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Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

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

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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: Jeanne D'Arcy

Site(s): Sanchez ES

Site Administrator(s): Ann Marín

Early Literacy Team Member	Role (Include title and/or grade level)
Marcelle Poulos	Academic Response to Intervention Facilitator – Literacy focus
Anne Everett	K-2 SDC (Mild Moderate) Teacher
Julia Schorr-Sherer	1st grade BIL Spanish Teacher
James Kennedy	2nd grade GE Teacher
Anthony Camacho	3rd grade BIL Spanish Teacher

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Spanish: estrellitas English: F&P Classroom Words their Way Palabras a su paso	F&P Foundational Skills assessments
	Language Comprehension	District Modules (Spirals) F&P Classroom (English)	F&P Running Records
	English Language Development	Wonders	ELPAC EXPRESS
Tier 2: Targeted, Supplemental Supports	Targeted intervention for students identified on Universal Screener.	Wilson Fundations IMSE Orton Gillingham	PALS F&P Phonograms F&P word features Running records
Tier 3: Intensive, Individualized Supports	Targeted intervention	Spire	embedded assessments / benchmarks

[Insert Link] Link to Grades TK/K–3 Master Instructional Schedule.
Distance Learning Master Schedule 2020-2021

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.	Sanchez Early Literacy team reported to ILT (Instructional Leadership Team) and SSC (School Site Council) about the planning process during regularly scheduled meetings in order to allow feedback. Additionally, progress toward planning was a regular agenda item for our MTSS (Multi-Tiered Systems of Support) team made up of site coaching staff. Having time in regular / ongoing meetings ensured that other stakeholder teams were informed and had opportunities to provide input. Staff meeting and parent meetings held 5/26/2021 outlined our plan in closer to its "final form" and elicited feedback and input.	SSC Agenda 3/25/2021 ILT Agenda 5/24/2021 *amended to include stakeholders present Staff Meeting Agenda and slidedeck 5/26/2021 Parent Meeting Agenda and slide deck 5/26/2021 SSC Planning Meeting 3.25.21
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in	Our site Early Literacy team participated in Root Cause analysis as a team and captured thinking on a Jamboard. Site team reviewed currently available K-2 data as well as historical K-2 data in order to examine outcomes of K-3 instruction over time (cohort matched). Data was used to identify areas of need and to support the root cause analysis. Site team also reviewed RTI data for current 1-3rd students. - Data reviewed included: ELPAC, SBAC, Reading Inventory, Fountas and Pinnel running records and Foundational Skills data, RTI specific data	Sanchez Root Cause Analysis (Jamboard) Site reviewed data

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.	Site team administered CORE reading assessments to current 3rd graders to support root cause analysis and needs assessment.	
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall	Based on the conversation and analysis of root cause, our Early Literacy team identified SMARTe goals: - We will improve in our knowledge and skill in implementing an explicit, systematic foundational skills program in English and Spanish including cross-linguistic transfer across classrooms, as measured by regular ongoing assessment, PD calendar, coaching schedule, collaborative lesson plans and peer observations. - We will develop a comprehensive assessment plan to collect valid, formative and summative data in K-3 by administering and regularly analyzing formative data to drive instruction and set goals for student progress and intervention as measured by assessment calendar and student data by June 2022. - We will improve our ability to deliver systematic, leveled ELD by adopting a common set of	Site reviewed data Needs Assessment Note Catcher

review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	resources, assessment tools and routines for the designated ELD time These goals and associated needs were identified through a series of conversations. In between meetings of the Early Literacy team, other stakeholders were consulted and their ideas and suggestions captured on the note catcher to support conversation and decision making amongst the team.	

