

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

Goal of the Early Literacy Support Block Grant

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

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

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

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

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

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

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

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

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

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

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

Category 1: Access to High-Quality Literacy Teaching

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

Category 2: Support for Literacy Learning

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

Category 3: Pupil Supports

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

Category 4: Family and Community Supports

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

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LEA/District: SFUSD

LEA/District Contact/Project Director:

Site(s): Dr. Charles R. Drew College Preparatory Academy

Site Administrator(s): Vidrale Franklin, Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Tamara Reyes	Literacy Coach
Michelle Liwanag	Grade TK
Jacqueline McDonald	Grade K
Ashley Walker	Grade K
Vicki Cho	Grade 1
Ashley Harman	Grade 1
Kimberly Brown	Grade 2
Fletcher Cobbsek	Grade 3
Asija Chappel	Central Response to Intervention Facilitator
Susan Veronica Norris	Early Elementary Instructional Coach

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	Fountas & Pinnell Classroom • Phonics, Spelling, Word Study • Reading Minilessons • Interactive Read-Alouds • Shared Reading • Guided Reading TCRWP Writer's Workshop Units of Study	Letter Recognition (Uppercase / Lowercase) Letter Sounds High Frequency Words (25) Blending Segmenting Rhyming Early Literacy Behaviors
	Language Comprehension	Fountas & Pinnell Classroom: • Reading Minilessons • Interactive Read-Alouds • Shared Reading • Guided Reading	F&P Leveled Literacy Benchmark Assessments (Running Records)
	English Language Development	Wonders ELD Curriculum	ELPAC
Tier 2: Targeted, Supplemental Supports	Reading Intervention	Fountas & Pinnell Leveled Literacy Intervention	F&P Writing Picture Sounds F&P Word List F&P Benchmark Assessment
	Phonics Intervention	Wilson Foundations	PALS Assessment
Tier 3: Intensive, Individualized Supports	Dyslexia Intervention	Wilson Dyslexia Intervention	WADE
		SPIRE and iSPIRE	

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	Drew engaged multiple stakeholder groups in the planning process to improve literacy instruction. Teachers in grades TK - 3rd along with coaches, district instructional leaders and school administration met frequently to assess current literacy programs, interventions and students outcomes as well as developing ideas for strengthening our literacy program. Paraeducators, support staff and families were included in the planning process by completing surveys, participation in focus groups and attending meetings. Within ELSB and in cross-district meetings with schools serving similar student populations, the literacy team identified what components of our literacy instruction met the needs of our students and where we needed to supplement our curriculum to better support our teaching. The site literacy team addressed the efficacy of the intervention model and curriculum through monthly meetings with leadership, district and site intervention coaches, the reading intervention and SpEd teachers to discuss student growth and reading data. The site literacy team and classroom teachers identified the need for community-based literacy supports and at-home supports. These supports will be addressed during the early literacy professional development and will include our current support personnel (parent liaison, elementary advisor, and school social worker).	• SSC Agenda Log 2020-2021 • AILT Agenda Log 2020-2021 • ELSB Collaborative Log • Teacher implementation survey
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs	A root cause analysis was conducted by classroom teachers, coaches and school leaders to examine current practices and student outcomes.	• Drew Root Cause Analysis Jamboard • Drew Site Planning Summit 2021

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.	This analysis resulted in the following problem statement: Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade. Our current data indicate, 33% of students in grades TK, K, 1st are reading at grade-level according to Fountas & Pinnell assessments, and 25% of students in 2nd and 3rd grades are at grade-level. Additionally, 26% of 3rd grade students are performing at levels of proficient or above on the Reading Inventory assessment. Of the three areas identified as needing to improve (professional development, literacy curriculum, assessment), the team identified professional development around early literacy and high-quality literacy teaching as the highest leverage area across all grade levels. The team also identified strengths which included pre-existing adult learning structures such as site-based PDs focused on Culturally Responsive Teaching (CRT), Comprehensive Approach to Literacy, and Math. Additional structures included regular grade level collaboration and coaching cycles. Though these structures exist, we discussed the need for more knowledge around the “science of reading” and how to tailor instruction to meet the learning needs of individual students.	● F&P/RI Class Report 3-5 2020-2021 ● F&P K-2 2020-2021 Data ● Drew Data Folders 2020-2021 ● Drew Student Survey ●
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	We identified, through the root cause analysis, the need for more support in providing high-quality literacy instruction. Through looking at our student reading data and walkthrough tools, we determined that our current professional development focused on implementation of curriculum and fidelity to curriculum implementation. As a result of teacher turnover and fixed mindsets, our walkthrough data indicated that we remained at the beginning stages of implementation over the past 3 years. Our adult learning structures currently do not allow space for teacher’s to engage in building a deeper knowledge of literacy instruction and pedagogy. When faced with students that were not yet reaching	● Drew Root Cause Analysis Jamboard ● Drew Needs Assessment Notetaker ● GSATs (K-1, 2-3) ● Drew STR Executive Summary 2019-2020 ● Drew STR Executive Summary 2020-2021 ●

