

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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LITERACY ACTION PLAN TEMPLATE

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LEA/District:

LEA/District Contact/Project Director:

Site(s): Taylor

Site Administrator(s): Benjamin Yang, Principal, Rebecca Abellana-Delvo, Vice Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Benjamin Yang	Principal
Rebecca Abellana-Delvo	Assistant Principal
Allison Silva	Instructional Coach
Lisa Ward	Teacher, K
Sharon Yang	Teacher, 2nd
Kayla Borges Vaz	Teacher, 1st

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advance	Benchmark Foundational Skills/iReady Diagnostic
	Language Comprehension	Benchmark Advance	Benchmark Unit Assessments/iReady Diagnostic
	English Language Development	Benchmark Advance	Benchmark ELD Assessment Rubrics
Tier 2: Targeted, Supplemental Supports	Small groups	Benchmark Advance	ESGI
	Reading (all components)	iReady personalized pathway	Benchmark weekly/unit assessments
Tier 3: Intensive, Individualized Supports	Foundational Skills	Interactive Teacher Resources-phonics Benchmark	ESGI foundational skills (letters, sounds, sight words, CVC)
	After School Tutoring	Benchmark Advance	iReady

Not available at this time- Link to Grades TK/K–3 Master Instructional Schedule.

Commented [1]: Do you have a schedule that includes instructional minutes?

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>School Staff:</p> <p>Our principal introduced the grant with a general information session to all teachers K-3rd. Teachers were given the opportunity to discuss in their PLCs and determine a representative per grade level. Once the team was determined the team started to meet immediately to discuss the grant generally.</p> <p>Principal created a google folder/document (a.) as a space to share ideas/resources related to the grant. From there the grant was discussed with stakeholders in different capacities.</p> <p>Leadership Team The plan/grant information was presented to the leadership team (b.). The purpose of sharing with the leadership team was to gather perspective/ideas from members of our staff that do not necessarily teach K-3rd but could contribute ideas about where students are lacking long term. These ideas were added to our root cause analysis document as well.</p> <p>School Site Council The plan was also presented at a school site council meeting (c.) to inform the council members/community members and stakeholders of the purpose of the grant. Principal discussed the process of the grant and fund allocations based on our root cause analysis. Members were provided an opportunity to ask questions/contribute ideas or feedback about the grant.</p> <p>Parent Informational Meeting</p>	<p>A- Taylor ELSB info</p> <p>b. leadership team agenda with Grant information</p> <p>c. school site council agenda with Grant information</p> <p>d. parent informational meeting/agenda</p> <p>e. Winter iReady Needs Assessment Analysis</p> <p>f. SMARTe Goals</p>

	A parent informational meeting was offered via zoom to discuss the components of the grant. This was an opportunity for parents and stakeholders to understand our current data (e) to understand where our problem of practice came from. As well as review our SMARTe goals (f) and how we will utilize the grant funds.	
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.	<p>In order to create SMARTe Goals to best utilize the grant funds, we first had to do a deep examination of our current literacy instructional/assessment practices. The purpose of this was to collectively arrive at a consensus on where we need to improve, any problems or holes in our current program, and things that were in our control vs. things that were out of our control. This way a common understanding of our problems was built among the team. After that was completed we could start focusing on solutions to these problems.</p> <p>Our team began by describing our current literacy instructional practices. We analyzed what our curriculum offers that applied to Scarsborough's reading ropes. After looking at what was offered and available we started to focus on challenges to find trends/categories of improvement. We accessed our most recent iReady diagnostic data (a) and referred back to our note-catcher (b.) from previous ELSB sessions to contribute to and refine both lists (current practices/instructional challenges/holes).</p> <p>Once we created our lists/categories we looked closer to determine what we had control of and what was out of our control (in our control: instructional practices, potential training opportunities, instructional materials/programs). The purpose of this activity was to really focus on what is within our control and to focus on actions and factors that were contributing to the problem of practice (c.).</p>	<ul style="list-style-type: none"> a) Winter iReady Needs Assessment Analysis b) note-catcher foundational skills c) root cause analysis (page 3) d) Fishbone Root Cause Analysis <p>Various note catchers from our planning sessions with the SCOE Taylor Leadership Academy SUSD Text Selection Note Catcher Taylor Leadership Academy SUSD Word Recognition Note Catcher Taylor Leadership Academy -Stockton Unified- Language Comprehension Note Catcher</p>
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level	To initiate the process of identifying our needs, Taylor ELSB grant team first reviewed our focus areas from the previous meeting (a.) in order to stay focused on what was within our control and what would be the	<ul style="list-style-type: none"> a) Fishbone Root Cause Analysis b) Smarte Goals c) May 18th Staff Agenda /ELSB Stakeholder Presentation