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 SMARTe 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.* *[Insert Link] Link to needs assessment and root cause analysis provided*	● *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions* ● *By the first month of school, groups formed based on placement data*	● *PD Plan* ● *Invoices* ● *Placement assessment data* ● *SIPPS Mastery test data* ● *Classroom implementation observation data*
Example:	*Example:*	*Example:*	*Example:*	*Example:*

Provide explicit, academic vocabulary instruction.	*Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	*Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	● *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*	● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*
1. *Provide explicit, systematic foundational skills instruction in English and Spanish*	*Root cause analysis and needs assessment revealed incoherent delivery of foundational skills instruction, materials used, and low student performance across the grades.*	Assessment data of current 3rd graders both over time and this Spring reveals lack of comprehensive assessment tools to adequately measure foundational skills and low rates of overall achievement in reading including foundational skills that are measured. Needs Assessment and Root Cause analysis findings were focused on the lack of proven efficacy of implementation of balanced literacy over time at Sanchez, and the reliance on teachers to differentiate and adjust ineffective instructional practices in collaboration with grade level partners or independently. The lack of a cohesive, systematic and consistent plan to explicitly teach Foundational skills in English and Spanish has resulted in persistent low student performance.	*We will improve in our knowledge and skill in implementing an explicit, systematic foundational skills program in English and Spanish including cross-linguistic transfer across classrooms, as measured by regular ongoing assessment, PD calendar, coaching schedule, collaborative lesson plans and peer observations by Spring 2024.*	Invoices PD Calendar Coaching plan (in progress) Curriculum-embedded formative assessment data (core curriculum and DIBELS)

2. *Develop a comprehensive assessment calendar to inform instructional decision making, student grouping and planning*	*Root cause analysis and needs assessment revealed gaps in our current assessment plan as it relates to foundational skills.*	Root Cause analysis revealed insufficient assessment to target instruction and provide responsive and explicit foundational skills instruction or monitor progress.	We will develop a comprehensive assessment plan to collect valid, formative and summative data in K-3 by administering and regularly analyzing formative data to drive instruction and set goals for student progress and intervention as measured by assessment calendar and student data by June 2022. For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	Assessment Calendar PD Calendar Invoices Grade level collaboration agendas
3. *Provide explicit, systematic designated ELD instruction that includes phonics work and language comprehension*	*Root cause analysis and needs assessment revealed incoherent delivery of English Language Development instruction, materials used, and low student performance across the grades including low rates of reclassification.*	Root Cause analysis revealed lack of curricular cohesion in ELD instruction, lack of progress monitoring assessment tools and low overall rates of change / reclassification for students on the ELPAC.	We will improve our ability to deliver systematic, leveled ELD by adopting a common set of resources, assessment tools and routines for the designated ELD time by Spring 2024.	PD Calendar Grade level collaboration agendas
2.3 Expenditures Consistent with Categories 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) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	By August 2021, identify a member of the Early Literacy Team to support grant-related activities as "grant facilitator."	As shown on p. 25 of our site's SPSA, we have access to MTSS staffing to support our literacy goals. We anticipate grant-related activities to require additional time, and therefore require compensation so as not to detract from time with students and teachers.	Our school currently has a coaching / support staff of 4 including bilingual ARTIF, IRF, and bilingual Literacy Coach and Pre-Referral / Inclusion Specialist. Access to support staff was identified as an area of strength, therefore it is not included in this action plan. We will offer a stipend to an administrative or certificated team member identified by the Early Literacy Team to facilitate communication between site and other parties, facilitate meetings of the Early Literacy Team, monitor implementation of the LAP, collect and report required documentation, and other required duties related to the grant beyond the contract hours/days.

	By January 2023, hire a second paraeducator to support instructional shifts in K-3 classrooms and offer extended hours to both new staff and existing instructional support paraeducator to support school day and after-school day early literacy practices and routines.		We will hire and train additional instructional support paraeducator staffing to support shifts in Tier I instruction and some Tier II instruction in K-3 classrooms. We will offer extended hours to support transitioning strategies, routines and materials from the school day to after-school programming spaces to support consistency of early literacy routines and practices.
	By January 2023, January 2024 identify central office partnership in the "Resource, Planning and Accountability" office to support our team in monitoring implementation and progress related to the goals of our LAP to support PDSA.		We will identify implementation monitoring tools and consistent data collection (and analysis) tools in partnership with colleagues in RPA to support our MTSS staff with the tools required to facilitate data driven instructional decision making with grade level teams K-3 and to monitor progress toward LAP goals.
	By August 2023, hire a bilingual reading specialist (interventionist) to support struggling readers including Newcomer students and emerging bilingual students.		We will hire and train a bilingual reading specialist (interventionist) to support Tier II intervention needs for struggling readers, Newcomer support and designated ELD support.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*

