

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

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: Ballington Academy for the Arts & Sciences- San Bernardino

LEA/District Contact/Project Director: Shannon Brandner

Site(s): Ballington Academy

Site Administrator(s): Shannon Brandner

Early Literacy Team Member	Role (Include title and/or grade level)
Shannon Brandner	Principal
Leah Adams	Teacher
Rachel Hill	Teacher
Evelia Ornelas	ELD/Testing coordinator
Julia Pipping	Teacher
Marissa Robles	Teacher
Doreen Mulz	Superintendent

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	Engage New York	Dibels
	Reading/Language Comprehension	Imagine Learning	SIPPS
	English Language Development		NWEA/MAP
Tier 2: Targeted, Supplemental Supports	Foundational Skills	Pathbazer	Pathblazer
	Foundational Skills	Lalilo	
		Accelerated Reading	
Tier 3: Intensive, Individualized Supports	Fluency	SIPPS	SIPPS

https://volunteersofamericas-my.sharepoint.com/:x/g/person/sbrandner_voa-swcal_org/EdX_OgKFT6BEqSdCiiCGY7IBwtMwFUZAtJdOAa7d-519xw?email=eornelas%40voa-swcal.org&e=g5g9qO 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
<p>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.</p>	<p>The school regularly held meetings with various stakeholders, including credentialed and classified staff, parents, students, Board members, and SELPA members, to discuss and gather input on a variety of topics, including LCAP goals, student achievement, causes of and contributing factors of current scores, attendance, and proposed budgetary expenditures.</p>	<p>Link to stakeholder engagement documentation: https://drive.google.com/file/d/1ss-NmNyWR332hcsgNxQ8MV7P73VFDOfd/view?usp=sharing</p> <p>Link to meeting agendas: https://drive.google.com/drive/folders/1iz12QD8GEF34fGfhV7Qs9A-Mr1KQs1ss?usp=sharing</p>
<p>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 Education and their families, that have contributed to low pupil outcomes for pupils in</p>	<p>The Early Literacy team met on a regular basis to examine, disaggregate and analyze school-level data. The team used empirical and anecdotal data in the areas of Literacy, SEL, pupil performance, and survey results to form opinions and draw conclusions regarding the root cause of low pupil outcomes. These conclusions included lack of teacher training, lack of staffing, and lack of resources.</p> <p>In addition, the team identified the strengths of the school as a whole, specific literacy instructional strategies, and student subgroups. Diagnostic measures were administered, and data was reported to all stakeholders including parents and the Board of Directors.</p>	<p>Link to root cause analysis: https://jamboard.google.com/d/10WWealxcGy6wsoW1N1iVJpmg36Gx0SE1n141YKgN7M/edit?usp=sharing</p>

<p>grade 3 on the consortium summative assessment in English language arts.</p> <p>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.</p>	<p>The team was then able to draw final conclusions regarding the root cause of poor pupil outcomes. These final conclusions are that incoming students lack foundational skills, classroom teachers lack the skill to implement interventions, and the school lacks the appropriate staff to identify students needing intervention.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>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.</p> <p>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,</p>	<p>Based on the root causes, the Early Literacy Team identified specific needs of students in Grades Kinder-3. Almost unilaterally, students with poor achievement outcomes fell into an identified subgroup and/or had experienced trauma.</p> <p>As mentioned in the Root Cause Analysis, the team also recognized the need for all staff to use the prescribed curriculum with complete fidelity. In addition to the prescribed curriculum, all staff participated in, and continue to utilize, Trauma Informed Practices. These Practices reflect the strengths of the school and its ability to connect with individual families and provide support that meets the unique needs of each student and family. At the same time, it has been discovered that a small percentage of certificated teachers need further support in order to use Trauma Informed Practices with fidelity.</p> <p>Further, long-term work will include fidelity to both the prescribed curriculum and Trauma Informed Practices as well as increased instruction and intervention in Foundational Skills.</p>	<p>SMARTe goals:</p> <p>https://docs.google.com/document/d/14D0owWSaCH8W-6eXIWYqLds-Zmwh8fk57Vect3prUsE/edit?usp=sharing</p> <p>1) In order to improve phonemic awareness, phonics and fluency; we will choose and purchase a supplemental literacy curriculum with embedded assessments and ELD, by committee choice, as measured by invoices by July 31, 2021 and targeted Professional Development provided by the publisher by August 31, 2021, to ensure complete fidelity by November 1, 2021.</p> <p>2) We will improve K-3 phonemic awareness, phonics and fluency through an assessment plan that includes DIBELS, MAP/NWEA, and curricular embedded assessments to aid in the implementation of the supplemental curriculum. The plan will include assessment implementation, time for data analysis, and planning time to make curricular adjustments to respond to the data. This plan will include diagnostic, formative, and summative data evaluation, analysis, and curricular response. The plan will be created by August</p>

