

# Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

## Goal of the Early Literacy Support Block Grant

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

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

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

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

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

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

## **Literacy Action Plan Template and Rubric Overview**

### **OVERVIEW** *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

### **Section 1: PLANNING PHASE** *(Required)*

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

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

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

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

**Category 1: Access to High-Quality Literacy Teaching**

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

**Category 2: Support for Literacy Learning**

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

**Category 3: Pupil Supports**

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

**Category 4: Family and Community Supports**

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

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**LEA/District:** SFUSD

**LEA/District Contact/Project Director:**

**Site(s):** Paul Revere Prek-8

**Site Administrator(s):** William Eaton, Principal and Swaicha Chanduri, Vice Principal

Early Literacy Team Member	Role (Include title and/or grade level)
William Eaton	Principal
Swaicha Chanduri	Vice Principal
Laurel Lang	Literacy Coach
Sofia Velarde	ARTIF
Hanna Hughes	K-2 SDC Teacher
<del>Jordan Davis</del>	K GE Teacher
Stephanie Clawson	2/3 GE Teacher
Kelly Eastman	1st Grade GE Teacher
Emma Zevin	1st Grade DI 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	<ul style="list-style-type: none"> <li>● <del>Fountas and Pinnell Classroom: Phonics and Word Study (English)</del></li> <li>● Benchmark Fonetica Digital Subscription (Spanish)</li> <li>● Fountas and Pinnell Classroom: Shared Reading</li> <li>● Estrellita (K/1) (Spanish)</li> <li>● Foundations K-3</li> <li>● Benchmark Decodable Text</li> <li>● Benchmark Phonics and Word Study (3rd Grade)</li> <li>● CORE PD</li> </ul>	<ul style="list-style-type: none"> <li>❖ F&amp;P Foundational Skills               <ul style="list-style-type: none"> <li>➢ Uppercase &amp; lowercase letter ID</li> <li>➢ Lettersounds</li> <li>➢ High Frequency Words</li> <li>➢ Blending/Segmenting</li> <li>➢ Rhyming (English)</li> <li>➢ Initial sounds (Spanish)</li> </ul> </li> <li>❖ F&amp;P Benchmark Assessment System</li> <li>❖ F&amp;P Sistema Evaluacion de Lectura</li> <li>● DIBELS/DEL Lectura</li> </ul>
	Language Comprehension	<ul style="list-style-type: none"> <li>● Fountas and Pinnell Classroom: Reading Minilessons</li> <li>● Fountas and Pinnell Classroom: Shared Reading</li> <li>● Fountas and Pinnell Classroom: Interactive Read Aloud</li> <li>● Writing Units of Study (English and Translated to Spanish)</li> <li>● Benchmark Taller del Lectura</li> </ul>	<ul style="list-style-type: none"> <li>❖ F&amp;P Benchmark Assessment System</li> <li>❖ F&amp;P Sistema Evaluacion de Lectura</li> <li>❖ Reading Inventory</li> </ul>

		<ul style="list-style-type: none"> <li>● Foundations Curriculum</li> <li>● Okapi Guided Reading</li> </ul>	
	English Language Development	<ul style="list-style-type: none"> <li>● Wonders</li> </ul>	❖ ELPAC
Tier 2: Targeted, Supplemental Supports	Phonological Awareness	<ul style="list-style-type: none"> <li>● Haggerty Phonological Awareness Routines (preK-2) (Spanish/English)</li> </ul>	<ul style="list-style-type: none"> <li>❖ F&amp;P Foundational Skills <ul style="list-style-type: none"> <li>➢ Blending/Segmenting</li> <li>➢ Rhyming (English)</li> <li>➢ Initial sounds (Spanish)</li> <li>➢ DIBELS/ Lecutra PSF, FSF</li> </ul> </li> </ul>
Tier 3: Intensive, Individualized Supports	K-2 ARTIF Literacy Coach	<ul style="list-style-type: none"> <li>● LLI</li> <li>● Foundations <ul style="list-style-type: none"> <li>○ expanded materials</li> </ul> </li> <li>● Literacy Footprints</li> <li>● Raz-Kids</li> <li>● Estrellita</li> <li>● Imagine Language and Literacy</li> <li>● Imagine Español</li> </ul>	
	SPED	<ul style="list-style-type: none"> <li>● SPIRE/ Sound Sensible</li> </ul>	
	K-2 Spanish ARTIF	<ul style="list-style-type: none"> <li>● Raz-Kids</li> <li>● Estrellita</li> <li>● Imagine Language and Literacy</li> <li>● Imagine Español</li> </ul>	
	Paraprofessional and Beacon Program Link Day Staff	<ul style="list-style-type: none"> <li>● Classroom Literacy Center Implementation Support</li> </ul>	