	~~In support of goals 1 and 3:~~ ~~By September 2021~~, Throughout the 2022-2023 school year, we will ~~create~~ support and maintain intentional learning spaces for school leaders ILT/==ARC==, Early Literacy Team and grade level teams to reflect on the implementation of explicit foundational skills instruction and curricular materials as it relates to our site's ongoing work around Anti-Racist Teaching practices and culturally relevant learning spaces. ==This work will be supported in partnership with Quetzal Education Consulting.==	Our root cause analysis indicates that our professional learning around culturally relevant practices up to this point has not gone far enough in interrogating the instructional practices and materials adopted and whether they are supporting our black, brown and EL students. ==Our work as an Instructional Leadership Team / Antiracist Committee during the 2021-2022 school year resulted in the formation of 4 task-forces to support the work of making classroom level changes to accelerate outcomes for black, brown and EL students. We would like to more deeply integrate the work of this team with the work of making changes to Tier I instructional practices in literacy through our work with Quetzal.==	Part of our site's PD plan for 2021-2022 involves engaging in work around Anti-Racist practices as a whole staff. By creating intentional learning spaces in which to reflect on the implementation of new agreements around instructional practices and curriculum to support foundational literacy skills development and the impact these instructional choices are having on our historically underserved subgroups of students through the lens of our learning related to Anti-Racist practices, we will connect high expectations and increasing performance indicators as the ultimate measure of success of our stance as Anti-racist educators. PDSA cycles, ==Grade Level Meetings times==, ~~Early Literacy Team retreats~~, and instructional rounds will all be learning spaces in which we will develop ways to assess our transition from balanced literacy to structured literacy through the lens of anti-racist teaching ==with the support of the Accountability and Growth and Prefessional Learning and Development taskforce developed by and support through our work with Quetzal.== ==Consultation with Quetzal Education Consulting during the 2021-2022 school year resulted in the development of 4 "task forces" to support Best Practices, Healthy Classroom Culture, Accountability and Growth and Professional Learning and Development. Extending our partnership into year 2 will ensure that we have stakeholder buy-in and participation in instructional shifts, as well as dedicated space for site leaders to share progress toward school-wide goals.==

| 3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA

Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils. | ~~In support of goal 1:~~
In Fall 2021 (year 1) ~~During the 2022-2023 school year~~, During the 2023-2024 school year, new members of our K-3rd grade team and support staff (including site~~-based~~ ~~and central office~~ coaching team, intervention team and Special Education teachers ~~and after-school program directors~~) will have the opportunity to engage in ~~CORE Online Elementary Reading Academy at the beginning of the 2021-2022~~ professional learning throughout the ~~2022-2023~~ 2023-2024 school year with ongoing work on collaborative teams, PDSA cycles and in instructional rounds to monitor and support implementation of new skills and strategies. | Our root cause and needs assessment revealed that our current experience with teaching balanced literacy is not resulting in proficiency for our students in grades K-3 (data). | By engaging in this learning together as a team, we will gain new skills and strategies for teaching students to read and be able to leverage the strong collaborative structures we have in place to support each other in implementation of new learning.

Our weekly grade level meeting structure, ~~our close collaboration with our After-School Program providers and our relationship with Multilingual Pathways~~ will support ongoing professional learning throughout the year.

