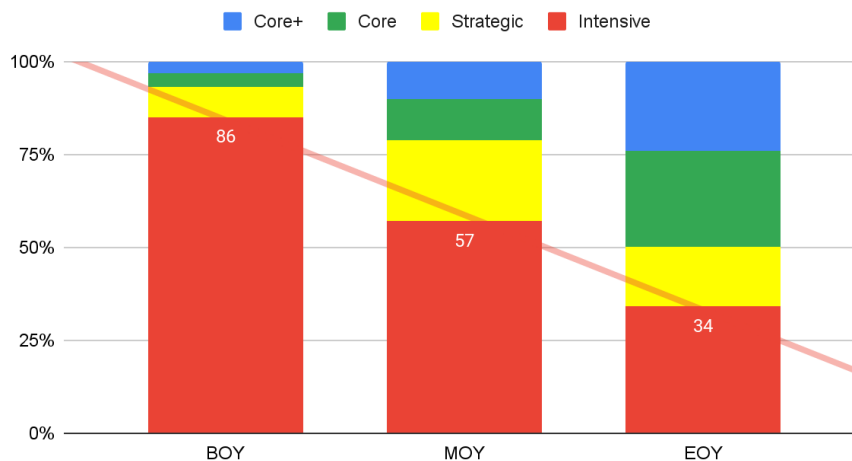
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Grade	Beginning	Middle	End
K	n=80 69 (86%) 6 (8%) 3 (4%) 2 (3%)	n=81 46 (57%) 18 (22%) 9 (11%) 8 (10%)	n=83 28 (34%) 13 (16%) 22 (27%) 20 (24%)
1st	n=51 33 (65%) 9 (18%) 4 (8%) 5 (10%)	n=53 26 (49%) 4 (8%) 16 (30%) 7 (13%)	n=60 32 (53%) 4 (7%) 10 (17%) 14 (23%)
2nd	n=53 35 (66%) 4 (8%) 10 (19%) 4 (8%)	n=58 26 (45%) 9 (16%) 12 (21%) 11 (19%)	n=61 23 (38%) 9 (15%) 21 (34%) 8 (13%)
3rd	n=69 40 (58%) 7 (10%) 14 (20%) 8 (12%)	n=70 42 (60%) 7 (10%) 18 (26%) 3 (4%)	n=69 37 (54%) 9 (13%) 11 (16%) 12 (17%)
4th	n=61 31 (51%) 9 (15%) 18 (30%) 3 (5%)	n=58 27 (47%) 6 (10%) 12 (21%) 13 (22%)	n=50 27 (54%) 6 (12%) 10 (20%) 7 (14%)
5th	n=56 30 (54%) 11 (20%) 12 (21%) 3 (5%)	n=54 23 (43%) 11 (20%) 14 (26%) 6 (11%)	n=51 24 (47%) 9 (18%) 10 (20%) 8 (16%)
6th	n=56 20 (36%) 11 (20%) 15 (27%) 10 (18%)	n=56 22 (39%) 7 (13%) 15 (27%) 12 (21%)	n=57 19 (33%) 10 (18%) 13 (23%) 15 (26%)
All	n=426 258 (61%) 57 (13%) 76 (18%) 35 (8%)	n=430 212 (49%) 62 (14%) 96 (22%) 60 (14%)	n=431 190 (44%) 60 (14%) 97 (23%) 84 (19%)

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

Our schoolwide goal was to decrease the students in need of intensive intervention by 15% or more. Schoolwide we saw a 17% decrease. The most progress was in Kindergarten, where we saw a 52% decrease in students in the red (intensive intervention). In addition, Kindergarten saw a 43% increase in students at the Core or Core+ levels of DIBELS.