[Link to Grades TK/K-3 Master Instructional Schedule](#) (adapted ELA Instructional Schedule for Distance Learning)

[Link to 2021-2022 Master Calendar](#)

**SECTION 1: PLANNING PHASE (Required)**

Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p><b>1.1 STAKEHOLDER ENGAGEMENT</b>                      The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>Our ELSB Team includes administrators, our site literacy coach, our TSA/Artif (intervention specialist); our K-2 SDC teacher, and our Kindergarten GE teacher. This team has worked in consultation with our Instructional Leadership Team, our Dual Immersion Leadership Team, GLCs, our RTI team, and our School Site Council to get input and feedback on instructional decisions related to the grant. We have held regular ELSB Debrief Meetings since the onset of the grants. Parent Input was received on the root cause analysis in SSC, and has been revisited in subsequent SSC meetings including our end of 2021-22 school year SSC in which the ELSB Annual Report and changes to the LAP were adapted. You can see how our SPSA school improvement plan aligns with the grant (although it was written prior to learning about the grant opportunity). A short description of the relevance of the resources regarding Community and SSC engagement on the right is as follows:</p> <ul style="list-style-type: none"> <li>● <b>Paul Revere School Planning Summit Agenda</b> <ul style="list-style-type: none"> <li>○ Engagement with families, staff, and community members around instructional priorities and areas of focus for next school year, which prioritized and solidified our focus on early literacy.</li> </ul> </li> <li>● <b>Paul Revere School Site Summit Gallery Walk</b> <ul style="list-style-type: none"> <li>○ Evidence/notes from various summit participants during key discussions on focal areas including instruction and within some of our parent affinity spaces.</li> </ul> </li> <li>● <b>Coffee with Principal 3/15</b> <ul style="list-style-type: none"> <li>○ Presentation on key take-aways from the School Site Summit and intended next steps to address such within strategic planning of ELSB.</li> </ul> </li> <li>● <b>09_SSC Agenda 04/13/21</b></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">SSC SPSA Plan</a></li> <li>● <b>ILT Agendas</b> <ul style="list-style-type: none"> <li>○ <a href="#">02/21/22 - SPSA Goals</a></li> <li>○ <a href="#">05/10/21 - ELSB Grant Overview/Input</a></li> </ul> </li> <li>● <b>Community and SSC Engagement</b> <ul style="list-style-type: none"> <li>○ <a href="#">Paul Revere School Planning Summit Agenda</a></li> <li>○ <a href="#">Paul Revere School Site Summit Gallery Walk</a></li> <li>○ <a href="#">Coffee with Principal 3/15</a></li> <li>○ <a href="#">09_SSC Agenda 04/13/21</a></li> <li>○ <a href="#">07_SSC Agenda 05/19/22</a> <ul style="list-style-type: none"> <li>■ <a href="#">SSC Approval of Annual Report/LAP</a></li> </ul> </li> <li>○ <a href="#">01_SSC Meeting Agenda 09/06/22</a> <ul style="list-style-type: none"> <li>■ <a href="#">SSC Approval of Annual Report</a></li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Review of key details for ELSB plan as created by ELSB team, refined through ILT (see ILT agenda), and further refined by SSC recommendations.</li> <li>● <b>07_SSC Agenda 05/19/22</b> <ul style="list-style-type: none"> <li>○ Review of Annual ELSB Report, as well as review, feedback, and adoption of the proposed changes to our school LAP for the 2022-23 school year.</li> </ul> </li> <li>● 01 SSC Meeting Agenda 09/06/22 <ul style="list-style-type: none"> <li>○ Review of Annual Report via SSC meeting during 2022 school year.</li> </ul> </li> </ul>	
<p><b>1.2 ROOT CAUSE ANALYSIS</b></p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>As we conducted our Root Cause Analysis (during ELSB Sessions and in our own site’s scheduled debrief sessions) we saw a clear gap in the connection between our phonics assessments and the instruction we are currently offering to students in both language pathways. This is evident in our data, such as F&amp;P Foundational Skills and the Benchmark Assessment (or correlating F&amp;P Spanish Assessments), as well as our 3rd Grade Reading Inventory data. While the gap is evident in both, we are aware that there has been a significant disparity between the professional development, curricular materials, and Spanish coaching support offered to the Spanish Dual Immersion program compared to that of the General English pathway, and that may become apparent in how this grant’s funding is allocated between our two language programs. Regardless, the gap in both pathways is not only due to a lack of materials (particularly in Dual Immersion), but a deeper lack of understanding around the development of foundational skills and phonics. We also found that our current assessments were not giving us the targeted information we need to intervene early and provide Tier I and Tier II intervention to their students in the classroom. For this reason, our grant tackles foundational skills and phonics, as well as language comprehension, by developing teacher capacity beyond simply providing them with new curriculums. <b>Based on our continued progress monitoring data we did not deviate from the root cause analysis for the 2021-22 school year.</b></p>	<p><a href="#">Fishbone diagram- Root Cause Analysis</a>  <a href="#">3rd Grade Reading Inventory data from 2019-2020</a>  <a href="#">2019-2020 K-2 Screening data</a>  <del>Current</del> <a href="#">Progress monitoring data (2020-2021)</a>  <a href="#">Progress Monitoring Data (2021-22)</a></p>

**1.3 NEEDS ASSESSMENT**

The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

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.