<p>including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>		<p>2021, and implementation will occur throughout the academic years 21-22, 22-23, and 23-24 with at least three analysis/response cycles per academic year.</p> <p>3)We will improve in instructional literacy delivery and classroom management through consistent coaching, intervention and support by the hiring of a Literacy Coach, as measured by supplemental curriculum assessment, SIPPS assessments, student discipline and/or literacy achievement using MAP scores data by June 30, 2023. The literacy coach will provide consistent coaching to the teachers, help with intervention through a push-in model to increase teacher capacity and support for the implementation of the supplemental curriculum and assessment plan. We expect to see a minimum of an annual growth of 15% in proficiency, resulting in 50% of our students demonstrating proficiency on state tests by the end of the 2022-2023 school year.</p>
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • 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” <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics	Root cause analysis and needs assessment revealed incoherent	Screening data shows low student performance.	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 	<ul style="list-style-type: none"> • PD Plan • Invoices

<p><i>instruction</i></p>	<p><i>delivery of phonics instruction, materials used, and low student performance across the grades.</i></p>	<p><i>[Insert Link] Link to needs assessment and root cause analysis provided</i></p>	<p><i>implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</i></p> <ul style="list-style-type: none"> <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> <i>Placement assessment data</i> <i>SIPPS Mastery test data</i> <i>Classroom implementation observation data</i>
<p>Example: <i>Provide explicit, academic vocabulary instruction.</i></p>	<p>Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i></p>	<p>Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i></p> <p><i>[Insert Link] Link to needs assessment and root cause analysis</i></p>	<p>Example:</p> <ul style="list-style-type: none"> <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i> 	<p>Example:</p> <ul style="list-style-type: none"> <i>PD Plan</i> <i>Invoices</i> <i>iReady diagnostic data</i> <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i> <i>ELPAC data</i>
<p>1. Resources: Purchase standards-aligned supplemental curriculum that focuses on foundational skills.</p>	<p>Root cause analysis demonstrates that current curricular resources and supplementals do not meet foundational needs. ELSB funds will not be used to purchase Accelerated Reader; however, AR will be used in conjunction with the supplemental curriculum, Into Reading by HMH.</p>	<p>MAP Screening data: https://drive.google.com/file/d/1S49PNvIaRi2jNgtgBY6TEwy-vCQYDY3a/view?usp=sharing</p>	<p>SMARTe goals: https://docs.google.com/document/d/14D0owWSaCH8W-6eXIWYqLds-Zmwh8fk57Vect3prUsE/edit?usp=sharing</p> <p>1)In order to improve phonemic awareness, phonics and fluency; we have chosen and purchasing a supplemental literacy curriculum: Into Reading by HMH, which includes embedded assessments and language supports for all students, as measured by invoices during July 2021 and targeted Professional Development provided by the publisher by</p>	<p>MAP data DIBELS assessment SIPPS assessment Formative and summative assessments State Assessments for 3rd grade</p>