By allocating funds annually for voluntary course participation and stipend for the extra work, we can account for staff turnover and ensure that all new team members ~~are~~ have the opportunity to be trained. |
| | ~~In support of goal 2:~~
~~By August 2021 (Year 1)~~ During the ~~2022-2023~~ 2023-2024 school year, continue to provide access to, ~~acquire~~ and train teachers to use DIBELS (English)/ IDEL (Spanish) | Our needs assessment revealed that the absence of a comprehensive assessment tool is contributing to our struggle to provide targeted foundational skills support for students. | By acquiring and training teachers to use DIBELS, we will have a more comprehensive set of data to use to group students effectively to target instruction around foundational skills and to monitor the impact of our instructional shifts throughout the year.

By allocating funds annually, we can account for staff turnover and ensure that all new team members are trained. |

		In support of goal 2: By September 2021 (Year 1) agree upon curriculum embedded Benchmark and Wonders assessments to use as progress monitoring tools in ELA, SLA, ELD	Our [needs assessment](#) and [root cause](#) revealed a lack of consistency between classrooms and language pathways in terms of progress monitoring tools.	By agreeing on curriculum embedded ~~Benchmark and Wonders~~ assessments to use as progress monitoring tools, we will ensure that teachers have consistent and aligned information to use in order to make shifts in instruction to better respond to student need. Additionally, commonly agreed upon assessments within the assessment cycle will contribute to increased opportunities for collaboration and support for rigorous pacing.
		In support of goal 1: ~~By August 2021 (Year 1) we will schedule retreats (3 times per year) as a K-3 Literacy Team~~ <mark>During the ~~2022-2023~~ 2023-2024 school year, we will work in collaboration with the ILT/ARC's "Professional Learning and Development" taskforce to identify ongoing ways within existing collaboration structures</mark> to set and reflect on goals, to build community, trust and a shared identity as "teachers of reading" to support our collaboration throughout the school year.	Our [root cause](#) analysis identified a lack of cohesion as a factor in our failure to keep our promise to students and families when it comes to teaching foundational skills in English and Spanish that result in proficiency and reclassification.	Making time to develop a sense of shared identity and purpose and to set goals will support us in our work throughout the year by ensuring cohesion. Additionally, trust will be required to give each other feedback and to support each other in taking on new learning. Ensuring that our professional learning is guided by goals and that we have time to set them together and reflect on them throughout the year will help us identify the need to make adjustments to that will ensure that change is resulting in improved outcomes to students and is aligned to our schoolwide work around anti-rasist practices / anti-racist outcomes for students.
		In support of goal 2: ~~By October 2021 (Year 1)~~ During the ~~2022-2023~~ <mark>2023-2024</mark> school-year, schedule and hold data conferences (each teacher + admin) to correspond with DIBELS administration to check the impact of changes on instructional practices across subgroups of students	Our [root cause](#) and [needs assessment](#) revealed a weak link between data currently collected and the ways in which foundational skills data is used by teachers to differentiate instruction and respond to student needs.	Making time for data conferences throughout the year following benchmark assessment periods will give time for admin to give direct feedback to teachers related to adoption of new instructional materials as it relates to student outcome data. Additionally, it will allow for individual teacher goal setting around professional goals that will ensure that

