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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- Determine a point person to keep the work moving forward
- Finalize SMART Goals and Needs Assessment
- Include bilingual/dual language teachers on the team
- Introduce the Literacy Action Plan Template and Rubric to the Site Literacy Team
- Gather artifacts and evidence along the way
- Determine which stakeholder groups you will engage

LEA/District: Stockton Unified School District

LEA/District Contact/Project Director: Janet Yarbrough

Site(s): Taft Montessori Elementary School

Site Administrator(s): Jana Brooks

Early Literacy Team Member	Role (Include title and/or grade level)
Janet Yarbrough	Director of State and Federal
Jana Brooks	Principal
Shirley Hansen	Instructional Coach
Patricia Blackwell	TK Instructor
Raquel Poblete	K Instructor / Bilingual
Cynthia Thurman	1st Instructor/ Bilingual

Rubi Garcia	2nd Instructor / Bilingual
Pam Vickers	K-3 Special Ed Instructor

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 Advanced/SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) Heggerty Program-Supplemental for Phonemic Awareness	CORE Assessing Reading Multiple Measures I-Ready Diagnostic Assessments SIPPS Formative and Summative Assessments
	Vocabulary Acquisition	Benchmark Advanced/SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	CORE Vocabulary Screening Test SIPPS Formative and Summative Assessments I-Ready Diagnostic Assessments
	Writing Instruction	Benchmark Advanced and Step Up to Writing	Step Up to Writing Benchmark Advanced
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS Formative and Summative Assessments I-Ready Diagnostic Assessments
	Vocabulary Acquisition	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) I-Ready Diagnostic Assessments

| Tier 3: Intensive, Individualized Supports | Foundational Skills | SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) | SIPPS Formative and Summative Assessments
I-Ready Diagnostic Assessments |
| | Vocabulary Acquisition | SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) | SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
I-Ready Diagnostic Assessments |

 Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
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 the 2020-2021 school year Taft School Early Literacy Team along with the Taft Cabinet (Principal, VP, Counselors, Coaches and Program Specialists) have been examining data to not only address unfinished learning but to also determine what the data informs us about the literacy needs of our students. The Early Literacy Team began their meetings by attending the first ELSB grant meeting on 1/28/2021 and have been meeting weekly (dates linked in evidence) examining data to determine the root cause of student's literacy deficiencies and are working on plans for solving those deficiencies. At the PTA meeting, ELSB team member, Ms. Garcia shared that in the Early Literacy Block Grant, there is a parent workshop component where parents will be taught literacy skills to assist their children at home. She discussed how teaching parents literacy strategies will help them work with their child at home reinforcing literacy skills. Parents stated they would like to have literacy training so they can help their child at home.	**PTA** **Parent Mtg** **School** : **Cabinet Mtg/Leadership** School Site Council **Staff Mtg**/ Agenda **TK - 3 PLC meeting on 3/25/21** **Unfinished Learning Padle**t

At the School Site Council meeting, ELSB team member, Ms. Thurman shared with the SSC how the ELSB grant would help the primary teachers learn how to meet the needs of the students. She discussed how important good first teaching is. She shared her excitement to be a part of the team and the opportunity to improve her craft.

Mrs. Brooks, principal discussed with both the Taft staff as well as Taft Leadership Team, the Early Literacy Block Grant. She discussed the opportunities for Taft primary teachers to improve their instructional practices in literacy. She explained, if we got the grant, TK-3 grade teachers would be learning how to improve their instruction using Benchmark Advance as well as providing parents the opportunity to learn strategies to help their child at home with learning to read.

Ms. Hansen the Literacy Coach met with the TK - 3rd grade teachers who will be benefiting from the grant to discuss the needs of the students with data and the Early Literacy Block Grant. We reviewed the data that supports the need for improvement and the SMARTe goals that were created for the grant. The teachers were supportive of the goals and indicated that they were willing to work towards improving their instruction using Benchmark Advance. The data and the literacy needs of the students were shared with the teachers at this meeting on the Padlet linked in the column to the right.

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 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.
	Taft School fundamental root cause analysis shows that our students' lack of mastery of the reading foundational skills and combining of the language comprehension and word recognition strategies can be attributed to the following;
	
	 We determined this by looking at I-Ready scores and analyzing the student data provided. We as a team met numerous times outside of the ELSB meeting times and discussed the student data that we recently collected. (links to data in the next column. It was through our deep discussions we developed the Jamboard and determined our root causes below.
	
