

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Adelanto Elementary School District**

Program Lead: Rebecca Bykoski Email/Phone: rebecca_bykoski@aesd.net 760-246-8691

Fiscal Lead: Sylvia Hayes Email/Phone: sylvia_hayes@aesd.net 760-246-8691

Eligible Participating School(s):

1. Adelanto Elementary School
2. El Mirage School
3. Westside Park Elementary School

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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2024**.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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:

Adelanto Elementary School-SSC 10/26/23 - initial review and approval, 12/7/23 - updates, 3/21/24 - final updates

El Mirage School - SSC 9/7/23 - initial review and approval, 10/5/23 - updates, 11/28/23 - updates, 12/9/23 - updates, 5/24/24 - final report and approval of next year's plan

Westside Park Elementary School-August 31, 2023, November 2, 2023, February 1, 2024 and May 16, 2024.

- ☒ The governing board or body of the LEA

Provide the date of the governing board meeting: Scheduled August 13, 2024

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

Provide URL here:

<https://www.aesd.net/divisions/academic-services/elsb-early-literacy-support-block-grant>

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:

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

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

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ 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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ 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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

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:

Adelanto Elementary School

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

El Mirage School

Westside Park Elementary School

- ☒ 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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

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

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ 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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ Expanded access to the school library.

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ Provision of mental health resources to support pupil learning.

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ Strategies to implement multi-tiered systems of support and the response to intervention approach.

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Westside Park Elementary School

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

Please enter relevant school sites:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

- ☒ 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:

Adelanto Elementary School

El Mirage School

Westside Park Elementary School

Comments (optional): Select to enter text.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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 coordinator scheduled quarterly ELSB support meetings to discuss implementation, data analysis, expenditures, and site needs. The LEA visited classrooms three times a year to gather implementation data. District Curriculum coordinators helped coordinate professional development for early literacy and provide resources to support implementation. The Academic Services team met with each ELSB site principal to review and analyze student data and revise the plan, as needed.

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

Sites were able to collaborate and provide peer support by comparing data, sharing best practices, strategies, and reflecting on progress. Teachers had access to curriculum resources, training, and on-site coaching for ongoing support. Data was streamlined and easy to reference for instruction decision making.

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

The LEA will provide Heggerty resources and training for teachers new to Adelanto Elementary School, El Mirage School, and Westside Park Elementary School. This initiative ensures that new personnel at these schools understand and commit to the established expectations. The district recognized the significant success of Heggerty at our ELSB schools, prompting a district-wide purchase of the program for our TK-2 students. The LEA will continue to provide professional development, early literacy support, data analysis, and instructional decision making.

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?

The LEA has gleaned invaluable insights from the Early Literacy Support Block (ELSB) grant over the past three years. These insights highlight the importance of data-driven decision making, targeted professional development, and robust family and community engagement. When schools are provided with clear directions, expectations, and adequate time, they can effectively utilize meaningful data to plan and implement instruction and interventions. This approach also helps identify the professional development needs of the staff and allows time to strengthen the school-family relationship. By applying these learnings from the ELSB grant work, the LEA can create a more cohesive, effective, and equitable support system for all school sites, leading to improved educational outcomes across the district.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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: Adelanto Elementary 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.

1. Administer assessments and collect and analyze STAR Early Literacy, Dibels data.

As an ELSB team, AES conducted a root cause analysis and agreed that there was inconsistent delivery of phonics instruction. Furthermore, our current ELA curriculum did not have adequate phonics instruction and support.

2. Provided explicit systematic foundational skills instruction. In our root cause analysis, we also determined that a significant number of our students were not reading at grade level by 3rd grade. We further determined that there was a lack of professional development in the area of effective phonemic awareness instruction.

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

Implementing tailored reading interventions for Year 3 of the ELSB grant for our students proved to be essential for fostering literacy skills development and ensuring academic success. By targeting individual needs and providing structured support, these interventions aim to enhance early literacy, reading comprehension, fluency, and high frequency word confidence, empowering students to excel in their academic journey and beyond. In year 3 we continue to monitor student progress through STAR Early Literacy (Fall), iReady (Winter & Spring) and ESGI. Students who have been identified as “at risk” continue to work with our intervention teachers each day. These students go through a BPST (basic phonics skills test) every 6-week rotation including the following assessments: letter recognition, letter sounds, spelling patterns, CVC and sight words.