<p>and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>highest leverage areas. We were able to narrow our focus areas into two main sections: assessments and phonics program support.</p> <p>Our next step was to create SMARTe goals (b.) for each area. As a team we wrote two SMARTe goals that we felt were reasonable and attainable. After writing out SMARTe goals we listed resources and materials that we would need to successfully reach our individual SMARTe goals.</p> <p>In order to share this information with our stakeholders the ELSB grant was presented at a Taylor staff meeting (c.), a school site council meeting (d.), parent meeting (e.), and a leadership team meeting (f.)</p> <p>Our SMARTe goals are as followed:</p> <ol style="list-style-type: none"> 1. We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration. 2. By August 2021 (year 2), we will select and purchase the explicit phonics program SIPP in order to improve our foundational skills in reading by offering systematic tier 2 and 3 intervention during (intervention teacher), and after school (tutoring). Initial training for all staff in the new curriculum will take place by October 2021. 3. We will increase teacher capacity in systemic/explicit phonics instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules. 	<ol style="list-style-type: none"> d) School site council agenda with Grant information/ELSB Stakeholder Presentation e) Leadership team agenda with Grant information/ELSB Stakeholder Presentation f) Leadership team agenda with Grant information/ELSB Stakeholder Presentation
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal "Big Picture" Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	2.1 Rationale "Why you chose the goal" Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence "Artifacts that back up the rationale and support why you chose the goal" Include links to supporting evidence.	2.1 Action Item(s) "Specific, timebound actions that describe how the literacy instructional program will be improved" <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	2.2 Metrics "How you will measure progress on actions (implementation) and/or growth (student data) and how often" Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.	Screening data shows low student performance. [Insert Link] Link to needs assessment and root cause analysis provided	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions • By the first month of school, groups formed based on placement data 	<ul style="list-style-type: none"> • PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data
Example: Provide explicit, academic vocabulary instruction.	Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.	Example: Screening data revealed low student scores in vocabulary across K–3. [Insert Link] Link to needs assessment and root cause analysis	Example: <ul style="list-style-type: none"> • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions 	Example: <ul style="list-style-type: none"> • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) • ELPAC data

1. <i>Create a uniform literacy K-3 assessment system</i>	Root cause analysis and needs assessment revealed inconsistent data collection on foundation skills (letter recognition, sound recognition, phonemic awareness, fluency).	<p>We currently do not have a site specific assessment calendar for Foundational Skills testing K-3.</p> <p>We have some testing in place but lack consistency and a systemic plan for administering assessments.</p> <p>-Fishbone Root Cause Analysis -Taylor DIBELS data samples</p>	We will improve TK-3 systems for assessments for phonemic awareness, phonics, sight words, and fluency by identifying (August 2021), implementing, and analyzing a screener as evidenced by teachers using the same assessment tool by May 2022 and creating a calendar for administration.	<ul style="list-style-type: none"> -assessment calendar -training -professional development calendar -release time for testing schedule -PLC meetings/reflections -student data will be collected three times a year
2. <i>Provide explicit, systematic phonics instruction</i>	Root cause analysis and needs assessment revealed that our students K-3 do not have a strong foundation/grasp of phonics and phonemic awareness skills.	<p>Foundational skills testing/iReady diagnostic scores revealed low student scores in phonemic awareness and phonics across K-3.</p> <p>-Winter iReady Needs Assessment Analysis Taylor DIBELS data -Fishbone Root Cause Analysis -Smarte goals</p>	By August 2021 (year 2), we will select and purchase the explicit phonics program SIPP in order to improve our foundational skills in reading by offering systematic tier 2 and 3 intervention during (intervention teacher), and after school (tutoring). Initial training for all staff in the new curriculum will take place by October 2021.	<ul style="list-style-type: none"> -curriculum selection -funds for intervention teacher -funds for reading specialist -after school tutoring budget -funds for part time reading specialist -training in new program -will collect foundational skills student data through curriculum embedded and foundational
3. <i>Increase teacher capacity by providing training on explicit, systemic phonics instruction</i>	Root cause analysis indicated that our current phonics program does not meet the needs of our K-3rd	<p>Fishbone Root Cause Analysis -Winter iReady Needs Assessment Analysis</p>	We will increase teacher capacity in systemic/explicit phonics	<ul style="list-style-type: none"> -PD calendar -collaboration meetings -reading specialist for follow up