Based on our root cause analysis we saw a gap in our Foundational Skills and phonics instruction across both language pathways. While this is in part a district-wide issue (need for Spanish Curriculum, professional development around Foundational Skills in Spanish, bilingual TSA/Artif coaching support, quick Spanish diagnostic assessments to determine gaps in Foundational Skills), we felt we could address it through aligning our professional development, curriculum, and assessment and bringing in all stakeholders (teachers, paraprofessionals, students, families, after-school staff). We therefore saw a need to provide professional development and coaching around foundational skills, phonics, and reading development (specific to language pathways) that was deeply connected to assessment and instruction.

We have strong pupil supports in place such as a culture and climate team and an SEL curriculum. Additionally, our returning teachers have had extensive PD and Coaching around the various components of Balanced Literacy, including the practice of shared reading and guided reading. We have seen academic gains in classrooms where teachers consistently implement guided reading, however we recognize that many teachers need to develop more strategies to support their struggling readers and language learners.

- [Needs Assessment Notecatcher](#)
- [Rolling ELSB Debrief Agendas](#)
- [Paul Revere ELSB 1 PDSA Recording Sheet](#)

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

<p><b>2.1 Literacy Goal</b> <i>“Big Picture”</i></p> <p>Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> <li>● Site/LEA practices or issues</li> <li>● Evidence-based rigorous goal</li> </ul>	<p><b>2.1 Rationale</b> <i>“Why you chose the goal”</i></p> <p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p><b>2.1 Evidence</b> <i>“Artifacts that back up the rationale and support why you chose the goal”</i></p> <p>Include links to supporting evidence.</p>	<p><b>2.1 Action Item(s)</b> <i>“Specific, timebound actions that describe how the literacy instructional program will be improved”</i></p> <ul style="list-style-type: none"> <li>● Align action items to the goal</li> </ul>	<p><b>2.2 Metrics</b> <i>“How you will measure progress on actions (implementation) and/or growth (student data) and how often”</i></p> <p>Articulate plan that includes:</p>
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			<ul style="list-style-type: none"> <li>● Design to impact literacy outcomes</li> <li>● Write as SMART goal</li> </ul>	<ul style="list-style-type: none"> <li>● Tool/Metric</li> <li>● Intervals</li> <li>● Monitoring and adjusting</li> </ul>
<p><b>Example:</b> Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</p>	<p>Screening data shows low student performance.</p> <p>[Insert Link] Link to needs assessment and root cause analysis provided</p>	<ul style="list-style-type: none"> <li>● By August 2021 (Year 2), purchase SIPPS for year 2 implementation</li> <li>● By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</li> <li>● By the first month of school, groups formed based on placement data</li> </ul>	<ul style="list-style-type: none"> <li>● PD Plan</li> <li>● Invoices</li> <li>● Placement assessment data</li> <li>● SIPPS Mastery test data</li> <li>● Classroom implementation observation data</li> </ul>
<p><b>Example:</b> Provide explicit, academic vocabulary instruction.</p>	<p><b>Example:</b> Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p><b>Example:</b> Screening data revealed low student scores in vocabulary across K–3.</p> <p>Link to needs assessment and root cause analysis</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>● By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</li> <li>● By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>● PD Plan</li> <li>● Invoices</li> <li>● iReady diagnostic data</li> <li>● Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</li> <li>● ELPAC data</li> </ul>
<p>Goal 1: Provide systematic instruction in phonics for both of our language pathways</p>	<p>Root cause analysis and needs assessment revealed that 1) we do not currently have full implementation of our phonics curriculums, and 2) our current assessments are not capturing our students ability to decode individual phonemes and then blend them together in both our English and Spanish Curriculum, which limited</p>	<p>2019-2020 K-2 <a href="#">Screening data</a> showed that over 50% of our students in both language pathways are not meeting grade level benchmarks. <a href="#">3rd Grade Reading Inventory data from 2019-2020</a> showed an even greater number of students performing below basic. In 2020-2021, Distance Learning impacted our ability to test with the</p>	<p>We will improve our reading outcomes for K-3 graders by providing systematic instruction in foundational skills and phonics across both of our language pathways by using more accurate assessments to identify gaps in phonological awareness and phonics, having all K-3 classrooms implement Heggerty’s phonological awareness routines, having all teachers participate in professional</p>	<ul style="list-style-type: none"> <li>● <a href="#">Invoice from mClass Amplify</a></li> <li>● 2021 Cycle 1 assessment data</li> <li>● <a href="#">Draft 2021-2022 assessment calendar</a></li> <li>● <del>Job posting</del></li> <li>● <del>Comprehensive Intervention Model for Coaching/Specialists for Reading Recovery by St.</del></li> </ul>