			all teachers on the team are supported to grow to adopt new strategies and routines to support foundational skill development.
	In support of goals 1 and 3: ~~By August 2021 (year 1)~~ During the 2022-2023 school year, we will determine and schedule ~~monthly~~ 5 2 planning days per year for those teachers adopting new curriculum and applying new learning (all teachers K-3) in their classrooms.	Our root cause and needs assessment suggests that materials are often provided but without ample time to plan, teachers are left to pull randomly or sometimes don't pull at all.	By making sure that teachers have time to plan collaboratively, we will support fidelity to our plan and our adopted materials and resources. Without this time, we have seen that teachers have deferred back to what's "comfortable" to them and we know that in order to make a sustained change of this scale, we will need to devote the time to planning supported by our MTSS staff.
	In support of goals 1 and 3: ~~By September 2021 (year 1)~~: During the 2022-2023 school year, we will engage in ~~the first of 3~~ 2 inquiry cycles focused on monitoring the impact of changes in instructional practices on student learning as it relates to foundational literacy skills and language comprehension (especially for English learners)	As evidenced by our [needs assessment](#) and [root cause analysis](#), our current collaborative structures are not focused cohesively on literacy focused goals.	By aligning our teacher-driven inquiry work with specific goals related to improved student outcomes in foundational literacy skills and language comprehension, we will ensure that inquiry cycles result in reflection on teacher practice that is focused on improving instructional routines and strategies and providing greater access to high leverage classroom routines that result in improved student outcomes.
	In support of goals 1 and 3: By August 2021: we will schedule and refine a structure for "instructional rounds" to occur two times ~~three times~~ a year and include our K-3 team, admin and MTSS staff / coaches to focus on observing evidence of shifts in practice from "balanced literacy" to "structured literacy" and the resulting impact on student learning.	The discussion surrounding our [needs assessment](#) revealed lack of cohesion across classrooms and language pathways as central to our failure to support the early literacy (foundational skills and language comprehension) needs of our students.	By providing intentional and structured time for teachers to observe each others' practice, we are at the same time developing a sense of trust as a team and a shared understanding of the shifts in our practice and also the impact of the shifts on our student learning. ~~We will design a "walkthrough tool" to use during instructional rounds to identify key routines and practices as well as evidence of student learning as it~~

			~~relates to foundational skills knowledge and language comprehension.~~ We will use the time available through instructional rounds to identify key strategies and routines that are proving effective with our students as well as to identify next steps and areas for future professional development.
	In support of goal 1: By Spring 2023 (year 2) we will offer LETRS and / or IMSE training to ==coaching staff==, intervention staff and SpEd staff to build capacity for teacher support and for offering intervention related to foundational skills.	Our [data](#) suggests a range of abilities within a given classroom and grade level leading us to believe that as we focus on strengthening Tier I practices, we will still have a need for comprehensive and differentiated intervention requiring highly trained staff members.	By adding specialized training for our MTSS and SpEd team over the next two years, we will ensure that we are continuing to develop a wide range of tools to support students in Tier II and Tier III. By allocating funds annually, we can account for staff turnover and ensure that all new team members are trained.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	In support of goal 1 and 3: ~~By August 2021 (year 1)~~ During the ~~2022-2023~~ 2023-2024 school year, our K-3 grade teaching team will receive ==ongoing== support and training from ~~district (central) staff in Multilingual Pathways Department~~ ==site based coaching and support staff== to implement district adopted curriculum aligned to the ELA / ELD Framework	Our [needs assessment](#) and [root cause analysis](#) identified the lack of support for implementation of a coherent curriculum and curriculum aligned with a structured and research based approach to teaching foundational literacy skills as a likely cause of our [low student achievement](#).	While we have had access to many of the Benchmark and Wonders materials we will implement consistently next year, professional learning has not been offered that is systematic and consistent throughout the school year. By building intentional time into our professional development structures (weekly grade level planning, planning days) to focus on implementation of the adopted curriculum, we will ensure that teachers have the skill, confidence and support to implement with fidelity.
	In support of goal 1: By ~~October 2021,~~October 2023 ~~in collaboration with our partners in SFUSD's Multilingual Pathways~~	As discussed through our [root cause analysis](#) and [needs assessment](#), our biliteracy pathway classrooms currently do not experience clarity of	By ~~working collaboratively with our multilingual pathways department and~~ adopting a set of materials, strategies and resources related

	~~Department~~, with support of site-based coaching and support staff, we will clearly articulate goals for ELA instruction in Spanish biliteracy classrooms	expectations related to acquisition of English foundational skills.	specifically to biliteracy transfer, we will be able to articulate a clear and consistent sequence for transfer of foundational skills between Spanish and English beginning in Kindergarten in consultation with support from Multilingual Pathways Department. This clarity of goal and expectation will result in instruction that is clear and cohesive, and ongoing monitoring of progress to support instructional decision making and identifying intervention needs.

