Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

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

Changes from Year One to Year Two

Changes from Year Two to Year Three

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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LITERACY ACTION PLAN TEMPLATE

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LEA/District: San Francisco Unified School District

LEA/District Contact/Project Director: Jeanne D'Arcy

Site(s): Bret Harte Elementary School

Site Administrator(s): Jeremy Hilinski, Ed.D., Principal; Davíd Gomez, Assistant Principal

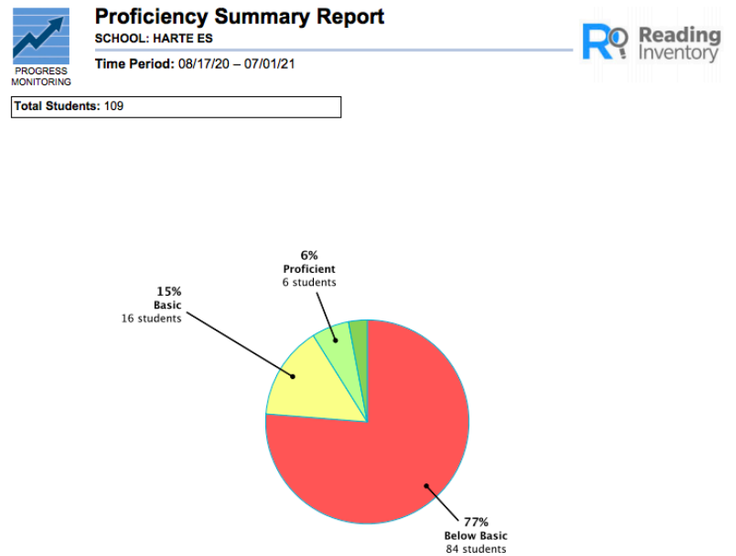
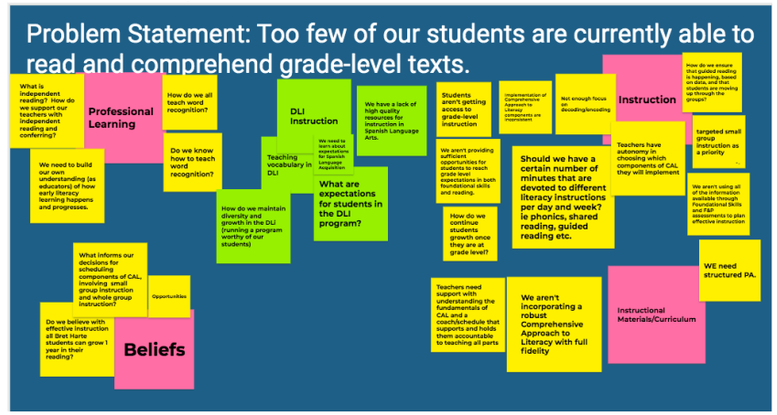
Early Literacy Team Member	Role (Include title and/or grade level)
Stacey Gonzalez	TK Teacher
Victoria Bao	Kindergarten English Plus Teacher
Annie Roach	Literacy Coach (TK-5)
Veronica Norris	Early Education Coach (PK-1)
Lisa Alley	Bilingual Literacy Coach
Debbie Magsanay-Ching	Academic Response to Intervention Facilitator

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	• Fountas and Pinnell Classroom curriculum (Phonics, Spelling, Word Study) • Heggerty (TK/K/1 English +) • Estrellita (K/1 DLI)	• F&P Foundational Skills Assessments 3 times a year to mastery K-2
	Language Comprehension	• Fountas and Pinnell Classroom (Reading Mini Lessons,Guided Reading, Shared Reading, Interactive Read Aloud and Independent Reading components)	• Fountas and Pinnell running records • Reading Inventory (3rd grade)
	English Language Development	• Wonders curriculum	• ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	• small skill/strategy groups	• F&P Foundational Skills Assessments 3 times a year to mastery K-2
	Language Comprehension	• Guided Reading groups	• Fountas and Pinnell running records
Tier 3: Intensive, Individualized Supports	Foundational Skills	• Small reading intervention groups with ARtIF: Leveled Literacy Intervention, Literacy Footprints, Despegando	• weekly LLI running records

