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:

LEA/District Contact/Project Director:

Site(s): Hazleton

Site Administrator(s): Victor Zamora, Principal / Hollis Blake, Assistant Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Victor Zamora	Principal
Hollis Blake	Assistant Principal
Gina Barney	Instructional Coach
Valarie Walker	Teacher, K
Maria Heu	Teacher, 1st
Katherine Kline-Preeo	Teacher, 2nd
Julissa Ramirez	Teacher, 3rd

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	Benchmark Advance	Benchmark Foundational Skills/iReady Diagnostic
	Language Comprehension	Benchmark Advance	Benchmark Unit Assessments/iReady Diagnostic
	English Language Development	Benchmark Advance	Benchmark ELD Assessment Rubrics
Tier 2: Targeted, Supplemental Supports	Reading (all components)	iReady Personalized Learning Pathway	iReady Diagnostic
	Reading (all components)	Benchmark Small Group Materials and/or using Benchmark materials from different grade levels	Benchmark Assessments, iReady Diagnostic
Tier 3: Intensive, Individualized Supports	Foundational Skills	Open Court (Foundation Skills), Benchmark Advance (at a slower pace)	San Diego Quick (comprehension & fluency) , Open Court (Foundational skills), CORE Assessments
	Reading (all components)	iReady Personalized Learning Pathway	iReady Diagnostic

Hazelton Master Schedule (this will be updated to accommodate new curriculum for the 2021-22 school year)

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.
	School Staff:
	Teachers (K-3) on the ELSB team shared the planning process and team ideas (a) with their grade levels at their PLC collaboration meeting(s) (b) The team provided updates at these meetings as they came, to keep their grade level as informed about the process as possible and get feedback from the grade level team.
	
	A special staff meeting (b) was called to introduce the grant and share out the planning process with all kindergarten through third grade teachers who will be involved (a) The purpose of this meeting was to introduce teachers to the process and share the teams ideas based on data and our Root Cause Analysis/Problem of Practice. We explained the process of how we developed SMART goals and the resources that will be required to meet the goals. Teachers had the opportunity to provide feedback on what the team presented.
	
	School Site Council/Leadership Team:
	The plan was presented to both the Hazelton School Site Council and Leadership teams (c/d) to inform them of them of the purpose of the Early Literacy Grant and the process we are going through to allocate how the grant money is spent, based on the data from our Root Cause Analysis (a) Members had the opportunity to ask questions and provide any ideas or feedback after the presentation of the ELSB documents (a).
	
	Parents/Families/Community:
	The plan was also introduced to family and community stakeholders at a monthly Parent Coffee Connection gathering (e). Data points (f) that helped to determine our Problem of Practice were shared with parents
		(a.) Hazelton Early Literacy Padlet
		
		(b.) Hazelton Staff Meeting 5-19
		    Staff Meeting Sign-in
		    Hazelton Staff Meeting Presentation
		
		(c.) School Site Council Agenda
		    School Site Council Minutes-April
		
		(d.) Leadership/Instruction Team Agenda
		
		(e.) Parent Coffee/ELAC Agenda
		
		(f)- Hazelton K-3 Winter iReady Data

	and community members so that it is clear how our SMART goals were developed and justify the resources that will be purchased through the Grant to improve student achievement in literacy.	
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 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.	In order to create SMARTe Goals and develop a plan for utilizing Grant funds, we first had to examine our current system to determine the flaws in our overall literacy program at Hazelton. The purpose of this protocol was to arrive at a deeper and common understanding of the problem, before looking for solutions. The Hazelton ELSB team began by brainstorming an initial list of challenges and causes that could possibly contribute to our current reading data and outcomes at Hazelton. We accessed iReady diagnostic data (a.) and referred back to our note catcher (b.) from previous ELSB sessions to contribute to and refine the list. Next, we did an "equity check" and categorized the list into two parts: things within our control and things outside of our control. Once we had the factors within our control identified, we looked to focus on actions and factors in the classroom that may be contributing to our root cause. From there, we developed a problem statement to guide our action plan (c.) Upon determining our problem statement, the team closely examined the categories within the "Things we can control." Through this process we narrowed our focus to the following 3 areas (d.) ● Curriculum/Instruction ● Assessment & Data Driven Instruction ● Professional Development	**Evidence/Artifacts:** (a.) Hazelton iReady Data Winter 2020 (b.) Notecatcher- Foundational Skills (c.) Root Cause Analysis (d.) Fish Bone Diagram

