

1	<p>Transition Plan to move schools from whole language and/or balanced literacy approaches to that which is based in the Science of Reading (SOR).</p> <p>Develop a publicly available work plan to transition to reading instruction consistent with the best available instructional techniques for all children. Transition schools away from only whole language and/or balanced literacy approaches, strategies, resources, and assessments not grounded in the Science of Reading. Provide mid-year and end of year reporting of progress toward completing the transition to all stakeholders.</p> <p>Identify TK-6 literacy curriculum, i.e. textbooks, supplementary materials based in the Science of Reading that has significant evidence of contributing to a student’s reading success.</p>
2	<p>Professional Development Plan for Teachers and Administrators in the Science of Reading.</p> <p>Provide transparency in the scope and sequence of professional development for district and school site staff to not only understand and apply the Science of Reading approaches and strategies but to assess student needs to provide the necessary scaffolding and other related student interventions and supports which afford all students a high likelihood of reading success in the short term.</p> <p>Develop and enforce a standard that all elementary school staffs including principals, teachers, resource specialists, instructional assistants, and reading related ancillary persons will be involved in the training. Establish training schedules and annual benchmarks for the training.</p>
3	<p>Hiring Plan that includes hiring skilled Reading Coaches and Reading Specialist into their school districts.</p> <p>Districts should also develop a hiring plan that brings in qualified teachers and reading specialists grounded in the Science of Reading.</p> <p>As part of the transition plan, the district shall include as part of its goals and objectives that all students are expected to learn to read, and that literacy will be taught using the structured literacy’s Three-Tiered approach.</p> <p>Districts should maintain a flow of teachers grounded in the philosophy of the Science of Reading who know and understand how to use evidence-based reading methodologies, strategies, and activities. District Induction plans should provide extra support for new teachers grounded in the Science of Reading.</p>

4

Develop a culturally proficient workforce who possesses the competencies to not only teach students to read but to promote community among students so that they are caring, accepting, and trusting of one another.

Use the of an inclusive Cultural Proficiency Index (CPI) being developed by the Independent Monitor as part of the BPSB settlement with Sacramento City Unified School District. This innovative index will be grounded in a set of clear, measurable indicators designed to evaluate a school's effectiveness. The aim is to ensure schools are successful in creating and upholding a high level of competency among staff to handle issues of race prejudice and discrimination.

By focusing on tangible outcomes and clear objectives, the Cultural Proficiency Index will serve as a powerful tool for schools striving to meet the diverse needs of their students. It's a step towards guaranteeing that every educational institution is a place where cultural understanding and respect are woven into the fabric of their operations, significantly contributing to the success and well-being of all students.

School districts should emphasize the use of culturally responsive instruction and relevant resources that include books and other media. Teachers must be taught to embrace the cultural assets of their students and create community in the classroom so that all students feel respected, appreciated, and accepted.

5

Family engagement process to involve community partners in understanding and participating in reading instruction under the Science of Reading influence.

School districts must engage families as community partnerships with mutual trust and respect, so parents are comfortable and open enough to have meaningful discussions involving their children. The first discussion must center around reading competency so that parents understand the importance of their children being able to read on grade level in each of their first five years of education (TK – 3rd) 's reading competency.

Secondly, schools must get parents to understand (1) how to monitor their child's reading progress and (2) how to take steps to assure that interventions are identified and implemented to develop pathways for success.

School districts must stop hiding district-wide reading failures. This partnership should set and track goals for ensuring a parent's understanding of the district's reading program by training them on how school system reading programs work and

	<p>how they can participate in the districts program to ensure that all students are reading at their appropriate grade levels.</p>
6	<p>Readiness Scope and Sequence Matrix to ensure a smooth transition between grades and school segments in the teaching of reading including timely and appropriate evidence-based interventions for struggling readers.</p> <p>Ensuring grade level readiness in literacy and social emotional health for smooth transitions between grade levels and segments i.e., elementary, middle, and high school. Interventions, resources, and program changes should be included to cover those situations when students don't meet the grade level expectations during the transitioning process.</p> <p>Students who don't meet the grade level expectations in reading can move from tier I into tiers II and III based on the structured literacy matrix.</p> <p>The district must identify and promote a curriculum that with staff development has the greatest chance to put at least 80% of students into Tier I;15% in Tier II; and 5% in Tier III.</p>
7	<p>Evaluation plan to assure the public of timely monitoring and assessment to include meaningful interventions for students who need them.</p> <p>Evaluating and measuring the success of the district's literacy program is not merely a procedural task; it's a crucial element that underpins the program's ability to make a real difference in the lives of students.</p> <p>In essence, the rationale and importance of evaluating and measuring the success of literacy programs lie in their ability to inform, guide, and improve the educational landscape. By embracing a rigorous and reflective approach to evaluation, stakeholders can ensure that early literacy initiatives are effective, impactful, and continuously adapted to meet the evolving needs of students and educators alike.</p> <p>Provide real time data reports on student progress in reading to keep the school board, superintendent and other stakeholders apprised of how students are doing in reading. A dashboard with this information must be made available to all stakeholders in real time.</p>
8	<p>District-wide Accountability Plan must be created and implemented by the school board, superintendent, representing unions and parent and community partners.</p>

	<p>Schools must understand who and what their enrollment is (Who are the children? and What are their reading needs?) and adjust their programs and activities accordingly. Putting additional responsibilities on parents who are struggling with the very basics of human survival based on the cultural dynamics of others is not a very good way to develop successful programs and activities where the needs are the greatest.</p>
9	<p>Scalability and Sustainability Plan to ensure the long-term impact and success of the district’s early literacy program efforts.</p> <p>Creating a plan for scalability and sustainability involves careful planning, resource management, and ongoing evaluation. By anticipating challenges and engaging stakeholders throughout the process, early literacy programs can expand their reach and continue making a positive impact on children's literacy development over the long term.</p>
10	<p>“Right to Reconsider Process” to revisit making additional changes based on new discoveries in education and related fields.</p> <p>New discoveries in the teaching of reading will continually change so school boards and superintendents must be able to change course as necessary to avoid being impacted by the threat landscape. The Board may reconsider and update these demands in the interest of children’s literacy. We reserve the right to augment these demands to further other academic achievement, career readiness and child and/or family wellbeing.</p>