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

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	The vast majority of this school-year was done remotely, as part of our district's Distance Learning plan. During this time, we gathered input from families through a series of wellness surveys and individual family conferences. During these experiences, we planned for future family empowerment, collected survey data on student, staff, and family wellness, completed a survey led by our culture and climate team, collected notes from grade level collaboration team meetings, collected additional data from literacy team meetings, and engaged our SSC, ELAC, and Instructional Cabinet Team	• DLI teachers and support staff meeting agenda • Survey results from teachers: CAL implementation • Family wellness survey (confidential data - link not included) • Bret Harte Literacy Team agendas 2019-2021 • ELAC Agenda/Notes
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	In an analysis of the root causes of our problem(s) of practice, we discovered a number of things contributing to academic achievement below our expectations. Namely, the following items stood out: -Unmet needs of focal students (African American, Latino, Pacific Islander) -Access to grade level content - too large of a reliance on Tier II intervention -Not enough students making one year of progress (regardless of starting point) -Tier I Instruction: a persistent knowledge and skill gap among teachers on how to teach early literacy, including phonics and word study, word	Link to Root Cause Analysis Jamboard (see slide 2) Link to team meeting agendas (data analysis, root cause analysis) LINK to F&P level data (running records - decoding and comprehension) LINK to Foundational Skills data (English) LINK to Foundational Skills data (Spanish) Reading Inventory data snapshot (3-5):

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.	knowledge, vocabulary, language comprehension, thinking beyond the text -Lack of access to high quality books written in Spanish for independent reading and interactive read aloud in Dual Language Immersion classrooms (half of our student population is enrolled in DLI/Spanish)	 Root Cause Analysis Jamboard: 
1.3 NEEDS ASSESSMENT The root cause analysis and needs	Our Instructional Leadership team (a team that has a goal of moving from the *Emerging* to the *Implementing* phase of development) spent	• ILT Reading Data Assessment and Planning agenda • Survey results from teachers: CAL implementation

assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	the year developing an assessment plan, collecting data, and analyzing the data in order to do a needs assessment for our literacy (and math) instruction. Unfortunately, the process was cut short when schools reopened and our professional learning time was eliminated for the remainder of the school year. *(See* ILT Reading Data Assessment and Planning agenda *for plan and progress thus far).* Strengths: -Collaborative structures (GLCs, CGCs) -Leadership teams (ILT, CC, Literacy) -Coaching structures (3 coaches, instructional cabinet) -Culture of learning -Built-in early release for adult learning -Ongoing professional learning (schoolwide, GLC, 1:1 coaching) rooted in antiracism	• ILT_Distance Learning_Assessment Plan 20-21

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	**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

			• Write as SMART goal	• Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*	*Screening data shows low student performance.* *[Insert Link] Link to needs assessment and root cause analysis provided*	• *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions* • *By the first month of school, groups formed based on placement data*	• *PD Plan* • *Invoices* • *Placement assessment data* • *SIPPS Mastery test data* • *Classroom implementation observation data*
Example: *Provide explicit, academic vocabulary instruction.*	***Example:*** *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	***Example:*** *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	***Example:*** • *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* • *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	***Example:*** • *PD Plan* • *Invoices* • *iReady diagnostic data* • *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* • *ELPAC data*
GOAL #1: Improve explicit instruction in phonics in English Plus classrooms	Our data shows that students lag in phonics, beginning in kindergarten and continuing through 3rd grade with upper grade teachers having to serve as instructors of phonics, something that we do not provide sufficient training in for upper grade teachers	~~LINK to F&P level data~~ ~~LINK to Foundational Skills data (English)~~ ~~LINK to Foundational Skills data (Spanish)~~ READING LEVELS: BH F&P and RI Level T… READING LEVELS + FOUNDATIONAL SKILLS:	To address phonics, we will improve our reading instruction by providing explicit and consistent instruction in both strands of Scarborough's rope through full implementation of our current literacy curriculum ~~*(FPC):*~~ ~~• *Phonics and Word Study (word recognition)*~~ For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	• PD Plan with Literacy Course mapped across the year • PD Plan with coaching cycles • GLC plan and agendas • Enrollment in CORE OERA • Invoices for Benchmark curriculum resources • Invoices for SIPPS curriculum resources • Invoice for-Lexia CORE 5 licenses