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	*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*	*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*	*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*

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.	*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.*	*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.*	*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.* ● *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.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum 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.*	***Example (action item):*** *Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *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.*
	In support of Goal 1: ~~By August 2021 (Year 1) supplement current district~~	As seen in our <u>screening data</u>, our <u>root cause analysis</u>, and our <u>needs assessment</u> a majority of our	By ~~supplementing our current distinct adopted Benchmark and Wonders~~ <mark>adopting new,</mark>

	~~WONDERS and BENCHMARK adoptions to provide consistent resources and materials~~
	    ~~Benchmark Curriculum (SLA)~~
	       ~~fonéticas~~
	       ~~biliteracy transfer (K-2)~~
	    ~~Benchmark Curriculum (ELA)~~
	       ~~phonics~~
	    ~~*removed WONDERS (ELD)~~
	
	~~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.~~
	
	==Purchase Assorted Alphabet Series Books and IMSE Decodable Readers to provide explicit, systematic foundational literacy skills instruction==
	
	==By August 2022 (Year 2), acquire Fundations for K-3 English Classrooms and 2-3 BIL Classrooms and Esperanza for K-3 BIL classrooms.==
	
	==By August ~~2022~~ 2023, develop a professional learning plan to support teachers with new curricular adoption.==
	
	==By August ~~2022~~ 2023, develop a communication plan that clearly outlines the goals of implementation as well as defines and measures success of the professional learning plan.==
		K–3 students are testing below proficiency in foundational skills. Curricular cohesion was identified as a likely root cause of our persistently low student performance data. The balanced approach to literacy has not proven overtime to support our students to develop foundational literacy skills necessary to build proficiency, so we have chosen curricular tools aligned with a structured approach to teaching literacy.
		
		Attached is our [professional learning plan](#) to support teachers, from initial training through ongoing support (weekly grade level planning meetings), of the Benchmark and Wonders curriculum. Additional to the professional learning plan is the need for administrative support, monitoring, instructional rounds, and data release and analysis structures that will support the implementation and ongoing use of the curriculum.
			==research-based== curriculum to ensure all classrooms have common tools ==and routines for teaching literacy==, we will ensure cohesion between the grades and the language strand in providing foundational reading skills instruction for K–3 students and make grade level collaboration more robust between language strands.
			
			As a result, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades.
			
			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 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. ~~Training and ongoing support will be provided by our district's multilingual pathways department~~

	In support of goals 1 and 3 ~~By January 2022 (year 1)~~: ==During the 2022-2023 school year,== we will purchase supplemental materials to support teachers in teaching routines learned in the elementary reading academy professional learning and as identified as needs through data analysis and inquiry cycles. We will re-evaluate these materials-levels needs at the end of each PDSA cycle throughout the life of the grant. Materials may include: multi-sensory materials for teaching phonemic awareness, decodables, etc…)	As seen in our screening data, our root cause analysis and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	As we shift from "balanced literacy" to "structured literacy" as a way to support foundational skill development, we will need to augment our materials to support new learning aligned with the structured literacy routines. This shift will happen through professional learning (CORE) and be refined through reflection and data analysis in PDSA cycles and instructional rounds. The purchase of additional materials to respond to new learning and supplement adopted curriculum will support teacher's application of new skills and ultimately student achievement.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	*Example (rationale):* *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	In support of goal 2: ~~By August 2021,~~ During the 2022-2023 school year, acquire DIBELS resources to use as a diagnostic tool and benchmark assessment tool.	Our current assessment resources are insufficient for diagnosis and progress monitoring that supports instructional decision making as determined by root cause analysis and needs assessment.	By using a consistent and comprehensive assessment tool in both English and Spanish we will ensure that teachers have the information they need to form small groups for targeted instruction by the fifth week of school (September) as well as have a consistent data set throughout the year to monitor effectiveness of instructional practice as well as to make informed referrals to Tier II intervention.