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.	benchmark, we realized there was a pedagogical knowledge gap in how to support students. Teachers were unable to differentiate instruction as they marched ahead with instruction in an attempt to fully implement our literacy curriculum. We believe that by providing time for teachers to engage in literacy professional development focused on early literacy we can build teacher capacity to implement robust Tier 1 instruction regardless of what curriculum they are asked to implement. We believe the professional development will strengthen teacher agency in implementation and empower teachers to make instructional decisions based in the science of reading.	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction • Site/LEA practices or issues • Evidence-based rigorous goal	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.	Screening data shows low student performance. <i>[Insert Link] Link to needs assessment and root cause analysis provided</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 • By the first month of school, groups formed based on placement data	• PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data
Example: Provide explicit, academic vocabulary instruction.	Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.	Example: Screening data revealed low student scores in vocabulary across K–3. <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions	Example: • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) • ELPAC data
We will improve in our knowledge & skill in implementing an explicit	Root cause analysis and needs assessment revealed too few of our	Assessment data shows that two-thirds of our students are not yet	• By September 2021, all teachers will begin early literacy	• Professional Development Scope & Sequence

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 December 2021.	students are able to decode and comprehend complex grade-level texts by the end of third grade. In addition, there is inconsistency in the implementation of the Comprehensive Approach to Literacy model and all of its components.	meeting grade-level expectations in reading. Three years of walkthrough data also indicate that our teachers have remained at the beginning stages of implementing all components of Comprehensive Approach to Literacy (guided reading, phonics, minilessons, etc.). Link to needs assessment and root cause analysis provided	professional development and engage in monthly PD sessions. - By October 2021, all teachers will implement Readers and Writers Workshop model components within the frame of culturally responsive teaching. - For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on PDSA cycles.	- Early Literacy Professional Development - Invoices - Walkthrough/Observation data - Unit and weekly lesson plans - Coaching Cycles - Peer observations - Running records, foundational skills assessment - Grade-level collaboration agendas and Notes
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.				

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

pupils, including, among others, bilingual reading specialists to support English learner programs.		<i>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>	<i>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 September 2022, para-educators will be hired to provide direct, daily instruction to K-3rd students around foundational skills. By September 2022, teachers, support staff, and para-educators will be trained in the SIPPS program to provide daily instruction in grades K-3rd as Tier 1 instruction. By September 2023,	Evidence will include: - Para-educator schedules including students serviced - SIPPS Professional Development Training Agenda/Sign-Ins	Based on the SIPPS curriculum data that was collected during our pilot during the 2021-2022 school year, we see the need to become more targeted in our daily instruction and instructional groupings. Para-educators will use the SIPPS curriculum to provide daily instruction around foundational skills to students in K-3rd. Additionally, we will be utilizing on-site support personnel including the Literacy Coach, Instructional Reform Facilitator (IRF), Central Response to Intervention Facilitator, and Academic Response to Intervention Facilitator (ARTIF). Additionally, our district's central English Language Arts Team will be providing additional support for professional learning. Early literacy professional development will also be provided through outside consultants.
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	Linked is our Professional Development Scope and Sequence that details our CRT Professional Development Schedule and resources.	Our school is currently focusing on Culturally Responsive Teaching (CRT) as a way to improve and deepen our instruction in all content areas. We have specifically focused on building relationships with students, promoting authentic engagement, and increasing rigor. 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.	By October 2021, classroom teachers and certificated staff will begin professional development around the science of reading and early literacy development through the CORE Online Elementary Reading Academy. By August 2021, classroom teachers and certificated staff will begin a professional development series focused on early literacy development in Tier 1 instruction. The St. Mary's College of California CLM Coach program focuses on five major areas of preparation: 1) literacy theory and research, 2) literacy curriculum and instruction, 3) literacy assessment, 4) literacy coaching, and 5) supervising and coordinating a school's literacy program. The responsibilities of the CLM Coach are organized to include 1) 50-60% of time working with teachers, including sustained coaching cycles, demonstration lessons, professional learning communities, and other related experiences; 2) 20-30% of time	Evidence will include whole staff participation in the CORE Online Elementary Reading Academy (CORE OERA Syllabus) As seen in our foundational skills assessments, our root cause analysis, and our needs assessment, increased professional development for teachers around early literacy development ("science of reading") is an urgent need in order to provide targeted, evidence-based reading instruction to our students. Linked is the coursework information. Glassroom teachers will receive instruction from the school's CLM Coach under the direction of Saint Mary's College of California instructors building on the embedded professional development structure within the school in an effort to increase sustainability and overall effectiveness.	Professional development on building students' foundational skills will ensure that all teachers have the knowledge and skills to provide targeted, quality literacy instruction in Tier 1 instruction (whole group and small group). Teachers will use what they learn to be responsive to students' literacy needs.