			<p>August 31, 2021, to ensure complete fidelity by November 1, 2021. We will continue with Professional Development during Years 2-4. We will procure Professional Development one of two ways. We will have an on-site consultant provide deeper training, coaching and feedback. Alternatively, we will have classroom teachers attend conferences to improve pedagogy, practices, and assessments. Both options will have the overarching goal of increasing student achievement, specifically foundational skills in Grades K-3. Either scenario will require the use of substitute teachers for release time of General Education Teachers to meet with the consultant and/or attend the trainings.</p> <p>2) We will improve K-3 phonemic awareness, phonics and fluency through an assessment plan that includes DIBELS, MAP/NWEA, and curricular embedded assessments to aid in the implementation of the supplemental curriculum, Into Reading by HMH. The plan will include assessment implementation, time for data analysis, and planning time to</p>	
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			<p>make curricular adjustments to respond to the data. This plan will include diagnostic, formative, and summative data evaluation, analysis, and curricular response. The plan will be created by August 2021, and implementation will occur throughout the academic years 21-22, 22-23, and 23-24 with at least three analysis/response cycles per academic year.</p> <p>3)We will improve in instructional literacy delivery and classroom management through consistent coaching, intervention and support by the hiring of a Literacy Coach, as measured by supplemental curriculum assessment, SIPPS assessments, student discipline and/or literacy achievement using MAP scores data by June 30, 2023. The literacy coach will provide consistent coaching to the teachers, help with intervention through a push-in model to increase teacher capacity and support for the implementation of the supplemental curriculum and assessment plan. We expect</p>	
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			to see a minimum of an annual growth of 15% in proficiency, resulting in 50% of our students demonstrating proficiency on state tests by the end of the 2022-2023 school year.	
2. Training: Provide explicit foundational instruction	Root cause analysis demonstrates that less than 100% of instructors demonstrate mastery of explicitly teaching foundational literacy skills.	Evidence based on administrative and peer observations. Evidence is confidential.	Root cause analysis: https://jamboard.google.com/d/10WWealxcGy6wsoW1N1iVJpmg36Gx0SE1n1I41YKgN7M/edit?usp=sharing	Peer and Administrative Observations
3. Staffing: Procure an Interventionist/Literacy coach to provide Intervention Instruction and build teacher capacity.	Root cause analysis demonstrates that the school needs additional personnel to provide intensive intervention instruction, as well as build capacity within the teaching staff.	Root cause analysis: https://jamboard.google.com/d/10WWealxcGy6wsoW1N1iVJpmg36Gx0SE1n1I41YKgN7M/edit?usp=sharing	SMARTe goals: https://docs.google.com/document/d/14D0owWSaCH8W-6eXIWYqLds-Zmwh8fk57Vect3prUsE/edit?usp=sharing	MAP data DIBELS assessment SIPPS assessment Formative and Summative assessments State Assessments for 3rd Grade
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.				

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): <i>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.</i>	Example (action item): <i>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.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>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.</i>
	<i>By September 2021, hire an interventionist/ literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum, support of Goal #3</i>	As seen in our root cause analysis https://jamboard.google.com/d/10WWealxcGy6wsoW1N1iVJpmg36Gx0SE1n1I41YKgN7M/edit?usp=sharing , students need intensive, small group intervention while teachers need coaching to build capacity to provide explicit foundational skills to current and future students. Attached is our job description for our Interventionist/Literacy Coach: https://drive.google.com/file/d/1G4DumHkVc8yUh38ca_Vxger1I6EtJ3Nr/view?usp=sharing	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. This same employee will be utilized to coach teachers, building capacity for current and future instruction..

3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	Example (rationale): <i>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.</i>
	No action	These strategies will be embedded in the purchase of the supplemental curriculum and included in the professional development regarding that curriculum	Our school is currently implementing a state-approved supplemental curriculum that includes culturally responsive curriculum.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON 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.	No action	Professional Development Plan for 2021-2022 school year available August 2021	Our school is currently implementing a state-approved supplemental curriculum that includes evidence-based professional development for teachers, instructional aides and school leaders regarding literacy instruction, achievement and the use of data.

