

LCRSET Literacy Plan Template

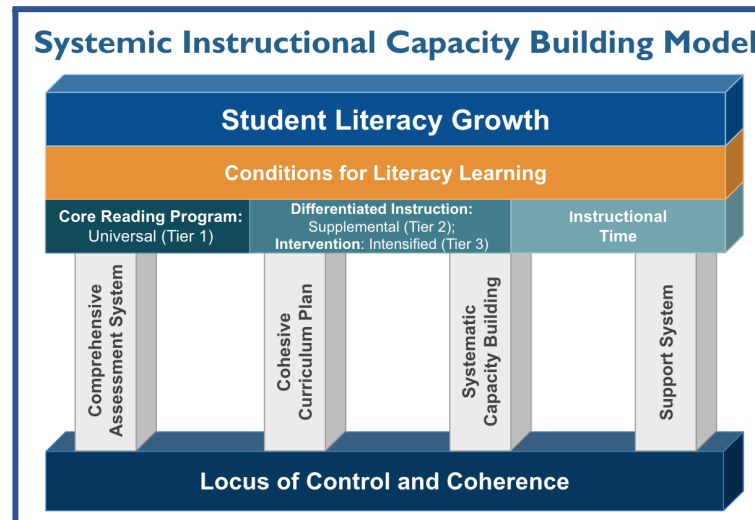
Assembly Bill 181, Section 137 (Chapter 52, Statutes of 2022) and Senate Bill 114, Section 104 (Chapter 48, 2023) authorizes the Literacy Coaches and Reading Specialists (LCRS) program. The purpose of this *Literacy Plan Template* is to support the LEAs/sites that received the LCRS funding in the development of a literacy plan as called for in the allowable use of funds in an intentionally organized way that stays focused on the allowable expenses, yet allows for flexibility to design a comprehensive LEA/site literacy plan. The plan can be comprehensive from the beginning or expanded over time, and it can be revisited and revised through continuous improvement “Plan-Do-Study-Act” cycles over the life of the grant and beyond.

This project is grounded in California’s guiding documents and initiatives. In particular, the *CA ELA/ELD Framework* provides a blueprint for the implementation of two sets of interrelated standards, the ELA Content Standards and the CA ELD Standards. The *CA ELA/ELD Framework* addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines through five key themes. It also includes guidance on assessment and multi-tiered systems of support.

Literacy Plan Template Overview

The template is divided into three sections and is based on the Systemic Instructional Capacity Building Model:

1. **Background Information**
 - 1.1. Overview Of CURRENT LEA/Site ELA/ELD Instructional Plan
 - 1.2. Summary of Root Cause Analysis & Needs Assessment
2. **Literacy Goals**
 - 2.1. What are we going to do/change in our system to impact student literacy achievement
3. **Support Categories for Meeting the Literacy Plan Goals**, includes allowable programs and services (*LEA/site may write a comprehensive plan that includes multiple funding streams, or write a narrow plan for only the LCRS funds. Descriptors of the categories are found within the template.*)
 - 3.1. Conditions for Literacy Learning and Success
 - 3.2. Comprehensive Assessment System
 - 3.3. Cohesive Curriculum Plan
 - 3.4. Systematic Capacity Building
 - 3.5. Support System



LCRS Allowable Uses of Funds per AB 181, Section 137 (Chapter 52, Statutes of 2022) and SB 114, Section 104 (Chapter 48, 2023)

As stated on the CDE LCRS webpage, <https://www.cde.ca.gov/pd/ps/lcrsprogram.asp>, the following are the allowable use of LCRS funds. See also the LCRS Frequently Asked Questions at <https://www.cde.ca.gov/pd/ps/lcrsgrantfaq.asp>.

LCRS Funds may be used to:

- Develop school literacy programs
- Employ and train literacy coaches and reading and literacy specialists
- Develop and implement interventions for students in need of targeted literacy support

Expenditures for school literacy programs may include:

1. Developing a school literacy plan that includes goals and actions to improve literacy acquisition for pupils in preschool, if applicable, and kindergarten or any of grades 1 to 3, inclusive. The plan shall identify metrics to measure progress toward the goals and actions.
2. Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes. To "employ" means that a local educational agency (LEA), to the extent feasible, will hire a new literacy coach, reading specialist, or both; train existing staff to become a literacy coach; or support existing staff in obtaining a reading specialist credential or authorization. Funds shall not be used to support the salaries of existing literacy coaches and reading specialists.
3. Increasing access to evidence-based literacy instruction, through strategies, including, but not limited to, any of the following:
 - Providing bilingual reading specialists to support dual language acquisition and English language development programs.
 - Developing and implementing culturally responsive curriculum and instruction.
 - Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.
 - Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.
4. Establishing an evidence-based family literacy initiative, which may include but is not limited to, the following:
 - Family literacy plans that identify literacy and biliteracy goals, benchmarks, and roles for all family members.
 - Family literacy home visiting programs, including, but not limited to, "promotora" family literacy outreach specialists. LEAs may establish literacy and biliteracy home visits to engage families in how to best support their pupils and every family member in reaching their literacy goals.
 - Extended-day, summer, or weekend family institutes related to literacy and biliteracy. LEAs are encouraged to work with in-house expanded learning programs to establish literacy and biliteracy support programs and literacy enrichment programs during after school, weekend, and summer hours.
 - Public library family literacy partnerships, including, but not limited to, digital tools to support whole family literacy.

Directions

The LCRSET Grant Leads and [Regional Hubs](#) will provide a step-by-step process from pre-planning to plan development, with expert technical assistance, ongoing support, and feedback. Refer to the [LCRSET Padlet](#) for additional support and resources.

The Literacy Plan Template is intended to be written collaboratively by Site Literacy Teams based on the LEA/site local data, root cause analysis, and needs assessment. LEA/site teams may write a comprehensive plan that includes multiple funding streams, or write a narrow plan for only the LCRS funds.

Section 1, Background Information, is an overview of the current reality of the LEA/site. Fill in the template for the instructional materials and assessments being used in each Tier of instruction. Provide a link to the daily instructional schedule(s). Give a summary of the root cause analysis and needs assessment findings completed by school teams during prior training sessions. Provide links to the Literacy Team's documents.

Section 2, Literacy Goals, is where the Site Literacy Team formulates their SMARTe goals based on the root cause analysis and needs assessment. Include rationale and progress monitoring plan for the goals.

Section 3, Support Categories for Meeting the Student Literacy Goals, is intended to be flexible depending on the allocation of LCRS funds, inclusion of other funding sources, and needs assessment findings. This section can be as comprehensive or as narrow as the LEA/site chooses, and can be expanded at any time. The five support categories include descriptors as well as aligned allowables from Assembly Bill 181, Section 137 (Chapter 52, Statutes of 2022) and Senate Bill 114, Section 104 (Chapter 48, 2023).

The Support Category tables are organized like mini-action plans, with the headers:

- Considerations
- Date Range
- Action Items
 - What will you do to meet your stated goal(s)?
- Rationale
 - How does this support literacy goal #1 and/or #2? What in your root cause/needs assessment led you to this action?
- Progress Monitoring
 - How will you monitor the action item? Consider student data, implementation data, daily schedules, walk-through data professional learning plans, etc.
- Person/Team Responsible
 - Who will take the lead on this action item?
- LCRS Funding/ Other Funding (align to SPSA and LCAP as applicable) [select one]
- Allowables May Include

The more thorough the descriptions and explanations in each section, the stronger the plan and implementation will be.

FOR LAUSD ONLY: PINK HIGHLIGHTED AREAS ARE TO BE COMPLETED BY THE SCHOOL SITE. GRAY AREAS ARE EXAMPLES OF HOW YOU MIGHT COMPLETE THE DOCUMENT. IF A SECTION IS COMPLETED AND NOT HIGHLIGHTED, IT IS REPRESENTING THE INFORMATION FROM THE LAUSD DIVISION OF INSTRUCTION.

LEA/Site Information

LEA/District: Los Angeles Unified School District

LEA/District Grant Lead: Jessica Niessen

Site(s): Wadsworth Ave

Site Administrator(s): Jenny Guzman-Murdock & Rose Estrada

Site Literacy Teams may include Grant Leads, Site Administrators, Teachers, Special Education Teachers, Literacy Coach, Reading Specialist, Bilingual Reading Specialist, Interventionists, Parents, LEA curriculum leads, Promotoras, ELD specialist, etc.

