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: Stockton Unified

LEA/District Contact/Project Director:

Site(s): Roosevelt

Site Administrator(s): ~~Janice Roberts~~ Amy Ketner -Principal

Early Literacy Team Member	Role (Include title and/or grade level)
~~Janice Roberts~~ Amy Ketner	Principal
Chanry Sok	Kindergarten teacher
Karen Newton	1st Grade Teacher
~~Taisha Reed Michaela Nealy~~ Deborah Guzman	2nd Grade Teacher
Bridget Gallagher	3rd Grade Teacher
Jennifer Ryan	Instructional Coach

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 Assessment Book & Informal Assessment Book
	Language Comprehension	Benchmark Advance	Benchmark Weekly and Unit Assessment Book & Interim Assessment Book
	English Language Development	Benchmark Advance –Designated ELD	Benchmark Advance- Designated ELD Assessment Book
Tier 2: Targeted, Supplemental Supports	Phonological Awareness	Benchmark Advancing Phonics Book (K-2)	Assessing Reading: Multiple Measures Book
	Fluency (K-6), Phonics and Word Recognition (K-6), Language Mini Lessons (K-1), Phonological Awareness (K-6), Print Concepts (K-3)	Benchmark Advance Intervention Books	Assessing Reading: Multiple Measures Book
	Phonics	Benchmark Universe- Interactive Teacher Resources	Assessing Reading: Multiple Measures Book
Tier 3: Intensive, Individualized Supports		RSP	

Link to Grades TK/K–3 Master Instructional Schedule https://docs.google.com/document/d/1aw_LmUHLIU8kyfDyv0GdIJOCfsbY6PwUfkmRiGppsRQ/edit?usp=sharing

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.	The literacy team (principal, ELA coach, and K-3 teacher representatives) was created in January and began to attend both ELSB grant sessions and site team meetings. The literacy team had met over the course of several months to discuss effective literacy instruction, assessments, data, achievement challenges, possible solutions, and needs. While there were many possible causes at the beginning, the team looked at which ones were in their control. From that list, the team narrowed down problems into three main groups of inconsistent training in ELD strategies, inconsistent assessments, and inconsistent collection and analysis of data. Once those problems were narrowed down, the team investigated possible solutions to address the root causes of low reading scores. Their work, discoveries, and ideas were then shared with other teachers, school staff, and parents. The Root Cause Analysis Jamboard was presented to the staff during a staff meeting (April 20, 2021) and to parents during a School Site Council meeting (May 19, 2021). During both of these meetings the principal and the ELA coach shared the process that was used to create our problem statement and identify the root causes of low reading proficiency scores as measured on the iReady assessments. It was shared that this process revealed that there was an inconsistent assessment/screening process, ELD training, vertical planning time, and intervention program. Further discussions around root causes to our current situation of 78% of our K-8 students not being on grade level in reading occurred during a leadership meeting (May 18, 2021). Those discussions also identified that inconsistencies with school wide strategies, practices, routines, and intervention has played a role in low reading scores. The principal shared how funding additional personnel like the coach and program specialist would help with continued	**Staff Meeting Agenda (April 20)** **Root Cause Analysis Jamboard** **School Site Council Meeting Agenda** School Site Council Meeting Minutes **Leadership Notes** **Literacy Team Meeting Notes** Staff Meeting Agenda (May 4)

