<p style="text-align: center;">**Early Literacy Support Block Grant**
LITERACY ACTION PLAN TEMPLATE</p>

<p style="text-align: center;">Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp</p>

Goal of the Early Literacy Support Block Grant

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.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

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LEA/District: Twin Rivers Unified School District

LEA/District Contact/Project Director: Travis Burke

Site(s): Northwood Elementary

Site Administrator(s): Robert Myers

Early Literacy Team Member	Role (Include title and/or grade level)
Travis Burke	District Lead
Rob Myers	Principal-Site Lead
Kelly Young	Assistant Principal-Site Lead
Sara Folnalski	Teacher-TK
Anthony LaRue	Teacher-K
Jill Sando	Teacher -1st
Emily Weil	Teacher-2nd
Deanna Ybarra	Teacher-3rd
Christopher Boegner	Teacher-RISE K-2 (SPED)

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Journeys, iReady, Twin Rivers ELA Curriculum* (new for 2021-22) Heggerty (TK)	SIPPS and iReady Diagnostic
	Language Comprehension	Journeys, iReady, Twin Rivers ELA Curriculum* (new for 2021-22)	iReady Diagnostic
	English Language Development	Journeys, iReady,Imagine Learning, Ellevation, Twin Rivers ELA Curriculum* (new for 2021-22)	ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS, iReady Heggerty (TK)	iReady Diagnostics, SIPPS
Tier 3: Intensive, Individualized Supports	Foundational Skills	SIPPS	iReady, SIPPS

[Insert Link] Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	● District wide stakeholder input was gathered in sessions hosted centrally and at sites to provide feedback on progress. Participants were given an open ended question to respond to and the ability to rate the thoughts of others that answered the same question. This exchange survey was open from January through April and communicated with stakeholders in numerous ways: Stakeholder meetings (Site Council, ELAC, etc), Sent in messaging from district and site, social media, website, and mailers were delivered to encourage input. Over 4000 participants provided input Northwood had 53 individual responses based on the following participant pool: ● 29% Parent/Guardian ● 1% Students ● 70% Staff ● ● **ThoughtExchange Input:** ● Parent and family engagement: specifically the need for technology training was among the top thoughts. Learning loss and reading intervention were areas mentioned by stakeholders as a need--there was support for the intervention path started in 2019 that includes SIPPS and iReady. Social emotional and nutritional services as well as behavior support were also mentioned in the top thoughts. **Site Council and ILT:** ●	https://drive.google.com/file/d/1qOJ5sRA2TgiWQzrfN4jOx5G06_MO6ZW9/view?usp=sharing https://drive.google.com/file/d/1RtRvOFKQcH2LPFsYU2oc2KlO0SIKLHHz/view?usp=sharing SSC Minutes: Need for Books https://drive.google.com/file/d/10L9uLG3Gl23zd8nRjK63qsEdL-2c-mYX/view?usp=sharing SPSA https://drive.google.com/file/d/1Qwz6r4iD67RyYxkSnhlN3ToHnAAvNGuJ/view?usp=sharing

	- Parent participation in academics was a need addressed by the groups. Both engaged in root cause analysis and contributed to the needs assessment documents utilized for SPSA planning. The need to offer more academic connection, connections to services and resources, and flexibility with time of day that events and opportunities to engage were listed as factors contributing to low participation with family and community. **ELSB Leadership Committee:** - Our committee meetings brought back information gathered from colleagues and listed greatest needs: - Teachers do not have an aligned set of data that is shared across grade levels about student literacy. Each teacher has their own system, but coherence is lacking. iReady data is utilized, but analysis is done primarily by or with support specialists. - There is not a site vision or mission that is known. The desire to have a literacy mission at the site was agreed upon by all teachers and staff surveyed. - There is no instructional calendar with a dedicated Reading block. THis needs to be developed. - Students have lack of reading materials at home - The library is good but needs more early literacy and informational texts. - The site uses AR but does not have aligned collections. This would be a good feature to improve classroom libraries.	

