

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

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LEA/District: Mountain Empire Unified School District

LEA/District Contact/Project Director: [Gary Hobelman](#)/Christi Martelli/Sheri Miller

Site(s): Potrero Elementary

Site Administrator(s): Christi Martelli

Early Literacy Team Member	Role (Include title and/or grade level)
Christi Martelli	Principal
Cassy Paguyo	Kindergarten Teacher
April Abacherli	1 st Grade Teacher
Hannah Sprague	2 nd Grade Teacher
Nikki Tucker	3 rd Grade Teacher
Kristen Heinemann	RSP Teacher

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Wonders (K-6)/Maravillas (K-6)/Estrellitas (K-1) Spanish	DRA & ESGI
	Language Comprehension	Wonders/Maravillas	STAR Reading
	English Language Development	Wonders ELD	LAS/ELPAC
Tier 2: Targeted, Supplemental Supports		Guided leveled reading groups	
		Seeing Stars	
Tier 3: Intensive, Individualized Supports		Read Naturally	
		Signs for Sounds	
		Seeing Stars	

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

<https://drive.google.com/file/d/1-JFEhWhRTGQ15Rp1QxT-9UWpmUKgWX25/view?usp=sharing> 2019/20 Bell Schedule

<https://drive.google.com/file/d/1xGWRTf1w5FthpVJNqxYq7DmboF8kEiFL/view?usp=sharing> 2020/21 Bell Schedule - Hybrid

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 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>Our Early Literacy Action Plan planning documents (root cause analysis/needs assessment) and goals were shared with our K-3 teacher team, our School Site Council, and our Elementary Leadership team in order to obtain input for drafting our Action Plan.</p>	<p>K-3 Team Meeting Agenda https://drive.google.com/file/d/1JmUrOCpVAIwq8lDaHdothT_uiN4FHWrT/view?usp=sharing</p> <p>Potrero Elementary School Site Council Public Notice https://drive.google.com/file/d/1YI_klmW85q7ytoocSnwhNmKsYHnYHdRs/view?usp=sharing</p> <p>Elementary Leadership Team Agenda https://drive.google.com/file/d/1IGi-MWaaHXBlwlr_MXlBlqWsDKNe4jl/view?usp=sharing</p>
<p>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.</p>	<p>After reviewing best practices for teaching foundational reading skills and looking at our reading data, our Early Literacy Team analyzed our current core ELA program. We noted areas where the core program was deficient in foundational reading skills practice. We created a problem statement and used Jamboard to identify possible root causes as to why our students were not able to read and comprehend grade level complex texts by 3rd grade. We then created a fishbone diagram. Four main possible root causes were revealed. The root causes were needs in our current curriculum and instruction, inconsistent assessments or lack of assessments, dual language program concerns, and professional development needs.</p>	<p>List of identified cause categories (Jamboard) https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Fishbone Diagram https://drive.google.com/file/d/1a2Fe4QyOVNK8o3yTrkkHg59Xs0oeAPzE/view?usp=sharing</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>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.</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>Based on the discovery of our 4 possible root causes, we drafted three SMARTe goals focussing on the most high leverage causes. Our first goal is focussed on providing an improved curriculum plan including high-quality K-3 literacy teaching and support for literacy learning. Our second goal is focussed on creating an effective assessment plan including screening, progress monitoring, data collection system, assessment calendar, and data analysis protocols. Our third goal is focussed on our K-3 program implementation and sustainability moving past the three year grant. Based on our needs assessment we researched evidenced based supplemental programs that would support our core ELA program in the area of foundational reading skills. We also agreed we needed a reading specialist/coach to help achieve these goals.</p>	<p>SMARTe Goals and Needs Assessment</p> <p>https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvI/edit?usp=sharing</p>

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	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	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: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	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. Provide an explicit systematic foundational	Root cause analysis and needs assessment revealed a lack of	Screening data revealed low student foundational reading scores.	We will improve our knowledge and skill in implementing an explicit	<ul style="list-style-type: none"> • PD Plan • Invoices