	students as indicated by our current assessment results.	-Taylor DIBELS data	instructional practices and strategies by providing training in foundational skills for all TK-3 teachers by June 2022 through Core ORA modules.	-will collect foundational skills data
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.				

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

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

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of a literacy coach and an intervention teacher to provide support to struggling pupils in the areas of foundational reading skills.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	In support of goals 1, 2, and 3, for 2021-2022, 2022-2023, and 2023-2024 school year we will fund our current half-time literacy specialist additional 2.5	As indicated in our Fishbone Root Cause Analysis and needs assessment Taylor needs a reading specialist on-site to lead the grant initiatives.	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

	<p>days a total of 5 days per week to focus on K-3 foundational skills.</p> <p>Adjusted Action form Table 9 In support of goals 1, 2, and 3 Taylor will provide all TK-3rd grade teachers, as well as instructional coach, and program specialist with in-depth LETRS training. This will be completed by June 2024.</p>	<p>Reading Specialist Job Description</p> <p>Current Literacy Coach-Core Trainer of Trainers Certificate</p>	<p>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.</p>
	<p>In support of goals 1, 2, and 3, for the 2021-2022, and 2022-2023 school years we will hire an intervention teacher to work with small groups and provide tier 2 and 3 intervention in K-3 foundational skills.</p>	<p>As indicated in our screening data (Taylor DIBELS data) & (Winter iReady Needs Assessment Analysis), and our Fishbone Root Cause Analysis, Taylor has an overwhelming number of students in Tier 2/3 in the area of reading. The data indicate an urgent need for students' increased access to targeted, evidence-based foundational skills instruction. This opportunity will be provided by a reading intervention teacher who will meet students at their instructional level and to modify the pace of instruction to students' different rates of learning.</p> <p>Reading Intervention Teacher Job Description</p>	<p>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 intervention groups based on ongoing formative assessment data. An intervention teacher will be utilized to pull Tier 2/3 students using our ongoing assessment screener data as well as other data sources to create differentiated intervention groups. SIPPS, a research-based foundational skills program will be utilized as the primary curriculum for the intervention teacher.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to the school's state-approved core curriculum website.</p> <p>Or [Insert Link] Link to needs assessment indicating not a priority</p>	<p>Example (rationale): Our school is currently implementing a state-approved core curriculum that includes a 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</p>

			<i>strength. Therefore, we are not including it in this action plan.</i>
	No action	<p>Taylor's needs assessment did not reflect the need to take action on culturally responsive teaching techniques.</p> <p>Link to Benchmark</p>	<p>Taylor and SUSD are currently implementing a state-approved and adopted core curriculum that includes a culturally responsive curriculum and instruction. During our needs assessment work, we did not indicate this was an area that needed to be included in the action plan.</p>
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>In support of goals 1, 2, and 3, Taylor will purchase and schedule professional development in Reading Fundamentals (CORE-ORA) for 12 additional staff members so that all of our TK-3 staff are trained. This includes the intervention teacher and will be completed by June 2022.</p> <p>Adjusted Action form Table 9 In support of goals 1, 2, and 3 Taylor will provide all TK-3rd grade teachers, as well as instructional coach, and program specialist with in-depth LETRS training. This will be completed by June 2025.</p>	<p>Our Fishbone Root Cause Analysis and needs assessment revealed that we have a need for additional professional learning in foundational skills. We have a handful of new teachers particularly in the elementary levels and the training can serve as an overview/review of research regarding the essential components of reading instruction and link the research to their teaching practice</p>	<p>Professional development for teachers targeted specifically in understanding the basic principles of five critical reading foundational skills will help to strengthen teachers' knowledge and instructional tool belts as they address the below proficiency rate of the majority of our K-3 students. Through this professional development, teachers will gain clear, explicit models of high leverage instructional routines based on the science of reading as well as have opportunities to practice using these routines.</p>
<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Professional development for teachers and school leaders regarding</p>	<p>In support of goal 1,2, and 3 by Year 3, Taylor will purchase and schedule professional development in Data analysis and Response to Data for all TK-3 teachers and support staff to be completed by June 2023.</p>	<p>Our Root Cause Analysis (Fishbone Root Cause Analysis) and needs assessment revealed that Taylor does not have a systematic approach to analyzing and responding to data.</p>	<p>While there are multiple data sources to pull reading data from, Taylor does not have a systematic approach to analyzing and responding to data either as a grade level and/or as a site. There is a need for systems for efficiency as well horizontal and vertical alignment allowing for teachers to make informed decisions that positively affect student outcomes in reading. With data analysis systems put into place, teachers will be able to quickly see the effectiveness</p>

