

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

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

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LEA/District: Stockton Unified School District

LEA/District Contact/Project Director: Rachel Perez / Krystal Taylor (contact)

Site(s): Pulliam

Site Administrator(s): [Krystal Taylor](#)

| Early Literacy Team Member | Role (Include title and/or grade level) |
|----------------------------|---|
| Krystal Taylor | Principal |
| Rachel Perez | Instructional Coach |
| Janice Hodges | Librarian |
| Katie Angeline | Pre-Kindergarten Teacher |
| Regan Billigmeier | 1st Grade Teacher |
| Barbara Erlandson | 2nd Grade Teacher |
| Mallory Mason | 2nd Grade Teacher |
| Daniel Sandoval | 3rd Grade Teacher |

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

| OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.) | | | |
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| Tier | Area/Skill | ELA/ELD Instructional Materials | Literacy Assessments |
| Tier 1: Core, Universal Supports | Foundational Skills | Benchmark | Benchmark & iReady |
| | Language Comprehension | Benchmark | Benchmark & iReady |
| | English Language Development | Benchmark | Benchmark & iReady |
| Tier 2: Targeted, Supplemental Supports | Foundational Skills | iReady | iReady |
| | Vocabulary | iReady | iReady |
| | Reading Comprehension | iReady | iReady |
| Tier 3: Intensive, Individualized Supports | | | |
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[Link to Grades TK/K–3 Master Instructional Schedule](#)

| SECTION 1: PLANNING PHASE (Required) | | |
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| 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. | Throughout this school year the operations team and school leadership team have been engaged in conversations about school data and the need to align practices that improve student outcomes, especially in the area of literacy. Once the grant opportunity arrived, our site principal sought team members in grades TK-3, the librarian, the literacy coach, and reached out to the NAACP chapter head to be a part of the grant writing team. Our site principal was aware of the need to engage stakeholders in conversations regarding the grant and our goal for improving student outcomes in literacy. Information regarding our school site data, including identifying areas where our students are falling behind and not making adequate growth were discussed. She also shared information regarding the possibilities through the ELSB grant, our direction, use of the grant funds, and hopeful outcomes. This information was disseminated at the following meetings: staff meetings, leadership, school site council, parent coffee hour, and was mentioned in a parent newsletter. | December Staff Meeting Powerpoint ELSB Grant Slide 2 January Staff Meeting Powerpoint ELSB Grant Slide 7 School Site Council Minutes March 2021 School Site Council Minutes April 2021 Parent Newsletter MAY Parent Newsletter April Parent Newsletter March Parent Newsletter February |
| 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 | During the ELSB meetings, we looked closely at our current and historical iReady data to help identify areas where students are not making adequate growth. Based on iReady data from 2019-2020, we found 79% of our students were reading below grade level. The data for the 2020-2021 school year shows that 73% of our students were reading below grade level. Although we provided data for both school years, we determined that the data from the 2019-2020 school year was more reliable because the tests were administered on campus and students were monitored by the classroom teachers. We brainstormed contributing factors and identified root causes that might be inhibiting the literacy of our students. Members of the team shared the concern that the phonics instruction in our district adopted curriculum was not a | 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data Language Comprehension Note Catcher Literacy Knowledge Note Catcher Phonological Awareness Note Catcher Root Cause Analysis |

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| <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>sufficient reading program and did not dedicate enough time to phonics instruction. In addition to the data indicated on the iReady assessments, there was strong agreement among the team that student performance in writing is not meeting the grade level standards. Teachers openly expressed their struggle with writing instruction and shared that the lesson and instruction provided in our district adopted curriculum was not explicit, nor did it support teacher instruction on the three writing types. Other contributing factors that caused low performance in foundational reading skills and writing included the strength of Tier 1 lesson instruction, assessments and responding to assessment data, and the lack of a Tier 2 and Tier 3 instructional programs. Our team documented these concerns in our JamBoard.</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</p> | <p>After documenting the root causes that were inhibiting literacy growth among K-3 students, we found that some of our concerns overlapped. We ended up categorizing the contributing factors into the following three groups: assessments, intervention, and Tier 1 instruction. After identifying the root causes for low performance in literacy, we then began to discuss possible solutions that could improve literacy and writing outcomes for students in grades K-3. Our team decided that there is a need for a systematic method of early identification and intervention for struggling readers. Identifying the students and knowing the data is only one component of this process. We determined the most crucial component is our response to the assessment data and providing research based intervention that meets the needs of the students. We also determined that strong Tier 1 instruction is important in preventing kids from needing Tier 2 and Tier 3 intervention. We used this information to build our smart goals. While building our smart goals, we identified resources that are already available on site and identified resources that are needed in order to fully reach the outcomes of our smart goals.</p> <p>SMART Goal #1 (rewritten into individual SMARTe goals):</p> | <p>2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data Root Cause Analysis Needs Assessment</p> |