Site Literacy Team Member	Role (Include title and/or grade level)
Youngnan Yeam	Literacy Interventionist - Grant Lead
Jenny Guzman-Murdock	Principal
Erika Avila	Instructional Coach
Janeth Castro	Intervention Coordinator
Lori Schmid	1st Grade Teacher
Maricela Almaraz	Community Representation

LITERACY PLAN TEMPLATE

Section 1: Background Information

List the instructional materials and assessments you are currently using to teach and assess the Five Key Themes (Content Knowledge, Effective Expression, Foundational Skills, Language Development, and Meaning Making) of the CA ELA/ELD Framework, including oral language, word recognition, and language comprehension. Dual Immersion sites should list both sets of materials and assessments.

1.1 Overview of CURRENT LEA Instructional Materials & Assessments

(Insert Additional Rows As Needed)

	ELA/ELD/Biliteracy Instructional Materials (Foundational skills, comprehension, writing, and ELD...)	Literacy Assessments and Frequency Biliteracy Assessments and Frequency
Tier 1: Universal Support (All)	CKLA (English Language Arts)	BOY, MOY, EOY: Grades K-2 - mClass DIBELS 8, Grades 3-5- I-Ready Diagnostic Biliteracy Assessment: mClass Lectura
	CKLA Language Studio (ELD)	
	CKLA Caminos (Spanish Dual Language)	
	Digital Tools: i-Ready, Amplify, etc.	
Tier 2: Supplemental Support (Some)	University of Florida Literacy Institute (UFLI) Foundations	DIBELS Progress Monitoring every two weeks to 4 weeks Optional Diagnostic Assessments <ul style="list-style-type: none"> • PAST, PASI, or other Phonological Awareness Screener • CORE Phonics Surveys, LETRS Spelling Screener, or other spelling inventories
	95% Group Phonics Lesson Libraries	
	Reading Horizons (Some English Learners)	
Tier 3: Intensified Support (Few)	University of Florida Literacy Institute (UFLI) Foundations	DIBELS Progress Monitoring every two weeks to 4 weeks Optional Diagnostic Assessments <ul style="list-style-type: none"> • 95% Phonics Screening Inventory • 95% Phonological Awareness Screening Inventory
	95% Group Lesson Libraries	

1.1 Overview of **CURRENT** School Site Instructional Materials & Assessments

(Insert Additional Rows As Needed)

WHAT MATERIALS IS YOUR SCHOOL USING?	ELA/ELD/Biliteracy Instructional Materials (Foundational skills, comprehension, writing, and ELD...)	Literacy Assessments and Frequency Biliteracy Assessments and Frequency
Tier 1	CKLA, CKLA Language Studio	District Assessments - Screeners - DIBELS/iReady (BOY, MOY, EOY) DIBELS Progress Monitoring every 2 -4 weeks iREADY Reading Assessment iREADY Standards Mastery Assessment
Tier 2	University of Florida Literacy Institute (UFLI) Foundations LETRS 95% Group Materials Heggerty	DIBELS Progress Monitoring every 2 weeks Optional Diagnostic Assessments - PAST and CORE Phonics Survey
Tier 3		

[Wadsworth Daily Schedules](#)

SCHOOL SITE: 1.2 Root Cause Analysis & Needs Assessment

See Root Cause Analysis Participant Guide Here: [LCRSET Root Cause Analysis Participant Guide.docx](#)

See Needs Assessment Participant Guide Here: [Needs Assessment Participant Guide.docx](#)

Links to Documents

[UTK/Pals](#)

[Kinder](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

	<u>5th Grade</u> <u>SLD Team</u> <u>Aut Curr Team</u> <u>Instru. Supp. Team</u>
Root Cause Analysis Summary: <ol style="list-style-type: none"> 1. Inconsistent small group instruction 2. Need for explicit reading comprehension and vocabulary instruction 3. Lack of consistency of Progress Monitoring 	Wadsworth Avenue Root Cause Analysis
Needs Assessment Summary: <ol style="list-style-type: none"> 1. Daily targeted small group instruction 2. Consistent delivery of explicit reading comprehension strategies and vocabulary instruction 3. Progress monitoring with fidelity 	

Section 2: Literacy Goals

2.1 Literacy Goals - Local Educational Agency (LEA)

(Insert Additional Rows As Needed)

Literacy SMARTe Goals Focus of improvement, centered on literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal Sample Smart Goals: SMARTe Goals Examples.pdf	Rationale Connect to root cause analysis, and needs assessment evident in identified goals.	Progress Monitoring Metrics to measure progress toward the goals and actions
LAUSD Literacy SMARTe Goal 1: LAUSD Strategic Plan Connections: Academic Excellence: 1A.S1: Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high quality curricular and instructional materials. 1A.S7: Analyze and act upon data to guide instructional planning and personalized learning so all students reach proficiency. We will improve in our knowledge and skills in implementing explicit systematic foundational skills with fidelity, across K-2 classrooms with the use of instructional best practices established through professional development and implementation of the CKLA adopted curriculum, supplemental materials, and foundational skills professional development offered by the district. This will be evidenced by our Professional Development calendar, instructional guides, reference guides, collaborative lesson plans, observations, and student assessment data by June 2027.	Rationale: Analysis of DIBELS foundational skills data shows: <ul style="list-style-type: none"> • At EOY 2022-2023, 66% of LAUSD 2nd Graders are at low risk of struggling with reading by the end of 3rd grade • At BOY 2023-2024, 56% are low risk. • At MOY 2023-2024, 60 % low risk This means that currently, approximately 40% of our students are at risk for struggles learning to become fluent, automatic readers.	Progress Monitoring: Baseline data was collected in September of 2024, using DIBELS benchmark assessments. Beginning, middle, and end of year data collection on composite scores in grades K-3 <i>BOY 2024 Baseline Data</i> <ul style="list-style-type: none"> • Kinder: 45% Benchmark and Above as measured on DIBELS Composite. • First Grade: 52 % Benchmark and Above as measured on DIBELS Composite • Second Grade: 57% Benchmark and Above as measured on DIBELS Composite <i>MOY 2025 Expected Growth</i> <ul style="list-style-type: none"> • Kinder: 62% Benchmark and Above • First Grade: 66% Benchmark and Above • Second Grade: 71% Benchmark and Above <i>EOY 2025 Expected Growth</i> <ul style="list-style-type: none"> • Kinder: 83% Benchmark and Above • First Grade: 80% Benchmark and Above • Second Grade: 84% Benchmark and Above <i>Principal, coach, peer classroom observations occur on a consistent basis</i> <i>Feedback related to professional development delivered on assessment administration, curriculum materials, instructional delivery</i> <i>Collaborative planning calendar by grade levels; peer observation schedules</i> Professional Development Plans for Literacy: Division of

		Instruction Home / New Home
<p>LAUSD Literacy SMARTe Goal 2:</p> <p>LAUSD Strategic Plan Connections:</p> <p>Academic Excellence:</p> <p>1A.S1: Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high quality curricular and instructional materials.</p> <p>1A.S7: Analyze and act upon data to guide instructional planning and personalized learning so all students reach proficiency.</p> <p>We will improve literacy knowledge and instructional practices in K-5 classrooms by consistent implementation of the adopted literacy curriculum program (CKLA/Camino ELA/ELS) with fidelity. We will implement Tier 1 core instruction, Tier 2 small group interventions, and Tier 3 supports as needed and attend professional development. This will be evidenced by our Professional Development calendar, instructional guides, reference guides, collaborative lesson plans, observations, and student assessment data by June 2027.</p>	<p>Rationale:</p> <p>Through our analysis of i-Ready diagnostic Data in grades 3-5, we noticed that performance at BOY in i-Ready demonstrated 13% of students meeting at either Early on grade level or above. At MOY, that increased by only 10% to 23% in grades 3-5.</p> <p>This demonstrates that the majority of our students are lacking in literacy skills, and we need our students to reach proficiency in order to meet the demands of grade level standards and be college and career ready by the end of 12th grade.</p>	<p>Progress Monitoring:</p> <p>Baseline data was collected in September of 2024 using i-Ready Diagnostic Assessments in grades 3-5. Beginning, middle, and end of year data collection on performance levels in 3rd, 4th, and 5th Grade</p> <p><i>BOY 2024 Baseline Data</i></p> <ul style="list-style-type: none"> ● 3rd: 32% On or Above Grade Level ● 4th: 22% On or Above Grade Level ● 5th: 22% On or Above Grade Level <p><i>MOY 2025 Expected Growth</i></p> <ul style="list-style-type: none"> ● 3rd: 48% On or Above Grade Level ● 4th: 38% On or Above Grade Level ● 5th: 38% On or Above Grade Level <p><i>EOY 2025 Expected Growth</i></p> <ul style="list-style-type: none"> ● 3rd: 65% On or Above Grade Level ● 4th: 55% On or Above Grade Level ● 5th: 55% On or Above Grade Level <p>Professional Development Plans for Literacy: Division of Instruction Home / New Home</p>