1.3 NEEDS ASSESSMENT	To begin the process of identifying our needs, the Hazelton ELSB team first reviewed our focus areas from previous meetings (a) to select our "highest leverage opportunities.) We were able to narrow down our focus to 2 areas and build the third one into both of the selected areas.	(a) Fish Bone Diagram
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, 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.	Our next step was creating K-3 SMARTe goals for each area (b). As a team, we wrote 2 SMARTe goals that we felt were realistic and attainable. After careful thought and consideration, our two SMARTe Goals centered around: ● Systematic Instruction in phonics/phonemic awareness ● Assessment Protocols and response to data With professional development built in to support each. After solidifying SMARTe goals we were able to list out the materials and resources that would be required to accomplish our two individual goals (b). In order to share out this information with all stakeholders, ELSB will be put on the agenda at grade level PLC meetings (5/11) and a special staff meeting (5/19) for K-3 teachers (c), as well as School Site Council (d) and Parent Coffee Connection(e).	(b) Needs Assessment/SMARTe Goals (c) Hazelton Staff Meeting 5-19 (d) School Site Council Agenda (e) Parent Coffee/ELAC Agenda

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal *"Big Picture"*	**2.1 Rationale** *"Why you chose the goal"*	**2.1 Evidence** *"Artifacts that back up the*	**2.1 Action Item(s)** *"Specific, timebound actions that describe how the literacy*	**2.2 Metrics** *"How you will measure progress on*

Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	*rationale and support why you chose the goal"* Include links to supporting evidence.	*instructional program will be improved"* ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	*actions (implementation) and/or growth (student data) and how often"* Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting

1. **Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction.**	Root cause analysis and needs assessment revealed that our students do not have a strong foundation in Phonics, Phonemic Awareness, and ELD going into third grade.
	Root Cause Analysis
	Fish Bone Diagram
	Needs Assessment/SMARTe Goals
		Foundational Skills Testing and iReady Diagnostic scores revealed low student scores in phonemic awareness across K-3 as well as vocabulary.
		
		Hazelton iReady Data Winter 2020
			By August 2021 (Year 2), we will purchase SIPPS and Heggerty for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions as measured by our professional development calendar and Foundational Skills Assessments and iReady.	● Professional Development Calendar/Plan
				   ○ CORE Reading
				   ○ SIPPS and Heggerty Training
				   ○ Vocabulary Development
				● Invoices
				● iReady Diagnostic Data
				● Formative Assessment Data (foundational skills assessments)
				● Classroom implementation data (instructional rounds)

2. **Develop a consistent protocol for how we analyze and respond to data.**	Root cause analysis revealed that due to new staff members, grade level/team changes, etc. Hazelton does not have collective commitments on assessing students and responding to data.
	Root Cause Analysis
	Fish Bone Diagram
	Needs Assessment/SMARTe Goals
		We currently do not have a site specific assessment calendar for Foundational skills testing K-3.
		
		We lack consistency and a systematic plan for when we administer assessments as well as how we respond to the data generated from these assessments.
			We will improve in implementing consistent assessment (Foundational skills) protocols and our response to data (Year 3) by utilizing Curriculum Assessments/CORE Foundational Skills Assessments and creating a site specific assessment calendar that includes teacher release days to assess and plan by September 2021.	● Assessment calendar
				● Teacher release days to assess
				● Foundational Skills Assessment Data
				● iReady assessment data
				● Professional Development Calendar
				   ○ Response to Data Training
				   ○ PLC training

2.3 Expenditures Consistent with Categories: [Hazelton 4 Year Budget Form](#)

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.	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Heggerty Intervention components.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	A majority of Hazelton 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. An intervention teacher will be utilized to provide intensive instruction to Tier 3 students grades K-3.