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

Utilizing a comprehensive approach to assessing early literacy, we employ a range of metrics including but not limited to fluency rates, comprehension levels, vocabulary acquisition, and phonemic awareness skills. Through regular monitoring and district iReady (Winter & Spring) benchmark assessments, we track individual student progress, identifying areas of strength and areas needing improvement. Based on these assessments, personalized action plans are developed through teacher PLCs and data chats, incorporating targeted interventions such as small group instruction with RTI teacher team, one-on-one tutoring, and differentiated learning activities. These strategies aim to address specific literacy challenges,

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

facilitate skill development, and progress students towards early literacy mastery goals. All staff in grades TK to 3rd, including RTI teachers, participated in professional development and coaching for the following: Heggerty early literacy strategies, iReady assessment and progress monitoring, Heggerty early literacy small group instruction, and the use of early literacy phonics instruction materials.

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: MOY-EOY	13% to 20%: +7% increase
First Grade	iReady: MOY-EOY	8% to 18%: +10% increase
Second Grade	iReady: MOY-EOY	4% to 18%: +14% increase
Third Grade	iReady: MOY-EOY	3% to 5 %: +2% increase

- 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.

The iReady assessment measures the following skills: phonological awareness, phonics, high frequency words, vocabulary, and reading comprehension in the areas of literature and informational text. Although our kindergarten group showed an overall increase of 7%, this group showed significant growth in the “at standard” level in phonological awareness +26%, and phonics +10%. The 1st grade group also grew +10% overall, but showed significant growth +15% in the area of vocabulary. Our 2nd grade group grew the most, from 4% to 18% with significant growth in the area of high frequency words, +25%. Although our 3rd grade group grew the least, they also showed significant growth in the area of high frequency words with +17% growth.

- What has been the most notable change as a result of the site’s ELSB grant work?

Our targeted interventions in reading have yielded significant and measurable growth among our students with the support of the ELSB grant. Through regularly analyzing student assessment data, RTI support, tailored instruction, and ongoing progress monitoring, we’ve witnessed remarkable improvements in phonological awareness, reading fluency, comprehension, and overall early literacy skills. By addressing individual and targeted small groups needs and employing evidence-based strategies, we’ve supported students to overcome challenges, build confidence, and grow academically. This success underscores the effectiveness of our intervention approach and reinforces our commitment to ensure all students reach reading mastery by building strong early literacy skills.

- 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

As we continue our focus on developing early literacy skills among our students, we recognize the important role of ongoing professional development and the use of research-based intervention materials. Our commitment to excellence in literacy instruction remains unwavering, with a focus on equipping educators with the latest evidence-based strategies and tools to support student growth effectively. Through targeted professional development opportunities, our teachers will participate in the most effective practices in literacy instruction, develop best practices and refine their approaches to meet the evolving needs of our diverse learners. Additionally, we invest in high-quality, research-based intervention materials and resources, ensuring that our interventions are grounded in proven methodologies and tailored to address the specific needs of our students. By combining professional development, the use of research-based early literacy materials, and maintaining a cadre of support staff we will empower our educators to deliver impactful interventions that lay a solid foundation for lifelong literacy success among our students.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Eligible Participating School #2: El Mirage 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.

El Mirage Students were assessed quarterly to determine areas of need and monitor student progress. The goal is that students in reading intervention programs will improve their STAR reading assessment by 10 %

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

El Mirage identified students ‘At Risk’ utilizing the STAR Reading Assessment. Those students were then assessed using the Multiple Measures Assessment to determine specific areas of need and intervention groups were then developed based on like-needs and learning gaps.

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

El Mirage administers the STAR Reading universal screener quarterly to determine benchmark levels, identify students At Risk, and monitor progress throughout the school year. CORE Multiple Measures assessment was given to students who scored At Risk on their STAR assessment at the beginning and end of the school year to develop intervention groups and monitor progress.

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: MOY-EOY	10% to 64%: +54% increase
First Grade	IReady: MOY-EOY	29% to 38%: +9% increase
Second Grade	IReady: MOY-EOY	7% to 6%: -1% decrease
Third Grade	IReady: MOY-EOY	23% to 28 %: +5% increase

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.

