



SCUSD BOARD OF EDUCATION Early Literacy Support Block Grant Updates

Board Meeting
June 22, 2023
Agenda Item No. 11.5

Presented by:

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Shannon Pella, Director of Professional Learning: Literacy, ELA, Humanities

Every system is perfectly designed to get the results that it gets

SCUSD Core Values

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

ELSB Principals & Training Specialist

- **Africa Fullove**, Principal, John Sloat Elementary School
- **Joanna Evans**, Principal, John Still Elementary School
- **Nathan McGill**, Principal, Ethel I. Baker Elementary School
- **Nisha Turturici**, Principal, A.M. Winn Elementary School
- **Kari LaSalle**, English Language Arts Training Specialist

Acronym Glossary

- **MTSS** = Multi-Tiered System of Supports
- **HQI** = High Quality Instruction
- **ELSB** = Early Literacy Support Block Grant
- **SIPPS** = Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- **PDSA** = Plan-Do-Study-Act Cycle of Continuous Improvement
- **OERA** = Online Elementary Reading Academy, Professional Learning in partnership with CORE
- **CORE** = Consortium of Reaching Excellence in Education

ELSB Grant Overview & Goals

Improving High Quality Tier One Instruction through Structured Literacy

- Section 113 of the Education Omnibus Trailer Bill (Senate Bill 98) for the 2020-21 California State Budget appropriated \$50 million to establish the Early Literacy Support Block (ELSB) Grant Program
- CDE examined results for 2018-19 ELA Summative Assessment and identified 75 schools with the highest percentage of students in grade 3 scoring at a level 1
- The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K-3), ultimately resulting in improved student outcomes
- High Quality Tier 1 Instruction in an MTSS framework includes **a Structured Literacy approach based on the Science of Reading** in the early grades with a *specific focus on SCUSD's historically underserved students.*

Structured Literacy

High Quality Tier 1 Instruction

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

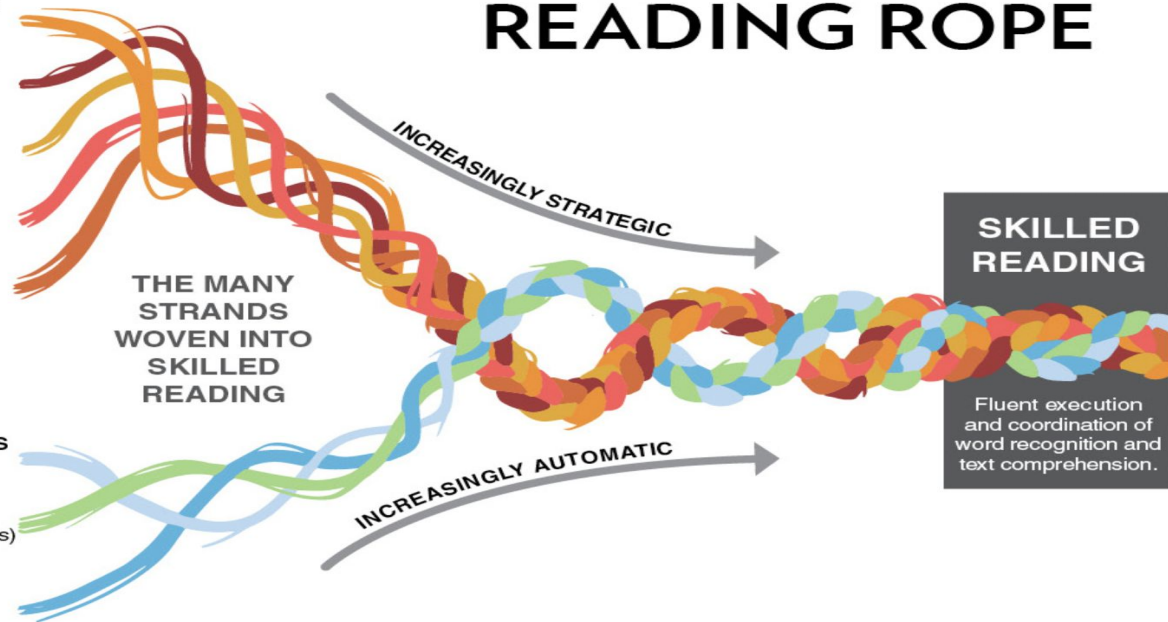
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SCARBOROUGH'S READING ROPE