	professional development for teachers and intervention for students, respectively. To provide the staff with more information on the program that the team was looking into to address foundational reading skills concerns a representative from Collaborative Classrooms attended the May 4th Staff Meeting to share the components of the SIPPS program and how they could address the needs reflected in the school data.	
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.	During the initial ELSB grant sessions and site team meetings the literacy team focused on effective components of decoding and language comprehension. The team had the opportunity to identify when those effective components appeared in the district adopted reading curriculum as they completed the note catchers. Two areas that became an area of concern as the team looked through the curriculum and the iReady data were phonics and vocabulary. The team discussed how these areas need to be strengthened in order to see progress in reading comprehension. While the current reading curriculum has a phonics section, more phonics practice is needed. Phonics appears daily in K-2nd grade, but only two times a week in 3rd grade. The team agreed that this was not enough exposure for the high amounts of students who have not mastered the previous grade's standards. This became more apparent as team members shared data from iReady, and foundational skills assessments (2nd-3rd fluency, K-1st letter sound recognition, K-2 High frequency words). During a subsequent ELSB grant session the team participated in a root cause analysis protocol. Based on all that the team had learned and discussed so far, they came up with a problem statement (50% of third grade students are two or more grade levels below in reading complex grade- level text). From that statement they brainstormed the causes that led to the problem. As the team shared and reflected on the causes they reflected how they may have contributed to the	**iReadyDiagnostic Results (winter 2021)** **Literacy Team Meeting Notes** **Root Cause Analysis Jamboard** **School Data Analysis** **K/1 Foundational Skills Data** **Fluency Scores (Benchmark Advance Fluency Assessment)** **Language Comprehension Note Catcher** **Word Recognition Note Catcher**

	problem. After sharing the problems the team categorized them as a way to narrow its focus.	
	While the team discussed the *why* behind the problem statement, there was a common word that arose, inconsistent. The team discussed the inconsistent use of the curriculum routines for foundational skills, inconsistent opportunities for English Language Development training among staff, and inconsistent progress monitoring of foundational skills at the site level, as well as a way to intervene with our most striving students.	
1.3 NEEDS ASSESSMENT 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	The literacy team participated in team meetings and ELSB grant sessions to discuss solutions to the root causes of the school's low reading scores. The team discussed programs, materials, professional development, and personnel that would help meet its goals. It was decided that the SIPPS program would help meet the need for a consistent intervention program that would focus on foundational skills, specifically phonics and fluency. In order to implement SIPPS with integrity, the team will attend a workshop for teachers new to SIPPS hosted by Collaborative Classroom. The need for a full time instructional coach was discussed in order to support teachers with the implementation of SIPPS and the Benchmark tier 1 instruction by providing ongoing coaching opportunities like coplanning, co-teaching, and observation/ feedback. The instructional coach would also be responsible for facilitating data conferences and lesson studies. Another personnel need that the team discussed was that of a Program Specialist to help coordinate and implement intervention. The Program Specialist would work collaboratively with teachers to monitor student progress to maintain fluidity in groups as they move between Tiers I, II, and III. The Program Specialist will be responsible for facilitating in-depth data analysis with teachers to support them in creating individual student learning plans. With the focus on intervention, the Program Specialist would also organize and oversee the tutorial	**Smart Goals and Needs Assessment** **Team Meeting Notes** **ELSB Session Overview** **Staff Meeting Agenda (May 4)** **Program Specialist Job Description** **SIPPS Virtual Workshop** **GLAD training** **Instructional Coach Job Description** **Instructional Assistant Job Description**

| data, data on effective and ineffective practices, and equity and performance gaps. | program by using data to identify students and their needs. The Program Specialist will also monitor and oversee the placement of the instructional assistant in K-3 for literacy support. The Program Specialist will also pull groups to provide Tier 2 intervention.
 In order to have a consistent screening/diagnostic system to monitor the progress on foundational skills, the team chose to use assessments from the Assessing Reading: Multiple Measures book and SIPPS program. Since there is a need to have the data available to monitor progress, the team decided that the data will be collected in Illuminate. The team also decided there needed to be time during the contractual day in order to review and act upon the data.
For year two, the team saw the need to add a focus on language acquisition strategies, in particular those that would have a great impact on our English Learners. It was decided that training in GLAD strategies would help teachers meet this need. To assist with the implementation the instructional coach will facilitate lesson studies so teachers can have opportunities to discuss best practices with the GLAD strategies and how to incorporate them with the district curriculum. In order to track progress with our goals the team decided that there was a need to have release time to have data conferences so that trends can be identified and then a plan to act on the data can be created.
For year three, the team will continue with professional development with the SIPPS program and continue with the data conferences to monitor progress. To add extra support with the small groups the team discussed hiring an instructional assistant if funds allowed. | |