	<p>teacher's abilities to effectively respond to student's needs. We also found our teachers need additional professional development and training in order to understand how foundational skills develop (in English and Spanish), as well as what our current assessments measure and their implications for Tier I classroom instruction and Tier II intervention.</p>	<p>same consistency and accuracy (we used Okapi in K-2 instead of F&amp;P to test levels and did not do the blending/segmenting portion of the Foundational Skills assessment), but the <a href="#">progress monitoring data</a>, <a href="#">Foundational Skills Screener in K</a>, and the <a href="#">3rd Grade Reading Inventory Growth Report</a> showed similar trends.</p> <p><i>Link to <a href="#">needs assessment</a> and <a href="#">root cause analysis</a></i></p>	<p>development around foundational skills and reading development supported by the <a href="#">CORE/OREA professional Development</a> (led by our coaches who will be receiving training through St. Mary's college); and supporting the implementation and alignment of our phonics and word study curriculums as measured by Cycle 3 DIBELS/IDEL mClass Amplify data by May 2022.</p>	<p>Mary's College</p> <ul style="list-style-type: none"> <li>● Data chat agendas</li> <li>● Cross-site collaboration plan</li> <li>● <a href="#">Heggerty Phonological Awareness quote</a></li> <li>● <a href="#">Draft GLC Scope and Sequence</a></li> <li>● <a href="#">CORE/OREA Agreement 2022-23</a></li> <li>● <a href="#">Reverse PD Scope and Sequence 2022-23</a></li> </ul>
<p>Goal 2: Improve our language comprehension outcomes for K-3 graders in our Dual Immersion program by implementing a comprehensive Spanish literacy program.</p>	<p>With the input of our ELSB Team that included our administrators, Literacy Coach, <a href="#">TSA/Artif</a> and DI expert, K-2 SDC teacher, and Kindergarten teacher, the root cause analysis and needs assessment made it clear that our Spanish Dual Immersion program has lacked quality Spanish materials and resources designed to support language transfer and build biliteracy in both English and Spanish. We are aware that with the purchase of any new curriculum, teachers must also have professional development and time to "unpack" lesson structures and collaboratively plan. We are hoping</p>	<p><i>The <a href="#">3rd Grade Reading Inventory Growth Report</a> shows that the majority of our 3rd graders are below proficient in English Literacy and make little growth over the course of the year. Our <a href="#">progress monitoring data</a> (that includes a reading level K-3 and Foundational Skills for K-1) from this year also shows that students are not meeting benchmark expectations. While Distance Learning certainly had an impact, it was not too far off from our previous year's data: <a href="#">2019-2020 K-2 Screening data</a></i></p>	<p>We will improve our language comprehension outcomes for K-3 graders in our Dual Immersion program through the roll out and implementation of a comprehensive Spanish literacy program by providing professional development from <a href="#">trained coaches, certificated extended hours for collaborative planning</a>, and learning walks as measured by Cycle 3 F&amp;P data and Reading Inventory Scores by May 2023.</p>	<ul style="list-style-type: none"> <li>● Instructional calendar</li> <li>● ILT scope and sequence</li> <li>● Supplemental Instructional Materials</li> <li>● Benchmark consumables</li> <li>● Vertical articulation plan</li> <li>● <a href="#">DRAFT PD Scope and Sequence</a></li> <li>● <a href="#">Foundations Quote</a></li> </ul>

