

Board Office Use: Legislative File Info.	
File ID Number	21-2800
Introduction Date	12/1/21
Enactment Number	21-1934
Enactment Date	12/1/2021 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Romy-Trigg-Smith, Director of Early Literacy

Meeting Date December 1, 2021

Subject Early Literacy Support Block (ELSB) Grant Literacy Action Plans - California Department of Education

Ask of the Board Approval by the Board of Education for the California Department of Education Early Literacy Support Block Grant Literacy Action Plans for each qualifying school.

Background The California Department of Education, under Section 113 of the Education Omnibus Trailer Bill (Senate Bill 98) for the 2020-21 California State Budget appropriated \$50 million to establish the Early Literacy Support Block (ELSB) Grant Program. The ELSB Grant Program requires the California Department of Education (CDE) to award funds to local educational agencies (LEAs) with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the 2018-2019 State Summative English Language Arts (ELA) assessment. The school sites awarded these funds are: Prescott Elementary, Parker Elementary, Hoover Elementary, Brookfield Elementary, Markham Elementary, Lockwood Steam Academy (Formerly Community United Elementary and Futures) Horace Mann Elementary, New Highland Elementary, Manzanita Community, and Global Elementary.

Discussion The schools selected participated in a root cause analysis during the planning year, which took place during the 2020-2021 school year. At the conclusion of the root cause analysis, each school team completed a literacy action plan that was reviewed and approved by the expert agency of the block grant, or the Sacramento County Office of Education. Each school is awarded funds to implement their literacy action plan based on the number of students they serve. The funds are to be utilized upon the completion of the 2022-2023 school year.

Fiscal Impact Last year, each school site received \$10,000 for their planning year. OUSD received \$40,000 to support school sites with creating their literacy action plan. For the 2021-2022 and 2022-2023 school years, the following award amounts are provided to each school:

Brookfield Elementary: \$563,140.00
Global Elementary: \$563,140.00
Hoover Elementary: \$563,140.00
Horace Mann Elementary: \$563,140.00
Lockwood Steam Academy: \$943,848
Manzanita Community: \$563,140.00
Markham Elementary: \$563,140.00
New Highland Elementary: \$563,140.00
Parker Elementary: \$338,823.00
Prescott Elementary: \$338,823.00

Total Block Grant: \$5,713,474.00

Attachment(s)

- ELSB Letter to Oakland, Conditional Approval
- School Literacy Action Plans
- ELSB Grant Four Year Budget



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 3, 2021

Dr. Kyla Johnson-Trammell
Oakland Unified School District
1000 Broadway, Suite 300
Oakland, CA 94607-4099

Dear Dr. Johnson-Trammell

Subject: Early Literacy Support Block Grant: Literacy Action Plans Conditionally Approved

As a grant recipient for the Early Literacy Support Block (ELSB) Grant Program your district has demonstrated a commitment to strengthen, develop, and implement evidence-based literacy instruction and support programs for students in transitional kindergarten through grade three (TK–3) over a period of three and a half years. The California Department of Education (CDE) commends you for your dedication to improving literacy outcomes for your students and support for targeted professional learning in literacy for administrative and instructional staff.

As part of the grant process, your district has chosen to work with the Expert Lead in Literacy to: 1) conduct a Root Cause Analysis, 2) conduct a Literacy Needs Assessment, and 3) develop a Literacy Action Plan for all participating eligible schools during Planning Year 1. The technical assistance provided by the Expert Lead in Literacy for this purpose included a template (which included a rubric), designed to support site and district staff in the development of the three-year Literacy Action Plan to meet the first-year goal of the grant. The template includes excerpts from the authorizing legislation detailing the requirements for each section, as well as examples of evidence to include in the Literacy Action Plan. The template was divided into three sections:

- **Section 1, the Planning Phase:** Required by statute and includes stakeholder engagement, root cause analysis, and needs assessment.
- **Section 2, Literacy Action Plan Components:** 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, per the grant requirements.

November 3, 2021

Page 2

Upon careful review of each participating school site's Literacy Action Plan, and upon notification from your district that the Literacy Action Plans are scheduled to be approved by the governing board or body of the local educational agency at a publicly noticed meeting, the CDE is pleased to inform you that the following school site plans are conditionally approved:

Brookfield Elementary

Global Family

Hoover Elementary

Horace Mann Elementary

Lockwood STEAM

Manzanita Community

Markham Elementary

New Highland Academy

Parker Elementary

Prescott

Upon notification of local board approval, the CDE will provide final approval and start the process to disseminate the Implementation Year 1 funding for planned activities.

The authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>) requires each local educational agency with an eligible school to provide the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency with quarterly reports demonstrating that it has made expenditures consistent with the approved Literacy Action Plan. These reports shall also be publicly posted on the local educational agency's website.

The authorizing legislation also stipulates that on an annual basis, each local educational agency with an eligible school shall submit to the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency, a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its Literacy Action Plan. These reports shall also be publicly posted on the local educational agency's website.

The authorizing legislation further stipulates that at the end of the second year of grant eligibility, each local educational agency with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the Literacy Action Plan. The local educational agency may modify the Literacy Action Plan based on this update, consistent with the authorized uses of the grant funds.

November 3, 2021

Page 3

Upon submission of the reports required above, your local educational agency will receive its second- and third-year allocations, as applicable.

Please acknowledge receipt of this notification by returning this communication as an attachment via email at ELSBGrant@cde.ca.gov **within 30 days of receipt of this notice**. Please be sure to check the boxes and sign below to confirm your acknowledgement of the following:

- Per the authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>), I understand that my district and/or school site has a choice to work with the Expert Lead in Literacy, our regional county office of education, an institute of higher education, or directly with the CDE to complete the root cause analysis, needs assessment, and Literacy Action Plan and to provide ongoing technical assistance for the duration of the grant period.
- I understand that my district and/or school site has a choice in selecting instructional materials, and professional development and/or coaching providers on the use of those materials, and associated instructional strategies, based on needs identified in our literacy needs assessment. The selected materials and strategies must be evidence-based and align with the recommendations of the California English Language Arts/English Language Development Framework (<https://www.cde.ca.gov/ci/rl/cf/>).

Signature/Date _____

Additional information about the grant program is available on the CDE ELSB grant web page at <http://www.cde.ca.gov/pd/ps/elsbgrant.asp>. If you have additional questions, please contact the ELSB team at ELSBGrant@cde.ca.gov.

Sincerely,



Aileen Allison-Zarea
Education Administrator
Educator Excellence and Equity Division
CDE



Brent Malicote
Assistant Superintendent
Educational Services
Sacramento County Office of Education

SD: aaz

cc: Becky Sullivan, Project Lead: Expert Lead in Literacy, Sacramento County Office of Education

**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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: Sondra Aguilera and Romy Trigg-Smith

Site(s): Brookfield Elementary School

Site Administrator(s): Leigh Daniels

Early Literacy Team Member	Role (Include title and/or grade level)
Cindy Hukill	2nd Grade Teacher
Senbogavelli Pillay	RSP Teacher
Julianne Schenone	Kindergarten Teacher
Belinda Sanders	3rd Grade Teacher
Rebecka Maxkenzie	TSA
Leigh Daniels	Principal

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	SIPPS; Heggerty	SIPPS Mastery Tests
	Language Comprehension	EL Education	iReady
	English Language Development	EL Education- and aligned to CA ELD standards designated ELD lessons	ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS; Letter-Naming	SIPPS Mastery Tests
	Language Comprehension	Guided Reading Groups: Raz-Kids & RTI	iReady
	English Language Development	Guided Reading Groups: Raz-Kids & RTI	iReady
Tier 3: Intensive, Individualized Supports	Foundational Skills	RSP	iReady
	Language Comprehension	RSP	iReady
	English Language Development	RSP	iReady

Curriculum:

[Kindergarten](#)

[1st](#)

[2nd](#)

[3rd](#)

[Class Schedules](#)

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>At the start of the ELSB grant planning process, the principal met with the ELSB team (listed above) to determine needs and establish a plan for action. The team met multiple times to develop this plan. The Site Plan (SPSA) and ELSB plan were shared with School Site Council and Instructional Leadership Team to get parental and teacher advisement about school-wide needs and plans for the coming year - SSC on April 21st and ILT on May 5th.</p>	<p>SSC Meeting Agenda/Minutes ILT Meeting Agenda</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.

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.

The root cause analysis was completed by the ELSB team on March 11, 2021 based on current i-Ready and SBAC data for Brookfield. Given this data, 65% of students cannot read grade level complex texts as per i-Ready and SBAC scores. Based on skill scores on the test ([see data here](#)), the team identified root cause clusters of needing more rigorous classroom (tier 1) instruction in vocabulary, foundation skills in reading, and comprehension. Within the cluster of vocabulary, the team identified potential solutions within our locus of control- front-loading vocabulary, word walls, vocabulary lists, finding times and ways to solidify understanding of vocabulary, and explicit teaching of vocabulary beyond SIPPS and EL Education. Within the cluster of foundational skills, we identified a need for instruction of high frequency words as there are no opportunities currently to practice high frequency words outside of SIPPS time. Also within this cluster, we identified additional practice necessary in the category of phonological awareness. Our final cluster was comprehension- specifically in the need for additional practice in reading informational texts.

Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition and Language Comprehension (both strands of Scarborough's rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students' poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.

[Jamboard](#)
[iReady scores by grade](#)
[iReady by skill](#)
[iReady scores overall](#)
[SBAC scores](#)

	<p>The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</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</p>	<p>The needs assessment was completed on April 15th and again on the 20th with a larger ELSB team to create SMARTER goals as a team based on the root cause analysis work done the month prior. For each SMARTER goal, we determined what will be needed to meet the SMARTER goal, including assessment instruments, curriculum, resources, professional development, and support personnel. Our final SMARTER goals are:</p>	<p>Needs Assessment</p>

<p>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>	<ul style="list-style-type: none"> • We will improve in our knowledge & skill in implementing an explicit systematic foundational skills program (SIPPS) with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans, peer observations, classroom walkthroughs (SIPPS instruction on daily K-2 schedule, fidelity to SIPPS routines), SIPPS mastery tests, DIBELS (three times a year), and i-Ready data by May 2022. • We will improve in teaching reading comprehension strategies (activating background knowledge, predicting, inferencing, clarifying/asking questions, summarizing, monitoring, and visualizing) by teaching EL curriculum with fidelity as measured by classroom walkthroughs (use of comprehension strategies, lesson plans), i-Ready diagnostic (three times a year) and EL Education embedded assessments (done at the end of each unit) by May 2022. • We will improve in our instructional practice and delivery of vocabulary development by directed vocabulary instruction (through Words Their Way, EL Education, and Designated ELD) as measured by classroom walkthroughs (instructionally-based word wall, lesson plans showing daily Words Their Way (WTW) Instruction, EL Ed), mastery of EL vocabulary words, with the larger goal of an improved iReady vocabulary domain data (progress monitoring monthly of vocabulary, whole test three times a year) by May, 2023. 	
--	--	--

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	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy	2.2 Metrics “How you will measure progress on actions (implementation)

<p>Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> ● Site/LEA practices or issues ● Evidence-based rigorous goal 	<p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p><i>rationale and support why you chose the goal”</i> Include links to supporting evidence.</p>	<p><i>instructional program will be improved”</i></p> <ul style="list-style-type: none"> ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal 	<p><i>and/or growth (student data) and how often”</i> Articulate plan that includes:</p> <ul style="list-style-type: none"> ● Tool/Metric ● Intervals ● Monitoring and adjusting
<p>1. Provide explicit, systematic phonics instruction.</p>	<p><i>Root cause analysis and needs assessment revealed inconsistent delivery of foundational reading instruction (as demonstrated in walkthrough data, i-Ready, and SBAC results).</i></p>	<p>Screening data shows low student performance in foundational skills.</p> <p>Needs Assessment Root Cause Analysis Jamboard Middle of Year Data</p>	<ul style="list-style-type: none"> ● We will improve in our knowledge & skill in implementing an explicit systematic foundational skills program (SIPPS) with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans, peer observations, classroom walkthroughs (SIPPS instruction on daily K-2 schedule, fidelity to SIPPS routines), SIPPS mastery tests, DIBELS (three times a year), and i-Ready data by May 2022. ● For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle. 	<ul style="list-style-type: none"> ● PD Plan ● SIPPS Mastery Test ● i-Ready diagnostic data ● Invoice ● Walkthrough data

<p>2. Provide explicit, systematic comprehension instruction</p>	<p><i>Root cause analysis and needs assessment revealed inconsistent delivery of comprehension instruction, especially in informational texts (as demonstrated in walkthrough data, i-Ready, and SBAC results)</i></p>	<p>Screening data shows low student performance in informational texts reading comprehension.</p> <p>Needs Assessment Root Cause Analysis Jamboard Middle of Year Data</p>	<ul style="list-style-type: none"> • We will improve in teaching reading comprehension strategies (activating background knowledge, predicting, inferencing, clarifying/asking questions, summarizing, monitoring, and visualizing) by teaching EL curriculum with fidelity as measured by classroom walkthroughs (use of comprehension strategies, lesson plans), i-Ready diagnostic (three times a year) and EL Education embedded assessments (done at the end of each unit) by May 2022. • For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle. 	<ul style="list-style-type: none"> • PD Plan • i-Ready diagnostic data • Invoice • Walkthrough data • EL embedded end of unit curriculum assessments
--	--	--	--	---

<p>3. Provide explicit, academic vocabulary instruction.</p>	<p>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction (as demonstrated in walkthrough data, i-Ready, and SBAC results).</p>	<p>Screening data shows low student performance in vocabulary.</p> <p>Needs Assessment Root Cause Analysis Jamboard Middle of Year Data</p>	<ul style="list-style-type: none"> We will improve in our instructional practice and delivery of vocabulary development by directed vocabulary instruction (through Words Their Way, EL Education, and Designated ELD) as measured by classroom walkthroughs (instructionally-based word wall, lesson plans showing daily WTW Instruction, EL Ed), mastery of EL vocabulary words, with the larger goal of an improved iReady vocabulary domain data (progress monitoring monthly of vocabulary, whole test three times a year) by May, 2023 For year 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle. 	<ul style="list-style-type: none"> PD Plan i-Ready diagnostic data Walkthrough data Invoice
--	---	---	--	---

2.3 Expenditures Consistent with Categories [\[Brookfield Elementary ELSB BUDGET\]](#) and [\[OUSD Whole District Budget\]](#)

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)	Evidence	Explanation/Rationale
	<p>Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>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>

3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	By Sept 2021 hire full time TSA, focused specifically on ELA in Tk-3, in support of goals 1, 2, and 3.	As seen in our data, our root cause analysis, via walk throughs shows our need for more structured PD with evidence of backwards planning reflected in weekly lesson plans. We will also have planning for foundational skills to align with EL curriculum. (job description link) As seen in our training via PDs and PLCs, progress monitoring of data and individual coaching. 100% of classrooms will use WTW, EL Education, SIPPS K-3 with fidelity, and 100% of teachers will use comprehension strategies. These will be measured by walk-throughs, lesson plans, and PD/PLC agendas.	A majority of our K-3 students are testing below proficiency in vocabulary according to our data. We need to be more targeted in our instruction so that students receive focused and differentiated instruction based on ongoing formative assessment data in vocabulary via EL, ELD, and WTW. TSA will be utilized to coach and collaborate with teachers. Full time TSA job description link
	By September 2021 hire two Early Literacy Tutors to support additional literacy instruction of students, in support of goals 1, 2, and 3. Provide extended contract to TK-3 teachers to tutor students before or after school in support of goals 1, 2, and 3	As seen in our data, our root cause analysis, via walk throughs shows our need for additional literacy intervention supports intier one and two.	Instructional aides will be able to provide SIPPS pull-out instruction and RTI interventions in support of goals 1 through 3. Teachers will provide additional intervention to students after and before school in support of goals 1, 2, and 3.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	No action. Site budget will be used for culture and equity team support.	Link to PD calendar	Our school is focusing on improving and deepening our implementation of core curriculum that has been approved by the district for cultural responsiveness (EL Education, SIPPS, Words their Way, and Caring School Communities).
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE	Provide extended contract to Tk-3 teachers to engage in Professional Development aligned to the Science of Reading in support of goals 1, 2, and 3.	As seen in our data, our root cause analysis, via walk throughs shows our need for more structured PD with evidence of backwards planning reflected in weekly lesson plans.	A majority of our K-3 students are testing below proficiency in vocabulary (goal 1), foundational reading skills (goal 2), and comprehension (goal 3), according to our data. We need to be more targeted in our instruction so that students receive focused and differentiated instruction based on

<p>OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>		<p>We will also have planning for foundational skills to align with EL curriculum.</p> <p>Link to PD calendar</p>	<p>ongoing formative assessment data (i-Ready, SIPPS mastery tests EL education end of unit tests).</p> <p>We will be doing these activities, not funded by the grant:</p> <ul style="list-style-type: none"> ● In support of goal #1- By November 2021, all teachers trained in using SIPPS curriculum. ● In support of goal #2- By Sept 2021 the TSA will begin the trainings on the site PD calendar for the EL curriculum (backwards plan module 1) ● In support of goal #2- By September 2021, all teachers trained in using EL Education ● In support of goal #3- By January 2022, all teachers trained in using Words Their Way curriculum ● In support of goals 1-3, site literacy and site teachers will be attending CORE Online Elementary Reading Academy
<p>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.</p>	<p>No action.</p>	<p>Link to PD calendar</p>	<p>A majority of our K-3 students are testing below proficiency in reading according to our data. We need to be more targeted in our instruction so that students receive focused and differentiated instruction based on the ELA development framework.</p> <p>In support of goals 1-3, ongoing use of the framework to support instructional planning and data analysis during PLCs and PD. As supported by the full-time TSA.</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.)

<p>Category 2 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>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS <i>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.</i></p>	<p>In support of goal #1:</p> <ul style="list-style-type: none"> By August 2021, purchase supplemental SIPPS materials for K-3 classrooms. 	<p>As seen in our screening data, our Root Cause Analysis and our needs assessment, a majority of our K–3 students are testing below proficiency in phonemic awareness and high frequency words.</p> <p>Attached is our PD plan 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.</p>	<p>Through purchasing additional SIPPS materials 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 and ensuring fidelity of instruction will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery 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 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> <ul style="list-style-type: none"> By August 2021, 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 through the use

			<p>of walkthrough data.</p> <ul style="list-style-type: none"> ● By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. ● By August 2021, ensure all students are assessed in SIPPS initial placement tests and ongoing SIPPS mastery tests.
	<p>In support of goal #2:</p> <ul style="list-style-type: none"> ● By August 2021, purchase additional EL Education materials (recommended texts) for K-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 comprehension of informational texts.</p> <p>Attached is our professional learning plan to support teachers with ongoing implementation of the EL education curriculum and specific targeting of non-fiction (informational texts). Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of EL Education curriculum.</p>	<p>Through purchasing the EL Education materials to support our Tier 1 reading instruction for K–3 students, our school will become more rigorous in our instruction of comprehension strategies for informational texts. Utilizing the EL Education in Tier 1 instruction will allow students to receive high quality comprehension strategies.</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. Targeted professional development around EL Education and comprehension strategies will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p> <ul style="list-style-type: none"> ● By September 2021, all K-3 teachers trained in using EL Education ● By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement through the use of walkthrough data.

			<ul style="list-style-type: none"> By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.
	<p>In support of goal #3</p> <ul style="list-style-type: none"> By August 2022 (year two), purchase additional materials for Words Their Way (full curriculum materials) for K-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 vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our PD plan to support teachers, from initial training through ongoing support, of the Words Their Way curriculum for Year 2. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of Words Their Way curriculum.</p>	<p>Through purchasing the Words Their Way curriculum 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 Words Their Way 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 Words Their Way 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> <ul style="list-style-type: none"> By August 2022, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.
3.2b DIAGNOSTIC ASSESSMENT	No action	Link to district assessments	Our district already provides and collects data from evidence-based diagnostic assessments.

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.	No action	Attached is our professional learning plan to support teachers with ongoing implementation of assessments. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of student assessments.	<p>Although the majority of staff are trained on district assessments, additional training is required to support teachers collecting and implementing data.</p> <p>In support of goal 1: By September of 2021 all staff trained in how to administer and input SIPPS mastery and initial placement tests.</p>
	No action funded by grant.	Attached is our professional learning plan to support teachers with ongoing implementation of assessments. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of student assessments.	<p>Although the majority of staff are trained on district assessments, additional training is required to support teachers collecting and implementing data.</p> <p>In support of goals 1-3: By September of 2021 all staff trained in how to administer i-Ready assessments.</p>
	No action funded by grant.	Link to PD calendar Link to assessment calendar	<p>A majority of our K-3 students are testing below proficiency in vocabulary according to our data. We need to be more targeted in our instruction so that students receive focused and differentiated instruction based on ongoing formative assessment data in vocabulary via EL, ELD, and WTW</p> <p>TSA and ILT will support the ongoing use of data and data analysis to inform instructional practices. Teachers will participate in PD based on data and engage during PLCs with formative and summative student data.</p> <p>By October 2021, all teachers will be able to administer SIPPS master tests (goal 1), i-Ready (goals 2 & 3), and EL end-of-unit tests (goal 3)</p>

	No action funded by grant.	Link to PD calendar Link to assessment calendar	<p>Although the majority of staff are trained on district assessments, additional training is required to support teachers in the use of student data to inform teaching practices and student groupings.</p> <p>In support of goals 1-3 by November of 2021, all teachers will be trained in analyzing student data (SIPPS Mastery, i-Ready, EL Vocabulary) to support placement of students in SIPPS in goal 1 and differentiation needs for goal 2.</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 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 early literacy tutors (see 3.1.A) for ELA in support of goal 1 including SIPPS instruction and after school literacy support (additional TK-3 reading groups, TK-3 family check-ins, TK-3 reading nights, etc.).	As seen in our screening data , our root cause analysis , and our needs assessment , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	<p>A majority of our K-3 students are testing below proficiency in vocabulary, foundational skills, and comprehension. 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 TSA will be utilized to coach others.</p> <p>Continue implementation of K-3 after school programs, summer school, Children Rising.</p>

<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.</p>	<p>No action</p>	<p>Link to our needs assessment indicating not a priority.</p>	<p>Our school is focusing on implementing tier 1 strategies for high quality literacy instruction.</p>
<p>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.</p>	<p>No action</p>	<p>Professional development plan. (link curriculum)</p>	<p>Our school is implementing school culture and state-approved core curriculum deepening our implementation of the curriculum to support instruction. Support Tier 1, PBIS strategies, in classrooms during ongoing professional development on Caring Schools Community curriculum. Tier 1 instructional strategies will support all teachers and classrooms with the conditions for high quality early literacy instruction.</p>
	<p>No action funded by the grant.</p>	<p>5/25 Meeting Agenda</p>	<p>Our school is implementing school culture and state-approved core curriculum deepening our implementation of the curriculum to support all classroom instruction. We will be implementing additional training of Culture and Equity team to support ongoing staff development and school culture in order to create the conditions for high quality early literacy instruction.</p>
<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning</p>	<p>No action attached to ELSB funds.</p>	<p>Professional Development plan</p>	<p>Our school is already implementing a state-approved core SEL curriculum and will be deepening our implementation of the Caring Schools Community curriculum for leading Morning Meetings.</p>

approaches, including restorative justice.			
3.3e EXPANDED ACCESS Expanded access to the school library.	No action attached to ELSB funds.	Library Technician job description SPSA	Our school is in need of additional literacy materials through the use of our school library. Therefore we will be using other funds to hire a library technician by September 2021 to support students' access to school library. Students will have access to additional books to build literacy skills during classroom instruction in support of goals 1-3. Books will be checked out to students, supporting access to literature both at school and at home.

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

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

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	No action.	5/25 Meeting Agenda Professional development plan. (link curriculum)	Our school is implementing school culture and state-approved core curriculum deepening our implementation of the curriculum. We will continuel train the Culture and Equity team to support ongoing staff development and school culture to build teachers' capacity to implement curriculum, collaborate, and build tier 1 classroom instructional practices in order to support ongoing work with early literacy instruction.

<p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.</p>	<p>No action.</p>	<p>Link to SPSA that indicates allocated funds for mental health resources.</p>	<p>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.</p> <p>Continue to use STARS program for mental health support and on-site psychologist.</p>
<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>	<p>No additional actions. In support of goals 1-3, full-time TSA (see 3.1.A) to support implementation of RTI through the MTSS systems and progress monitoring of student growth in TK-3.</p>	<p>Link to SPSA Link to TSA job description.</p>	<p>MTSS and progress monitoring of RTI data will be measured monthly to ensure that tutors and teachers are supporting tier one and two students.</p>
<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>No additional actions. Full time TSA (see 3.1.A) and Community School Manager CSM to provide ongoing parent engagement and training for parents around at-home literacy to begin in September 2021 in TK-3.</p>	<p>Link to SPSA that indicates allocated funds for CSM.</p>	<p>Parents will be asked to provide feedback about at-home literacy events to ensure successful implementation. We do not need to create an action item around the provision of community engagement because these supports are already provided through our school and district.</p> <p>Monthly Tk-3 Literacy Nights- reading, book giveaways, celebration</p>
	<p>Extended contracts for Tk-3 teachers to support parent engagement and family check-ins around literacy.</p>	<p>Link to SPSA that indicates allocated funds for extended contracts.</p>	<p>Additional instructional times for teachers will allow students additional RTI and communication with families.</p>
<p>3.4e PARENT AND COMMUNITY ENGAGEMENT</p>	<p>No action. Continued engagement with families by CSM</p>	<p>Link to SPSA that indicates allocated funds for CSM</p>	<p>We do not need to create an action item around the provision of community engagement because these supports are already provided through our school</p>

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.			and district.
	No action funded by grant.	Link to SPSA that indicates allocated funds for books and celebratory materials	<p>Tk-3 arents will be asked to provide feedback about at-home literacy events to ensure successful implementation.</p> <p>Monthly Literacy Nights- reading, book giveaways, celebration</p>

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

**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: Sondra Aguilera and Romy Trigg-Smith

Site(s): Global Family School

Site Administrator(s): Juan Vaca, Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Juan Vaca	Principal
Lynda Palma	Teacher, 2 nd Grade
Steven Marney	Teacher, 1 st Grade
Sara Shepich	Teacher, Kindergarten
Rosa Jimenez	Teacher on Special Assignment (TSA)
Lubia Sanchez	Teacher on Special Assignment (TSA)
Vanessa Nguyen	Elementary Newcomer Teacher Leader, TSA

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	TK- SEEDS K- Benchmark Advance Phonics, SIPPS, Heggerty 1- Benchmark Advanced Phonics, SIPPS 2- Benchmark Advanced Phonics, SIPPS	TK - IGDI's assesses fluency in letter name, letter sound, rhyming, alliteration (& vocabulary) K- Illuminate letter naming, letter sounds/SIPPS, i-Ready 1 - Illuminate letter naming, letter sounds/DIBBLES/SIPPS, i-Ready 2- Illuminate letter naming, letter sounds/DIBBLES/SIPPS, i-Ready
	Language Comprehension	TK- No set program, teacher developed K- Benchmark, teacher developed 1- Benchmark, teacher developed 2- Benchmark Advanced lessons/guided reading books/student complex texts booklets	TK- ELPAC, informal assessment, + vocabulary component of IGDI K- i-Ready + Teacher developed 1-DRA, EDL, i-Ready 2- DRA, EDL, i-Ready, some benchmark unit assessments
	English Language Development	TK-Teacher developed K- Teacher developed, adapting Benchmark ELD 1- Teacher developed, adapting Benchmark ELD 2- Benchmark ELD	TK-ELPAC, informal assessment K- ELPAC 1-ELPAC 2- ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	TK-SEEDS K- Teacher developed materials alongside SIPPS	TK-IGDI's K- Teacher developed 1-i-Ready, informal assessment

		1- Teacher developed materials alongside Benchmark Advanced phonics 2- Benchmark Advanced phonics, teacher made phonics cards	2- i-Ready, informal assessment
	Language Comprehension	TK- No set program, teacher developed K- Teacher developed 1- Benchmark Advanced leveled readers 2- Benchmark Advanced leveled readers	TK- ELPAC, informal assessment K- i-Ready, Teacher developed, informal assessment 1- iReady, DRA, informal assessment 2- DRA, i-Ready, informal teacher assessment
	English Language Development	TK- No set program, teacher developed K- Teacher developed 1- Benchmark ELD 2- Benchmark ELD	TK- ELPAC, informal assessment K- teacher developed, informal assessments 1- no current assessment used 2- no current assessment used
Tier 3: Intensive, Individualized Supports	Foundational Skills	TK: Teacher developed K-1: Benchmark, Teacher created Newcomers TK-2: Teacher created 4th Grade: Reading A-Z passages (Reading Fluency)	TK- Teacher developed K-iReady 4th: DRA/EDL, i-Ready
	Language Comprehension	Newcomers TK-2: Teacher created 5th Grade: Literature Circles (Reading Comprehension)	DRA/EDL iReady
	English Language Development	N0/N1 Newcomers K-5: Teacher Developed + In the USA	Teacher Developed + In the USA

[Link to Global Family EL SB LAP Evidence Folder](#)

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><u>Faculty/Staff:</u> (05/05/2021) PD session in April to provide overview of learning from ELSB grant sessions, seek feedback on SMARTe goals and brainstorm ideas about the connection between family engagement and early literacy outcomes.</p> <p>OUTCOME: strongly opposed the notion of following one curriculum [Benchmark] with fidelity. Need for culturally relevant texts.</p> <p><u>Families:</u> (05/11/2021) Met with family leaders on the School Site Council to discuss early literacy goals as they relate to the ELSB Grant and SPSA and get ideas for literacy action plan.</p> <p>OUTCOME: Need for stronger systems/culture of consistent/frequent communication with families in regards to academic expectations/progress</p> <p>(05/18/2021) Met with families at bi-monthly Town Hall to provide overview of grant and early literacy goals and to seek input on how to strengthen the component of family engagement as it relates to early literacy.</p> <p>OUTCOME: Families voiced similar opinions as parent leaders on SSC that they are not able to support their children through early literacy without knowledge (literacy events), materials, and regular communication from teachers about academics (not just behavior). Families indicated a desire for weekly communication and expressed</p>	<p>Teacher Feedback Session: (05/05/2021) Slide Deck with Agenda, Jamboard Notes, Zoom Chat</p> <p>Family Feedback: (05/11/2021) SSC Agenda/Flyer & Notes + Zoom Chat (05/18/2021) Town Hall Slide Deck & Town Hall Notes</p> <p>Leadership: (05/13/2021) ILT Meeting Agenda/Notes</p>

	<p>interest in attending monthly events. Need to identify leaders in and create circles of influence to engage Mam-speaking families as well.</p> <p><u>Instructional Leadership Team (ILT):</u> (05/13/2021) Provided review of ELSB team work to date, ELSP Action Plan, and preliminary SMARTe goals. Indicated intent to propose revision to SMARTe Goal #1 re: foundational skills/word recognition to ELSB team to broaden the goal to be able to incorporate input received from families at SSC meeting, as advised by Kou Vang in office hours.</p> <p>OUTCOME: ILT members were in support of the direction of the plan and the revision to the goal.</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>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,</p>	<p>Our root cause analysis indicates that too few of our students are able to read and comprehend complex grade-level texts by the end of second grade. Our school's student data indicates that there is not much growth in first and second grade in reading comprehension, phonics, and vocabulary. Kindergarten has many students who are not meeting the mid-year benchmark in foundational skills.</p> <p>Low performance in letter identification, phonics, vocabulary, and reading comprehension in kinder, first and second grades all culminates in having many students unable to read and comprehend grade level texts by the end of second grade. Students are missing the skills necessary to achieve in reading at their respective grade levels.</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough's rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate</p>	<p>Jamboard See Slide 1 for mid-year data & 3 for end-of-year data.</p>

<p>including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>training and ongoing support. Additionally, the district has recognized a root cause in students' poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>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</p>	<p>Our root cause analysis and needs assessment uncovered the following gaps that contribute to our low performance in early literacy:</p> <ul style="list-style-type: none"> ● Assessments: We do not consistently measure all foundational skills such as blending, segmenting, letter-naming, letter-sounding, phonemic awareness, and high frequency word recognition and automaticity. ● We are in the beginning stages of using assessments that give us aligned information related to word recognition and vocabulary, and we are also in the beginning stages of using that data to inform instruction sitewide. ● 58% of our first grade students are not meeting benchmark in English language phonological awareness by the end of the year. 60% of second grade students are not meeting benchmark in phonics by the end of the year. Vocabulary shows up on EOY i-Ready diagnostic as the domain in which Kinder and 1st grade students are the lowest performing. 	<p>Jamboard See slide 4-6 and 8 for ELSB root cause analysis/thought process</p> <p>ELSB Session 6 Needs Analysis</p>

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.