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| 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>We will improve in deepening our knowledge of literacy-based K-3 formative and summative assessments and the purposes of each. Assessments will be aligned by grade level in order to ensure consistency and coherence. We will improve our practices in applying formative assessment data with the purpose of strengthening and differentiating tier one literacy instruction. This will be accomplished by June 2024.</p> <p>Smart Goal #2:</p> <p>We will improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. As measured by student assessment, classroom walk throughs, and observing instructional practices by June 2022</p> <p>Smart Goal #3:</p> <p>We will improve in tier 2/3 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2 & 3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</p> | |
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| SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required) | | | | |
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| 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 |

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| <p>Strengthen Tier 1 instruction in the areas of reading foundational skills and writing</p> | <p>Root cause analysis and needs assessment revealed that many of our students are needing Tier 2 and 3 instruction. In order to reduce the amount of students needing tier 2 & 3 instruction, tier 1 instruction needs to be strengthened and delivered according to the implementation recommendations of the curriculum. Through additional meetings after the root cause analysis, teachers also indicated that the curriculum does not provide sufficient explicit instruction that supports the three writing types. They indicated a need for capacity building related to foundational writing.</p> | <p>Root Cause Analysis Needs Assessment</p> | <p>Smart Goal 2:</p> <p>We will improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. As measured by student assessment, classroom walk throughs, and observing instructional practices by June 2022.</p> <ul style="list-style-type: none"> • Starting at the beginning of the 2021-2022 we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency and writing through PD offered by the literacy coach and outside service providers. • Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. • Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. • This will be ongoing throughout the 2021-2022 school year. • Implementation of the Phonics portion of the Benchmark curriculum will be | <ul style="list-style-type: none"> • PD • Literacy Coach • Teacher Collaboration • Classroom walk throughs • Observation of instructional practices • Benchmark student assessments • Writing Assessments • Observation of effective small group instruction |
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| | | | <p>implemented as intended by the end of the 2021-2022 school year.</p> <p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all K-3 staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p> | |
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| Provide Tier 2 Foundational Skills Intervention | Root cause analysis and needs assessment revealed that we have a large number of students needing tier 2 intervention. There currently is no program being implemented to services our students needing tier 2 instruction. | Root Cause Analysis Needs Assessment | <p>Smart Goal 2:</p> <p>We will improve in tier 2 & 3 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with tier 2/3 instruction. We will create an assessment and implementation plan. This will be accomplished by June 2024.</p> <ul style="list-style-type: none">• By June 2023 we will improve tier 2 instruction by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices of tier 2 instruction. | <ul style="list-style-type: none">• Intervention Plan• Inclusion in the daily schedule• Teacher Collaboration• Observation for adherence to the daily schedule• PD Plan• Invoices• Placement assessment data• SIPPS Mastery test data• Classroom implementation observation data• Literacy Coach |
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| Pilot of a foundational reading and writing skills curriculum for the neediest students for TK-3 | Root cause analysis and needs assessment revealed that we have a large number of students needing supplemental enrichment and foundational skills. There currently is no services being provided to our neediest students performing far below grade level in the areas of reading and writing. | Screening data indicates that a large number of our students are performing far below grade level in reading and writing. Root Cause Analysis Needs Assessment 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data | We will improve supplemental enrichment and foundational skills by adopting a supplemental foundational skills program and providing professional development to ensure fidelity and best teaching practices with supplemental enrichment and foundational skills. We will create an assessment and implementation plan. This will be accomplished by June 2024. <ul style="list-style-type: none">• By June of 2024 reading tutors, under the supervision of the Program Specialist, will be brought in to tutor students who were not making adequate growth in reading to provide supplemental enrichment for foundational skills.• The program specialist will analyze the data and provide professional development to the reading tutors as to which foundational skills need to be addressed during small group instruction using research based strategies and a supplemental foundational skills intervention program that is aligned with the core curriculum. | <ul style="list-style-type: none">• Intervention assessment data• Daily schedule that indicates which students are to receive services, the time they will receive the intervention, the focus standards, and the tutor that will be providing the services• We will monitor the effectiveness of the reading tutors using iReady and CORE assessments at the start and end of the instructional cycle |
| 2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents. In the little padlet, literacy action plan documents, LEA Budget Template, download & complete template and link here | | | | |