		Schoolwide Literacy D… INTERVENTION SIPPS Placement Test results	● Beginning in year 2, we will transition to Benchmark Education's Phonics Workshop in English Language Arts to provide systematic instruction in literacy. o We will provide ongoing professional development and coaching to support the implementation of Benchmark Reading Workshop ● Beginning in year 2, we will provide 30 minutes a day of leveled "walk to read" SIPPS intervention in K-2 ● Beginning in year 2, We will supplement instruction with practice using ~~Lexia CORE~~ SIPPs for all students learning English Language Arts. We will continue the above in 2023-2024 school year	
GOAL #2: *Tier One Reading Instruction in English +:*	Our data shows that students are not getting sufficient access to both differentiated instruction and grade level instruction	LINK to F&P level data LINK to Foundational Skills data (English) LINK to Foundational Skills data	We will improve our reading instruction by providing explicit and consistent instruction in both strands of Scarborough's rope through full	● ILT Literacy Assessment Plan ● Observation data from Literacy Team and ILT

Improve explicit instruction in vocabulary, language and reading comprehension in English Plus classrooms.	Our data shows that a significant number of TK-3 students are reading below grade level Root cause analysis showed that many students get “stuck” at Level A, and our instruction is not helping them improve Root cause analysis showed inconsistent implementation of all of the components of Comprehensive Literacy (including Guided Reading groups) and a knowledge and skill gap among teachers Our data shows that every classroom in our school has students with a wide range of reading levels, ranging from *not yet approaching* to *meeting* (and sometimes *exceeding*) grade level benchmarks.	(Spanish)	implementation of our current literacy curriculum ~~*(FPC):*~~ *Benchmark Reading Workshop and Phonics Workshop* o *Reading Minilessons (language comprehension)* o *Guided Reading (word recognition and language comprehension)* o *Interactive Read Aloud (language comprehension)* o *Shared Reading (word recognition and language comprehension)* o *Independent Reading (word recognition and language comprehension)* in all TK-3 Eng+ classrooms by May, 2022. Implementation measured by Instructional Leadership and Literacy Team walk-throughs and coach observations by May 2022. Student performance measured by foundational skills and running records assessments.	walk-throughs ● Student data: KRI, foundational skills assessments, running records ● Agendas from coaching meetings and GLC meetings

			By January, 2022 all grade levels will complete one coaching cycle focused on full implementation of all components of F&P Classroom curriculum as part of their weekly Grade Level Collaboration ● By January, 2022 100% of TK-3 English Plus classrooms will demonstrate full implementation of adopted literacy curriculum (Fountas and Pinnell Classroom), including all components of SFUSD's Comprehensive Approach to Literacy For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle. After one year of supporting full implementation of FPC Classroom in English Language Arts, we (and the TNTP) have determined that the F&P Classroom curriculum does not provide sufficient opportunities for text-based instruction in vocabulary, language, and reading comprehension. ● Beginning in year 2 (2022-2023) we will roll out	

			the Benchmark Phonics Workshop. o We will provide ongoing professional development and coaching to support the implementation of Benchmark Reading Workshop For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	
GOAL #3 *Tier One Reading Instruction in DLI:* By January 2022, using Benchmark Taller, K-3 teachers will demonstrate mastery of explicit instruction in phonics, vocabulary, language and reading comprehension, in Spanish Dual Immersion classrooms. **Timeline (see Column 4)**	Root cause analysis and needs assessment revealed: -lack of instructional leadership for DLI program (Literacy Coach and IRF are not bilingual) -lack of clarity around DLI program expectations among staff and families -lack of curriculum for Spanish Language Arts - inconsistent implementation of word recognition, foundational skills, phonics instruction		● By October, 2021 all K-3 (no TK DLI class) Dual Language Immersion teachers receive professional development on using Benchmark Taller Fonetica curriculum to teach reading ● By November, 2021 all K-3 Dual Language Immersion teachers implement Benchmark Taller Fonetica (phonics component) curriculum ● By January, 2022 100% of K-3 DLI teachers will demonstrate full implementation of Benchmark Taller curriculum	● PD plan ● Completion of trainings ● PSWS unit plans ● Agendas from coaching meetings and GLC meetings ● Invoice from Okapi for high quality Spanish leveled Spanish texts to build classroom libraries (levels C-M) ● 2022-23 School Year: implemented Estrellita phonics scope and sequence in K-2 DLI classes with PD and ongoing support from DLI and Literacy Coaches. This will continue in 2023-24.