<p>reading skills program with fidelity across classrooms K-3..</p>	<p>explicit daily foundational reading skills practice.</p>	<p>Link to root cause analysis</p> <p>https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment</p> <p>https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing</p>	<p>systematic foundational reading skills program with fidelity across classrooms K-3 as measured by PD Calendar, Collaboration Schedule, Common daily K-3 schedule, coaching schedule and walk-through observation notes by June 2024.</p> <ul style="list-style-type: none"> ● By June 2021 hire literacy coach (TOSA) ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations ○ CABE - thematic unit mapping training ● By August 2021 create K-3 common daily schedule ● By August 2021 create K-3 collaboration schedule ● By August 2021 create a google drive folder to house all thematic unit lesson plans by grade level ● By Sept. 2021 create a coaching schedule ● By Sept. 2021 groups formed based on baseline data 	<ul style="list-style-type: none"> ● Collaboration Schedule ● Common Daily K-3 Schedule ● Coaching Schedule ● Walkthrough observation notes
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			<ul style="list-style-type: none"> ● By Sept. 2021 all teachers, principal, and aides start the 2 year LETRS training. ● By June 2022 PIQE parent engagement classes and literacy training classes will be completed 	
2. Collect and analyze valid, predictable data.	Root cause analysis and needs assessment revealed a lack and inconsistent use of foundational reading skills assessments.	<p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing</p>	<p>We will improve in our TK/K-3 collection of valid, predictable data by administering and analyzing DIBELS/IDEL data 3 times per year as measured by an assessment calendar, mClass reports, and data conference schedule by June 2024.</p> <ul style="list-style-type: none"> ● By August 2021 purchase mClass DIBELS 8/IDEL and iStation and provide initial training for all K-3 teachers with monthly follow up ● By August 2021 create an assessment calendar ● By August 2022 create a data conference schedule 	<ul style="list-style-type: none"> ● mCLASS DIBELS 8/IDEL data ● iStation data ● Assessment calendar ● Data Conference Schedule
3. Create a sustainable Early Literacy program K-3.	In order to fully implement Goals 1 and 2 and sustain the Early Literacy program past the 3 year grant we have created a sustainability goal.	<p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing</p>	<p>We will create a sustainable Early Literacy program K-3 implementation including: aligned curriculum, professional development, intervention strategies, and data analysis practices by using the continuous improvement model (Plan/Do/Study/Act) for program monitoring and creating a</p>	<ul style="list-style-type: none"> ● Continuous improvement model (Plan-Do-Study-Act) records ● PD list for new K-3 teacher trainings

		ng	<p>professional development plan for new teacher turnover as measured by the new teacher PD plan and continuous improvement cycle records by June 2024.</p> <ul style="list-style-type: none"> • By August 2021 create a PD plan for new K-3 teacher trainings. • By August 2022 participate in continuous improvement model training. 	
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents. https://drive.google.com/file/d/1WOj_k0FMNHedBvI7knOFZhdhNMCCRKuj/view?usp=sharing				

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	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on</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</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</i>

<p>provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p><i>foundational reading skills using the SIPPS curriculum.</i></p>	<p><i>to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p>	<p><i>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></p>
	<ul style="list-style-type: none"> ● By August 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using Heggerty Phonemic Awareness and Foundations curriculum. (Goal 1) ● By September 2021 create a coaching schedule (Goal 1) ● By June 2022, the literacy coach will analyze DIBELS 8/IDEL data 3 times per year to form intervention groups. (Goal 2) ● By June 2022, the literary coach will coach teachers to analyze DIBELS 8/IDEL data and form intervention groups. (Goal 3) 	<p>As seen in our root cause analysis and our needs assessment, increased student access to targeted, evidenced-based foundational reading skills instruction is an urgent need.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing</p> <p>Our district does not currently have a job description for a literacy coach. We are planning on hiring one of our current principals who will be transferring to our site as a TOSA who has a strong background in foundational reading skills and experience working with English Language Learners. Responsibilities include:</p> <ul style="list-style-type: none"> ● Overseeing the ELSB grant ● Initial training and implementation ● Progress monitoring ● Coaching teachers to build capacity and sustainability 	<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 groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</p>

3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): No action	Example (rationale): [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link] Link to needs assessment indicating not a priority	Example (rationale): 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.
	No action	Wonders/Maravillas curriculum https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0.html Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvl/edit?usp=sharing	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction	<ul style="list-style-type: none"> By September 2021, begin LETRS 2 year professional development training for all teachers, instructional aides, literacy coach, and principal. (Goal 1) By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goal 1-3) <ul style="list-style-type: none"> Heggerty Phonemic Awareness Fundations 	As seen in our root cause analysis and needs assessment, staff training in understanding how students learn foundational reading skills and how to teach them is an urgent need. Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbv	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 knowledgeable in understanding how students learn how to read. The LETRS training can help us accomplish this. Our teachers will need training in the new supplemental programs and data systems programs we are purchasing as well.

