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: Lodi Unified School District

LEA/District Contact/Project Director: Allison Gerrity

Site(s): Victor School

Site Administrator(s): Allison Gerrity

Early Literacy Team Member	Role (Include title and/or grade level)
Allison Gerrity	Principal
Elizabeth Viramontes	Teacher: Kindergarten
Susan Boswell	Teacher: First Grade
Lorelei Manassero	Teacher: Second Grade

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	Journeys, SIPPS	Journeys, Dibels (BOY, MOY, EOY), Benchmark Assessments, SIPPS, Weekly Tests, To purchase: "Equipped for Reading Success" by David Kilpatrick
	Language Comprehension	Journeys	Journeys, MAZE, Fluency, Benchmark Assessments
	English Language Development	Journeys ELD materials, Priority ELD Lessons, Rosetta Stone	Journeys, ELPAC, Journey's ELD checklist
Tier 2: Targeted, Supplemental Supports	Phonics, word recognition	SIPPS, MYON (1st - 3rd grades)	Phonics Inventory, SRI (BOY, MOY, EOY)
	Word Recognition, Comprehension	Amplify, Rigby Materials, Journeys small group materials	DRA, SRI, MAZE
	Reading Fluency, comprehension	System 44, 3rd grade	SRI
Tier 3: Intensive, Individualized Supports	ELD Levels 1 and 2	Rosetta Stone	ELPAC

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

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	Teachers from across the grade levels K-2 participated in the training and development of the root cause analysis, professional learning surrounding Scarborough's rope. Whole staff meetings included time to review the draft plan, adjust needs, and provide input on the hiring of the Literacy Coach and Intervention Teacher. Parent meeting scheduled for May 26.	Training handouts to be attached Parent meeting Invite Parent Meeting Agenda Parent Meeting Minutes https://drive.google.com/file/d/19sKUnVhYF87lnwlBw91e_ypz5Re_4lZI/view?usp=sharing
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	Our team participated in the professional learning through SCOE, we discovered needs in our program throughout this professional learning. These needs were listed on the Jam Board. We reviewed the needs listed and grouped into basic categories: Improve First Instruction in reading fundamentals, Provide targeted	Root Cause Analysis Jamboard

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.	intervention for learning loss during distance learning, and create a comprehensive assessment plan and schedule. Our program lacks quality Read aloud book selections. We lack an intentional plan for detailed professional learning on effective strategies for developing foundational skills: phonemic awareness, letter sound recognition, and decoding. Our program lacks effective instructional materials to build vocabulary development. Middle of the year Dibels assessment results indicate that 94% of students in kindergarten and first grade are scoring below benchmarks on phonemic awareness, and 75% are scoring below benchmark on letter sound recognition.	
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to	Dibels assessment results for Middle of the Year were analyzed for Kindergarten through second grade. There is limited assessment results due to distance learning. Reading Inventory results were analyzed for third grade.	Needs Assessment Dibels MOY Fluency.pdf Dibels MOY Decoding.pdf

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.	The site team participated in staff development and technical assistance from the Sacramento County Office of Education. We discovered needs in our program throughout this professional learning. These needs were listed on the Jam Board. We reviewed the needs listed and grouped into basic categories: Improve First Instruction in reading fundamentals, Provide targeted intervention for learning loss during distance learning, and create a comprehensive assessment plan and schedule.	Dibels MOY Phonemic aware.pdf ELSB 3rd Grade RI Results.pdf

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"*	2.1 Rationale *"Why you chose the goal"*	2.1 Evidence *"Artifacts that back up the rationale and support why you chose the goal"*	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy instructional program will be improved"*	2.2 Metrics *"How you will measure progress on actions (implementation) and/or growth (student data) and how often"*
Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	Include links to supporting evidence.	● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	Articulate plan that includes: ● 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*	*● 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*	*● 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:* *● 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:* *● PD Plan* *● Invoices* *● iReady diagnostic data* *● Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* *● ELPAC data*
Foundational skills development	Dibels assessment results indicate a lack of teaching phonemic awareness in grades K-3. Teachers, administrators, and district level staff recognize the need for	SIPPS staff development scheduled for K-3 teachers Needs Assessment Root Cause Analysis	We will improve in developing our knowledge and skill in implementing SIPPS, a systematic assessment and foundational skills program with fidelity by providing on going staff development	SIPPS assessments and progress monitoring Dibels MOY Fluency.pdf Dibels MOY Decoding.pdf