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.) |
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| 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. | Original: By August 2021-2022, 2022-2023, and 2023-2024, a .5 FTE Program Specialist will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant. Updated for 2022-2023: By August 2022, 1 FTE Program Specialist/Instructional coach will be hired to support K-3 teachers with fully implementing goals 1-3 of the grant. Updated for 2023-2024: The district funds the instructional coach on site. | As indicated in the diagnostic foundational skills data below, Root Cause Analysis , and Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need of our K-3 students. Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data | A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach (district funded)/program specialist will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. |
| | Original: By August 2021 reading tutoring will be hired to provide supplemental enrichment for foundational | As indicated in the diagnostic foundational skills data linked below, Root Cause Analysis , and Needs Assessment , increased student access to targeted, | Our school does not currently provide a targeted, supplemental foundational skills program to students performing far below grade level. We will use iReady |

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| | <p>skills and individual instruction to students performing far below grade level in foundational reading skills.</p> <p>Updated for 2022-2023: By August 2022 tutors will be hired to provide supplemental support for individual instruction to students performing far below grade level in reading comprehension and writing.</p> <p>Updated for 2023-2024: Tutors are not being hired, however we are adding before and after school tutoring which is reflected in section 3.3a</p> | <p>evidence-based foundational skills intervention is an urgent need for our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data </p> | <p>& Benchmark assessment data to identify students who are performing far below grade level in reading foundational skills. These students will be tested to determine the needs of the student based on the assessment data and will provide them with the individualized instruction that targets their specific needs with foundational reading skills under the supervision of the credentialed literacy coach.</p> |
| | <p>Original: By August 2022, a .5 FTE Instructional Assistant will be hired to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS intervention program.</p> <p>Updated for 2022-2023: By August 2022, 1 FTE Instructional Assistant will be hired to work with students and teachers in grades K–3, focusing specifically on foundational reading skills using the SIPPS intervention program</p> <p>Updated for 2023-2024: The grant will continue to fund one full time instructional aide. The aide will pull small groups and instruct foundational literacy skills using the SIPPS curriculum.</p> | <p>As indicated in the diagnostic foundational skills data linked below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based tier 2 foundational skills intervention is an urgent need for our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data </p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. Our school does not currently provide a targeted, research based supplemental foundational skills program to students needing tier 2 instruction. We need to become more efficient with responding to data results and providing students with research-based instruction for those students needing tier 2 instruction. Our teachers will become trained with SIPPS. We will assess all students in K-3, determine instructional groupings, and provide SIPPS instruction during multi-tier systems of support time in our daily schedule to all students in K-3 who have demonstrated a need for tier 2 reading foundational skills. In order to reduce group size and provide more targeted, meaningful instruction to students, we will hire a reading specialist to support with implementation of the SIPPS program.</p> |

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| <p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p> | <p>No action</p> | <p>The district has adopted Benchmark Advance which offers culturally responsive curriculum</p> <p>Most leadership and operational staff have attended and participated in Unbound Ed professional development which provides training in culturally responsive instructional practices with the intent to disrupt systems of racism.</p> | <p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have attended and will continue to attend district wide trainings that have been focused on improving and deepening our implementation of culturally responsive instruction, Therefore, we are not including this in the action plan.</p> |
| <p>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.</p> | <p>Original: During year 1 our focus will be to strengthen Tier 1 instruction in the areas of phonics and writing. The literacy coach/program specialist will begin providing professional development in effective, research-based phonics instruction beginning August 2021. In addition to effective teaching practices, teachers will determine the best formative assessments to utilize during phonics instruction, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments. Step Up to Writing will be providing teachers with training on implementation of the Step Up to Writing curriculum that will be used in conjunction with Benchmark. GLAD Strategies and training on implementation. During year 2 of the grant teachers will receive professional development on the implementation of the SIPPS program. Teachers will learn how to assess students, place students in groups, implement the curriculum, and progress monitor. Year 3, consultant to provide professional development to 19 teachers, perform instructional rounds and provide feedback.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach/program specialist will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction.</p> |