- **Scheduling Logistics:** As a school we have not normed on when in the day content blocks should happen. Teachers have not had sufficient support in creating a schedule that designates specific time blocks by grade level for proper tier 1 and 2 supports. As a school site we are also unsure of the extent to which each class and grade level provides designated ELD and guided reading. Students lose a lot of instructional time taking assessments that are not necessarily formative to teachers and teachers lose a lot of instructional time administering such assessments.
- **Interventions:** We have not offered additional tier 2 supports beyond individual teacher's capacities such as the use of STIP subs and additional skilled staff in the classroom to help with additional individualized student support. In addition, we have not offered tier 3 interventions in english for kindergarten and first grade students during regular school hours. The interventionists on site have not been consistently dedicated to providing intervention due to testing requirements.
- **Family Engagement:** We do not have explicit guidance around what authentic engagement with parents looks like. Therefore, we have not yet achieved a strong culture of ongoing family engagement with regards to academics and establishing expectations in school to home partnerships. As a school we also do not provide time for teachers to make authentic connections with families.
- **Professional Development:** We have not developed consistent practices and strategies in reading instruction and bilingual transferability. In addition, we have not constructed a cross-grade level school site phonics and phonemic awareness scope and sequence.
- **Instruction:**
 - Teachers have not had proper guidance on how to organize small group instructional time and how designated ELD/SLD groups should be organized.

- Previous instructional rounds uncovered a lack of explicit vocabulary instruction as well as a majority of instruction dominated by teacher-centered talk rather than students-centered opportunities for discussion that would allow for application of vocabulary.
- We need to improve the effectiveness of our foundational skills routines in phonics, phonemic awareness, as well as routines that boost language comprehension (e.g., vocabulary, language structures, verbal reasoning, understanding of complex texts)
- We need effective altered pacing for our curriculum that meets the needs of our 50/50 dual-immersion English-Spanish program.
- **Effective instructional materials:**
 - We do not have a sufficient SLD teacher manual. The quality of the Benchmark teacher manual for SLD is not comparable to that of ELD and is lacking in explicit guidance around giving students opportunities to talk and practice target vocabulary and language structures/objectives.
 - Not all classrooms have libraries that are sufficiently stocked in such a way that support engaging, text-based student discussions or expose students to rich vocabulary. Only 5/21 teachers report having met the recommended levels of 10 books per child in their classroom library.
 - We do not have any means of measuring our teachers' and students' access to culturally relevant pedagogy or texts.

Strengths

- Our school has dedicated, intelligent, and caring staff. Our students develop strong listening skills. By the time they reach third grade, the vast majority have achieved proficiency in

phonemic awareness. Teachers provide safe and inviting learning environments for students. Our school is bilingual and we promote biliteracy for all students.

- Students are multilingual, studies show that students that speak more than one language fluently perform higher in their high school English assessments than their peers who only speak one.
- Teachers have access to multiple literacy programs (e.g., Benchmark and SIPPS) that include materials and guidance to boost instruction.

Weakness

- Our teachers do their best to provide quality instruction. However, given our data in literacy, there is a lot of room for growth with respect to instruction, strategy, and knowledge of theory.
- Although we have multiple literacy programs provided by our school district and school site, teachers have not had the time or training to unpack these programs properly, leaving gaps in their ability to properly leverage the materials and restructure the pacing so that it makes sense within our school's 50/50 dual immersion schedule.
- Teachers have difficulty providing Tier 1 and 2 support due to issues with time management and lack of training around how to develop a schedule that supports the wide range of student proficiencies.
- Tier 3 support for English instruction has been virtually non-existent for K-2 until this year when we hired a newcomer teacher who still only serves our newcomer population. There are many US-born students who need support with English and are not receiving it.
- Teachers need training in not only literacy programs, but also early literacy foundations so that they have a deeper understanding of the basic pedagogy taught in their teacher credential programs. Additionally, many of us have not been

	<p>exposed to the most current methodology being taught in the universities now.</p> <p>Given that we have many new teachers on site with 0-4 years of teaching experience, we determined that the first step in our process is to build on teacher knowledge in early literacy. Professional development on the science of reading will provide updated information on theory and practice. Given our specific population of bilingual, language learner students we can then take what we learned and tailor our instruction to our students' needs. In order to achieve this goal we have to address what professional development is available on reading science based teaching and how we are to implement what we learned directly into our teaching practice to increase student reading achievement. The professional development chosen to achieve this is Online Education Reading Academy (OERA) and a summer training course through the Spanish English Biliteracy Transfer (SEBT) Institute. We will create our own biliteracy professional development using what we learned from OERA in conjunction with SEBT and address the areas that need to be improved in our school's teaching practice and student academic achievement.</p>	
--	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
<p>2.1 Literacy Goal “Big Picture”</p> <p>Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	<p>2.1 Rationale “Why you chose the goal”</p> <p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p>2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal”</p> <p>Include links to supporting evidence.</p>	<p>2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved”</p> <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	<p>2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often”</p> <p>Articulate plan that includes:</p> <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting

<p>Example: Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</p>	<p>Screening data shows low student performance.</p> <p>[Insert Link] Link to needs assessment and root cause analysis provided</p>	<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
<p>Example: Provide explicit, academic vocabulary instruction.</p>	<p>Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>Example: Screening data revealed low student scores in vocabulary across K–3.</p> <p>[Insert Link] Link to needs assessment and root cause analysis</p>	<p>Example:</p> <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 	<p>Example:</p> <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
<p>1. Provide systematic foundational skills/word recognition instruction</p>	<p>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</p>	<ul style="list-style-type: none"> ● i-Ready screening data shows low student performance in phonics, phonological awareness, & high frequency words. ● Teachers are self-reporting different phonics instruction, uneven implementation of small group and whole group reading instruction. ● While teachers have small group time, not all are delivering targeted supports aligned to PA/Phonics needs. 	<p>By May 2022, we will build the capacity of staff to provide aligned, systematic phonics/PA/HFW instruction as measured by PD calendar, PD cycle planner, PLC note catcher, coaching schedule, intervention/small group schedule, and data talks.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<ul style="list-style-type: none"> ● i-Ready Phonics/PA/HFW/vocab scores from beginning-of-year to end-of-year. ● professional development on phonics instruction and theory ● professional development on embedding phonics mini-lessons into small group differentiated instruction. ● student phonics/HFW/phonemic awareness and reading

		<ul style="list-style-type: none"> • While Tier 2/3 structures and human resources are provided, collaboration to craft specific Tier 3 reading goals needs to be improved. (PA, Phonics, Comprehension) <p>Jamboard See slide 4-6 and 8 for ELSB root cause analysis</p>		<p>placement assessment data in DIBELS/IDEL (e.g. LNF, PSF, etc.)</p>
<p>2. Provide explicit vocabulary instruction.</p>	<p>Root cause analysis and needs assessment revealed inconsistent or lack of delivery of explicit vocabulary instruction.</p>	<ul style="list-style-type: none"> • i-Ready screening data shows low student performance in vocabulary • ELPAC data reveals low scores in Speaking/Writing <p>Jamboard See slide 1, 4&5 for ELPAC data and ELSB root cause analysis</p>	<p>By May 2023, we will improve small group instruction through support for and professional development of high-leverage vocabulary building routines as measured by a faculty-developed rubric for students' application of vocabulary during student talk, instructional rounds and teacher self-assessment of Oakland Effective Teaching Framework indicators related to vocabulary lesson planning/instruction (i.e., Domain 1: Planning & Preparing Rigorous Standards Aligned Lessons & Domain 3: Teaching to Ensure Ownership and Mastery for ALL Students. For year 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<ul style="list-style-type: none"> • professional development on vocabulary building routines, instruction, theory, and student talk • PLC and cycle of inquiry focused on developing vocabulary instruction • teacher-developed rubric of student talk • instructional rounds focused on student-talk • student vocabulary assessment data • teacher self-assessment of Oakland Effective Teaching Framework Indicators

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

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

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

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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 Goal 1, we will hire a 0.6 FTE bilingual Early Literacy Tk-3 coach to increase the capacity of teachers. In support of Goal 1 and 2, we will hire a STIP Sub to deliver more effective foundational skills instruction and cover teachers to participate in PLCs, data conferences and do vocabulary focused learning walks by December 2021.	As seen in our i-Ready data (Jamboard slide 1-3 link), our root cause analysis (Jamboard Slide 5 link under PD), and our needs assessment link , increased student access to more effective, systematic foundational reading skills instruction is an urgent need. <i>Attached is our job description for the hiring of our literacy coach [Link]</i>	A majority of our K-2 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to improve our foundational skills instruction. A literacy coach will be utilized to coach teachers and STIP subs.

	In support of Goal 1, we will hire 0.6 FTE bilingual Early Literacy coach to support Early Literacy Tk-3 PLCs (45 minutes once every 3 weeks for each grade level team) so that teachers are able to consistently analyze their assessment data and use it to inform their foundational skills instruction by January 2022	As seen in our root cause analysis (Jamboard slide 5 under PD), teachers need professional development support and coaching in order to increase capacity and confidence in teaching foundational skills effectively in class..	A majority of our K-2 students are testing below proficiency in foundational skills and reading comprehension. Teacher capacitation must be improved to increase teacher confidence and effectiveness in providing early literacy instruction in whole groups and small groups. A majority of our K-2 students are testing below proficiency in foundational skills and reading comprehension. Early literacy intervention must not be interrupted during the year in order to create consistency and provide students with as much instruction as possible.
	In support of Goal 1, we will hire additional substitutes to provide TK-3 teachers release days over 40 Wednesdays. They will provide the necessary coverage for Tk-3 teachers to participate in Early Literacy PLCs, learning walks, and data conferences that will improve their foundational skills instructional practice September 2022.	As seen in our root cause analysis (Jamboard slide 5 under intervention), student foundational skills intervention has been interrupted due to testing responsibility or suspended due to state assessment compliance.	Additional substitutes will allow teachers to be released on a regular basis for consistent foundational skills coaching sessions with the Early Literacy Coach.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and 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>

	<p>In support of Goal 2, purchase additional classroom library books by April 2021 to support Tk-3 teachers in enhancing their classroom libraries to represent the interests, backgrounds and cultures of our diverse learners in both languages of instruction which will support students developing robust vocabularies through reading rich, complex texts.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under effective instructional materials), many classrooms have insufficient volumes of books of various categories, genres, and topics. In addition, teachers report a concern that the shared book room and classroom libraries lack rigorous and culturally relevant texts.</p>	<p>Our school is currently implementing a state-approved curriculum that includes children's literature written by diverse authors. As part of an attempt to enhance <u>and</u> diversify our classroom libraries the school has made an initial investment in the Authentic Voices supplemental resources which provide additional aligned print and digital culturally relevant literature resources. An additional small investment will allow us to bring parity to the English <u>and</u> Spanish classrooms. We believe that a first step towards supporting students in growing rich vocabulary knowledge is to provide them with increased time for independent reading and robust classroom libraries that are aligned to the topics and concepts they are studying.</p>
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>No action funded by grant.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under PD), teachers need professional development support and coaching in order to increase capacity and confidence in teaching foundational skills effectively in class.</p>	<p>A majority of our K-2 students are testing below proficiency in foundational skills and reading comprehension. Teacher capacitation must be improved to increase teacher confidence and effectiveness in providing early literacy instruction in whole groups and small groups.</p> <p>In support of Goal 1, 2 cohorts of TK-3 teachers will have completed professional development through Online Elementary Reading Acceleration (OERA) to deepen their understanding of the components of Early Literacy and the importance of instruction in Word Recognition (an aligned, systematic approach to foundational skills instruction) and Language comprehension (and specifically explicit vocabulary instruction) beginning June 2021 and ending April 2022.</p>

	<p>In support of Goal 1, we will pay for extended contract and the course fees for one cohort of Tk-3 teachers to attend Spanish English Biliteracy Transfer (SEBT) Institute to acquire the knowledge necessary to adapt the pacing of our existing foundational skills scope and sequence to our 50/50 dual-immersion English-Spanish context and lead other Tk-3 teachers through professional development to increase the alignment of our systematic foundational skills instruction sitewide beginning July 2021 and ending September 2021,</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under PD), teachers need professional development support and coaching in order to increase capacity and confidence in teaching foundational skills effectively in class.</p>	<p>A majority of our K-2 students are testing below proficiency in foundational skills. Given that we are a dual immersion school, increased capacitation in language transferability will directly impact the effectiveness in teaching foundational skill in a biliterate learning environment.</p>
	<p>In support of Goal 1, we will pay extended contract to provide professional development to TK-3 teachers to align and refine Benchmark foundational skills scope & sequence and pacing for PA/phonics within and across grade level teams (in 50/50 English-Spanish dual-immersion context) by August 2021 with follow-up April/May 2022.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under scheduling logistics and effective instructional materials), our school does not have a teacher made cross grade level team scope and sequence of foundational skills.</p> <p>As seen in our root cause analysis (Jamboard slide 5 under Instructional materials and PD), teachers haven't had enough time to unpack Benchmark foundational skills curriculum as a site or even within grade level partnerships.</p>	<p>A majority of our K-2 students are testing below grade proficiency in foundational skills. Because teachers have not been given enough time to unpack the Benchmark curriculum, it has been insufficiently used as a baseline for our instruction. We have felt for a long time that pacing for phonics/phonemic awareness/high frequency words is in some instances too slow, and others too fast, considering that our students are expected to learn two languages simultaneously in our dual immersion program. A cross grade level teacher developed scope & sequence with adjusted pacing will provide clear expectations of when and what foundational skill must be taught to students. This will help teachers make sure they covered the foundational skills needed to be taught.</p>
	<p>No action funded by grant.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under Assessments), teachers need to be normed on which assessments to use so that grade level</p>	<p>Our site has insufficient teacher reported foundational skills data that is consistent and transparent. By having teachers fully understand all of the necessary assessments within an effective</p>

		teams can participate in data conferences and coaching schedules.	<p>systematic foundational skills program, teachers will begin to do more comprehensive assessments of foundational skills, and the school will have a more complete record on teacher reported student data.</p> <p>In support of Goal 1, ELT will by September 2021 lead professional development on the fundamentals of assessments within an effective, systematic foundational skills instruction. Tk-3 Teachers will align on which assessments will continue to be used or need to be adopted for the Early Literacy grade-level PLCs to take place with their early literacy coach.</p>
	In support of Goal 1, we will fund four additional Tk-3 teachers to attend OERA and pay all Tk-3 teachers extended contract for the PD. These Tk-3 teachers will then lead professional development on the components of a comprehensive Early Literacy program and lead the Tk-3 faculty in refining implementation of foundational skills instruction by January 2023.	As seen in our root cause analysis (Jamboard slide 5 under logistics) teachers have not had time to develop consistent scheduling around when to teach, which has led to students having lower scores in those domains.	When surveyed, teachers have given various responses for how they deliver their phonics instruction. Teachers need to be aligned on which materials and routines they use for each component of foundational skills instruction and ensure that all components are incorporated in their practice.
	No action funded by the grant.	As seen in our root cause analysis (Jamboard slide 5 under assessments), teachers do not have rubrics with clear standards-based expectations on academic student talk and vocabulary usage.	<p>A majority of our K-2 students are testing below proficiency in vocabulary (i-Ready) and speaking (ELPAC). Developing a rubric for student communication that takes into account vocabulary will provide clear standards-based teacher expectations and data regarding student growth in vocabulary and academic expression.</p> <p>In support of Goal 2, we will by October 2021 develop a rubric for students' application of</p>

			<p>vocabulary during student talk to be referenced during vocabulary instructional rounds and our professional development cycle on vocabulary instruction.</p>
		<p>As seen in our root cause analysis (Jamboard slide 5 under PD), teachers have not been able to participate in instructional rounds.</p>	<p>We need to establish structures for personnel to cover classes during teacher participation of instructional rounds, and create a space to discuss what the observations uncover.</p> <p>In support of Goal 2, develop a plan to provide coverage for teachers to participate in vocabulary instructional rounds (observation <u>and</u> team debrief) as a part of their professional development cycle on vocabulary instruction and student application of vocabulary through talk by October 2021.</p>
	<p>No action funded by the grant.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under PD), teachers have not been able to participate in instructional rounds.</p>	<p>A majority of our K-2 students are testing below grade level proficiency. Having teachers do instructional rounds will help them learn from each other's experience and help hold everyone accountable. Not only can instructional rounds inspire teachers, but they can also foster the sharing of ideas and collaboration among co-workers. This will help strengthen the ways in which we develop consistent practices and strategies around reading development as a collaborative effort across grade levels.</p> <p>In support of Goal 2, Tk-3 faculty will have participated in at least 3 school-wide vocabulary instructional rounds focusing on use of high-leverage vocabulary routines in vocabulary instruction and</p>

			student application of vocabulary through talk beginning November 2021 and ending May 2022.
	No action funded by the grant.	As seen in our root cause analysis (Jamboard slide 5 under PD), we need professional development that will strengthen the ways in which we develop consistent practices and strategies around reading instruction and development. There is not enough student talk about texts in small groups, guided reading, and book groups.	<p>A majority of our K-2 students are testing below grade level proficiency. Professional development that will strengthen the ways in which we develop consistent practices and strategies around reading instruction will help unify the practices among teachers as a school and create consistency for students as they progress throughout the grades.</p> <p>In support of Goal 2, early literacy team will develop/deliver professional development to Tk-3 on using classroom libraries to engage students in text-based, small group discussions that incorporate and extend the application of their high-leverage vocabulary routines by January 2022.</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>	No action funded by the grant.	As seen in our root cause analysis (Jamboard slide 5), staff at our school site need professional development time to discuss student talk norms and develop rubrics to measure student progress.	<p>Our students consistently score low on their ELPAC assessment. They are also scoring very low on the vocabulary portion of the iReady test. Teachers will need to develop a culture around having routine student talks with structured teacher prompts and measurable outcomes to provide more opportunities for students to practice speaking and listening to conversational English/Spanish. To achieve this teachers will use professional development time to share strategies for teaching practices, pacing, and to design rubrics for measuring student progress.</p> <p>In support of Goal 2, Early Literacy Team provide professional development on what constitutes quality, designated ELD/SLD instruction and how we can begin to incorporate high-leverage vocabulary routines and our rubric of student application of</p>

			vocabulary through talk into the vocabulary/language output component of our ELD/SLD instruction by October 2021.
--	--	--	---

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.)
<p>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.</p>	<p>Example (action item):</p> <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. 	<p>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.</p> <p>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.</p>	<p>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.</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 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):	Example (action item):	Example (action item):

	<ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>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.</i> ● <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>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.</i></p> <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>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.</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>
	<p>In support of Goal 2, we will provide extended contract for Tk-3 teachers to spend time inventorying, organizing and enhancing classroom library collections so that they are poised for PD on how to use their library to facilitate text-based student discussions that include high-leverage vocabulary routines.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under effective instructional materials), many classrooms have insufficient volumes of books of various categories, genres, and topics. Only 5/21 classrooms report having the recommended baseline of 10 books per child.</p> <p>In addition, as seen in our ELSB Session Debrief Note Catcher (see notes from February 26th) our classrooms are not stocked with high-interest, culturally relevant books of all levels to support students in engaging, text-based discussions.</p>	<p>A majority of our K-2 students are testing below proficiency in reading comprehension and vocabulary.</p> <p>Exposure and practice reading texts of various topics, themes, genres, and cultures will not only provide variety for developing interests but will expose students to rich vocabulary from which to build a their own robust language bank.</p> <p>A modest investment in libraries is essential to position teachers for learning about the more advanced vocabulary building routines requiring text based student to student discussions.</p> <p>By offering teachers extended contract time to complete inventory of their classroom libraries, the</p>

			early literacy team can make decisions about what texts should be purchased for each grade level, as needed, with the aim of boosting student engagement during independent reading times and giving students a point of connection for literary discussion.
	In support of Goal 2, we will by August 2022 identify and purchase a dedicated Spanish Language Development program/manual that provides explicit guidance for Tk-3 teachers on how to provide students with opportunities to talk and practice target vocabulary and language structures/objectives during designated SLD, and we will provide professional development on the newly acquired manual for year 2.	As seen in our root cause analysis , we do not provide our Spanish language instructors any guidance on how to provide SLD to students.	Our school does not have a robust Spanish language development curriculum as we do for English Language Development. This creates inequality of language instruction for Spanish language learners. By providing English Language learners with Spanish Language Development instruction, their oral and reading skills will improve through instruction on sentence structures and vocabulary. We need a curriculum for Spanish as a 2nd language for elementary. We will take into consideration what students in Spanish-speaking countries use when they are not on-level.
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): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i> <i>Or, [Insert Link] link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</i>
	No action funded by grant.	As seen in our root cause analysis (Jamboard slide 5 under Assessments), teachers need clear expectations on foundational skills assessments in order to provide data for foundational skills, but we are not actually lacking in assessment tools/materials.	With the new adoption of iReady, we now have a more robust assessment system that allows us to monitor various components of foundational skills. As we continue to build on this year's learning, our team will continue to improve their completion rates for all foundational skills assessments.

		As stated in our needs assessment, we do not consistently measure all foundational skills such as blending, segmenting, letter-naming, letter-sounding, phonemic awareness, and high frequency word recognition and automaticity. We are also in the beginning stages of using data to inform instruction.	Additionally, we will layer on additional progress monitoring and diagnostic support of foundational skills using appropriate subtests. In support of Goal 1, our bilingual Early Literacy Coach will support teachers to identify, administer and analyze appropriate subtests to support progress monitoring foundational skills and assist teachers using this information to adjust their instruction.
--	--	--	---

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 LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with teachers in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum effectively</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>

	No action.	As seen in our root cause analysis and Needs Assessment , an extended school day is not an urgent need (LINK to after school program website).	We do not need to create an action item around the provision of expanded learning programs because these supports are already provided by the school.
<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.</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 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.</p>
	<p>In support of Goal 1, we will by January 2022 hire an after school instructor for Tk-3 students to reinforce foundational skills, language metacognition and leverage the potential of transferability for our Mam speaking students with intent to expand the program in Years 2 & 3.</p>	<p>Our school's ethnic demographics show (LINK to Jamboard slide 15), that 18% of our students are from Guatemalan Mam ethnic backgrounds. Leveraging their L1 (first language) to transfer shared sounds to their L2 and L3 will help with developing their foundational skills in English and Spanish in our dual immersion program.</p> <p>Additionally, families at SSC (link to SSC notes) and Town Hall (link to Town Hall notes) highlighted the importance of representation in the classroom and throughout the curriculum as a means of engaging with their early literacy instruction.</p>	<p>Our dual immersion program does not take into account the Mam language in early literacy transferability due to the fact that our program focuses on leveraging Spanish L1 and/or English L1 to develop literacy of both languages in tandem. Given our growing population of native Mam speakers, an after school program focused on developing L1 Mam literacy will leverage native Mam speakers' home language to develop literacy in English and Spanish through foundational skill letter-sound transferability in both languages and Mam to Spanish cognate transferability.</p> <p>The instructor will teach the sound to letter correspondence of the Mam language to students. This will develop student literacy in their home language which will help in their development of reading Spanish and English in our dual immersion program. By August 2022 an instructor will be hired to initiate the program.</p>

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.		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)
	No action.	<i>As seen in our Root Cause Analysis and Needs Assessment, new strategies to improve school culture and climate is not a priority because Global Family has a Community Schools Manager and the district already provides guidance and resources (LINK to district Community Schools & Student Services).</i>	We do not need to create an action item around culture and climate because this work is already represented in our SPSA and is taking place outside of early literacy work.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	<i>As seen in our Root Cause Analysis and Needs Assessment, research-based social-emotional learning is not a priority as it is already provided by district (LINK to district Social Emotional Learning Resources).</i>	We do not need to create an action item around the implementation of SEL because we already have the curriculum and necessary resources to provide research-based social-emotional learning to our students through the district.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	<i>As seen in our Root Cause Analysis and Needs Assessment, access to the school library is provided by the district and is not a priority for our school (LINK to district library services)</i>	We do not need to create an action item to expand access to the school library because our school already provides students sufficient access to the library.

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 raise staff awareness and inform supports available to pupils as well as families. 	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. Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	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. 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	As seen in our root cause analysis (Jamboard slide 5) the development of trauma-informed practices and supports for pupils and families did not come up as an urgent need relating to early literacy. Although our school serves a high-needs community with the majority of students qualifying for free or reduced lunch and over 20% newcomer student population consisting of many students with interrupted formal education (SIFE), asylees, and unaccompanied minors, we are supported by (LINK to district newcomer programs/resources and district behavioral health services)	We do not need to create an action item around the development of trauma-informed practices and support for pupils and families because our school already has a dedicated Community Schools Manager who works in partnership with community organizations, school counselors and psychologists, school newcomer teacher leader and corresponding district newcomer/refugee supports, district behavior and SEL specialists to support the development of trauma-informed school and classroom practices.
3.4b MENTAL HEALTH RESOURCES	Example (rationale): No action	Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that	Example (rationale):

<p>Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>		<p><i>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><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>
	<p>No action</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under family engagement), mental health resources did not come up as a priority because our school already provides counselors and psychologists for students through the district LINK to district mental health services.</p>	<p>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.</p>
<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>	<p>No action</p>	<p>As seen in our root cause analysis (Jamboard), the need for additional strategies to implement multi-tiered systems of support and response to intervention did not come up as an urgent need. Global Family has a coordination of services team (COST) that meets weekly to review student referrals made through the district dashboard (LINK to OUSD Department of Research, Assessment, and Data COST referrals dashboard).</p>	<p>We do not need to create an action item around multi-tiered systems of support and response to intervention because these systems already exist at Global Family.</p>
<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>In support of Goal 1, a family engagement calendar will, by April 2022, be created to and we will fund capacity-building workshops for Tk-3 families to reinforce foundational skill through strategies, activities, and home use foundational skills materials for the 2022-23 school year.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under family engagement) and our stakeholder feedback sessions (link to SSC notes and Town Hall notes) our school does not currently do enough to establish the meaningful partnerships with families necessary to begin leaning on families to reinforce foundational skills at home.</p>	<p>Through authentic teacher to family engagement, teachers will have a better reach to help support and engage parents at home with early literacy and their child. Teachers and parents will have the rapport necessary to motivate families to work with their children on reading and foundational skills. Examples include teachers providing materials such as flash cards, markers, and short videos on simple songs and foundational skills activities that parents could easily do at home with their child to help reinforce and review what they have learned in school that week or that same day.</p>

<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>No action funded by grant.</p>	<p>As seen in our root cause analysis (Jamboard slide 5 under family engagement) teachers do not have explicit guidance around what authentic engagement with parents looks like and we do not formally provide time for teachers to make authentic connections with families. Moreover, the input that we received from our stakeholder feedback sessions (link to SSC notes and Town Hall notes) shows that families do not feel that they receive enough 2-way communication with classroom teachers around the academic progress of their students and are therefore not equipped to support their students in reaching our vision of improving early literacy by the end of 2nd grade.</p>	<p>Teachers need to establish rapport with families in order to support them to work with their children at home on reading and foundational skills. Through authentic teacher to family engagement, teachers will have a better reach to help support and engage parents at home with early literacy and their child. Teachers and parents will have the rapport necessary to motivate families to work with their children on reading and foundational skills. Examples include teachers providing materials such as flash cards, markers, and short videos on simple songs and foundational skills activities that parents could easily do at home with their child to help reinforce and review what they have learned in school that week or that same day.</p> <p>In support of Goal 1, we will provide 3 weeks to TK/K teachers and 1 week for all other teachers at the start of the year to establish the necessary relationships and rapport with families to build home-to-school connections in service of reinforcement of foundational skills by August 2021.</p>

**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

**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: [ROMY TRIGG-SMITH](#)

Site: Hoover Elementary

Site Administrator: Lissette Averhoff

Early Literacy Team Member	Role (Include title and/or grade level)
Lissette Averhoff	Principal
Kate Sbani	ILT member/ Kinder teacher
Susanne Lynch	ILT member/ COST teacher/ 1st Grade Teacher
Amanda Keown	ILT member/ 2nd Grade Teacher
Sabiha Islam	3rd Grade Teacher
Angel Vasquez	COST Lead/ RSP teacher

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	SIPPs, Heggerty, I-Ready, Foundations	SIPPs Mastery tests, I-Ready Diagnostic, Foundations assessment
	Language Comprehension	EL Education, I-Ready	EL Ed Module Assessments, I-Ready Diagnostic, iReady Standards Mastery test
	English Language Development	Integrated: GLAD strategies Designated: Designated ELD lessons adapted from EL Education aligned to CA ELD standards	ELPAC, Weekly EL Achieve Assessments
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPs, ability grouped	F&P Foundations SIPPs Mastery tests, I-Ready Diagnostic
	Language Comprehension	Book Nook	SRI, BookNook Assessments, IAB, iReady Standards Mastery test
	English Language Development	EL Achieve, Word Gen in 4th and 5th	ELPAC, EL Assessments, WordGen Assessments
Tier 3: Intensive, Individualized Supports	Foundational Skills	SPIRE	SPIRE assessments, SIPPS, iReady Diagnostic
	Language Comprehension	SPIRE	SRI, BookNook Assessments, IAB, iReady Standards Mastery test (some with modifications)
	English Language Development		ELPAC, EL Assessments, WordGen Assessments (some with modifications)

Sample [Teacher Schedule](#) / [Bell 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
<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>Families: Met on zoom with School Site Council/ family leaders about the grant work goals and spending for next year. Asked for feedback on the plan during the meeting.</p> <p>Staff: Staff meeting on zoom in April to review grant outcomes and goals and budget and ask for feedback and ideas about early lit practices and implementing the grant through a feedback form.</p> <p>Instructional Leadership Team (ILT): Hoover ELSB Grant team met with our ILT to present our plan and get feedback.</p>	<p>Families: SSC Meeting Agenda Families: SSC Meeting Notes</p> <p>Staff: April Staff Meeting Slides Staff: Feedback Form</p> <p>ILT: ILT agenda and notes</p>
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>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</p>	<p>Hoover ELSB Grant team met to analyze school- wide reading data and reading practices at our school. We discussed the history of our decisions, which ones were district initiatives vs school initiatives, and discussed where we are now. We named strengths in our data and practices as well as weaknesses and our root causes for each with a special focus on our African American students, English Learners, and special education students. Our problem statement is: our instruction and intervention is inconsistent and lacking emphasis on explicit phonics instruction, therefore our students are not able to comprehend and fluently read grade level text, even though they may have discrete skills. This is largely due to lacking complete curricular materials and training for new teachers on ELA curriculum (as well as teachers changing grade level). Because not all teachers have received training in the adopted curriculum, ELA instruction is taught differently at each grade level. Students have inconsistency in program routines such as</p>	<p>Root Cause Analysis Hoover Padlet Hoover Site Plan Hoover Needs Assessment</p>

<p>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>phonics cues from year to year so teachers waste instructional time teaching routines.</p> <p>We linked our work as a grant committee to our strength and needs assessment in our school site plan. (Hoover Site Plan)</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition and Language Comprehension (both strands of Scarborough’s rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district’s root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</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</p>	<p>Hoover ELSB Grant team met to analyze school- wide reading data and reading practices at our school. We discussed the history of our decisions, which ones were district initiatives vs school initiatives, and discussed where we are now. We named strengths in our data and</p>	<p>Fishbone Initial Needs Assessment Jamboard</p>

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.

practices as well as weaknesses and our root causes for each, with a special focus on our African American students, English Learners, and special education students.

The student needs we identified are: consistent and aligned phonics and comprehension instruction from Kindergarten through 5th grade. Students need decoding skills by 3rd grade so they can access grade level texts.

The staff needs we identified are: SIPPS training for all teachers K-5, coaching and observation cycles on SIPPS implementation with a focus on aligned from K-5. EI Education training for all teachers K-5, coaching and observation cycles on EI Ed implementation with a focus on aligned from K-5.

We linked our work as a grant committee to our strength and needs assessment in our school site plan. We found that our school lacked a coherent and aligned way to teach students how to read and comprehend what they are reading. Based on our needs assessment, we created goals for our school:

- Year 1 focus on building our word knowledge teaching practices and systems K-3
- Year 2 focus on our reading comprehension practices and systems K-3
- Year 3 focus on building sustainability in our overall k-3 reading program.