Kinder Composite Score

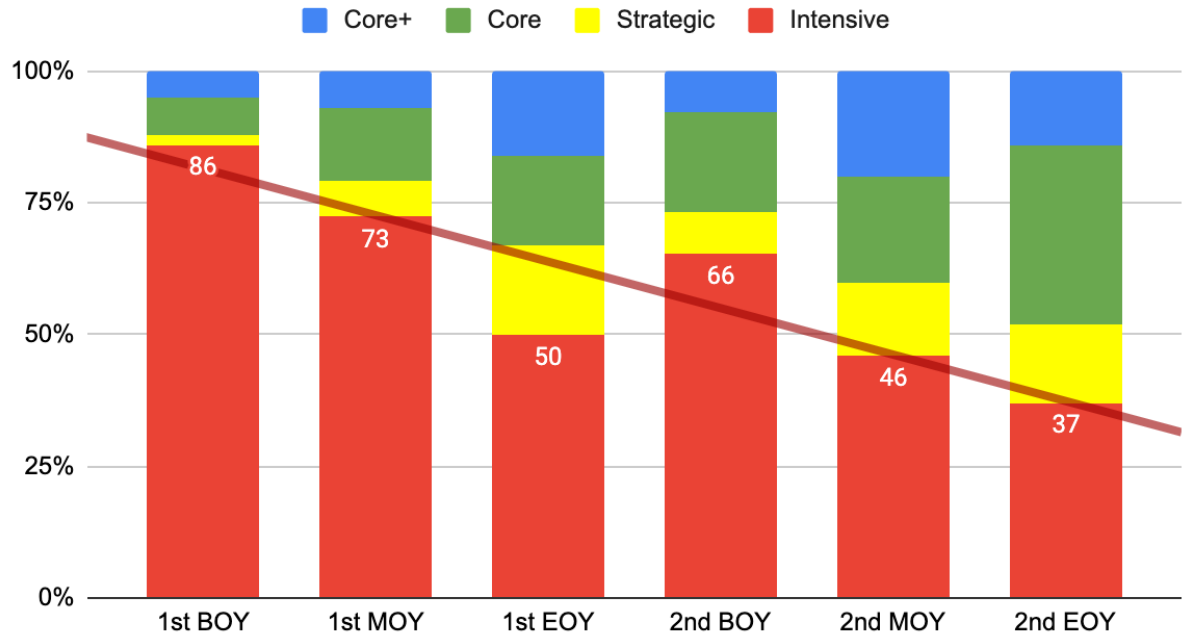


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The second grade cohort returned to in-person learning in the fall of 2021 (and the outside of the ELSB Grant) and had 86% of students in need of intensive intervention. Over the last two years, those students (now finishing second grade) have seen a dramatic decrease of students in the red. Our end of year data shows that 37% of second grade students need intensive intervention.