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"* Focus of improvement centered on TK/K–3 literacy instruction	2.1 Rationale *"Why you chose the goal"* Connect to stakeholder engagement, root cause analysis, and needs	2.1 Evidence *"Artifacts that back up the rationale and support why you chose the goal"*	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy*	2.2 Metrics *"How you will measure progress on actions (implementation) and/or*

Site/LEA practices or issues • Evidence-based rigorous goal	assessment evident in identified goals.	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	growth (student data) and how often" Articulate plan that includes: • Tool/Metric • Intervals • Monitoring and adjusting
1. *We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).*	Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills instruction.	iReady, fluency, and foundational skills assessments showed low student scores in phonics.	*By the end of August 2021, a professional development calendar will be created. By September 2021, dates for data conferences will be selected. By September 2021, K-3 teachers and coach will have completed the CORE OERA training. By September 2021, the SIPPS program will be purchased. By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed. By October 2021, student groups will be formed based on placement data. By November 2021, the SIPPS program will be implemented in addition to Benchmark Advance Phonics mini-lessons. By June 2022, 4 released days will have been used for data conferences.*	PD Schedule Lesson study rounds iReady Diagnostics data Benchmark weekly and unit data CORE phonics survey SIPPS data Data conference forms

2. *We will improve our K-3 implementation and collection of valid, predictive and reliable data.*	Root cause analysis and needs assessment revealed inconsistent assessment collection.	Literacy team meetings revealed that *a valid, predictive and reliable* common foundational skills assessment was not being given.	*By September 2021, teachers will be trained on assessments/screeners (Multiple Measures, SIPPS, Benchmark).* *By September 2021, an assessment calendar will be created to include district and site selected assessments.* *By September 2021, dates for data conferences will be selected.* *By September 2021, a data form/ protocol to be used at data conferences will be selected/created.* *By June 2022, 4 released days will have been used for data conferences.* *By June 2022, teachers will have administered the district required assessments and site selected assessments.* *By June 2022, teachers will have administered 3 iReady diagnostics.*	iReady Diagnostics data Benchmark weekly and unit data Assessments from Multiple Measures Book SIPPS data Data conference forms Data collection
3. *We will improve our K-3 knowledge and instruction of English Language Development instruction.*	Root cause analysis and needs assessment revealed that staff has not received the same level of ELD training.	Literacy Team meetings revealed that teachers needed more training on language acquisition strategies. iReady data analysis revealed that there is a need to focus on language acquisition based on the high percentage of students in tier 3 in vocabulary. Our EL data places our ELs in the lowest performing category on the California School Dashboard. It also shows that ELs in the 8th grade have	By August 2022 (year 2), GLAD training for K-3 teachers, coach, program specialist, and administration will be purchased. By the end of August 2022, a calendar of GLAD trainings and lesson study dates will be created. By August 2022, teachers will have completed the GLAD online training. By August 2022, teachers will have participated in at least 3 lesson studies using the GLAD strategies.	On Going Coaching Lesson Study iReady Diagnostic data (vocabulary domain) ELPAC scores Benchmark weekly and unit assessments SBAC results for 3rd grade

		been in the ELD program for 8-9 years.	By August 2022, teachers will have incorporated at least 3 GLAD strategies into lessons using the Benchmark curriculum.	