[Hoover Needs Assessment](#)

Goals:

1. 100% of K-3 teachers will explicitly and systematically teach grade-level phonics by implementing consistent, aligned instruction in SIPPS and formatively assessing at each Mastery benchmark, as measured by observational and walkthrough data, (and teacher self-reflection?). As a result, 80% of students in grades 1-3 will achieve grade level mastery benchmarks in iReady fluency assessments by May 2022, and 75% of Kindergartners will meet Winter benchmark goals for letter name, sound recognition, and phonological awareness on Foundations Assessment by January 2022.
2. 100% of K-3 teachers will increase student Language Comprehension by explicitly teaching and building background knowledge, vocabulary knowledge and verbal reasoning into EI Education curriculum lessons using GLAD and other ELD strategies, as measured by observational and walkthrough data, (and teacher self-reflection). As a result, 80% of students in grades k-3 will meet Stretch Growth goals on the iReady Diagnostic Assessment by May 2023.
3. We will create a sustainable K-3 ELA program implementation including: aligned curriculum, professional development, intervention strategies, and data analysis practices, by establishing clear expectations for achieving SMARTe Goals #1 and #2. This will be measured by K-3 reading data and PD feedback by May 2024.

[TSA job Description and Sample Schedule](#)

Sample [Teacher Schedule](#)

Hoover [Bell Schedule](#)

Hoover [Site Plan](#)

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
1. Provide explicit, systematic phonics instruction by implementing consistent, aligned instruction in SIPPS in grades K-3.	Root cause analysis and needs assessment revealed inconsistent literacy instruction across grade levels and as a result students are not prepared with phonics and decoding skills.	Root cause analysis , Hoover Needs Assessment , and Literacy data revealed that we have not focused on phonics enough and most students in grades k-3 are not meeting mastery benchmarks.	Teachers will explicitly and systematically teach grade-level phonics by implementing consistent, aligned instruction in SIPPS and Heggerty, and formatively assessing at each Mastery benchmark. As a result, 80% of students in grades 1-3 will achieve grade level mastery benchmarks in iReady fluency assessments by May 2022, and 75% of Tk/Kindergartners will meet Winter benchmark goals for letter name, sound recognition, and phonological awareness on Foundations Assessment by January 2022.	<ul style="list-style-type: none"> • SIPPS data • i-Ready Fluency Assessments data • Tiered Intervention data • SIPPS mastery tests data • Student accelerated growth goals • Walkthrough data • Observation data • PD Plan • PLC Time
2. Provide explicit teaching to increase background knowledge, vocabulary knowledge, and verbal reasoning in grade K-3.	Root cause analysis and needs assessment revealed that materials and reading curriculum being used by teachers are inconsistent due to minimal training being provided and/or training being focused on curriculum instead of standards.	Root cause analysis , and Hoover Needs Assessment , revealed that most of our English Learners are further behind their peers in reading.	Teachers will increase student Language Comprehension by explicitly teaching and building background knowledge, vocabulary knowledge and verbal reasoning into EL Education curriculum lessons using GLAD and other ELD	<ul style="list-style-type: none"> • i-Ready Diagnostic data • Take the i-Ready Diagnostic 3 times a year • EL Ed end of module assessments data • OUSD Assessment calendar • PD Plan including SIPPS

	Therefore, vocabulary and reading strategies taught depend on what training teachers attend, and are not aligned across the school.		strategies. As a result, 80% of students in grades K-3 will meet Stretch Growth goals on the iReady Diagnostic Assessment by May 2023.	and GLAD training
3. Create a sustainable school-wide ELA program in grades K-3.	Root cause analysis and needs assessment revealed that creating a sustainable school-wide ELA program will create alignment between all grade levels and students will then receive overall stronger ELA support and teaching.	Root cause analysis , and Hoover Needs Assessment revealed that curriculum and training has not been aligned across grade levels and does not build as students move from one grade to the next grade.	We will create a sustainable school-wide ELA program implementation including: aligned curriculum, professional development, intervention strategies, and data analysis practices, by establishing clear expectations for achieving SMARTe Goals #1 and #2. This will be measured by reading data and PD feedback by May 2024.	<ul style="list-style-type: none"> ● SIPPS data ● i-Ready Fluency Assessments data ● Tiered Intervention data ● SIPPS mastery tests data ● Student accelerated growth goals ● Walkthrough data ● Observation data ● PD Plan ● PLC Time ● i-Ready Diagnostic data ● EL Ed end of module assessments data
2.3 Expenditures Consistent with Categories Link to ELSB Budget documents.				

SECTION 3: CATEGORY 1

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)	Evidence	Explanation/Rationale
<p>3.1a SUPPORT PERSONNEL Hiring of literacy coaches and instructional aides to provide support to struggling pupils, including, among others English learners.</p>	<p>By May 2021, we will hire a 1.0 literacy coach to work with K-3 teachers and tutors in grades, focusing specifically on foundational reading skills using the SIPPS curriculum. Reading coach will work with teachers to support fidelity to the program, alignment across the grades, and assessment analysis.</p>	<p>As seen in our SIPPS and iReady data (School wide iReady data, Evidence folder with Kinder data, SIPPS Mastery Data on Illuminate), our root cause analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. A majority of our K–3 students are testing below proficiency in phonemic awareness and sight words, according to our iReady screening data.</p> <p>Attached is our job description for the hiring of our literacy coach (TSA job Description and Sample Schedule)</p>	<p>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> <ul style="list-style-type: none"> • After the initial iReady diagnostic, Literacy Coach works with teachers to create targeted instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. • Weekly coaching and observation cycles with Literacy coach to support teachers with aligned curriculum implementation. • Opportunities for peer collaboration on data (weekly or biweekly meetings). • Literacy Coach will work closely with the Principal to align practices school wide, and implement the grant plan.
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>By May 2023, We will purchase the recommended texts that reflect student cultural identities and interests that align with our EL Education modules. We will fully implement the EL Education Curriculum Modules, including the recommended text sets.</p>	<p>We will be using EL education curriculum https://eleducation.org/ & https://learnzillion.com/p/. According to ed reports, EL Education meets the criteria for the quality of texts.</p>	<ul style="list-style-type: none"> • Our school is currently piloting a curriculum that is culturally responsive but teachers still need continued in-depth training. • Summer and August 2021, and ongoing through 2021-2022 school year, teachers attend initial district-led EL Ed training. • May 2023, all teachers have received EL Ed training and are fully implementing the curriculum Modules.
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION,</p>	<p>By May 2022, we will pay extended contract to K-3 teachers participating in OERA and other PD to support K-3 teachers with strong phonics instructional practices and be supported through ongoing professional</p>	<p>Teachers need a common understanding of curriculum and Standards implementation. In our root cause analysis we show that our Phonics program implementation is inconsistent.</p>	<ul style="list-style-type: none"> • A majority of our K–3 students are testing below proficiency in phonemic awareness and sight words, according to our iReady screening data. We need whole school PD in order to strengthen our

<p>ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>development in phonics instruction. PD cycles through the 2021-22 school year focusing on phonics instruction and data, SIPPS implementation, and Mastery Test data analysis.</p>	<p>As seen in our SIPPS and iReady data (School wide iReady data, Evidence folder with Kinder data, SIPPS Mastery Data on Illuminate), our root cause analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. A majority of our K–3 students are testing below proficiency in phonemic awareness and sight words, according to our iReady screening data.</p> <p>LINK 2021-22 PD Calendar</p> <p>Teachers will attend the Unbound Ed Summer 2021 PD to strengthen understanding of Standards aligned instruction.</p> <p>Our instruction and intervention is inconsistent and lacking emphasis on explicit phonics instruction, therefore our students are not able to comprehend and fluently read grade level text, even though they may have discrete skills. This is largely due to lacking complete curricular materials and training for new teachers on ELA curriculum (as well as teachers changing grade level). Because not all teachers have received training in the adopted curriculum, ELA instruction is taught differently at each grade level. Students have inconsistency in program routines such as phonics cues from year to year so teachers waste instructional time teaching routines.</p>	<p>understanding of early literacy instruction and align our instructional practices K-5.</p> <ul style="list-style-type: none"> ● We will monitor for consistent instruction through monthly walkthroughs, peer observation, and timely self-reflection. ● By focusing on aligned SIPPS implementation, we will ensure that all students meet proficiency benchmarks in decoding and fluency as measured by iReady and SIPPS Mastery Assessments. <p>Off site PD: Summer 2021 Participate in Standards Institute (6) Fall - Spring 2021-22 SIPPS (all) Fall - Spring 2021-22 CORE (5)</p>
<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/</p>	<p>In support of goal 2, we will provide extended contract for K-3 teachers to participate in PD in GLAD for 2021-22 and 22-23 school years to ensure strategies for</p>	<p>Our data shows that ELs are not reclassifying at high rates. Around 50% of our students are English Learners. These English Learners are achieving reading proficiency at nearly half the rate of their</p>	<ul style="list-style-type: none"> ● Summer 2021 - GLAD training provided by district - teachers opt in. ● Fall through Spring 2021-22, on site GLAD training supported by teacher leaders and Literacy Coach.

<p>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.</p>	<p>building vocabulary, background knowledge and language skills.</p>	<p>English speaking peers. Students need structured language instruction and scaffolds to support their comprehension of whole class grade-level instruction. DATA FOLDER Hoover 2021-22 PD Calendar</p>	<ul style="list-style-type: none"> ● 2022-23 School year, ongoing PD cycle on GLAD strategies and ongoing observation and coaching around implementation.
	<p>No action funded by the grant.</p>	<p>Teachers need a common understanding of curriculum and Standards implementation in order to have strong reading comprehension outcomes in student data. In our root cause analysis we show that our reading program implementation is inconsistent.</p> <p>As seen in our iReady data (School wide iReady data) our root cause analysis, and our Needs Assessment, increased student access to vocabulary, background knowledge and reading comprehension skills instruction is an urgent need. A majority of our students are testing below proficiency in reading. EL Education addresses these gaps. https://eleducation.org/, https://learnzillion.com/p/</p> <p>Hoover 2021-22 PD Calendar</p>	<p>Even though our comprehension focus happens in the second year of grant implementation, we will take advantage of the OUSD provided training for the new EI Education curriculum adoption during the 2021-22 year.</p> <p>This will help us build capacity toward our second year goal of increased Language Comprehension scores, as measured by iReady assessments.</p> <p>We will continue to participate in district- provided, ongoing PD in EI Education for 2021- 22 and 22-23 school years so that teachers are all trained in the EL Ed curriculum by May 2024.</p> <ul style="list-style-type: none"> ● Summer and August 2021, and ongoing through 2021-2022 school year, teachers attend initial district-led EI Ed training. ● May 2023, all teachers have received EI Ed training and are fully implementing the curriculum Modules.

SECTION 3: CATEGORIES 2

Category 2: SUPPORT for LITERACY LEARNING

<p>Category 2 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>3.2a 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.</p>	<p>In support of goal 1, we will purchase additional SIPPS materials for K-3 staff. We will ensure teachers have materials for all SIPPS levels they are teaching in their classroom (including push-in support staff) by September 2021.</p> <ul style="list-style-type: none"> ○ By August 2021, we will inventory and purchase SIPPS materials for K-3 teachers that may be missing from kits and provide initial and ongoing training of the curriculum throughout the year. 	<p>Many classrooms have incomplete kits, or teachers have materials but have not been trained on implementation. From our Root Cause Analysis and data in our DATA FOLDER, the majority of our students are not passing grade-level phonics assessments. We have not given fluency assessments this year and will need to add those to our assessment suite.</p>	<ul style="list-style-type: none"> ● 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. ● June 2021 - Inventory materials (Coach and Principal) ● July 2021 - Purchase and inventory new materials (Coach and Principal) ● August 2021 - Organize and distribute materials to classroom teachers (Coach and Classroom teachers) ● May 2022 - Organize and store all SIPPS materials to be used for the 2022-23 school year, purchase any missing or damaged materials. ● By August 2021, we will develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement.
<p>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.</p>	<p>No action taken because we already are using the iReady assessments as adopted by the district.</p>	<p>Hoover has used and analyzed iReady diagnostics this past year (School wide iReady data) and other data/ assessments aligned with OUSD's assessment plan (Evidence folder with Kinder data & SIPPS Mastery Data on Illuminate) OUSD has an Assessment calendar for next year that we will be</p>	<p>Our district already provides and collects data from evidence-based diagnostic assessments (SIPPS Mastery, iReady and Foundations). Our district already provided training regarding the use of the assessments and our teachers have been building their practice in this area over the last few years.</p>

		following. Additionally, teachers can access PD through OUSD's teacher central .	
--	--	--	--

SECTION 3: CATEGORY 3			
Category 3: PUPIL SUPPORTS			
Category 3 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
<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>	<ul style="list-style-type: none"> By September 2021, hire a literacy coach to work with teachers in grades K–3 as well as support staff and intervention teachers, focusing specifically on foundational reading skills using the SIPPS curriculum. The Literacy Coach will also serve as a liaison between our outside partners who are supporting literacy instruction. 	<p>Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p> <p>As seen in our SIPPS and iReady data (School wide iReady data, Evidence folder with Kinder data, SIPPS Mastery Data on Illuminate), our 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 job description for the hiring of our literacy coach.</p>	<p>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> <ul style="list-style-type: none"> Weekly observation cycles and coaching with K-2 teachers, to maintain program alignment and support teachers with implementation. Monthly collaboration between After School director, Literacy Coach, and teacher liaison in order to provide continuity of academic support. Monthly check in meetings between Literacy Coach and Program directors / on site tutors to provide continuity of academic support. We will include After School staff in relevant curriculum and instruction PD and nominate a teacher liaison to align practices between the school day and after school programming.
<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</p>	<p>No Action</p>	<p>Linked here is the job description for our family liaison who partners with our after- school providers:</p> <ul style="list-style-type: none"> BACR (on site) 	<p>Hoover has an in- house after school program run by BACR that extends our school day for about half of our students.</p> <p>Additionally, Hoover partners with the Boys & Girls Club of West Oakland, the West Oakland Youth Center and Harriet Tubman After which offer after school programming for about 35 students.</p>

<p>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.</p>	<p>No Action funded by grant.</p>	<p>African American and Special Needs students receive URFs and suspensions at higher rates than other demographics. Students lose class time, which impacts their access to grade level instruction.</p> <p>Link to PBIS and URF and Suspension data</p>	<ul style="list-style-type: none"> ● Monthly PBIS Walkthroughs with follow up coaching to support teachers develop clear expectations and positive behavior support ● All new teachers receive on site weekly coaching as well as push in observation, and peer observation. ● All new teachers are connected with Induction coaching as needed. ● By August 2021, all teachers will receive training in Positive Behavior Intervention and Support (PBIS). ● In August 2022 and 2023, launch New-to-Hoover teacher PLC to support teachers to catch teachers up on the practices and strategies used at Hoover.
<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action funded by grant.</p>	<p>Link to PBIS and URF and Suspension data</p>	<ul style="list-style-type: none"> ● Monthly PBIS Walkthroughs with follow up coaching to support teachers develop clear expectations and positive behavior support ● All new teachers receive on site weekly coaching as well as push in observation, and peer observation. ● All new teachers are connected with Induction coaching as needed. ● By August 2021, all teachers will receive training in Positive Behavior Intervention and Support (PBIS). ● In August 2022 and 2023, launch the new to Hoover teacher PLC to support teachers to catch teachers up on the practices and strategies used at Hoover.
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>No Action funded by the grant.</p>	<p>In the Hoover Site Plan, we have indicated the role a new library tech will take. The budget tab of the site plan also has money set aside for the tech position as well as for library books and furniture.</p>	<ul style="list-style-type: none"> ● Students can visit the library weekly or biweekly. Teachers will collaborate with the Library aide to plan timing and visits that align instructionally to core classroom content. ● Students will be able to check books out to read in their classrooms, and build on their reading skills by accessing texts that are personally interesting to them (increase literacy motivation).

			<ul style="list-style-type: none"> Organizing materials will also increase access for teachers to borrow texts to support the core classroom content. By Fall 2021, we will hire a part-time library aide to organize materials and increase access to the school library so that students can have high interest, complex texts to read in school and at home.
--	--	--	---

SECTION 3: CATEGORY 4			
Category 4: FAMILY AND COMMUNITY SUPPORTS			
Category 4 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	No action funded by the grant.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics. Root cause analysis , and Hoover Needs Assessment show that students need to maximize instructional time with their classroom teacher. When students have unclear expectations, or behavior triggers (in a non-trauma informed environment), they are less likely to have access to grade level content. Hoover 2021-22 PD Calendar	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.) By implementing trauma-informed practices through PBIS, we will strengthen our tier 1 student supports, and support students to stay in the classroom, rather than being referred out of the classroom for behavior support. Having all adults understand trauma, how it presents for students and how to respond will help students be better regulated and able to learn. Leadership will review URF data monthly and self-reflect on implementation of PBIS.

			<p>By August 2021, all teachers will receive training in Positive Behavior Intervention and Support (PBIS).</p> <p>One workshop during the year for parents and teachers will be about trauma- informed to align how adults respond to students who are having a trauma response.</p>
<p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.</p>	No action	<p>Our Needs Assessment indicates that Mental Health Resources is currently not a priority. Below is a list of all our systems and plans.</p> <p>Mental Health Referral Process DL MTSS Flowchart Mental Health Risk Screening Protocol MTSS - Trauma Sensitive Approach to De-Escalation PBIS Resources for Climate and Culture MTSS Plan</p>	<p>We currently have a robust list of mental health resources and services offered through our site and the district, including contracts with therapists and counselors from a myriad of agencies.</p>
<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 (Rtl) approach.</p>	No action funded by grant.	<p>As indicated in our Root Cause Analysis, we have inconsistent interventions that do not build across tiers. Each year the RTI process is reinvented, therefore students often get the same intervention from year to year and ultimately are not given the opportunity to build on their skills. As a result of the inconsistent interventions (among other factors), 49% of current third graders are reading two to three years below grade level and another 29% are one year below.</p> <p>MTSS Plan</p>	<p>Giving teachers access to and implementing a clear and aligned multi-tiered system of support will serve as the cobblestones on our path to our own literacy revolution.</p> <p>We set our first benchmark here for December 2021 (Year 2), while teachers are fully immersed in the work of meeting our first SMARTe goal concerning phonics instruction. As our site continues to align in instruction and practices, thereby creating a seamless flow between tiers of intervention from year to year, we can then progress to our second MTSS benchmark set for May 2022 (Year 2). With students receiving appropriate intervention, teachers will be free to focus on our second SMARTe goal concerning Language Comprehension (Year 3).</p>

			<ul style="list-style-type: none"> ● By December 2021, all staff will be familiar with Hoover’s MTSS plan and functions of each of the three tiers. Teachers will play an active role on the various teams and committees. ● By May 2022, teachers will fully collaborate across grade levels to ensure students are receiving individualized/appropriate intervention as students move between tiers of intervention.
<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>	No action funded by grant.	As indicated in our Needs Assessment , a key component of student success is parent partnerships and supporting families to work with their children at home on early literacy skills.	<p>Engagement in literacy workshops will include SIPPS Mastery Test results, sharing of strategies to address concrete skills, and opportunities to ask questions and build partnerships with teachers and other families. Our goal is to empower families to take next steps from their child’s reading data to support student outcomes.</p> <ul style="list-style-type: none"> ● By May 2021, 70% of families will learn about our school goals, school assessments, school data and how to access individual student student data by attending back to school night and report card conferences as measured by sign in sheets. ● By May 2021, 40% of families will attend at least 2 family reading workshop as measured by virtual and in person sign in sheets.
<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>	No action funded by grant.	As indicated in our Needs Assessment , a key component of student success is parent partnerships and supporting families to work with their children at home on early literacy skills. We have a core group of families that engage in SSC, however we struggle to increase participation among more families.	<p>Understanding school goals, how students are being assessed and how to read data will support parents to fully engage and meet goals for their students. By making SSC and Literacy Nights more accessible, and by promoting attendance we hope to improve communication between teachers and families, and engage more families in key decision making at the site.</p> <p>By Fall 2021, families will be invited to a Title 1 meeting to learn about our school goals, school assessments, school data</p>

			and how to access individual student student data. By May 2022, all families will be invited to a monthly Literacy Night. We will present the most current school- wide data and school plan/ response at our monthly SSC and SELLS meetings.
--	--	--	---

**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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: [Sondra Aguilera](#) and Romy Trigg-Smith

Site(s): Horace Mann Elementary

Site Administrator(s): Tammie Adams

Early Literacy Team Member	Role (Include title and/or grade level)
Tammie Adams	Principal
Emily Flores	TSA
Jennifer Schmitz	First Grade Teacher
Melissa Grey	Kindergarten Teacher
Christopher Fiorentini	3/4th combo Teacher
Sparkle Phelps	1st - 5th Grade Resource 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	Word Study	SIPPS	SIPPS Mastery & Placement Tests
	Letter Identification	Fundations	Illuminate Letter ID
	Phonemic Awareness	Heggerty	iReady Diagnostic
	Reading Comprehension	EL Education	iReady Diagnostic & Standards Mastery
	Designated English Language Development	ELLMA Language Dives Designated ELD lessons adapted from EL Education aligned to CA ELD standards	ELPAC
Tier 2: Targeted, Supplemental Supports	Small group reteach	SIPPS	SIPPS Mastery Tests
	Small Group Newcomer Instruction	In the USA	ELPAC
	After School Program - Literacy Focus	Girls Inc. - literacy centers	Dibels
Tier 3: Intensive, Individualized Supports	1:1 Tutoring	Teacher created materials	F&P

[Kindergarten Master Schedule](#) [1st - 3rd Master 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
<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 Site Council Meeting 4/15:</p> <ul style="list-style-type: none"> ● Provided an introduction to the grant. Named the students it will serve, the amount of money we have to use and shared the goals for student improvement. <p>Instructional Leadership Team Meeting 4/22:</p> <ul style="list-style-type: none"> ● Provide an overview of the grant to the instructional team and shared the goals established by the team. Shared the powerpoint that was shared with the School Site Council. ● Brainstorm root causes of student's not reading at grade level <p>COST Team 5/5:</p> <ul style="list-style-type: none"> ● Provided the COST members to review the presentation and shared the goals. ● Brainstormed additional root causes related to systemic racism as well as institutional trauma related to families and their experience with education. <p>Parent/Community Meeting 4/12:</p> <ul style="list-style-type: none"> ● Provided an overview of the goals for the grant ● Reviewed 2018-2019 data ● Reviewed the categories for funding sources ● Went to breakout rooms in for small group discussion about action steps to improve literacy outcomes ● Whole group discussion about additional resources to consider funding ● Reviewed next steps 	<p>SSC Agenda 4/15 SSC Meeting Slide Deck</p> <p>ILT Agenda 4/22 Brainstorm of Root Causes</p> <p>ELSB Presentation COST Agenda</p> <p>Family Literacy Connection Night Presentation Jamboard Brainstorms Family Literacy Connection Flyer</p>

	<p>K-5 Teacher Meeting 5/17:</p> <ul style="list-style-type: none"> ● Introduce goals of the grant ● Solicit information from teachers about root causes ● Describe instructional shifts to foundational instruction for 21-22 SY 	<p>Staff Meeting Agenda</p>
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>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>Admin presented ELSB Team with 19-20 & 20-21 SY literacy data:</p> <ul style="list-style-type: none"> ● Team analyzed data ● Identified trends and patterns within the data due to the shift from being in the building to distance learning ● Disaggregated the data to determine benchmark levels of AA, ELLs, Newcomers ● Team discussed the strengths of the data and areas of growth ● Team also discussed what we felt led to those benchmark results as well as the historical context of the students <p>Root Causes identified were:</p> <ul style="list-style-type: none"> ● Students are not getting enough opportunities to engage in reading text at their level so they can improve and move up reading levels. ● Teachers have had to collect pieces of the SIPPS curriculum in order to ensure all aspects of the curriculum are implemented. ● We don't have a strong connection between school and home to create a culture of reading practice across all grade levels. ● We haven't developed a systematic scope and sequence for small group SIPPS instruction across the school. ● Teachers pause in the middle of reading grade level text to explain Tier 2 vocabulary words, but do not explicitly teach the words. ● Teachers don't have enough collaborative time to analyze SIPPS data to inform/create new small groups and identify instructional responses to the data. ● Access to grade level texts are inconsistent and classroom libraries need to be replenished. ● Professional development has been focused on schoolwide ELA and not differentiated to build foundational knowledge of 	<p>Word Recognition Root Cause Analysis Language Comprehension Fishbone Initial Root Cause Analysis Jamboard</p> <p>Word Recognition Notecatcher Language Comprehension Notecatcher</p>

K-2 teachers.

- ELLs and Newcomers struggle with vocabulary in grade level complex text and lessons are not differentiated to give them access to the content.
- Students are not understanding fundamental reading strategies like making and confirming predictions, making connections, visualizations, inferencing, etc.
- Inconsistent curriculum being used for foundational skills.
- Backwards mapping to identify essential standards or the outcomes of the module does not happen consistently across the grades.
- Due to distance learning, we struggled with launching small group SIPPS instruction across the school in a timely manner.
- Access to reading materials at home are inequitable across the school.
- Due to distance learning, students struggle with writing about the text in order to deepen their understanding.
- Teachers are implementing the SIPPS curriculum at varying degrees which doesn't lead to consistent results for students.
- We have been through several iterations of PLC structures and all teachers have different visions of the purpose.

Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough's rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students' poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support

	<p>leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</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</p>	<ul style="list-style-type: none"> ● Based on the data and the root cause analysis, the team came to consensus and developed our focal areas within Word Recognition and Language Comprehension. ● Team worked together to create three goals focused around Word Comprehension, Language Comprehension and Data Collection and Analysis. <p>Needs Identified:</p> <ul style="list-style-type: none"> ● Additional SIPPS materials since we are expanding Word Study up to third grade. ● Professional development for all teachers in SIPPS ● Additional Early Literacy Tutor in order to have enough personnel to provide lessons to students at their appropriate level. ● Teachers need training on intentionally and explicitly teaching vocabulary. ● Teachers need to be re-trained to use GLAD strategies in order to support access to grade level complex text for ELLs and Newcomers. ● Phonemic Awareness curriculum for 1st grade ● Professional development for all teachers to build capacity around PLC ● Substitutes to release teachers for collaboration time 	<p>Planning Meeting Agenda 4/27 Needs Assessment</p>

<p>data, data on effective and ineffective practices, and equity and performance gaps.</p>	<ul style="list-style-type: none"> ● Additional Early Literacy Tutor for support with SIPPS groups ● Professional development for all teachers to build knowledge base for delivering effective vocabulary instruction ● Stipends for teachers to do additional collaboration after contractual hours ● Clear tracking systems for SIPPS data ● Data conference protocols ● PD for teachers around administering and using Dibels data ● Literacy Coach to focus on: coaching teachers, conducting data conferences, conducting walkthroughs with feedback, facilitate professional development for teachers, serve as a member of the ILT, manage, communicate and follow up on all assessments that support literacy instruction (Dibels, SIPPS, ELPAC, iReady) ● Create a culture of reading in all grades through a take home book program to support and connect families to classroom practices. ● Parent Education classes to build knowledge to support student with at home reading ● Rebuild classroom libraries ● Purchase additional books for the school library ● Student and Parent incentives to promote attendance and reading at home and at school 	
--	---	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

<p>2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	<p>2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p>2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.</p>	<p>2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved”</p> <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	<p>2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes:</p> <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
<p>Example: Provide explicit, systematic phonics instruction</p>	<p><i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i></p>	<p><i>Screening data shows low student performance.</i></p> <p><i>[Insert Link] Link to needs assessment and root cause analysis provided</i></p>	<ul style="list-style-type: none"> • <i>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</i> • <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>Placement assessment data</i> • <i>SIPPS Mastery test data</i> • <i>Classroom implementation observation data</i>
<p>Example: Provide explicit, academic vocabulary instruction.</p>	<p>Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>Example: Screening data revealed low student scores in vocabulary across K–3.</p> <p><i>[Insert Link] Link to needs assessment and root cause analysis</i></p>	<p>Example:</p> <ul style="list-style-type: none"> • <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> • <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i> 	<p>Example:</p> <ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>iReady diagnostic data</i> • <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i> • <i>ELPAC data</i>
<p>1. <i>Provide explicit systematic phonics instruction</i></p>	<p>Data and root cause analysis and needs assessment revealed that students struggled with accurately decoding grade level text</p>	<p>iReady diagnostic data shows that majority of students scored below grade level in reading and phonics.</p>	<p>During year 1 we will focus on Word Recognition.</p>	<ul style="list-style-type: none"> • <i>PD Scope and Sequence (6 week cycles)</i> • <i>SIPPS Placement Data</i> • <i>SIPPS Mastery Data tracker</i>

	<p>schoolwide. It also revealed that students struggled with phonics instruction. Root cause analysis has also revealed that implementation of instruction and use of materials was not consistent across grades K-2 and teachers struggle with collaboratively meeting to analyze data and develop an instructional response.</p>	<p>Word Recognition Fishbone - Root Cause Analysis</p> <p>Needs Assessment</p>	<p>We will improve in teachers' ability to provide direct explicit, systematic instruction in Phonemic Awareness, Phonics, and High Frequency Words so that:</p> <ul style="list-style-type: none"> 80% of K-3 students will read grade level HFW and fluently decode grade level text as measured by PD calendar, Coaching Cycles, iReady Diagnostic, SIPPS Mastery and DIBELS assessments by May 2024. 	<p>(based on curriculum guidance)</p> <ul style="list-style-type: none"> iReady Diagnostic Data SIPPS monthly Walkthrough data
<p>2. <i>Provide explicit, academic vocabulary instruction</i></p>	<p>Root cause analysis and needs assessment revealed that students struggle with vocabulary acquisition. Teachers also struggle with systematic, intentional, and explicit instruction in vocabulary.</p>	<p>iReady diagnostic data shows that 83% of students are below grade level in the domain of vocabulary. Vocabulary instruction is not intentional across the school. Teachers use the curriculum, but an emphasis on vocabulary is not intentionally taught.</p> <p>Needs Assessment</p> <p>Language Comprehension Fishbone</p>	<p>We will improve in teachers' ability to provide systematic, intentional, explicit vocabulary instruction through PD to build teachers' knowledge base as measured by PD Feedback, walkthrough observation and feedback cycles so that:</p> <ul style="list-style-type: none"> 80% of students are able to read and comprehend grade level text as measured by iReady Diagnostic, DIBELS Maze and Reading Inventory Assessment by May 2024. 	<ul style="list-style-type: none"> PD Scope and Sequence in 6 week cycles iReading Diagnostic Data taken 3x per year (Vocabulary Domain) 3rd grade Reading Inventory Assessment (5x per year)
<p>3. <i>Consistently collect and analyze Early Literacy Data to make informed instructional decisions.</i></p>	<p>Root cause analysis and needs assessment revealed that teachers struggle with using data to identify</p>	<p>Root cause analysis (Word Recognition and Language Comprehension fishbone) and needs assessment</p>	<p>We will improve the teacher's ability to consistently collect and analyze DIBELS, SIPPS Mastery and iReady data during PLCs to identify</p>	<ul style="list-style-type: none"> PD on the function and purpose of PLCs Use data to determine targeted and systematic multi-tiered

	gaps in student learning and using that data to inform/adjust instruction.		gaps in student learning and next instructional steps as measured by assessment calendar, complete data collection forms/trackers/analysis tools, scheduled data conference note catchers and improved student outcomes by May 2022.	<p>systems of support.</p> <ul style="list-style-type: none"> ● Conduct data conferences that allow teachers to identify focal students to monitor their progress. <ul style="list-style-type: none"> ○ once a trimester for iReady data ○ monthly for SIPP data
--	--	--	--	--

2.3 Expenditures Consistent with Categories [Insert Link] Link to Horace Mann’s Site [ELSB Budget documents](#) and [OUSD District Wide Budget](#)