	-gap in teacher knowledge around foundational skills and language comprehension -lack of alignment with Dual Language Immersion model and language allocation		**(site already owns)** and the components of SFUSD's Comprehensive Approach to Literacy in Spanish/English Dual Language Immersion ● By September, 2021, purchase high quality authentic books written in Spanish to build out classroom libraries in K-3 DLI classrooms For years 2 and 3, we will continue to monitor, strengthen, and revise these actions based on a PDSA cycle.	
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 TK–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 TK–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.*
	To support Goals #1 and #3, ~~By September 2021~~ By September 2022 hire a Bilingual Literacy Coach to **(focusing on TK-3)**: ● collaborate with Instructional Cabinet and ILT to support DLI teachers and grade level bands in implementation of Benchmark Taller ● work with grade level teams and individual teachers to build knowledge and skill in the DLI model ● support teachers in planning whole class and small group instruction with a focus on foundational skills, transference, and using the Benchmark curriculum to teach all components of early literacy ● collaborate with Instructional Leadership Team to redesign and implement effective ELD instruction	As seen in our root cause analysis, our DLI program is lacking in instructional leadership to support bilingual teachers to provide the highest quality instruction to our students. LINK to job description.	A majority of our K-3 students in the DLI program are testing below proficiency in phonemic according to our screening data.
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 all goals, continue 1:1 and grade level team coaching (with IRF, Literacy Coach, and DLI Coach) around full implementation of SFUSD's adopted comprehensive literacy curriculum~~ In support of all goals, transition from F&P Classroom curriculum to Benchmark Reading and Phonics Workshop.	As seen in our root cause analysis, and in the teacher survey results, implementation of our current district-adopted literacy curriculum is inconsistent across the school and across language pathways. See our professional learning plan from this past year as evidence. Bret Harte Scope & Sequence 20/21 By September 2022, all classroom teachers will receive professional development in implementing the Benchmark curriculum in English or Spanish with follow-up coaching. By September 2023, all classroom teachers will receive PD in Benchmark Phonics and Reading Workshop along with ongoing coaching and facilitated GLC time for backward planning.	A majority of our TK–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We have a wealth of resources that are going unused. Coaching will support teachers in using the adopted curriculum to teach foundational skills and early literacy. See our professional learning plan from this past year. Bret Harte Scope & Sequence 20/21 After an audit of our district's curriculum by TNTP, The audit revealed the following weaknesses in the curriculum and instruction in SFUSD: -lessons are not text specific -insufficient opportunities for evidence-based discussion and writing -theme-based units do not systematically build knowledge through content-rich nonfiction -insufficient teacher guidance and rationale to support systematic explicit instruction -insufficient opportunities for students to practice foundational skills -the abundance of teacher choice points and flexibility make materials difficult to navigate and do not guarantee all students equitable access to the demands of the CA state standards.

			Our school will implement the Benchmark curriculum in both English and Spanish in the 2021-2022 school year.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for TK-3 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, By June, 2022 all TK-3 teachers will complete a 2-unit Comprehensive Intervention Model for Literacy course through St. Mary's College, focusing on developing knowledge and skills to implement targeted small group reading instruction~~ By June, 2022 coaches will participate in 18 units of **online** coursework **with St. Mary's College** on Partnerships in Comprehensive Literacy, including two semesters of study of implementing MTSS and RtI. Coaches will provide small group reading intervention (Comprehensive Intervention Model and SIPPS).	*As seen in our screening data (*LINK to F&P level data; LINK to Foundational Skills data*), our root cause analysis [*Link to Root Cause Analysis Jamboard (see slide 2); Link to team meeting agendas (data analysis, root cause analysis)*], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	TK-3 teachers need additional PD to support the instruction of high quality literacy instruction to improve student outcomes using data to drive instructional decision making. ● ~~By June 2022, year-long PD (through St. Mary's College) in phonemic awareness, phonics, and small group literacy instruction, with facilitated Grade Level Collaboration and coaching support to follow up.~~ o ~~Implementation of new learning will be measured by ILT learning walks, coaching cycles and observations, and facilitated grade level collaboration and planning time by June, 2022.~~ ● ~~By June, 2022 all English Plus teachers in K-3 will complete PD series presented by literacy coach (grant covers cost of the literacy coach)~~ ● ~~By June, 2022 all teachers in TK-3 will complete a coaching cycle (in GLC) supporting around use of assessment data (including progress monitoring) to guide literacy instruction with an emphasis on foundational skills~~ ● By June, 2022 all teachers in TK-3 will complete a coaching cycle (in GLC) supporting around use of assessment data