	1. Lack of good first instruction *(teachers have not received sufficient in depth focused training on teaching foundational reading standards, and all of the components of the Scarborough's Rope in a systematic way that builds capacity.)*
	2. Curriculum deficiency reading *foundational skills are not spiraled from year to year to "catch students" who miss the first instruction. Our curriculum is also not strong in phonemic and phonics instruction.*
	3. Our reading instruction hasn't targeted all of the components of Scarborough's Rope.
	4. *In the classroom only none of our teachers use read-alouds two-years above grade-level daily to help bridge our EL learners & Title 1 low socioeconomic learners that come to school with a lack of background knowledge, vocabulary and concepts of how language works.*
	5.A weakness of our local educational agency (SUSD) is that our district does not have much in place that is systematic or uniform for monitoring student progress with the exception of iReady 3X a year and the use of adopted curriculums with varying degrees of faithful implementation. The district also has some AVID strategies like annotation.
	Because of this weakness, we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to
		Root Cause: Jamboard
		
		    I-Ready Data (Student data) & CA Dashboard
		    Phonemic Awareness Data
		    High Frequency Words
		    Fluency
		    DRA Assessment
		    BPST Assessment

	assess students and provide additional support based on the data received from the monitoring We do not have a systematic tier 2 intervention prior to the referral to SPED testing. We also do not have a master schedule for intervention or a set intervention program (tier 2 instruction) During our staff meeting, stakeholders also identified that there was Limited practice learning the alphabetic principles, limited small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups. To equitably provide a solid reading foundational skills program we also currently lack the following student supports, (curriculum that spirals to address unfinished learning, systematic progress monitoring, tutors to help teachers listen to students read every day, an intervention program to catch students in 1st grade who are beginning to fall behind.)	

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,
	We created our SMARTe goals by brainstorming on the Padlet why we thought our students were not proficient readers by 3rd grade. Then teachers assessed students in foundational skills and based on this data we determined that our root cause stems from lack of good first instruction which includes foundational skills and language acquisition. Our teachers want and welcome training to improve their pedagogy. Their desire to be a part of change makes them open to learning new ideas and ways to approach student mastery of reading in grades K-3. This strength combined with their willingness to embrace change and do the hard work gives Taft the positive outlook for success with the teachers changing their practices as well as increased student achievement as they master all of the components of reading skills. To increase student achievement and help all of Taft's K-3 learners master reading we need the following supports
	● High-Quality literacy teaching
	    ○ training for teachers as to what that looks like and how to implement the strategies for literacy teaching
	    ○ Lesson studies with teachers/students
		Needs Assessment (SMARTe goals)
		
		I-Ready Data (Student data) & CA Dashboard
		Phonemic Awareness Data
		High Frequency Words
		Fluency
		BPST Assessment

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.	○ Collaboration time to review the two components above, progress monitoring, data, etc. ■ Release time for teachers ● Literacy materials and assessments (Tiers 1-3) ○ Benchmark Curriculum (District Adopted) ○ CORE Reading Assessments /Multiple Measures ■ Training on how to implement and use the data to inform the instruction ○ SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) ○ Heggerty Program (P.A.) ○ Step up to Writing ○ Read Aloud Trade Books ○ CORE Professional Development Language Acquisition ● Pupil supports ○ After school tutoring/summer school, yield to what the students need in grades K-3 ○ Daily Intervention time built into the master schedule for all K-3 students ○ Systemic approach to establishing equitable learning environments and coordinating practices to enhance all student's social, emotional, and academic learning. ■ Integrated SEL through our schools academic curricula and culture. ● Family and community supports: ○ K-3 Parent Training with Literacy/ Bilingual translator ○ Parent and community engagement - Parent Literacy and Engagement in English and Spanish ○ Parent Lending Library ○ Parent Literacy Program ○ Parent-Teacher Conferences	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"* Focus of improvement centered on TK/K–3 literacy instruction ● 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"* ● 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: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Foundational Skills Instruction Capacity for Teachers	Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills instruction and low performance of students across the grades.	I-Ready Data (Student data) & CA Dashboard Root Cause Analysis Needs Assessment I-Ready Data (Student data) & CA Dashboard Phonemic Awareness Data High Frequency Words Fluency BPST Assessment	1. *We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK - 3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational reading skill lesson studies, training, peer observations, feedback, and collaboration.* *Our improvement in first quality instruction will measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher*	● *PD calendar* ● *Invoices* ● *Foundational Skill student data* ● *I-Ready Data* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data* ● *ELPAC data*