implementation of the ELA/ELD Framework and the use of data to support effective instruction.			of their teaching adaptations and interventions and provide feedback for continuous improvement.
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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.	Example (action item): <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. 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.
	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement. By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item):</p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</p>	<p>Example (action item):</p> <p>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p>
	<p>In support of goal 2 and 3:</p> <ul style="list-style-type: none"> By October 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>As seen in our screening data, (Winter iReady Needs Assessment Analysis) our root cause analysis Fishbone Root Cause Analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p> <p>Attached is our professional learning plan (Click Here) to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 1, 2 and 3. Included in the professional learning plan is the administrative support,</p>	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. SIPPS will target our students that are testing below proficiency in foundational skills.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity,</p>

	<p>By October 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>To support implementation of new curriculum purchase technology to deepen knowledge on individual pathways</p>	<p><i>monitoring, and communication that will support the implementation and ongoing use of SIPPS.</i></p>	<p>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.</p>
	<p><i>In support of goal 2 and 3:</i></p> <ul style="list-style-type: none"> • <i>By August 2021, purchase Heggerty Phonemic awareness program for Tk-2nd grade</i> • <i>By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</i> • <i>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i> <p>-purchase technology to individualize plans with Heggerty by utilizing instructional videos for small groups</p>	<p>As seen in our screening data, (Winter iReady Needs Assessment Analysis) our root cause analysis Fishbone Root Cause Analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Our analysis of our English language arts curriculum, Benchmark, revealed that there is a need for supplemental phonemic awareness instruction materials.</p> <p><i>Attached is our professional learning plan (Click Here) to support teachers, from initial training through ongoing support, of the Heggerty curriculum for Years 1, 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of Heggerty.</i></p>	<p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. The purchase and implementation of Heggerty Phonemic Awareness will help us to address the gaps in our adopted Benchmark curriculum in the areas of phonemic awareness. The addition of Heggerty will add to having high quality first instruction for Tier 1.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Heggerty 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.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</p> <p>Purchase of diagnostic</p>	<p>Example (rationale):</p> <p><i>No action</i></p>	<p>Example (rationale):</p> <p><i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i></p>	<p>Example (rationale):</p> <p><i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district</i></p>

assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		Or, [Insert Link] link to needs assessment indicating not a priority.	already provided training regarding the use of the assessments.
	<p>In support of goal 1, 2 and 3:</p> <ul style="list-style-type: none"> • In the 2021-2022 school year use the core foundational skills screener (the same our district is going to use) that assesses: phonemic awareness, phonics, letter recognition, and fluency three times a year via illuminate (district online platform) • By August 2021 ensure that all teachers have been trained on illuminate/core foundational skills screener • During the 2021-2022 school year (year 2 of the grant) our Literacy Coach who is a core trainer will support staff with assessment/data collection 	<p>Based on our Fishbone Root Cause Analysis, and our needs assessment we determined that we needed to identify an assessment to collect accurate data on foundational skills. We are following suit with our district and using the Core Foundational Skills screener found in the Core multiple measures book.</p> <p>Current Literacy Coach-Core Trainer of Trainers Certificate</p>	<p>Our district is starting to collect district wide foundational skills data in the 2021-2022 school year. We will align our data collection with them using the same screener and testing platform (illuminate). The literacy coach as a certified core training will support this process throughout the school year.</p>