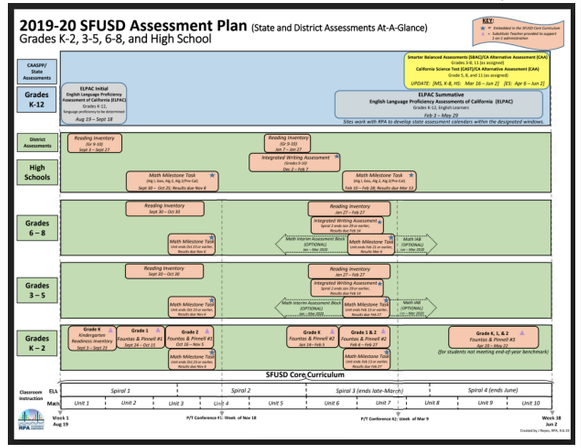
			(including progress monitoring) to guide literacy instruction with an emphasis on foundational skills ● Invoice for tuition and reimbursement for textbooks
	In support of Goal #2, literacy coach will provide PD, in house (grant covers cost of the coach) to all teachers on balanced literacy to meet the needs of improving practice from our root cause analysis.	*As seen in our screening data (*LINK to F&P level data; LINK to Foundational Skills data*), our root cause analysis [*Link to Root Cause Analysis Jamboard (see slide 2); Link to team meeting agendas (data analysis, root cause analysis)*], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	
~~Increase teacher knowledge and skill in early literacy instruction, with an emphasis on word recognition~~ (Moved to next column)	In support of Goals #1-3, teachers will develop their knowledge and skill in early literacy skills. ~~Root cause analysis and needs assessment revealed that our students' brilliance is not showcased by our literacy data.~~ ~~Students are not getting both differentiated and grade level instruction across the board~~. (Moved to next column) ~~We will have 4 new classroom teachers on staff next year (out of 12)~~ Increase teacher knowledge and skill in early literacy instruction, with an emphasis on word recognition (Moved from other column)	~~Screening data revealed a majority of students are reading *below* grade level, TK-3.~~ ~~LINK to F&P level data~~ ~~Screening data revealed not enough students in K-2 are reaching mastery of foundational skills:~~ ~~-K-2 (Eng) Foundational Skills Fall 2020~~ ~~-K-2 (Spanish) Foundational Skills Fall 2020.xlsx~~ ~~Teacher survey reported inconsistent implementation of phonics and word study component of literacy curriculum: Survey results from teachers: CAL implementation~~ (Moved to next column) Root cause analysis and needs assessment revealed that our students' brilliance is not showcased by our literacy data. Students are not getting both differentiated and grade level instruction across the board. (Moved from other column)	By June, 2022 four English Plus teachers (K, SDC, 2nd, coach) will complete the Online Elementary Reading Academy and be paid extended hours for coursework completed outside of SFUSD contract hours Screening data revealed a majority of students are reading *below* grade level, TK-3. LINK to F&P level data Screening data revealed not enough students in K-2 are reaching mastery of foundational skills: -K-2 (Eng) Foundational Skills Fall 2020 -K-2 (Spanish) Foundational Skills Fall 2020.xlsx Teacher survey reported inconsistent implementation of phonics and word study component of literacy curriculum: Survey results from teachers: CAL implementation (Moved from other column)

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 Goals #1,2,and 3, by December, 2021 Grade level teams participate in facilitated co-planning with Literacy Coach(es) for Phonics, Spelling, and Word Study units (implementing new learning from PD)	*As seen in our screening data (*LINK to F&P level data; LINK to Foundational Skills data*), our root cause analysis [*Link to Root Cause Analysis Jamboard (see slide 2); Link to team meeting agendas (data analysis, root cause analysis)*], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	Teachers require additional PD on teaching with differentiation to meet the needs of English language learners using the ELD framework. Data shows that student performance lacks with the majority of students plateauing at intermediate EL levels on ELPAC.