2.3 Expenditures Consistent with Categories [ELSB Budget](#) Link to ELSB Budget documents.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	*By September 2021, fund half a program specialist position to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.* ==*Adjusted Action Item:* *In 2021-2022, 2022-2023, and 2023-2024 fund half a program specialist position to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*== *Adjusted Action Item:*	*As seen in our [iReady data](#), our [root cause analysis](#), and our [needs assessment](#), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and the team felt the extra support from a [program specialist](#) ,an [instructional coach](#), and an [instructional assistant](#) would be beneficial.*	*A majority of our K–3 students are testing below proficiency in phonics according to our district diagnostics. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A program specialist will be utilized to support, monitor, and run intervention. An instructional assistant will also support small group instruction using SIPPS and Benchmark material. An instructional coach (district funded) will support the implementation of the SIPPS program, implementation of the Benchmark curriculum, and facilitation of professional*

	In 2021-2022, 2022-2023, and ~~2023-2024~~ fund half a program specialist position to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum *In 2021-2022, 2022-2023, 2023-2024, hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*		*development around best practices and data analysis.* *We have had to delete the position of program specialists since it has gone unfilled for the last two years.*
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	No action	[Benchmark Advance](#) *Link to the district's state approved core curriculum website.* [Culturally Authentic and Responsive Text](#) Link to district's approved materials	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction so we are not including it in this action plan. 2nd and 3rd grade classrooms also have a collection of culturally authentic literature and informational texts provided by the district.*

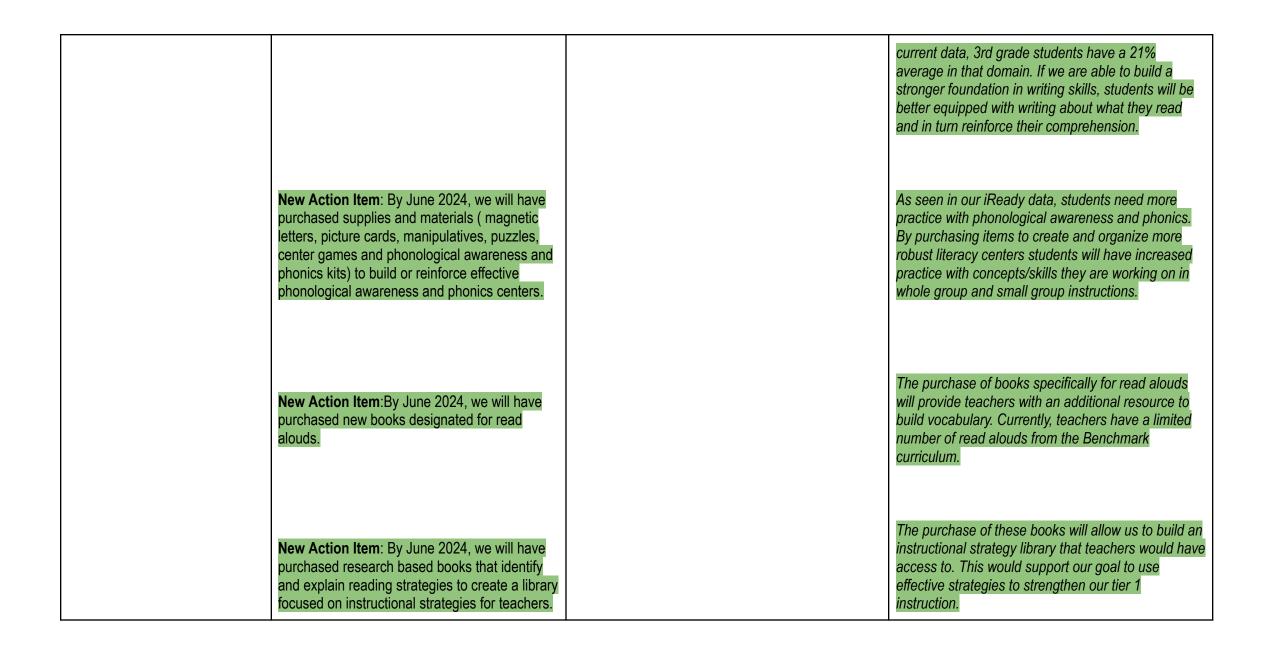|			
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	By June 2022, K-3 teachers, coach, program specialist, and administration will have completed the online elementary reading academy training with CORE. By June 2022, K-3 teachers will have had monthly professional development around foundational skills provided by the coach. ==Adjusted Action Item:== ==By June 2023 K-3 teachers will have had monthly professional development around foundational skills/ and vocabulary strategies/ resources. This can include professional development from the coach or other entities(for example, but not limited to school district, outside consultancy, Collaborative Classroom, Read Naturally, Learning A-Z, Flocabulary).== **Adjusted Action Item**: By June 2024, TK-3 teachers will have had professional development around foundational skills, vocabulary and comprehension strategies/ resources, and data collection. By June 2022, K-3 teachers will have completed 5 data conferences with administration and the coach to analyze literacy achievement data (foundational skills assessments, curriculum assessments, and diagnostics). (* for year 1 only, 4 data conferences will be paid with ELSB grant money and the 5th will be paid with other school funds.) **Adjusted Action Item:**	*As seen in our [iReady data], our [root cause analysis], and our [needs assessment], there is a need for professional development in literacy instruction.*	*A majority of our K–3 students are testing below proficiency in reading according to our district diagnostic. By having release time for monthly professional development around foundational skills teachers will deepen their knowledge around effective tier 1 instruction and practices. By holding data conferences, we can closely monitor student progress in foundational skills and identify any trends.* *We have added TK to our campus so they will now be part of the data conferences.*