	● Prizes and incentives are toys and would be better replaced with books and learning materials! ● The community wants to help students but needs support in how to engage and how to help students with learning. District Early Literacy Committee: ● Districtwide there is a need for foundational skills instruction that is research based. ● Phonemic awareness and phonics is a gap shown in our iReady data at the upper grade tier 2 ● Our data system does not include valid TK-3 foundational reading skills (Big 5, 5 pillars). There is only high frequency word and minimal use of iReady. We need Fluency data, Phonics skills, and vocabulary that is monitored (iReady and SIPPS are sufficient but not utilized). ● Teacher knowledge in foundation skills teaching is varied and we do not have a district focus on these skills. SPSA Process: ● Site funding and stakeholder involvement was coordinated with the SPSA process--the needs, resource inequities, and funding priorities are captured in the document and are supplemented by the ELSB funds	

1.2 ROOT CAUSE ANALYSIS
The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of
	● Our root cause analysis showed a lack of assessment system aligned with foundational skills. Our instructional materials are not adequate or are not being implemented in a way that support the development of foundational literacy skills. Students have inadequate materials to access outside of school and parent engagement is low.
	● Review of data from trimester 3 shows a modest growth with actions implemented this year--based on iReady diagnostic data. African American and Native subgroups were lowest
		● https://jamboard.google.com/d/1rItoOcZ3t4N_hxp6mtVTCcgV_scBR4KIbRMaRLQRhjU/edit?usp=sharing
		● https://docs.google.com/presentation/d/1te-zhdcQW218xKe2dVxswPGMnmixRYgSjHCqHBPQV9k/edit?usp=sharing
		● Data for intervention needs:
		   ○ https://docs.google.com/presentation/d/1QgoQclFuLlQ1I2N8mILgEsDbsg_2pFDNtc0V8Xvm0d4/edit?usp=sharing
		   ○

Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	performing and phonics needs continue through grade 6 at a high level. There is a lack of systematic Phonics/foundational instruction across grades--but through a focus on targeted intervention from 2019-2021, it is starting to shift.	
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3,	Upon review of out note catchers,data and our root cause analysis, the ELSB team decided on this course of action to address the literacy achievement at Northwood: Professional Development and Coaching to implement TK-3 system of foundation literacy instruction Alignment of materials and purchase of supplemental materials to instruct and provide intervention in all areas of literacy Alignment of short-cycle assessment practices and communication across grade TK-3 including PLC process to analyze and act on data. Develop a dedicated daily schedule for literacy instruction across TK-3 Purchase materials for students to access at home and to improve classroom resources	Needs assessment notes from team meeting. We reviewed the note catchers, site data, and interviews of our staff that were conducted to determine needs: https://drive.google.com/file/d/13zdcKChBgvl2YhcyA33QTWpH2kN_RFAl/view?usp=sharing

inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	Develop a culture of literacy including: Mission and Vision, Parent and Community engagement, staff training, integration of services to support literacy (Library, etc)	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"* Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	2.1 Rationale *"Why you chose the goal"* Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence *"Artifacts that back up the rationale and support why you chose the goal"* Include links to supporting evidence.	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy instructional program will be improved"* ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	2.2 Metrics *"How you will measure progress on actions (implementation) and/or growth (student data) and how often"* Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*	*Screening data shows low student performance.* *[Insert Link] Link to needs assessment and root cause analysis provided*	● *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions* ● *By the first month of school, groups formed based on placement data*	● *PD Plan* ● *Invoices* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data*
Example: *Provide explicit, academic vocabulary instruction.*	*Example:* *Root cause analysis and needs assessment revealed inconsistent*	*Example:* *Screening data revealed low student scores in vocabulary across K–3.*	*Example:* ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit*	*Example:* ● *PD Plan* ● *Invoices* ● *iReady diagnostic data*