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| | <p>Updated for 2022-2023:</p> <p>During years 2 & 3 our focus will be to strengthen Tier 1 instruction in the areas of reading comprehension and writing. The literacy coach/program specialist in collaboration with an outside consultant will begin providing professional development in effective, research-based phonics reading comprehension and writing instruction beginning August 2022. Substitutes will be hired in order to provide the time for this professional development to occur within the school day. In addition to effective teaching practices, teachers will collaborate with their colleagues, coach, and consultant to determine the best formative assessments to utilize during phonics reading comprehension and writing instruction, identify students struggling with the content, and pull small groups for differentiated instruction based on the data from the formative assessments.</p> <p>In year 2, GLAD Strategies and training on implementation will be used in conjunction with Benchmark in order to strengthen tier 1 instruction in reading comprehension.</p> <p>In year 3, Step Up to Writing will be providing teachers with training on implementation of the Step Up to Writing curriculum that will be used in conjunction with Benchmark in order to strengthen tier 1 writing instruction.</p> <p>Updated for 2023-2024:</p> <p>At the end of last school year, a core consultant identified 4/11 teachers proficiently implementing SIPPS curriculum. In addition, student literacy scores increased greatly in classes who were implementing</p> | | |
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| | the curriculum to a high level of proficiency. This data determined the path for the 2023-2024 school year. A core consultant will continue to provide professional development on research-based literacy instruction and provide feedback and support to teachers, instructional coach, and instructional aide on their implementation of SIPPS curriculum. | | |
| 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. | No Action | The district has adopted Benchmark Advance which includes an effective ELD program. Instructional coaches receive ongoing professional development and support with the implementation of ELD strategies. | Our school is currently implementing a state-approved core curriculum that includes English Language Development curriculum and instruction. We have attended and will continue to attend district wide trainings that have been focused on improving and deepening our implementation of ELD instruction, Therefore, we are not including this in the action plan. |

| SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.) | | | |
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| 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.) |
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| 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. | <p>Original:</p> <p>During trimester 1 of the 2021-2022 school year, teachers will assess students if they are performing far below grade level in reading. Program Specialist/Coach and teachers will analyze the data and provide individualized instruction using a supplemental foundational skills intervention program. A literacy coach/Program Specialist will be utilized to supervise and support in delivering supplemental foundational skills instruction.</p> <p>Updated for 2022-2023:</p> <p>This occurred in year 1 of the grant, so no update needed.</p> <p>Updated for 2023-2024:</p> <p>Materials and resources will be purchased to support the implementation of SIPPS curriculum and to enhance the literacy learning of K-3 students.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality instruction with a focus on Phonics and Writing. We will learn to deliver instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction.</p> |

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| | <p>Original:</p> <p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency through PD provided by the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 school year. Implementation of the Phonics portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 school year.</p> <p>Updated for 2022-2023:</p> <p>During the 2022-2023 school year we will begin work to improve our reading comprehension tier one instruction by deepening our understanding of effective instructional practices related to reading comprehension through PD provided by the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality instruction with a focus on Phonics and Writing. We will learn to deliver instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction.</p> |
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| | <p>small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2022-2023 school year. GLAD strategies will be implemented in conjunction with the reading comprehension portion of the Benchmark curriculum by the end of the 2022-2023 school year.</p> <p>Updated for 2023-2024:</p> <p>We will not focus on comprehension or writing at this time.</p> | | |
| | <p>Original:</p> <p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p> <p>Updated for 2022-2023:</p> <p>We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of 2023-2024 school year and teachers will begin implementation of the program after training is complete.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction.</p> |