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)	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.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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>
	By June 2021, hire a 1.0 TSA to focus specifically as a literacy coach to work with teachers in grades K-3 by facilitating PD, leading PLCs, conducting data conferences and cycles of observation and feedback. The focus will be in foundational reading skills using the SIPPS curriculum and reading comprehension using the EL Education curriculum in support of goals 1, 2, and 3. .	Based on our iReady data, root cause analysis and needs assessment (ELSB Presentation Slides - data included), students' access to targeted, evidence based foundational reading skills instruction needs to begin as soon as possible so that we are able to monitor their skills. Attached is our job description for the Early Literacy Coach	Majority of our K-3 students are testing below proficiency in phonics based on our iReady Diagnostic assessment. We need to ensure that our Word Study instruction begins with the Placement Assessment in a timely manner and the groups begin immediately. A literacy coach will be utilized to support with collecting and analyzing assessments and conducting walkthroughs and coaching and providing feedback to teachers.
		Based on our root cause analysis and needs assessment, students need support with foundational instruction at their level based on Placement and Mastery test data.	After students have taken the Placement Test, students are often placed into groups that are either above or below their actual level due to enough personnel to support student groups. An Early Literacy Tutor would provide instruction to students who are scoring in the higher levels of the SIPPS groups, in order to allow the classroom teacher opportunities to support the more struggling students. By August 2021, hire an Early Literacy Tutor with other funds to support SIPPS instruction for the higher level students. Their focus will be working with

			students who are placed in Extension or Challenge levels aligned to goal 1.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and 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>
	No action funded by ELSB grant.	Based on our root cause analysis and needs assessment , teachers need additional support with unpacking the curriculum since the 20-21 school year was a pilot year. EL Education	Our school will be fully implementing a state/district approved core curriculum that includes a culturally responsive curriculum. We were a pilot school last year and this year we will transition to full implementation of the curriculum and continue to deepen our implementation of the curriculum during Year 2. In August 2021, all teachers will engage in Professional Development to unpack the EL Ed modules to identify: focal standards, tier 2 vocabulary aligned to the essential learning of the module. This foundational work will help explicitly teach vocabulary from the text during Year 2 to align with goal 2.
	No Action	Flex Curriculum: 2020-21 Considerations For Cultural Responsiveness	Our school is currently implementing EL. Education 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 and literacy achievement and the use of data to help identify and support struggling pupils.	No action funded by grant.	Based on root cause analysis teachers need to build their knowledge of the curriculum since it is new. EL Education	<p>This professional development is important for teachers because it will help them to identify the goals of the modules, and help them learn to unpack the module to identify the goals of each unit. This will help teachers determine the Tier 2 vocabulary within each unit to explicitly teach to help students understand the text. .</p> <p>In June 2021, most teachers will receive professional development on our new language arts curriculum, EL Education to build their capacity around backwards mapping the modules. The remainder of the teachers will receive PD by August 2021. This aligns to goal 2 and will be implemented beginning year 1, and continued and deepened in Year 2.</p>
	In August 2021, we will use grant funds to pay Solution Tree to facilitate PD for K-3 teachers to build their capacity to understand the foundations of Professional Learning Communities that will be used to analyze benchmark and SIPPS data. This aligns to goals 1 and 2 in year 1 and 2. We will also use grant funds to pay extended contract to K-3 teachers to attend PD.	Based on our original Jamboard and root cause analysis teachers need support in using cycles of inquiry during PLCs.	The PD teachers receive during year 1 will build teacher's capacity in order to sustain the work throughout the years of the grant. Solution Tree is an organization outside of our organization that will allow Admin, Literacy Coach and teachers to engage in PD as a community in order to create alignment across the school.
	No action funded by grant.	Based on our iReady data , our root cause analysis and our needs assessment students need increased support with phonics instruction.	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

			<p>differentiated groups based on ongoing formative assessment data. These groups will be differentiated K-3 by skill level, not grade.</p> <p>In August 2021, all teachers will receive professional development in the SIPPS program in order to deliver effective, direct, explicit instruction. We will have a structure and schedule in place to support daily SIPPS instruction K-3. This aligns to goal 1 and will be implemented beginning year 1 and deepen our knowledge to sustain the work through years 2 and 3.</p>
	<p>By March 2021, we will use grant funds to pay Solutions Tree who will provide professional development for K-3 teachers to build capacity in collecting and analyzing Tier 1 data to provide targeted and systematic support for Tier 2 students in support of goal 3. We will also use grant funds to pay extended contract to K-3 teachers to attend PD.</p>	<p>Based on our Root Cause analysis (Word Recognition/Language Comprehension) instruction needs to be adjusted and differentiated based on data.</p>	<p>Teachers struggle with what to do with students who score below benchmark on assessments. PD will support teachers with identifying next instructional steps for specific students. The work will begin in year 1 and extend throughout the grant.</p>
	<p>No action funded by the grant.</p>	<p>Based on our iReady Diagnostic Data (slides 23 & 24), students made no growth within the Vocabulary Domain.</p>	<p>During ELA block teachers do not explicitly teach the Tier 2 vocabulary words, which prevents students, especially ELLs, from comprehending the text.</p> <p>By December 2022, all teachers will receive professional development to build knowledge base in using strategies to explicitly teach vocabulary from EL Ed Curriculum in support of goal 2.</p>
	<p>Aligned to goals 1 and 3, Beginning Year 1 and throughout the grant, K-3 teachers will be paid to have time outside of their contractual hours to analyze SIPPS data in order to inform and create</p>	<p>Based on iReady Diagnostic Data (slides 21 & 22), students made little growth within the domain of Phonics. There are inconsistencies with ways teachers support students who do not pass Mastery Tests.</p>	<p>Teachers work independently to review the SIPPS data and there are inconsistencies across the school as to how teachers move students through groups based on the SIPPS tracker.</p>

	new small groups and identify the instructional response.	They either reteach lessons from the beginning of the level or move them on to the next level based on a teacher's report of SIPPS lessons on the tracker .	
		Based on iReady Diagnostic Data 61% of 1st grade students scored at Tier 2 or Tier 3 for Phonemic Awareness.	When students first enter 1st grade, we do not have a curriculum that teaches students Phonemic Awareness. Many of our students enter 1st Grade not SIPPS ready and teachers need support to build the phonemic awareness skills of students. This professional development will build the capacity of teachers to support students. By October 2022, K-1 teachers will receive Professional Development to support with implementation of Heggerty Phonemic Awareness curriculum.
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.	No action funded by grant.	Based on Language Comprehension and ELL iReady Diagnostic Data ELLs need support with vocabulary and comprehension.	ELLs made very little growth from beginning of the year to end of the year on the iReady assessment. Teachers need support with strategies to engage ELLs and provide scaffolds and support so that they are able to access grade level complex text. By May 2022, teachers will receive Professional Development on GLAD strategies to implement during integrated ELD in year 1 and continue in years 2 and 3. This is aligned to goal 2 as it will support all students, especially ELLs, with reading and understanding Tier 2 vocabulary.
	No action funded by grant.	Based on Language Comprehension and ELL iReady Diagnostic Data (slide 18) ELLs need support with vocabulary and comprehension.	We began our professional development on designated ELD during the 20-21 school year and teachers learned the fundamentals of using the lessons in collaboration with the curriculum. Over the

		Grade Level Language Dive Overview	<p>next three years, teachers will continue to build their capacity and deepen their understanding of the curriculum and how it connects to the vocabulary development of all students, especially ELLs.</p> <p>We will also identify, set goals, and develop a system to monitor progress in vocabulary development with curriculum embedded formative assessments. As a result, student participation, use of academic vocabulary, content knowledge, and use of complex sentences will improve as measured by curriculum embedded assessments and i-ready.</p> <p>By May 2022, teachers will receive Professional Development on district created designated ELD lessons through Language Dives to implement in year 1 and continue in years 2 and 3. This is aligned to goal 2 as it will support all students, especially ELLs, with reading and understanding Tier 2 vocabulary.</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 implementation of professional learning plan as well as cycles of improvement. By the end of Year 2, May 2022, develop 	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. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum	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 receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.

	<p><i>communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></p>	<p><i>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>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>
	<p>No action funded by grant.</p>	<p>As seen in our screening data (slide 19 & 20) and Word Recognition root cause, a majority of our 1st grade students tested below benchmark.</p>	<p>By purchasing the Heggerty Phonemic Awareness curriculum, 1st Grade teachers will be able to explicitly teach blending, segmenting, and rhyming words which will support students foundational skills. This curriculum will be used in August /September before students are placed in SIPPS groups to support goal 1. We are only purchasing for First Grade, because Kinder is currently using the curriculum.</p> <p>By June 2021, we will acquire Heggerty, Phonemic Awareness for First Grade Teachers to support explicitly teaching Phonemic Awareness to be implemented in year 1 and continue in years 2 and 3. This is aligned to goal 1.</p>
	<p>No action funded by grant.</p>	<p>As seen in our screening data (slide 21& 22) and Word Recognition root cause, 3rd grade students made no growth in phonics between the fall and spring diagnostic assessment.</p>	<p>By expanding phonics instruction to third grade, students who struggle with decoding will gain the foundational skills they need to read grade level text.</p> <p>By August 2021, we will request additional SIPPS curriculum to ensure all teachers have a complete kit and expand explicit phonics instruction to third grade during year 1 of the grant. This is aligned to goal 1.</p>

	<p>No action funded by the grant.</p>	<p>As seen in our screening data (slide 23 & 24), students scoring at grade level only grew by 6% from fall to spring.</p> <p>We will develop a professional learning plan to support teachers, from initial training through ongoing support, of the Reading Strategies book (by Jenifer Seravallo) for Year 2. Included in the professional learning plan will be the teacher and student outcomes for the learning, in addition to systems to provide coaching, feedback and progress monitoring.</p>	<p>By providing training for teachers, they will build their knowledge to intentionally plan and explicitly teach vocabulary within the context of the reading curriculum. As a result, students will develop their ability to decode and comprehend Tier 2 words in order to understand the text they are reading. Initial vocabulary strategies training will be provided in the second trimester of Year 1 and ongoing training will be offered for the remainder of the grant to deepen teacher's understanding and support strong implementation.</p> <p>By December 2022, develop a professional learning plan to use the Reading Strategies book to support teachers to deliver explicit instruction of vocabulary words aligned to goal 2.</p>
	<p>No action funded by grant.</p>	<p>During the Family Literacy Connection night, parents stated that during distance learning they struggled with what to do with their children while reading and how to support them.</p>	<p>The take home book program will provide a culturally relevant text as well as detailed directions for parents to read with their child. The directions will include key vocabulary words from the text and text dependent questions that will support families. This will begin towards the end of year 1, and aligned to goal 2.</p> <p>By January 2022, purchase culturally relevant texts from other funds to use for the K-3 Take Home book Program to connect school to home and create a culture of reading that will align to goal 2.</p>
	<p>No action funded by grant.</p>	<p>During the presentation of the EL SB (slide 28) grant to staff, they said that classroom libraries were depleted and need to be replenished.</p>	<p>Prior to this year, we were a school that used leveled libraries and many of the books were sent home so that students could read at their level at home. Many of the texts were not replaced. Rebuilding this library will provide choices for students as they work</p>

			<p>towards applying vocabulary strategies they have learned.</p> <p>By April 2022, purchase culturally relevant texts with other grant funds to rebuild K-3 classroom libraries in order to give students opportunities to practice reading strategies taught during vocabulary instruction aligned to goal 2.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</p> <p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.</p>	<p>Example (rationale):</p> <p>No action</p>	<p>Example (rationale):</p> <p>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p>	<p>Example (rationale):</p> <p>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>
	<p>No Action</p>	<p>Link to district expectations/resources of evidence-based diagnostic assessments.</p>	<p>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p> <p>We developed progress monitoring tools late 2021, but will need to implement them in 2021-2022.</p> <p>Example: SIPPS Tracker</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 LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	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>
	No new action, expanded learning programs are currently in place.	Linked is the Girls Inc website that describes the literacy services they provide to Horace Mann.	The Girls Inc. after school program provides extended learning opportunities and access to literacy instruction. Their program activities include an additional hour of literacy instruction and additional tutor support during day school.
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</i>	OUSD Nutrition Services	<i>No action is needed for this section because we currently have a “Breakfast in the Classroom” program and will continue to use it throughout the duration of the grant. This program provides all students with the opportunity to engage in breakfast which fuels their brains for literacy instruction.</i>
	No action	As noted in the Family Literacy Connection Notecatcher , families want to make sure that students have access to the school library that	No action is needed for this section because the funding for our school library is coming from a different source. Students' visit to the library each

		includes culturally relevant text.	week will be an extension of our literacy goal and will include listening to stories, checking out books for research projects and time to practice reading.
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	Based on our suspension and universal referral form and California Healthy Kids Data (slides 25-27), the culture and climate of the school is improving.	No action is needed for this section because we are using funding from another source to implement our Culture and Climate Plan. Our strategies include: explicitly teaching school-wide behavior expectations, creating and utilizing a universal acknowledgment system, implementing consistent classroom practices and interventions, and engaging in consistent relationship building practices in all classes. Milestones include tiered fidelity inventory, universal behavior screener, attendance data, office referrals, and suspensions. Tiered Fidelity Inventory walkthroughs and PD time to complete universal behavior screener are actions to be taken, and outputs include the discipline matrix, PBIS lesson plans, RJ Circles, acknowledgment system, and student profiles/tracker. The timeline for implementing strategies to improve climate, connectedness, attendance, and discipline practices will begin at the start of school and continue throughout the first cycle of inquiry.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	Implementing researched based curriculum; Caring Schools Community	No action is needed as our school currently uses Caring Schools Community and Toolbox to support our SEL learning. This program includes daily morning circles, and student engagement strategies that support academic discussions throughout the literacy block.
	No action	Based on suspension and universal referral form data (slides 25-26), the culture and climate of the	No action is needed for this section because we will continue implementing Restorative Justice practices

		school is improving through our Restorative Justice program.	that is funded by another source. This program includes using our RJ Facilitator to train teachers to use restorative practices, conducting repair, restore and welcome circles with students and training students to become peer RJ facilitators.
3.3e EXPANDED ACCESS Expanded access to the school library.	<i>No action</i>	Library resources for all students Horace Mann Virtual Library Sora Digital Library	<i>Oakland Unified School District provides a number of information and digital literacy resources that support student learning. Therefore, this is not included in this action plan.</i>

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

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

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	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 raise staff awareness and inform supports that 	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.

	<i>are available to pupils as well as families.</i>	<i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i>	<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>
	No Action	Based on California Healthy Kids Data (slides 25-27,) support for students and families is improving.	No action is needed through this plan because funding for training for teachers will be provided by another source. Within this plan, staff will be trained on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction aligned with goal 1 and 2. Monthly follow-up training will be provided.
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): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	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>
	No action	OUSD Nutrition Services	<i>No action is needed for this section because we currently have a "Breakfast in the Classroom" program and will continue to use it throughout the duration of the grant. This program provides all students with the opportunity to engage in breakfast which fuels their brains for literacy instruction.</i>
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of	No Action	Horace Mann MTSS Plan	No action is needed as strategies to implement our MTSS are determined by our Coordination of Services Team, Instructional Leadership Team and Culture & Equity Team. In each of the team meetings, we discussed implementation of school

<p>support (MTSS) and the response to intervention (RtI) approach.</p>			<p>wide Tier 1 strategies in addition to supports for students who fall in Tier 2 and Tier 3 categories.</p>
<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>No action funded by grant.</p>	<p>As seen in Family Literacy Connection Jamboard (pg. 4) and original Root Cause Analysis, a significant number of parents stated that they struggle with how to support their children as they read.</p>	<p>Many parents are interested in engaging in a series of workshops to learn basic skills of how to read with their children. Upon completion of the 2 week parent education program, parents and students will participate in a Take Home Book Program that will allow parents the opportunity to apply the skills they learned in 6 week cycles. At the end of each cycle, parents will complete a feedback form to indicate successes and challenges. Initially the outcomes of the classes will align to goal 1 and as we move through the grant, the classes will align to goal 2.</p> <p>By January 2022, K-3 parents will be engaged in literacy education classes to support and connect the culture of reading at home to align with goal 1 and 2. Parents will participate in a Take Home Book program to learn strategies to help their child decode and determine the meaning of unfamiliar words in order to comprehend the text.</p>
<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>No Action</p>	<p>Family Literacy Night Family Evaluation Form Sample Monthly Parent Newsletter</p>	<p>No action is needed as we currently conduct a Family Literacy Night each year in order to provide families with an opportunity to engage in literacy activities with their children as well as teach strategies they can use at home. Our monthly newsletter provides families with information about current events at the school in addition to the topic covered for the monthly Parent Cafe.</p>

**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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: [Sondra Aguilera](#) and Romy Trigg-Smith

Site(s): Futures and Community United Elementary School at Lockwood El

Site Administrator(s): Principal Shelley McCray and Assistant Principal Emilana Untalan

Early Literacy Team Member	Role (Include title and/or grade level)
Shelley McCray	Principal
Emilana Untalan	Assistant Principal
Mirella Ramirez	TSA
Michelle Chu	TK Teacher
Magdaline Armstrong	1st Grade Teacher
Alicia Moseley	2nd Grade Teacher
Lisandra Diaz	3rd Grade 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	SEEDS (TK/K), EL Education, Open Court; SIPPS, Benchmark/Adelante, Heggerty, Handwriting Without Tears, i-Ready	i-Ready, SIPPS, ProMot, DIEBELS, DRA, F&P, EL Module/Unit Assessments
	Language Comprehension	SEEDS, EL Education, Open Court, i-Ready, GLAD	i-Ready Diagnostic Assessment, SBAC
	English Language Development	EL Language Dive, Benchmark ELD	
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SEEDS, EL Education, Open Court, SIPPS, Benchmark/Adelante	i-Ready, SIPPS, DIBELs, DRA, EL Module/Unit Assessments
	Language Comprehension	EL Education, Making Meaning, Open Court, GLAD, Benchmark/Adelante, Flocabulary	iReady, Flocabulary, SBAC
	English Language Development	Word Gen (4/5), Flocabulary (Starts at 2nd), Systematic ELD (Primary), Discussions 4 Learning (Upper Elementary)	iReady, SIPPS, DIBELs, EL Module/Unit Assessments, SBAC
Tier 3: Intensive, Individualized Supports	Foundational Skills	SEEDS, SIPPS Groupings, Open Court, Heggerty	DIBELS, CORE Assessment, I-READY
	Language Comprehension	LLI, Reading Partners, Children Rising, GLAAD	LLI, DRA, EDL, F&P, i-Ready, SBAC IABs, EL Module/Unit Assessments
	English Language Development	New Comer Support (Into the U.S.)	CORE Assessment

[Link to Grades TK/K–3 Master Instructional Schedule.](#)
[TK-K 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
<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>A subgroup of the ELSB Grant team met up on 4/23/21 and on 4/16/21 to create the Google Slide Deck.</p> <p>The ELSB Grant teacher members presented to SSC on 5/04/21 at 1:00 PM. SSC leadership sent out a google invite to all participants.</p> <p>The ELSB Grant teacher members presented to ILT on 5/04/21 at 4:00 PM using the Google Slide Deck. This was an ongoing meeting, no special Zoom invite was sent.</p> <p>The ELSB Grant teacher members presented to the entire school staff on 5/05/21 at 2:00 PM using the Google Slide Deck. This was an ongoing meeting, no special Zoom invite was sent.</p>	<p>Google Slide Deck SCC Agenda - SCC Attendance ILT Agenda - ILT Attendance Staff Meeting Agenda - Staff Meeting Attendance</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>The ELSB Grant Team met on several occasions to discuss the strengths and weaknesses of school practices with regard to literacy instruction in kindergarten and grades Kindergarten to 3. The team analyzed student i-Ready literacy data from Kindergarten through Third Grade. One identified strength was literacy partnerships with the following organizations: Reading Partners, Children Rising, Book Trust.</p> <p>Other identified strengths include access to books (physical or digital) through library visits twice per month, guest readers several times a year, i-Ready Reading Challenges, Raz-Kids, Sora (online library platform) and leveled libraries in every classroom. Students also participate in reading small groups.</p>	<p>Root Cause Analysis Jamboard</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>Students also have one-to-one access to Chromebooks. PBIS systems support SEL strengths of the site which include Toolbox Curriculum and school-wide student incentives (Ocelot Paws/Incentives) and Bi-monthly Town Halls.</p> <p>The team identified curriculum and standard alignment as an area of weakness. Oftentimes, a new cycle of inquiry is introduced in midtrimester, in the middle of a pre-planned unit. Teachers also use a wide range of curriculum across grades and within grade levels. As a school site, we have not had consistency in ELA curriculum, often having curriculum changed each year or mid-year. With introduction of new curriculum, professional development is not provided or provided after use of it begins. With curriculum changes also come the challenge of access to curriculum materials including but not limited to teacher manuals, student consumables, and trade books.</p> <p>Foundational skills are taught arbitrarily. Teachers decide independently what components of various programs they choose to teach to their students so not components of word recognition are addressed in each classroom. Different curriculums across different and same grade levels for foundational skills instruction</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough's rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students' poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support</p>	
---	---	--

	<p>leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</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,</p>	<p>The ELSB Grant Team met on several occasions to discuss the strengths and weaknesses of school practices with regard to literacy instruction in kindergarten and grades Kindergarten to 3.</p> <p>Using the Root Cause Analysis, we Identified the following strengths: having an online literacy assessment tool (I-Ready) that is aligned for TK-3rd grade, data collection support, data analysis during PLC, assessment trainings, whole school reading campaign (i-Ready) with prizes and t-shirts, and an instructional schedule that includes core instruction in the morning then differentiated small group instruction.</p> <p>In analyzing areas of concern in our root causes, we identified needing more time and support with "Next Steps" following data analysis and opportunities for peer observations. Another area of concern is not getting curriculum materials ordered and delivered on time so that teachers can plan and professional development can be planned prior to use of materials. We also identified the need for alignment of practices and strategies across grade levels and curriculum (particularly with our dual language program.)</p>	<p>Needs Assessment</p>

including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.		
--	--	--

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. <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<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. <i>[Insert Link] Link to needs assessment and root cause analysis</i>	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 • i-Ready diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)

				<ul style="list-style-type: none"> ● <i>ELPAC data</i>
1. Provide explicit, systematic foundational skills across classrooms.	Root cause analysis and needs assessment revealed an incoherent use of curriculums across grade levels and classrooms.	<p>Root Cause Analysis and Needs Assessment revealed that teachers and reading intervention specialists use a large variety of curriculums.</p> <p>Root Cause Analysis Jamboard Needs Assessment</p>	<p>We will improve in our knowledge and skill in implementing an explicit systematic foundational skills program with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans, and peer observations by the end of May 2022.</p> <p>For years 2 and 3, we will continue to monitor, strengthen and revise these action plans based on a PDSA cycle.</p>	<ul style="list-style-type: none"> ● Professional Development <p>Articulate plan that includes:</p> <ul style="list-style-type: none"> ● i-ready/DIBELS/SIPPS/avant/Pro Mot (3x a year) ● Progress monitoring weekly and analyzing in PLC ● Progress reports/conferences with families 2x/annually ●
2. Improve collection of valid, predictive and reliable literacy data.	Root cause analysis and needs assessments revealed an incoherent battery of assessments that were administered at the discretion of the teacher or reading reading intervention specialist.	<p>Screening data is inconsistent across assessments and assessments are not vertically aligned across grade levels.</p> <ul style="list-style-type: none"> - Futures i-Ready Data/ CUES i-Ready Data - SIPPLockwood SIPPS Testing Rosters 2020-21 - Letter Sounds and Names 	<p>We will improve in our TK/K-3 collection of valid, predictive and reliable literacy data by administering (ProMot, DIBELS, SIPPS Mastery Test, iReady, IDEL, EDL, and AVANT) assessments and analyzing such data three times a year as measured by assessment calendar, data collection forms, and data summit schedules by June 2022.</p> <p>For years 2 and 3, we will continue to monitor, strengthen and revise these action plans based on a PDSA cycle.</p>	<ul style="list-style-type: none"> ● Assessment calendar ● Data collection calendar ● Data summit calendar

2.3 Expenditures Consistent with Categories ELSB Futures/CUES Budget and OUSD District Wide Budget				

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

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

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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 the Goal #1, hire one 1.0 FTE bilingual primary TSA to work with teachers in grades K–3, focusing specifically on aligning teaching strategies and practices using protocols found in SIPPS curriculum and curriculum development. TSA will provide professional development for teachers and support personnel by August 2021.	As seen in our screening data [Futures i-Ready Data/CUES i-Ready Data] , our Root Cause Analysis , and Needs Assessment , alignment across grade levels and curriculum is an urgent need. Attached is our job description for the hiring of our 1.0FTE bilingual primary TSA [Job Description]	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to be more systematic and strategic in our implementation of various curriculum so that teachers know teaching practices and students across grade levels know the protocol for each strand of literacy.

	<p>In support of the Goal #2, hire one 1.0 FTE TSA to work with teachers in grades K–3, focusing specifically on data collection, reporting, analysis and coaching based on trends. TSA will provide professional development for teachers and support personnel by August 2021.</p>	<p>As seen in our screening data [Futures i-Ready Data/ CUES i-Ready Data], our Root Cause Analysis, and Needs Assessment, alignment across grade levels and curriculum is an urgent need.</p> <p>Attached is our job description for the hiring of our 0.5FTE TSA [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 data to be thoroughly and strategically collected and analyzed to guide instruction.</p>
	<p>In support of Goal #2, hire 1 STIP substitute to focus on relieving classroom teachers for collaboration, peer observations, assessments, data collection and small group reading instruction by August 2021.</p>	<p>As seen in our screening data [Futures i-Ready Data/ CUES i-Ready Data], our Root Cause Analysis, and Needs Assessment, improvement in our knowledge and skill in implementing an explicit systematic foundational skills program with fidelity, across classrooms requires collaboration, peer observations, assessments and data collection.</p> <p>Attached is our job description for the hiring of 2 STIP subs [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 groups based on ongoing formative assessment data. STIP subs will allow teachers to perform ongoing data collection and work with SIPPS small groups.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>Links to the school's state approved core curriculum website</i></p> <p><i>Link to needs assessment indicating not a priority</i></p>	<p>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></p>
	<p>No action</p>	<p>EL Education Benchmark Education <i>(Links to the school's state approved core curriculum website)</i></p> <p>Needs Assessment <i>(Link to needs assessment indicating not a priority)</i></p>	<p>Our school is currently implementing the state-approved core curriculum that includes culturally responsive curriculum and instruction. We will focus on improving and deepening our understanding of the curriculum and developing strategies for implementation. During the needs assessment work,</p>

			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 and literacy achievement and the use of data to help identify and support struggling pupils.	In support of Goals #1 and #2, evidence-based professional development for Tk-3 teachers will be provided by the hired 1.0 TSA by May 2022.	As seen in our Root Cause Analysis and Needs Assessment , we are in need of clear and cohesive calendars for assessments, data collection and data summits. These calendars are needed at the beginning of the school year.	In addition to the SIPPS training that will be provided by the district (OUSD), teachers will receive evidence-based professional development provided by TSAs through weekly PLCs and PDs.
	No action funded by the grant.	As seen in our Root Cause Analysis and Needs Assessment , we are in need of clear and cohesive calendars for assessments, data collection and data summits. These calendars are needed at the beginning of the school year.	<p>In addition to the SIPPS training that will be provided by the district (OUSD), aides will have evidence-based professional development provided by TSAs and through independent learning using extended contracts.</p> <p>In support of Goals #1 and #2, evidence-based professional development for STIPs will be by the district. TSAs will provide SIPPS strategies and curriculum planning (for use with SIPPS curriculum and strategies for use with other curriculum.) Training will be provided by district and/or TSAs by May 2022.</p>
	No action funded by the grant.	As seen in our Root Cause Analysis and Needs Assessment , we are in need of a clear and cohesive calendar for school-wide data summits.	Our school has held data summits since the 19/21 school year. However, these data summits have not been prepared with accurate data. In addition, these data summits were not planned before the school years began and teachers did not receive an

			<p>adequate advanced notice to gather the most accurate data.</p> <p>In support of Goal #2, 3 data summits will be conducted at the beginning of the year and after winter and spring trimesters. Our principal and assistant principal will analyze data and will discuss the findings with ILT and Site Literacy Team. ILT and Site Literacy Team will plan for the Data Summit with all staff.</p>
	No action funded by the grant.	As seen in our Root Cause Analysis and Needs Assessment , we are in need of clear and cohesive calendars for assessments, data collection and data summits. These calendars are needed at the beginning of the school year.	<p>While our school offers quality PD cycles, teachers need to know the scope and sequence for the year. Many times, cycles in inquiry are introduced to teachers the week before they begin. We feel like it is crucial to have this information completed before the school year begins.</p> <p>In support of Goal #1, by August 2021 (Year 1), develop a professional development training cycle on early literacy.</p>
	In support of Goal #1, we will fund extended contract for the Tk-3 Site Literacy Team to attend the CORE Online Elementary Reading Academy PD in the 2021-2022 school year: Michelle Chu: TK Teacher Alicia Mosely: 2nd Grade Teacher Lisandra Diaz: 3rd Grade Teacher Laura Lazo: STIP Teacher Michael Gonzalez: TSA	As seen in our Root Cause Analysis and Needs Assessment , we are in need of cohesive and site-aligned professional development in early literacy reading strategies.	Various individuals have training in Early Literacy strategies, however, we need cohesive and site-aligned training for all staff. By having our Site Literacy Team trained in the CORE Online Elementary Reading Academy PD, they will be able to support grade level teams with further PD.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH	No action	The Root Cause Analysis and Needs Assessment did not identify this item as a priority. EL Education	Our school currently has two ELA curriculums with ELD components. For the 2021-22 school year, the district will provide the school with a new curriculum that will be used by all classes in the school.

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.		Benchmark Education	

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	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 2022, develop communication 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	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.

<p>ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p><i>that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></p>	<p><i>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.</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 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.</i></p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>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.</i> ● <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>Example (action item):</p> <p><i>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.</i></p> <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>Example (action item):</p> <p><i>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.</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"> ● <i>By August 2021 (Year 1), purchase extra SIPPS curriculum kits to supplement district provided kits in each classroom and for academic mentors.</i> 	<p>As seen in our Root Cause Analysis and Needs Assessment, the majority of grade levels showed that they are composed of students with a wide range of reading levels.</p>	<p>Our school identified an inconsistent use of foundational skills programs across the lower grades. In addition, the range of foundational skills materials was also inconsistent across the classrooms. SIPPS was identified as the chosen foundational skills program. OUSD will provide the core SIPPS curriculum while our school will enrich the core</p>

			curriculum with the purchase of supplemental curriculum kits so that each classroom has a wide range of materials.
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.
	No action funded by the grant.	As seen in our Root Cause Analysis and Needs Assessment , we are in need of a cohesive and appropriately-timed assessment calendar that needs to be completed and presented at the beginning of the school year.	Our school provides a variety of assessments throughout the school year. However, assessment materials and time periods are not thoughtfully aligned across grades and classrooms. <ul style="list-style-type: none"> By August 2021 (Year 1), develop an assessment calendar for ProMot, DIBELS, SIPPS Mastery Tests, iReady, IDEL, EDL, and AVANT.

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 LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	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>
	No action	The Root Cause Analysis and Needs Assessment did not identify this item as a priority. After-School Program Saturday School Math Academy Summer School Reading Partners	Our school currently offers an after-school program, Saturday school, a math academy after school, summer school, and Reading Partners after school.
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>

	No action	This is the sample schedule that shows that breakfast in the classroom is built into daily classroom schedules. Teachers used this sample schedule to create their own master schedules all while keeping the breakfast in the classroom time slot untouched.	Our school offers breakfast in the classroom for all students.
<p>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.</p>	No action	<p>The Root Cause Analysis and Needs Assessment did not identify this item as a priority.</p> <p>Toolbox Social Worker Push In Ocelot Paws Ocelot Attendance Store Attendance Awards CICO (Check in Check Out)</p> <p>Culture Keepers Town Hall Invite Slides Town Hall Slide Presentation Attendance GoldenRod</p>	<p>Our school is currently implementing a social-emotional curriculum that includes diverse literature. We have been focused on deep implementation of this curriculum this school year with the intention of having teacher leaders next year. We are currently working with a hybrid model with the curriculum. In addition, our school social worker pushes in classrooms for social-emotional lessons. Our school also has various incentives including: PBIS (Ocelot Paws, an Ocelot store, and Attendance Awards). Our school is currently implementing various practices that reduce exclusionary discipline, including: Check in Check Out and Culture Keepers. To improve the school climate, our school hosts monthly Town Halls for all students and these include attendance shoutouts.</p>

3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	The Root Cause Analysis and Needs Assessment did not identify this item as a priority. Toolbox	Our school is currently implementing Toolbox, a social-emotional curriculum. We have been focused on deep implementation of this curriculum this school year with the intention of having teacher leaders next year.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	The Root Cause Analysis and Needs Assessment did not identify this item as a priority.	All students have a 30-50 minute library visit twice a month. All students also have 24/7 access to Sora, which is an online library that includes all books at OUSD and the Oakland Public Library system. These books come in multiple languages and have a wide range of diverse ethnic representations.