Structured Literacy

High Quality Tier 1 Instruction

Structured Literacy Instruction is **Systematic and Cumulative**

- Systematic- Lessons are organized in a logical way
- Sequence- Begin with the easiest concepts/skills and progresses toward more difficult
- Cumulative - Each lesson builds on previously learned concepts

Structured Literacy Instruction is **Explicit**

- Teaching is direct, intentional, multisensory, and interactive (learning is not implicit or assumed)

Structured Literacy Instruction is **Diagnostic**

- Assessment is ongoing (both formal and informal)
- Teachers look for automaticity

Structured Literacy Instruction is **Universally Designed**

- Supports all students to develop early literacy skills with a specific and intentional focus on students historically underserved in SCUSD

ELSB Grant 2021-24 Budget

\$3,093,976

	2021-2022	2022-2023	2023-2024
A.M. Winn \$563,140	-147,157	-19,254	310,317
John Sloat \$563,140	-170,111	-59,221	298,119
John Still \$943,848	-282, 439	-354,073	242,510
Ethel I. Baker \$943,848	-363,414	-69,703	674,076

Year One Implementation Highlights

Access to High Quality Literacy Instruction

- LETRS- Language Essentials for Teachers of Reading & Spelling
- SIPPS-Systematic Instruction in Phonological Awareness, Phonics & Sight Words
- OERA - Online Elementary Reading Academy with SCOE
- Anti-Bias/Anti-Racist Practices with Epoch Education
- Trauma-Informed Practices

Support for Literacy Learning

- Cycles of Continuous Improvement
- Academic Conferences
- Instructional Aides

Pupil Supports

- Culturally Relevant Library & Staffing
- Social Work Interns

Family & Community Supports

- Family Literacy Nights
- Parent Empowerment & Education
- Home Visits

Year Two Implementation

District Supports & Next Steps

Actions 2022-23 School Year

Assisted sites with DIBELS assessments

- Assessed students
- Entered data
- Provided reports as needed

ELSB Administrator Check-ins

- Fall budget revision, mid-year review, end of year planning
- Available for individual questions and support

Provided SIPPS Training

Attended PDSA and Technical Assistance sessions with SCOE

Next Steps 2023-24 School Year

- Continue SCOE PDSA & Technical Assistance Sessions
- Continue Site Assessment & Professional Learning Support
- Family Engagement Nights
- Support sites with considerations around scalability and sustainability of work started with the grant

A.M. Winn - Year Two Implementation

2022-23 School Year

Action Plan Goals

- Develop and implement AM Winn's Response to Intervention in the primary grades.
- Improve our collection and strategic use of literacy assessment data
- Strengthen AM Winn's culture and climate by strengthening staff knowledge and skills for teaching literacy to our historically underserved populations

Actions Taken

- SIPPS training at the end of 2022.
- Development of assessment matrix
- Faculty meeting support sessions
- Grade level reading selection support
- Purchases of small group intervention tools
- Guided spelling program to support the SIPPS reading program
- Measure student literacy skills and immediately address gaps in foundational literacy in the primary grades.

A.M. Winn - Year Two Implementation

2022-23 School Year

Successes

1st Grade

- 63% of students that began the year below grade level, reached grade level by end of the year
- 30% of the students who tested below grade level at the beginning of the year, ended the year identifying CVC combination words at grade level
- 7 students didn't meet grade level standards, but made 20% or more growth

2nd Grade

- 40% of students began the school year reaching grade level, 55% of students reached grade level by the end of the year
- 21% of students who tested below grade level at the beginning of the year, ended the year at grade level standards.
- Of the 23 students who did not meet grade level standards by the end of the year, 3 made 20% or more growth

3rd Grade

- 44% of students are able to fluently read a grade level passage in May 2023
- 14% of students increased BPST scores over 20%
- 62% of students increased BPST scores between 10%-20% over course of the school year

A.M. Winn - Year Three Implementation

2023-24 School Year

Next Steps

In response to our first literacy goal, we must address gaps in foundational literacy in the primary grades, with a specific and intentional focus on students historically underserved in SCUSD. Based on the data that was collected this year, A.M. Winn will:

- Train teachers how to implement and record literacy assessments
- Improve literacy matrix so there is no confusion for teachers
- Begin teacher training for trauma informed teaching practices (identifying early dyslexia and learning disabilities and signs of trauma)
- Provide in house training small group intervention
- Address teacher commitment challenges to assessment through testing
- Implement specific testing times/deadlines for teachers to assess reading, so assessment data is available

John Sloat - Year Two Implementation

2022-23 School Year

Action Plan Goals

- Improve the lack of Effective Instruction and materials grades K-3rd grade, with a specific and intentional focus on students historically underserved in SCUSD.
- Improve student reading outcomes by using data to drive instruction.
- Create a culture of literacy with our students, family, and community.