<h2 style="margin: 0;">2.1 Literacy Goals - School Site Goals</h2> <p style="margin: 0;">(Insert Additional Rows As Needed)</p>		
<p>Literacy SMARTe Goals</p> <p>Focus of improvement, centered on literacy instruction</p> <ul style="list-style-type: none"> ● Site/LEA practices or issues ● Evidence-based rigorous goal 	<p>Rationale</p> <p>Connect to root cause analysis, and needs assessment evident in identified goals.</p>	<p>Progress Monitoring</p> <p>Metrics to measure progress toward the goals and actions</p>

<p>Sample Smart Goals: SMARTe Goals Examples.pdf</p>		
<p>We will improve in reading foundational skills by being consistent and using the agreed upon curriculum among the grade level team as measured by DIBELS benchmark and progress monitoring assessments by the end of the EOY 2027 window.</p>	<p>Rationale:</p> <p>Analysis of DIBELS foundational skills data shows:</p> <ul style="list-style-type: none"> At BOY 2023-2024, 57% are low risk of struggling with reading by the end of 3rd grade At MOY 2023-2024, 52% low risk At EOY 2023-2024, 46 % low risk <p>This means that currently, approximately 50% of our students are at risk for struggles learning to become fluent, automatic readers.</p>	<p>Progress Monitoring:</p> <p><i>BOY 2024 Baseline Data</i></p> <ul style="list-style-type: none"> Kinder: 36% Benchmark and Above as measured on DIBELS Composite. First Grade: 40 % Benchmark and Above as measured on DIBELS Composite Second Grade: 31% Benchmark and Above as measured on DIBELS Composite <p><i>MOY 2025 Expected Growth</i></p> <ul style="list-style-type: none"> Kinder: 56 % Benchmark and Above First Grade: 55 % Benchmark and Above Second Grade: 43% Benchmark and Above <p><i>EOY 2025 Expected Growth</i></p> <ul style="list-style-type: none"> Kinder: 76 % Benchmark and Above First Grade: 70 % Benchmark and Above Second Grade: 55 % Benchmark and Above
<p>School Site Literacy SMARTe Goal 2: LAUSD Strategic Plan Connections: <i>(Add strategic plan connections here)</i></p> <p>We will improve reading comprehension by teaching comprehension skills/strategies using close reading and academic content vocabulary as measured by the iReady ELA Assessment by the end of the EOY 2027.</p>	<p>Rationale:</p>	<p>Progress Monitoring:</p> <p>iReady ELA Standards Mastery assessments will be used to measure proficiency in RI/RL 1, RI/RL 4</p> <p><i>BOY 2024 Baseline Data</i></p> <p>3rd: 23% On or Above Grade Level 4th: 9% On or Above Grade Level 5th: 12% On or Above Grade Level</p> <p><i>MOY 2025 Expected Growth</i></p> <p>3rd: 33 % On or Above Grade Level 4th: 19% On or Above Grade Level 5th: 22% On or Above Grade Level</p> <p><i>EOY 2025 Expected Growth</i></p> <p>3rd: 43 % On or Above Grade Level 4th: 29 % On or Above Grade Level 5th: 32 % On or Above Grade Level</p>

Section 3: Support Categories for Meeting the Literacy Goals

3.1 Conditions for Literacy Learning and Success

Considerations: climate, culture, curriculum coherence among MTSS tiers (academic and behavior systems), teacher collaboration, data-based decision making (data analysis, academic/data conferences, root cause, needs assessments), sitewide focus on effective instruction, professional learning for all staff, literacy leadership prioritized, cycles of continuous improvement (Plan-Do-Study-Act cycles), alignment of ELA and ELD instructional time blocks, master schedule for instruction includes sufficient time to implement the adopted programs

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Ongoing	<ul style="list-style-type: none"> Implement daily small group instruction during Tier 1 core instruction, using the CKLA / Caminos skills strand. 	Implementing evidence based instructional practices to improve foundational skills is supportive of LAUSD Goal 1 and Goal 2.	<ul style="list-style-type: none"> Analyze DIBELS progress monitoring Review teacher daily schedules Conduct classroom observations for daily small group instruction 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
Ongoing	<ul style="list-style-type: none"> Implement Tier 2 small group interventions by interventionist or classroom teacher Implement Tier 3 Interventions as needed. 	Accelerating learning and closing achievement gaps ensures success for all students and is supportive of LAUSD Goal 1 and Goal 2.	<ul style="list-style-type: none"> Analyze DIBELS progress monitoring Analyze i-Ready lesson passage rates and standards mastery (where appropriate) Review Interventionist Roster Reports Review Caseloads of personnel providing Tier 2 and Tier 3 supports Analyze PD Attendance Conduct regular classroom observations 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X

	<ul style="list-style-type: none"> Conduct regular PDSA Cycles to study implementation of curriculum and multi-tiered systems of support 	Engaging in PDSA cycles provides educators with time to collaborate and build collective efficacy and is supportive of LAUSD Goals 1 & 2.	<ul style="list-style-type: none"> Review PDSA Attendance Conduct PDSA follow up observations Review agendas and minutes of PDSA cycle meetings 	District Team Site Literacy Teams Site Admin Site Classroom teachers		
Year 1 August 2024	Creation of common norms and understandings <ul style="list-style-type: none"> Gather curriculum specific walk-through tools for team to look over Brainstorm list of walkthrough protocols and norms Vote to reach consensus Create final list of norms 	Goal 1&2: For data analysis, collaborative planning, and administrative walkthroughs, an agreed upon protocol with supportive norms and understandings will help create the safe environment needed to foster vulnerability and growth with both goals.	<ul style="list-style-type: none"> Preservice agenda item Creation of agreed-upon norms Norms revisited at each round of walk-throughs Whole staff fills out the Literacy Implementation Reflection Tool 2x year 	Site principal in collaboration with the Site Literacy Teams		x
Year 1 September	Site-Wide, grade-level-specific data review prior to Goal 1 implementation: <ul style="list-style-type: none"> All grades administer district mandated assessment in literacy: DIBELS for k-2, i-Ready for 3-5 Each grade level team will analyze their foundational skills data with Site Literacy Team Data will be organized in a data system that allows longitudinal tracking at the grade/class/student level for each screener administration. 	<ul style="list-style-type: none"> Collecting data prior to implementing goal 1 to get the baseline data to monitor student growth in foundational skills. 	<ul style="list-style-type: none"> 100% of students take BOY of district mandated literacy assessment 100% of teachers participate in grade-level data analysis 100% of student data is entered into data system to allow for baseline needed to track student literacy growth through the implementation of Goal 1 (consistent instruction of foundational skills) 	Site principal Literacy Teams Grade Level Leads	x	
Year 1 August 2024	Co-develop walk-through document with “Look-Fors” specific for Goal 1 <ul style="list-style-type: none"> Inventory of materials for curricular components (online and print) Discuss and agree upon consistent learning environments 	Goal 1: Grade-level teacher teams will develop a common understanding of foundational skills practices that are central to each classroom to achieve a consistent reading instruction,	<ul style="list-style-type: none"> Grade level teams have a common “Look For” document for foundational skills. Peer walk-throughs using the “Look Fors” document related to foundational skills helps refine instructional practices to create 	Literacy Coach Site Literacy Teams	x	