	<p>that by providing a comprehensive curriculum and teacher training, we will improve language comprehension outcomes for our Dual Immersion students. We purchased Benchmark Taller de Lectura and received Benchmark Fonetica for the 2021-2022 school year). We are expanding upon our Foundations investment and expanding the curriculum sets used for the 2022-23 school year.</p>	<p><a href="#">Link to needs assessment and root cause analysis</a></p>		
<p>Goal 3: Improve our language comprehension outcomes for K-3 graders in our General English program by continuing to roll out the implementation of a comprehensive literacy program.</p>	<p>F&amp;P Classroom was purchased 2 years ago and our teachers have participated in professional development and PLCs to unpack this curriculum (there are many components such as Shared Reading, Reading Minilessons, Guided Reading, etc). Our root cause analysis has shown that while this curriculum has supported us in the implementation of many of these components that we will continue to provide PD around, we now need to address some of the gaps in the curriculum and provide supplemental instructional materials such as a variety of decodable texts and more explicit phonological awareness routines/practices.</p>	<p><a href="#">Link to needs assessment and root cause analysis</a></p>	<p>We will continue to improve our language comprehension outcomes for K-3 graders in our General English program by continuing to roll out implementation of a comprehensive literacy program (F&amp;P Classroom) by providing professional development from trained coaches, certificated extended hours for collaborative planning, funding for supplemental materials, and learning walks as measured by Cycle 3 F&amp;P data, Reading Inventory scores, and DIBELs data by May 2023.</p>	<ul style="list-style-type: none"> <li>● Instructional calendar</li> <li>● ILT scope and sequence</li> <li>● Vertical articulation plan</li> <li>● <a href="#">DRAFT PD Scope and Sequence</a></li> </ul>
<p><b>2.3 Expenditures Consistent with Categories</b> [Insert Link] <a href="#">Link to ELSB Budget documents.</a></p>				

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

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

<p><b>Category 1 Descriptors</b></p>	<p><b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.</p>	<p><b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p><b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p><b>3.1a SUPPORT PERSONNEL</b> Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p><b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p>	<p><b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p>	<p><b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p>
	<p>In support of Goal 1, 2, and 3, we hope to fund K-3 TSA/Artif by August 2021.</p> <p>In support of Goals 1, 2 and 3, we will fund a Literacy Coach to support whole staff Tier 1 instructional efficiency.</p>	<p>As seen in our <a href="#">Spring 2021 ILT Data Dive</a>, even with an adjusted growth expectations for EOY reading levels (due to Covid and Distance learning), we still saw that a significant number of our students were not meeting grade level benchmarks. We also need someone with Spanish expertise to support teachers in unpacking the new Spanish Curriculum.</p> <p>As evidenced by our school wide early elementary data, we still have significant amounts of students that are significantly below grade level that far exceed our intervention capabilities; our personnel</p>	<p>In order to support teachers with implementing new assessments and curriculum, while also building knowledge of Spanish foundational skills, we are seeking a <a href="#">TSA/Artif Literacy Coach</a>. We hope that this person will also be able to support intervention over the next <del>3 years</del> <b>2 years</b> and will help us address students' needs as our teachers learn to follow a scope and sequence and address specific student needs in the classroom through Tier I and Tier II support.</p>

		investment must be focused on supporting all teachers tier 1 abilities to properly accelerate student learning, which a literacy coach is most adapted to do.	
	In support of Goals 1 2 and 3, we will hire a paraprofessional at a 0.35 FTE to directly support small group instruction during literacy centers time in the K-2 classrooms.	As evidenced by our school wide early elementary data, we still have significant amounts of students that are significantly below grade level that far exceed our intervention capabilities; our personnel investment must be focused on supporting all teachers tier 1 abilities to properly accelerate student learning, which can be further supported through supporting teachers with strategic personnel support during small group instruction times in order to most effectively differentiate and support acceleration of learning.	Many of our teachers are in the beginning year(s) of their teaching career and can more intentionally instruct and support differentiated literacy groups when there is another individual in the classroom who can support students with on task activities and scaffolded academic supports.
	In support of Goals 1 2 and 3, we will contract with our Beacon after school program at \$15,088 to provide Daytime link-day staff to push into classrooms and directly support small group instruction during literacy centers time in the K-2 classrooms.	As evidenced by our school wide early elementary data, we still have significant amounts of students that are significantly below grade level that far exceed our intervention capabilities; our personnel investment must be focused on supporting all teachers tier 1 abilities to properly accelerate student learning, which can be further supported through supporting teachers with strategic personnel support during small group instruction times in order to most effectively differentiate and support acceleration of learning.	Many of our teachers are in the beginning year(s) of their teaching career and acn more intentionally instruct and support differentiated literacy groups when there is another individual in the classroom who can support students with on task activities and scaffolded academic supports. Additionally, these staff members will help to connect literacy learning from the academic day into the after school program
<b>3.1b DEVELOPMENT OF STRATEGIES</b> Development of strategies	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> [Insert Link] Link to the school's state approved core curriculum website.	<b>Example (rationale):</b> Our school is currently implementing a state-approved core curriculum that includes