			professional development in foundational skills instruction, and collaboration in Professional Learning Communities focused on foundational skills assessments using the data cycle by June 30, 2024	
Data Collection Process /Professional Learning Community instruction Using data to drive the instruction -building capacity with teachers	Root cause analysis and needs assessment revealed inconsistent understanding of the data cycle and using data to inform instruction and shows a low performance of students across the grades	[I-Ready Data (Student data) & CA Dashboard](#) [Root Cause Analysis](#) [Needs Assessment](#) [Phonemic Awareness Data](#) [High Frequency Words](#) [Fluency](#) [BPST Assessment](#)	Goal 2 2. *We will improve our TK-3 data collection of valid predictive and reliable data of phonemic awareness, phonics, vocabulary, and fluency by administering and analyzing (I-Ready, Assessing Reading Multiple Measures by CORE; 3 times a year and progress monitoring as needed as measured by the assessment calendar, data collection forms, data conferences, and teacher professional development in this area. By June 2024*	● *PD calendar* ● *Invoices* ● *Foundational Skill student data* ● *I-Ready Data* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data* ● *ELPAC data*
Improve teachers instruction and parents' support of students' language acquisition"	Root cause analysis and needs assessment revealed the need for training language acquisition for both teachers and parents and shows a low performance of students across the grades	[I-Ready Data (Student data) & CA Dashboard](#) [Root Cause Analysis](#) [Needs Assessment](#) [Phonemic Awareness Data](#) [High Frequency Words](#) [Fluency](#) [BPST Assessment](#)	Goal 3 3. *We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate, and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by I-Ready vocabulary strand, CORE Vocabulary Screening test and writing samples by June 2024.*	● *PD calendar* ● *Invoices* ● *Foundational Skill student data* ● *I-Ready Data* ● *Classroom implementation observation data* ● *ELPAC data* ● *Parent responses to training* ● *Parent use of the lending library*
2.3 Expenditures Consistent with Categories [Link to ELSB Budget documents.](#)				

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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.	~~In support goals 1, 2, 3, we will hire for the 2021-2022, 2022-2023, and 2023-2024 school years we will fund our literacy specialist/coach 2.5 days to focus on K-3.~~	As indicated in our needs assessment and our root cause, Taft needs a literacy coach on site to lead the grant initiatives and assist the principal in implementation of the grant SMARTe goals.	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers and build their capacity. Using Benchmark Advanced, capacity will be focused on Tier 1 first instruction - lesson studies on foundational reading skills and methodology for providing that instruction. Coach (district funded) would also lead the teacher teams with data review on the results of their instruction.
	In support of goals 1, 2 and 3,we will hire for the 2021-2022, 2022-2023, and 2023-2024 school years, we fund our current Bilingual Assistant additional hours to focus on K-3 student literacy needs include support in phonemic awareness, phonics and language acquisition. Bilingual Assistant is also able to assist in data collection of student performance.

We will not be utilizing the bilingual assistant, as the position is district funded full time position. | As indicated in our needs assessment and our root cause, Taft needs our bilingual assistant to be on site for additional hours to assist in helping students become literate. The bilingual assistant will be trained in effective tutoring strategies; in phonemic awareness, phonics and language acquisition, as well as effective data | A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Using Benchmark Advanced, a bilingual assistant will be utilized to work directly with students in tier 2 and 3 |

		collection. The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist [Specialist Credential](#)	groupings giving students more time to work on literacy with supervision and not independent.
	In support of goal 3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund our current Library Media Assistant additional hours to focus on K-3 student needs. Students having access to literature that is in the library will promote language acquisition as students are free to choose books of their interest and reading ability to take home.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs our Library Media Assistant to be on site for additional hours to assist in helping students become literate. The Library Media Assistant will be trained in leveling library books in order for students to choose books at their reading ability level, as well as effective data collection. The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist	In support of goal 3, we need to offer more opportunities for the students to access the school Library/Media center. The Library Media Assistant will be utilized for ● Providing access to students additional time for them to use the library, checking in and out library materials, story hour, and supporting K-3 teachers in helping them obtain materials for their classroom read a louds. ● Currently there are not enough hours in the library media's day for all K grade 2 to check out books. The additional hours will provide that time and students will be able to have access to literature that was previously not available.