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 the use of data to support effective instruction.	By August 2021, the school will create a professional development calendar that reflects intensive training regarding the implementation of ELA/ELD supplemental curriculum and the use of data to support effective instruction.	Coming August 2021: Professional Development Calendar	Root cause analysis demonstrates that less than 100% of instructors demonstrate mastery of explicitly teaching foundational literacy skills.

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)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	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	Example (action item): <ul style="list-style-type: none"> By July 2021, purchase curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop a monitoring plan to include data collection to assess 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.	Example (action item): Through purchasing NAME 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 NAME curriculum will allow students to be placed in

<p>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.</p>	<p><i>implementation of professional learning plan as well as cycles of improvement.</i></p> <ul style="list-style-type: none"> ● <i>By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i> 	<p><i>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.</i></p>	<p><i>differentiated groups based on the ongoing NAME placement and mastery assessments.</i></p> <p><i>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 NAME 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.</i></p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>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.</i> ● <i>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.</i> 	<p>Example (action item):</p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Example (action item):</p> <p><i>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.</i></p> <p><i>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.</i></p>

	<ul style="list-style-type: none"> By July 2021, purchase supplemental curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop a monitoring plan to include data collection to assess 	MAP Screening data: https://drive.google.com/file/d/1S49PNvlaRi2jNgtgBY6TEwy-vCQYDY3a/view?usp=sharing	Through purchasing supplemental curriculum 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 curriculum will allow students to be placed in differentiated groups based on the ongoing MAP/NWEA placement and mastery assessments.
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): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i> <i>Or, [Insert Link] link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</i>
	No action	MAP Screening data: https://drive.google.com/file/d/1S49PNvlaRi2jNgtgBY6TEwy-vCQYDY3a/view?usp=sharing	Our school already provides and collects data from evidence-based diagnostic assessments, most specifically MAP/NWEA

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): <i>By August 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the NAME curriculum.</i>	Example (action item): <i>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.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>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.</i>
	No action	ELO Plan: https://drive.google.com/file/d/1UyZwpQueuASmww_Z5mwPfldK-fg3zil4/view?usp=sharing	Extended School Year supported by ELO funds for 2021 and 2022
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): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>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.</i>
	No action	ELO plan:	Extended School Year supported by ELO funds for

		https://drive.google.com/file/d/1UyZwpQueuASmww_Z5mwPfldK-fg3zil4/view?usp=sharing	2021 and 2022
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	2021 LCAP: https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	The school has built an effective culture and climate through Trauma Informed Instruction, AVID for Elementary, Kagan Structures, and a practice of zero suspensions or expulsions.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	2021 LCAP: https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	The school has built an effective culture and climate through Trauma Informed Instruction, AVID for Elementary, Kagan Structures, and a practice of zero suspensions or expulsions.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	2021 LCAP: https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	The school does not have a school-wide library; rather, each teacher/classroom has its own set of books and leveled readers. The school also utilizes Accelerated Reader and Epic Books.

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): <ul style="list-style-type: none"> 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	Content for training on Trauma Informed Instruction: https://drive.google.com/file/d/1O2hk77IEefCi-5AYHw6YB9zLutstviN0/view?usp=sharing	All staff had training in Trauma Informed Instruction and Practices

3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	<i>Example (rationale):</i> No action	<i>Example (rationale):</i> [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.	<i>Example (rationale):</i> 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	2021 LCAP; https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	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 its partners.
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	ELO Plan: https://drive.google.com/file/d/1UyZwpQueuASmww_Z5mwPfldK-fg3zil4/view?usp=sharing	The school will be using ELO funds to create an MTSS/RTI position
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.	No action	2021 LCAP: https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	We do not need to create an action item around the provision of training and education for parents because these supports are already provided through our school and its partners

<p>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.</p>	No action	2021 LCAP: https://drive.google.com/file/d/1I5BOEjeEjvZFCh8iCjGM-hobvNHTCAT6/view?usp=sharing	Through Supplemental and Concentration funds, the school has personnel to maintain and improve communication and engagement with parents and community stakeholders