2nd Grade Cohort

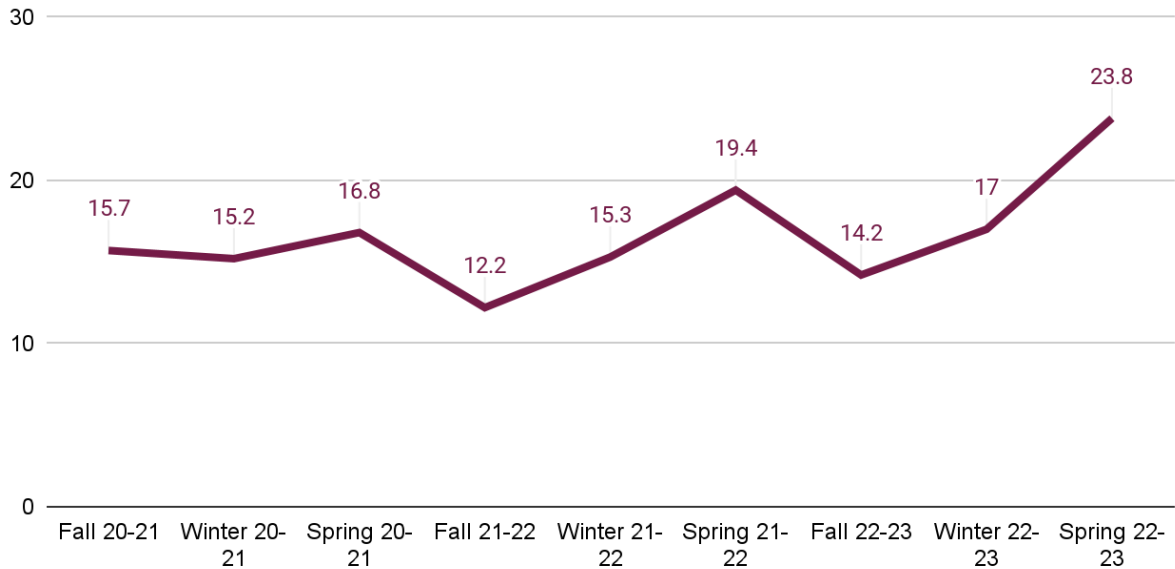


Our district uses STAR Reading as the District benchmark for students in grades 2-6. Our STAR scores ended this year higher than they have ever been, with 23.8% of students proficient (using State Benchmark as the proficiency measure).

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STAR Reading Proficiency



The growth Nystrom saw from Fall 2022 to Spring 2023 was the highest in WCCUSD. In addition, Nystrom's SGP (Student Growth Percentile) was significantly higher than the District average of 65.1.

Student Growth Percentile

SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments.



76% students scored at or above typical growth from Fall to Spring

#2

Second highest SGP percentage in the West Contra Costa Unified School District

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

For 2023-24 we are looking to continue our Walk to Read model. In addition to that, we plan on using ELSB funds to hire an intervention teacher to provide targeted intervention. As we improve our Tier 1 instruction, and see continued growth in our data, we are better able to identify students who need an additional dose of foundational skills. In tandem with the ELSB grant, we have received a grant that will allow us to hire three part time aides to push into classrooms and support the implementation of SIPPS. These positions, in tandem with the intervention teacher, will significantly bolster our Tier 2 supports for students.

Eligible Participating School #7: Stege Elementary

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

We are improving strategies to help develop student’s phonics instruction through implementation of a new curriculum, EL Education Skills Block, as measured by students’ DIBELS scores and Skills Block assessments.

We are improving student vocabulary acquisition skills through GLAD strategies and implementation of rigorous EL Education modules with coaching centered around vocabulary acquisition and student data driven instruction, as measured by DIBELS scores and EL assessments, and coaching observations.

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

All TK-3 teachers have taken the CORE Teaching Reading course throughout the year to increase their Foundational Skills knowledge base. ELSB Coach has modeled strategies covered in the course as part of coaching cycles and teachers have integrated the best practices into their routine teaching.

All teachers have received PD and coaching from the Early Literacy Coach on implementation of the EL Education curriculum, modeling of lessons, classroom management, supporting ELLs, and reaching the needs of students with exceptional needs through the lens of Literacy.

Teachers received PD on the acquisition of vocabulary and the variety of best practice strategies in teaching vocabulary and supporting vocabulary development within students.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

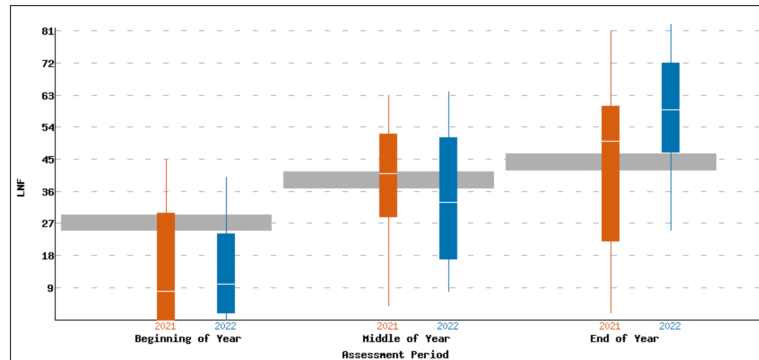
We utilize DIBELS, and EL Education Assessments to measure progress. Please see the following for the breakdown of scores over the past 2 years.