3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	No action	Hazelton's Needs Assessment did not indicate this to be our top priority, as we are currently implementing Benchmark Advance.	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.
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.	In support of Goal 1, by the end of Year 2, Hazelton will purchase and schedule professional development for the CORE Online Reading Academy for 8 additional staff members so that all of our K-3 staff is trained. This includes support staff as well.	Our Root Cause Analysis and Needs Assessment revealed that we have a need for additional professional learning in foundational skills. We have a mix of brand new teachers and new to k-3 teachers in the elementary levels and the training can serve as an overview/review of research regarding the essential components of reading instruction and link the research to their teaching practice.	Professional development for teachers targeted specifically in understanding the basic principles of five critical reading foundational skills will help to strengthen teachers' knowledge and instructional tool belts as they address the below proficiency rate of the majority of our K-3 students. Through this professional development, teachers will gain clear, explicit models of high leverage instructional routines based on the science of reading as well as have opportunities to practice using these routines.
3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Professional development for teachers and school	In support of Goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	While there are multiple data sources to pull reading data from, Hazelton does not have a systematic approach to analyzing and responding to data either as a grade level and/or as a site. There is a need for systems for efficiency as well horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place,

leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.			teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.

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.	●		
	●		
	In support of goal 1: ● By October 2021, purchase K-3 SIPPS curriculum, including supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation year. ● By October 2021, purchase K-1 Heggerty curriculum and decodable readers, including supplies/materials to support program implementation, and provide initial and ongoing training of the curriculum to K-3 teachers throughout the implementation	As seen in our screening data, Hazelton 2020 Winter Diagnostic Data, Root Cause Analysis and our Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	Through purchasing SIPPS and Heggerty 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. SIPPS will target our students that are testing below proficiency in foundational skills. K-1 will also use Heggerty to provide direct,

	year. ● By December 2021, we will have a clearly communicated, calendared plan for monitoring the use of the chosen Foundational Skills curriculum, including supplemental supplies/materials to support program implementation, through K-3 classroom implementation walks and Instructional Rounds. ○ We will also use Academic conferences 2-3 times a year to monitor K-3 student growth and achievement in Foundational skills.		systematic instruction in phonemic awareness in grades K-1. We will also purchase the Heggerty decodable readers for grades 2-3 to provide additional practice for students at those grade levels. The decodables are in alignment with the Common Core State Standards for Phonological Awareness and will mirror the Benchmark phonics scope and sequence.
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.	In support of goal 1 and 2: ● By August 2021 ensure that all K-3 teachers have been trained on administering skill based assessments by the Instructional Coach.	Based on our Root Cause Analysis, and our Needs Assessment we determined that we need to identify an assessment to collect accurate data on foundational skills. We will assess 3 times a year (4 for Kinder) using the CORE Foundational Skills Screener in alignment with the direction our district is heading. We will provide teachers a substitute 3 times a year so that they can administer the one on one assessments to their students.	Our district is starting to collect district wide foundational skills data in the 2021-2022 school year. We will align our data collection with them using the same screener and testing platform. The instructional coach will train teachers and support this process throughout the school year.

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.	By September 2021, in support of Goal 1, we will fund a Library Media Assist to support and extend the instruction that the K-3 teachers are providing in class to the library.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need at Hazelton.	We need to provide Hazelton K-3 students with multiple opportunities to master foundational reading skills. Having a trained library media assist will further expose students to evidence based foundational reading skills that support what they have/will learn in class.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	We currently have a plan in place to provide expanded literacy instruction opportunities for our students to improve students' access to literacy instruction, specifically on foundational reading skills before, during and after-school programs and/or summer school. Hazelton Step-up After School Program