	<p>for Tier 1 materials across grade levels (to support Goal1 and creation of “Look Fors”)</p> <ul style="list-style-type: none"> Analyze and record instructional routines for each sub skill related to foundational skills, paying special attention to Unit 1 		<p>consistency and coherence for students 3x per year.</p>			
Year 1 August 2024	<p>Create release day schedule and request subs from district office for data conferences, common planning days, and peer observations specific to Goal 1</p> <ul style="list-style-type: none"> Review the PD section Calendar the PD sessions Send in request forms 	<p>Goal 1: Grade level teams need dedicated release days reserved in advance for consistent data analysis, plan and observation of each other</p>	<ul style="list-style-type: none"> Complete PD calendar Requests sent to HR for substitutes for the year for all grade level 	Principal Literacy Coach	x	
Year 1 August 2024	<p>Master Schedule Grade level teams create weekly schedule prioritizing uninterrupted ELA/ELD timeblocks that are aligned by grade level</p> <ul style="list-style-type: none"> Block out recesses, preps, lunch schedules Arrange subjects in schedule with goal of uninterrupted blocks of time Align instructional Aids schedules for push in during high need times by grade level Allot time for Designated ELD 	<p>Goals 1 & 2 : A master schedule that provides sufficient time in the literacy block for foundational skills and comprehension instruction (inclusive of vocabulary) for every grade level allows for differentiation and coherence of instruction.</p>	<ul style="list-style-type: none"> Preservice Agenda item Completed weekly schedules that are coherent across grade levels with sufficient time for foundational skills as agreed upon Daily schedule is visible to students Ongoing administrator and peer walk-throughs 	Principal Literacy Coach All Grade level teams		x

Year 1 August 2024	Master Schedule ELA/ELD timeblocks delineate instructional time for each literacy sub-skill required by CA Common Core State Standards <ul style="list-style-type: none"> ● Gather ELA/ELD materials CA Content Standards ● Plot out a weekly Schedule ● Compare to weekly timeblock created ● Grade level discussions and agreements around time frames 	Goal 1 & 2: A master schedule that provides sufficient time in the literacy block for foundational skills and comprehension instruction (inclusive of vocabulary) that ensures the Tier 1 instructional materials can be delivered as intended with integrity and fidelity to the program. This will help establish consistency of the reading program.	<ul style="list-style-type: none"> ● Preservice Agenda item ● Completed weekly schedules that are coherent across grade levels with sufficient time for ELA/ELD as agreed upon ● Daily schedule is visible to students ● Ongoing administrator and peer walk-throughs 	Principal Literacy Coach All Grade level teams		x
Year 1 August 2024	Master Schedule Instructional Aides are scheduled by grade level and push in <ul style="list-style-type: none"> ● Grade level weekly schedules are used to create Instructional Aides schedules that are “Push In” model of support by grade level 	Goal 1 & 2: A master schedule that provides sufficient time in the literacy block for foundational skills and comprehension instruction (inclusive of vocabulary) that ensures small group differentiation through the strategic use of other site staff. This was found to be a cause in our Root Cause analysis	<ul style="list-style-type: none"> ● Preservice Agenda item ● Completed weekly schedules that indicate grade-level push-in support with sufficient time for foundational skills and comprehension. ● Instructional Interventionist and interventionist aid’s schedules show collective support in each grade level ● Ongoing administrator and peer walk-throughs 	Principal Literacy Coach All Grade level teams		x
Year 2 August 2025	Site-Wide, grade-level-specific data reviews prior to Goal 2 Implementation 9in addition to foundational skills established year 1) <ul style="list-style-type: none"> ● All grades will administer a vocabulary screener to all students at the site ● Each grade level team will analyze their vocabulary data with the administrator/literacy coach to plan the instruction ● Data will be organized in a data 	Goal 2: Data must be collected prior to implementing goal 2 in order to get the baseline data to monitor student growth in vocabulary development	<ul style="list-style-type: none"> ● 100% of students take BOY of agreed-upon vocabulary screener ● !00% of teachers participate in grade-level data analysis ● 100% of student data is entered into data system to allow for baseline needed to track student literacy growth through the implementation of Goal 2 (vocabulary development) 	Principal Literacy Teams All Grade level teams	x	

	system that allows longitudinal tracking at the grade/class/student level for each screener administration					
Year 2 September- December 2025	Site-wide teacher-selected podcast and companion documents specific to Goal 2 <ul style="list-style-type: none"> Literacy Coach will research and recommend podcasts related to Goal 2 Teachers will select a podcast and timeframe for listening to the podcast Literacy Coach will facilitate follow-up PD. 	Goal 2: Development of common instructional strategies and collaborative conversations around best practices in vocabulary development are needed across the site to foster consistent reading instruction,	<ul style="list-style-type: none"> List of podcasts to choose from Meeting sign in sheets Coach modeling of strategies discussed in podcast and companion document PD sessions (as applicable) Volunteer peer walk-throughs looking for evidence of strategies discussed in podcast and companion document PD sessions (as applicable) 	Literacy Coach		x
Year 2 August 2025	Co-develop walk-through document with “Look-Fors” specific to Goal 2 (in addition to foundational skills established Year 1) <ul style="list-style-type: none"> Gather grade level teacher editions Discuss and agree upon consistent for Tier 1 materials across the grade levels (to support Goal 2 and creation of “Look Fors”) Analyze and record instructional routines for each sub skill related to vocabulary, paying special attention to Unit 1 	Goal 2: Teacher teams co-develop a common understanding of best instructional practices related to effective vocabulary development central to each classroom.	<ul style="list-style-type: none"> 100% of grade level teams have common “Look Fors” document for vocabulary instruction Peer walk-throughs using the “Look Fors” document to create consistency and coherence for students across the site 3x per year 	Literacy Coach Site Literacy Teams	x	
Year 2 August 2025	Create release day schedule and request subs from district office for data conferences, common planning days, and peer observations specific to Goal 2 (in addition to foundational	Goal 2: Grade level teams need dedicated release days reserved in advance to consistently analyze data, plan and observe each other.	<ul style="list-style-type: none"> PD calendar complete Requests sent to HR for substitutes for the year for all grade levels 	Principal Literacy Coach	x	

	skills established Year 1) <ul style="list-style-type: none"> • Review the PD section • Calendar the PD sessions • Send in request forms 					

Allowables May Include:

- Hiring at least one literacy interventionist and interventionist aide per school to support educators and pupils in improving literacy instruction and pupil outcomes; training existing staff to become a literacy coach; or support existing staff in obtaining a reading specialist credential or authorization.
- Providing bilingual reading specialists to support dual language acquisition and English language development programs.
- Increasing access to evidence-based literacy instruction.
- Establishing an evidence-based family literacy initiative.
- Develop school literacy and biliteracy programs.

3.2 Comprehensive Assessment System

Considerations: Assessment calendar that includes screening (including, beginning in the 2025-26 school year, screening required pursuant to Education Code Section 53008), progress monitoring, diagnostic, summative, and curriculum-embedded assessments. Additional considerations include the state-provided interim assessments. Data literacy for staff. Consistent testing administration and data collection followed by data analysis meetings that include admin, coach, teachers. Alignment and communication across tiers of support (classroom, intervention, special education, etc.)

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
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Ongoing	<ul style="list-style-type: none"> Implement district mandated assessments in literacy, including DIBELS for K-2, i-Ready for 3-5, and SBA for grades 3-5 Conduct appropriate progress monitoring Analyze and interpret data results 	District mandated assessments support a comprehensive literacy program by providing insights into areas of strength and weakness in both achievement and instruction and are supportive of LAUSD Goals 1 & 2.	<ul style="list-style-type: none"> Analyze DIBELS data, benchmark and PM Analyze i-Ready Diagnostic assessments Analyze i-Ready lesson passage rates and standards mastery (where appropriate) Analyze Smarter Balanced Assessment data 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
2025-2026	<ul style="list-style-type: none"> Administer state mandated Risk for Reading Difficulties screener to all K,1, and 2 students, (pursuant to E.C. 53008), analyze and interpret data results 	Administering the Reading Difficulties Risk Screener will provide insight into which students might need targeted support in literacy and is supportive of LAUSD Goals 1 & 2.	<ul style="list-style-type: none"> Analyze Reading Difficulties Risk Screener Data (Not available until 2025) 	TBD		X
Year 1- August 2024	<p>Develop assessment calendar specific to Goal 1</p> <ul style="list-style-type: none"> Gather progress monitoring materials and curriculum embedded assessment/pacing calendar Calendar the assessments according to recommended schedules by grade level Calendar the unit assessments in accordance with the pacing calendar 	Goal 1: A common foundational skills screener and curriculum embedded progress monitoring assessments will support and inform the implementation of Goal 1, consistent reading instruction. This will also help determine an agreed upon pacing guide for curriculum delivery and assessment which will assist consistency of instruction. The need for consistent progress monitoring and instruction was highlighted in our Root Cause Analysis and expanded upon in our Needs Assessment	<ul style="list-style-type: none"> Preservice Agenda Item Assessment calendar created 100% of students take assessments within assessment window 100% of student data is entered into data system 	Literacy Coach Site Literacy Team Grade Level Leads		x
Year 1 August 2024	<p>Preservice on assessment administration specific to Goal 1</p> <ul style="list-style-type: none"> Gather screening materials Literacy Coach preps the inservice training including 	Goal 1: A PD on assessment administration is needed to deliver the agreed upon foundational skills screeners in the same way so that data analysis across classrooms is	<ul style="list-style-type: none"> Preservice Agenda Item Assessment PD attendance log Monitoring and feedback during practice administration 	Administrator Literacy Coach		x