<p>to provide culturally responsive curriculum and instruction.</p>		<p>Or <i>[Insert Link]</i> Link to needs assessment indicating not a priority</p>	<p><i>culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>
	<p>no action</p>	<p>Both <a href="#">Benchmark Fonetica</a> and <a href="#">Benchmark Lectura</a> are marketed to contain culturally responsive text and provide equitable resources in English and Spanish. They come with a responsive teaching toolkit and Spanish texts are not simply translations of English text. One of <a href="#">Fountas and Pinnell Classroom</a>'s core values is for students to read, think about, talk about, and write about texts that are <b>culturally sensitive</b>, <b>reflect the diversity</b> in our world, and <b>vary in genre, content, and perspective</b>.</p>	<p><i>Our school embeds CRT into all of our Professional Development and grounds our work in Zaretta Hammond's <a href="#">Culturally Responsive Teaching and the Brain</a>. In addition, the state-approved core curriculums that were purchased (for both the English and Spanish pathways) include culturally responsive curriculum and instruction. Because CRT has been a continual focus, we identify this as a strength. While we hope that the curriculum we've adopted meets our expectations around CRT, we are confident in our teacher's ability (with the support of instructional coaches) to deepen this work and make adjustments to fit the needs of our students.</i></p>
<p><b>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</b> Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help</p>	<p>In support of Goal 1, after purchasing DIBELS and IDEL and the mClass Amplify Administration Platform, and ensuring that teachers, ARTIFs, and Coaches have been trained to administer DIBELS/IDEL, we will complete Cycle 1 data by Oct 2021. <del>We will work on training paraprofessionals to support over the course of the year so that they can support with data collection year 2 and 3.</del></p>	<p>Our <a href="#">Invoice(s) for DIBELS and IDEL / Amplify mClass</a> shows our intention to purchase the testing materials. <a href="#">2022-23 DIBELS and IDEL/AMPLIFY Quote</a> Our <a href="#">Draft 2021-2022 assessment calendar</a> shows our plan for administering DIBELS/IDEL and supporting teachers with regular progress monitoring for students not meeting BOY/ MOY benchmarks. Our <a href="#">DRAFT PD Scope and Sequence</a> shows we will support teachers with Amplify training on DIBELS/IDEL at the BOY.</p>	<p>In order to support data collection around foundational skills and phonics based on the science of reading, we are going to use Amplify's mClass online platform to streamline administration and analysis of the DIBELS/IDEL assessments. We will use <a href="#">certificated extended hours to</a> train teachers in the administration and analysis of DIBELS/IDEL data <a href="#">on the mClass Amplify platform</a> by frontloading it at the beginning of the year and regularly embedding data analysis and progress monitoring into our Grade Level Collaboration meetings and coaching cycles.</p>

<p>identify and support struggling pupils.</p>	<p>In support of Goal 1, create a plan for coaching and Grade level collaboration that supports regular analysis to action using the mClass Amplify DIBELS/IDEL data. We will provide teachers with differentiated coaching support from trained coaches in the form of coaching cycles and data chats.</p>	<p>Our <a href="#">Draft GLC Scope and Sequence</a> shows that we intend to support teachers with data analysis through progress monitoring and data chats.</p> <p>Our <a href="#">DRAFT PD SCHEDULE 22-23</a> helps outline intended moments in which early literacy will be addressed during the school year and with what instructional staff groups.</p>	<p>Our goal is to have teachers build capacity in their ability to collect meaningful data that impacts their Tier I and Tier II instructional decision making and provides them with clear steps in supporting students' reading development. We hope to support this through teachers and coaches participating in the OREA training program, <del>differentiated coaching from coaches trained through St. Mary's Comprehensive Intervention Model for Coaching/Specialists for Reading Recovery</del>, regular data chats (informal and formal), and cross site collaboration with other schools who are also participating in this grant.</p>
	<p>In support of Goal 1, conduct formal data chats three times each year (BOY/MOY/EOY) to analyze class data (DIBELS/IDEL/F&amp;P) and to identify student groups and determine intervention needs (using certificated extended hours.)</p>	<p>Here is a sample of the <a href="#">data chat agenda</a> from Spring 2020-2021 as well as a sample <a href="#">data chat agenda</a> from Winter 2022. We will be adjusting it to focus on the DIBELS/IDEL assessment data and conducting them 3 times per year. Our <a href="#">Draft GLC Scope and Sequence</a> shows that we will schedule 3 data chats per year.</p>	<p>By providing certificated extended hours, we will build data chats into our school calendar 3 times per year in order to help teachers analyze their class data, form and adjust student groups, monitor focal students, and make plans for progress monitoring.</p>
<p><b>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</b> Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and</p>	<p>In support of Goal 1, 2, and 3, beginning October 2021, site administrators, coaches, and ARTIFs will participate in <del>St. Mary's Comprehensive Intervention Model for Coaching/Specialists for Reading Recovery</del> in order to provide a school-wide approach towards coaching teachers on using the data collected from DIBELS/IDEL mClass Amplify to plan for small group instruction and Tier II support in the classroom. Follow up with a site supported lesson study/PDSA PD model (that new teachers, paraprofessionals, and afterschool staff can participate in) to support connecting knowledge from the course with assessment, curriculum, and</p>	<p><del>Here is a link to <a href="#">PD Offerings</a> by St. Mary's College. We will enroll administrators, coaches, and ARTIFs in the CIMs course.</del></p> <p>Our <a href="#">Draft GLC Scope and Sequence</a> shows that we will have time to regularly unpack the course and share learning with teachers who are not directly enrolled in the course, as well as bring in relevant data on a focal group of students.</p>	<p><del>In order to help teachers build their knowledge around the development of foundational skills and phonics in Spanish and English, we are providing training for coaches, and site leaders from St. Mary's College Comprehensive Intervention Model Course.</del> Participants will support teachers, paraprofessionals, and after school Beacon staff by offering extended certificated hours for training and collaboration. Understanding the development of foundational skills, phonics, and supporting struggling readers will improve all of our teachers' ability to make instructional decisions when implementing curriculums.</p>

