

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Twin Rivers Unified School District

Program Lead: Kj Rhoads

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Eligible Participating School(s):

Northwood Elementary School

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

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 : Northwood Elementary School

June 5, 2023

- The governing board or body of the LEA

Twin Rivers School Board meeting: June 20, 2023

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

<https://www.trusd.net/Academics/School-Leadership/index.html>

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:

Note:

- Category 1.** Access to high-quality literacy teaching, including which of the following:

X 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: Northwood, .5 SST hired by grant funds.

Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites:

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:

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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:

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:

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:

Comments (optional): While we did NOT use ELSB funds for district initiatives we would like to share that Twin Rivers has embarked on a district wide literacy improvement project with CORE. For the last two years, we have contracted CORE instructional coaches in over half of our elementary schools. Principals have been trained throughout the district by CORE on best practices in instruction and how to develop a comprehensive schoolwide literacy action plan. This work will continue district wide for the following school year. SIPPS and iReady diagnostics are used and funded district wide.

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:

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:

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

Please enter relevant school sites:

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XExpanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional):

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:

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:

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:

Comments (optional):

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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?
Twin Rivers Curriculum and Instruction Department has negotiated contracts for the CORE coaching for Northwood. Leadership supports by having the Director of Instructional Implementation meet with the ELSB leadership team monthly. Director of Budget has kept up on quarterly reports to ensure grant is managed appropriately.

District Wide Supports that align to the grant:

*PD focusing on CORE alignment with Journeys

*iReady training

*SIPPS training

*Family and Community Engagement (FACE) sessions on literacy

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

iReady and SIPPS training have helped teachers align their assessment practices with instruction. We have not been able to correlate FACE sessions to the grant at this time.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

The Director of Instructional Implementation will continue to meet with the ELSB leadership team monthly to discuss PDSA within the grant.

ELSB leadership team will meet with the Director of Instructional Implementation throughout the summer of 2023 to work on goals for next year.

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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 past the questions for LEAs with more than three school sites.

Eligible Participating School #1: Northwood Elementary School

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components). The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Goals from 2022-2023 and Examples of Success/ Actions

Goal	Action
Goal 1: Provide explicit, systematic instruction in foundational skills.	CORE training days prior to school starting in August. CORE coach followed up throughout year with Tk-3 teachers on best practices.
Goal 2 : An early literacy system of assessment will be implemented for Tk-3.	Grades 1-3 SIPPS placement test and mastery test iREADY diagnostic test SST tested all students in grades 1-3. First day of enrollment students are tested to get them in their correct intervention group. iREADY #3diagnostic completion 80% <ul style="list-style-type: none">• Celebration! 3rd grade was 96%
Goal 3: A Tk-3 school wide 90 minute literacy block will be implemented.	Not quite met
Goal 4: Site ELSB team will devise a Read Aloud Literacy Plan to be finalized by June 30, 2024.	Not quite met, working on in Summer 2023
Goal 5: All Tk-3 teachers will receive training	Not met

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in Thinking and Writing Maps.	
Goal 6: Continue with the .5 Student Support Teacher who focuses on small group intervention with foundational reading skills.	<p>4 day a week model</p> <ul style="list-style-type: none"> ● supports Target Time ● newcomers a focus in 2nd and 3rd grade for letter identification (we've had a HUGE influx of newcomers) ● newcomers showing great growth in language acquisition ● emotional support for struggling readers
Goal 7: By June 2024 all Tk-3 teachers, administrators and support staff will have completed the CORE Online Reading Academy.	<p>Not quite met</p> <p>New teachers and support staff have not yet taken the training.</p>

2. 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.)

Grade	iReady Diagnostic #1	iReady Diagnostic #3
K	Doesn't Take	54%
1	7%	26%
2	4%	15%
3	9%	24%

*Table shows proficiency scores

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

Click below:

[Northwood Elementary ELSB Review 2023 Changes](#)