

Early Literacy Support Block Grant

JOSHUA Elementary School

What is our purpose?



Developing READERS by
grade three!

WHO WE ARE

The mission of JOSHUA Elementary School is to provide an appropriate, meaningful and goal-oriented education in an equity-driven and safe environment, preparing all students for personal and professional success in the community.

19–20

Enrollment: 599

Foster: 46

ELL: 79

SES: 97%

SPED: 77

This Year's Wonderful Teachers:

Teachers 0–5 years: 15/24 (7 no experience & 2 long term subs)

ELSB

Early Literacy Support Block

A 3- year grant supporting implementation of the Science of Reading to provide explicit and systematic literacy instruction in grades K-3. Various supports will be provided to ensure success is met by all stakeholders including teachers, students, and caregivers.



SCARBOROUGH'S Rope

Another Look...

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

Ability to understand
spoken language



DECODING

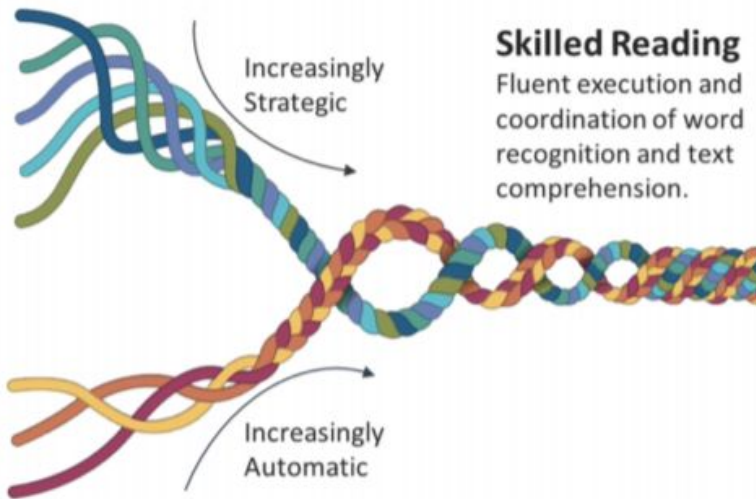
Ability to use sound-symbol
relationships to read words

Language Comprehension

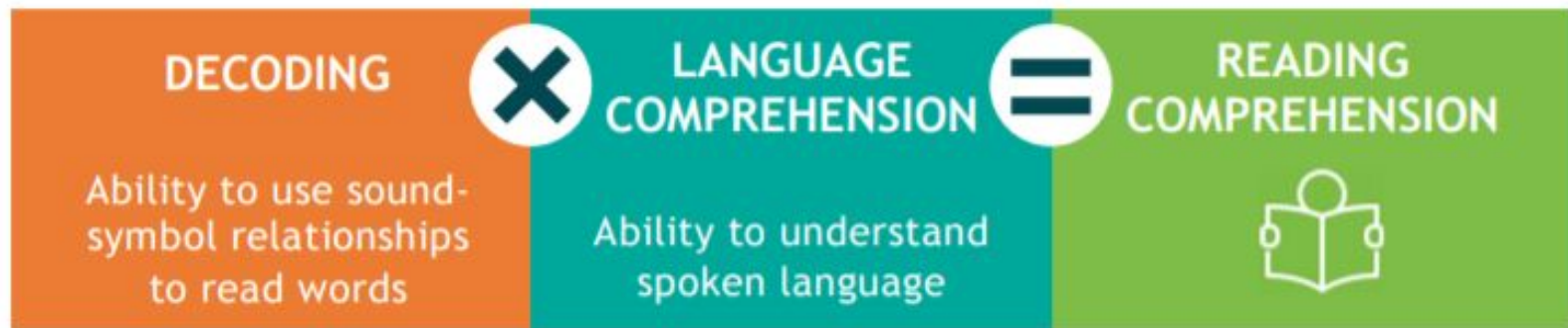
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