	teaching small groups of struggling readers; and 3) 10-20% of time coordinating, monitoring, and assessing the school's literacy program, including designing curriculum, analyzing data, and sharing results.		
	By mid-September 2021, have all Beginning-of-Year literacy assessments completed and have grade level data conferences in order to analyze preliminary data and plan for Tier 1 instruction (differentiated small group instruction). By May of 2022, classroom teachers participate in bi-monthly grade level student achievement meetings to analyze student work and student data, reflect on teaching practices, and plan for literacy instruction. By May of 2022, classroom teachers participate in data conferences every trimester to analyze summative data, reflect on teaching practices, and plan for literacy instruction. By November 2021, SIPPS will be piloted as a Tier 2 intervention to select 1st and 2nd grade students. Select support staff and para-educators will be trained in SIPPS to provide instruction daily to 1st and 2nd grade students.	As seen in our foundational skills assessments, our root cause analysis, and our needs assessment, we indicated the need for grade level collaboration and time for strategic planning. Evidence will include: - F&P Foundational Skills Assessment Data - F&P Leveled Benchmark Assessment Data - Reading Inventory - SIPPS Foundational Skills Assessment Data - Data Conferences Agenda/Slides	Our current data indicate, 33% of students in grades TK, K, 1st are reading at grade-level according to Fountas & Pinnell assessments, and 25% of students in 2nd and 3rd grades are at grade-level. Additionally, 26% of 3rd grade students are performing at levels of proficient or above on the Reading Inventory assessment. The majority of our TK-3rd grade students are testing below proficiency in F&P benchmark assessments according to our screening data. We need to become more targeted in our whole group instruction (Tier 1, particularly in our small group instruction. Time for strategic planning and collaboration are necessary to provide responsive literacy instruction.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT	By August 2021, develop a professional learning scope and sequence for the school year that is aligned with the early literacy development. School site structures will include site-based literacy professional development (learning labs), grade level student achievement team collaboration and	As seen in our foundational skills assessment, our root cause analysis, walk through data, needs assessment, and Implementation Self-Assessment increased professional development for teachers around early literacy development in conjunction with school-wide professional learning structures to support implementation is a need.	The majority of our TK-3rd grade students are testing below proficiency in F&P benchmark assessments according to our screening data. Previous walkthrough data has confirmed that teachers have remained in the beginning stages of implementation. Through ongoing professional learning structures, and progress monitoring of the implementation of

FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	planning, coaching cycles, data conferences, learning walks, and peer observations. By September 2021, classroom learning walk schedule and protocol is in place to monitor implementation of the Comprehensive Approach to Literacy. By May 2022, all teachers engage in at least one coaching cycle around implementation of the Comprehensive Approach to Literacy with a focus on Phonics, Spelling, and Word Study.		Phonics, Spelling, and Word Study and foundational skills we will provide full implementation of Comprehensive Approach to Literacy as necessary to ensure students receive comprehensive literacy instruction.
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SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	Example (action item): - By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. - By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. - By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
	Example (action item): By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.	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,	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