		As indicated in our [needs assessment](#) and our [root cause](#), Taft needs reading tutor to be on site and provide tutoring using either Benchmark Advance materials for students who are deficient in phonemic awareness, phonics and vocabulary / language acquisition. The data would be acquired through a combination of the following; I-ready, Multiple Measures, and / or SIPPS assessments. Students working at a Tier 2 and 3 would be the targeted student group. Tutors would listen to students read, play phonemic awareness games, as well as vocabulary games found in the Benchmark Advanced Program giving students additional opportunities for practice. The training will be done by the literacy coach. and or the principal who is a credentialed Reading Specialist	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. In support of goals 1 & 3 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. Reading tutors to work directly with students Leveled Tutors based on the data from progress monitoring using a combination of the following; I-ready, Multiple Measures and / or SIPPS results administered in 2nd and 3rd grade. The data will determine which groups are being serviced.
		As indicated in our [needs assessment](#) and our [root cause](#), Taft needs Tutor's to be on site and provide tutoring for students in Tier 2 and 3, listening to students read and providing practice opportunities with the leveled readers, reader theaters and other reading practice materials found in the Benchmark Advanced curriculum. The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist	A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics and language acquisition. In support of goals 1 & 3 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. Tutors from the local college (UOP and Delta College) would be utilized to work directly with students Leveled Tutors based on the data from progress monitoring using Multiple Measures and /or SIPPS results administered in 2nd and 3rd grade will help determine the groups being serviced. This is in support of goals 1 and 3.

	In support of goals 1, 2 & 3, for the 2021-2022, 2022-2023, and 2023-2024 school years we will fund a retired intervention teacher (substitute) to provide, supplemental Foundational Skills instruction, through the program SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) Intervention instruction to be provided to grade 1. The role of the intervention teacher will be to provide Tier 2 intervention using SIPPS. (The intervention teacher will also receive SIPPS training from The Center for the Collaborative Classroom) The students receiving intervention will be identified based on our screening data and SIPPS assessment. Groups will be monitored through SIPPS mastery tests and when students demonstrate mastery of grade 1 foundational skills they will be exited from the intervention group and new students will be added based on need. SIPPS training for the Intervention Teacher will be paid for using title one achievement site based money.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs an intervention teacher to be on site and provide focused pull out SIPPs instruction. The intervention teacher will be trained in how to administer, monitor and implement the SIPPS program.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. In support of goals 1, 2, & 3 we need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.* *An intervention teacher will be utilized to work directly with 1st grade students. The intervention teachers will also be professionally trained by the Center for Collaborative Classroom on assessing, monitoring and implementing the SIPPS program.* The intervention teachers would be utilized to work directly with students based on the screening data & SIPPS data. This is in support of goals 1,2 & 3.*
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	NO ACTION / NA	[Social Studies Weekly Benchmark](#)	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE	In support of goals 1, 2 & 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund collaboration and release time for teachers to collaborate around the data and instruction as well as attend training, lesson studies, etc. as it relates to	As indicated in our [needs assessment](#) and our [root cause](#), Taft teachers will need to be released from their classrooms to receive professional development on literacy instruction,	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We need to have time for our teachers to be trained in methods that will improve their instruction which will result in*

OF DATA			
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.	literacy instruction and achievement. (3 subs 12 hours per week) LETRS professional development will be provide for 22-23 and 23-24 school year for K-3 teachers, administrators, and literacy coach. 9Language Essentials for Teachers of Reading and Spelling)	achievement and the use of data training order for them to effectively accomplish goals 1, 2 & 3 by June of 2024.	*students mastering the skills. We also need time for teachers to learn how to use the data they are collecting to inform their instruction so all children will have their individual needs met. We collectively will work together to achieve goals 1, 2 & 3 by June 2024.* Training will be done by the literacy coach who is certified to teach reading foundational skills in a lesson study format.
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide The Center of Collaborative Classroom; SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) training for teachers. Purchase a research based fluency supplemental program in order to improve students reading fluency. Teachers in grades K-3 will be supporting foundational skills Benchmark instruction by using Benchmark curriculum and the supplemental program; SIPPS during small group time.	As indicated in our needs assessment and our root cause, we selected SIPPS as a tool to help accomplish goals 1, 2 & 3. Teachers will receive training to implement the supplemental program correctly.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan on implementing the supplemental program, SIPPS as a part of our intervention in helping meet goals 1, 2 & 3 by June 2024.*
	In support of goals 1, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide Pivot & Core Training using the Reading SourceBook for teachers.	As indicated in our needs assessment and our root cause, we will provide lesson studies and professional development using the Pivot & Core Reading SourceBook for teachers. This support will be provided by the literacy coach who is certified to provide Pivot & Core training on the Reading Sourcebook.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We will provide reading foundation skill training to teachers to help improve their first instruction which will result in our school achieving goals 1,2 & 3 by June 2024.*
	In support of goals 1 & 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide Heggerty Program Phonemic Awareness training for teachers	As indicated in our needs assessment and our root cause, We will provide teacher training in the Heggerty Program Phonemic Awareness and have the teachers use that Phonemic Awareness	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing Heggerty Phonemic Awareness*