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	***Example (action item):*** ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3*	***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*

Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	• *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.*	*students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	*foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item): • *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* • *By the end of Year 2, May 2022, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* • *By the end of Year 2, May 2022, develop 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 #3, by September, 2021 we will purchase high quality authentic Spanish texts to	As seen in our root cause analysis and needs assessment, we have a gap in resources when it	High quality, authentic texts written in Spanish will support our students in the DLI strand as they build

	support readers in the DLI strand in grades K-3.	comes to high quality, authentic texts written in Spanish. Purchased Okapi Explormundos Levels A-D	their foundational and early literacy skills. By building up classroom libraries, students will learn in a more literacy-rich environment with lots of high interest texts for independent reading.
	In support of Goals 1 & 2, students in the English strand will practice bridging reading and writing with the Empowering Writers curriculum. In support of Goals 1 & 2, teachers in the English strand will implement phonemic awareness with the Heggerty Phonemic Awareness Curriculum In support of Goal #1 and Goal #2, students will practice phonics and early literacy skills using Lexia Core 5 software and SIPPS curriculum.	Purchased Empowering Writers curriculum Purchased Heggerty Phonemic Awareness Curriculum Purchased Lexia Core 5 and SIPPS licenses to supplement Tier One instruction in phonics and early literacy.	The purchase of ~~Lexia Core 5~~ SIPPS licenses was initiated in February and is still caught up in district bureaucracy, so we have not begun implementation of the ~~Lexia Core program~~ SIPPS program. In the spring, we plan to roll out in K-5. Continue implementing Lexia Core 5 and SIPPS in K-5.
	In the 2022-2023 school year, K-2 teachers in the English+ pathway will be trained by the literacy coach in using SIPPS for intervention. By the end of September, 2022 all K-2 students in the English+ pathway will complete the SIPPS placement assessment.	68% of students in 3rd-5th grade are below basic according to the Reading Inventory. Many of our students in K-2 have not reached proficiency in their foundational skills. Progress monitoring every 2 weeks using SIPPS Placement Assessment	*Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.*
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and	***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.*

progress and training for school staff regarding the use of those assessment instruments.	• By the end of September, 2021 100% of students will be screened using F&P Running Records and Foundational Skills assessments in English and in Spanish • Continue Foundational Skills assessments to mastery for all students in TK-3 (currently assessment stops after 2nd grade)	Copy of Foundational Skills Assessments Online Copy of 2.1 KRI Overview Copy of Star Reading Assessment Overview Bret Harte ILT Distance Learning Assessment Plan 20-21 Example of district assessment calendar (2021-2022 assessment calendar is still under construction) 	Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments. • Teachers will require sub coverage for their release days to complete assessments

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 all goals, by November, 2021, the literacy coach will work with afterschool staff to support early literacy instruction in the afterschool program. Literacy coach will provide professional development for afterschool teachers on foundational reading skills instruction.	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. LINK to F&P level data (running records - decoding and comprehension) LINK to Foundational Skills data (English) LINK to Foundational Skills data (Spanish)	90% of students in TK-3 are enrolled in our afterschool program (BEACON), this is an opportunity to continue the foundational reading instruction students receive in the regular classroom.
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	*Our needs assessment indicates that this is not a priority for our site.*	*Our school already implements breakfast in the classroom and a robust library model.*

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	Culture Club PDs: -Investigating our socialized beliefs -Gender identity -Antiblackness in school CARE team works to address attendance challenges and provide support to students and families in need	Our school's Culture Club team is already designing and leading a multiple-year PD sequence based in antiracism to improve the quality of relationships within our school community (students, families, staff) and better serve our students. CARE and Culture Club work in collaboration to provide inclusionary practices and develop clear action plans for restorative justice in our community.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No action	-Second Step -Kimochis	Our school social worker organizes staff partnerships to co-teach Second Step lessons with classroom teachers in TK-3rd grade.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	Library staffed by a skilled teacher librarian who runs a robust program	Teacher librarian is a member of the school Literacy Team and co-plans annual Literacy Night for families