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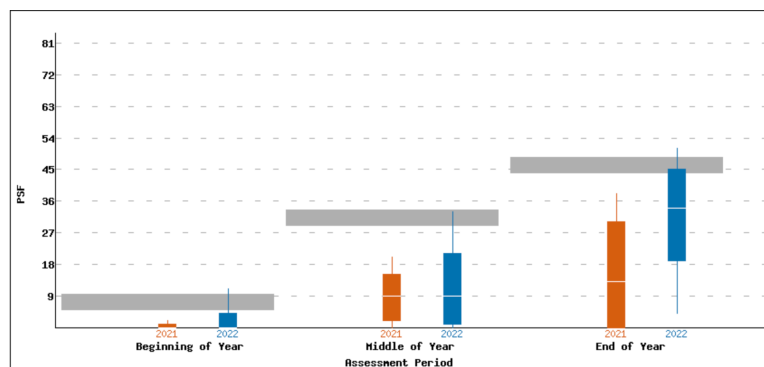
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Kindergarten

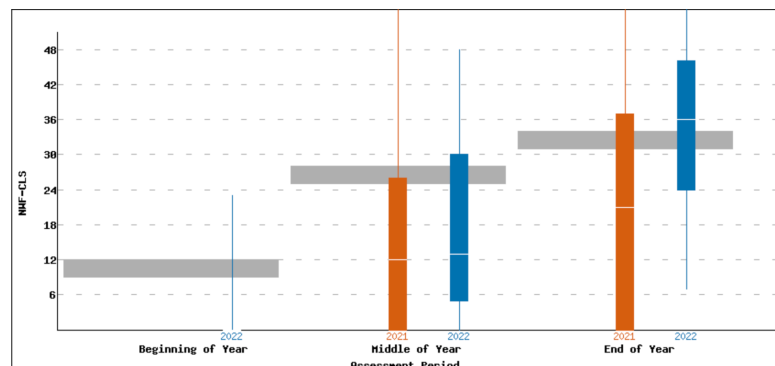
Letter Naming Fluency (LNF)



Phoneme Segmentation Fluency (PSF)



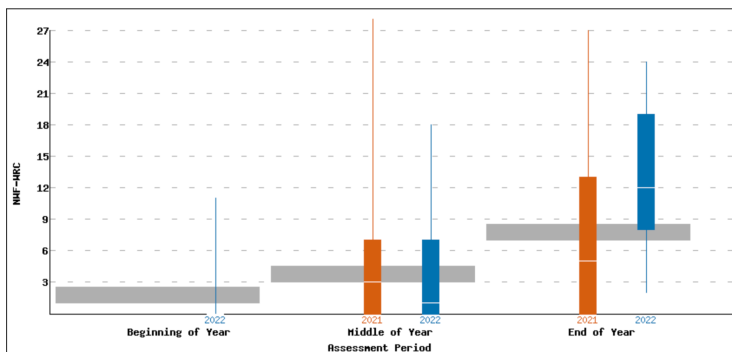
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



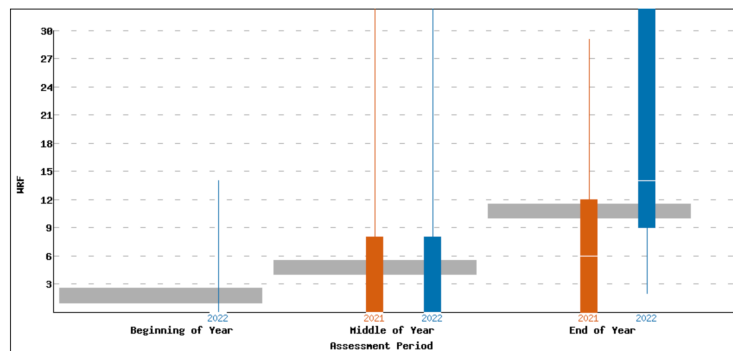
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Nonsense Word Fluency - Words Recoded Correctly (NWF-WRC)