<p>and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<ul style="list-style-type: none"> ○ CAFE - thematic unit mapping training ○ mClass data system ○ iStation <ul style="list-style-type: none"> ● Link to PD roll out plan https://docs.google.com/document/d/1ghhk5uoo3lVr45l03--ofKpK5YVX-PWGNgU2dwj87tc/edit?usp=sharing ● Principal and literacy coach will create and participate in a weekly observation walk through schedule for all K-3 teachers to support and monitor implementation. ● All K-3 classes will follow the same daily schedule set by the principal to ensure all programs are provided daily and for the correct duration. ● Grade level teams (English/Spanish) will be given an hour per week of collaboration time to plan thematic units and curriculum alignment. These planning meetings will be monitored by the principal and literacy coach. 	<p>XnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing</p>	

<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</p> <p>Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>No action</p>	<p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvl/edit?usp=sharing</p> <p>Link to EL Rise Training https://www.californianstogether.org/el-rise/</p> <p>Link to CABA https://www.gocabe.org/</p> <p>Link to GLAD https://www.sdcoe.net/lis/MEGA/Pages/project-glad-trainings.aspx</p>	<p>Our school is currently implementing a state-approved core curriculum that includes ELD instruction. We have been focused on improving and deepening our implementation of the curriculum. All teachers and school leaders have attended the EL Rise trainings on the English Learner Roadmap, CABA trainings on integrated and designated ELD instruction in the classroom, and have been GLAD trained. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>

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.
	Example (action item): <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 	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 vocabulary, in addition to phonemic awareness and phonics.	Example (action item): 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

	<p><i>implementation of professional learning plan as well as cycles of improvement.</i></p> <ul style="list-style-type: none"> ● <i>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.</i> 	<p><i>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.</i></p>	<p><i>receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</i></p> <p><i>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.</i></p>
	<ul style="list-style-type: none"> ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goals 1-3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations ○ CABE - thematic unit mapping training ○ mClass data system ○ iStation ● By September 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement. (Goal 3) 	<p>As seen in our root cause analysis and our needs assessment , a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan to support teachers, from initial training through ongoing support, of the supplemental curriculum and data system 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 these programs.</p> <p>Link to professional learning plan https://docs.google.com/document/d/1fXmS3v-2HUXp-IDHRpqj56r1J03v174azYxxiU-Nrw0/edit?usp=sharing</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment</p>	<p>Through purchasing Heggerty Phonemic Awareness and Foundations 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 this curriculum will allow students to be placed in differentiated groups based on the DIBELS 8 screening assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial supplemental curriculum 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>

		https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKdxVM23czVvl/edit?usp=sharing	
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.	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments. Or, [Insert Link] link to needs assessment indicating not a priority.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.
	By August 2021, purchase mCLASS DIBELS 8 and IDEL online assessment system and provide initial and ongoing training of the programs throughout the implementation year. (Goal 2)	As seen in our root cause analysis and our needs assessment , we lack an aligned foundational reading skills assessment system. Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKdxVM23czVvl/edit?usp=sharing	Through purchasing mCLASS DIBELS 8 and IDEL online assessment system, we will provide an aligned assessment and monitoring system that can provide targeted reports which will help track and monitor student progress and allow students to be placed in differentiated groups based on the assessment results.

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.)