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| | <p>Updated for 2023-2024:</p> <p>We will not begin a focus on comprehension or writing at this time.</p> | | |
| | <p>Original: By August 2021, purchase SIPPS/GLAD/Step Up To Writing curriculum, including supplies and materials to support program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>Updated for 2022-2023: By August 2021 purchase SIPPS, August 2022 GLAD and August 2023 Step Up To Writing curriculum, including supplies and materials to support each program's implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>Updated for 2023-2024:</p> <p>We will not begin a focus on comprehension or writing at this time. Instead, we will continue to improve teacher knowledge and instructional strategies around foundational reading skills and purchase the appropriate materials and resources to make instruction effective and enhance the learning experiences of K-3 students in the area of foundational literacy skills.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder years of the grant.</p> |

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| | <p>Original: Year 2 and 3, purchase high interest/leveled readers.</p> <p>Updated for 2022-2023: Year 2, purchase high interest/leveled readers.</p> <p>Updated for 2023-2024: We will purchase high interest readers and book sets that align with SIPPS instruction.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder years of the grant.</p> |
| <p>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.</p> | No Action | <p>Although assessment instruments were originally part of our Root Cause Analysis, and Needs Assessment, the district is currently in the process of determining required district assessments in the area of phonics and identifying the digital platform in which this data will be housed. District wide training is expected to occur at the beginning of next school.</p> | <p>Although assessment instruments were originally part of our Root Cause Analysis, and Needs Assessment, the district is currently in the process of determining required district assessments in the area of phonics and identifying the digital platform in which this data will be housed. District wide training is expected to occur at the beginning of next school.</p> |

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.) | | | |
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| 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. | <p>No Action</p> <p>Updated for 2023-2024: Before school, after school, and summer school will be offered to students who need extra support in the area of foundational literacy skills and phonics.</p> <p>These expanded learning programs for TK-3 grade students will specifically target foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge. These programs will not be a part of ELOP summer enrichment programs nor ELOP before school or after school program. We will expressly recruit and serve subgroups of foundational literacy needs.</p> | <p>As seen in our diagnostic data linked below, 80% of our students have an urgent need for targeted, evidence-based foundational reading skills and writing instruction. With a need this high, all initiatives within the grant will be performed during the school day providing every student in grades K-3 access to effective literacy instruction and intervention programs.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Our rationale for providing supplemental literacy instruction during the school day is to ensure that all students receive equal access to effective, evidence-based curriculum and instruction in foundational reading skills and writing during the school day.</p> |

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| <p>3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p> | <p>No Action</p> | <p>As seen in our diagnostic data linked below, 80% of our students have an urgent need for targeted, evidence-based foundational reading skills and writing instruction. With a need this high, all initiatives within the grant will be performed during the school day providing every student in grades K-3 access to effective literacy instruction and intervention programs.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Our rationale for providing supplemental literacy instruction during the school day is to ensure that all students receive equal access to effective, evidence-based curriculum and instruction in foundational reading skills and writing during the school day.</p> |
| <p>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.</p> | <p>No Action</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data</p> | <p>Culture and climate was not an urgent need indicated as a root cause or need for our school site.</p> |

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| | | 2020-2021 K-3 Mid Year High Frequency Data | |
| 3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice. | No Action | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | SEL was not an urgent need indicated as a root cause or need for our school site. |
| 3.3e EXPANDED ACCESS Expanded access to the school library. | No Action | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data</p> | Our school site currently has a library that is operated by a site librarian. Expanded access to the school library was not indicated on our root cause analysis of the needs assessment. |

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| | | 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data | |
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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.) |
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| 3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families. | No Action | As indicated in the diagnostic foundational skills data below, Root Cause Analysis , and Needs Assessment , increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students. Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data | Trauma informed practices was not an urgent need indicated as a root cause or need for our school site. Our school site currently has 2 full-time counselors that service our students and provide professional development and support to teachers in this area. |

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| <p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.</p> | <p>No Action</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Mental health resources were not an urgent need indicated as a root cause or need for our school site. Our school site currently has 2 full-time counselors that service our students and provide professional development and support to teachers in this area.</p> |
| <p>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.</p> | <p>Original: During trimester 1 of the 2021-2022 school year, teachers will assess students who are performing far below grade level in reading. Coach/program specialist/teachers will analyze the data and provide individualized instruction using supplemental foundational skills intervention programs under the supervision of the credentialed literacy coach/program specialist.</p> <p>Updated for 2022-2023: No update needed. This occurred in year 1 of the grant.</p> <p>Updated for 2023-2024: We will develop a tier 3 plan for students not making growth in foundational literacy skills after receiving</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality instruction with a focus on Phonics and Writing. We will learn to deliver instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction.</p> |