		lessons to help students master Phonemic Awareness. In addition to Benchmark Advanced Core Curriculum	*which will result in our school achieving goals 1 & 3 by June 2024.*
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will focus on vocabulary found within the district adopted curriculum: ELA (*Benchmark Advanced*) Social Studies (*Studies Weekly*) Science (*HMH Science Dimensions*) and math (*I-Ready math*) as students need to be literate with a variety of language to meet the rigor of reading across the subject materials.	As indicated in our needs assessment and our root cause teachers will be trained in how to instruct students in teaching vocabulary to their students for Tier 1 instruction. Words will be taught as they are introduced in the district adopted, ELA, Math, Science, and Social Studies curriculum.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Vocabulary from the Core Reading Sources book using the district adopted curriculum for ELA, Science and Social Studies. Increased targeted vocabulary instruction will result in our school achieving goal 3 by June 2024.* Teachers will be trained in vocabulary routines from the CORE Reading SourceBook by the Literacy Coach.(Certification)
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years **SCOE & CORE training for admin, coaches & teachers** **CORE's Online Elementary Reading Academy** Who: Site Literacy Team - TK, K, 1, 2, 3 and Literacy Coach: 7 module asynchronous online course with 2 synchronous facilitated sessions. Sept - April **SCOE Regional Professional Learning Network** Who: Principals and coaches: Literacy Action Plan components as related to CORE and student achievement **SCOE Coach Network** Who: Coach - focusing on coaching strategies and content knowledge; support for PDSA cycles **SCOE Statewide Community of Practice** Who: Principals & VP, focused on evidence based reading practices. **SCOE Reading Leader Institute**	As indicated in our needs assessment and our root cause teachers, coach and administrations will attend the SCOE / CORE Reading Academy, Professional Learning Network, Coach Network, Statewide Community of reading Practices, SCOE Reading Leader Institute, and CORE's Reading Fundamentals for admin to support student learning.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies from the Core Reading Sources book and will receive training for CORE from Core. This will result in our school achieving goals 1, 2 & 3 by June 2024*

	Who: Principals & VP Assessment & data based decision making, Effective instruction, coaching, leadership **CORE's Reading Fundamentals for admin** Pa, Phonics, Multisyllabic word instruction, fluency, vocabulary and comprehension training - total of 12.		
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.	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide training to our K-3 staff on how to create and use prepared Benchmark Advanced Read Alouds in the classroom for language acquisition and other components of Language Comprehension from the Scarborough's Rope. Training will be done by the Literacy Coach who received training on how to create and use read alouds from the San Joaquin County Office of Education/ SUSD Coaches Training. Additional compensation (9 teachers/1 coach) for Plan, Do, Study, Act cycle and Read Alouds training.

In support of goals 1, 2 and 3 for the years 2021-2022, 2022-2-23 and 2023-2024 school years we will support our EL learners during designated ELD block, with rich language and vocabulary instruction using ELD Benchmark Curriculum and the ELD framework. Additional training will be provided by our district EL Instructional Coach. | As indicated in our needs assessment and our root cause, We will provide teacher training in language acquisition and other components of language comprehension from the Scarbrough's rope by having the literacy coach provide trainings, make and take sessions for read alouds, language acquisition, building background knowledge, language structures and writing.