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

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 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.)
3.3a EXPANDED	<i>Example (action item):</i>	<i>Example (action item):</i>	<i>Example (action item):</i>

LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.	As seen in our screening data [Insert Link] , our root cause analysis [Insert Link] , and our needs assessment [Insert Link] , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Attached is our job description for the hiring of our literacy coach [Insert Link] .	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.
	In support of goal 1, 2, and 3, by June 2022, teachers will be funded to provide before, during and after-school programs and/or summer school, to improve students' access to literacy instruction, specifically on foundational reading skills using the SIPPS curriculum. Adjusted Action from Table 9 In support of goal 1, 2 and 3 we will hire a librarian to provide access to books for students in TK-3rd grade with a focus on fluency instruction. Fluency libraries will be purchased	As seen in our screening data, (Winter iReady Needs Assessment Analysis) our root cause analysis Fishbone Root Cause Analysis , and our needs assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	A literacy coach will be utilized to coach teachers in the SIPPS curriculum and data analysis. Teachers will then provide targeted literacy instruction in foundational reading skills before, during and after-school and/or summer school to our students that are testing below proficiency in phonemic awareness and phonics according to our screening data. Formative assessment/screening data will be used to create flexible groupings.
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 needed	Based on Taylor's needs assessment and root cause analysis there is not a need for action in this area. Fishbone Root Cause Analysis . While the topic of attendance did come up-this is something we as a site have already worked towards addressing through PBIS and discipline flow charts . We have a site PBIS implementation team that leads our PBIS initiatives. We also provide incentives for attendance and have lowered suspensions in the past few years along with strategies for suspension	Our school has been addressing attendance and behavior issues as a site focus the last few years. We provide monthly super recess for students with exceptional attendance and attendance growth. District and school wide PBIS initiatives are already in place.

		alternatives. Our SPSA outlines our PBIS strategies and activity. District wide, there are also PBIS school cohorts and cohort coaches that help to establish and maintain PBIS principles and goals at our site. Monthly meetings are held monthly to discuss and analyze PBIS School data on attendance, school climate and discipline.	
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	<i>No action needed</i>	Based on Taylor's needs assessment and root cause analysis we indicated that no action was needed in this area. State approved core curriculum- Benchmark , Studies Weekly	We currently have a plan in place to provide expanded literacy instruction opportunities for our students to improve students' access to literacy instruction, specifically on foundational reading skills before, during and after-school programs and/or summer school. Furthermore, 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.

3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action needed	Based on Taylor's needs assessment and root cause analysis there is not a need for action in this area. Fishbone Root Cause Analysis link to Second step curriculum	Taylor and SUSD are utilizing the Second Step curriculum program to provide SEL lessons and professional development throughout the year. The program offers a research and evidenced based digital program and classroom kits that have already begun to be implemented by counselors and classroom teachers at Taylor.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action needed	Based on Taylor's needs assessment and root cause analysis there is not a need for action in this area. Fishbone Root Cause Analysis	Our school library has age appropriate books for students K-8 and is available to students weekly.

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)	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.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	Example (action item): <ul style="list-style-type: none"> By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to 	Example (action item): As seen in our root cause analysis [Insert Link] , and our needs assessment [Insert Link] , a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.	Example (action item): Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.

	raise staff awareness and inform supports available to pupils as well as families.	Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.
	No Action Needed	Based on Taylor's needs assessment and Fishbone Root Cause Analysis there is not a need for action in this area. Our school leaders and teachers have been trained by district consultant, Angela Byers, on the effects of trauma on the brain. In addition, our district has actions that address trauma-informed practices. For example, the district provides a training entitled Trauma Informed Educational Foundations that explores the physiological components of trauma (autonomic nervous system) and provides more understanding of the students and families of SUSD. There is also a PBIS coordinator who coordinates trainings the touch on trauma-informed practices and supports.	We do not need to create an action item around the development of trauma-informed practices and supports for students and families because these supports are already provided through our school and district. We have a PBIS team and two counselors onsite who are trained on trauma-informed practices and supports and provide PD and supports for teachers in this area. We also have an onsite Mental Health Clinician that provide supports, services, and programs and is trained in and incorporates trauma -informed practices. .
3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources. Or [Insert Link], link to needs assessment indicating not a priority.	Example (rationale): We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.
	No Action Needed	Based on Taylor's needs assessment and Fishbone Root Cause Analysis there is not a need for action in this area.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. We have an onsite Mental Health Clinician that provide supports, services, and

