



**SCUSD BOARD OF EDUCATION**

# **Early Literacy Support Block Grant Updates: Building toward High Quality Tier One Instruction**

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# Every system is perfectly designed to get the results 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

# 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 and 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 appropriates \$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

# Science of Reading

## 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.)

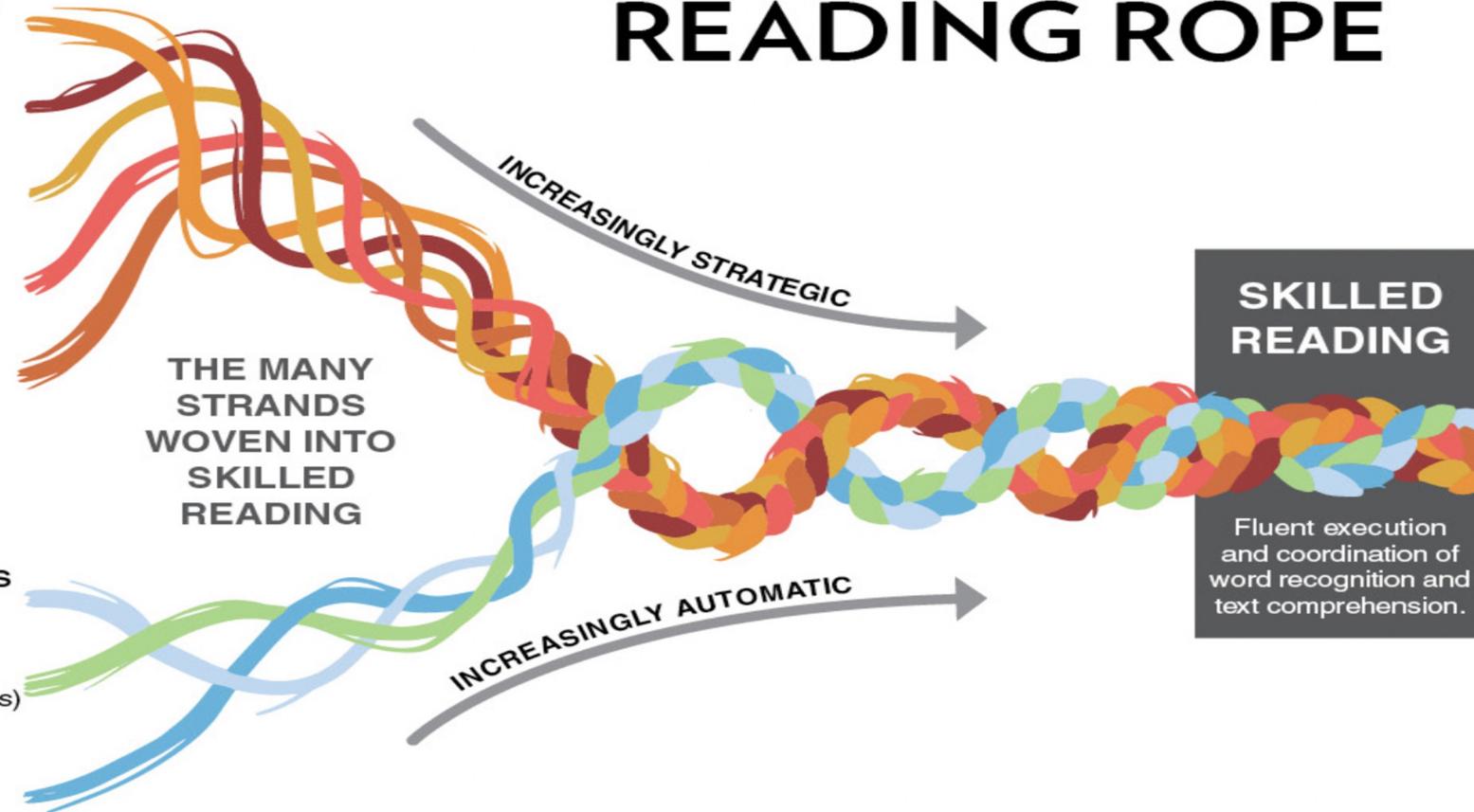
### WORD RECOGNITION

**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- begins with the easiest concepts/skills and progresses toward difficult
- Cumulative- each lesson builds on previously learned concepts

### **Instruction is Explicit**

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

### **Instruction is Diagnostic**

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

# Budget

ELSB Grant total is \$3,093,976.00 for fiscal year's 2021-2024

	2021-2022	2022-2024
A.M. Winn: \$563,140.00	-147,157	372,778
John Sloat: \$563,140.0	-170,111	374,605
John Still: \$943,848.00	-282, 439	629,391
Ethel I. Baker: \$943,848.00	-363,414	449,527

# 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. <u>Sloat</u>	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.