The Simple View of Reading



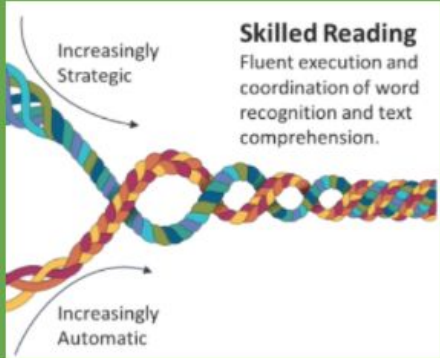
Describe the Reader...

$$\frac{1}{2} D \times 1 LC = \text{_____} RC$$

$$1 D \times \frac{1}{2} LC = \text{_____} RC$$

$$\frac{1}{2} D \times \frac{1}{2} LC = \text{_____} RC$$

Early Literacy Support Block

| Year One (2021-2022) <div data-bbox="305 175 710 339"> <p>Word Recognition</p> <ul style="list-style-type: none"> Phonological Awareness Decoding (and Spelling) Sight Recognition </div> | Year Two (2021-2023) <div data-bbox="741 175 1136 440"> <p>Language Comprehension</p> <ul style="list-style-type: none"> Background Knowledge Vocabulary Knowledge Language Structures Verbal Reasoning Literacy Knowledge </div> | Year Three (2023-2024) <div data-bbox="1180 172 1622 533">  <p>Skilled Reading Fluent execution and coordination of word recognition and text comprehension.</p> </div> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Sound spelling cards • Phonics routines • Heggerty (phonemic awareness routines) • Asynchronous CORE training- 7 modules (9/21-11/21) • Dibels/Illuminate training • Development of Assessment System • Lesson Cycle • PLC Cycle | <ul style="list-style-type: none"> • Background knowledge • Alignment of core subjects • Vocabulary routines • District data protocol • Culturally sensitive feedback • Decodables • Oral fluency passages for instructional use | <ul style="list-style-type: none"> • Small group instruction • More to come as success comes into fruition. |

NEED BASED ON DATA

[ELSB Data Collection](#) Our ELSB team assessed one classroom from each grade level in grades 1, 2, 3 using DIBELS.

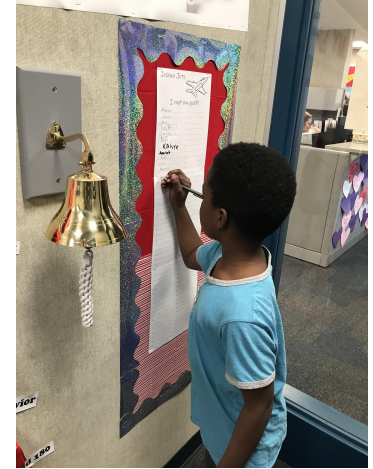
Kindergarten used the district assessments. [Needs Data Statements](#) [i-Ready grade level Comparisons 3yrs](#)

APPLICATION OF PHONICS (tested using the Nonsense Word Fluency assessment students did not meet the Dibels mid-year benchmark)

| | |
|-------------------------------------|-----|
| Grade 3 | 80% |
| Grade 2 | 90% |
| Grade 1 | 74% |
| Kindergarten | 77% |
| *Kindergarten-Grade level word test | 93% |

EDUCATING THE WHOLE CHILD

MASLOW'S HIERARCHY OF NEED



JOSHUA has the foundation to do the work.

A coach is someone who tells you what you don't want to hear so that you can see what you don't want to see so that you can be what you've always wanted to be.