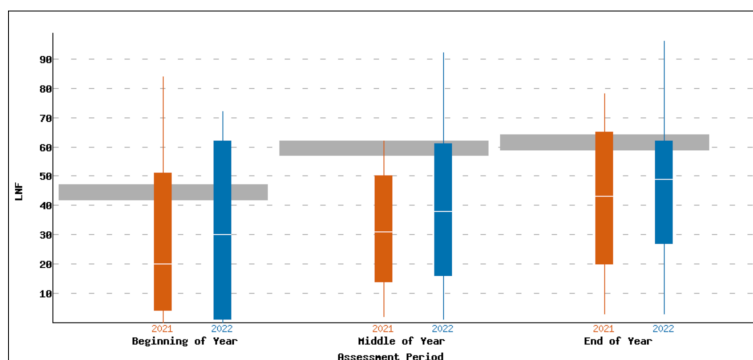


Word Reading Fluency (WRF)



First Grade

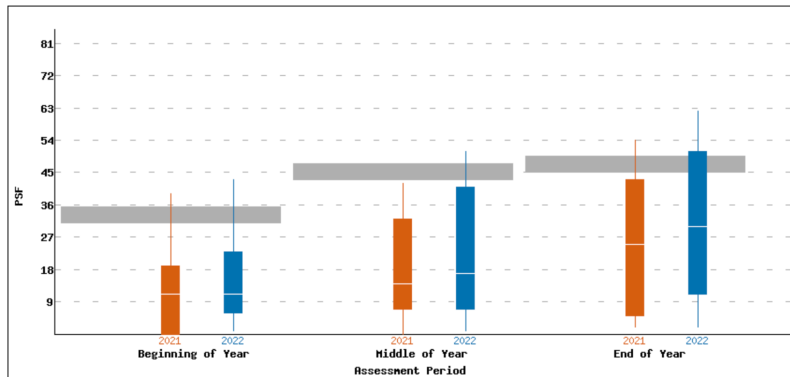
Letter Naming Fluency (LNF)



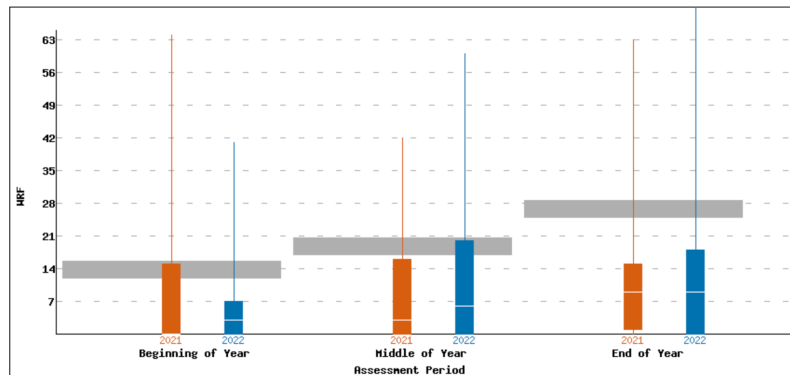
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Phoneme Segmentation Fluency (PSF)

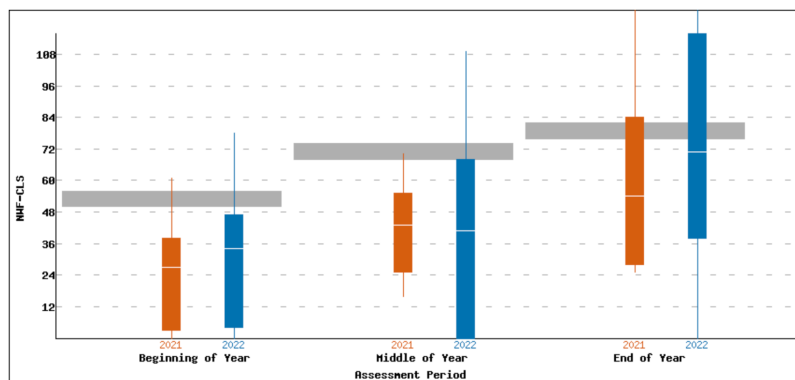


Word Reading Fluency (WRF)