Actions Taken

Implemented SIPPS

- Testing and placement began in September, implementation in October
- Protected time 4 days a week for Foundational Skills
- Kindergarten began implementing Heggerty in September 2022 to prepare students for SIPPS

Opened School Library, Spring 2022.

- Full time library tech, family engagement nights, weekly class visits to library, access during recess and after school

Assessed Student Progress

- DIBELS MOY & EOY, SIPPS (Placement and mastery)

Built Teacher Leadership Capacity

- Primary team analyzed data and made instructional changes
- Attended ongoing PL through SCOE and ran PDSA cycles.

John Sloat - Year Two Implementation

2022-23 School Year

Successes

Growth and Improvement in overall foundational reading skills

- DIBELS (MOY & EOY) data indicates an overall increase in student scores
- Students reading skills are growing. Students demonstrated movement through SIPPS groups.
 - September 2022: 22 of 79 or 28% of students Tested Out of SIPPS
 - June 2023: 32 of 78 or 41% of students Tested Out of SIPPS (Growth of 13% of students who tested out of SIPPS)
 - Consistent skill growth across SIPPS student grouping

Excitement about reading

- Students visit the library weekly and are demonstrating high interest in reading
- Purchase of culturally relevant and Social Emotional Learning related texts.
- Parent explore our school library with their children during school community events.

Collaboration among educational partners

- Primary team is excited about our work and the progress students are making.
- Attendance of ongoing professional development provided by county partners
- Collaboration with district training specialist with ongoing data collection and analysis

John Sloat - Year Three Implementation

2023-24 School Year

Next Steps

Continue and grow implementation of **common assessments**

- SIPPS (ongoing assessment and small group instruction)
- DIBELS (BOY, MOY, EOY)
- Lexia Core 5 (BOY, MOY, EOY)

Continue and grow **culture of literacy** in school community

- 3 literacy based community events with families in 2023-24 school year
- Purchase of culturally relevant classroom library texts
- Continue weekly access to library. (scheduled class time and recess opportunities)

Continue and grow **professional development** opportunities with district and county partners

- Academic conferences per trimester
- Coaching support during common planning time
- Culturally relevant protocols to guide data discussion and analysis.

John Still - Year Two Implementation

2022-23 School Year

Action Plan Goals

- Foundational skills around data analysis
- Capacity building through collaboration and planning
- Capacity building through common assessments
- Develop a culture of literacy

Actions Taken

- 3 data analysis meetings to evaluate Foundational skills progress (DIBELS)
- Added Heggerty, SIPPS and Lexia Core 5 to increase foundational skills practice 5 days a week.
- 3 collaboration meetings to analyze and plan instruction based on data.
- Grade level collaboration on Thursdays.
- DIBELS, SIPPS Placement and Mastery, Benchmark Interim Assessments are analyzed to plan for instruction at BOY, MOY, EOY.
- Small group instruction is based on reading level
- New Library creating a culture of literacy at school.

John Still - Year Two Implementation

2022-23 School Year

Successes

Improvement of reading and fluency overall

- DIBELS Scores have improved
- Students increasing levels on Lexia Core 5

Consistency in all primary grades

- Data is guiding instruction
- Having multiple times to meet to discuss data
- Having the same common assessments allows teachers to discuss data.

Excitement around reading

- Students are excited to spend time in the library
- Reading leveled texts in class.
- Students showing more independence in learning

John Still - Year Three Implementation

2023-24 School Year

Next Steps

Continue with **common assessments and data analysis**

- SIPPS, Heggerty, Lexia and Benchmark Advance 5 days a week.
- Using common assessments to guide instruction.