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	<i>Example (action item):</i>	<i>Example (action item):</i>	<i>Example (action item):</i>

<p>PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<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 raise staff awareness and inform supports available to pupils as well as families. 	<p>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.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>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.</p> <p>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.</p>
	<p>No action</p>	<p>The Root Cause Analysis and Needs Assessment did not identify this as a priority.</p> <p>Toolbox CICO (Check in Check Out) Behavior Flow Chart Culture Keepers</p>	<p>Our school has trained teachers in the Toolbox Curriculum. For the last 2 school years, the school has had a partnership with a Toolbox trainer who has trained teachers on the curriculum and provided a range of weekly resources. All parents have also been invited to Toolbox trainings. The school currently has a Toolbox teacher leader for each grade level.</p> <p>Our school also has two Culture Keepers who help develop and maintain a positive school culture. The Check In Check Out system is used as a preventative behavioral tool. Our school also uses a behavioral flowchart which outlines the steps staff members should take.</p>
<p>3.4b MENTAL HEALTH RESOURCES Extended school day to</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health</p>	<p>Example (rationale): We do not need to create an action item around the provision of mental health resources because these</p>

enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.		resources. Or <i>[Insert Link]</i> , link to needs assessment indicating not a priority.	supports are already provided through our school and district.
	No action	The Root Cause Analysis and Needs Assessment did not identify this as a priority. This is the sample schedule that shows that breakfast in the classroom is built into daily classroom schedules. Teachers used this sample schedule to create their own master schedules all while keeping the breakfast in the classroom time slot untouched.	Our school currently offers breakfast in the classroom to all students.
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	The Root Cause Analysis and Needs Assessment did not identify this as a priority.	Our school currently has highly established teams for PBIS, COST, Check In Check Out, and SST.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy	No action	The Root Cause Analysis and Needs Assessment did not identify this as a priority.	We do not need to create an action item around parent and community engagement. Our school currently hosts various engagement events, including: Academic Parent-Teacher Teams where parents are taught reading skills to support their student(s) at home and the iReady Reading Campaign. During summer school, parents are

environment in the home.			provided with weekly Spring Board reading skills trainings.
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	The Root Cause Analysis and Needs Assessment did not identify this as a priority. APTT High Expectations Training with Teneh Walker	Teachers have received training in the significance and the methodology of Academic Parent-Teacher Teams. Teachers have also received training from Teneh Weller from High Expectations on how to best conduct parent-teacher conferences. She also leads the parent leadership team.

**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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified

LEA/District Contact/Project Director: Romy Trigg-Smith

Site(s): Manzanita Community

Site Administrator(s): Principal Amy Jones

Early Literacy Team Member	Role (Include title and/or grade level)
Amy Jones	Principal
Luz Chavez	Resource Specialist (RSP)
Natalie MacIntyre	1st/2nd Grade Teacher
Jennifer Kim	1st Grade Teacher
Rachel Tabar	Kindergarten Teacher
Chuck Erdmann	Instructional Coach (TSA)

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	SIPPs, Heggerty	SIPPs Placement and Mastery Tests Letter Names and Sounds Blending and Segmentation - Foundational Assessment on Illuminate
	Language Comprehension	Guided Reading TC Units of Study Curriculum	F&P Running Record and Comprehension
	English Language Development	Words Their Way	
	English Language Arts	EL Education	Imbedded Formative and Summative Assessments
Tier 2: Targeted, Supplemental Supports	Literacy Tutors	SIPPS	SIPPs Mastery Tests
Tier 3: Intensive, Individualized Supports			

[Insert Link][MCS Bell Schedule 2021-2022](#)

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>How did you engage with stake holders?</p> <ul style="list-style-type: none"> -data analysis -survey -brainstorming/discussion -feedback <p>Who did you meet with?</p> <p>ILT SSC Teachers/Staff</p> <p>What were the outcomes</p> <ul style="list-style-type: none"> -feedback -cause of struggles -supports teachers need -staffing ideas -needed training 	<p>Staff Meeting -What Do Beginning Readers Need?</p> <p>SSC Slide Deck</p> <p>ILT Agenda</p> <p>ILT Agenda/Notes</p>
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>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</p>	<p>Our problem statement was “Two few of our students are able to read and comprehend grade level texts by the end of third grade.”</p> <p>The data we took into account were literacy assessments including letter and word recognition, phonics and phonemic awareness, English Language Learner or ELPAC data, reading inventory, and reading record data. These literacy assessments included I-Ready diagnostic data (current school year), Word and Letter Recognition accessed via Illuminate (current school year), Fountas and Pinnell Foundational Skills (historical data), ELPAC data for the last three years. We also took into account current data from SIPP’s Mastery tests.</p>	<p>Manzanita Community Root Cause Jamboard</p> <p>Data Sheet</p>

<p>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>Our team used both quantitative and qualitative data paired with grant member expertise and knowledge of our school site to focus on actionable causes for our problems statement. This process was fourfold using Google’s Jamboard application, first we analyzed causes that were in and out of our locus of control. This initial step focused on literacy instruction but also helped analysis the historical and systemic inequities that hinder our early literacy outcomes, this included areas like teacher retention, calibration and calibration on qualitative reading assessments like F&P, historically students not enrolling in kindergarten with basic literacy skills, and current assessment practices need to align with the teaching and learning that is happening in classrooms.</p> <p>We then narrowed our focus area to specifically literacy instruction of sight words, phonics, and phonemic awareness, and how our current practices around word recognition attribute to our problem statement.</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition and Language Comprehension (both strands of Scarborough’s rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district’s root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF,</p>	
---	--	--

	<p>NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</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 our root cause analysis the evidence leads us to the following areas of need (or our Needs Assessment).</p> <ul style="list-style-type: none"> - To ensure that high quality literacy teaching is happening teachers will need effective and efficient training in supporting our early literacy. This needs to include training on best practices for early literacy instruction, training on curriculum being used (IE SIPP 101), and training (as well as calibration) in assessments. Training has taken place in recent years in this regard, but needs an early literacy focus. - The literacy materials include SIPP (beginning, extension, and challenge) in grades K-3 and in Kindergarten explicit instruction of letter recognition and early phonemic instruction using Heggerty. Both of these programs are new to the school as school wide practices, but not necessarily new to specific teachers who had previously completed training. We have expert teachers on hand to support with effective implementation of SIPP. - Leveraging support on site is incredibly important in meeting our needs, while our equity work is held by the culture and climate team, literacy supports will come from both certificated and classified staff. Literacy Tutors focus their support on students in the Kindergarten range that are struggling to meet basic foundational skills. This last year we've seen how both literacy tutors and extra support from our afterschool program staff have helped to meet student needs. - In addressing early literacy, we are addressing the socio-economic inequities that our students and family experience. This work has started with our culture and climate team focusing on building a collective of anti-racist teachers who are 	<p>SMARTe Goal and Needs Assessment</p>

	willing to disrupt these inequities by providing instruction that is culturally responsive and at grade level.	
--	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs 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”	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes:
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>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> ● <i>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</i> ● <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> ● <i>PD Plan</i> ● <i>Invoices</i> ● <i>Placement assessment data</i> ● <i>SIPPS Mastery test data</i> ● <i>Classroom implementation observation data</i>
Example: Provide explicit, academic vocabulary instruction.	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i> <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> ● <i>By October 2022, initial training for all K–3 teachers and support</i> 	Example: <ul style="list-style-type: none"> ● <i>PD Plan</i> ● <i>Invoices</i> ● <i>iReady diagnostic data</i> ● <i>Curriculum-embedded formative assessment data</i>

			<i>staff, with monthly follow-up sessions</i>	<i>(core curriculum and Academic Vocabulary Toolkit)</i> ● <i>ELPAC data</i>
1. Provide explicit systematic phonics instruction.	Root cause analysis and needs assessment revealed that with explicit instruction of phonics and phonemic awareness were able to show improvement, even during a year of distance learning.	Data from both the I-Ready and SIPP's assessment, as well as historically shows that there is quite a bit of difference in how students are performing in phonic and phonemic awareness. SMARTe Goal and Needs Assessment Manzanita Community Root Cause Jamboard	We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPP's and providing individualized academic supports as measured by professional development calendar, coaching cycles, collaborative lesson plans and peer observations by May 27, 2022. For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	<ul style="list-style-type: none"> ● PD Calendar ● Coaching Cycles ● Collaborative lesson plans
2. Data driven instruction based on Early Literacy Assessments	Root cause analysis and needs assessment identified that teacher knowledge of the assessments and its results is important to address. In regards to the assessment being objective, teachers need to be trained in, calibrated on, and collaborative in developing their understanding of how to use the assessment to drive instruction.	Data from historical screening assessments shows there is a difference in assessments scored based on teacher knowledge of both assessment and content being assessed. Data Sheet	We will improve in our TK/K-3 collection of valid, predictive & reliable data by administering and analyzing DIBELS and I-Ready data three times a year as measured by assessment calendar, data collection forms, and data conference schedules by June 2022. For years 2 and 3, we will continue to monitor, strengthen, and revise these	<ul style="list-style-type: none"> ● DIBELS Screening Assessment ● I-Ready Diagnostic Data ● Assessment Calendar ● Teachers knowledge of data dashboards ● Data conference outcomes

		SMARTe Goal and Needs Assessment Manzanita Community Root Cause Jamboard	actions based on a PDSA cycle.	
3. Language Comprehension, Vocabulary Development, Utilizing Complex Text	Root cause analysis and needs assessment revealed inconsistencies utilizing language comprehension strategies, vocabulary development, and teaching complex text.	<p>Data from screening and diagnostic assessments (F&P, iReady, SRI) and Summative Assessments (SBAC and ELPAC) show that students are not performing at grade level.</p> <p>Data Sheet</p>	<p>We will improve in language comprehension instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum EL Education, instructional coaching, cycles of inquiry, and observations and feedback by June 2022.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<ul style="list-style-type: none"> ● Teachers attendance to EL Education PD and subsequent trainings ● Collaboration and Communication with Instructional Coach ● Feedback from focused classroom observations
2.3 Expenditures Consistent with Categories MCSBudget and OUSD District Wide Budget				

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.)

<p>Category 1 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>3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</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><i>In support of goal #1, 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><i>As seen in our screening data, Data Sheet, our root cause analysis Manzanita Community Root Cause Jamboard, and our needs assessment SMARTe Goal and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>TSA-Early Literacy Instructional Coach-job description</i></p>	<p><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><i>In support of goal #1, by September 2021, hire 4 early literacy tutors to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p>	<p><i>As seen in our screening data, Data Sheet, our root cause analysis Manzanita Community Root Cause Jamboard, and our needs assessment SMARTe Goal and Needs Assessment, increased student</i></p>	<p><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</i></p>

		access to targeted, evidence-based foundational reading skills instruction is an urgent need. Early Literacy Tutor -job description	differentiated groups based on ongoing formative assessment data. Literacy tutors will be utilized to deliver targeted support in foundational reading skills. .
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	EL Education Website and Collaborative Classrooms	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	Culturally responsive teaching pedagogy	Our school is currently implementing monthly professional learning opportunities on anti-racist and anti bias training. We have focused on deepening our understanding of how systemic racism impacts our school, community, students, families, and other stakeholders. This is a continued priority for next school year and is not included in our action plan.

<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>No action funded by grant.</p>	<p>As seen in our screening data, Data Sheet, our root cause analysis Manzanita Community Root Cause Jamboard, and our needs assessment SMARTe Goal and Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p> <p>SIPPs</p> <p>OUSDs Early Literacy Central SIPPs Page</p>	<p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. SIPPs curriculum will be utilized by teachers and support staff to address the need for a focus on evidence based foundational reading skills.</p> <p>In support of goal #1, by September 30 2021, all K-3 teachers will be trained in SIPPs curriculum, including how to effectively and efficiently complete placement and master assessments so that data can be collected.</p>
	<p>No action funded by grant.</p>	<p>As seen in our screening data, Data Sheet, our root cause analysis Manzanita Community Root Cause Jamboard, and our needs assessment SMARTe Goal and Needs Assessment, increased student access to vocabulary development and access to complex text.</p> <p>OUSD Summer Literacy Institute OUSD Summer Institute Schedules</p>	<p>A majority of students in grades K-3 are not getting the necessary access to grade level text and materials. Our data showed that students are not meeting standards on the I-Ready diagnostic assessment in the area of reading comprehension. EL Education is a newly adopted ELA curriculum that teachers will need to be trained in its implementation.</p> <p>In support of goal # 3 by September 30, 2021 all K-3 teachers will be trained in EL Education, by attending district approved training and will participate in PD focused on using additional culturally relevant texts to engage all students.</p>
<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders</p>	<p>No Action</p>	<p>Systematic ELD GLAD OUSD Summer Literacy Institute OUSD Summer Institute Schedules</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally relevant curriculum and instruction that focuses on ELD framework. 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.</p>

regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.			
---	--	--	--

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.)
<p>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.</p>	<p>Example (action item):</p> <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. 	<p>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.</p> <p>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.</p>	<p>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.</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 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>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>No action funded by grant.</p>	<p>Attached is our curriculum website and district resource website [OUSD Early Literacy Central , SIPPs Curriculum Website] to support teachers with ongoing support of SIPPs implementation and training.</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.</p> <p>In support of Goal # 3, by August 2021, inventory current SIPPs Curriculum Kits and if necessary request SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</p>

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.
	In support of goal #2, by August 2021, develop a monitoring plan to include data collection from DIBELs screening and I-Ready diagnostic to assess implementation of professional learning plan as well as cycles of improvement.	As seen in our screening data, Data Sheet , our root cause analysis Manzanita Community Root Cause Jamboard , and our needs assessment SMARTe Goal and Needs Assessment , increased need to implement diagnostic screening assessments to ensure targeted and effective supports. OUSD's Early Literacy Central - Assessments	Through developing a monitoring plan for data collection of early literacy screening and diagnostic assessments we will be able to identify necessary supports for Tier 1 and Tier 2 reading instruction. Utilizing the assessment data will inform the implementation of professional learning and cycles of improvement.
	No action funded by the grant.	As seen in our screening data, Data Sheet , our root cause analysis Manzanita Community Root Cause Jamboard , and our needs assessment SMARTe Goal and Needs Assessment , increased need to implement diagnostic screening assessments to ensure targeted and effective supports. OUSD's Early Literacy Central - Assessments	Initial training, ongoing professional learning, and administrative monitoring of the implementation of DIBELs and I-Ready is necessary to ensure fidelity, consistency, or quality consistent implementation. Initial DIBELs and I-Ready training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant. In support of goal #2, By September 30, 2021 teachers in grades K-2 will trained in DIBELs and I-Ready administration, administer these Assessments, and participate in data analysis, by attending trainings, completing necessary data collection forms, and participating in literacy Data Dive.

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

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

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	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>
	<i>No action</i>	<i>EBAYC afterschool program</i> 21-22 MCS Budget	<i>We do not need to create an action item around the provision of expanded learning resources because these supports are already provided through our school and district.</i>
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>

	No Action	<u>Needs Assessment</u> shows this is not a priority	Students are already able to bring breakfast into the classroom.
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.	<i>In support of Goal # 3, by September 2021, purchase complex texts for Tk-3 classrooms that are culturally relevant so that classroom libraries are representative of our students in order to improve pupil connectedness and engagement in literacy instruction.</i>	As seen in our screening data, <u>Data Sheet</u> , our root cause analysis <u>Manzanita Community Root Cause Jamboard</u> , and our needs assessment <u>SMARTe Goal and Needs Assessment</u> , increased student access to vocabulary development and access to complex text. <u>EL Education Website</u>	A majority of our K–3 students are testing below proficiency in reading comprehension . We need to become more targeted in instruction of complex and culturally relevant texts to improve engagement and pupil connectedness to learning. Instructional Coach, EL Education training, and professional learning will be leveraged to target this instruction.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	<u>Caring School Communities</u>	Our school is currently implementing a state-approved core SEL curriculum and will be deepening our implementation of the Caring School Communities curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action	School library is open from 7:30-4:00	Our school library is open everyday an hour before and after school with a school librarian so that families and students can access books, use

			computers, and participate in library programming with our school librarian. .

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.)
<p>3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<p>Example (action item):</p> <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 raise staff awareness and inform supports available to pupils as well as families. 	<p>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.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>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.</p> <p>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.</p>

	no action funded by grant.	<u>MCS Climate and Culture Plan</u>	<p>Through supporting teachers' creation of culturally responsive positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma and systematic racism.</p> <p>By December 2021 provide professional development for staff on Culturally Responsive Pedagogy and anti-racism, to support student literacy instruction. Monthly professional development will follow.</p>
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	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>
	No Action	<u>21-22 MCS Budget</u>	<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>
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the	No action	Climate and culture team, PBIS, Restorative practices, AP, Social Worker	<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>

response to intervention (Rtl) approach.			
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	No Action	Family Literacy Workshop year plan is currently being created.	We do not need to include this in year 1 because we already have monthly literacy training offered to families.
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	Family Monthly Newsletter	We currently have a monthly newsletter that goes out to all families that provides information to families on how to support their child's literacy needs.

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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: OUSD

LEA/District Contact/Project Director: [Sondra Aguilera](#) and Romy Trigg-Smith

Site(s): Markham Elementary

Site Administrator(s): Byron Delcomb

Early Literacy Team Member	Role (Include title and/or grade level)
Byron Delcomb	Principal
P. Rachel Levin	TSA
Wally Scott	TSA
Ms. Canada	Teacher
	Teacher
Mr. Neftali Ordaz Reyes	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	SIPPs, Heggerty, i-Ready, Handwriting Without Tears	SIPPs Mastery tests, I-Ready Diagnostic, Letter ID, DIBELS
	Language Comprehension	EL Education, MyPath	EL Ed Module Assessments, i-Ready
	English Language Development	EL Language Dives and Designated ELD lessons , Structured ELD,	ELPAC, EL Assessments
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPs Plus (4-5); SIPPS additional dosage and targeted support; Heggerty; i-Ready, Handwriting Without Tears	SIPPs Mastery tests, I-Ready Diagnostic, DIBELS
	Language Comprehension	EL Education	EL Ed Module Assessments, i-Ready
	English Language Development	EL Language Dives	ELPAC, EL Assessments
Tier 3: Intensive, Individualized Supports	Foundational Skills	iSpire/Spire; Heggerty w/ layered multisensory strategies;, i-Ready, Handwriting Without Tears	SIPPS, i-Ready, DIBELS
	Language Comprehension	EL Education	i-Ready
	English Language Development	EL Language Dives	ELPAC, EL Assessments

[Link to Grades TK/K–3 Master Instructional Schedule.](#)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<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>Principal Staff Stakeholder Meeting 2/12</p> <p>We meet weekly as an ELSB team: every other week in formal sessions and in off-week planning sessions.</p> <p>Instructional Leadership Team Meeting 4/22:</p> <ul style="list-style-type: none"> • Provided an overview of the grant to the instructional team and shared the draft of the ELSB SMARTe goals and plan. • Brainstorm feedback and suggestions • Team reflected on suggestions for revising plan and incorporating into plan <p>Parents were informed of grant opportunity, process for root cause analysis/needs assessment, and goal setting during Coffee with the Principal (Byron Delcomb) in March.</p>	<p>Principal Staff Stakeholder Presentation</p> <p>Link to ELSB Off Week Meetings</p> <p>link to Parent Engagement event re: improving attendance and student/family engagement</p> <p>ILT Presentation</p> <p>PPT for Coffee with the Principal</p>
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>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</p>	<p>Our Early Literacy State Block grant met during ELSB sessions as well as during off-weeks to analyze our school level data and determine root causes for student literacy performance. Our analyses lifted the following focus areas:</p> <ul style="list-style-type: none"> • No sustained ELA curriculum so all teachers have been using a variety of curriculum and supplemental resources. • We do different things in each class/grade related to instruction on decoding and monitoring word recognition. • Our foundational skills program doesn't have a scope and sequence for PA and phonics • We don't have a consistent school-wide assessment system so we can ensure student mastery of specific skills • We haven't provided explicit instruction in foundational skills for either language 	<p>jamboard roots cause analysis</p>

<p>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>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough’s rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district’s root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>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</p>	<ul style="list-style-type: none"> ● We meet weekly as an ELSB team: every other week in formal sessions and in off-week planning sessions. ● We met as a team and discussed the Root Causes for low literacy rates at our school. <ul style="list-style-type: none"> ○ Needs Assessment ○ Root Cause Jamboard ● We assessed our students in TK through 2nd grade with Dibels <p>Our root cause analysis lifted the following needs aligned to the focus areas determined:</p>	<ul style="list-style-type: none"> ● ELSB Markham Committee Agendas March to May 2021 ● Root Cause Framing ● Markham Dibels ELSB Assessment Cheat Sheet <ul style="list-style-type: none"> ○ Markham Assessment March Wrap Up

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.

- No sustained ELA curriculum so all teachers have been using a variety of curriculum and supplemental resources.
 - *Therefore, we need to align our school with core and supplemental materials across grade-levels and classrooms, ensure that they have PD/Training and ongoing support to implement these.*
- We do different things in each class/grade related to instruction on decoding and monitoring word recognition.
 - *Therefore, we need to align our school with core and supplemental materials across grade-levels and classrooms as well as have a coherent system for monitoring progress in decoding and word recognition.*
- Our foundational skills program doesn't have a scope and sequence for PA and phonics
 - *Therefore, we need to implement a foundational skills program that includes a research based progression in Phonemic Awareness and Phonics. We need to set expectations for implementation across classrooms and support teachers learning the program and reflecting on practice.*
- We don't have a consistent school-wide assessment system so we can ensure student mastery of specific skills
 - *Therefore, we need to regularly progress monitor student data every 2 weeks (or more, as dictated by the curriculum), and analyze student data regularly in dedicated PLC's.*
- We haven't provided explicit instruction in foundational skills for either language
 - *Therefore, we need to implement a foundational skills program that includes a research based progression in Phonemic Awareness and Phonics. We need to set expectations for implementation across classrooms and support teachers learning the program and reflecting on practice.*

Based on the above, we determined our three root cause focus areas to be:

1. *Provide explicit, systematic Word Recognition instruction (Phonemic Awareness; Phonics; Sight word; and Decoding instruction):*

	<ul style="list-style-type: none"> ● <i>SMART goal:</i> By June 2022, we will improve in implementing explicit, systematic Word Recognition instruction with consistency (every K-2nd student receives 30 minutes daily) by providing protected foundational skill time, curriculum, and training/support for teachers as measured by instructional schedules, student group trackers, PD agendas, and leadership walk-through observations <p>2. Develop robust assessment and data analysis practices to inform instruction</p> <ul style="list-style-type: none"> ● By the end of May 2022, we will improve in monitoring and analyzing student data, by conducting regular progress monitoring of students and monthly PLCs focused on data analysis, as measured by our monthly PLC agendas, data tracking tools, data analysis protocols, and 'next steps' logs. <p>3. Provide explicit language development (vocabulary and language structure) instruction</p> <ul style="list-style-type: none"> ● We will improve in implementing language (ELD and ALD) development instruction (focused on ELD standards for vocabulary acquisition, understanding language structure, syntax, etc.) by setting aside designated ELD time on instructional schedules, unpacking designated ELD curriculum, providing staff specifically for ELD and observing instruction as measured by our instructional schedules, PD calendar, and coaching debrief notes. 	
--	---	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

<p>2.1 Literacy Goal <i>“Big Picture”</i></p> <p>Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> ● Site/LEA practices or issues ● Evidence-based rigorous goal 	<p>2.1 Rationale <i>“Why you chose the goal”</i></p> <p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p>2.1 Evidence <i>“Artifacts that back up the rationale and support why you chose the goal”</i></p> <p>Include links to supporting evidence.</p>	<p>2.1 Action Item(s) <i>“Specific, timebound actions that describe how the literacy instructional program will be improved”</i></p> <ul style="list-style-type: none"> ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal 	<p>2.2 Metrics <i>“How you will measure progress on actions (implementation) and/or growth (student data) and how often”</i></p> <p>Articulate plan that includes:</p> <ul style="list-style-type: none"> ● Tool/Metric ● Intervals ● Monitoring and adjusting
---	--	--	---	--

<p>Example: Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</p>	<p>Screening data shows low student performance.</p> <p>[Insert Link] Link to needs assessment and root cause analysis provided</p>	<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
<p>Example: Provide explicit, academic vocabulary instruction.</p>	<p>Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>Example: Screening data revealed low student scores in vocabulary across K–3.</p> <p>[Insert Link] Link to needs assessment and root cause analysis</p>	<p>Example:</p> <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 	<p>Example:</p> <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
<p>1. Provide explicit, systematic Word Recognition instruction (Phonemic Awareness; Phonics; Sight word; and Decoding instruction)</p>	<p>Root cause analysis and needs assessment and implementation tracker revealed not equitable and incoherent implementation of explicit, systematic phonics, letter naming and phonological awareness instruction.</p>	<p>4 out of 6 members of the K-2 team opted out of teaching a structured phonics curriculum and deferred to uncredentialed literacy tutors per site Implementation tracker.</p> <p>Student Data: SIPPS and Dibels data trackers</p> <p>Classroom observations reveal that teachers do not recognize the features of a science-based structured phonics approach; they mistake <i>Units of Study</i> and other resources (RAZ, Teachers Pay Teachers, Leveled readers) for appropriate instructional materials for phonics.</p>	<p>By June 2022, we will improve in implementing explicit, systematic Word Recognition instruction with consistency (every K-2nd student receives 30 minutes daily) by providing protected foundational skill time, curriculum, and training/support for teachers as measured by instructional schedules, student group trackers, PD agendas, and leadership walk-through observations.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<ul style="list-style-type: none"> • PD and PLC Plan • PD Agendas (Summer PD Plan), PPTs, and sign in sheets/tracker • Instructional schedules and minutes • Placement assessment data • SIPPS Mastery test data • Leadership walk-through observation data • Implementation trackers. • Fidelity checklists and recorded lessons • instructional schedules

<p>2. Develop robust assessment and data analysis practices to inform instruction</p>	<p>Root cause analysis and needs assessment and implementation tracker revealed uneven and mostly incomplete data tracking and analysis practices.</p>	<p>SIPPS and Dibels data trackers are incomplete. No processes for data analysis are used. No site based PDs or PLCs have been scheduled to review and respond to foundational data.</p>	<p>By the end of May 2022, we will improve in monitoring and analyzing student data, by conducting regular progress monitoring of students and monthly PLCs focused on data analysis, as measured by our monthly PLC agendas, data tracking tools, data analysis protocols, and 'next steps' logs.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<ul style="list-style-type: none"> ● Placement assessment data ● SIPPS Mastery test data
<p>3. Provide explicit language development (vocabulary and language structure) instruction</p>	<p>Root cause analysis revealed that Instructional schedules did not include time for dedicated language instruction using appropriate materials, and i-Ready and ELPAC scores reveal low performance in reading (comprehension) across grades.</p>	<p>ELPAC data (Reclassification data) i-Ready data # of ELLs. Unused ELD/ALD curriculum</p>	<p>We will improve in implementing language (ELD and ALD) development instruction (focused on ELD standards for vocabulary acquisition, understanding language structure, syntax, etc.) by setting aside designated ELD time on instructional schedules, unpacking designated ELD curriculum, providing staff specifically for ELD and observing instruction as measured by our instructional schedules, PD calendar, and coaching debrief notes.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.</p>	<p>classroom schedules PD and PLC agendas and evaluation feedback. coaching notes.</p>
<p>2.3 Expenditures Consistent with Categories Link to Markham ELSB Budget documents. and OUSD ELSB Whole district Budget</p>				

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.)

<p>Category 1 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>3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p><i>Example (action item):</i> <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><i>Example (action item):</i> <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><i>Example (action item):</i> <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>In support of goal #1 and #2, by August 2021, we will hire 2 additional early literacy tutors (full time) to work with teachers in grades K–3, for teaching SIPPS and Bookshop Fonetica</p>	<p>As seen in our root cause analysis, and our needs assessment, implementation of SIPPS, phonics instruction has been irregular or absent. The majority of students have not received consistent instruction in foundational phonics skills</p> <p>Attached is our job description for the hiring of our early literacy tutors.</p>	<p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to i-Ready data. We need to guarantee 30 minutes a day of instruction for all students. Teachers need instructional support and partnership to keep to a schedule and refine their skills.</p>
	<p>In support of goal #1 and 2, by August 2021, hire 0.5 TSA to directly provide word recognition instructional support (SIPPS) to K-3 students.</p>	<p>As seen in our root cause analysis, and our needs assessment, we need to provide more explicit language instruction support to our ELLs and Newcomers.</p>	<p>A majority of our K–3 students are testing below proficiency in vocabulary and comprehension according to i-Ready data.</p> <p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to i-Ready data. We need to guarantee 30</p>

			minutes a day of instruction for all students. Teachers need instructional support and partnership to keep to a schedule and refine their skills.
	In support of goal #1 and #2, by August 2021, hire 0.2 ISS to expand iSPIRE and SPIRE instruction to Tk-3 students demonstrating tier 3 needs.	As seen in our root cause analysis , and our needs assessment , we have the need to bolster Tier 1 instruction and provide support to students in 1st-3rd grade who are already a year or more behind in reading. Therefore we intend to provide additional intervention using SPIRE and iSPIRE to students who are not making progress with our tier 2 supports.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to i-Ready data . At the same time that we need to bolster Tier 1 instruction, we need to provide support to students in 1st-3rd grade who are already a year or more behind in reading.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	No action funded by grant.	EL Education is the school’s state approved core [curriculum. Our needs assessments note that the school d/oes not currently have a core curriculum.	Historically our teachers have opted out of existing core curriculum due to lack of support. As a result ELA instruction has been incoherent or missing. Our teachers need the support of a state-approved core curriculum that includes culturally responsive curriculum and instruction. To reach goal #3, Implement EL Education as the core curriculum across K-5.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school	No action funded by grant.	As seen in our root cause analysis , and our needs assessment , we need to provide our teachers with baseline/foundational PD in the Science of Reading and literacy instruction that aligns with it.	<i>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, vocabulary and comprehension according to i-Ready data. We need our teachers to understand evidence-based early literacy strategies that address both Word Recognition and Language Comprehension. Additionally, we need to provide PLC spaces to collaborate around these topics and analyze data.</i>

<p>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 1-3 , by August 2021, articulate a PD calendar with monthly literacy topics, Monthly PLC cycles, and data analysis sessions.</p>
	<p>No action funded by grant.</p>	<p>As seen in our root cause analysis, and our needs assessment, we need to provide our teachers with baseline/foundational PD in SIPPS, Bookshop Fonetica, and the Science of Reading and literacy instruction that aligns with it.</p>	<p><i>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, vocabulary and comprehension according to i-Ready data. We need our teachers to understand evidence-based early literacy strategies that address both Word Recognition and Language Comprehension. Additionally, we need to provide PLC spaces to collaborate around these topics and analyze data.</i></p> <p>By August 2022 (Year 2) create a PD, PLC, ILT calendar that includes training in the basic tenets of the science of reading (both decoding/word recognition and language comprehension, SIPPS kits and Bookshop Fonetica) and conclude with evaluation tools to inform next steps.</p>
	<p>By June 2022, we will fund extended contract for TK-3 teachers to attend CORE’s OERA and build and share knowledge of the science of reading in PLCs to build capacity across Tk-3. We will also create a PD calendar and professional development cycles in the Science of Reading knowledge/skills.</p>	<p>As seen in our root cause analysis, and our needs assessment, we need to provide our teachers with baseline/foundational PD in the Science of Reading and literacy instruction that aligns with it.</p>	<p><i>A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics, vocabulary and comprehension according to i-Ready data. We need our teachers to understand evidence-based early literacy strategies that address both Word Recognition and Language Comprehension. Additionally, we need to provide PLC spaces to collaborate around these topics and analyze data.</i></p>
<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE</p>	<p>No action funded by grant.</p>	<p>As seen in our root cause analysis, and our needs assessment, we need to provide more explicit language instruction support to our ELLs and Newcomers. Additionally, we highlighted that lack of coherent implementation of a state approved core curriculum that</p>	<p><i>A majority of our K–3 students are testing below proficiency in vocabulary and comprehension according to i-Ready data.</i></p>

<p>OF DATA Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>		gives our students access to complex text. Therefore, we need to provide our teachers with PD (initial and ongoing) to implement EL Education.	<p>Additionally, our reclassification data highlights a distinct need to explicitly support our ELLs, LTELs, and Newcomers.</p> <p>In Support of goal 3, by June 2022, participate in monthly district-wide PD to implement EL Education.</p>
	No action funded by grant.		In support of goal 2, by June 2022, have completed three data analysis conferences with each teacher to reflect on students' progress and make instructional action plans.
	No action funded by the grant	As seen in our root cause analysis , and our needs assessment , we need to provide more explicit language instruction support to our ELLs and Newcomers. Additionally, we highlighted that lack of coherent implementation of a designated ELD with a strong curriculum to do. Therefore, we need to provide our teachers with PD (initial and ongoing) to implement designated ELD.	<p>A majority of our K–3 students are testing below proficiency in vocabulary and comprehension according to <i>i-Ready data</i>.</p> <p>Additionally, our reclassification data highlights a distinct need to explicitly support our ELLs, LTELs, and Newcomers.</p> <p>In support of goal 3, by June 2022, provide PD training and support (PLC) and coaching for implementing one or more of the ELD/ALD curricula, including “language dives” from EL Education and the newly created Designated ELD lessons adapted from EL Education and aligning to CA ELD standards.</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 implementation of professional learning plan as well as cycles of improvement. 	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. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing	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 receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.