El Mirage's goal was to improve STAR reading scores by an average of 10 % for grades K-3. Multiple Measures assessments were performed beginning, mid, and end-of-year for the three year time period which helped identify students' missing skills such as phonics, CVC words, short/long vowels. Refer to the assessment data in our evidence folder. Lexia CORE5 was used for in-class intervention for all students. Data was reviewed and intervention adjusted as needed.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

The pull out intervention group was monitored by giving the STAR assessment throughout the year on a quarterly basis. The students who received intervention improved on average of 129 points for a 19.76% average increase. Individual goals and actual results per grade listed below:

23/24 school year with both their individual and averaged progress.					
Student ID (de-identified)	STAR READING SCALED SCORE	STAR READING	STAR READING	STAR READING	INCREASE - CHANGE
	<i>Results</i>	<i>Results</i>		<i>Results</i>	
	FALL 22.23	EOY 22.23	BOY 23.24	EOY 23.24	CHANGE
JD *	544		544	684	140
MT *	584		584	646	62
RS *	628		628	695	67
AS *	536		536	668	132
AR	615	641		647	32
EB	677	741		724	47
AS	545	737		677	132
AK	679	742		889	210
AO	684	615		744	60
VL	705	797		857	152
BB	615	724		811	196
JG	764	615		807	43
MM	719	742		753	34
CM	749	784		825	76
NK	615	766		908	290
EC	615	745		825	210
AH	615	776		776	161
AD	615	796		879	264
NC	615	762		818	203
KM	763	973		958	195
SP	757	800		861	104
SM	725	746		753	28
AVERAGE	652.9090909			782.0454545	129
				Increase %	19.76%

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

*New students added 23/24 school year - numbers entered in column 22.23 to create calculations

The same strategies were implemented with whole-group direct instruction and intervention to all students grades K-3 utilizing the CORE curriculum, Standards Plus, and Haggerty phonemic awareness curriculum. The following results are the STAR data for all students grades K-3 which also showed significant improvement.

Grade	Fall '23	Mid '24	EOY '24	Change	Growth	23/24 Goal	Met Goal
Kinder	N/A	620	756	136	21.94%	20 PT	YES
1ST	702	740	808	106	15.09%	20 PT	YES
2ND	770	793	821	51	6.68%	20 PT	YES
3RD	808	840	887	79	9.79%	20 PT	YES

Lexia CORE5 in-class intervention was used throughout the year whole-class intervention. The following results for all K-3 students' skill level progress during the 2023-2024 school year were documents (reporting sample n=88)

Beginning of 23/24

GRADE	PRE-K	K	1ST	2ND	3RD	4TH
KINDER	91%	9%				
1st	40%	40%	20%			
2nd	5%	21%	58%	16%		
3rd		29%	43%	24%	5%	

Significant increase in all grade levels for all K-3 students. End of 23/24

GRADE	PRE-K	K	1ST	2ND	3RD	4TH
KINDER	36%	64%				
1st	10%	60%	20%	10%		
2nd		16%	53%	32%		
3rd		10%	48%	24%	14%	5%

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

El Mirage School significantly exceeded our expectations for student growth. The reading specialist and EL Coordinator attended the CAFE conference during the year and brought back strategies they shared with their PLCs. Training provided by Collaborative Classroom, CORE, Character Counts, and Teacher Created Materials helped to solidify the interventions that have been put in place. The students were monitored throughout the year using both the STAR assessments and Multiple Measures to monitor student progress. With the significant growth, 19.76% for students in the intervention program, it validates that these strategies have been successful to improve student reading abilities. .