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 practices and supports for the next two years [Insert Link].*	***Example (action item):*** *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No action	*Bret Harte Elementary School has undertaken a wide array of trauma-informed practices staff development including, but not limited to, our partnership with UC San Francisco's HEARTS program, one that heavily focused on skills and strategies for teachers to best implement trauma-informed practices within the classroom. In addition, we already fully implement the district-adopted Second Step curriculum for SEL development and, in our lower grades, teachers supplement using the Kimochis program, one similar to Second Step, but with grade level appropriate puppets (emotions :).*	*SFUSD and Bret Harte fully implement a system of Restorative Practices, which revolves around repairing "harm" when harm has been done to a relationship. At school, our staff has led teacher-driven PD on gender inclusivity and LGBTQIA+ representation both at school and at home and in the community.*
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.*	***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.*

		Or [Insert Link], link to needs assessment indicating not a priority.	
	No action	*Bret Harte Elementary School has a myriad of mental health services rendered by our comprehensive on-site Wellness Center. This center is staffed by a full time school social worker, half-time school nurse, two Student Intervention Team (SIT) social work interns, and an AmeriCorps Healthy Schools worker. Individual and group therapy is offered and partnerships with many community-based agencies provide wrap-around services, therapeutic behavior intervention services, and affinity groups for students and families at school and in the home. These partnerships include, but are not limited to, Seneca, Edgewood, Bayview Mental Health, SF General Hospital, and a number of others. Our weekly coordinated services (CARE) team agendas include ensuring services are put in place to meet the individual needs of our most at-risk students and families. Finally, our Student Attendance Review Team (SART), led by our Student Advisor, meets weekly to ensure that specific interventions are put in place to meet the needs of our students struggling most with on time daily attendance.*	*With so many mental health services already in place and provided by our district's MTSS (multi-tiered supports for schools) priorities along with the City's Public Education Enrichment Fund (PEEF), which funds a lot of these services, we do not feel that any additional services need to be strategized with this Early Literacy Block Grant.*
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	~~No action~~	As seen in our root cause analysis, a significant number of our students in TK-3 are not yet approaching grade level reading. Our district funds an ARtIF as part of our MTSS who uses curricular materials from Leveled Literacy Intervention and Despegando Hacia la Lectura to provide targeted small group intervention in word recognition, vocabulary, and language comprehension to students in K-2. In the	Due to a staffing shortage, we were unable to hire an interventionist for the 2021-2022 school year. We are currently in the interview stage of finding an interventionist for the 2022-2023 school year. ARtIF will work with students (identified as the highest need of literacy intervention through KRI/foundational skills screening data) in small groups to supplement Tier One instruction.

		2022-2023 school year, we will supplement the district's adopted intervention curriculum with Fundations and SIPPS. In 2021-2021, Literacy Coach will provide small group reading intervention using SIPPS In 2022-2023, SIPPS intervention will roll out to all of K-2 English+ program in a walk-to-read model. SIPPS Walk to Read will continue in 2023-24.	By ~~September, 2021~~ September, 2022 targeted small group reading intervention with Academic Response to Intervention Facilitator. ARtIF will collaborate with classroom teachers and families.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	No action	We will continue to host our annual literacy night to provide tools and resources for families to continue literacy learning at home	Link to flyer for Family Literacy Night 2019
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	No action	Bret Harte's PTO and ELPAC community groups partner with us for community events. We will continue to develop these relationships. Continue our school wide collaboration/PD cycle, led by Culture and Climate Team (Culture Club) to disrupt our own socialized beliefs in order to build strong and positive relationships with families	
	By September, 2022 Instructional Leadership Team will develop a plan for shared leadership and accountability around instruction of foundational skills in literacy. ILT will complete a book study of the text	After the book study, ILT will synthesize learning to develop a plan for collecting and analyzing street data in support of our school-wide focus of proficiency in Foundational Skills.	ILT is a shared leadership structure that facilitates collaboration among teachers, coaches, and administrators. As we work toward 100% proficiency in foundational skills by the end of December, we

	Street Data and redesign our engagement with families and community stakeholders.	ILT will complete monthly learning walks and analyze progress monitoring data monthly from K-2 foundational skills progress.	want to be sure that we are centering the experiences of students and families and taking their input into account. Teachers receive extended hours for time spent on ILT outside of contract hours.