Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Twin Rivers USD**

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Eligible Participating School(s):

1.Northwood Elementary School	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

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

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**.

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

   Northwood Elementary School
   SSC: 6/5/24

☐ The governing board or body of the LEA

   June 25, 2024

☐ 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 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:

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

Northwood continued their journey with CORE working on monthly coaching cycles to learn and implement foundational literacy skills with a focus on the 90 minute literacy block and the 6 Step Phonics lessons.

   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 Elementary

   X Development of strategies to provide culturally responsive curriculum and instruction.

   Please enter relevant school sites:

   X 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: Select to enter text.

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: Select to enter text.

☐ 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: Select to enter text.

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: Select to enter text.

☐ 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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

X Expanded access to the school library.

Please enter relevant school sites:

Comments (optional): Select to enter text.

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ELSB funds were used to expand access to the library by incorporating culturally relevant books into the school library. Classroom libraries were also expanded so students had access to high quality books throughout the day.

☐ **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: Select to enter text.

☐ 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: Select to enter text.

☐ 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: Select to enter text.

Comments (optional): Select to enter text.

Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section. *NA*

1. What supports did the LEA provide to eligible participating school sites in Year 3 of implementation?

   Select to enter text.

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

   Select to enter text.

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

   Select to enter text.

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?

   Select to enter text.

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: Northwood Elementary

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

   A. Provide systematic instruction in foundational literacy
   B. Develop aligned assessments in Tk-3
   C. Create a site literacy instructional schedule
   D. Create an intentional Read Aloud plan

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

   A. Continued work with CORE to tighten up 6 step phonics instruction
   B. Continued work with CORE on assessment alignment K-3

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

   iReady D3

   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	I-Ready Diagnostic #3	62%
First Grade	I-Ready Diagnostic #3	29%
Second Grade	I-Ready Diagnostic #3	25%
Third Grade	I-Ready Diagnostic #3	13%

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.

   The following data represents the percentage of students with improved placement in the 2023/2024 school year from I-Ready Diagnostic #1 to I-Ready Diagnostic #3:

   Kindergarten: 46% Of Students w/ Improved Placement

   1st Grade: 49% Of Students w/ Improved Placement

   2nd Grade: 47% Of Students w/ Improved Placement

   3rd Grade: 45% Of Students w/ Improved Placement

Of note, **3rd grade** students who completed both I-Ready Diagnostic #1 at the beginning of the academic school year and the end of the year diagnostic #3, made the following progress in these domains: (Percentage represents students who are at grade level or above)

Domain	**I- Ready Diagnostic #1** - % Students At or Above	**I- Ready Diagnostic #3** - % Students At or Above
Phonics	22%	34%
High Frequency Words	50%	75%
Vocabulary	9%	15%
Comprehension- Literature	9%	19%

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

   A. Focus on literacy and our work with CORE.

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

   A. We have a new administrator this year who will be returning next year and is excited about the literacy work ahead.
   B. Northwood will continue the work with CORE and add Twin Rivers Lesson Design project for grades 4-6. There will be a schoolwide focus on literacy.
   C. Target Time will be expanded throughout the school.
   D. Teachers on the LCRSET committee will be meeting in July to review data and prepare groups and materials for schoolwide Target Time. This will help us get our interventions off the ground early in the school year.

E. We will have an additional SST and a BIA (Behavior Interventionist) who will push in to Target Time to reduce group numbers.
F. We already have a Family Literacy Night planned for March of 2025!