<p>Category 3 Descriptors</p>	<p>Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>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.)</p>
<p>3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.</p>	<p>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></p>	<p>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></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p>	<p>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></p>
	<p>No action</p>	<p>In our root cause analysis and needs assessment this is not a priority.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvI/edit?usp=sharing</p>	<p>We already have a before and after-school program at our school site funded by ASES. We are working with them to collaborate on ways they can help support our Early Literacy program in the before and after-school programs. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>

3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link], link to needs assessment indicating not a priority.	Example (rationale): 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.
	No action	In our root cause analysis and needs assessment this is not a priority. Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvI/edit?usp=sharing	Because we are a school-wide Title 1 school, all students receive free breakfast and lunch. We are also located right next to Potrero Library. All our teachers have access to the library. In addition, in the 2019-20 school year we created a leveled reader resource center on campus filled with multiple copies of leveled reading books at all levels aligned to Accelerated Reader. 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	No action	In our root cause analysis and needs assessment this is not a priority. Link to root cause analysis	We are a PBIS school. All our students fall within Tier 1 of our PBIS program. Student behavior is not a barrier to learning and is not a concern. During the needs assessment work, this appeared as an area of

<p>connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.</p>		<p>https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvI/edit?usp=sharing</p>	<p>strength. Therefore, we are not including it in this action plan.</p>
<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>In our root cause analysis and needs assessment this is not a priority.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvI/edit?usp=sharing</p>	<p>Our school uses <i>Second Step</i> social-emotional curriculum. We have had great success with this program. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>

3.3e EXPANDED ACCESS Expanded access to the school library.	No action	In our root cause analysis and needs assessment this is not a priority. Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDxVM23czVvl/edit?usp=sharing	Our school does not have a school library. We utilize the public library next store and have a leveled reader resource center. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.

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	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 	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	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

families.	<p><i>instruction. Monthly follow-up training will be provided.</i></p> <ul style="list-style-type: none"> ● <i>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.</i> 	<p><i>in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</i></p> <p><i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i></p>	<p><i>restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</i></p> <p><i>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.</i></p>
	No action	<p>In our root cause analysis and needs assessment this is not a priority.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjp_rk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvl/edit?usp=sharing</p>	<p>Through our Project Cal-Well Grant, our district has provided training on Compassionate Trauma Responsive Schools. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
<p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i></p> <p><i>Or [Insert Link], link to needs assessment indicating not a priority.</i></p>	<p>Example (rationale): <i>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.</i></p>

	No action	<p>In our root cause analysis and needs assessment this is not a priority.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvl/edit?usp=sharing</p>	Through our Project Cal-Well Grant, our district has provided training on Youth Mental Health First Aid USA. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
<p>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	No action	<p>In our root cause analysis and needs assessment this is not a priority.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvl/edit?usp=sharing</p>	Our district is currently working with the San Diego Office of Education (SDCOE) on MTSS training. We have a district MTSS team and are creating an action plan to roll out this process to each of our school sites. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.

<p>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.</p>	<p>By June of 2022, we will hire PIQE, a parent engagement training group to offer Literacy training to all our parents. (Goal 1)</p>	<p>As seen in our root cause analysis and needs assessment, we do not have enough parent engagement with respect to understanding the parent’s role in supporting reading at home.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKDXVM23czVvI/edit?usp=sharing</p>	<p>By hiring PIQE, they will provide the following parent trainings on literacy:</p> <ul style="list-style-type: none"> ● Strengthening your child’s literacy skills ● Reading stages and skills ● Purposeful reading strategies 1: Word Recognition strategies ● Purposeful reading strategies 2: Fluency and comprehension ● Purposeful reading strategies 3: Fluency, comprehension, and writing ● Supporting your child’s reading program at home
<p>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.</p>	<p>By June of 2022, we will hire PIQE, a parent engagement training group to offer trainings to parents regarding how to address their student’s literacy needs. (Goal 1)</p>	<p>As seen in our root cause analysis and needs assessment, we do not have enough parent engagement.</p> <p>Link to root cause analysis https://jamboard.google.com/d/1CdBZ2vZEUjprk09HiS7ta1s2ZpcTIYIB3uk1xxeiC-Y/edit?usp=sharing</p> <p>Link to needs assessment</p>	<p>By hiring PIQE, they will provide the following parent trainings regarding how to address their student’s literacy needs.</p> <ul style="list-style-type: none"> ● Establishing the collaboration between home, school, and community ● Fostering self-esteem and academic achievement ● Relating positive discipline with academic achievement ● Understanding the school system

		https://docs.google.com/document/d/109YdqVFnsbvXnkXLZK0jaV01DOqiWMnKdxVM23czVvl/edit?usp=sharing	<ul style="list-style-type: none">● Becoming familiar with college requirements