	delivery of academic vocabulary instruction.	*[Insert Link] Link to needs assessment and root cause analysis*	● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*
1. *Provide explicit, systematic instruction in foundational skills.*	Root Cause analysis: need for aligned instructional practices in foundational literacy. Need for materials that support system of instruction.	Needs assessment revealed materials that were not aligned to best practice. Our district materials are sufficient, but they are not aligned to foundational skills instruction in the early grades. There is a lack of common instructional practices across teachers. TK does not have dedicated materials for teaching phonemic awareness. Needs Assessment	Northwood will improve the delivery of explicit, systematic instruction and assessment for TK-3 in foundational skills resulting in a 5% overall growth as measured by iReady, SIPPS (supplemental assessment), and CAASPP (Grd 3) by June 2023. By June 2022, all TK-3 teachers will complete CORE Reading and monthly coaching cycles with CORE coaches. (Year 1) By August 2021, Purchase Heggerty Protocol for Phonemic Awareness for TK (Year 1) and provide training to TK teacher.	● Project management tracking of PD progress and Coaching plan. ● SIPPS assessment data ● iReady Diagnostic ● Oral Reading Fluency F/P ● ELPAC Data ● PLC records ● Peer walkthrough artifacts
2. *Aligned Assessment Goal For TK-3*	Root Cause Analysis: All teachers assess students and utilize data. There is no early literacy system of data sharing or alignment on continuum of assessed skills or tools.	Our needs assessment revealed that teachers utilize data in their own classrooms for flexible grouping, evaluation and targeted instruction. Each teacher had a different system and formative data was not shared across grades and minimally in PLCs. Fluency data and word comprehension was not captured by any of the teachers surveyed. Attention was given	By June 2022, Site team will develop and implement an early literacy system of assessment for TK-3 based on 5 pillars of literacy. Plan will be revised and finalized by June 2024 (Year 3)	Published and shared site plan. PLC Records Minutes and deliverables from site team meetings. iReady, SIPPS Data tracking

		to phonics skills (BPST) and sight word recognition with some using iReady and SIPPS data effectively.		
3. *Site Schedule to support literacy TK-3*	Root Cause Analysis: Common literacy block is not currently a site priority. Literacy mission not clear	Needs assessment and teacher survey expressed the desire to have a published, uninterrupted schedule for teaching literacy at all grades. There should be time allotted for all elements of foundational skills instructions for teachers that becomes a cultural norm to make Northwood a literacy focused school	By September 2022, Site team will develop a TK-3 literacy block that includes common practices, time, and intervention periods (target time)	Published and shared site plan. Walkthrough data (peer and admin)
4. Read Aloud Plan TK-3	Root Cause analysis: Students do not have models of literacy at home. No system wide plan to expose students to vocabulary, text structure and love of literature exists for TK-3	Needs assessment and teacher survey showed a desire to develop a schoolwide read aloud process with grade level texts, a published list of what students will read at each level, and the purpose of read alouds. Teachers want to use this to expose students to rich vocabulary and text structure that is beyond grade level passages using a repeated read aloud model. Current read aloud is used as a shared read of anthology passage at grade level for TK-3. This will support building a culture of reading at the site and community. Connecting to content areas is a desire for creating text sets. Northwood has a large unduplicated population and access to rich text is minimal. Provided vocabulary exposure is support the development of academic ELD ()	By September 2022, Site team will develop a TK-3 Read Aloud plan that includes titles, purpose, and time allotment across all grades and library media to be revised and finalized by June 2024 (year 3)	Published and shared site plan. Walkthrough data (peer and admin) PLC Records Materials purchases: Library and classroom collections

5. Connection to Writing/Thinking and Language Development for TK-3	Root Cause Analysis: Core writing program requires supplemental materials—no explicit, systematic instruction in writing or responding to text.	Needs assessment revealed that encoding and writing across grade levels is minimal and varies teacher to teacher. There is a need for systematic writing instruction across grade levels that supports students with limited language and/or english learners.	All TK-3 Teachers will receive initial Thinking Maps training by June 2022 and Thinking Maps Writing Training by June 2023. Thinking Maps is a supplemental collection of tools to work with Core curriculum to enhance.	PD Schedule and attendance record Student work artifacts Thinking Maps rollout plan
2.3 Expenditures Consistent with Categories https://drive.google.com/file/d/1INPRJkNdFDdTufcb6zGgaepJFJc1a17L/view?usp=sharing				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*

	By August 2021, hire a .5 Student Support Teacher in order to support TK-3 Foundational reading skills using SIPPS and iReady curricula during tier 2 intervention.	Site council approved the need for the SST position at .5 https://drive.google.com/file/d/10L9uLG3Gl23zd8nRjK63qsEdL-2c-mYX/view?usp=sharing	A large percentage of our K-3 students are testing below proficiency in phonics and vocabulary according to screening data. The data also shows growth in the two years of implementing targeted intervention support with a .5 Student Support teacher. Hiring an additional position to work with TK-3 will improve early literacy and intervention services at these grades.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No Action	Current Professional Development provided by the district has a focus on culturally responsive instruction. The district is also developing an Equity and Inclusion department to focus on this system-wide. Expanding this work is a priority in the funding through our Expanded Learning Opportunity Grant. MTSS District Resources LCAP goals 1 and 3 ELO Grant	Our district is developing tools system-wide that will be continued through our equity and inclusion department and the professional development department. Therefore, we are not included in this action plan.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON	By June 2024, all TK-3 Teachers, admin and support personnel will complete CORE online reading academy.	Needs assessment showed the need for common practices across the site to support a literacy focus.	Job-embedded coaching will provide a model of how to structure and effectively instruct early literacy practices. The shared experience will provide a

LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA 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.			common language and instructional practices for our TK-3 teachers to implement. The need for an effective PLC structure to support the early literacy assessment system is also evident from the needs assessment.
	By August 2022, all TK-3 teachers, admin and support personnel will complete thinking maps training. By August 2023, all TK-3 teachers, admin and support personnel will complete thinking maps write from the beginning training	Needs assessment showed the need to provide systematic writing instruction across grade levels. English learner and unduplicated student count at Northwood supports the need for tools that support language development and vocabulary acquisition to scaffold academic writing.	Having a writing and response to reading system that is visual, aligned across grade levels, and focused on higher order thinking is desired to accompany foundational skills work. This supplemental resource will provide a focus on comprehension and encoding and also provide common student work to review qualitative data in PLCs. Additionally, Babcock, a connected site that shares a principal with Northwood, has implemented a successful Thinking Maps initiative to support the development of English Learners and writing across grade levels by providing supplemental tools to enhance core curriculum and align non-linguistic supports across grade levels.. Having a professional learning network (PLN) was requested by teachers.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and	No Action	English Learner services provides continuous professional development at sites around the focus 5 tools for implementing integrated ELD.	English learner services provides site support, professional development, assessment and lesson design support adequately. Therefore, there is not action taken in this plan.

the use of data to support effective instruction.			

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	*Example (action item):* ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	*Example (action item):* *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item):	*Example (action item):*	*Example (action item):*

● *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	*Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*
● *By August 2021, implement Heggerty curriculum for TK and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *Continue training for SIPPS materials in August 2021 for TK-3*	**Needs assessment revealed the need to continue SIPPS and purchase TK material**	SIPPS materials have shown positive growth when used with students during intervention. We have also seen positive growth from another site in our district that has implemented as a supplement phonics program to core materials. Heggerty is a similar program with dedicated TK materials and has been purchased by the district as core resource for TK.
● *By June 2022, purchase Thinking Maps Materials and provide initial and ongoing training of the supplemental materials throughout the implementation year for TK-3*	Our inventory of materials revealed a need to supplement systematic writing and language comprehension material TK-3 . There is a high English Learner population and a lack of consistent practices with implementing integrated ELD. Our current data collection system has no data for writing. Needs Assessments SMARTe GOALS Needs Assessment	Through purchasing Thinking Maps materials and training, the site will have aligned, program agnostic supplemental materials to enhance and improve systematic, appropriately scaffolded instruction in response to text and writing TK-3. Thinking maps provide consistent, dynamic, non-linguistic representations that supplement the core curriculum and have shown to impact the progress of English learners in vocabulary acquisition, production, and

			meaningful interactions (as a scaffold). Progress will be monitored through PLC using rubrics and student work protocols. Northwood shares a principal with another site (Babcock) that uses Thinking Maps successfully and will provide opportunities for greater networking and collaboration.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	*Example (rationale):* *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	● Utilize SIPPS and iReady, and Heggerty (for TK) assessment tools to develop an aligned assessment system that provides data on the 5 pillars of literacy. for TK-3	Needs assessment	Our district provides tools for assessment: iReady, SIPPS, Illuminate Benchmark system. Our needs assessment revealed the lack of an aligned system for early literacy that is used for ongoing intervention and progress monitoring across grades TK-3. An inventory of TK-3 teachers showed little consistency in the use of tools for short-cycle assessment. We currently have data for word recognition and basic phonics. iReady and SIPPS assessment tools provide the data needed to monitor and provide systematic foundational skills instruction. Northwood will develop a template for a districtwide assessment monitoring system for grades TK-3.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	By September 2021, Expanded Learning providers will be trained in SIPPS and iReady in order to continue literacy instruction in small groups during after school programs TK-3	Expanded Learning program currently works with over 120 students after school providing enrichment and academic support. Diagnostic data and our needs assessment show a need for foundational skills instruction.	Coordinating classroom instruction with after school instruction programs will provide additional time for students to receive targeted instruction. Utilizing a common data system will allow coherence across school and after-school programs and provide the ability to cohort students in the program and monitor progress & review the impact of this action on TK-3.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*