	<ul style="list-style-type: none"> practice materials Train the staff on screening assessments Clarify agreements per the administrative directions Practice giving and recording the assessment using the materials 	possible. This supports consistency across the teams in reading instruction and helps collaboratively plan for instructions based on the data.				
Year 1 2024-2025	<p>Plan and Implement consistent assessment administration specific to Goal 1</p> <ul style="list-style-type: none"> Schedule review sessions according to assessment calendar Literacy Coach plans the review sessions for grade level specific assessment administrations, including modeling and practice 	Goal 1: Common delivery of the agreed upon foundational skills supports consistency across the teams in reading instruction. Consistent delivery helps collaboratively plan for an instruction based on the data.	<ul style="list-style-type: none"> Literacy Coach assists with assessments as needed for modeling, feedback All assessments delivered with consistency per the administration guidelines 	Literacy Coach All grade level teachers	x	
Year 1 2024-2025	<p>Grade-level-specific data analysis meetings 3x per year (BOY, MOY, EOY) specific to Goal 1</p> <ul style="list-style-type: none"> Schedule created for meetings, by grade level, following the assessment windows Substitutes secured for release days Data accessible for all teachers in the grade level Agenda created for each meeting, including meeting norms Action plan template in grade level 	Goal 1: Consistent delivery of the screener and curriculum embedded progress monitoring assessments related to foundational skills support collaborative analysis of foundational skill assessments and planning for instructions accordingly.	<ul style="list-style-type: none"> Agenda, sign-in sheet Notes on data analysis including classwide and student level growth SMARTe goals are established for expected student growth by next data meeting Action items with specific action items, student groups, targeted skills and dates Administrator and coach follow up on action items with grade level teams Assessment data entered into data collection system for each student 	Administrator Literacy Coach Grade Level Teams	x	

	<ul style="list-style-type: none"> • Create shared document of classwide and student growth per screener subtest in the meeting 					
Year 1 May 2025	<p>Grade level data articulation meetings 1x per year specific to Goal 1</p> <ul style="list-style-type: none"> • Meetings scheduled for grade levels to meet with the above and below grade levels • Data sets prepared:EOY, growth, intervention,behavior,etc. • Determine a protocol to use while analyzing data 	Goal 1: The sharing of student mastery and growth in foundational skills with the upcoming grade level teachers will assist in summer planning and developing pacing guides. The articulation meeting will help to roster students into the upcoming class to best support their needs.	<ul style="list-style-type: none"> • Classes rostered for upcoming year, considering students' academic and behavioral needs 	Administrator Literacy Coach	x	
Year 1 2024- 2025	<p>Formative assessment analysis at 2+ staff meetings per month specific to Goal 1</p> <ul style="list-style-type: none"> • Two staff meetings a month allocated to formative assessment data analysis • Determine a protocol to use while analyzing data • Common assessment data needed for each meeting at the beginning of each term and adjusted according to pacing needs • Data analysis tools and instructional response templates provided to all teachers 	Goal 1: Consistent delivery of the curriculum embedded progress monitoring assessments in foundational skills will assist collaborative planning and revising foundational skills instruction.	<ul style="list-style-type: none"> • Meeting sign-in sheet • Data analysis tool and instructional response template completion • Walk-throughs to observe the agreed upon instructional responses by grade level 	Administrator Literacy Coach	N/A	N/A

Year 2 August 2025	<p>Develop assessment calendar specific to Goal 2 (in addition to foundational skills established Year 1)</p> <ul style="list-style-type: none"> ● Gather progress monitoring and screening materials as well as curriculum embedded assessment/pacing calendar ● Calendar the assessments according to recommended schedules, by grade level ● Calendar the unit assessments in accordance with the pacing calendar 	Goal 2: A common vocabulary screener and curriculum embedded progress monitoring assessments help support and inform the implementation of Goal 2, effective vocabulary instruction	<ul style="list-style-type: none"> ● Preservice Agenda Item ● Assessment calendar created ● 100% of students take assessments within assessment window ● 100% of student data is entered into data system 	Administrator Literacy Coach Grade Level Leads		X (stipend is for preservice)
Year 2 August 2025	<p>Preservice on assessment administration specific to Goal 2 (with review of assessment protocols learned in year 1/foundational skills):</p> <ul style="list-style-type: none"> ● Gather screening materials ● Literacy Coach preps the inservice training including practice materials ● Training the staff on screening assessments ● Clarify agreements per the administration directions (what is read aloud, prompted, etc) ● Practice giving the assessment using the materials 	Goal 2: Delivering the agreed upon vocabulary screeners in the same way makes data analysis across classrooms possible. This supports consistency in collaborative planning in vocabulary instruction based on the data.	<ul style="list-style-type: none"> ● Preservice Agenda Item ● Assessment PD attendance log ● Monitoring and feedback during practice administration 	Administrator Literacy Coach		X (stipend is for preservice)

Year 2 2025- 2026	<p>Plan and implement consistent assessment administration specific to Goal 2 (in addition to foundational skills established Year 1):</p> <ul style="list-style-type: none"> • Schedule review sessions according to assessment calendar • Literacy Coach plans the review sessions for grade level specific assessment administrations, including modeling and practice 	Goal 2: Common delivery of the agreed upon vocabulary screeners supports consistency across the teams in vocabulary instruction, and consistent delivery also helps collaboratively plan for an instruction based on the data gathered.	<ul style="list-style-type: none"> • Review sessions scheduled with roving substitute reserved • Literacy Coach assists with assessments as needed for modeling, feedback • All assessments delivered with consistency per the administration guidelines 	Literacy Coach All grade level teachers	X (roving substitutes)	
Year 2 2025-2026	<p>Grade-level-specific data analysis meetings analysis meetings 3x per year (BOY, MOY, EOY) specific to Goal 2 (in addition to foundational skills established Year 1)</p> <ul style="list-style-type: none"> • Schedule created for meetings, by grade level, following the assessment windows • Substitutes secured for release days • Data accessible for all teachers in the grade level • Agenda created for each meeting, including meeting norms • Action plan template in grade level • Create and complete shared document in classwide and student growth in the meeting 	Goal 2: Common delivery of the screener and curriculum embedded progress monitoring assessments in vocabulary assists in collaboratively planning a unified instruction addressing the needs expounded by the data gathered.	<ul style="list-style-type: none"> • Agenda, sign-in sheet • Notes on data analysis includes classwide and student level growth • SMARTe goals are established for expected student growth by next data meeting • Action plan, with specific action items, persons responsible, student groups, targeted skills and dates • Administrator and coach follow up on action items with grade level teams • Assessment data entered into data collection system for each student 	Administrator Literacy Coach Grade Level Teams	X (substitutes)	