		Our school SPSA and district LCAP indicates allocated strategies and funds for mental health resources.	programs that help to promote the healthy social-emotional development of all students and address behavioral and mental health-related barriers to learning. Our onsite mental health clinician also is trained in and incorporates trauma -informed practices as well as positive behavioral interventions and supports. Teachers are provided training through our mental health clinician as well as receive training from the district.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (Rtl) approach.	No action needed	Based on Taylor's needs assessment and Fishbone Root Cause Analysis there is not a need for a separate action plan in this area. Provisions in this area will be provided through the area of Expanded Learning and Personnel Supports.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. Students' needs will be supported through our expanded learning, Tier 1 high quality literacy instruction and personnel supports. Through this multi-tiered systems of support, students in Tier 2 and 3 will receive targeted instruction in the foundational reading skills during the school day by our intervention teacher, after school tutoring, and during summer school for our continued at risk students. During the day teachers will provide SIPPS as well as Heggerty instruction.
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.	In support of goal 1, 2, and 3: <ul style="list-style-type: none"> By September 2021, conduct a needs assessment for parents to capture parent voice and to determine levels of proficiency and what topics/skills parents are in need of support when it comes to supporting literacy at home. By October 2021, collaboratively design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home. 	As seen in our screening data, (Winter iReady Needs Assessment Analysis & Taylor DIBELS data) our root cause analysis Fishbone Root Cause Analysis , and our needs assessment , increased student access to targeted, evidence-based foundational reading skills instruction and supports is an urgent need.	We need to work with all stakeholders, particularly parents to leverage the power of family engagement to increase student achievement and growth. Since a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data, research shows that parents can be key to closing this gap. Parent involvement in reading activities at home, especially if using the targeted training we provide them through the year, can have significant positive influence not only in reading but also in overall academics. Providing books and materials to parents

	<ul style="list-style-type: none"> • <i>By October 2021-select and purchase a parent foundational skills resource library: decodable readers, read aloud books, and high interest books for students</i> • <i>By November 2021, provide initial training for teachers on how to provide these trainings to parents during settings such as whole group academic parent teacher conferences and/or literacy nights.</i> • <i>By May 2022 (and annually in May thereafter), provide a series of trainings to parents throughout the year (at least 3). Books/materials will be offered to parents to incentivize their engagement and collaboration in our efforts to bridge home school and close the performance gap in the area of reading foundational skills.</i> <p>Adjusted Action from Table 9 In support of goal 1, 2, and 3:</p> <ul style="list-style-type: none"> • By September 2022, conduct a needs assessment for parents to capture parent voice and to determine levels of proficiency and what topics/skills parents are in need of support when it comes to supporting literacy at home. • By October 2022, collaboratively design and develop with parents and/or other stakeholders a series of trainings on supporting literacy at home. • By October 2022-select and purchase a parent foundational skills 		<p>during the training/workshops offered throughout the year will help to incentivize parents to come as well as to assist them to implement the skills they have learned.</p>
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	<p>resource library: decodables readers, read aloud books, and high interest books for students</p> <ul style="list-style-type: none"> ● By November 2022, provide initial training for teachers on how to provide these trainings to parents during settings such as whole group academic parent teacher conferences and/or literacy nights. ● By May 2023 (and annually in May thereafter), provide a series of trainings to parents throughout the year (at least 3). Books/materials will be offered to parents to incentivize their engagement and collaboration in our efforts to bridge home school and close the performance gap in the area of reading foundational skills one on one with teachers 		
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 needed	Based on Taylor's needs assessment and Fishbone Root Cause Analysis there is not a need for a separate action plan in this area. Provisions in this area will be provided through the area of 3.4d Literacy Training and Education for parents.	Parent and community engagement will be addressed in section 3.4d- Literacy training and education for parents. A series of parent workshops/training on supporting literacy at home will be provided to help address the below proficiency rates in foundational reading skills.

