



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Northshore Early Childhood

Year: 26/27

The Central Vision: (North Star) ___mission statement/we are safe, we try, we are friends

Focus Population: (Who is the furthest from racial and educational justice?) Hispanic and Latino Pre-K students

Learning Problem: (Big Picture) Students who are Hispanic and Latino are disproportionately performing below age expectations in Literacy, specifically: Notices and discriminates rhyme, notices and discriminates alliteration, and notices and discriminates discrete units of sound.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE:

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	<i>Teaching Strategies Gold report shows our outgoing Pre-K students had a larger percentage of students not meeting age expectations in literacy than their same age non Hispanic/ Latino peers.</i>
The Systemic Root (What are the causes? Are they interconnected and how?)	<i>Lack of curriculum focusing on explicit literacy instruction across all classrooms. A higher percentage of English language learners</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

This section asks you to view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.

Based on the available data and root cause analysis, we believe that implementing a universal, evidence-based literacy curriculum will support students in making progress toward age-level literacy expectations. Sorenson and Head Start will implement curricula that provide explicit, systematic literacy instruction. Sorenson will implement Kickstart to Literacy, while Head Start will implement Heggerty.

Staff will work collaboratively in committees to analyze schoolwide and classroom-level data, monitor student progress, and identify instructional needs. This collaborative process will support ongoing

differentiation of instruction to ensure that learning experiences are responsive to the diverse needs of all students.

Instruction will incorporate Universal Design for Learning (UDL) and GLAD strategies, along with intentional use of both large- and small-group instruction. Teachers will use multiple sources of student data to identify learners who require additional or more intensive literacy support and provide targeted, explicit instruction based on individual learning needs.

The goal of these efforts is to ensure that all students have equitable access to high-quality literacy instruction and the supports necessary to make meaningful progress toward age-level expectations.

SYSTEMIC GOAL:

(e.g., Increase Student Agency to drive Academic Mastery)

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Activity: • Staff Training on Kickstart to Literacy and Heggerty • Large and small group instruction around Phonemic awareness, phonics, vocab building and pre-writing • Looking at student data with classroom team	Resources: • SDLT Day August • UDL • GLAD • New curriculum adoption
Culture (Cultural & Emotional)	Activity: • An understanding of the importance of reading on grade level by 3rd grade. • Understanding access to tier one instruction • Using GOLD data to inform instruction and small group participants	Resources: • PD on reading on grade level • Job a like meeting once a month to share resources • Committee structure twice a month. • Access to asynchronous PD
Structure (Structural & Policy)	Activity: • Committee work: Evidence Based Practices and Data Based Decision Making meets twice monthly • Dedicated literacy instruction during large and small group	Resources: • Committee membership is chosen by staff • SDLT members on each committee

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>Teachers may feel if we add more to the daily schedule means students may miss instruction in something else.</i>	<i>Reduced recess by 5 minutes and increased choice time to allow for more opportunities for small group instruction.</i>	<i>Explicit literacy instruction will help prepare them for Kindergarten.</i>
<i>Teachers may feel overwhelmed by adding a new curriculum</i>	<i>Once a month job alike meetings to work together in navigating new curriculum.</i>	<i>Aligns with science of reading</i>
<i>Potentially identify more students needing academic support through an IEP</i>	<i>Conversations around critical data matrix.</i>	<i>Partner with EL staff.</i>

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	<i>% of classrooms using small group instruction.</i>	<i>Monthly</i>
The Experience Metric <i>(How does it feel?)</i>	<i>% of students observed engaging in literacy lessons</i>	<i>Monthly</i>
The Outcome Metric <i>(Did it work?)</i>	<i>% of students showing growth towards meeting age expected norms for literacy skills.</i>	<i>Semester/Yearly</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What

are the next logical steps to address your learning problem?)

During the 2025–2026 academic year, two classrooms piloted Kickstart to Literacy, while two Head Start classrooms piloted Heggerty as targeted approaches to strengthening early literacy and pre-literacy instruction. The purpose of the pilot was to evaluate how the implementation of a consistent, structured literacy curriculum could support student engagement, skill development, and more intentional instructional practices across classrooms.

Feedback from participating classrooms indicated that students were highly engaged during literacy instruction and demonstrated noticeable growth in foundational pre-literacy skills. Classroom staff reported that students appeared to acquire and demonstrate targeted skills at a faster rate and with greater consistency following the implementation of the curricula than they had prior to the pilot. The structured nature of the programs also provided teachers with clear instructional routines, opportunities for repetition and reinforcement, and a common framework for intentionally targeting foundational literacy skills.

The pilot also provided valuable information regarding the systems and structures needed to support successful implementation at a broader scale. We believe that the collaborative structures established through committee work and job-alike meetings will be instrumental in supporting consistent implementation and fidelity across all classrooms as we move to adopting the curriculum program wide. These structures will provide staff with opportunities to collaborate, review student data, discuss instructional practices, problem-solve implementation challenges, and share strategies for effectively integrating the curriculum into daily classroom instruction.

Moving forward, continued collaboration and data-informed decision-making will be important components of implementation. Staff will have opportunities to monitor student progress, reflect on instructional practices, and make adjustments based on student needs. The combination of a consistent literacy curriculum, collaborative professional learning structures, and ongoing analysis of student data will create a more cohesive approach to early literacy instruction across classrooms. This approach is intended to increase consistency in instructional practices while ensuring that teachers retain the flexibility to differentiate instruction and provide additional support based on individual student needs