the use of data to support effective instruction.	<p>instruction.</p> <p>All K-3 staff will OERA professional development through SCOE during the 2022-21 school year.</p> <p>Two teachers, one in Dual Immersion Spanish Pathway and one in the English Pathway, as well as the literacy coach, will complete a foundations training to better preview and understand how to implement the curriculum with fidelity.</p>	<p>Paraprofessionals are invited to participate but a more formalized plan for support will be created year 2.</p> <p>Special Education teachers are participating in the HEROES course, also listed on the <a href="#">PD Offerings</a>. However this program is fully federally funded.</p> <p>During 2022-23, we will be partnering with CORE to provide professional development in relation to reading fundamentals as well as consultation services for our leadership team. Here is the <a href="#">Scope and Sequence for the Literacy PD</a> provided to our staff this year with the support of CORE.</p>	
	<p>In support of Goal 1, 2, and 3, beginning in August of 2022, site administrators, coaches, ARTIFs, and teachers will participate in OREA PD during their schedule Wednesday early release time.</p>	<p>Based on staff survey data, several school leadership teams (ILT, DI-ILT, SSC, etc) identified Science of Reading as a professional development need for 2022-2023.</p>	<p>Unfortunately the training with St. Mary's did not work out due to scheduling and workload. We believe that embedding the OREA training into our PD plan will allow teachers to successfully learn about the science of reading.</p>
	<p>In support of Goal 2 and 3, we are offering continued cohort support through a Lesson Study Model around unpacking both curriculums for teachers and paraprofessionals with <b>release days and/or extended certificated hours</b> to participate in collaborative planning, instructional walkthroughs/classroom observations/ and professional development (lab classrooms, PDSA cycles).</p>	<p>When we originally received F&amp;P Classroom we received central and site based support with professional development around implementation. We hope to continue this work with FPC for the General English pathway and begin this work with Benchmark Fonetica for the Dual Immersion pathway using a Lesson Study Framework. Here is a <a href="#">sample of our FPC Cohort</a> agendas from 2019. Our <a href="#">DRAFT PD Scope and Sequence</a> shows that we intend to reserve 2 PDs a month (early release) to support teachers with lesson study around the new curriculum.</p>	<p>Our site based professional development will provide collaborative planning opportunities through the Lesson Study model to unpack and make sense of the new curriculum in addition to release time for teachers to participate in instructional walkthroughs/classroom observations. If there is enough teacher buy in, we can offer Saturday planning days as well through extended certificated hours.</p>

	In support of Goal 1, 2 and 3, we would like to provide funding (certificated extended hours/conference registration) to continue our Dual Immersion Instructional Leadership Team.	Our DI-ILT has been a critical team supporting the development of our Dual Immersion program. Many of the needs that came to light on the root cause analysis came from their recommendations. Here is a <a href="#">Sample 2020-2021 DI-ILT Meeting Calendar</a> , something we would like to continue budgeting for now that their preexisting grant funds have ended.	In previous years, we had a grant to support the work of our Dual Immersion Instructional Leadership team. This grant ends this year and we would like to continue the work over the next 3 years by providing the 5-7 team members with extended certificated hours, and conference registration for CABE.
	In support of Goal 1, we hope to complete a vertical articulation plan with ILT and DI-ILT for Foundational Skills and Phonics development K-5 across both language Pathways by the end of year 3 that takes into account both curriculums.	Based on our needs assessment, we have identified a need to create a Foundational Skills and phonics scope and sequence that explicitly calls out what students need to know by each grade level around Foundational Skill and Phonics, particularly for Dual Immersion, in order to strategically transfer language skills and support student reading proficiency by 3rd grade.	We know that no curriculum is perfect as is. We hope to implement and reflect on the strengths and weaknesses of each curriculum and, with the feedback from the Lesson Study Cohorts, figure out a scope and sequence that ensures our students have had the opportunity to learn all the foundational skills and phonics they need to be successful (in both languages for Dual Immersion) and takes into account how development might differ across language pathways.
	In support of goal 1, 2, and 3, we hope to provide training on foundational skill intervention and collaborative planning opportunities to paraprofessionals and Beacon staff by providing extended hours beginning year 2.	Our after school Beacon staff and paraprofessionals regularly support our classroom teachers during the day. They are included in our PD plan but the literacy coach and <a href="#">TSA/Artif and literacy coach</a> will offer them more targeted support year 2.	As our teachers build their capacity and understanding around providing systematic foundational skills and phonics instruction, we hope that we can work towards sharing that knowledge with our support staff so that they are able to support with administering the test and teaching small groups.