As indicated in our needs assessment and our root cause, using the ELD Benchmark Curriculum, we will provide teacher training in language acquisition, ELD framework and implementation of the ELD Benchmark Curriculum | *A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Language Acquisition learned from the training the coach received from the San Joaquin County ELD Professional Development trainers on the use of Benchmark Advanced Curriculum's Read Alouds for language acquisition which will result in helping our school achieving goal 3 by June 2024*

A majority of our K-3 students including our EL students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on training our teachers using our EL Benchmark Curriculum and the ELD framework. Training will be done by our district EL instructional Coach and this training will result in helping our school achieve goals 1,2 & 3 by June 2024. |

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	**Action Item(s)**	**Evidence**	**Explanation/Rationale**

	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and 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.	**Latino Parent Literacy Program** In support of goal 3, we will provide the Latino Parent Literacy Program to parents. This is an English and Spanish Parent Program. The goal of the program is to help parents read with their children and help them provide language to their children. We have a staff member who is trained to run this program so we will only need to purchase materials. Additionally we will train the parent liaison to provide training to parents with the Latino Parent Literacy Program materials.	As indicated in our needs assessment and our root cause, We will provide parent training using the Latino Family Literacy Project. Workshops for parents instructing them on the importance of reading out loud to their children is very effective for teaching bilingual learners and improving language instruction for our students.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. 30% of our students are EL learners. We plan on implementing strategies from the Latino Family Literacy Project with parents from TK - 3 instructing the parents on how to read to their children and the importance of reading aloud to their students. This will help us achieve goal 3. This is an English and Spanish Parent Program.*
	SIPPS Material To be purchased the school year 2021-2022 By Jan 2023 all teacher will be trained and SIPPs will be implemented In support of goals 1, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide SIPPS training for teachers. By August 2021, purchase SIPPS curriculum and provide initial professional development done through Center for the Collaborative Classroom, August 2021 and ongoing training by the Principal who is a Reading Specialist. SIPPS Initial training (*provided by the Collaborative Classroom)* for all *(teachers, intervention, leadership)* will be paid using Title One achievement site based money, not the ELSB Grant funding. Additional staff; Leadership will also be trained in order to support	As indicated in our needs assessment and our root cause, we selected SIPPS as a tool to help accomplish goals 1,2 & 3. Teachers will receive training from the Center for the Collaborative Classroom to implement the program correctly.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan on implementing SIPPS as a part of our intervention in helping meet goals 1,2 & 3 by June 2024.*

	implementation of the SIPPS program. Leadership will provide observations and feedback of SIPPS implementation to the teachers.		
	Read Aloud Benchmark Advance Trade books, Benchmark leveled Readers Theaters and Read Aloud books /Papercopies In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide training to our K-3 staff on how to create and use prepared Read Alouds in the classroom for language acquisition and other components of Language Comprehension and Writing from the Scarborough's Rope. Training will be done by the Literacy Coach who received training on how to create and use read alouds from the San Joaquin County Office of Education/ SUSD Coaches Training Additional support will be provided to 3rd grade teachers with professional development on helping students understand how to write answers to questions using academic vocabulary and evidence from the text, learning how to express themselves and their opinions and create grade level appropriate essays (Smart Goal 3). This will be provided with the assistance of a consultant from Great Valley Writing Project/ Stanislaus State University (GVWP)	As indicated in our needs assessment and our root cause, We will provide teacher training in language acquisition and other components of language comprehension from the Scarbrough's rope (reading and writing) by having the literacy coach provide trainings, make and take sessions for read alouds, using readers theaters, language acquisition, building background knowledge, language structures and writing.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Language Acquisition learned from the training the coach received from the San Joaquin County ELD Professional Development trainers on the use of Read Alouds for language acquisition which will result in helping our school achieving goal 3 by June 2024* *Our iReady data supports GVWP professional development as 60% of our K-3 students are not proficient in vocabulary and this deficiency inhibits our student's ability to comprehend complex text. This will be emphasized during CORE (Benchmark for ELA as well as Science and Social Studies Adoptions) instruction time, encouraging students to use vocabulary words (academic, science and social studies vocabulary) in their responses to questions, quick writes etc.*
	In support of goal 3, we will purchase additional Leveled Readers from Benchmark Advanced. Currently there are limited copies of books in the classrooms and many of the resources are online only. Books will be used for small group instruction and independent reading.	As indicated in our needs assessment and our root cause, We will provide more Benchmark Advanced Level readers to support students' literacy needs. Students need to be reading in small groups and independently at their reading level for practice and	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on purchasing more Benchmark Advanced Level readers to support student's literacy needs of reading in small groups and independently. This will*