	- 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.	in addition to phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.	the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	Purchase instructional materials including: - Additional SIPPS Curriculum - Heggerty Curriculum - Decodable Texts / Classroom Library Texts - Foundational Skills resources (magnetic letters, whiteboards, activities, etc) - Materials to support literacy practices in STEM - Materials to implement SIPPs phonics instruction for TK & kindergarten - Magazine subscription for 2nd and 3rd graders By August 2022, SIPPS curriculum and supplemental foundational skills resources will be purchased to support foundational skills instruction in K-3rd Grade. By December 2021, develop tool to analyze unit plans and student data in order to identify and order supplemental materials for each unit (i.e. genre specific text, decodable text, technology subscriptions, and culturally relevant mentor texts)	As seen in our foundational skills assessment data, and summative reading data our students that are not mastering foundational skills in the earlier grade levels are still not showing mastery by 3rd grade and beyond. Attached is our Professional Development Scope and Sequence to support teachers in differentiating our adopted literacy curriculum to better serve the needs of our students. It includes the ongoing coaching and feedback for teacher implementation from coaching staff and administration. Through our root cause analysis we identified instructional materials that needed to be purchased in order to implement the curriculum with fidelity and also supplemental instructional materials that we found to be lacking in the curriculum in order to build student's foundational skills understanding. Evidence will include: SIPPS Instructional Materials Order	Through implementation of skills acquired through professional development focused on building teacher capacity in foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the F&P foundational skills assessment will allow students to be placed in differentiated groups based on the ongoing placement and mastery assessments.

	By December 2021, develop a protocol to reflect on the previous unit and determine effectiveness of materials as related to student achievement and inform material purchases for the following year. By October 2021, purchase classroom libraries to support student independent reading and skill development for all TK – 3rd grade classes.		
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Provide teachers extended hours and training on assessment instruments to help assess students' needs and monitor progress.	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments. Or, [Insert Link] link to needs assessment indicating not a priority.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.
	By August 2021, provide teachers necessary training on administering foundational skills (F&P Early Foundational Skills Assessments) and reading assessments. By August 2021, develop a schedule for teacher release days for reading assessments to ensure that all TK-3 students are assessed.	As seen in our foundational skills assessment, our root cause analysis and our needs assessment, an assessment schedule that ensures all TK-3 students are screened and assessed so that we may monitor progress towards proficiency and measure efficacy of instruction, early literacy skills professional development, and implementation of Comprehensive Approach to Literacy.	SFUSD provides and collects data from evidence-based diagnostic assessments using the F&P Foundational Skills Assessments and we will continue to use those assessments. We have determined we do not have a structure for assessing students outside of TK-1 for foundational skills, so we will utilize teacher release days to collect data from students in grades TK-3. As a way to measure efficacy of professional development, teacher instruction, implementation of Comprehensive Approach to Literacy (CAL) we will need to implement structures that support the use of ongoing assessment data to inform instruction and measure growth toward proficiency.

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>
	No action	As our student learning data , root cause analysis and needs assessment indicate a need to provide multiple opportunities for students to acquire and apply learned reading skills. The Academic Liaison will support the facilitation of this process by providing professional development support and thought-partnership to after school program staff. Attached is the job description for the Academic Liaison.	By August 2021, hire an Academic Liaison (certificated teacher) lead teacher to work with after school program provider (YMCA Beacon) to design and implement literacy support structures (tutoring, family events, projects, read-a-thon, etc.) focused on improving students' reading skills. A significant number of our students are not meeting grade-level standards when it comes to literacy proficiency as indicated by assessment data. As a school community, we need to increase instructional effectiveness and students' opportunities to practice their reading skills.

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.
	By August 2022, hire a 0.5 FTE School Teacher-Librarian to support classroom teachers and after school program staff in providing literacy instruction and other literacy-based learning opportunities to TK-3 students.	Multiple sources of data indicate the need for students to have increased opportunities to engage with texts in addition to teachers and after school staff needing support with providing effective literacy instruction. Attached is the Teacher-Librarian job description.	Our school will continue our efforts to provide students with multiple opportunities to apply their learned reading skills in ways that are engaging and meaningful. It is also our goal to engage families in this work to increase student practice time and opportunities for skill application.
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	Drew has strong Positive Behavior Intervention and Support (PBIS) and Coordinated Care (CCT) Teams that analyze data and support students, families and staff with social-emotional wellness, behavior support and attendance. The CCT meets weekly and the PBIS team meets bi-weekly and is comprised of classroom teachers and administrators as well as the school social worker, nurse and other support staff.	Our suspension data is relatively low, however, there is a need to develop in students a strong sense of self and increase their social-emotional intelligence. By doing this, we will maximize learning time leading to improved student outcomes.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning	No action	Drew has received a grant through the Room to Breathe organization in partnership with Seneca Family of Agencies to fund a full-time Unconditional Education Coach (UEC) for the next 3 years to support school-wide positive culture and climate.	In partnership with Seneca, the UEC will provide student support, mental health & social-emotional interventions for students, and support school staff with resources and training to create a lasting system of positive behavioral interventions and supports.