Year 2 May 2026	<p>Grade level data articulation meetings 1x per year specific to Goal 2 (in addition to foundational skills established Year 2):</p> <ul style="list-style-type: none"> • Meetings scheduled for grade levels to meet with the above and below grade levels • Data sets prepared:EOY, growth, intervention,behavior,etc. 	<p>Goal 2: The sharing of student mastery and growth in vocabulary development (in addition to foundational skills established Year 1) with the upcoming grade level teachers assists in common summer planning and developing common pacing guides. The articulation meeting also helps to roster students into the upcoming class to best support their needs. The understanding of student progress in vocabulary development and acquisition helps the upcoming teachers plan resource allocation to predict and help prevent future student academic barriers.</p>	<ul style="list-style-type: none"> • Classes rostered for upcoming year, considering students' academic and behavioral needs 	Administrator Literacy Coach		
Year 2 2025- 2026	<ul style="list-style-type: none"> • Formative assessment analysis @ 2+ staff meetings per month specific to Goal 2 (in addition to foundational skills established Year 1) • Two staff meetings a month allocated to formative assessment data analysis • Common assessment data needed for each meeting at the beginning of each term and adjusted according to pacing needs • Data analysis tools and instructional response templates provided to all teachers 	<p>Goal 2: Consistent delivery of the curriculum embedded progress monitoring assessments in vocabulary development (in addition to foundational skills established Year 1) will assist collaborative planning of an unified instruction addressing the needs illuminated by the data gathered twice a month. The twice a month meetings will support monitor student progress on grade level standards related to vocabulary (in addition to foundational skills)</p>	<ul style="list-style-type: none"> • Meeting sign-in sheet • Data analysis tool and instructional response template completion • Walk-throughs to observe the agreed upon instructional responses by grade level 	Literacy Coach Grade Level Teams		

Allowables May Include:

- Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes.
- Providing bilingual reading specialists to support dual language acquisition and English language development programs.
- Develop and implement interventions for students in need of targeted literacy support.
- Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.
- Increasing access to evidence-based literacy instruction.
- Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.

3.3 Cohesive Curriculum Plan

Considerations: The adopted curriculum is comprehensive (addresses the five key themes of the ELA/ELD Framework, is aligned to the Common Core and CA ELD Standards, includes oral language development, and all strands of Scarborough’s Reading Rope) and it is taught consistently in all classrooms. Designated and integrated English language development are included in Tier 1: Universal Support. A single scope and sequence for foundational skills extends throughout the primary grades (and into the upper grades and intervention as indicated by data), so each year’s instruction builds upon the year before. The materials used in Tiers 2 and 3 reinforce and intensify the instruction that is provided in Tier 1: Universal Support. Supplemental materials, aligned to Tier 1: Universal Support, are used for the areas in which the core program might be lacking or as indicated by student data.

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Fall 2024-Ongoing	<ul style="list-style-type: none"> • Implement CKLA / Caminos ELA/ELD Curriculum with fidelity, utilizing both the skills and knowledge strand. 	Implementing a comprehensive literacy program improves achievement and instruction and is supportive of LAUSD Goals 1 & 2.	<ul style="list-style-type: none"> • Analyze DIBELS progress monitoring • Review teacher daily schedules • Conduct classroom observations for daily instruction • Provide regular teacher feedback • Review teacher’s daily schedules • Analyze lesson plans 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
Fall 2024-Ongoing	<ul style="list-style-type: none"> • Utilize supplemental curricular materials in tier 2 and tier 3 instruction, including UFLI, 95% 	Implementing tier 2 / tier 3 supplemental materials supports accelerating achievement and closing gaps and is supportive of LAUSD	<ul style="list-style-type: none"> • Analyze DIBELS progress monitoring • Review teacher daily schedules • Conduct classroom observations for daily instruction 	District Team Site Literacy Teams Site Admin Site Classroom teachers		

	Group materials, and/or Heggerty for supporting targeted student needs in foundational skills.	Goals 1 & 2.	<ul style="list-style-type: none"> • Provide regular teacher feedback • Review teacher's daily schedules • Analyze lesson plans 			
Year 1 May 2024	Materials inventory conducted last two weeks of school specific to Goal 1 <ul style="list-style-type: none"> • Create checklist of program materials by grade level • Include specifics for teacher and student quantities 	Goal 1: Knowing what is on-hand and needed in the core curriculum with a focus on Tier 1 instruction related to foundational skills supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> • K-5 checklists created • Checklists turned in by 5/24/24 	Literacy Coach Administrator All classroom teachers District Curriculum Coordinator	N/A	N/A
Year1 June 2024	Order missing materials so in place by August specific to Goal 1 <ul style="list-style-type: none"> • Create Purchase Order • Place order for missing materials by 6/15/24 	Goal 1: Ordering what is needed in the core curriculum with a focus on Tier 1 instruction related to foundational skills supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> • Purchase order created • Materials inventoried upon arrival 	Administrator and Office Manager District Curriculum Coordinator		x
Year 2 June 2025	Materials inventory conducted last two weeks of school specific to Goal 2 <ul style="list-style-type: none"> • Create checklist of program materials by grade level • Include specifics for teacher and student quantities 	Goal 2: Knowing what is on-hand and needed in the core curriculum with a focus on Tier 1 instruction related to vocabulary acquisition supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> • K-5 checklists created • Checklists turned in by 5/24/25 	Literacy Coach Administrator All classroom teachers District Curriculum Coordinator	N/A	N/A
Year 2 June 2025	Order missing materials so in place by August specific to Goal 2 <ul style="list-style-type: none"> • Create Purchase Order • Place order for missing 	Goal 2: Ordering what is needed in the core curriculum with a focus on Tier 1 instruction related to vocabulary acquisition supports deep implementation of CKLA with integrity	<ul style="list-style-type: none"> • Purchase order created • Materials inventoried upon arrival 	Administrator and Office Manager District Curriculum Coordinator		x

		and fidelity to the program.				
Year 2 August 2025	Screener copied and ready for administration week 2 of school specific to Goal 2 <ul style="list-style-type: none"> Enrollment data checked for quantities of test needed Locate and print master copies of vocabulary screener 	Goal 2: Screeners need to be ready to distribute in order to collect vocabulary-specific student data at the beginning of the year, in support of consistent instruction across the classrooms.	<ul style="list-style-type: none"> Vocabulary Screener copied and ready for 100% of grade level teachers for every student on campus 	<ul style="list-style-type: none"> Literacy Coach Office Manager 		x

Allowables May Include:

- Developing school literacy and biliteracy programs.
- Increasing access to evidence-based literacy instruction.
- Employ and train literacy coaches and reading and literacy specialists.
- Providing bilingual reading specialists to support dual language acquisition and English language development programs.
- Developing and implementing interventions for students in need of targeted literacy support.
- Developing and implementing culturally responsive curriculum and instruction.

3.4 Systematic Capacity Building

Considerations: Master schedule for instruction includes sufficient time to implement the adopted programs for daily Tier 1: Universal Support ELA (whole-group and small-group instruction), Designated ELD, and Tier 2: Supplemental Support interventions. All teachers are sufficiently trained in implementing the adopted curricula for ELA (reading, writing, whole-class and small-group) and ELD (integrated and designated). All teachers plan sufficiently for effective ELA and ELD instruction. Ongoing in-class observations and coaching improve the quality of instruction using the adopted materials. Support staff are available and trained to supplement classroom instruction so all students receive sufficient instruction to make adequate yearly growth. A plan for professional development includes initial trainings and in depth follow-up training, and it is informed by the goals of the Literacy Action Plan, student data, and classroom observations. All staff regularly engage in professional development focused on evidence-based instructional strategies and curriculum. Stipends are included for professional development.

Date Range	Action Items <i>What will you do to meet your stated SMARTe goal(s)?</i>	Rationale <i>How does this support literacy SMARTe goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
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2024-2027	<ul style="list-style-type: none"> Implement Mandatory ELA/ELD PD Modules 	In support of LAUSD Goal 1 & Goal 2, teachers will gain knowledge and understanding of evidenced based literacy instruction.	<ul style="list-style-type: none"> Review PD Attendance Records including but not limited to: <ul style="list-style-type: none"> Sign-ins, District Reports, MyPLN Certificates Review professional development feedback Conduct follow up classroom observations Provide teacher feedback 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
2024-2027	<ul style="list-style-type: none"> Ongoing Interventionist Academies / Coach Support Sessions 	In support of LAUSD Goal 1 and Goal 2, Interventionist Academies and Coach support sessions will enhance the implementation of core instruction and tier 2 and tier 3 supports.	<ul style="list-style-type: none"> Review PD Attendance Records including but not limited to: <ul style="list-style-type: none"> Sign-ins, District Reports, MyPLN Certificates Review professional development feedback Conduct follow up classroom observations Provide teacher feedback 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
Fall 2024-Spring 2025	<ul style="list-style-type: none"> Train all teachers in CKLA Curriculum 	This supports LAUSD Goal 1 and 2 by ensuring all teachers receive appropriate training to implement the adopted curriculum with fidelity.	<ul style="list-style-type: none"> Review PD Attendance Records including but not limited to: <ul style="list-style-type: none"> Sign-ins, District Reports, MyPLN Certificates Review professional development feedback Conduct follow up classroom observations Provide teacher feedback 	District Team Site Literacy Teams Site Admin Site Classroom teachers		
Fall 2024-Spring 2025	<ul style="list-style-type: none"> Ensure all teachers have training in UFLI Foundations for small group instruction for tier 2 or tier 3 support 	This supports LAUSD Goal 1 and 2 by ensuring all teachers receive appropriate training to implement supports as intended	<ul style="list-style-type: none"> Review PD Attendance Records including but not limited to: <ul style="list-style-type: none"> Sign-ins, District Reports, MyPLN Certificates Review professional development feedback Conduct follow up classroom observations 	District Team Site Literacy Teams Site Admin Site Classroom teachers		