		having more materials available for them to access will accomplish this goal.	*result in helping our school achieve goal 3 by June 2024.*
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	In support of goal 2 we will use the Multiple Measures (phonics, phonemic awareness, fluency vocabulary) for progress monitoring of our students. Training will be provided from the literacy coach who is certified to use and train with CORE Source Material including Multiple Measures.	As indicated in our needs assessment and our root cause, Taft needs a way to accurately measure the progress our students make as they work on reading foundational skills. *Multiple Measures is the measuring tool that we will use for progress monitoring of our student's reading foundational skills*	Our district currently does not provide a district wide progress monitoring for reading foundational skills on the progress monitoring level. Our district only provides screening through I-ready 3 times a year. Taft school has chosen Multiple Measures *as assessment tools we will use to measure our students progress in mastering reading foundational skills. The literacy coach will provide training on how to administer the assessments, collect the data and analyze the data to make instructional decisions. This will result in our school being able to achieve goals 2..*
	I-Ready Screening Assessment District uses this resource for all school sites and teachers.	*SUSD uses I-Ready as our district resources for evidence-based diagnostic assessments.*	*Our district already provides and collects data from I-Ready assessments. Our district already provided training regarding the use of the assessments.*
	In support of goal 2, August 2021 Teachers will start receiving training on how to use the data they collect to inform their instruction. Plan Do Study Act (Data Cycle) Using the data collected from Multiple Measures, and I-Ready Screening With the coaches support teachers will continue training on the Plan Do Study Act (Data Cycle) Training and release time for data analysis and (stipends, subs) ● *By the end of Year 2, May 2022, the school will have developed a monitoring plan to include data collection (Illuminate) to assess implementation of professional learning plans*	As indicated in our needs assessment and our root cause, Taft needs a direction on how they will use the data that they are collecting to inform the instruction, guide the need for various professional development to ensure continuous improvement with student literacy achievements. Taft will implement the Plan Do Study Act (Data Cycle) to meet this need.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan to implement the Plan Do Study Act (Data Cycle). Implementation of this plan will result in us meeting goals, 1,2 and 3.*

	● as well as cycles of improvement. ● By the end of Year 2, May 2023, the school will have developed a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan as how it relates to student achievement.		

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, time bound 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.	**After School program & Summer School Programs** In support of goals 1 and 3 Targeted for students who need more time in Phonemic Awareness, Phonics and Vocabulary Development. The program will be taught by regular classroom teachers working after school or during the Summer, they will use the intervention program SIPPS. They will target the students who are at tier 2 and tier 3 because there is not enough time in the school day to provide the additional support and practice these students need to make sufficient growth.	*As seen in our screening data [*I-Ready Data (Student data) & CA Dashboard*], our root cause analysis (* root cause*), and our needs assessment (* needs assessment*), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and for this reason we need to provide targeted after school program for students who need more time to acquire the skill.*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. For this reason we need to provide a targeted after school program for these students K-3 in Phonemic Awareness, Phonics and Vocabulary Development*
	In support of goal 1 and 3, By September 2022, will fund retired reading intervention teacher to work with	*As seen in our screening data [*I-Ready Data (Student data) & CA Dashboard*], our root cause*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics*

	students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum Tier 2 and Tier 3 intervention. This will happen during the designated intervention time (ELA Walk to Read)	*analysis (root cause), and our needs assessment (needs assessment), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and for this reason we will hire an experienced retired SUSD teacher through the district using their qualified hours to work each year and provide daily SIPPS intervention*	*according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A reading intervention teacher will be utilized to provide intervention instruction with SIPPS to students. This intervention will help us achieve goals 1 and 3.*
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***	Social Studies Weekly Benchmark	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
3.3c 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:	*Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff*	*Our district already provides and collects data from our PBIS programs. Our district already provided training regarding the implementation of PBIS.* Currently we are providing PBIS (**Positive Behavioral Interventions and Supports)** at our school site and will continue to do so through 2024.
	No Action:	Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021	*Our district already provides Second Step for school sites. Our district already provided training regarding the implementation of Second Step to the site counselors who implement the program.* Second Step - Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.