Continue with **collaboration and planning**

- Continue to meet once a trimester in grade level teams and in our ELSB team.
- Continue to meet in grade level teams on Thursdays.

Continue to develop a **culture of literacy**

- Purchase culturally diverse books for classroom libraries and guided reading books.
- Develop a love of books throughout the school through reading incentives

Ethel I. Baker - Year Two Implementation

2022-23 School Year

Action Plan Goals

Establish Systematic Assessments

- Teachers will administer short- and mid-cycle formative skills assessments
- Teachers will analyze student data and make articulation decisions based on that data.

Build background knowledge and vocabulary culture of literacy actions, including building a library and classroom libraries

Provide explicit, systematic phonics instructions

- Students will receive intensive and leveled phonics instruction.
- Teachers will use SIPPS

Actions Taken

Successful Systematic Assessment Cycles

- 3 cycles of SIPPS assessments
- 2 cycles of DIBELS assessments
- Teachers collected, input, analyzed, and made curricular and placement decisions based on outcomes.

Every library book was replaced and each classroom received classroom library books that reflected cultures and languages in the school

Successful Year 2 implementation of What I Need (W.I.N.)

- Students placed based on diagnostic assessment
- Students received targeted instruction
- Based on progress, students can move up (accelerate).

Ethel I. Baker - Year Two Implementation

2022-23 School Year

Successes

Positive Student Outcomes for Standardized Measures

- 1st and 2nd graders began the year at level 3.4/10 on average and ended the year at a level 7/10 (SIPPS Diagnostic).
- Nine 1st and 2nd graders began the year at a level 9 or higher, 60 1st and second graders were at a level 9 or higher after the third assessment cycle.

Increased positive climate and student agency as a result of appropriately targeted instructional practices.

Positive Foundational Reading Skills Achievement Trends

- Increase in 1st grade students at minimal or no risk from 30 to 37%
- Reduction of 1st graders needing intensive support from 50% to 41%.
- 87% of kindergarten students meeting grade-level standards for reading skills

Ethel I. Baker - Year Three Implementation

2023-24 School Year

Next Steps

Hire Librarian/Resource Teacher and 2nd Instructional Aide

- Positions will support Action Plan goals 1, 2, and 3
- Resource Teacher will support W.I.N. sections with small-group instruction.

Continue W.I.N. and increase number of students in above-grade level reading groups.

Develop school-wide reading comprehension and writing instruction plan

- As foundational reading achievement improves, so does the need for reading comprehension skills
- Writing instruction to complement blossoming reading achievement is necessary for grade-level ELA progress.

SCUSD Strategic Priorities

Professional Learning is needed district-wide to scale up the successes of our ELSB sites

Anti-Racist, Anti-Bias, Trauma-Responsive Practices

Culturally & linguistically responsive partnerships & pedagogies

Structured Literacy Staffing & Implementation

LETRS- Language Essentials for Teachers of Reading & Spelling
SIPPS-Systematic Instruction in Phonological Awareness, Phonics & Sight Words

Professional Learning to Support HQI

Ongoing Professional Learning aligned to Strategic Priorities

Expanded Instructional Supports

Coordination & coaching supports



Questions and Discussion

Year 1 Implementation 2021-22

Structured Literacy: Building Toward High Quality Tier 1 Instruction

2021-2022	Access to High Quality Literacy Teaching	Support for literacy Learning	Pupil Supports	Family and Community Supports
Ethel I Baker	SIPPS Curriculum /SIPPS Training Trauma Informed Practices Training	Literacy coach PDSA Two instructional aides Core Consulting Services	Created a culturally-rich library	COVID protocols limited Family Literacy Nights
AM Winn	SIPPS Curriculum/ SIPPS Training EPOCH Education teacher training program	CORE coaching PDSA	Community volunteer librarian	Professional development pertaining to equity practices and Home Visits
John D. Sloat	SIPPS curriculum/ SIPPS Training OERA training through CORE	Academic Conferences PDSA SIPPS foundational reading block	CSUS Social Work Interns: SEL Lessons, morning walk, recess activities, behavior interventions, and more. Librarian hired	COVID protocols limited Family Literacy Nights
John Still	SIPPS curriculum (prior to grant)	Academic conferences PDSA	Monthly recognition for K-3 reading. Extended library hours	Partnered with PIQE: parent empowerment and education.