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| | <p>effective tier 1 and tier 2 instruction. This will include purchasing curriculum, resources, and hiring staff that will support at a tier 3 level.</p> | | |
| | <p>Original:</p> <p>At the beginning of the 2021-2022 school year we will begin work to improve our foundational skills tier one instruction by deepening our understanding of effective instructional practices related to phonemic awareness, phonics, and fluency. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2021-2022 school year. Implementation of the Phonics portion of the Benchmark curriculum will be implemented as intended by the end of the 2021-2022 school year.</p> <p>Updated for 2022-2023:</p> <p>During the 2022-2023 school year we will begin work to improve our reading comprehension tier one instruction by deepening our understanding of effective instructional practices related to reading comprehension through PD provided by the literacy coach/program specialist and outside service providers. Teachers will understand how to use formative assessments to guide their instruction and pull small groups of students demonstrating a</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction. Tier 2 intervention will be implemented during our MTSS time in our daily master schedule.</p> |

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| | <p>challenge with the new learning. Teachers will learn the types of instruction that should be used with small groups in order to increase student understanding of the skill being taught. This will be ongoing throughout the 2022-2023 school year. GLAD strategies will be implemented in conjunction with the reading comprehension portion of the Benchmark curriculum by the end of the 2022-2023 school year.</p> <p>Updated for 2023-2024:</p> <p>Teachers will use student data to determine instructional groups of students and to determine if a tier 3 instruction is needed.</p> | | |
| | <p>Original: We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2021-2022 school year and teachers will begin implementation of the program after training is complete.</p> <p>Updated for 2022-2023: We will also improve in writing instruction by incorporating Step Up to Writing to be used in conjunction with the Benchmark curriculum. Training of all staff will be done during Trimester 1 of the 2023-2024 school year and teachers will begin</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction. Tier 2 intervention will be implemented during our MTSS time in our daily master schedule.</p> |

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| | <p>implementation of the program after training is complete.</p> <p>Updated for 2023-2024:</p> <p>We will not begin to focus on writing at this time.</p> | | |
| | <p>Original: By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>Updated for 2022-2023: No update needed. This already occurred in year 1 of the grant.</p> <p>Updated for 2023-2024: We will continue to provide training and ongoing support for effective tier 1, 2, and 3 instruction of foundational reading skills.</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, and writing according to our screening data. A literacy coach will be utilized to coach teachers with delivering high quality tier 1 instruction with a focus on Phonics and Writing. We will learn to deliver Tier 1 instruction using research based best teaching practices. We will use reliable formative assessments to guide our instruction and create differentiated groupings. We will determine and utilize appropriate small group instruction that will assist students in mastering grade level content in reading and writing. We will also provide appropriate targeted intervention for students needing tier 2 and 3 instruction. Tier 2 intervention will be implemented during our MTSS time in our daily master schedule.</p> |

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| <p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</p> <p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p> | <p>No Action</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Literacy training and education for parents was not an urgent need indicated as a root cause or need for our school site. Our school site employs a full time parent liaison. The role of the parent liaison is to inform parents about available resources within the broader community that can support with student learning.</p> |
| <p>3.4e PARENT AND COMMUNITY ENGAGEMENT</p> <p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p> | <p>No Action</p> | <p>As indicated in the diagnostic foundational skills data below, Root Cause Analysis, and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction and appropriate interventions is an urgent need of our K-3 students.</p> <p>Diagnostic Foundational Skills Data: 2019-2020 K-3 Mid Year Phonological Awareness Data 2019-2020 K-3 Mid Year Phonics Data 2019-2020 K-3 Mid Year High Frequency Words Data 2020-2021 K-3 Mid Year Phonological Awareness Data 2020-2021 K-3 Mid Year Phonics Data 2020-2021 K-3 Mid Year High Frequency Data</p> | <p>Parent and community engagement was not an urgent need indicated as a root cause or need for our school site. Our school site employs a full time parent liaison. The role of the parent liaison is to help cultivate parent interest in their children's schools and activities and to inform parents and families about available resources within the broader community.</p> |