	By June 2024, TK-3 teachers will have completed 5 data conferences with administration and the coach to analyze literacy achievement data (foundational skills assessments, curriculum assessments, and diagnostics).Release time will be provided for these conferences. Teachers will be compensated for additional hours needed to prepare for the academic conferences. **Adjusted Action item:** By June 2024, teachers, instructional coach, and administration will have worked with a consultancy to build capacity around the PLC model. Teachers will be provided 4 days of release time to receive this support.		*By working with a consultant, the staff will strengthen the protocols and procedures to identify priority standards and adjust teaching and reteaching to better meet the students' needs.*
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	By August 2022, GLAD training (Year 2) for additional comp/release time for K-3 teachers, coach, program specialist, and administration will be purchased. Adjusted Action Item: By September 2023, GLAD training for K-3 teachers, coach, program specialist, and administration will be purchased. A schedule for additional compensation or release time will be set. By the end of August 2022, a calendar of GLAD training (Year 2) and lesson study dates will be created. Adjusted Action Item: By the end of August 2023, a calendar of GLAD training and lesson study dates will be	*As seen in our EL data, iReady data, our root cause analysis, and our needs assessment, there is a need for professional development in language acquisition strategies especially for supporting our English Learners.*	*A majority of our K–3 students are testing below proficiency in reading according to our district diagnostic, the California School Dashboard, and ELPAC results. The data from both the California School Dashboard and district diagnostics show that ELs are a subgroup who is further away from being proficient readers. By attending trainings focused on language acquisition and having release time to complete lesson study sessions, teachers will deepen their knowledge around effective tier 1 instruction as well as refine tier 1 practices. By holding data conferences, we can closely monitor student progress in foundational skills and identify any trends. This data will drive coaching support. The purchase of materials needed for lessons using GLAD strategies will help with the delivery of the lessons. Teachers will have the supplies and*

	created. By June 2022, additional comp/release time for K-3 teachers, coach, program specialist, and administration will have completed GLAD training (Year 2). Adjusted Action Item: By June 2024, K-3 teachers, coach, program specialist, and administration will have completed GLAD training. In 2021-2022, 2022-2023, 2023-2024, purchase GLAD supplies and materials program implementation. Adjusted Action Item: During the 2023-2024 school year, purchase GLAD supplies and materials for program implementation. This would include items like chart paper, markers, post its, copy paper, notebooks, folders, highlighters, pocket charts, sentence strips, highlighter tape, and clipboards.)		*materials necessary for the effective implementation of their lessons. BY adding these GLAD strategies to their lessons they will be able to create lessons that focus on language acquisition.*