staff development in SIPPS			for K-3rd grade teachers and para educators as measured by staff development calendars(district will release these in July 2021), coaching logs, and timecards by December 2021. On going staff development will be provided by our Site Literacy Coach and the CORE consultant. This staff development will focus on the effective teaching of fundamental literacy skills.	Dibels MOY Phonemic aware.pd SIPPS Consultant.docx ELSB Professional Development Calendar.pdf Root Cause
2. Provide targeted on-going staff development and coaching in the teaching of phonemic awareness. By September, 2021 all kindergarten, first, and second grade teachers will participate in SIPPS training.	Stakeholders recognize the need for effective first instruction to decrease the need for reading interventions. Mid year Dibels Assessments indicate that 94% of current kindergarten and first grade students are scoring well below benchmark.	Dibels MOY Fluency.pdf Dibels MOY Decoding.pdf Dibels MOY Phonemic aware.pdf	We will improve in our teaching of phonemic awareness by providing explicit instruction in phonics as measured by Dibels assessments, by middle of year (Dec. 2021) and end of year (May 2022).	Measured by middle of year and end of year Dibels assessments. K / 2 teachers will do progress monitoring
3. Develop a systematic plan to assess and plan for Foundational Skills	Stakeholders recognize the need for teachers to assess student learning, analyze data, and develop a response to the findings.	Ongoing assessment and adjustment to instruction is needed to improve student outcomes	Develop a K-3 Foundational Skills Assessment Plan by December 2021. Assessments used:	Teacher collaboration days scheduled to analyze student data and determine next steps. Teacher collaboration

		Copy Victor Root Cause Analysis Copy of Needs Assessment Note Catcher	Dibels, MAZE, Quarterly district benchmark assessments	days: 8/11/21, 9/8/21, 9/22/21, 10/27/21, 11/17/21, 12/15/21, 12/8/21, 1/19/21, 2/9/21, 3/2/21, 4/13/21, 5/11/21 ELSB District Instructional Calendar.pdf
2.3 Expenditures Consistent with Categories Link to ELSB Budget documents. Budget template to be attached				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils,	*Example (action item):* *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.*	*Example (action item):* *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*	*Example (action item):* *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*

		foundational reading skills instruction is an urgent need. Attached is our job description for the hiring of our literacy coach [Insert Link].	that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.
	#1 By July 1 2021, hire an Intervention Teacher to support small group instruction focusing on phonemic awareness, decoding, letter recognition, and comprehension strategies in grades K-3.	The pandemic, and distance learning resulted in significant gaps in students' foundational knowledge: letter sound recognition, phonemic awareness and decoding. This is evidenced by Dibels assessments. ELSB Intervention teacher job description.pdf Needs Assessment Root Cause Analysis	This 1.0 FTE will benefit the students in grades K – 3 by supporting the classroom teacher with small group instruction targeting the gaps in knowledge. Although the intervention teacher will not be sustained after the grant, it is important to address the learning needs caused by distance learning. The intervention teacher will participate in SIPPS training (July 2021) and on-going support by the site Literacy Coach and the CORE consultant.
	#2 By July 1 2021, hire a 1.0 FTE literacy coach for grades K/3 and a 1.0 FTE K-3 Reading Intervention teacher, focusing on foundational reading skills using the SIPPS curriculum.	Our reading data indicates an urgent need for the teaching of foundational reading skills, including the effective teaching of phonemic awareness, letter sounds, and decoding. ELSB Coach Job Description.pdf Needs Assessment Root Cause Analysis	Intervention will be targeted, systematic, explicit small group literacy instruction to help students who are below progress to proficient.
3.1b DEVELOPMENT OF STRATEGIES	#1 State Assessment results indicate an achievement gap between EL students and All students.	48.72% of All Students met or exceeded the standards in ELA and 27.28 % of EL students met or	Our school is currently implementing a state-approved core curriculum that includes culturally responsive

including, among others, bilingual reading specialists to support English learner programs.

Development of strategies to provide culturally responsive curriculum and instruction.		exceeded the standards on ELA summative Assessments in the 2018 / 2019 school year.	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.
			ELA Pacing Guides.pdf
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and	In support of Goal 2.1 #2: K-3rd grade teachers will participate in district funded SIPPS training by September 2021. They will have on-going district funded CORE coordinator support / coaching through the year. Para educators will participate in district funded SIPPS training by Dec. 2021. They will have on-going support provided by our Reading Coach.	Teachers and para educators recognize the need for a common understanding of the strategies used for Systemic phonemic awareness, vocabulary development, letter sound recognition, and comprehension.