			<ul style="list-style-type: none"> • Provide teacher feedback 			
Year 1 August 2024	Schedule sitewide PD in curriculum for preservice specific to Goal 1 <ul style="list-style-type: none"> • Research providers who are knowledgeable about the curriculum • Choose PD provider • Schedule training for preservice and follow up dates • Put contract in place • Schedule pre-meetings to discuss outcomes for trainings 	Goal 1: Comprehensive understanding of the core curriculum, with a focus on Tier 1 instruction related to foundational skills, supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> • PD sign-in sheet • PD template/materials completion • Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach Publisher-Specific Trainer		
Year 1 2024-2025	Schedule per-trimester follow-up PD with publisher specific to Goal 1 <ul style="list-style-type: none"> • See above 	Goal 1: Comprehensive understanding of the core curriculum, with a focus on Tier 1 instruction related to foundational skills, supports deep implementation of CKLA with integrity and fidelity to the program	<ul style="list-style-type: none"> • PD sign-in sheet • PD template/materials completion • Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach Publisher-Specific Trainer	x	
Year 1 2024-2025	Monthly curriculum meeting focused on sitewide PD on Science of Reading (SoR) and Structure of Literacy (SL), tie to curriculum specific to Goal 1 <ul style="list-style-type: none"> • Map out the year long PD plan of SoR and SL topics (foundational skills focus) • Include time to explore program and make connections to the monthly topic and Tier 1 Curriculum • Include video and modeling when appropriate • In the weeks that follow, make topic the focus in site 	Goal 1: Comprehensive understanding of the core curriculum, with a focus on Tier 1 instruction related to foundational skills, supports deep implementation of CKLA with additional pedagogy related to Science of Reading and Structured Literacy. This supports the “why” of our core curriculum.	<ul style="list-style-type: none"> • PD sign-in sheet • PD template/materials completion • Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach	x	

	communication (bulletin) and walkthrough notes					
Year 1 2024-2025	PD around CA ELA/ELD Framework and connection to curriculum adoption specific to Goal 1 <ul style="list-style-type: none"> Connect with COE to deliver the CISC ELA/ELD subcommittee Framework module(s) Follow up sessions connect Framework to Tier 1 curriculum (foundational skills) 	Goal 1: Comprehensive understanding of the CA ELA/ELD Framework, with a focus on Tier 1 instruction related to foundational skills, supports the how and why of instructional delivery within our adopted Tier 1 curriculum. CKLA	<ul style="list-style-type: none"> PD sign-in sheet PD template/materials completion Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach County Office Framework Expert		x
Year 2 August 2025	Schedule sitewide PD in curriculum for preservice specific to Goal 2 <ul style="list-style-type: none"> Research providers who are knowledgeable about the curriculum Choose PD provider Schedule training for preservice and follow up dates Put contract in place Schedule pre-meetings to discuss outcomes for trainings 	Goal 2: Comprehensive understanding of the core curriculum, with a focus on Tier 1 instruction related to vocabulary acquisition through high quality instruction, supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> PD sign-in sheet PD template/materials completion Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach Publisher-Specific Trainer	x	
Year 2 2025-2026	Schedule per-trimester follow-up PD with publisher specific to Goal 2 <ul style="list-style-type: none"> See above 	Goal 2: Comprehensive understanding of the core curriculum with a focus on Tier 1 instruction related to vocabulary acquisition through high quality instruction supports deep implementation of CKLA with integrity and fidelity to the program.	<ul style="list-style-type: none"> PD sign-in sheet PD template/materials completion Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	Administrator Literacy Coach		

<p>Year 2 2025-2026</p>	<p>Monthly curriculum meeting focused on sitewide PD on Science of Reading (SoR) and Structure of Literacy (SL), tie to curriculum specific to Goal 2</p> <ul style="list-style-type: none"> • Map out the year long PD plan of SoR and SL topics (foundational skills focus) • Include time to explore program and make connections to the monthly topic and Tier 1 Curriculum • Include video and modeling when appropriate • In the weeks that follow, make topic the focus in site communication (bulletin) and walkthrough notes 	<p>Goal 2: Comprehensive understanding of the core curriculum with a focus on Tier 1 instruction related to vocabulary acquisition through high quality instruction supports deep implementation of CKLA with additional pedagogy related to Science of Reading and Structured Literacy. This supports the “why” of our core curriculum.</p>	<ul style="list-style-type: none"> • PD sign-in sheet • PD template/materials completion • Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	<p>Administrator Literacy Coach</p>		
<p>Year 2 2025-2026</p>	<p>PD around CA ELA/ELD Framework and connection to curriculum adoption specific to Goal 2</p> <ul style="list-style-type: none"> • Connect with COE to deliver the CISC ELA/ELD subcommittee Framework module(s) • Follow up sessions connect Framework to Tier 1 curriculum (Vocabulary) 	<p>Goal 2: Comprehensive understanding of the CA ELA/ELD Framework with a focus on Tier 1 instruction related to vocabulary acquisition through high quality instruction supports the how and why of instructional delivery within our adopted Tier 1 curriculum.</p>	<ul style="list-style-type: none"> • PD sign-in sheet • PD template/materials completion • Walk-throughs to observe the agreed upon instructional strategies and delivery of Tier1 curriculum 	<p>Administrator Literacy Coach</p>		<p>x</p>

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Allowables May Include:

- Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes.
- Employ and train literacy coaches and reading and literacy specialists.
- Increasing access to evidence-based literacy instruction.
- Providing professional development for educators and school leaders regarding implementation of English Language Arts/English Language Development (ELA/ELD) Framework and the use of data to support effective instruction.
- Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.

3.5 Support System

Considerations: Instructional coaching occurs regularly and is used to improve the quality of classroom instruction, support data analysis, and to guide professional development. Reading Specialists provide targeted support and interventions to students based on data. Evidence-based family initiatives support the site’s goals and initiatives.

Date Range	Action Items <i>What will you do to meet your stated goal(s)?</i>	Rationale <i>How does this support literacy goal #1 and/or #2? What in your root cause/needs assessment led you to this action?</i>	Progress Monitoring <i>How will you monitor the action item? Consider student data, rubrics, implementation data, daily schedules, walk-through data professional learning plans...</i>	Person/Team Responsible <i>Who will take the lead on this action item?</i>	LCRS Funding	Other Funding
Fall 2024	<ul style="list-style-type: none"> • Employ Literacy Coaches and/or Interventionists 	In support of LAUSD Goal #1 and Goal #2, employees will provide direct support data analysis, guide professional development, and provide targeted support and interventions to students	<ul style="list-style-type: none"> • Review Interventionist Roster Reports • Review Caseloads of personnel providing Tier 2 and Tier 3 supports • Analyze PD Attendance • Conduct regular classroom 	District Team Site Literacy Teams Site Admin Site Classroom teachers	X	