	<ul style="list-style-type: none"> 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>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>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 Goals 1 and 2, by August 2021, purchase additional SIPPS kits and Bookshop Fonetica for structured phonics instruction in both English and Spanish.</p>	<p>As seen in our screening data, 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>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.</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 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>
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p>	<p>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.</p>

Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		<i>Or, [Insert Link] link to needs assessment indicating not a priority.</i>	
	<ul style="list-style-type: none"> <i>No action funded by grant.</i> 	iReady Early Literacy Central - Google site for teachers and leaders with assessment materials for DIBELS/IDEL, SIPPS and Letter ID, video tutorials on how to administer assessments, links to data dashboards, and more	<p><i>Our district already provides and collects data from iReady, evidence-based diagnostic assessments and has created a new assessment calendar for next year that expects progress monitoring.</i></p> <p><i>In Support of goal #2, by end of Year 1, administer universal screener (i-Ready), DIBELS subtests and SIPPS mastery assessments for progress monitoring (See OUSD Elementary Assessment Calendar)</i></p> <ul style="list-style-type: none"> <i>In support of goal #2, by the end of Year 2, May 2023, develop a monitoring plan, including data collection to assess implementation of a professional learning plan as well as cycles of improvement.</i>
	<i>No action funded by grant.</i>	Summer Baseline/Foundational PD will include a session on WHY & HOW to administer diagnostic assessments for K-3rd grade	<p><i>Our district already provided training regarding the use of the assessments.</i></p> <p><i>In Support of goal #1 and 2, by the end of August 2021, provide training and support for administering SIPPS Placement/mastery test; DIBELS; and Letter ID.</i></p>
<i>No action funded by grant.</i>	<p><i>As seen in our screening data, our root cause analysis, and our needs assessment, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</i></p>	<p><i>We know in order to improve our students’ reading abilities, we need to make data informed decisions. Our root cause analysis highlighted a great need for us to collect and use progress monitoring data. Therefore, we know we need to give teachers the tools to analyze the data for their instruction.</i></p> <p><i>In Support of Goal #2, by the end of August, identify shared tracking tools and analysis protocols in K-2 PLCs, with support from the ILT.</i></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) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	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>
	<i>No action.</i>	Root cause analysis and needs assessment	<i>Markham already partners with BACR for after school programming and our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</i>
3.3b EXTENDED SCHOOL DAY Extended school day to enable	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i>	Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive</i>

implementation of breakfast in the classroom or library models to support expanded literacy instruction.		<i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<i>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.</i>	<u>Root cause analysis</u> and <u>needs assessment</u>	<i>Our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</i>
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.	<i>No action.</i>	<u>Root cause analysis</u> and <u>needs assessment</u> Attendance Team PBIS systems COST team systems	<i>Our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</i> <i>At Markham we already have work developed through our COST team to support improving attendance and discipline strategies. Additionally, we use PBIS systems to support school climate and culture</i>
3.3d RESEARCH-BASED SEL Strategies to implement	<i>No action.</i>	<u>Root cause analysis</u> and <u>needs assessment</u> Caring School Communities Restorative Justice	<i>Our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</i>

research-based, social-emotional learning approaches, including restorative justice.			<i>At Markham we have focused some of our PD on restorative justice principles and practices to support inclusive and safe learning spaces.</i>
3.3e EXPANDED ACCESS Expanded access to the school library.	<i>No action.</i>	<u>Root cause analysis</u> and <u>needs assessment</u>	<i>Our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</i>

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 in foster homes where they have experienced	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

families.	<p>instruction. Monthly follow-up training will be provided.</p> <ul style="list-style-type: none"> By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families. 	<p>trauma. Therefore, trauma-informed practices and supports are priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>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.</p>
	No action.	<p>Root cause analysis and needs assessment Caring School Communities Restorative Justice</p>	<p>Our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</p> <p>At Markham we have focused some of our PD on restorative justice principles and practices to support inclusive and safe learning spaces.</p>
<p>3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</p> <p>Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p>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.</p>
	No action.	<p>Root cause analysis and needs assessment</p>	<p>Markham already partners with EBAC for mental health support and our root cause analysis and needs assessment reflected a more focused need on tightening up tier 1 classroom instruction.</p>
<p>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support</p>	No action funded by grant.	<p>As seen in our screening data, 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>Through implementing our assessment system, having spaces to analyze the data, and defining a COST process to identify our students demonstrating tier 3 reading needs, we will be able to provide additional intervention for students who require more intensive support to make progress.</p>

(MTSS) and the response to intervention (RtI) approach.			In Support of Goals 1 and 2, by August 1, 2021 determine a process for COST meetings to identify students demonstrating tier 3 reading needs and create a plan provide them opportunities to have iSPIRE and SPIRE support from the ISS.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	No action funded by grant.	As seen in our screening data , our root cause analysis , and our needs assessment , a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics, vocabulary and comprehension. In order to lift student achievement, we know that we need to disseminate information/training to families as well as educators around how students learn how to read.	Our root cause analysis and needs assessment compelled us to create actions that would support our goals by supporting parents/families with understanding how to help their students with concrete literacy strategies aligned to Word Recognition and Language comprehension and tied to students’ data. We also want families to understand what literacy data means for their students strengths and areas of growth. In Support of Goals 1-3, by August 1, 2021, collaboratively plan to calendar the Family Literacy Night, for the 2021-2022 School Year with the Markham Leadership and Instructional leadership teams. This event is designed to support student literacy instruction by lifting up the importance of reading and sharing literacy strategies with parents. Monthly follow-up trainings will be provided.
	No action funded by grant.	As seen in our screening data , our root cause analysis , and our needs assessment , a majority of our K–3	Our root cause analysis and needs assessment compelled us to create actions that would support our

		<p>students are testing below proficiency in phonemic awareness and phonics, vocabulary and comprehension. In order to lift student achievement, we know that we need to disseminate information/training to families as well as educators around how students learn how to read.</p>	<p>goals by supporting parents/families with understanding how to help their students with concrete literacy strategies aligned to Word Recognition and Language comprehension and tied to students' data. We also want families to understand what literacy data means for their students strengths and areas of growth.</p> <p>By December 2022 (Year 2) implement workshops, presentations for parents, support staff, and community members in the science of reading and conclude with evaluation tools to inform next steps.</p>
<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>No action funded by grant.</p>	<p>As seen in our screening data, our root cause analysis, and our needs assessment, a majority of our K-3 students are testing below proficiency in phonemic awareness and phonics, vocabulary and comprehension. In order to lift student achievement, we know that we need to disseminate information/training to families as well as educators around how students learn how to read.</p>	<p>Our root cause analysis and needs assessment compelled us to create actions that would support our goals by supporting parents/families with understanding how to help their students with concrete literacy strategies aligned to Word Recognition and Language comprehension and tied to students' data. We also want families to understand what literacy data means for their students strengths and areas of growth.</p> <p>By August 1, 2021, collaboratively plan to calendar the Bi-weekly Coffee with the Principal engagements in 2021-2022</p>

**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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director:

Site(s): New Highland Academy

Site Administrator(s):

Early Literacy Team Member	Role (Include title and/or grade level)
Christyal Nauman	Teacher, 2nd Grade
Clara Roberts	Principal
Kailey Olds	Teacher, 1st Grade
Katherine Poore-Cisneros	Teacher, Kindergarten
Kimberly Aguilar	Teacher, 2nd Grade
Lia West	Teacher on Special Assignment (TSA)
Samantha Keller	Principal
Stephanie Kott	Teacher, Transitional Kindergarten

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	SIPPS Heggerty	SIPPS Mastery Tests DIBELS Letter Naming Fluency DIBELS Phonemic Segmentation Fluency DIBELS Oral Reading Fluency DIBELS Nonsense Word Fluency DIBELS Word Reading Fluency I-ready Diagnostic & Screening IGDI's
	Language Comprehension	EL Education	End of Unit Assessments
	English Language Development	Discussions for Learning Designated ELD lessons adapted from EL Education aligned to CA ELD standards	ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS	SIPPS Mastery Tests
Tier 3: Intensive, Individualized Supports			

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>Key Stakeholders: 1. ELSB Team: Our team is made up of a TK teacher, a kindergarten teacher, a 1st grade teacher, two second grade teachers, an instructional teacher leader, and two administrators. This ensured we have representation at each grade level that will be implementing the plan. In our ELSB Agenda & Meeting Notes you can see we met 7 additional times. In those 7 meetings we went deeper into root causes, wrote our SMARTe goals, planned a presentation for the whole staff, and incorporated staff feedback into our needs assessment.</p> <p>2. ILT Team: 4/19/21: We shared norms for root causes and the root causes we found for the decoding strand. We heard from ILT root causes around the oral language strand.</p> <p>4/26/21: We continued to summarize our root causes around oral language. We used the “5 Whys protocol” to go deeper into root causes.</p> <p>5/3/21: We shared our action plan and identified unmet root causes. We made adjustments to our plan to address those needs. We also prepared to share our plan with the whole staff.</p> <p>3. Whole Staff: 5/5/21: Our ILT leads shared our SMARTe goals with the whole staff. We asked for staff feedback around what we will need to meet our goals. We incorporated this feedback into our needs assessment.</p> <p>4. School Site Council: 2/24/21: We held an SSC Meeting to provide an introduction to the grant, which students it would serve, and the amount of money we would have to use.</p> <p>5/19/21: We held an SSC Meeting to share current student data, the root analysis we conducted, a needs assessment and our findings. We also shared the strategies and actions we identified as a result of the needs assessment. We informed the members of how the grant funding will be aligned and used to address the school’s needs based on the root cause analysis. The floor was open for open comment and feedback. The plan was unanimously approved.</p>	<ol style="list-style-type: none"> 1. ELSB Meeting Agenda & Notes 2. ILT notes <ol style="list-style-type: none"> a. ILT Root Causes and Action Planning 3. Presentation to Staff 4. School Site Council <ol style="list-style-type: none"> a. 2/24/21 Agenda b. 5/19/21 Agenda c. 5/19/21 Site Plan Presentation
<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</p>	<p>1) Data Collection: We had no fluency data for the current academic year, so we collected a small sample for analysis.</p> <p>Completed for Both the Word Recognition and Oral Language Strands</p> <p>2) Data Share with the ELSB Team:</p>	<ol style="list-style-type: none"> 1) Data Collection Raw Data Collection for Root Cause Analysis 2) Data Graphs Presentation Raw Data Made into Graphs Word Recognition: Slides 11-15

<p>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>The ELSB team converted our raw data into graphs. This included data from the current academic year and previous years (for comparison) if it was collected. This data was used to develop a problem statement for both the decoding and oral language strand.</p> <p><u>3) Initial brainstorm of causes on the jamboard & Idea Grouping:</u> After discussing noticings from the graphs (strengths & points of concern), the ELSB team used the jamboard to record their ideas for causes.</p> <p>In a separate meeting with the Instructional Leadership Team (ILT), this process was replicated: data graphs shared, discussion on noticings, and brainstorm of causes.</p> <p><u>4) Fishbone Categorizing:</u> The ELSB team pulled the major/repeating groups from across the jamboard and strategically selected the post-its for the subcategories.</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition and Language Comprehension (both strands of Scarborough’s rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district’s root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.</p>	<p><u>Problem Statement:</u> top of Slide 11 Oral Language: Slides 19-22 <u>Problem Statement:</u> top of Slide 19</p> <p>3) Initial brainstorm of causes on the Jamboard & Idea Grouping Root Cause Analysis Jamboard Word Recognition: Pages 7-9 Oral Language: Pages 11-13</p> <p>4) Fishbone Categorizing Initial Categorizing on Jamboard Word Recognition: Page 10 Oral Language: Page 14 Written Summation of Root Causes Word Recognition: Slide 16 Oral Language: Slide 24</p>
<p>1.3 NEEDS ASSESSMENT</p> <p>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</p>	<p>We met with the ELSB team, the ILT, and the whole staff to get a better understanding of what we will need to reach our goals. After identifying our root causes we targeted each root cause in a SMARTe goal. With our ILT we then identified any root causes that were not yet met and made a plan to address them in the goal or needs assessment. In a whole staff presentation we heard from all our teachers what else we need to meet our goals.</p> <p>In our root cause analysis and needs assessment we consistently returned to the root causes we are trying to address. We asked the team to identify which root causes are most important to address. We also asked them to identify root causes that will be easier to change and ones that will be more difficult to change. Since we have been implementing SIPPS for the past 3 years we identified improving in our foundational skills instruction as a high leverage action that is relatively low effort. We will build off the success of our prior years implementation but improve on collecting and analyzing data to inform instruction. We also need to accelerate student progress. Through both</p>	<p>Needs Assessment</p>

<p>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>improving instruction and providing tier 2 support we will ensure all students reach grade level in foundational skills.</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: <i>Provide explicit, systematic phonics instruction</i>	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> • <i>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</i> • <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>Placement assessment data</i> • <i>SIPPS Mastery test data</i> • <i>Classroom implementation observation data</i>
Example: <i>Provide explicit, academic vocabulary instruction.</i>	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i> <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: <ul style="list-style-type: none"> • <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> • <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i> 	Example: <ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>iReady diagnostic data</i> • <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i> • <i>ELPAC data</i>
1. <i>Data Analysis and Progress Monitoring</i>	Data Analysis and Progress Monitoring: We are not regularly collecting, analyzing, and using formative data on sight words, decoding, phonemic awareness, fluency, and comprehension to adjust and improve our instruction.	District Assessment Calendar i-Ready is a screener. We need more benchmark data on students' letter naming fluency, phonemic awareness, decoding, and oral reading fluency. Sample Tracker We didn't start using this until December. And it only tracks SIPPS mastery test data. We know we need to track letter ID.	By May 2022, we will improve in collecting and analyzing data to identify next steps by: <ul style="list-style-type: none"> • Developing and regularly referring to the assessment calendar (ie. assessment windows/deadlines, specific days for PD or PLC analysis) 	<ul style="list-style-type: none"> • on-time assessment completion • complete data collection forms/trackers and analysis tools • improved student outcomes in the measures we are tracking

			<ul style="list-style-type: none"> ● Collecting data at regular intervals/progress monitoring ● Dedicating time in PD/PLC to analyze data and identify targeted next steps for instruction <p>As measured by:</p> <ul style="list-style-type: none"> ● on-time assessment completion ● complete data collection forms/trackers and analysis tools ● improved student outcomes in the measures we are tracking 	
<p>2a. <i>Instruction and PD: Decoding</i></p>	<p>Instruction: Instruction did not always shift after PD or data analysis because PD did not provide the necessary information, modeling, materials, and/or time for teachers to absorb the information and implement it. Additionally, teachers didn't debrief about data with a coach/think partner and/or receive consistent and clear feedback.</p> <p>PD: All teachers do not fully understand the purpose and arc of reading instruction and the progression of prerequisite skills that build strong readers. Additionally, not all teachers were trained in Heggerty, HWT (or explicit, systematic, letter naming program), or all the levels of SIPPS that they needed for the year.</p>	<p>Raw Data Collection for Root Cause Analysis Raw Data Made into Graphs</p>	<p>By May 2022, We will improve in our knowledge and skills of systematic explicit instruction to improve instruction in our foundational skills program by providing:</p> <ul style="list-style-type: none"> ● A foundational PD series on the arc of reading instruction and professional learning in the foundational skills programs that will be used at each grade level ● Regular, timely, relevant, constructive feedback from observations <p>As measured by:</p> <ul style="list-style-type: none"> ● Learning walks ● Completing SIPPS pacing ● Improvement in percentage of students meeting SIPPS mastery goals ● PD, collaboration, and observation calendar 	<ul style="list-style-type: none"> ● Learning walks ● Completing SIPPS pacing ● Improvement in percentage of students meeting SIPPS mastery goals ● PD, collaboration, and observation calendar

<p>2b. <i>Instruction and PD: Comprehension</i></p>	<p>Curriculum & Instruction: The EL ED lessons are dense and take more time than what is written. Teachers had difficulty finding and using recommended scaffolds and did not have time to plan for explicit instruction in vocabulary, language structures, metacognition, comprehension strategies when it was NOT included in the EL ED lesson/curricula.</p> <p>Therefore, teachers tended to over-scaffold (i.e. do all the heavy lifting) or provide too little support (students are not equitably engaged).</p> <p>Professional Development: Teachers have received little PD in integrated ELD including higher-level questions, vocabulary instruction, and supporting academic discussion. Teachers have received no PD in designated ELD including language structures.</p> <p>Systems: Designated ELD is not expected to be in every teacher's schedule.</p>	<p>Raw Data Collection for Root Cause Analysis Raw Data Made into Graphs</p>	<p>By May 2022, we will improve our implementation of EL Ed curriculum to extend student thinking and support academic discussion by providing:</p> <ul style="list-style-type: none"> ● A content-integrated, language-rich classroom environment through print, complex text selection, and academic discussion ● Explicit instruction and word play in strategic Tier 2 vocabulary ● Designated ELD focused on language structures through key strategies including: language dives and sentence patterning charts. ● Time in PLCs to backwards plan <p>As measured by:</p> <ul style="list-style-type: none"> ● Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B) ● increased student participation ● evidence of key language features and elaboration in oral language & writing ● students using academic vocabulary in oral language and written responses ● fewer students needing vocabulary on i-ready diagnostic 	<ul style="list-style-type: none"> ● Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B) ● increased student participation ● evidence of key language features and elaboration in oral language & writing ● students using academic vocabulary in oral language and written responses ● fewer students needing vocabulary on i-ready diagnostic
<p>3. <i>Multi-Tiered Systems and Support MTSS</i></p>	<p>Systems: Tutors were utilized in different ways. Some tutors, who were less adept at SIPPS instruction, were teaching SIPPS groups which resulted in wasted instructional time because students were not receiving quality instruction and had to repeat.</p>	<p>Raw Data Collection for Root Cause Analysis Raw Data Made into Graphs</p>	<p>By May 2022, we will improve in developing, building shared knowledge, and clearly communicating a robust MTSS (multi-tiered systems of support) System in order to provide targeted instruction by:</p> <ul style="list-style-type: none"> ● Dedicating a <i>protected</i> block of time 	<ul style="list-style-type: none"> ● Master calendar allocates uninterrupted time for SIPPS groups and tier 2 instruction. ● Teacher and tutor schedules ● Progress monitoring trackers

	<p>Additionally, some tutors were teaching the lowest-level students which also resulted in wasted instructional time because the tutors were not adequately trained to support these students.</p> <p>Even tutors who are more adept at SIPPS instruction are not supported. Tutors are not growing in their practice resulting in wasted instructional time.</p>		<p>for SIPPS (K-2) and targeted differentiation (3-5)</p> <ul style="list-style-type: none"> ● Ensuring tutors and intervention teachers are trained and supported to provide targeted Tier 2 supports ● Developing systems for regular communication between teachers and tutors using data trackers to progress monitor <p>As measured by:</p> <ul style="list-style-type: none"> ● Master calendar allocates uninterrupted time for SIPPS groups and tier 2 instruction. ● Teacher and tutor schedules ● Progress monitoring trackers ● Learning Walks 	<ul style="list-style-type: none"> ● Learning Walks
--	--	--	---	--

2.3 Expenditures Consistent with Categories [Link to New Highland ELSB Budget documents.](#) and [OUSD Whole District ELSB Budget](#)

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)	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.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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>
	By August 2021, hire a 1.0 literacy coach to work with teachers, tutors, and students in grades K–3, focusing specifically on systematic and explicit instruction of foundational reading skills using the SIPPS curriculum and improving oral language using integrated and designated ELD.	As seen in our data analysis and root causes over 50% of our students in upper grades still need phonics instruction. Here is a description or the roles for all of our early literacy support personnel: Early Literacy Roles Here is the job description for the early literacy coach. Job Description: Early Literacy Coach	We have identified improving our foundational skills instruction as a high leverage action that takes relatively low effort since we have been using the SIPPS program at our school for the past 4 years. A literacy coach will help us improve our implementation through regular observations and feedback. For teachers and tutors, the coach will also facilitate professional learning and PLCs, monitor school-wide progress towards end of year goals, and make instructional changes and/or coordinate interventions when students are not progressing. The coach will monitor multiple data points including SIPPS mastery using trackers such as this one: Sample Tracker and benchmark data using illuminate.
	By August 2021, hire a STIP sub to work with students in grades K–1, focusing specifically on providing tier 2 support in foundational reading skills using the SIPPS curriculum, to support with data collection, and data conferences in order to meet goal 1 (data collection and analysis) and 3 (MTSS).	As seen in our root causes and the District Assessment Calendar we need to improve in our data collection and analysis. Here is a description or the roles for all of our early literacy support personnel: Early Literacy Roles	Our 1st goal is to improve in collecting and analyzing data. We know this is an important area to improve in if we are going to ensure all students are at grade level. Teachers will need support collecting this 1:1 data especially at benchmark periods. A STIP sub will cover the teachers class so they have additional time to collect data. A STIP sub will also provide

			coverage for 1:1 data conferences with a coach. As a result, teachers will know what specific skills students need. By having time to debrief and practice with a coach they will improve their instruction in specific areas of need. They will also be able to target focal students in their instruction and for tier 2 support.
No action funded from grant.	<p>As seen in our data analysis, only 25% of 1st graders, 29% of K students, and 53% of 2nd graders are meeting their goals. We need to provide more tier 2 supports as students are learning to decode.</p> <p>Here is a description or the roles for all of our early literacy support personnel: Early Literacy Roles</p>	<p>This year we saw the need for teachers to provide the tier 1 instruction so that they know exactly where students are and what they will be able to do. When teachers know this, we can use our tutors more effectively to provide tier 2 support during the differentiated block. Tutors will provide targeted instruction based on formative data analysis. We will use a tracker for tutors to progress monitor the specific skills students in their groups need such as: high frequency words, letter knowledge, fluency etc. Example tracker here: Tutor Tracker Sample</p> <p>By May 2022 hire additional K-2 Tutors through other funds and provide them with an extra hour beyond the 3 hours paid for by the Rainin grant to work with students in grades K-2, focusing specifically on providing tier 2 support in foundational reading skills using the SIPPS curriculum.</p>	
By August 2021, stipend extra hours beyond their contract for ILT members to plan and lead professional learning.	During root cause analysis (root causes) our team identified gaps in our professional learning. Teachers said professional learning was not sufficient, unclear, and did not provide time for teachers to plan, implement, and reflect on necessary changes to improve their instruction. In our Needs Assessment we identified needing teacher leaders to lead PLCs and support with planning professional learning. We	This plan includes using cycles of inquiry in PLCs to support teachers to plan, implement, and reflect on new practices. By using a cycle of inquiry we will grow in using data to make instructional improvements. Our teacher leaders will collaborate with school leaders to plan professional learning including: developing a scope and sequence, planning agendas for PLCs, and developing data	

		<p>also identified the need for at least one PLC a month to focus on data analysis. We need our ILT leaders to support the development of data analysis tools.</p> <p>Here is a description or the roles for all of our early literacy support personnel: Early Literacy Roles</p>	<p>analysis tools. This ongoing work will be completed after-school and during the summers.</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 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.</p>
	No Action	Flex Curriculum: 2020-21 Considerations For Cultural Responsiveness	<p>Our school is currently implementing EL. Education 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.</p>
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based</p>	No action funded by grant.	<p>As seen in our data analysis and root causes over 50% of our students in upper grades still need phonics instruction.</p> <p>Our root cause analysis identified ineffective instruction as one of the main reasons for this challenge.</p>	<p>This plan includes professional development in the arc and science of reading instruction. If we provide this needed professional learning we will see teachers improve in delivering systematic and explicit foundational skills instruction. To achieve these results we will follow the professional learning with targeted observations and feedback. As a result,</p>

<p>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>Teachers' increased knowledge and skills in providing evidence-based foundational reading skills instruction is an urgent need.</p>	<p>teachers' instruction will improve so that fewer students require tier 2 support, students improve on formative assessments, and more students are meeting the foundational skills required for their grade level by the end of the year.</p> <p>By November 2021, provide professional development for teachers and tutors in the arc and science of reading instruction, the progression of skills that build good readers, and the curriculum (Handwriting without tears, Heggerty, & SIPPS) that will support us to explicitly and systematically teach these foundational skills in support of goal 2A (improving instruction in decoding strand).</p>
	<p>By June 2022, fund extended contracts for K-3 teachers to engage in Professional Learning/PD focused on using data to improve instruction. Include at least one professional learning community (PLC) meeting a month dedicated to analyzing data and data conferences after every benchmark in support of goal 1 (data collection and analysis). By year 2 we will dedicate one meeting a month specifically for tutors to analyze tier 2 data.</p>	<p>As seen in our data analysis 50% of our students in upper grades still need phonics instruction.</p> <p>Our root cause analysis suggests we are not identifying action steps following data analysis. Therefore we identified time for data analysis as a key lever to improve instruction and target specific gaps in students' foundational skills.</p> <p>Teachers' increased knowledge and skills in how to analyze data and use it to inform and differentiate their instruction is an urgent need.</p>	<p>This plan includes professional learning time allocated for regular data analysis and action planning. If we provide this time teachers will know the specific skills students need and be able to target these skills in their instruction and provide additional tier 2 support to focal students. To achieve these results we will create an assessment calendar that outlines clear deadlines for assessments and allocats protected time to analyze the data. As a result, teachers' instruction will become more strategic so that more students are meeting the foundational skills required for their grade level by the end of the year.</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 funded by grant.</p>	<p>As seen in our data analysis and root causes 87% of our students in grades 1st-5th still need comprehension skills as measured by i-ready. Additionally 3-5 Data shows 3-5 students have not improved on the SRI assessment in the past 4 years.</p> <p>Our root cause analysis identified misalignments between the standards, target, task, and instruction as a high leverage opportunity for improvement.</p> <p>Time dedicated to unpacking standards in order to improve in our implementation of our curriculum is an urgent need.</p>	<p>This plan includes professional learning time allocated for unpacking and identifying focal standards and backwards planning. If we provide this time teachers will know the specific skills students need and the highest leverage lessons to ensure students meet the focal standards. To achieve these results we will provide time in PLCs for teachers to plan together with the support of a coach. We will also identify, set goals, and develop a system to monitor progress in comprehension with formative and benchmark assessments. By August 2021 we will identify the benchmark assessments. By August 2021, we will have a draft of a tracker to measure progress on curriculum embedded formative assessments that we will continue to develop throughout the year with the goal of a final draft by June 2022. As a result, teachers' will become more strategic in their instruction so that more students are meeting the focal standards required for their grade level by the end of the year.</p> <p>By June 2022, provide professional development in EL Ed curriculum implementation including backwards planning, unpacking focal standards, and analyzing texts and lessons for highest leverage opportunities to address focal standards in support of goal 2B (improving instruction in the oral language strand).</p>
	<p>By June 2023, fund extended contract for K-3 teachers to engage in professional development around integrated ELD: academic discussion & tier 2 vocabulary in support of goal 2B (improving instruction in the oral language strand).</p>	<p>As seen in our data analysis and root causes 87% of our students in grades 1st-5th grade still need vocabulary skills as measured by the i-ready diagnostic. Additionally 3-5 Data shows 3-5 students have not improved on the SRI assessment in the past 4 years.</p>	<p>This plan includes professional development in academic discussion and explicit tier 2 vocabulary instruction. If we provide this professional learning teachers will understand how to strategically select and teach tier 2 words. To achieve these results we will provide time in professional learning and PLCs</p>

		<p>Our root cause analysis identified gaps in our professional learning around integrated ELD including both academic discussion and explicit vocabulary instruction. Therefore we identified these areas as key levers to improve students' oral language and comprehension.</p>	<p>for teachers to plan, implement and reflect on key practices. We will also identify, set goals, and develop a system to monitor progress in vocabulary and oral language with curriculum embedded formative assessments. By August 2021, we will have a draft of a tracker to measure progress on curriculum embedded formative assessments that we will continue to develop throughout the year with the goal of a final draft by June 2022. As a result, student participation, use of academic vocabulary, content knowledge, and reading comprehension will improve as measured by curriculum embedded assessments and i-ready.</p>
	<p>No action funded by the grant.</p>	<p>As seen in our data analysis and root causes 87% of our students in grades 1st-5th still need comprehension skills as measured by i-ready. Additionally 3-5 Data shows 3-5 students have not improved on the SRI assessment in the past 4 years.</p> <p>Our root cause analysis identified gaps in our professional learning around designated ELD including not expecting or including designated ELD in teachers' schedules and training in how to implement our designated ELD program. Therefore we identified setting expectations and professional learning in designated ELD as key levers to improve students' oral language and comprehension.</p>	<p>This plan includes improving our designated ELD program. We have not made our model of designated ELD clear to all staff. We have 5 teachers who are supporting the district to develop designated ELD curriculum. This plan includes building on that success to implement the curriculum school wide. To achieve these results we will provide professional development on the scope and sequence of designated ELD instruction, how it connects to ELA instruction, and the key strategy of language dives. We will also identify, set goals, and develop a system to monitor progress in oral language and use of focal language features with curriculum embedded formative assessments. By August 2021, we will have a draft of a tracker to measure progress on curriculum embedded formative assessments that we will continue to develop throughout the year with the goal of a final draft by June 2022. As a result, student participation, use of academic vocabulary, content knowledge, and use of complex sentences</p>

			<p>will improve as measured by curriculum embedded assessments and i-ready.</p> <p>By June 2022, provide professional development in the designated ELD program that is being developed by the district and is designed to be used alongside EL Ed modules in support of goal 2B (improving instruction in the oral language strand).</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.)
<p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the</p>	<p>Example (action item):</p> <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 	<p>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.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through</p>	<p>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.</p>

<p>ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p><i>that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></p>	<p><i>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.</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 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.</i></p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>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.</i> ● <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>Example (action item):</p> <p><i>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.</i></p> <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>Example (action item):</p> <p><i>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.</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>
	<p>By August 2021, purchase supplemental SIPPS/Heggerty materials and additional materials for additional K-3 student groups and levels of SIPPS instruction in support of goal 2A (improving instruction in the decoding strand).</p>	<p>As seen in our data analysis only 29% of our K students and 25% of our 1st grade students are meeting their SIPPS goals. That means 60% of kindergarten students and 75% of 1st grade students are below grade level.</p>	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will continue to improve in providing 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</p>

		Our Root Cause Analysis Jamboard suggests we build on the success of using a research based systematic phonics program (SIPPS) with our SIPPS trackers to monitor progress. This was successful when experienced and trained teachers provided quality tier 1 instruction.	assessments.
	By August 2022, purchase recommended EL ed texts for K-3 classrooms to support diverse language and reading levels that are complex and connected to the modules to support our goal of providing a content-integrated and language rich classroom environment as well as to support tier 2 vocabulary development and instruction in support of goal 2B (improving instruction in the oral language strand).	As seen in our data analysis and root causes 87% of our students in grades 1st-5th grade still need vocabulary skills as measured by the i-ready diagnostic. Additionally 3-5 Data shows 3-5 students have not improved on the SRI assessment in the past 4 years. Our root cause analysis identified gaps in our professional learning around integrated ELD including both academic discussion and explicit vocabulary instruction. Therefore we identified these areas as key levers to improve students' oral language and comprehension. We need materials to support instruction that is content integrated with complex texts.	Through purchasing the additional recommended texts from EL Education we will support our tier 2 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the recommended texts in tier 2 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding	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.
	No action funded by grant.	As seen in our data analysis 29% of our K students and 25% of our 1st grade students are meeting their	Our district is adding DIBELS measures to the assessment calendar and will provide some training