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.	*By September 2021, purchase SIPPS for implementation.* ==Adjusted Action Item: During the 2022-2023 school year, purchase additional supplies/materials to support SIPPS implementation. This includes items to help with organizing SIPPS.== *Adjusted Action Item: During the 2023-2024 school year, purchase additional supplies/materials to support SIPPS, Heggerty, and Benchmark implementation. This includes items to help with organizing materials (hanging charts, seat pockets, tubs, carts, shelves, easels, binders, sheet protectors, folders, file folders, hanging files, magnets, dry erase markers, dry erase erasers), increasing classroom libraries, as well items that need to be replaced. from previous purchases. This also includes using the reprographics department to produce copies of reading passages, high frequency words, handwriting sheets, and other Benchmark resources for in class and at home use).* *New Action: By June 2024, we will have purchased furniture and supplies needed to create classroom libraries (books, carpets,*	*As seen in our iReady data, our root cause analysis, and our needs assessment a majority of our K–3 students are testing below proficiency in vocabulary and phonics.*	*Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students in addition to our Benchmark curriculum, 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.* *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 of the two years of the grant.* *We will need to replenish some of our SIPPS materials as the books have now been used for two years and have some wear and tear. Over the last two years of using SIPPS, we have found that it would be beneficial to have the passages and high frequency words copied for students to take home to reinforce what is being taught in the lessons. There are also resources from Benchmark, like graphic organizers and handwriting sheets that if copied would help with instruction and practice.* *Currently, not all classrooms have the needed furniture or books to have a robust classroom library. Some classrooms are in need of an area rug and*

	shelving, and chairs). *By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.* *Adjusted Action Item:* By June 2023, professional development, feedback, and ongoing coaching regarding SIPPS implementation from an outside consultancy will have taken place. **Adjusted Action Item:** By June 2024, professional development, feedback, and ongoing coaching regarding SIPPS implementation from an outside consultancy will have taken place. *By October 2021, groups will be formed based on placement data.* *Adjusted Action Item: By September 2023, SIPPS groups will be formed based on placement data.* *By June 2022, 4 additional comp/release time for release days will have been used for data conferences.* *Adjusted action item:* *By June 2023, 5 release days will have been used for data conferences.* **New Action Item**: By June 2024, we will have purchased a writing program and teachers will have had training on the program.		*chairs to create a reading spot. Others are in need of shelving and new books. Through purchasing these items we are providing students with access to newer books and larger classroom libraries. These items also support creating a location for students to be during small group time.* *We have been unable to work with an outside consultant for the last two years so we will add the action item to the 2023-2024 school year.*
		Additional data: *Our [Benchmark Advance](#) data shows that writing is also an area that needs to be addressed.*	*Through the purchasing of a writing program we will be able to support students with stronger instruction in writing as students are currently struggling with writing as shown in our Benchmark data. In our*

			current data, 3rd grade students have a 21% average in that domain. If we are able to build a stronger foundation in writing skills, students will be better equipped with writing about what they read and in turn reinforce their comprehension.
	New Action Item: By June 2024, we will have purchased supplies and materials (magnetic letters, picture cards, manipulatives, puzzles, center games and phonological awareness and phonics kits) to build or reinforce effective phonological awareness and phonics centers.		*As seen in our iReady data, students need more practice with phonological awareness and phonics. By purchasing items to create and organize more robust literacy centers students will have increased practice with concepts/skills they are working on in whole group and small group instructions.*
	New Action Item:By June 2024, we will have purchased new books designated for read alouds.		*The purchase of books specifically for read alouds will provide teachers with an additional resource to build vocabulary. Currently, teachers have a limited number of read alouds from the Benchmark curriculum.*
	New Action Item: By June 2024, we will have purchased research based books that identify and explain reading strategies to create a library focused on instructional strategies for teachers.		*The purchase of these books will allow us to build an instructional strategy library that teachers would have access to. This would support our goal to use effective strategies to strengthen our tier 1 instruction.*