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

The biggest change going forward will be the inability to provide pull-out intervention. However, the intervention will be integrated into the classroom during their MTSS and ELD intervention times and afterschool tutoring will be provided after the first quarter. El Mirage Students will continue to be monitored throughout the year and identified when struggling to add intervention as needed. The teachers and administrator have gained insight on how to monitor student progress and identify those who are struggling and how to design and implement targeted interventions to meet their individual needs. Throughout the year, the following curriculum has been purchased and teacher training provided to create fidelity going forward. SIPPS reading intervention from Collaborative Classroom was utilized during our pull-out intervention. This curriculum will be utilized in after school tutoring. Standards Plus Reading intervention has been purchased for grades 2 - 3 for in-class intervention and Reading Mastery for K-1 intervention during in-class MTSS from general education teachers.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Eligible Participating School #3: Westside Park Elementary (WSP)

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

Westside Park Elementary School's big goal is to improve our knowledge and skills in implementing an explicit systematic foundational reading skills program with fidelity, across classrooms with the use of instructional best practices established through the professional development of Heggerty Phonemic Awareness, CORE instructional coaching, and implementation of existing Wonders curriculum. Develop strategies to improve Tk-3rd grade literacy instruction. This includes Site/ELA practices and evidence-based SMART instructional goals, as well as promoting culturally responsive curriculum and research-based instruction for all students. To provide explicit systematic foundational skills and language comprehension instruction for struggling students, including ELL students and students with special needs. To improve assessment administering, collecting, and analyzing early literacy data of all students.

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 Westside Park Elementary School have taken to progress toward these goals in year three of the Early Literacy Support Block Grant include continuing with hiring an intervention teacher, paraprofessionals, and instructional aides to work with students during MTSS (individually and small groups) in grades TK-3 to focus on specific foundational reading skills using Heggerty and Wonders Curriculum. Professional development training and implementation for teachers, instructional aids, and school leaders have participated and implemented Dibels Assessments, iReady Assessments, Star Reading and Math Assessments, and PATH to proficiency for English Language Learners. Targeted phonemic awareness instruction with the use of Phonics Phones, Elkonin Box Kits, other supplemental materials, and instructional carpets for seating. We have provided opportunities throughout the year for students to have a variety of books in class as well as at home to support with their love for reading. The communication has participated in learning best reading practices by being part of parent workshops and school literacy events.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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	iReady- MOY to EOY	45% to 64%- 19%increase
First Grade	iReady- MOY to EOY	16% to 30%- 14% increase
Second Grade	iReady- MOY to EOY	20% to 24%- 4% increase
Third Grade	iReady- MOY to EOY	21% to 27%- 6% increase

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.

According to Westside Park Elementary (WSP) School Early Literacy iReady Assessments Metrics, the student's quantitative data has increased and is demonstrating growth progress towards specific Early Literacy and Reading goals that have been set in since the beginning of the year. In the Early Literacy Metric, students K-3rd grade were assessed in the beginning, middle, and end of the 2023-2024 school year and have demonstrated consistent and steady growth progress At/Above Benchmark, as measured by students' assessment percentage.

In the WSP Early Literacy table above, Kindergarten students demonstrated a 19% increase in reading from the middle of the year (MOY) to the end of the year (EOY) iReady assessment. First-grade students demonstrated a 14% increase in reading from the middle of the year (MOY) to the end of the year (EOY) iReady assessment. Second-grade students demonstrated a 4% increase in reading from the middle of the year (MOY) to the end of the year (EOY) iReady assessment. Third-grade students demonstrated a 6% increase in reading from the middle of the year (MOY) to the end of the year (EOY) iReady assessment. Overall, the quantitative data analysis for WSP has demonstrated increased growth progress in students testing Above/At Grade Level and in students testing well below Grade throughout the K-3rd grade Early Literacy Support Block for the 2022-2023 school year.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

The most notable change, as a result of the WSP ELSB grant work, is our students continue to demonstrate increased growth and progress in learning to read by understanding the fundamentals of early literacy. The ELSB grant work at WSP has assisted all of our students in phonological awareness, phonics, decoding, and segmenting to eventually becoming fluent readers. The Westside Park Elementary School ELSB grant work has helped our educators learn how to establish a foundation in teaching students' phonological awareness to struggling readers, hence those students can learn to read and then to read to learn.

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

Westside Park Elementary School will continue to provide professional development in early literacy training for all of our educators, provide push-in and out intervention, and will continue to use early literacy curricula such as Heggerty, Thinking Maps, and phonological manipulatives to provide multi-sensory instructional activities for student learning and engagement. WSP will continue to focus on professional development geared to provide the teachers with the necessary tools to support the acceleration of student's literacy skills.