<p>the use of those assessment instruments.</p>		<p>SIPPS goals. That means 60% of kindergarten students and 75% of 1st grade students are below grade level. This is leading to a widening gap in students' foundational skills that becomes more difficult to overcome in subsequent years. This gap can be seen in our data analysis that shows over 50% of our students in upper grades still need phonics instruction.</p> <p>Our root cause analysis identified gaps in our data collection and progress monitoring systems. We are not intervening soon enough when students are not meeting goals and we are not accelerating student learning when students are below grade level. Therefore we identified robust data collection as a key lever in making improvements so that we will know when students are not on track.</p>	<p>on how to use these assessments. However, since this is a new assessment system for many members of our community we will need to be clear about the goals, timeline, procedures, and rationale for these assessments.</p> <p>By August 2021, obtain and train teachers on using the DIBELs assessments in support of goal 1 (data collection and analysis).</p>
	<p>No action funded by grant.</p>	<p>As seen in our data analysis 87% of our students in grades 1st-5th still need comprehension skills as measured by i-ready. Additionally 3-5 Data shows 3-5 students have not improved on the SRI assessment in the past 4 years.</p> <p>Our root cause analysis confirmed we currently have no assessments for progress monitoring oral language and comprehension. We have i-ready as a benchmark in K-2 but we are not regularly collecting or analyzing formative data from curriculum embedded assessments. Therefore identifying a way to monitor progress in oral language and comprehension is an urgent need.</p>	<p>This plan requires us to identify, set goals, and develop a system to monitor progress in oral language, comprehension, vocabulary, content knowledge and use of focal language features with curriculum embedded formative assessments. By August 2021, we will have a draft of a tracker to measure progress on curriculum embedded formative assessments that we will continue to develop throughout the year with the goal of a final draft by June 2022. We will also need to provide training in how to use the system that we develop. If we monitor progress in oral language and comprehension teachers will be able to adjust their instruction to meet students needs. As a result, student participation, use of academic vocabulary, content knowledge, and use of complex sentences</p>

			<p>will improve as measured by curriculum embedded assessments and i-ready.</p> <p>By June 2022, identify the highest leverage curriculum embedded assessments to track progress in oral language, vocabulary, and comprehension. Develop a system to track growth in the oral language strand.</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.)
<p>3.3a EXPANDED LEARNING PROGRAMS</p> <p>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):</p> <p><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):</p> <p><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):</p> <p><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>

	No action	New Highland-EBAC Scope of Work	During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. We will continue to partner with EBAC, our afterschool agency, to provide targeted literacy supports to students in after school program.
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	OUSD Nutrition Services	During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. We will continue to participate in "Breakfast in the Classroom" program.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices,	No action	California Healthy Kids Survey (CHKS): <ul style="list-style-type: none"> ● school climate: 68% (2020), -12% from 2019 ● connectedness: 73% (2020), -7% from 2019 ● social emotional learning: 45% (2020), -22% from 2019 ● safety & bullying: 51% (2020), -14% from 2019 ● physical & mental health: 18% (2020), -31% from 2019 	During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. We already have a plan that includes strategies such as explicitly teaching school-wide behavior expectations, creating and utilizing a universal acknowledgment system, implementing consistent classroom practices and

<p>including in-school suspensions that may limit a pupil's time in school.</p>			<p><i>interventions, and engaging in consistent relationship building practices in all classes. Milestones include tiered fidelity inventory, universal behavior screener, attendance data, office referrals, and suspensions. TFI walkthroughs and PD time to complete universal behavior screener are actions to be taken, and outputs include the discipline matrix, PBIS lesson plans, conflict resolution protocol, acknowledgment system, and student profiles/tracker. The timeline for implementing strategies to improve climate, connectedness, attendance, and discipline practices will begin at the start of school and continue throughout the first cycle of inquiry.</i></p>
<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p><i>No action</i></p>	<p><i>California Healthy Kids Survey (CHKS):</i></p> <ul style="list-style-type: none"> ● <i>school climate: 68% (2020), -12% from 2019</i> ● <i>connectedness: 73% (2020), -7% from 2019</i> ● <i>social emotional learning: 45% (2020), -22% from 2019</i> ● <i>safety & bullying: 51% (2020), -14% from 2019</i> ● <i>physical & mental health: 18% (2020), -31% from 2019</i> 	<p><i>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. We already have a plan that includes strategies such as explicitly teaching school-wide behavior expectations, creating and utilizing a universal acknowledgment system, implementing consistent classroom practices and interventions, and engaging in consistent relationship building practices in all classes. Milestones include tiered fidelity inventory, universal behavior screener, attendance data, office referrals, and suspensions. TFI walkthroughs and PD time to complete universal behavior screener are actions to be taken, and outputs include the discipline matrix, PBIS lesson</i></p>

			<i>plans, conflict resolution protocol, acknowledgment system, and student profiles/tracker. The timeline for implementing strategies to improve climate, connectedness, attendance, and discipline practices will begin at the start of school and continue throughout the first cycle of inquiry.</i>
3.3e EXPANDED ACCESS Expanded access to the school library.	<i>No action</i>	<u>Library resources for all students</u> <u>New Highland Virtual Library</u> <u>Sora Digital Library</u>	<i>Oakland Unified School District provides a number of information and digital literacy resources that support student learning. Therefore, this is not included in this action plan.</i>

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	<i>Example (action item):</i>	<i>Example (action item):</i>	<i>Example (action item):</i>

<p>PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<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 raise staff awareness and inform supports available to pupils as well as families. 	<p>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.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>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.</p> <p>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.</p>
	<p>No action</p>	<p>California Healthy Kids Survey (CHKS):</p> <ul style="list-style-type: none"> ● school climate: 68% (2020), -12% from 2019 ● connectedness: 73% (2020), -7% from 2019 ● social emotional learning: 45% (2020), -22% from 2019 ● safety & bullying: 51% (2020), -14% from 2019 ● physical & mental health: 18% (2020), -31% from 2019 	<p>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.</p> <p>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.</p>
<p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</p>	<p>Example (rationale): We do not need to create an action item around the provision of mental health resources because these</p>

learning.		Or <i>[Insert Link]</i> , link to needs assessment indicating not a priority.	<i>supports are already provided through our school and district.</i>
	No action	Link to SPSA that indicates allocated funds for mental health resources. Link to Master Schedule and Budget that indicates allocated funds for mental health resources.	<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>
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	MTSS Plan	<i>We will meet to discuss and identify the appropriate intervention supports based on multiple points of data/evidence, for individual students; identify support for short and longer-term interventions or opportunities for acceleration towards grade level, as determined by the team; discuss school-wide tier 1 behavioral & SEL practices, and systems supporting Tiers 2 and 3.</i>
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy	No action	Link to Yearly Planning Calendar that indicates literacy training and education for parents (parent cafe).	<i>We will hold monthly “Parent Cafe” meetings to provide training and education for parents to help develop a supportive literacy environment in the home</i>

<p>training and education for parents to help develop a supportive literacy environment in the home.</p>			
<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><i>No action</i></p>	<p>Link to Yearly Planning Calendar that indicates literacy training and education for parents (parent cafe).</p>	<p>Cycle 1 will be focused on improving communication and building relationships with families, and we will utilize Parent Square as a tool to improve parent and community engagement. It is important to be in relationship with families regarding how to address students' literacy needs so we will also hold a Family Literacy Night and monthly "Parent Cafe" meetings to provide training and education for parents to help develop a supportive literacy environment in the home</p>

**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 it 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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: Oakland Unified School District

LEA/District Contact/Project Director: Romy Trigg-Smith

Site(s): Parker

Site Administrator(s): Rocquel Colbert

Early Literacy Team Member	Role (Include title and/or grade level)
Alesia Bland	Resource Specialist
Rocquel Colbert	Principal
Gail Wooley	Teacher
Mashika Simmons	Instructional Support Specialist
Ayanna Dupree	Instructional Coach

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)
 (Insert additional rows as needed.)

Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	SIPPS, Heggerty, ABC Foundations	Dibels, i-Ready
	Language Comprehension	EL Education	
	English Language Development	Designated ELD lessons adapted from EL Education aligned to CA ELD standards	
Tier 2: Targeted, Supplemental Supports	SIPPS	SIPPS Beginning and SIPPS Extension	SIPPS
	Letter Name Mastery	ABC Foundations, Supplemental	Illuminate Letter Name Mastery Test
Tier 3: Intensive, Individualized Supports	Letter Name Mastery		Illuminate Letter Name Mastery Assessment
	SIPPS		SIPPS Mastery Test

[\[21-22 Bell Schedule & Minimum Day Calendar\]](#) 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
<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>After gathering Dibels data for grades K-3, we shared the results with teachers during our PLC to paint the picture on how imperative it is that we shift our practices after a year plus of distance learning and historical performance below grade of K-3 students.</p> <p>We also consulted with our Instructional Leadership Team and shared our root cause analysis data and needs assessment information.</p> <p>In addition, process, procedures, and tentative plans were shared and discussed with the School Site Council, at multiple Staff Meetings, and during teacher Professional Development & Professional Learning Community sessions.</p>	<ul style="list-style-type: none"> ● K-2 PLC 3/5 ● ELSB Grant ILT Engagement ● Parker MOY ELSB Grant Data 2021 ● Parker April SSC Meeting: ELSB Slides ● Parker January 2021 Staff Meeting: ELSB Slides ● Parker Needs Assessment Note Catcher
<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>The root cause analysis and needs assessment shall identify the strengths and weaknesses of</p>	<p>One of our strengths highlighted in our root cause analysis is that we have the materials needed to teach foundational skills using SIPPS and current teachers and tutors have all been trained in SIPPS. However, we also see a potential need to support new teachers given we will have some turnover in grades Kinder-2nd grade. Our 1st grade teacher is retiring after 30 years, and our 3rd grade teacher is moving on.</p> <p>Another strength indicated was that teachers and tutors at Parker had regular early literacy PLCs and meetings weekly or bi-weekly; however, we also see a need to strengthen our collaborative spaces so that they are more focused on topics such as fidelity to routines and data analysis.</p> <p>Our root cause analysis indicated that we need more staff to help provide differentiated foundational skills instruction for all students at their appropriate</p>	<ul style="list-style-type: none"> ● 2019-2020 Parker Master Calendar ● 21-22 Parker Master Calendar ● 20-21 K-3 MOY Dibels Data ● Parker-ELSB Fishbone Jamboard ● Parker Needs Assessment Note Catcher ● 19-20 Parker Early Release Calendar for PLCs ● 2021-2022 Parker Minimum Day Calendar ● SIPPS Teacher Data Conference Worksheet

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.

SIPPS level and to provide additional letter name identification intervention. Our root cause analysis also indicated that teachers could benefit from more professional development and regular observation and feedback.

Our root cause analysis highlighted the **need** for a “sacred time” blocked out daily to support foundational literacy skills development including SIPPS instruction as well as letter naming and phonological awareness instruction for Kindergarten. Our teachers have been trained, but the instruction isn’t happening daily and sometimes getting lost in the instructional schedule. We need more staff to support with providing differentiated letter identification and SIPPS instruction.

Finally, we also see a root cause in not collecting and analyzing the right data and therefore have a need around creating a strong assessment system, with time built in for analyzing data.

Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough’s rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.

The district’s root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through

	observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.	
<p>1.3 NEEDS ASSESSMENT</p> <p>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>Our root cause analysis indicated that we need to provide additional high quality daily letter name identification instruction for kindergarteners so that they can be ready for daily SIPPS instruction in November.</p> <p>Also, our root cause analysis indicated that we need more staff to help provide differentiated foundational skills instruction for all K-3 students at their appropriate SIPPS entry level 4-5 days per week for 30 minutes per day.</p> <p>In addition, our root cause analysis also indicated that teachers and tutors could benefit from regular observation and feedback. We need to commit to and calendar time for regular observation debriefs.</p> <p>Our root cause analysis indicated that we need to provide more independent reading time and fluency practice for and with students to practice applying the decoding skills they have learned in SIPPS.</p> <p>Finally, our root cause analysis indicated that we need to engage parents and community members monthly around literacy via workshops, student celebrations and other literacy-themed events and activities.</p>	<ul style="list-style-type: none"> ● Parker MOY ELSB Grant Data 2021 ● Parker-ELSB Fishbone Jamboard ● Parker Needs Assessment Note Catcher

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"	2.2 Metrics "How you will measure progress on actions (implementation)"
Focus of improvement centered on TK/K-3 literacy instruction	Connect to stakeholder engagement, root cause analysis, and needs			

<ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	assessment evident in identified goals.	Include links to supporting evidence.	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 	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: <i>Provide explicit, systematic phonics instruction</i>	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> • <i>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</i> • <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>Placement assessment data</i> • <i>SIPPS Mastery test data</i> • <i>Classroom implementation observation data</i>
Example: <i>Provide explicit, academic vocabulary instruction.</i>	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i> <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: <ul style="list-style-type: none"> • <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> • <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i> 	Example: <ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>iReady diagnostic data</i> • <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i> • <i>ELPAC data</i>
Focus on improvement of K-3 collection of valid, predictive & reliable data.	Root cause analysis and needs assessment revealed inconsistencies in administration and data collection.	Our MOY Dibels data revealed low student scores across K-3 and across Dibels subtests. Parker MOY ELSB Grant Data 2021 Parker Needs Assessment Note Catcher	SMARTe Goal: By June 2024, we will improve our K-3 collection of valid, predictive & reliable data by administering and analyzing data three times per year as measured by OUSD data dashboards, assessment calendar, and data analysis forms.	How will we support assessment administration and analysis? <ul style="list-style-type: none"> • 21-22 Parker Master & Assessment Calendar • 21-22 Draft TK-5 Literacy Assessment Calendar • PD Agendas (Summer PD Plan), PPTs, and sign in sheets/tracker

				<ul style="list-style-type: none"> ● SIPPS Placement and mastery assessment data ● i-Ready & Dibels Data - BOY, MOY, EOY <ul style="list-style-type: none"> ○ Monthly or bi-monthly Dibels Progress Monitoring for students below grade level ● Quarterly Data Analysis/Reflection ● Weekly Progress Monitoring_Letter Name Mastery
<p>Focus on improving knowledge and skill to implement foundational skills programs with fidelity.</p>	<p>Root cause analysis and needs assessment revealed the need for more time to plan, collaborate, review data, and practice refining routines in our implementation of the foundational skills program.</p> <p>Also root cause analysis and needs assessment revealed that staff turnover, teacher retention and lack of SIPPS trained staff contributes to inconsistency in reading instruction delivery and the quality of reading instruction.</p>	<p>Our MOY Dibels data revealed low student scores across K-3 and across Dibels subtests. Parker MOY ELSB Grant Data 2021 Parker Needs Assessment Note Catcher</p>	<p>SMARTe Goal: By June 2024, we will improve in our knowledge & skill in implementing an explicit systematic foundational skills program with fidelity, across classrooms, as measured by our professional development calendar, coaching/observation schedule (2x/month), collaborative lesson plans and peer observations.</p>	<p>How does...support implementation with fidelity?</p> <ul style="list-style-type: none"> ● 21-22 Draft TK-5 Literacy Assessment Calendar ● PD Agendas (Summer PD Plan)Monthly PD/PLC Plan-link ● Quarterly Data Analysis/Reflection ● Weekly Progress Monitoring of Letter Name Mastery ● Monthly or Bi-monthlyDibels Progress Monitoring for students below grade level ● Observations 2x/month for SIPPS teachers and Letter Name ● Increase the frequency of

				<p>professional development feedback collection from staff through administration of surveys.</p> <ul style="list-style-type: none"> ● Monthly PD with K-3 with foundational skills focus. Differentiated PLC time for K-3 at least twice a month that includes updating SIPPS Tracker, refining SIPPS Routines, using SIPPS Guide for Decision Making.
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories Link to Parker ELSB Budget documents and OUSD District Wide Budget				

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)	Evidence	Explanation/Rationale
	<p>Specific, timebound actions describe how literacy instruction will be improved.</p> <p>Add goal and year-Year 1, Year 2 to each action item</p>	<p>Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>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>3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</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>In support of Goal 1 and 2: By September 2021, hire a lead early literacy tutor to work with students in grades K-3, focusing specifically on foundation skills using SIPPS curriculum and letter name mastery.</p> <p>By September 2021, hire 1 additional Early Literacy Tutor to implement SIPPS instruction, fluency groups, and other literacy support to students in K-3.</p>	<p>As seen in our screening data [Parker MOY ELSB Grant Data 2021], our root cause analysis [Parker ELSB Grant Jamboard], and our needs assessment [Parker Needs Assessment Note Catcher], hiring of literacy coaches and additional tutors to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs is an urgent need.</p> <p>Attached is our job description for the hiring of our interventionist [Draft-Lead Literacy Tutor Job Description].</p> <p>Attached is our instructional schedule for the 21-22 school year [Draft-Parker 2021-2022 Instructional Schedule].</p>	<p>A majority of our K-3 students are testing below proficiency in letter name fluency, phoneme segmentation fluency, nonsense word reading fluency, word reading fluency, oral reading fluency as measured by Dibels. We need to become more targeted in data analysis and instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. An interventionist will be utilized to support students in differentiated groups.</p>
	<p>In support of Goal 1 and 2: By September 2021, hire 0.3 of an Early literacy coach to support K-3 tutors and teachers with SIPPS implementation and letter name intervention, assessment administration, data analysis</p>	<p>As seen in our screening data [Parker MOY ELSB Grant Data 2021], our root cause analysis [Parker ELSB Grant Jamboard], and our needs assessment [Parker Needs Assessment Note Catcher], hiring of literacy coaches and additional tutors to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs is an urgent need.</p>	<p>A majority of our K-3 students are testing below proficiency in letter name fluency, phoneme segmentation fluency, nonsense word reading fluency, word reading fluency, oral reading fluency as measured by Dibels. We need to become more targeted in data analysis and instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. We need an early literacy coach to</p>

		Job description for Early Literacy Coach	support our teachers and tutors, monitor student progress and assist in implementing the foundational skills program with fidelity.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and 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>
	No Action	As seen in our screening data, Parker MOY ELSB Grant Data 2021 , our root cause analysis, Parker ELSB Grant Jamboard , and our needs assessment Parker Needs Assessment Note Catcher , development of strategies to provide culturally responsive curriculum and instruction is not an urgent need. <ul style="list-style-type: none"> ● Tool Box Tools Social Emotional Learning curriculum <ul style="list-style-type: none"> ○ Tool Box Tools K-3 Lessons ○ Tool Box Tools ● EL Education Pilot Guidance-EL Education-English Language Arts curriculum 	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.

<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><u>In support of Goal 1:</u></p> <p>By July/August 2021, we will hire a 0.3 TSA to create a calendar for K-3 professional development and professional learning communities for teachers, tutors, instructional aides and school leaders regarding literacy instruction, literacy achievement and the use of data to help identify and support struggling students.</p> <ul style="list-style-type: none"> • By July/August 2021, schedule SIPPS and letter name identification training for all teachers and tutors for the year. • By July/August 2021, create an observation and debrief schedule. 	<p>As seen in our screening data, Parker MOY ELSB Grant Data 2021, our root cause analysis, Parker ELSB Grant Jamboard, and our needs assessment Parker Needs Assessment Note Catcher, 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 is an urgent need.</p> <ul style="list-style-type: none"> • OUSD 21-22 Professional Learning <ul style="list-style-type: none"> ○ PD memo ○ Summer PD plan • 21-22 Parker Master & Assessment Calendar • 21-22 Draft TK-5 Assessment Calendar • SIPPS Data Analysis/Reflection form • SIPPS Beginning Revised Observation Checklist • SIPPS Extension Revised Observation Checklist 	<p>Root cause analysis and needs assessment revealed the need for more time to plan, collaborate, review data, and practice refining routines in our implementation of the foundational skills program.</p> <p>Also root cause analysis and needs assessment revealed that staff turnover, teacher retention and lack of SIPPS trained staff contributes to inconsistency in reading instruction delivery and the quality of reading instruction.</p>
	<p><u>In support of Goal 2:</u></p> <p>By August 2021, we will hire a 0.3 TSA to create a calendar for professional development for K-3 teachers, tutors, instructional aides and school leaders regarding literacy instruction, literacy achievement and the use of data to help identify and support struggling students.</p>	<p>As seen in our screening data, Parker MOY ELSB Grant Data 2021, our root cause analysis, Parker ELSB Grant Jamboard, and our needs assessment Parker Needs Assessment Note Catcher, evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the</p>	<p>Root cause analysis and needs assessment revealed the need for more time to plan, collaborate, review data, and practice refining routines in our implementation of the foundational skills program.</p> <p>Also root cause analysis and needs assessment revealed that staff turnover, teacher retention and</p>

		use of data to help identify and support struggling pupils is an urgent need.	lack of SIPPS trained staff contributes to inconsistency in reading instruction delivery and the quality of reading instruction.
	No action funded by ELSB funds.	As seen in our screening data, Parker MOY ELSB Grant Data 2021 , our root cause analysis, Parker ELSB Grant Jamboard , and our needs assessment Parker Needs Assessment Note Catcher , evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the Science of Reading is an urgent need.	In Support of Goals 1 and 2, by June 2022, Parker teachers and leaders will have attended the CORE Reading academy to gain knowledge and skill for implementing evidence based strategies aligned to the Science of Reading.
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.	No Action.	As seen in our screening data, Parker MOY ELSB Grant Data 2021 , our root cause analysis, Parker ELSB Grant Jamboard , and our needs assessment Parker Needs Assessment Note Catcher , professional development of implementation of the English Language Arts/English Language development framework is not an urgent need.	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.
		<ul style="list-style-type: none"> ● Tk-5 Language and Literacy Framework ● Literacy Curriculum and PD memo ● EL Education Pilot Guidance ● ELA-Designated ELD Language Dives 	

--	--	--	--

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.)
<p>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.</p>	<p>Example (action item):</p> <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 a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>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.</p> <p>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.</p>	<p>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.</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 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):	Example (action item):	Example (action item):

	<ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>By the end of Year 2, May 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</i> ● <i>By the end of Year 2, May 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i> 	<p><i>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.</i></p> <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>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.</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"> ● <u>No action funded by the grant</u> 	<p>As seen in our screening data [Parker MOY ELSB Grant Data 2021], our root cause analysis [Parker ELSB Grant Jamboard], and our needs assessment [Parker Needs Assessment Note Catcher], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan (District Summer Plan and Year long scope and sequence) 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.</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.</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 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>In support of Goals 1 & 2(Year 1):</p> <ul style="list-style-type: none"> ● By August 2021, obtain SIPPS curriculum from district and provide initial and ongoing training of the curriculum throughout the implementation year. ● By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement. ● By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.
<p>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.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i></p> <p><i>Or, [Insert Link] link to needs assessment indicating not a priority.</i></p>	<p>Example (rationale): <i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</i></p>
	<p><u>No action funded by grant.</u></p>	<p>[21-22 Draft TK-5 Literacy Assessment Calendar] Tk-5 Language and Literacy Framework Literacy Curriculum and PD memo EL Education Pilot Guidance ELA-Designated ELD Language DivesLink to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Early Literacy Central - Google site for teachers and leaders with assessment materials for DIBELS/IDEL, SIPPS and Letter ID, video tutorials on how to administer assessments, links to data dashboards, and more</p>	<p>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments. We have chosen to increase the frequency of progress monitoring in kinder to make sure our Kinder students receive adequate support.</p> <p><u>In support of Goal 1 and 2:</u> We will progress monitor letter name mastery weekly for Kinder Students. We will use SIPPS Mastery Tests to progress monitor mastery of SIPPS Beginning and Extension</p>

		Letter Name Intervention Lesson Plan -Link to lesson plan to be used for Kinder letter name intervention lessons.	content. We will track attendance and double up on SIPPS lessons
	<u>No action funded by grant.</u>	Summer Baseline/Foundational PD will include a session on WHY & HOW to administer diagnostic assessments for K-3rd grade	Our district already provided training regarding the use of the assessments. <u>In support of Goal 1 and 2:</u> By the end of August 2021, provide training and support for administering SIPPS Placement/mastery test; DIBELS; and Letter Name ID.

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

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

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to	<i>Example (action item):</i> <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>	<i>Example (action item):</i> <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>Example (action item):</i> <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</i>

literacy instruction.		<i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<i>assessment data. A literacy coach will be utilized to coach teachers.</i>
	No Action	As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), expanded learning programs were not a priority.	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. In the 21-22 school year, our expanded learning program will incorporate additional daily literacy enrichment for students in grades K-5 provided by Girls Inc after school.
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>
	No Action	Our root cause analysis(Parker-ELSB Fishbone Jamboard) and needs assessment (Parker Needs Assessment Note Catcher) indicated that Extended School Day is not a priority. Link to the school's state approved core curriculum website. <ul style="list-style-type: none"> ● Tk-5 Language and Literacy Framework ● Literacy Curriculum and PD memo ● EL Education Pilot Guidance 	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.

		<ul style="list-style-type: none"> • ELA-Designated ELD Language Dives 	
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	Our root cause analysis(Parker-ELSB Fishbone Jamboard) and needs assessment (Parker Needs Assessment Note Catcher) indicated that Culture and Climate is not a priority and we are addressing it already through other initiatives and work.	Parker Attendance/PBIS Committee Meeting Agenda At Parker we implement regular Attendance & PBIS Committee meetings to address chronic absenteeism and reduce behavior referrals. This will support our work as we improve student attendance and participation in foundational skills lessons.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), Research-Based SEL was not a priority. -SEL Curriculum-Toolbox; School wide Behavior expectations: Parker 5Bs: Be Safe, Be Respectful, Be Responsible, Be Kind, & Be Your Best -Schoolwide Awards & Acknowledgement Assemblies Tool Box Tools K-3 Lessons Tool Box Tools We will also be providing refresher/introduction training around SEL Strategies, Toolbox Tools and the Parker 5B tos.	Our school is currently implementing a state-approved core curriculum that includes research-based, social-emotional learning approaches. 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.

3.3e EXPANDED ACCESS Expanded access to the school library.	No Action	As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), expanded access to the school library was not a priority.	Expanded access to the school library was not a priority.

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

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

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	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 raise staff awareness and inform supports available to pupils as well as families. 	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. Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	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. 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.

	<p>No Action</p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), Trauma-Informed Practices were not a priority.</p> <p>-SEL Curriculum-Toolbox; School-wide Behavior expectations: Parker 5Bs: Be Safe, Be Respectful, Be Responsible, Be Kind, & Be Your Best -Schoolwide Awards & Acknowledgement Assemblies Tool Box Tools K-3 Lessons Tool Box Tools</p> <p>We also have provided training and support principles and practices for restorative justice.</p>	<p>Trauma-Informed Practices were not a priority as we already include strong SEL and RJ PD and practices.</p>
<p>3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</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>
	<p>No Action</p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), resources learning programs were not a priority.</p> <ul style="list-style-type: none"> • Currently have We EBAC supporting our site and have a full time counselor and social worker. 	<p>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.</p>

<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>	<p><u>In support of Goal 1:</u> By June 2021, we will hire 2 full-time 1.0 K-3 tutors to provide supportive instruction for our students needing tier 2 and 3 literacy support. We are going to implement our assessment calendar and use data analysis to identify and provide supportive instruction from early Literacy tutors for our students needing tier 2 and 3 literacy support</p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), multi-tiered systems of support and response to intervention is a priority. Early literacy tutors allow for foundational skills (SIPPS) and letter name differentiation for all K-3 students.</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 all K-3 students can be placed in differentiated groups based on ongoing formative assessment data. Early literacy tutors allow for foundational skills (SIPPS) and letter name differentiation for all K-3 students.</p>
<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><u>No action funded by grant.</u></p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), literacy training and education for parents is a priority.</p>	<p>Our school district and school site hosts several events throughout the school year to engage parents and community members. However, 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.</p> <p><u>In support of Goals 1 and 2:</u> By July/August 2022, create a team to support school-wide, family and community engagement around literacy.</p>
	<p><u>No action funded by grant.</u></p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note</p>	<p>Our school district and school site hosts several events throughout the school year to engage parents and community members. However, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics</p>

		<p>Catcher), literacy training and education for parents is a priority.</p>	<p>according to our screening data. We need to partner more with parents to help support literacy in the home. We will offer monthly parent/community engagement events that will include literacy education and awareness events, school-wide literacy activities/events, and incentives.</p> <p><u>In support of Goals 1 and 2:</u> By June 2024, we will continue to improve in school-wide, family and community engagement by emphasizing literacy-supporting foundational skills school-wide as measured by parent/community feedback, surveys and tallying attendance rates.</p>
<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><u>No action funded by grant.</u></p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), parent and community engagement is a priority.</p>	<p>Our school district and school site hosts several events throughout the school year to engage parents and community members. However, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to create more monthly opportunities to partner with parents and community members to help support literacy in the home and the wider community. We will offer monthly parent and community engagement events that will include literacy education and awareness events, school-wide literacy activities/events, and incentives.</p> <p><u>In support of Goals 1 and 2:</u> By June 2024, we will continue to improve in school-wide, family and community engagement by emphasizing literacy-supporting foundational skills school-wide as measured by parent/community feedback, surveys and tallying attendance rates.</p>

	<p><u>No action funded by grant.</u></p>	<p>As seen in our screening data [Parker-ELSB Fishbone Jamboard] our root cause analysis [Parker-ELSB Fishbone Jamboard], and our needs assessment (Parker Needs Assessment Note Catcher), parent and community engagement is a priority.</p>	<p>Our school district and school site hosts several events throughout the school year to engage parents and community members. However, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to create more monthly opportunities to partner with parents and community members to help support literacy in the home and the wider community. We will identify monthly literacy themes, promote book clubs, host monthly reading/literacy nights, provide parent incentives, spotlight parent engagement (3rd of month), acknowledge and highlight parent and scholar reading accomplishments (1st Monday/month), have school-wide Readers Theater, and provide time for across-grade level reading buddies activities.</p> <p><u>In support of Goals 1 and 2:</u> By July/August 2022, create a calendar of monthly literacy themes which include literacy nights, Monthly literacy themes and engagement activities/events</p>

Oakland Unified School District
Early Literacy Support Block Grant
LITERACY ACTION PLAN - FINAL

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 it in the 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

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

LEA/District: OAKLAND USD

LEA/District Contact/Project Director: [ROMY TRIGG-SMITH](#)

Site(s): PRESCOTT ES

Site Administrator(s): ENOMWOYI BOOKER - Principal

Early Literacy Team Member	Role (Include title and/or grade level)
BOOKER, ENOMWOYI	Principal
WOODS, D'OUTA	TK-5 RSP
MC ENTEE, MARIE	TK-5 TSA
BURKHOLDER, ALLYSON	Kindergarten 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	SIPPS (K-2), Haggerdy, iReady MyPath,	SIPPS assessments, iReady Diagnostic and Screening, Dibels (Segmenting, Blending), letter name recognition, letter sound recognition, ORF, SBAC & RI (3-5),
	Language Comprehension	Making Meaning, TCRWP, EL Education	iReady diagnostic, EL Education Built in Assessments
	Academic Language (ALD) / English Language Development (ELD)	LLI Imagine Learning, Designated ELD lessons adapted from EL Education aligned to CA ELD standards	ELPAC
Tier 2: Targeted, Supplemental Supports	Reading	RAZ Kids,	“ “
	Foundational Skills	SIPPS (3-5)	SIPPS Mastery,
	ALD / ELD	LLI, Imagine Learning, EL Education Universal Access	
Tier 3: Intensive, Individualized Supports	Word Decoding & Comprehension	Children Rising (One on One Reading Support),	“ “