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.	*By September 2021, purchase SIPPS for implementation.* ==*Adjusted Action Items:* *By October 2022, purchase additional SIPPS materials/ supplies for implementation*==. *By September 2021, teachers will be trained on how to use Illuminate to collect data from assessments/screeners (Multiple Measures, SIPPS).* *By September 2021, an assessment calendar will be created to include district and site selected assessments.* ==*Adjusted Action Item:* *By September 2022, an assessment calendar will be created to include district and site selected assessments.*== **New Action Item:** *By June 2024, teachers will be provided release time to administer one on one assessments.*	*Assessment Calendar* *Link to district expectations/resources of evidence-based diagnostic assessments.* *Multiple Measures Link to district resource of evidence-based diagnostic assessments.* *Needs assessment Link to needs assessment.* *SIPPS Link to SIPPS website*	*While our district already provided training regarding the use of the assessments from the Multiple Measures two years ago, some of the K-3 teachers are newer and did not receive that training. Therefore, the instructional coach will facilitate training around the assessments and their implementation. The use of SIPPS assessment will be new to all teachers so training on its implementation is necessary so the data collected is accurate and reliable. Assessment training is needed so all teachers have the same knowledge around the selected assessments and how to administer them. Since Illuminate will be a new platform to collect data for some of the teachers, training on how to use it and use the resources it provides will be necessary.* ==*By providing teachers with release time to administer one on one assessments, they will be able to collect the data needed to monitor student progress and make data driven instructional decisions.*==

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.	*no action*	[**Step Up Program**](link)	*Since our school has an after school program that is sponsored by the district we chose not to include it in our plan.*
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		*We are not including this in our plan because it does not show up as a solution to our root cause analysis.*
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	[District PBIS](link) Link to district's PBIS resources. [School PBIS](link) Link to school PBIS information.	We did not include this in our plan because attendance and school climate are addressed through PBIS at the site and district level.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning	no action	[Second Step curriculum](link) is the district's approved socioemotional curriculum.	We chose not to include this in our plan because K-3 teachers have a district approved socioemotional curriculum.

approaches, including restorative justice.			
3.3e EXPANDED ACCESS Expanded access to the school library.	no action	[Needs assessment](#) Link to needs assessment shows this is not a priority.	We did not include this in our plan because teachers have access to the school library and are able to take students on a biweekly schedule.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	*no action*	*[Trauma Informed Resources](#) Link to the district's resources.*	*We do not need to create an action item around the provision of trauma informed practices because these supports are already addressed by the district's Mental Health & Behavior Support Services.*
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*	*[Mental Health & Behavior Support Services](#) Link to the district's resources.*	*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 counselor and district's Mental Health & Behavior Support Services.*
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	no action	[School MTSS](#) Link to school's MTSS plan [District MTSS](#) Link to district's MTSS plan	*We do not need to create an action item around the provision of MTSS and RTI because this system is being addressed in our school plan.*

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 **New Action Item**: By June 2023-2024 we will have purchased and started to use the curriculum and resources (lending libraries, literacy kits) from the Latino Family Literacy Project. The parent liaison will have attended a training for how to use the program. This will help support goals 1 and 3 as the resources will provide families with skills needed to support students with reading. **New Action Item:** By June 2024, we will have purchased take home backpacks with books for students to add to their at home libraries.	parent liaison job description As indicated by our iReady data, there were more English Learners in the below grade level spans compared to English only students.	We did not include it in our plans because the school has a parent liaison who coordinates education opportunities for parents. We found that there was a need for a specific program and resources for the parent liaison to use when she meets with parents. This program will provide more structure and specific resources to use as we build stronger parent engagement and literacy skills. To further support literacy at home, take home backpacks with books will be purchased and delivered to students. This will help families build their at home libraries.
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.	no action **New Action Item**: By June 2023, teachers will have held additional parent conferences with families to discuss students progress.	parent liaison job description	We did not include it in our plan because the school has a parent liaison who coordinates multiple events to improve parent and community engagement. Currently, teachers have one set time frame for parent conferences. These additional conference days will allow teachers to provide parents with continued updates on student progress.