# Year 2 Implementation 2022-23

## Structured Literacy: Building Toward High Quality Tier 1 Instruction

2022-2023	Access to High Quality Literacy Teaching	Support for Literacy Learning	Pupil Supports	Family and Community Supports
Ethel I. Baker	Ongoing teacher professional learning using SIPPS curricula	Hire a Librarian & Intervention teacher for grades 1–3 foundational reading skills	Maintain and build culturally-rich library	Host three (one per trimester) Family Literacy Nights to promote literacy for the whole family at home.
John D. Sloat	Refine delivery and timing of SIPPS lessons  Start SIPPS instruction at the beginning of the year.  Provide follow-up training on SIPPS foundational reading	Use academic conferences to improve implementation and planning- PDSA	Continue to engage the CSUS Social Work Interns  Continue Student/Family Support Center	Will hold 2 parent and family literacy training sessions.
AM Winn	Additional trainings in connection with EPOCH focusing on developing Waldorf curriculum.	Hire two additional reading support aides.	School-wide professional development will continue to be needed to create a systematic approach to trauma-informed instruction.	No changes- we will continue to engage in home visits to support our families and build a sense of belonging in our school community.
John Still	Need for additional Phonics resources. Heggerty will be used in addition to SIPPS and BMA to support phonics and literacy.	Hire a literacy coach for K–3 foundational reading skills  Teachers will participate in OERA	Quarterly recognition assemblies to acknowledge academics, behavior, and attendance.	Providing a broader range of access to the library Monthly family literacy nights targeted for primary grades.

# AM Winn: Building Tier 1 HQI

- Building coherent assessment-instruction cycles of continuous improvement in and across grade level teams
- SBAC- Average Distance from the standard decreased between 2018-19 and 2022-23 (-124/-88)
- 86% of students responded positive or strongly positive on 2022 School Climate Survey

# Ethel I Baker: Building Tier 1 HQI

- Building coherent assessment-instruction cycles of continuous improvement in and across grade level teams
- Baker was 1 of 7 elementary schools in the district to improve on schoolwide CAASPP ELA % meeting standards (+4%) from 2019 to 2022
- Annual reduction of suspension rates and increase student satisfaction reporting on the district's Kelvin (SEL) survey
- 71% of students responded positive or strongly positive on 2022 School Climate Survey

# John Still: Building Tier 1 HQI

- Building coherent assessment-instruction cycles of continuous improvement in and across grade level teams
- 3 out of 4 grade level teams rated the productivity of the academic conferences very high 80-100%. Academic conferences revealed overall, all four grade-level teams asked for more administrator walk-throughs
- SBAC- Average Distance from the standard decreased between 2018-19 and 2022-23 (-85/-67)
- 70% of students responded positive or strongly positive on 2022 School Climate Survey

# John D. Sloat: Building Tier 1 HQI

- Building coherent assessment-instruction cycles of continuous improvement in and across grade level teams
- 2022 Climate Survey data show that 70% of Asian students, 72.7% of African American students, and 75% of Hispanic students report a positive experience at school
- 77% of total students responded positive or strongly positive on 2022 School Climate Survey
- In 2nd grade the number of students needing intensive support dropped from 39% to 34%

# Next Steps: Deepening & Sustaining Implementation

- Strengthen practices in Tier 1 High Quality Literacy Instruction: foundational skills/structured literacy
- Continue to build capacity for data informed, high quality tier 1 instruction and supports based on common assessments
- Engage with the community through family literacy nights
- Continue to increase library visits and opportunities for children to practice and celebrate reading
- Access technical assistance for plan implementation from:
  - Sacramento County Office of Education (SCOE)
  - Pivot Learning / CORE: Project Partner

# THE INTENT OF MTSS IN SCUSD

Multi-Tiered Systems of Support will permeate our system as the **foundation** for all practices and decision-making to ensure **high quality tier one instruction** matched with effective, evidence-based interventions and supports for **ALL students**.

A photograph of a classroom with several students sitting at desks. The foreground student is a young woman with curly hair, wearing a black face mask and a red t-shirt, focused on writing in a white notebook with a pen. Other students in the background are also wearing masks and appear to be working. The entire image is overlaid with a semi-transparent green filter. At the bottom, there is a solid red bar on the left and a solid blue bar on the right.

# Questions & Discussion