3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action:	[Link to SUSD Restorative Justice](#) - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours	*Our district already provides and collects data from our Restorative Justice programs. Our district already provided training regarding the implementation of Restorative Justice, school sites provide the release time from the class or pay teachers their hourly rates.* Restorative Justice (training) Release time
	No Action: ~~Equity Consultant~~ ~~DR. Nicole Anderson.~~	SUSD provides equity training for the school's teachers and leaders. The training at the site is usually done during a staff mtg.	*Our district already provided training regarding the implementation of Equity.*
3.3e EXPANDED ACCESS Expanded access to the school library.	To expand access to the school library and In support of goal 3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund our current Library Media Assistant additional hours to focus on K-3 students needing to have access to literature. Our K-3 students need to have access to literature that is in the library. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs our Library Media Assistant to be on site for additional hours to assist in helping students become literate by having more time for students in grades K-3 library visits to check out materials.	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the school's Library/Media center. The Library Media Assistant will be utilized for Providing access to students' additional time for them to use the library, checking in and out library materials, story hour, and supporting K-3 teachers in helping them obtain materials for their classroom read a louds. Putting books and other literacy materials into the hands of children will help our school achieve goals 1 & 3.

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.			
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	*No Action*	*LINK to Counselors...etc*	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and school district.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	In support of goals 1, 2 & 3 intervention support will be provided for our students struggling at the Tier 2 and Tier 3 in Foundational Reading Skills and Language acquisition as shown on the Scarborough's Rope. This support will be provided during school hours, school intervention, after school tutoring time or Summer School. Targeted After School Tutoring using SIPPS will be provided by classroom teachers. We will also provide summer school for at risk students in Tiers 2 & 3	As indicated in our needs assessment and our root cause, We will provide intervention tutoring during the day through the use of tutors and an intervention teacher. We will also provide after school tutoring and summer school for at risk students who are in Tier 2 and Tier 3.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We will be implementing a multi-tiered system of support to address the needs of these students. Support will be provided through classroom small group instruction, after school tutoring, school intervention time and summer school. This will help us achieve goals 1,2 & 3.*
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS	**Latino Parent Literacy Program** In support of goal 3, we will provide the Latino Parent Literacy Program to parents. This is an English and	As indicated in our needs assessment and our root cause, We will provide parent training using the Latino Family Literacy Project. Workshops for	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. 30% of*

Development of literacy training and education for parents to help develop a supportive literate environment in the home.	Spanish Parent Program. The goal of the program is to help parents read with their children and help them provide language to their children. We have a staff member who is already trained with this program and will provide the training for the parents.	parents instructing them on the importance of reading out loud to their children is very effective for teaching bilingual learners and improving language instruction for our students.	*our students are EL learners. We plan on implementing strategies from the Latino Family Literacy Project with parents from TK - 3 instructing the parents on how to read to their children and the importance of reading aloud to their students. This will help us achieve goal 3. This is an English and Spanish Parent Program.*
	Parent Literacy Night In support of goal 3 we will have Parent Literacy Nights once a month. We will be paying teachers to do strategy training with parents. 60 per hour 2 teachers once a month 10 teachers /school year	As indicated in our needs assessment and our root cause, We will provide parent training on read alouds, vocabulary development and other literacy strategies as an ongoing program monthly	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data and for this reason we would feel it is important to involve parents in supporting their children's learning. We will do this by having monthly training sessions with our parents on different aspects of literacy, from the Scarborough's rope to read alouds and a lending library for the parents. This will help us achieve goal number 3.*
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.	Parent Lending Library In support of goal 3 we will have a Parent Lending Library so Parents will have access to books to read to their children. The parents will receive training at the Parent Literacy Nights on how to do a variety of reading strategies. These will be taught by classroom teachers to the parents. Literacy Night Read Alouds Books to give to parents to use during the training and take home to practice with their child. These books can be returned. Parents can select another read aloud book to check out and practice the learned strategy at home with a different book.	As indicated in our needs assessment and our root cause, Lending Library Books. Books will be purchased for parents to borrow and bring home to read to their children. Parents will be taught literacy strategies by classroom teachers each month and will be able to practice the strategies with their children using books from the Lending library. Parents and teachers have suggested we have parent-teachers conferences for K-3 students. The goal for these conferences is to have the teachers	*.A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data and for this reason we would feel it is important to involve parents in supporting their children's learning. We will do this by having monthly training sessions with our parents on different aspects of literacy, from the Scarborough's rope to read alouds and a lending library for the parents. This will help us achieve goal number 3.* School-wide we have one parent-teacher conference for each student each fall, it has been determined we have a need to have one in the spring as well in order for the parents to be informed on the progress

		Parent-Teacher Conferences 2 times per year-Fall and Spring	and parents work together as a team to improve and support student's literacy.	their child has made in literacy as well as how the parent can continue to support their child's learning at home in literacy.