Second Grade

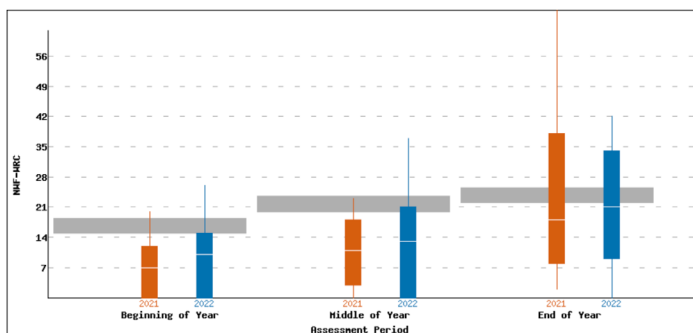
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



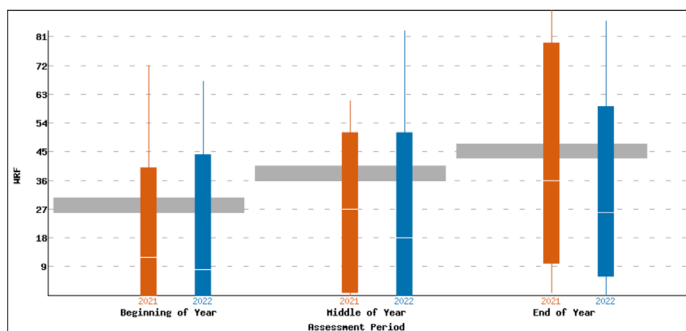
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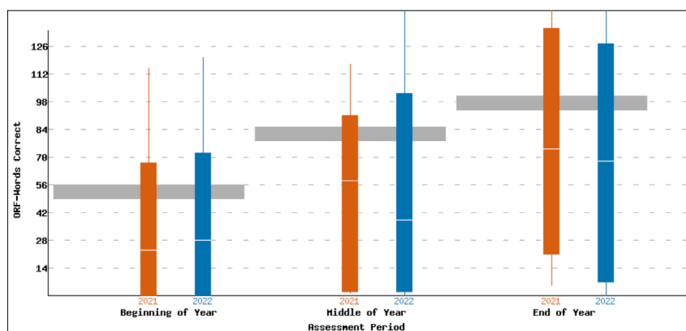
Nonsense Word Fluency - Words Recoded Correctly (NWF-WRC)



Word Reading Fluency (WRF)



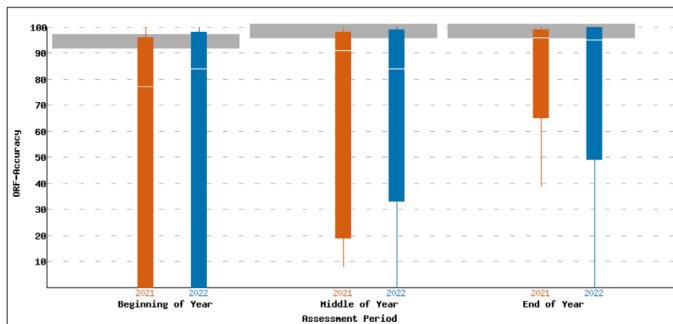
Oral Reading Fluency - Words Correct (ORF-Words Correct)