approaches, including restorative justice.			The goal of the UEC is to help school staff and families create a campus where everyone is welcome, students and teachers have the skills and tools to maintain a positive climate, and to ensure a sustainable model for student success.
3.3e EXPANDED ACCESS Expanded access to the school library.	By August 2022, hire a 0.5 FTE School Teacher-Librarian to provide students increased access to school library resources. Equitable access to resources is imperative to the academic and social-emotional growth of students, and providing library support will increase this access.	Multiple sources of data indicate the need for students to have increased opportunities to engage with texts in addition to teachers and after school staff needing support with providing effective literacy instruction. Attached is the Teacher-Librarian job description.	Libraries can engage students in learning in ways that are different from regular classroom instruction. Librarians help students learn the best ways to access and use quality information and resources, help them to enhance their study and research skills and explain how to use the latest technologies to enhance their learning.

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): - 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	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>develop a system to capture student voice to raise staff awareness and inform supports 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>
	By September 2021, provide the first in a series of workshops that use culturally responsive teaching theory and practices as an approach to academically and socio-emotionally supporting students and families exhibiting signs of trauma. Monthly follow-up training will be provided.	Drew staff engaged in professional development sessions in the 2020-2021 school year. In this following year, we will build on our learning and focus on how to effectively use our knowledge to support students in the classroom and families at home. The attached is the presentation and feedback survey from one of our sessions speaks to the need and desire for continued work in this area.	Using Zaretta Hammond's Culturally Responsive Teaching and the Brain and the Ready for Rigor Frame will provide staff the appropriate knowledge and skill to design school-wide and classroom-based practices that support students on multiple levels. Identifying the signs of trauma, the brain's triggers around race/culture as well as trauma-informed supports, de-escalation and restorative practices are key in our efforts to support increasing student literacy outcomes.
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	Drew has a strong Coordinated Care (CCT) Team (school social worker, nurse, student advisor and other support staff). that regularly surveys all families, and provides more intensive contact/support for vulnerable families. In addition, we have recently acquired funding to hire a Unconditional Education Coach that will support our efforts in meeting the mental health needs of our families.	No action associated with the provision of mental health resources is needed because these supports are provided through other grant funding, our district and the school site.

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	Currently, Drew provides Tier 2 and Tier 3 literacy support to students requiring extra academic and/or social-emotional support. The district provides an Academic Response to Intervention Facilitator to provide students with supplementary reading instruction when necessary. A social worker is also available to provide and coordinate mental health services as well as the Seneca Unconditional Education Coach. Additionally, our Resource Specialist (RSP) provides reading instruction to students with IEPs.	No action associated with the provision of multi-tiered systems of support and response to intervention is needed because these supports are provided through other grant funding, our district and the school site. SPSA plan indicates MTSS supports.
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.	By September 2021, begin planning and implementing programs and workshops that provide families with opportunities to engage in literacy activities at home and during out-of-school hours. By August 2022, hire a 0.5 FTE School Teacher-Librarian and Academic Liaison to support in creating and implementing programs that provide families with training and opportunities to engage in literacy activities in school and at home.	Student learning data, root cause analysis and needs assessment indicate a need to provide multiple opportunities for students to acquire and apply learned reading skills including utilizing after school and at home learning opportunities. The Teacher-Librarian and Academic Liaison will support the facilitation of parent engagement/family nights and parent workshops centered on literacy support. Attached are the Teacher-Librarian and Academic Liaison job descriptions.	Parent involvement in early literacy is directly connected to academic achievement. Children need parents to be their reading role models with daily practice in order to navigate successfully through beginning literacy skills. Beginning in September 2021, we will provide monthly workshops, family nights and newsletters with reading “challenges” and read aloud videos with community/parent readers to encourage participation. Surveys for each workshop or event will be provided to gather feedback from participants.
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.	By September 2021, we will work with our after school program provider (YMCA Beacon) to develop a family communication plan that centers literacy knowledge and support.	To reach the goals outlined in SPSA , we will assess the communication needs of our families, strengthen the use of various avenues of communication and provide specific information around literacy and progress towards our goals to families and communities on a monthly basis.	Family and community communication is critical in our accountability structure. All stakeholders will play a vital role in helping us reach our school-wide goals, students reach their individual learning goals, and the community as a whole in helping students reach the goals outlined in our Drew Scholar Profile.