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):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	In support of goal 1 and 3:By ~~Jan 2022 (year 1)~~, ~~Jan~~ August 2023, we will schedule training for our after-school program staff and school-day "link staff" to incorporate strategies and routines to support foundational skill ~~(and language comprehension year 2)~~ development into the "academic support" portion of their after-school day. Strategies and routines will include access to online learning platforms to support Early Literacy Development.	As seen in our screening data, our root cause analysis and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	By including our After-School director and Beacon coordinator and link day staff in ~~CORE training and~~ ongoing professional learning related to literacy instruction, we are building the capacity of our after-school ~~program directors to support their staff members in~~ staff to ~~implementing~~ implement strategies and adopt materials that align with those used during the school-day. This closer alignment will support more consistent and targeted instruction and instructional support for our students.

	In support of goal 1: By ~~August 2022 (year 2)~~: <mark>November 2022</mark>, we will add a targeted intervention plan for foundational literacy into our current after-school offerings in collaboration with Mission Graduates staff.	As seen in our screening data, our root cause analysis and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	As we build capacity, skill and knowledge in our after-school program support staff for implementing research-based routines and strategies for supporting foundational skill development, as well as adopt consistent assessment and progress monitoring tools, we will be able to add a targeted intervention plan into our current after-school program offerings in collaboration with Mission Graduates staff. This will give students increased access to intervention minutes as needed in a way that is aligned with their Tier I instruction during the school day. <mark>We will transition our existing relationship with Reading Partners reading tutors to the after-school program to support literacy intervention focus and to protect Tier I instructional time within the school day.</mark>
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No action	Breakfast program	SFUSD offers extensive breakfast options, as well as a library program including funding for a full-time on-site teacher librarian to provide access to high-quality texts for students.

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~~ We will work collaboratively with the "Best Practices" and "Healthy Classroom Culture" task forces (supported by the ARC/ILT) to identify key practices related to student engagement to increase access to instructional minutes (attendance data / referral data / classroom elopement data) for all students.	PBIS handbook More than 70% of our students were chronically absent this year, and African-American and latino boys spent a disproportionate amount of time outside of classrooms. Our team has identified this as an area of focus for the 2022-2023 school year in order to maximize access to Tier I instruction.	Our school has a comprehensive PBIS plan that outlines our plan to support a positive and productive culture and climate. Returning to school in person this year, we learned that the impact of inconsistent attendance, the need to "relearn" routines and focus on healthy classroom culture is something that we need to revisit. This work will be done in collaboration with our Anti-Racist Committee (ARC) and Instructional Leadership Team with the support of Quetzal Eductional Consultants in order to ensure that the work is shared by stakeholders and therefore more likely to be sustained.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	SFUSD Second Step Resources	Our district supports implementation of Second Step SEL curriculum. Based on the collaboration of the "Best Practices" and "Healthy Classroom Culture" taskforces (above), additional materials or support may be identified to supplement the district adopted Second Step curriculum.

3.3e EXPANDED ACCESS Expanded access to the school library.	*No action*	SPSA	Students at Sanchez currently have access to our teacher librarian one time per week and access to the library during recesses / lunches throughout the week.

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 develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed*	*Example (action item):* *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at*

		practices and supports for the next two years [Insert Link].	*our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No action	District Support (SFCSD) provides site consultation and professional development around Trauma-informed practices. School Social Worker also provides support to students and families and teachers related to trauma informed practices. Additionally, teachers and paraeducators are certified through Safety Care in De-Escalation strategies (offered by SFUSD SpEd department)	We have ample support at both the site level and district level related to supporting a trauma-informed classroom and school environment and access to these resources is easily available and embedded into our current practice.
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*Example (rationale):* *We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No action	[2021-2022 SPSA](#)	We have access to a full time social worker, .5 school nurse, and mental health support provided through community agencies on campus. Supports are already provided through our school and district.