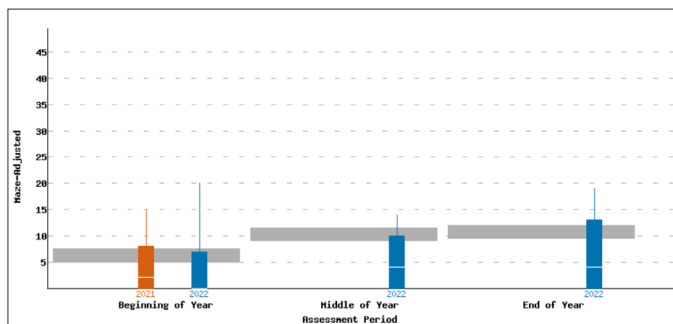
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Oral Reading Fluency - Accuracy (ORF-Accuracy)

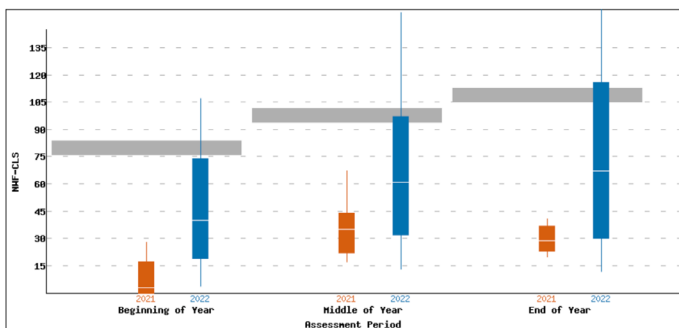


Maze - Adjusted Score (Maze-Adjusted)



Third Grade

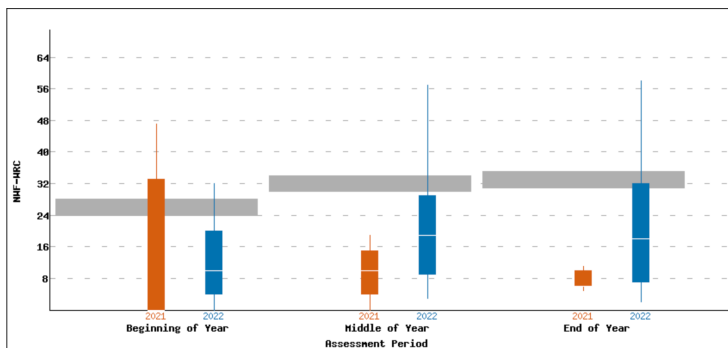
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



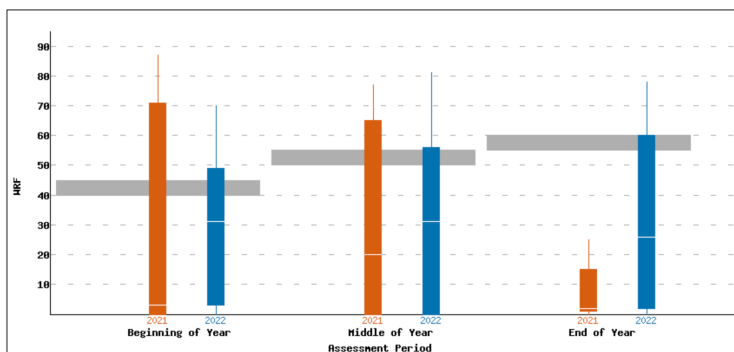
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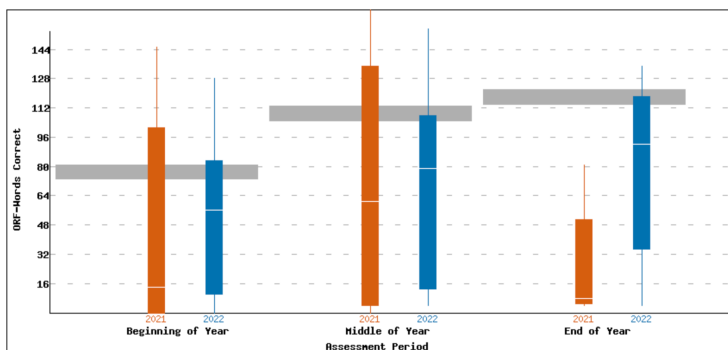
Nonsense Word Fluency - Words Recoded Correctly (NWF-WRC)