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	Based on Hazelton's [Needs Assessment](#) and [Root Cause Analysis](#) we indicated that no action was needed in this area. Hazelton's School Counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students.	Hazelton has two, full time counselors who are devoted to improving school climate and improving student well-being. Both the counselors and PBIS team have implemented a variety of activities and supports to help create a positive learning environment for all students. During the past school year, Hazelton's school counselors were Nationally recognized for having a comprehensive, data-driven, model school counseling program and will be a model school for others in the district and state. To learn more about the RAMP award, [Click here](#). [Hazelton School Counseling](#)
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	Based on Hazelton's [Needs Assessment](#) and [Root Cause Analysis](#) we indicated that no action was needed in this area.	Hazelton has a mental health clinician on site daily. She works closely with the Counseling Team and the Special Education Team to provide School-Based Therapy Services and Educationally Related Mental Health Services (IEP driven). In addition, Hazelton and SUSD are utilizing the [Second Step Curriculum](#) program to provide SEL lessons and professional development throughout the year. The program offers a research and evidenced based digital program and classroom kits that have already begun to be implemented by counselors and classroom teachers at Hazelton. [Second Step Curriculum Map-TK-8](#)
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	Based on Hazelton's [Needs Assessment](#) and [Root Cause Analysis](#) we indicated that no action was needed in this area.	The Hazelton school library has age appropriate books for students K-8 and is available to students weekly.

| | | | Students also have access to digital, age/grade appropriate books through our district library on SORA. Students can find and read books at their independent reading level on this digital library. |

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.	*No action needed*	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area. Our school leaders and the majority of our K-3 teachers have been trained on the effects of trauma on the brain. In addition, our district has actions that address trauma-informed practices. For example, the district provides a training entitled Trauma Informed Educational Foundations that explores the physiological components of trauma (autonomic nervous system) and provides more understanding of the students and families of SUSD.	We do not need to create an action item around the development of trauma-informed practices and supports for students and families because these supports are already provided through our school and district. We have a PBIS team and two counselors onsite who are trained on trauma-informed practices and supports. They provide ongoing PD and supports for Hazelton teachers in this area. We also have an onsite Mental Health Clinician that provides supports, services, and programs. She is trained in and incorporates trauma-informed practices. .

3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No action	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	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. We have a Mental Health Clinician assigned to our school that provides support services, and programs that help to promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. Our onsite mental health clinician also is trained in and incorporates trauma -informed practices as well as positive behavioral interventions and supports. Teachers are provided training through our mental health clinician as well as receive training from the district.
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.	By September 2021, in support of Goal 1, Hazelton will hire an intervention teacher to work with students in grades K–3, focusing specifically on foundational reading skills and ELD using the SIPPS and Heggerty intervention components as well as research based language acquisition and comprehension strategies.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills and vocabulary instruction is an urgent need at Hazelton.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness, phonics, and vocabulary 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. An intervention teacher will be utilized to provide intensive instruction to Tier 3 students grades K-3.
	In support of goal 1 and 2, by Year 3, Hazelton will purchase and schedule Solution Tree professional development in Data analysis and Response to Data for all K-3 teachers and support staff to be completed by June 2023.	Our Root Cause Analysis and Needs Assessment revealed that Hazelton does not have a systematic approach to analyzing and responding to data.	While there are multiple data sources to pull reading data from, Hazelton does not have a systematic approach to analyzing and responding to data either as a grade level and/or as a site. There is a need for systems for efficiency as well horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in

			reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness of their teaching adaptations and interventions and provide feedback for continuous improvement.
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	Based on Hazelton's Needs Assessment and Root Cause Analysis we indicated that no action was needed in this area.	SUSD has an entire department devoted to educating and engaging parents in their child's education. They are civically committed to strengthening families' voices in preparing all SUSD students to be college, career and community ready. As think partners, the goal-driven work is centered on the 4 tiers to: Engage, Educate, Empower, and Evaluate on demand family services and supports. Family Engagement/Workshop Opportunities SUSD Family Engagement Calendar
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.	In support of Goal 1, Hazelton will provide K-3 teachers an hourly stipend to facilitate parent teacher conferences. Conferences will be utilized to communicate areas of literacy growth for individual students and how parents can support their student with the identified literacy growth goal.	As seen in our Hazelton 2020 Winter Diagnostic Data, our Root Cause Analysis, and our Needs Assessment, increased parent support and engagement is necessary to improve student achievement in foundational skills.	A majority of Hazelton K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need "all hands on deck" when it comes to our students achieving, and this includes our parents. Parent conferences will give teachers the opportunity to communicate student data, individual growth goals, and provide at-home resources that will support what students are learning in class.