Tom Landry



NATIONAL
EQUITY
PROJECT

LITERACY COACH-TOSA

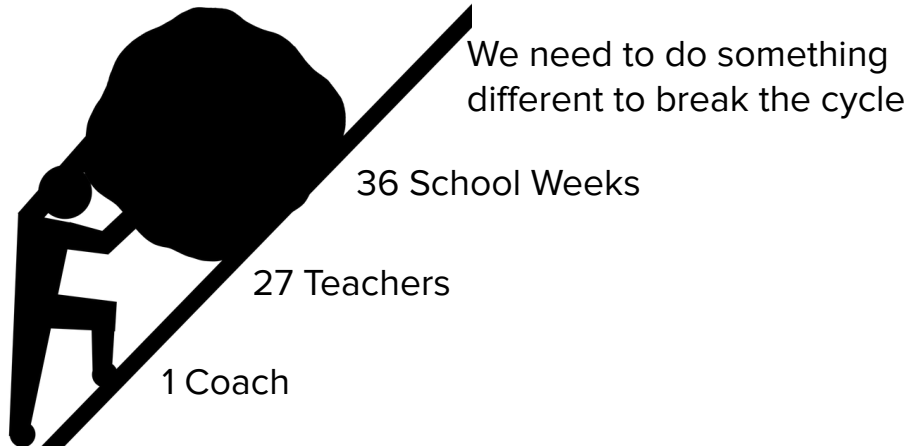
- 3 years of service-back to the classroom after the grant is completed.
- Focused on continuous improvement in the classroom. Teachers need 20+ interactions to learn a new skill.
- Create PD modules teachers can access when they join our site. Our literacy coach will help us develop this targeted program.



WHY? Consortium on Reading Excellence in Education

The CORE bibliography on professional development for teachers consistently points out the need to provide ongoing and robust support and coaching to transfer knowledge and skills learned in workshops to classroom practice.

We have **36 school weeks** for coaching and learning.



Changing Practice: Rolling the Stone up the Hill or Focusing on Implementation

By Linda Diamond, President



"The Gods had condemned Sisyphus to ceaselessly rolling a rock to the top of a mountain, whence the stone would fall back of its own weight. They had thought with some reason that there is no more dreadful punishment than futile and hopeless labor." ~Albert Camus, The Myth of Sisyphus

COACHING

Literacy Coach

Supporting instructional staff in grades TK-3 with a focus on Word Recognition and Language Comprehension.

Implementation of:

Reading Routines

Formative Assessment Practice

Small Group Instruction

Frequency and intensity of reading support

Construct a video library

Instructional Coach

SCHOOL FOCUS: Teacher Clarity

This element is not yet controlled. Our teachers have developed lessons and focused on lesson progression, success criteria and lesson intention. The rigor in the assessment (independent practice) is our next step.

If the instructional coach takes on literacy there will be no time for coaching in the grades that test. Our data points to great need.

Literacy Coach

**Hone in on Joshua's Literacy
Focus in TK–3rd**

Develop Routines for:

**Word Recognition
Phonemic Awareness
Phonics
Fluency
Word Work
Small Group Instruction**

**Support Small
Group Instruction
as it relates to
literacy using data–
based interchange
in flexible
groupings.**

**Develop Teacher Efficacy in:
Language Comprehension
Background Knowledge
Vocabulary Development**

**Development of Foundational Skill
Learning Modules VIDEO library to
onboard any new teacher who arrives at
our site and ensure this learning becomes
how we teach.**

**Support the creation of a consistent
Dibels assessment system**

Instructional Coach

**Maintain Joshua's School Focus:
Teacher Clarity in all grade levels**

**Develop teacher efficacy in :
Lesson Progressions
Success Criteria
Lesson Intention**

**Support
AVID Focus
in 4th–5th**

Assessments/RIGOR

Train new teachers

**Vocabulary
Background Knowledge**

**Support
Small Group
Instruction as
it relates to
Standards–
Based
Instruction**

**Tier 2 Power Hour grades
4/5**

**Teacher Clarity
Literacy
PLC
Small Group
Instruction
Coaching Cycle
Inclusion
UDL**

BUDGET

- ★ LITERACY COACH
- ★ TRAINING
- ★ INSTRUCTIONAL MATERIALS/SOUND
SPELLING CARDS
- ★ VR GOGGLES

[BUDGET](#) LINK



We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far.

Dr. Ron Edmonds