Word Reading Fluency (WRF)



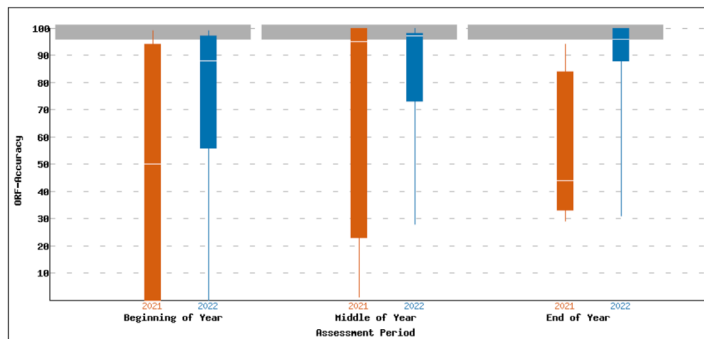
Oral Reading Fluency - Words Correct (ORF-Words Correct)



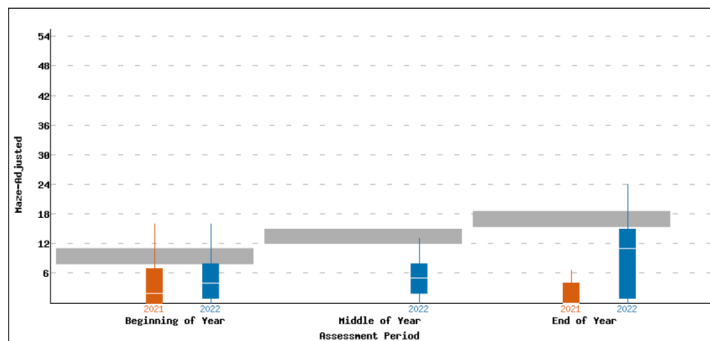
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Oral Reading Fluency - Accuracy (ORF-Accuracy)



Maze - Adjusted Score (Maze-Adjusted)



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

With the exception of word reading fluency in the first grade, our K-3rd grades reached the end of year benchmark goals in every DIBELS subcategory. They have also shown growth between last year and this year in the majority of subcategories.

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

The Foundational Skills Block in EL is good however it is challenging to implement and can only be instructed by well trained teachers. Our Kinder teachers were the most confident

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and knowledgeable in their instruction in Skills Block and the data shows that growth. Some teachers have struggled with the management with all of the components and have consistently been overwhelmed over the 2 years we have utilized it. We are going to have 4 or 5 teachers new to our site in this coming year. The program also lacks some important features in a robust Foundational Skills program. We have not seen the growth we would like to see in our students at this point. We piloted SIPPS with 2 sample groups this past year and had success. We also found gaps in the Phonemic Awareness portion of SIPPS. Therefore, we have determined that utilizing SIPPS school-wide as our Foundational Skills curriculum with Heggerty as a supplement for Phonemic Awareness will be a better fit for our school. We implemented Heggerty with one class this year and had excellent results. In year three, we will be implementing SIPPS and Heggerty in a “Walk to Read” model where students will get the specific Foundational Skills work they need during their 30 minute block each day with a small group led by a teacher. Our data suggests that we are ready to add fluency as an area of focus. It will be a component for students as part of their daily practice routine during SIPPS rotation to increase fluency.

Vocabulary acquisition remains the core focus of our modules in EL. We are utilizing content specific vocabulary walls, students using vocabulary journals, fostering word consciousness, intentional vocabulary teaching, and multiple exposures in multiple contexts (we are purchasing the additional texts for each topic in the modules as recommended by EL Education).