			<ul style="list-style-type: none"> observations Review Coaching Logs 			
Ongoing	<ul style="list-style-type: none"> School and Family Community Engagement Sessions 	In support of LAUSD Goal #1 and #2, school and family engagement sessions support parents and community members in helping students develop their literacy skills	<ul style="list-style-type: none"> Analyze family engagement attendance Analyze Family engagement feedback 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
Ongoing	<ul style="list-style-type: none"> Professional Development Support with CKLA Coaches 	In support of LAUSD Goal 1 & Goal 2, teachers will gain knowledge and understanding of evidenced based literacy instruction through personalized coaching	<ul style="list-style-type: none"> Review and analyze CKLA Coaching Logs Review Conduct Classroom Observations 	District Team Site Literacy Teams Site Admin Site Classroom teachers		X
	Regular Grade Level Meetings / ILT					
	Data Chats					
Year 1 2024- 2025	Develop coaching calendar and walk-through schedule specific to Goal 1 <ul style="list-style-type: none"> Professional development -PD time, delivery at curriculum meetings and release days Grade level data meetings Individual coaching- observing, modeling, debriefing Walk-throughs Schedule the deliverables in Literacy Plan 	Clarity of coaching calendar and walkthrough schedule support cohesive instruction of foundational skills across the site by aligning coaching support across all grade levels.	<ul style="list-style-type: none"> Coaching calendar completed as a deliverable Coaching walkthrough schedule completed as a deliverable Coaches time conducting PD's and walkthroughs completed weekly as a deliverable 	Administrator Literacy Coach Site Literacy Team	N/A	N/A

Year 1 2024- 2025	Schedule weekly principal/coach meetings specific to Goal 1 <ul style="list-style-type: none"> Monday morning goal setting Friday afternoon debrief 	The coach and administrator must have a clear and scheduled time for communicating progress and needs. The leader's support of the plan, and the literacy coaches implementation of tasks, must live in alignment with frequent communication	<ul style="list-style-type: none"> Meetings calendered Meetings held 	Administrator Literacy Coach	N/A	N/A
Year 1 2024- 2025	Schedule curriculum modeling and debriefing with each grade level teacher specific to Goal 1 <ul style="list-style-type: none"> At the close of the monthly PD at curriculum meetings, schedule the model/debrief/observe session with teachers that is connected to the focus of the PD (as appropriate to grade levels) 	The literacy coach will model impactful delivery of Tier 1 curriculum in each classroom. The literacy coach and classroom teachers must have scheduled time to communicate progress and needs related to foundational skills instruction.	<ul style="list-style-type: none"> Schedule created at the close of each monthly curriculum meeting Model/debrief/observe sessions occur as appropriate to grade levels 	Literacy Coach	x	
Year 1 2024- 2025	Schedule Admin classroom observations specific to Goal 1 <ul style="list-style-type: none"> Per-trimester observations Informal walkthroughs 	The administrator and classroom teachers must have scheduled time to communicate progress and needs related to foundational skills instruction.	<ul style="list-style-type: none"> Classroom observation and debrief schedule created per-trimester Informal walkthrough schedule created monthly 	Administrator	x	
Year 1 2024- 2025	Schedule 1:1 meetings with grade level teachers for differentiated support specific to Goal 1 <ul style="list-style-type: none"> Schedule 1:1 PD for differentiated support based on model/debrief/observe sessions Confer with teachers on focus of the PD/ meeting 	The literacy coach will differentiate support of Tier 1 curriculum for each classroom teacher.	<ul style="list-style-type: none"> Schedule created at the close of each monthly curriculum meeting Model/ debrief/observe sessions occur as appropriate to grade levels 	Literacy Coach	x	
Year 1 2024- 2025	Calendar Family Literacy Workshop specific to Goal 1 <ul style="list-style-type: none"> One per semester Site Literacy Team chooses focus for each semester Each grade level hosts a table with 	Families must be invited to participate in the learning process to realize implementation and student mastery of foundational skills. Community resources can be leveraged to help students both at school and at home.	<ul style="list-style-type: none"> Literacy event calendered Literacy event held Sign-in sheets Feedback forms for evaluate impact 	Administrator Literacy Coach Parent Representative	x	X (food)

	<ul style="list-style-type: none"> activities appropriate to age range • Need advertising plan • Make it a community event with food 					
Year 2 2025- 2026	Develop coaching calendar and walk-through schedule specific to Goal 2 <ul style="list-style-type: none"> • Professional development -PD time, delivery at curriculum meetings and release days • Grade level data meetings • Individual coaching- observing, modeling, debriefing • Walk-throughs • Schedule the deliverables in Literacy Plan 	Clarity of coaching calendar and walkthrough schedule support cohesive instruction of foundational skills across the site by aligning coaching support across all grade levels.	<ul style="list-style-type: none"> • Coaching calendar completed as a deliverable • Coaching walkthrough schedule completed as a deliverable • Coaches time conducting PD's and walkthroughs completed weekly as a deliverable 	Administrator Literacy Coach Site Literacy Team	N/A	N/A
Year 2 2025- 2026	Schedule weekly principal/coach meetings specific to Goal 2 <ul style="list-style-type: none"> • Monday morning goal setting • Friday afternoon debrief 	The coach and administrator must have a clear and scheduled time for communicating progress and needs. The leader's support of the plan, and the literacy coaches implementation of tasks, must live in alignment with frequent communication	<ul style="list-style-type: none"> • Meetings calendered • Meetings held 	Administrator Literacy Coach	N/A	N/A
Year 2 2025- 2026	Schedule curriculum modeling and debriefing with each grade level teacher specific to Goal 2 <ul style="list-style-type: none"> • At the close of the monthly PD at curriculum meetings, schedule the model/debrief/observe session with teachers that is connected to the focus of the PD (as appropriate to grade levels) 	The literacy coach will model impactful delivery of Tier 1 curriculum in each classroom. The literacy coach and classroom teachers must have scheduled time to communicate progress and needs related to foundational skills instruction.	<ul style="list-style-type: none"> • Schedule created at the close of each monthly curriculum meeting • Model/debrief/observe sessions occur as appropriate to grade levels 	Administrator Literacy Coach		

Year 2 2025- 2026	Schedule Admin classroom observations specific to Goal 2 <ul style="list-style-type: none"> Per-trimester observations Informal walkthroughs 	The administrator and classroom teachers must have scheduled time to communicate progress and needs related to foundational skills instruction.	<ul style="list-style-type: none"> Classroom observation and debrief schedule created per-trimester Informal walkthrough schedule created monthly 	Administrator	x	
Year 2 2025- 2026	Schedule 1:1 meetings with grade level teachers for differentiated support specific to Goal 2 <ul style="list-style-type: none"> Schedule 1:1 PD for differentiated support based on model/debrief/observe sessions Confer with teachers on focus of the PD/ meeting 	The literacy coach will differentiate support of Tier 1 curriculum for each classroom teacher.	<ul style="list-style-type: none"> Schedule created at the close of each monthly curriculum meeting Model/ debrief/observe sessions occur as appropriate to grade levels 	Administrator Literacy Coach	x	
Year 2 2025- 2026	Calendar Family Literacy Day specific to Goal 2 <ul style="list-style-type: none"> One per trimester Site Literacy Team chooses focus for each trimester Each grade level hosts a table with activities appropriate to age range Need advertising plan Make it a community event with food 	Families must be invited to participate in the learning process to realize implementation and student mastery of foundational skills. Community resources can be leveraged to help students both at school and at home.	<ul style="list-style-type: none"> Literacy Day calendared Literacy Day held Sign-in sheets Surveys sent to all parents prior to meetings to anticipate family needs Feedback forms for evaluate impact 	Administrator Literacy Coach	x	

Allowables May Include:

- Hiring at least one literacy coach or reading and literacy specialist per school to support educators and pupils in improving literacy instruction and pupil outcomes. To "employ" means that a local educational agency (LEA), to the extent feasible, will hire a new literacy coach, reading specialist, or both; train existing staff to become a literacy coach; or support existing staff in obtaining a reading specialist credential or authorization.
- Providing bilingual reading specialists to support dual language acquisition and English language development programs.
- Providing professional development for educators and school leaders in literacy instruction and the use of data to identify and support struggling pupils.
- Family literacy plans that identify literacy and biliteracy goals, benchmarks, and roles for all family members.

- Family literacy home visiting programs, including, but not limited to, “promotora” family literacy outreach specialists. LEAs may establish literacy and biliteracy home visits to engage families in how to best support their pupils and every family member in reaching their literacy goals.
- Extended-day, summer, or weekend family institutes related to literacy and biliteracy. LEAs are encouraged to work with in-house expanded learning programs to establish literacy and biliteracy support programs and literacy enrichment programs during after school, weekend, and summer hours.
- Public library family literacy partnerships, including, but not limited to, digital tools to support whole family literacy.