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.	By ~~Spring 2022 (Year 1)~~ <mark>Fall 2022</mark>, we will refine our RIT (Tier II and Tier III) referral system and cycles to ensure consistent screening and referral, research based practices, ongoing progress monitoring and collaboration between the site SAP team and SpEd team.	As seen in our [screening data](#), our [root cause analysis](#) and our [needs assessment](#), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. We also know that there will continue to be a range of learners in our classrooms who will need access to differentiated support provided through an RTI approach.	As we first focus on Tier I instructional practices being firmly in place (based on walkthroughs, teacher self-assessment and reflection in ongoing collaboration structures), we will refine our Tier II and Tier III referral system in order to ensure that those students who will need increased access to intervention will recieve it in order to meet school and district goals. We will calendar dates to review diagnostic data, develop criteria for participation in intervention, and develop a system for tracking student progress in intervention in order to support all students. We will invest in additional training for MTSS staff engaging in foundational literacy skills based intervention as well as for SpEd staff supporting students working on foundational literacy skills. Ensuring a broad and deep toolkit for intervention staff will be a year 2 and 3 priority.
	By Spring 2022 (Year 1) we will refine our MTSS structures to ensure that all teachers have access to appropriate coaching and support for implementing changes to practice designed to support students in developing foundational literacy skills.	As seen in our [root cause analysis](#) and our [needs assessment](#), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Ensuring differentiated support is available for students and teachers is a priority addressed through our MTSS plan.	We have a solid team of MTSS support providers on site including <mark>funding for K/1 and 2/3 instructional coaches,</mark> ~~literacy specialist,~~ <mark>2</mark> Academic Response to Intervention Facilitato<mark>rs focused on Literacy Intervention, and an</mark> Instructional Reform Facilitator, ~~and Pre-Referral / Intervention specialist.~~ By <mark>continuously</mark> revisting the way we are allocating support to teachers and students in a way that is more closely aligned with our goal of increasing students' foundational literacy skills in grades K-3, we will ensure that our system works ~~more~~ effectively

			in supporting teachers to make classroom level changes that result in increased student proficiency overall. Ensuring that our team works together to support: - teacher collaborative planning - facilitation of PDSA cycles - use of data / data analysis - individual teacher coaching - Tier II student needs will ensure that we have both support for implementation of new resources and strategies across classrooms and for students and teachers who need increased levels of support based on data.
	By ~~Fall 2022 (Year 2)~~ <mark>Spring 2023,</mark> we will identify the need for additional differentiation for designated ELD with the help of consistent implementation of Tier I curriculum and curriculum embedded progress monitoring related to language comprehension.	As seen in our ELPAC data, students are not reclassifying at high levels.	As Tier I instructional practices become more cohesive and aligned, we will better be able to assess the need for further differentiation / intervention related to ELD that may include additional support for newcomer students, dually identified students, or other students who are identified as needing additional support to make progress toward language comprehension goals in ELD. We will use our data analysis time and professional learning structures to assess this need near the end of year 1 (Spring 2021) in order to determine the need for RTI / intervention structures in ELD to begin Fall 2022.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS	By ~~Spring 2022 (Year 1)~~ <mark>Fall ~~2022~~</mark> <mark style="background:orange">2023</mark> We will develop a series of workshops to support parents in	As seen in our screening data, our root cause analysis and our needs assessment, increased student access to targeted, evidence-based	<mark>By r</mark>efining the focus of our work with our current partner the Mission Graduates Parent Partners program <mark>~~and expanding the team to include a~~</mark>

Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	supporting literacy goals at home ==to include focusing on adult literacy==.	foundational reading skills instruction is an urgent need.	~~school-day liaison supported with a stipend to coordinate alignment of goals~~, we will ensure that parents are involved in our work toward addressing building foundational literacy skills with students.
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.	In support of goals 1 and 3 By September 2021 (Year 1) we will partner with Mission Graduates to recruit, train and support a site ELAC made up of a diverse (grade level / language pathway) cross section of our families of English Learners	As seen in our screening data, our root cause analysis and our needs assessment, support for students learning English as a second language is especially lacking.	Our adoption of structured literacy practices is in large parts in response to our current data regarding EL proficiency and reclassification. It is important that we engage, support and develop a strong group of families to support the work and to support the monitoring of implementation and impact as we develop our skills through the life of this grant.