Needs Assessment
Root Cause Analysis
SIPPS Consultant.docx
ELSB Professional Development Calendar.pdf | Progress monitoring of students will guide our lesson planning and drive adjustments to lesson delivery to meet the needs of the students. |
| | | | |

literacy achievement and the use of data to help identify and support struggling pupils.			
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	ELD Materials and ELD staff development is provided by the district <mark>Materials provided by the district</mark>: Write in Reader, Priority Lessons, Journey's Blend It Consumable books, ELD Teacher's Manual, ELD Slides for each Journey's lesson, Rosetta Stone	ELPAC & ELD checklist data to form groups. ELD Priority Checklist.pdf	ELL students will be taught ELD in small group instruction to develop ELD skills. ELPAC and ELD checklists data used to form groups ELD Instruction.pdf

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

	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	*Example (action item):* ● *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): ● *By August 2022 (Year 3),*	*Example (action item):* *As seen in our screening data [Insert*	*Example (action item):* *Through purchasing the Academic*

	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.*	*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.* *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.*	*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.* *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.*
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.*	*Example (rationale):* *Our district already provides and collects data from evidence-based diagnostic assessments. Our district*

		Or, [Insert Link] link to needs assessment indicating not a priority.	already provided training regarding the use of the assessments.
assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	No Action	SIPPS Materials SIPPS Materials Needs Assessment Root Cause Analysis	Our district already provides diagnostic assessments (SIPPS, DRA, Dibels) staff development is listed above in Category 1. We will investigate purchasing "Equipped For Reading Success" by David Kilpatrick. ELA Pacing Guides.pdf

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic*

Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	*K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*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].*	*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.*
	No Action	District Funded Bridge Program daily from dismissal to 6:00 PM. ELSB Bridge Flyer.docx Needs Assessment Root Cause Analysis	Our school traditionally offers before and after school tutoring, paid by Title 1 funds. The after school Bridge program is offered to all students which includes homework assistance. Teachers and instructional assistants offer before or after school tutoring targeting the needs of individual students.
	No Action	***Summer School Flyer.pdf***	District is offering summer school to all 1st - 6th grade students during the 2021 summer
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support	*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*

expanded literacy instruction.			*assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No Action	Teachers identified the need for extended day kindergarten Extended Day Kindergarten.docx	Our school traditionally has extended day kindergarten starting in the second quarter
	<mark>Teachers will be paid on a timecard to provide targeted reading intervention to K-3rd grade students before or after school. Materials used are provided by the district: SIPPS, decodable readers, etc.</mark>	<mark>Parents and teachers identified the need for targeted interventions for students that extend the instructional time.</mark>	
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.	This is part of our PBIS Plan	Attach PBIS Minor / Major behavior slips PBIS Behavior Slips.pdf	Our PBIS focuses on positive behavior, rewards, and a discipline plan that keeps students in the classroom.
3.3d RESEARCH-BASED SEL Strategies to	No Action	PBIS Flow Chart.pdf	Our PBIS plan includes opportunities for social / emotional support and positive connections between students

			and staff and positive connections between students.
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action	Library Schedule.docx	The district provides library assistants and there is a plan to address missed library time due to assistant absences.

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

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES	*Example (action item):* ● *By December 2021, provide initial training for staff on*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs*	*Example (action item):* *Development of strategies and implementation of evidence-based*

Development of trauma-informed practices and supports for pupils and families.	*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 raise staff awareness and inform supports available to pupils as well as families.*	*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.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	*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.* *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	[Panaorama Mental Health Screener.pdf](Panaorama%20Mental%20Health%20Screener.pdf)	A district wide program, Panorama, is purchased and being implemented in May 2021, to help screen for students in crisis, and provide a baseline on how students are doing social-emotionally. The district provides the Panaorama program is being implemented in the 21/22 school year. Baseline data has been collected in May 2021.
3.4b MENTAL HEALTH RESOURCES Extended school	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health*	***Example (rationale):*** *We do not need to create an action item around the provision of mental health resources because these*

		resources. *Or [Insert Link], link to needs assessment indicating not a priority.*	*supports are already provided through our school and district.*
day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No Action	Mental Health Support.pdf	District provided school counselors and a mental health therapist provide support for students. Teachers, staff, parents, and students are able to refer students for these services.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action	Intervention Pyramid.pdf	The district has a process and procedures for identifying and providing various levels of support for students, as needed.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and	By December 2021, our literacy coach will provide literacy training to parents, <mark>ELSB funds will be used to purchase student literature for parents to use with their children following the training sessions.</mark>	Parents expressed interest in learning strategies to support their children. We will develop a training schedule and topics during the fall of 2021. Copy Victor Root Cause Analysis	Training sign in sheets

education for parents to help develop a supportive literacy environment in the home.			
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.	K-3 teachers will provide parents the M Class Home to School Connection, Dibels progress to parents three times per year: August, December, May.	M Class Report to Parents.pdf	The resources that are part of the Dibel / M Class program will be used to keep parents informed about their K-3 student's progress in fundamental reading skills.
	Offer Jump Into English to Spanish speaking parents	Parents express interest in participating. Jump Into English Flyer.pdf	Provided by the district and site Title 1 funds.