	No Action	*District funds after school tutoring and expanded learning programs. We will coordinate with these services.*	*Effective central programs are in place.*
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action	Link to student services site. Link to PBIS Site Link to PBIS Materials	Our school district has departments focused on improving attendance (student services) and culture (MTSS/PBIS). The system-wide focus allows Northwood to make progress on this need and is therefore not included as part of this plan
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	Link to student services site. Link to PBIS Site Link to PBIS Materials	Our district provides Restorative practices professional development and support via our PBIS department. Site currently have Second Steps curriculum
3.3e EXPANDED ACCESS Expanded access to the school library.	By August 2021, we will purchased text sets for classroom libraries and enhance the library collection of texts at multiple levels for TK-3.	Inventory of classroom libraries and school library indicated the need for materials at early levels that are appropriate for instructional and independent practice. There is also a need to balance informational text with literary text.	Access to a variety of texts for students is important to build literacy skills TK-3. Northwood has has collection of fiction but needs to increase the number of information and nonfiction texts for this grade span.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	*Example (action item):* ● *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* ● *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	*Example (action item):* *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No Action	Our Professional Development and MTSS teams provide central supports. https://www.twinriversusd.org/Academics/School-Leadership/Multi-Tiered-System-of-Supports/index.html https://drive.google.com/file/d/1W3Go6xaBuF8EIu0i6gjI2JzkIJcN1JK2/view	Providing supports for Trauma Informted Practices is a district wide initiative--MTSS, Professional Development, LCAP and Covid relief funds have been allocated so no action is included in this plan.
3.4b MENTAL HEALTH	*Example (rationale):*	*Example (rationale):*	*Example (rationale):*

RESOURCES Provision of mental health resources to support pupil learning.	*No action*	*[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No Action	Northwood currently employs a 1.0 FTE counselor that is centrally funded and provides mental health services to students ([Counselor site](#)). District provides funding for mental health services (care solace, kelvin, and central service)--outlined in [LCAP 2021-2024](#) draft in Goal 1 and Goal 3 actions..	We do not need to create and additional action because mental health services are provided centrally and through a site counselors (centrally funded position).
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action	Our MTSS Team provides specialist support to develop and implement a tiered action plan. https://www.twinriversusd.org/Academics/School-Leadership/Multi-Tiered-System-of-Supports/index.html	Our MTSS specialist works with site teachers to develop a targeted intervention plan utilizing and RtI model based on SIPPS and iReady data.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By September 2022, Northwood will contract with a Family and Engagement Consultant to coordinate and host 3 literacy events and 1 literacy training per month for TK-3 parents.	[Root Cause analysis by](#) SSC/ELAC [Root Cause analysis by ILT](#)	Our community has a large population of socio-economically disadvantaged families. Currently, engagement and attendance at academic events is low. A Family and Community engagement consultant has had a positive growth of parent attendance at events and connecting families to resources at neighboring sites.. These were both needs at the site as illustrated in the root cause analysis and needs assessment. Northwood will partner with a consultant to help develop the plan

			and to provide outreach to community for parents of TK-3 students.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	By June 2022, attendance at monthly parent and community events related to TK-3 literacy will have an average attendance of 25 parents	Root Cause analysis by SSC/ELAC Root Cause analysis by ILT	Currently, engagement and attendance at academic events is low. A Family and Community engagement consultant has had a positive growth of parent attendance at events and connecting families to resources at neighboring sites.. These were both needs at the site as illustrated in the root cause analysis and needs assessment. Northwood will partner with a consultant to help develop the plan and to provide outreach and education to community for TK-3 families..
	By August 2022, develop a TK-3 literacy event plan with the site ELSB team and contract with a parent and family consultant to support community outreach.	Root Cause analysis by SSC/ELAC Root Cause analysis by ILT	Currently, engagement and attendance at academic events is low. A Family and Community engagement consultant has had a positive growth of parent attendance at events and connecting families to resources at neighboring sites.. These were both needs at the site as illustrated in the root cause analysis and needs assessment. Northwood will partner with a consultant to help develop the plan and to provide outreach and education to community for TK-3 families..