Link to Grades TK/K-3 Master Instructional Schedule Kinder [Teacher's Schedule](#), [Sample Early Lit Block Schedule](#), [Sample Daily 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
<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>We met with: Teachers and our School Support Partners (Staff Meetings) Parents & Community Members (PFT Meetings) School Site Council (SSC Meetings) School Board Director District 3 (In Person Conversations)</p> <p>To explain the possibility of receiving an Early Literacy Grant and our plan for using the funds (to Build Capacity of all early lit staff around teaching Foundational skills and Language Comprehension), in order to ensure all students are at or above grade level by 3rd Grade 2024.</p>	<p>Conversation with School Board Director - Documentation Planning Conversation with Parent Group (PFT)</p> <p>SSC AGENDA - 12JAN2021.docx SSC Agenda 09MARCH2021 SSC Agenda - 25MAY2021</p> <p>Announcement - 20JAN2021 Staff Mtg - 24MARCH2021 Staff Mtg - 05MAY2021 Jamboard - SPSA Wish List - 05MAY2021</p> <p>Primary Team Mtg - 08JAN2021 Primary Team Mtg - 08FEB2021 Primary Team Mtg - 03MARCH2021</p> <p>CHKS results Literacy Partners: ie: Children Rising Reading Support, West Oakland Initiative (WOI) @ Lincoln Center SPSA (2021 - 2022)</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</p>	<p>In our Root Cause Analysis we discovered that it was our implementation of the district adopted curriculum that did not address the two strands of Scarborough's rope (Word Recognition and Language Comprehension) or meet the reading needs of 66% of our 1st and 2nd graders. Therefore, we concluded that our previous teaching practices have had limited effective impact on our current 3rd graders reaching reading fluency and proficiency.</p> <p>This Grant will help us develop a consistent, coherent, and aligned instruction linked to the two strands of Scarborough's rope.</p>	<p>Prescott ELSB Root Cause Analysis:</p> <p>Assessment Data OUSD Dashboards CHKS - California Healthy Kids Survey PBIS: Tiered Fidelity Inventory (TFI) Mind Mapping- NME Neuro Sequential Educator model for self-regulation</p>

<p>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>We discovered which elements were within our control and revised our problem statement.</p> <p>We acknowledged the strengths of the current teaching and our support staff who have chosen to be at this school. We have a great mix of Veteran teachers (3 - 40 years experience) and one 1st year teacher, who are all committed to continuing to grow as professionals, engage and nurture our students in the love of learning and achieving and instill the joy and love of reading. As a small school we are able to quickly adapt and share new learning as well as develop deeper relationships with each other and our broader community.</p> <p>Additionally, our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension (both strands of Scarborough's rope). The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students' poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.</p> <p>The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition/Decoding and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and</p>	
---	---	--

	<p>monthly PD; and ensuring we have support personnel to move this work forward.</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>We used the Needs Assessment note catcher along with our SmartE goals to determine what our needs are. Our need is to build capacity in teaching Word Recognition (Phonemic Awareness, Phonics, Sight Words, Decoding) and Language Comprehension (Verbal Reasoning, Language Structure, Vocabulary, Background Knowledge). Therefore our two SMART E goals are:</p> <ul style="list-style-type: none"> ● By June 2022, will deepen our knowledge & skill in Word Recognition by implementing SIPPS with fidelity as measured by our K-3 classroom data, professional development calendar, coaching schedule, collaborative lesson plans and peer observations. ● By the end of 2024, we will deepen our knowledge & skill in Language Comprehension by implementing EL Education with fidelity as measured by end of unit EL curriculum embedded assessment, professional development calendar, coaching schedule, collaborative lesson plans and peer observations. <p>In each category are the needs we determined.</p> <p>Assessment Instruments:</p> <ul style="list-style-type: none"> ● Data analysis and conferences (stipends, subs) ● Assessment Calendar ● Assessments <ul style="list-style-type: none"> ○ Early Lit Central (SIPPS Placement/Mastery; DIBELS) ○ I-ready <p>Literacy Curriculum, Resources, Instructional Materials</p> <ul style="list-style-type: none"> ● Inventory materials ● Replacement of missing materials <p>Evidence-based Professional Development</p> <ul style="list-style-type: none"> ● Stipends, Subs to aid with PLC collaboration 	<p>Prescott Needs Assessment</p>

	<ul style="list-style-type: none"> • PLC grade level collaboration • Word Recognition (SIPPS, Heggerty, Letter Naming) PD • Language Comprehension (EL Education PD) <p>Support Personnel</p> <ul style="list-style-type: none"> • Early Literacy Coach and Intervention specialist • Reading tutors • Support staff during literacy time and SIPPS groups 	
--	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs 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”	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"> • Site/LEA practices or issues • Evidence-based rigorous goal 	<ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	<ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting 	<p>1. Provide explicit Word Recognition instruction.</p>	<p>We discovered our <i>root cause analysis and needs assessment revealed inconsistent delivery of Word Recognition (Phonemic Awareness, Phonics, Sight Word Instruction, Decoding work).</i></p>	<p>iReady Screening data revealed low student scores in Word Recognition across K–3.</p> <p>Prescott Needs Assessment</p>	<p>By June 2022, will deepen our knowledge & skill in Word Recognition instruction by implementing SIPPS with fidelity as measured by our K-3 classroom data, professional development calendar, coaching schedule, collaborative lesson plans and peer observations.</p> <p>For years 2 and 3, we will continue to monitor, strengthen, and revise</p>	<p>DIBELS iReady diagnostic SIPPS mastery tests. PD plan articulated in memo (foundational/baseline PD and ongoing monthly literacy PD around topics to support site level cycles of inquiry)</p> <ul style="list-style-type: none"> • District articulated Word Recognition Summer Support plan <p>Peer observation data</p>

			these actions based on a PDSA cycle.	Coaching Feedback
2. Provide explicit Language Comprehension instruction.	We discovered in our root cause analysis and needs assessment that we had inconsistent delivery of Language Comprehension instruction (Language Structure, Vocabulary, Background Knowledge, Verbal Reasoning).	iReady Screening data revealed low student scores in Language Comprehension Skills (vocabulary and comprehension) across K–3. Prescott Needs Assessment	By the end of 2024, we will deepen our knowledge & skill in Language Comprehension by implementing EL Education with fidelity as measured by end of unit EL curriculum embedded assessment, professional development calendar, coaching schedule, collaborative lesson plans and peer observations. For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	PD plan articulated in memo (foundational/baseline PD and ongoing monthly literacy PD around topics to support site level cycles of inquiry) <ul style="list-style-type: none"> • District articulated EL Education Summer Support plan • iReady diagnostic • EL Education curriculum embedded unit assessments • ELPAC data Peer observation data Coaching Feedback Running records reading log AR data
3. [Insert Goal]				
2.3 Expenditures Consistent with Categories: Prescott EL SB Site Budget and OUSD District Wide Budget				

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)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.		The plan includes strategies (effective practices), milestones (implementation indicators), actions

		Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	(steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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>
	<i>In support of Goals #1 and #2, by September 2021, hire a 80% literacy coach (0.8 FTE) to work with teachers and students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Early Literacy Coach Job description <i>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>	<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>
	<i>In support of Goals #1, by September 2021, hire an additional Early Literacy tutor to work with teachers and students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Early Literacy Tutor <i>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>	<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. Our early literacy tutors will provide key differentiated foundational skill instruction (Word Recognition) using the SIPPS curriculum.</i>

3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and 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 funded by grant.</i>	<i>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based language comprehension instruction is an urgent need.</i>	<i>Our school will need to implement the state-approved core curriculum EL Education that includes culturally responsive curriculum and instruction. We will need to focus on implementation of this curriculum. During the needs assessment work, this appeared as an area of need.</i> <i>In support of goal #2, by June 2022, teachers will have implemented a culturally responsive curriculum ground in culturally relevant complex text.</i>
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support	<i>In support of goal #2, by June 2022, we will pay K-3 teachers extended contract to engage in PD in the use of culturally relevant text and the use of Accelerated Reader.</i>	Prescott Needs Assessment PD plan articulated in memo (foundational/baseline PD and ongoing monthly literacy PD around topics to support site level cycles of inquiry) <ul style="list-style-type: none"> • District articulated EL Education Summer Support plan • EL Education Pilot Guidance 	In our root cause analysis, we identified the need to strengthen instruction aligned to the Science of Reading, specifically strengthening the strand of Language Comprehension. In order to do so, we know our teachers need baseline PD and ongoing professional learning around EL Education as well as support with how to use culturally relevant texts to bolster students' Language Comprehension. Additionally, teachers need support with how to use Accelerated Reader as a tool to support students. <i>In support of goal #2, by June 2022, teachers have been provided baseline, foundational training/PD and ongoing PD/support in EL Education.</i>

struggling pupils.	<i>No action funded by the grant.</i>	<p>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p> <ul style="list-style-type: none"> • District articulated EL Education Summer Support plan 	<p>In our root cause analysis, we identified the need to strengthen instruction aligned to the Science of Reading, specifically strengthening the strand of Word Recognition. In order to do so, we know our teachers need baseline PD and ongoing professional learning around SIPPS.</p> <p><i>In support of goal #1, by June 2022, teachers have been provided baseline, foundational training/PD and ongoing PD/support in SIPPS; Heggerty; and letter naming instruction.</i></p>
	<i>No action funded by the grant.</i>	<p>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p> <ul style="list-style-type: none"> • District articulated EL Education Summer Support plan 	<p>In our root cause analysis, we identified the need to strengthen instruction aligned to the Science of Reading, specifically strengthening both strands of Word Recognition and Language comprehension and the assessments to support progress monitoring. In order to do so, we know our teachers need baseline PD and ongoing professional learning around SIPPS.</p> <p><i>In support of goals #1 and #2, by September 2021, teachers have been provided baseline, foundational training/PD in administering assessments (DIBELS; SIPPS placement/mastery test; i-Ready)</i></p>
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development	In support of goal #1 and #2, by June 2022, K-3 teachers will be paid extended contract to attend the CORE Reading Academy in support of professional development on Word Recognition and Language Comprehension.	Prescott Needs Assessment	In our root cause analysis, we identified the need to strengthen instruction aligned to the Science of Reading, specifically strengthening the strands of Word Recognition and Language Comprehension. Our teachers therefore need specific professional development around these topics, which will be provided by the CORE Reading Academy.

for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.			
---	--	--	--

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.)
<p>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.</p>	<p>Example (action item):</p> <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 a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement. By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>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.</p> <p>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.</p>	<p>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.</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 SIPPS training will be provided in the beginning of the academic</p>

			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 a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. ● By the end of Year 2, May 2022, develop a 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>
	In support of goal #2, by June 2024, we will have purchased additional culturally relevant texts for K-3 classroom libraries and Accelerated Reader for K-3 students to support language comprehension.	As seen in our i-Ready data , our root cause analysis , and our needs assessment , student access to targeted evidence-based language comprehension instruction is an urgent need.	Through purchasing additional culturally relevant complex texts, our students will gain access and additional exposure to rich vocabulary, sentence structures, syntax, and figurative language to support language comprehension. Additionally, purchasing Accelerated Reader will allow our students to demonstrate their comprehension and us as educators to track their progress.

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.
	No Action funded by the grant.	PD plan articulated in memo (foundational/baseline PD and ongoing monthly literacy PD around topics to support site level cycles of inquiry) <ul style="list-style-type: none"> • District articulated EL Education Summer Support plan 21-22 Draft TK-5 Literacy Assessment Calendar] Tk-5 Language and Literacy Framework Early Literacy Central - Google site for teachers and leaders with assessment materials for DIBELS/IDEL, SIPPS and Letter ID, video tutorials on how to administer assessments, links to data dashboards, and more	Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the administration of assessments and use of the assessment data. In support of goal #1, by August 2021, staff have received training in locating, administering, and scoring assessments (DIBELS & SIPPS mastery).
	No action funded by the grant.	PLC calendar for the year including opportunities for analysis 21-22 Draft TK-5 Literacy Assessment Calendar]	Our district already provides recommendations for analyzing data on first Wednesdays and will be providing tools to support data analysis. In support of goal #1, by June 2022, staff will have had several PLC opportunities to analyze assessment data and make instructional action plans.

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> <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>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p> <p>We are providing an “all hands on deck” approach to utilize K & 1st grade teachers and support staff (after school program staff, the Library Tech, the IA-SpEd, & the early literacy tutor to provide daily small group differentiated SIPPS & iReady instruction.</p>	<p><i>We do not need to create an action item around the provision of expanded learning because these supports are already provided through our school and district.</i></p>
<p>3.3b EXTENDED SCHOOL DAY Extended school day to</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i></p>	<p>Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally</i></p>

<p>enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>		<p>Or <i>[Insert Link]</i>, link to needs assessment indicating not a priority.</p>	<p><i>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></p>
	<p>No action</p>	<p>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p>	<p><i>We do not need to create an action item around the provision of extended school day because this was not identified as a priority</i></p>
<p>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.</p>	<p>No action funded by grant.</p>	<p>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based language comprehension instruction is an urgent need.</p>	<p><i>Through providing this additional access to culturally relevant complex texts, our students will gain access and additional exposure to rich vocabulary, sentence structures, syntax, and figurative language to support language comprehension.</i></p> <p>In support of goal 2 by June 2022, K-3 students will have received several opportunities to engage in a Principal hosted read aloud which will support vocabulary acquisition and language comprehension through engagement with rich culturally relevant text</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>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p> <p>Prescott 21-22 SPSA Tool</p>	<p><i>We do not need to create an action item around the provision of SEL because this was not identified as a priority for this grant and we are already working on SEL practices across our site.</i></p>

<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p><i>No action funded by grant.</i></p>	<p><i>As seen in our i-Ready data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based language comprehension instruction is an urgent need.</i></p>	<p><i>Through providing this additional access to culturally relevant complex texts, our students will gain access and additional exposure to rich vocabulary, sentence structures, syntax, and figurative language to support language comprehension.</i></p> <p><i>In support of goal 2, by June 2022, students will participate in Before the Bell Book Bunch to improve access to additional culturally relevant texts for K-3 classroom libraries to support language comprehension.</i></p>

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.)

<p>Category 4 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>3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> <i>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.</i> 	<p>Example (action item):</p> <p><i>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</i></p>	<p>Example (action item):</p> <p><i>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</i></p>

	<ul style="list-style-type: none"> By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families. 	<p>priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>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.</p>
	<p>No action.</p>	<p>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p> <p>The community we serve is highly implicated with chronic trauma. We are utilizing several researched-based models to address the impact of trauma and dysregulation on students, families and staff.</p>	<p>PD - Resiliency & NME - 20 NOV 2020</p> <p>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. These practices ensure positive classroom cultures in each classroom to support high impact literacy instruction:</p> <p>Practices include: PBIS; Neurosequential Model for Education - "Mind Mapping"; STARS Counseling Services - on site; Lincoln Child Services - mentorship & "Freedom School" Summer Program focusing on Culturally Relevant literacy support; CSM - Community Schools Manager - leading Restorative Justice;</p>
3.4b MENTAL HEALTH RESOURCES Provision of mental health	Example (rationale): No action	Example (rationale): to ensure positive classroom cultures in each classroom to support high impact literacy instruction.	Example (rationale): We do not need to create an action item around the provision of mental health resources because these

<p>resources to support pupil learning.</p>		<p><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><i>supports are already provided through our school and district.</i></p>
	<p>No action.</p>	<p>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p> <p>Prescott 21-22 SPSA Tool</p> <p>Our on-site mental health partners include: STARS Counseling Services; Lincoln Child Services; OUSD provided Social Worker, Behaviorist & School Psychologist; Through our COST process, student referrals are submitted and then COST members determine next steps, types of support needed and/or intervention to help to support students' access and opportunity to be academically & socially successful.</p>	<p><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>
<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>	<p>No action.</p>	<p>Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.</p> <p>Through our COST process, student referrals are submitted and then COST members determine next steps, types of support and/or intervention needed to help to support students' access and opportunity to be academically & socially successful.</p> <p>Prescott MTSS Chart - 2020-2021 MTSS - One Time Funding Guide 21-22</p>	<p><i>We do not need to create an action item around MTSS because we are focusing on tier 1 instruction and building out our MTSS through our COST Structures.</i></p>

		Prescott 21-22 SPSA Tool	
<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>	No action	Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.	<i>We do not need to create an action item around literacy training for parents because we are focusing on tier 1 instruction and will be creating parent workshops and training through our other site plans.</i>
<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>	No action	Our root cause analysis and needs assessment showed that we needed to prioritize tier 1 instruction, and this was not a priority.	<p><i>We do not need to create an action item around literacy training for parents because we are focusing on tier 1 instruction and will be continuing our parent communication and partnership structures:</i></p> <p><i>Parent Teacher conferences</i> <i>Outreach from CSM</i> <i>Messages on Talking Points & SeeSaw platforms</i> Sample Parent Communication</p>

Proposed Budget Narrative for Year 2

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget	Subtotal of Object Code	Errors / Notes
1000	Certificated Salaries	Futures & CUES on Lockwood [Salary for 2.0 TSAs (Early Lit Coaches) & Salary for 1 STIP Sub and Extended Contracts for teacher PD & PLCs]	Lockwood STEAM	\$ 198,881.02		
1000	Certificated Salaries	Markham [0.5 TSA to provide word recognition/SIPPS instruction in K-3 & Extended Contracts for K-3 teachers to attend PD & PLC]	Markham	\$ 50,248.33		
1000	Certificated Salaries	Brookfield [1.0 Early Literacy Coach (TSA), Extended Contract for Tutoring, Professional Development, and family engagement]	Brookfield	\$ 91,738.33		
1000	Certificated Salaries	Hoover [Early Literach Coach (TSA); Extended contract for planning, PLC and PD]	Hoover	\$ 107,532.00		
1000	Certificated Salaries	Horace Mann [Early Literacy K-3 Coach 1.0 TSA FTE; Extended Contract for K-3 teachers Analyzing Data and participating in PD]	Horace Mann	\$ 108,427.33		
1000	Certificated Salaries	Manzanita Community School [TSA-Early Literacy Instructional Coach that will provide PD, instructional supports, observations and feedback, focused on SIPPS, EL Education, assessments, and will train and create schedule for the Early Literacy tutors.]	Manzanita Community School	\$ 76,959.00		
1000	Certificated Salaries	New Highland Academy [Early Literacy CoachK-3 (TSA), STIP sub for K-3 instructional support, Extended Contract for K-3 teachers to engage in PD and PLC and ILT to plan PD for K-3 teachers]	New Highland Academy	\$ 115,778.62		
1000	Certificated Salaries	Parker [0.3 FTE of an Early Literacy Coach to support SIPPS training, implementation and assessment system support]	Parker	\$ 22,110.00		
1000	Certificated Salaries	Prescott [0.8 FTE of Early Literacy Coach/Intervention K-3 Specialist (TSA); Extended Contract for K-3 teachers for PLC and PD support in the use ofculturally relevant text, the use of Accelerated Reader, and for engaging in CORE reading PD]	Prescott	\$ 60,795.00		
1000	Certificated Salaries	Global [Early Literacy Coach (.60 FTE); STIP Sub (1.0 FTE); Daily Substitutes to allow teachers quarterly release days; Extended contract for PDs]	Global	\$ 153,536.43	\$ 986,006.06	
2000	Classified Salaries	Markham [Two full time K-3 Tutors & 0.2 ISS to serve TK-3 students with intervention]	Markham	\$ 58,429.00		
2000	Classified Salaries	Brookfield [2.0 Early Literacy K-3 Tutors to support differentiated foundational skill instruction]	Brookfield	\$ 19,969.00		
2000	Classified Salaries	Manzanita Community School [4 Early Literacy K-3 Tutors (.4) 15,000 each]	Manzanita Community School	\$ 60,000.00		
2000	Classified Salaries	Parker [2 Full Time Early Literacy K-3 Tutors]	Parker	\$ 44,652.00		
2000	Classified Salaries	Prescott [0.4 FTE of early lit K-3 tutor to work 3 hrs/day]	Prescott	\$ 13,000.00	\$ 196,050.00	
3000	Employee Benefits	Futures & CUES [Benefits for Extended Contract, STIP SUBS and TSAs]	Lockwood STEAM	\$ 102,996.00		
3000	Employee Benefits	Markham [Benefits for 0.5 TSA; Extended Contracts; Early Lit Tutors; 0.2 ISS]	Markham	\$ 61,996.00		
3000	Employee Benefits	Brookfield [Benefits for 1 TSA, 2 Tutors, and Extended Contract]	Brookfield	\$ 58,966.00		
3000	Employee Benefits	Hoover [Benefits for Early Literach Coach (TSA); Extended contract]	Hoover	\$ 46,611.00		
3000	Employee Benefits	Horace Mann [Benefits for Coach and Extended contract]	Horace Mann	\$ 52,246.00		
3000	Employee Benefits	Manzanita Community School [Benefits for TSA]	Manzanita Community School	\$ 40,000.00		
3000	Employee Benefits	New Highland Academy [Benefits for TSA, STIP, Extended Contract]	New Highland Academy	\$ 58,134.00		
3000	Employee Benefits	Parker [Benefits for 0.3 TSA and Tutors]	Parker	\$ 41,606.00		

3000	Employee Benefits	Prescott [Benefits for 0.8 FTE of Early Literacy Coach/Intervention K-3 Specialist (TSA); Extended Contract for K-3 teachers for PLC and PD support in the use of culturally relevant text, the use of Accelerated Reader, and for engaging in CORE reading PD]	Prescott	\$	30,073.00	
3000	Employee Benefits	Global [Benefits for 0.6 TSA and 1.0 Stip Sub]	Global	\$	19,651.15	\$ 512,279.15
4000	Books and Supplies	Markham [Purchases additional SIPPS kits for K-3 and Bookshop Fonetica for K-3]	Markham	\$	9,439.25	
4000	Books and Supplies	Brookfield [Instructional Supplies (SIPPS Kits; EL Education Recommended Texts; Words Their Way) for K-3]	Brookfield	\$	9,439.25	
4000	Books and Supplies	Hoover [Supplies for curriculum implementation - additional SIPPS materials for K-3; EL recommended texts for K-3]	Hoover	\$	25,969.58	
4000	Books and Supplies	Manzanita Community School [Culturally relevant complex text read aloud book collection for K-3 in order to engage students and improve literacy skills.]	Manzanita Community School	\$	3,153.58	
4000	Books and Supplies	New Highland Academy [Supplemental SIPPS/Heggerty materials for K-3 teachers]	New Highland Academy	\$	6,199.96	
4000	Books and Supplies	Prescott [Funds for culturally relevant complex texts for K-3 teachers]	Prescott	\$	2,500.00	\$ 56,701.62
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Prescott [Licensing for Accelerated Reader for K-3 students]	Prescott	\$	2,000.00	
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Global [Tk-3 Afterschool Mam program facilitator; Early Literacy Tk-3 Family Engagement Workshops]	Global	\$	6,925.00	
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Horace Mann [Professional Development contract with solution tree for K-3 teachers to learn how to build effective PLCs to analysis SIPPS instruction and Data]	Horace Mann	\$	19,439.25	
	Participant					\$ 28,364.25
5200	Travel/ Project Staff Travel			\$	-	
7000	Indirect Costs	Indirect cost rate (4.22%) - Lockwood STEAM	Lockwood STEAM	\$	12,739.00	
7000	Indirect Costs	Indirect cost rate (4.22%) - Markham	Markham	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Brookfield	Brookfield	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Hoover	Hoover	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Horace Mann	Horace Mann	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Manzanita Community School	Manzanita Community School	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - New Highland Academy	New Highland Academy	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Prescott	Prescott	\$	4,573.00	
7000	Indirect Costs	Indirect cost rate (4.22%) - Global	Global	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Parker	Parker	\$	4,573.00	\$ 75,090.25
5100	Subagreement			\$	-	
6000	Capital Outlay			\$	-	
TOTAL				\$	1,854,491.33	

FY22-23						
School	Budget	Indirect	Total		Balance (Year 2 + Year 1)	
Prescott	108,368.00	4,573.00	112,941.00		0.00	
Parker	108,368.00	4,573.00	112,941.00		0.00	
Hoover	180,112.58	7,600.75	187,713.33		0.00	
Brookfield	180,112.58	7,600.75	187,713.33		0.00	
Markham	180,112.58	7,600.75	187,713.33		0.00	
Lockwood	301,877.02	12,739.00	314,616.02		-0.02	
Horace Mann	180,112.58	7,600.75	187,713.33		0.00	
New Highland	180,112.58	7,600.75	187,713.33		0.00	
Manzanita	180,112.58	7,600.75	187,713.33		0.00	
Global	180,112.58	7,600.75	187,713.33		0.00	
					-0.02	
	1,779,401.08	75,090.25	1,854,491.33			
					0.00	

Proposed Budget Narrative for Year 3

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget	Subtotal of Object Code	Errors / Notes
1000	Certificated Salaries	Futures & CUES on Lockwood [Salary for 2.0 TSAs (Early Lit Coaches) & Salary for 1 STIP Sub and Extended Contracts for teacher PD & PLCs]	Lockwood STEAM	\$ 198,881.03		
1000	Certificated Salaries	Markham [0.5 TSA to provide word recognition/SIPPS instruction in K-3 & Extended Contracts for K-3 teachers to attend PD & PLC]	Markham	\$ 50,248.33		
1000	Certificated Salaries	Brookfield [1.0 Early Literacy Coach (TSA), Extended Contract for Tutoring, Professional Development, and family engagement]	Brookfield	\$ 91,738.34		
1000	Certificated Salaries	Hoover [Early Literacy K-3 Coach (1.0 TSA); Extended contract for PLC and PDs]	Hoover	\$ 107,532.00		
1000	Certificated Salaries	Horace Mann [Early Literacy K-3 Coach 1.0 TSA FTE; Extended Contract for K-3 teachers Analyzing Data and participating in PD]	Horace Mann	\$ 108,427.33		
1000	Certificated Salaries	Manzanita Community School [TSA-Early Literacy Instructional Coach that will provide PD, instructional supports, observations and feedback, focused on SIPPS, EL Education, assessments, and will train and create schedule for the Early Literacy tutors.]	Manzanita Community School	\$ 77,663.32		
1000	Certificated Salaries	New Highland Academy [Early Literacy CoachK-3 (TSA), STIP sub for K-3 instructional support, Extended Contract for K-3 teachers to engage in PD and PLC and ILT to plan PD for K-3 teachers]	New Highland Academy	\$ 115,778.62		
1000	Certificated Salaries	Parker [0.3 FTE of an Early Literacy Coach to support SIPPS training, implementation and assessment system support]	Parker	\$ 22,110.00		
1000	Certificated Salaries	Prescott [0.8 FTE of Early Literacy Coach/Intervention K-3 Specialist (TSA); Extended Contract for K-3 teachers for PLC and PD support in the use ofculturally relevant text, the use of Accelerated Reader, and for engaging in CORE reading PD]	Prescott	\$ 60,795.00		
1000	Certificated Salaries	Global [Early Literacy Coach (.60 FTE); STIP Sub (1.0 FTE); Daily Substitutes to allow teachers quarterly release days; Extended contract for PDs]	Global	\$ 149,798.19	\$ 982,972.16	
2000	Classified Salaries	Markham [Two full time Tutors & 0.2 ISS to serve TK-3 students with intervention]	Markham	\$ 58,429.00		
2000	Classified Salaries	Brookfield [2.0 Early Literacy K-3 Tutors to support differentiated foundational skill instruction]	Brookfield	\$ 19,969.00		
2000	Classified Salaries	Manzanita Community School [4 Early Literacy K-3 Tutors (.4) 15,000 each]	Manzanita Community School	\$ 60,000.00		
2000	Classified Salaries	Parker [2 Full Time Early Literacy K-3 Tutors]	Parker	\$ 44,652.00		
2000	Classified Salaries	Prescott [0.4 FTE of early lit K-3 tutor to work 3 hrs/day]	Prescott	\$ 13,000.00	\$ 196,050.00	
3000	Employee Benefits	Futures & CUES [Benefits for Extended Contract, STIP SUBS and TSAs]	Lockwood STEAM	\$ 102,995.95		
3000	Employee Benefits	Markham [Benefits for 0.5 TSA; Extended Contracts; Early Lit Tutors; 0.2 ISS]	Markham	\$ 61,996.00		
3000	Employee Benefits	Brookfield [Benefits for 1 TSA, 2 Tutors, and Extended Contract]	Brookfield	\$ 58,966.00		
3000	Employee Benefits	Hoover [Benefits for Early Literach Coach (1.0 TSA); Benefits for Extended contract]	Hoover	\$ 46,611.00		
3000	Employee Benefits	Horace Mann [Benefits for Coach and Extended contract]	Horace Mann	\$ 52,246.00		
3000	Employee Benefits	Manzanita Community School [Benefits for TSA]	Manzanita Community School	\$ 42,000.00		
3000	Employee Benefits	New Highland Academy [Benefits for TSA, STIP, Extended Contract]	New Highland Academy	\$ 58,134.00		
3000	Employee Benefits	Parker [Benefits for 0.3 TSA and Tutors]	Parker	\$ 41,606.00		
3000	Employee Benefits	Prescott [Benefits for 0.8 TSA and Extended Contract]	Prescott	\$ 30,073.00		
3000	Employee Benefits	Global [Benefits for 0.6 TSA and 1.0 Stip Sub]	Global	\$ 19,651.15	\$ 514,279.10	

4000	Books and Supplies	Markham [Purchases additional SIPPS kits for K-3 and Bookshop Fonetica for K-3]	Markham	\$	9,439.26	
4000	Books and Supplies	Brookfield [Instructional Supplies (SIPPS Kits; EL Educationa Recommended Texts; Words Their Way) for K-3]	Brookfield	\$	9,439.25	
4000	Books and Supplies	Hoover [Supplies for curriculum implementation: EL Education Recommended Texts and SIPPS materials for K-3]	Hoover	\$	25,969.59	
4000	Books and Supplies	Manzanita Community School [Culturally relevent complex text read aloud book collection for K-3 in order to engage students and improve literacy skills.]	Manzanita Community School	\$	152.58	
4000	Books and Supplies	New Highland Academy [Supplemental SIPPS/Heggerty materials for K-3 teachers]	New Highland Academy	\$	6,199.97	
4000	Books and Supplies	Prescott [Funds for culturally relevant complex texts for K-3 teachers]	Prescott	\$	2,500.00	\$ 53,700.65
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Prescott [Licensing for Accelerated Reader for K-3 students]	Prescott	\$	2,000.00	
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Global [Tk-3 Afterschool Mam program facilitator; Early Literacy Tk-3 Family Engagement Workshops]	Global	\$	8,945.00	
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Horace Mann [Professional Development contract with solution tree for K-3 teachers to learn how to build effective PLCs to analysis SIPPS instruction and Data]	Horace Mann	\$	19,439.26	\$ 30,384.26
5200	Participant Travel/ Project Staff Travel			\$	-	
7000	Indirect Costs	Indirect cost rate (4.22%) - Lockwood STEAM	Lockwood STEAM	\$	12,739.00	
7000	Indirect Costs	Indirect cost rate (4.22%) - Markham	Markham	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Brookfield	Brookfield	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Hoover	Hoover	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Horace Mann	Horace Mann	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Manzanita Community School	Manzanita Community	\$	7,588.23	
7000	Indirect Costs	Indirect cost rate (4.22%) - New Highland Academy	New Highland Academy	\$	7,600.75	
7000	Indirect Costs	Indirect cost rate (4.22%) - Prescott	Prescott	\$	4,573.00	
7000	Indirect Costs	Indirect cost rate (4.22%) - Global	Global	\$	7,528.24	
7000	Indirect Costs	Indirect cost rate (4.22%) - Parker	Parker	\$	4,573.00	\$ 75,005.22
5100	Subagreement			\$	-	
6000	Capital Outlay			\$	-	
TOTAL				\$	1,852,391.39	

FY23-24									
School	Budget	Indirect	Total		4 Year Total	Balance			
Prescott	108,368.00	4,573.00	112,941.00		\$ 348,823.00	\$ -	Allocation is \$338,823 plus \$10,000		
Parker	108,368.00	4,573.00	112,941.00		\$ 348,823.00	\$ -	Allocation is \$338,823 plus \$10,000		
Hoover	180,112.59	7,600.75	187,713.34		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Brookfield	180,112.59	7,600.75	187,713.34		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Markham	180,112.59	7,600.75	187,713.34		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Lockwood	301,876.98	12,739.00	314,615.98		\$ 963,848.00	\$ -	Allocation is \$943,848 plus \$20,000 (\$10,000 for CUES/Lockwood & \$10,000 for Futures)		
Horace Mann	180,112.59	7,600.75	187,713.34		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
New Highland	180,112.59	7,600.75	187,713.34		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Manzanita	179,815.90	7,588.23	187,404.13		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Global	178,394.34	7,528.24	185,922.58		\$ 573,140.00	\$ -	Allocation is \$563,140 plus \$10,000		
Oakland Unified					\$ 40,000.00	\$ -	Allocation is \$40,000		
	1,777,386.17	75,005.22	1,852,391.39		\$ 5,713,474.00				