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

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

<p><b>Category 2 Descriptors</b></p>	<p><b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.</p>	<p><b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p><b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p><b>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</b> Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</li> <li>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<p><b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p><b>Example (action item):</b> Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning</li> </ul>	<p><b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p><b>Example (action item):</b> 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</p>

	<p><i>plan as well as cycles of improvement.</i></p> <ul style="list-style-type: none"> <li>● <i>By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></li> </ul>	<p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</i></p>	<p><i>their core ELA/ELD curriculum.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</i></p>
	<p>In support of Goal 1, purchase additional sets of Spanish Decodables that align to Benchmark Fonetica (K-1) (K-3) by August 2022.</p>	<p>Here is a link to our <a href="#">instructional materials inventory</a>. As you can see, there was no core curriculum in Spanish for the 2020-2021 school year. 2020-2021 was the first year that digital subscriptions to Benchmark in Spanish were purchased by the district, however extensive training was not provided and we were in Distance Learning. Additionally our <a href="#">Foundational Skill Data</a> shows that our Spanish Pathway students need more support with letter sounds and decoding. You can see that the assessment does not explicitly test decoding, but that many of our students remain at level A or B because they are unable to decode unknown words.</p>	<p>While Benchmark Fonetica has been purchased for our site with central funding, we would like to purchase additional Benchmark decodable texts and consumables that align to the curriculum, based on identified needs once we have our initial data and a better understanding of the curriculum.</p>
	<p>In support of Goal 2, purchase Benchmark Workshop for 3rd Grade and <del>digital access to</del> Benchmark Phonics and Word Study by December 2021.</p>	<p>Based on our root cause analysis and needs assessment, we want to purchase Benchmark Workshop (English) and <del>the digital subscription to</del> Benchmark Phonics and Word Study (English) for our Dual Immersion pathway to support language transfer.</p> <p>Our <a href="#">3rd grade RI data</a> shows that students are not transferring their Spanish literacy skills to English.</p>	<p>Benchmark Lectura K-3 was purchased out of our site funds. We will need additional funding to purchase Benchmark Workshop (English) and a Benchmark Phonics and Word Study for the two 3rd grade Dual Immersion Classes so that teachers can provide an aligned ELA and Phonics curriculum that thematically aligns to their Spanish curriculum and supports Dual Language Learning.</p>

		Our Professional Learning plan ( <a href="#">PD Scope and Sequence</a> ) shows that we will provide introductory sessions followed by ongoing lesson study support in early release PD days that includes teachers, administrators, coaches, Special Education staff, and paraprofessionals.	
	In Support of Goal 2, provide supplemental money to purchase authentic Spanish mentor texts and Spanish books for classroom libraries over the next 3 years.	We will have teachers select texts/ books that are thematically aligned as we go through collaborative planning for each unit, so this will require funds for on-going purchases.  Our <a href="#">PD Scope and Sequence</a> builds in the opportunity for teachers to meet in lesson study cohorts and collaboratively plan 2x per month.	Our English curriculum comes with Interactive Read Alouds that consist of authentic tradebooks. Benchmark has authentic Spanish text, but it is presented in workbooks or big books compiled of multiple texts. As we go through a collaborative planning process, we hope to purchase additional mentor texts that match thematically and supplement the units.
	In support of Goal 1, 2, and 3, provide money to purchase any necessary supplemental instructional materials for teaching or supporting small groups such as magnetic letters, pocket charts, phonics games, etc.	We will provide funding for on-going purchases as we go through collaborative planning which is built in to our <a href="#">PD Scope and Sequence</a> .	We want to ensure that our teachers have all the materials they need to successfully implement the program, including leveled books, decodables and instructional materials (pocket charts, magnetic letters, etc) needed for teaching or small groups. Through collaborative planning, we can make decisions about what additional tools are necessary to successfully teach using the new curriculum.
	In support of Goal 1 purchase additional Heggerty phonological awareness routine booklets or FPC Classroom materials needed for teachers by August 2021.	Here is a link to our <a href="#">EOY 2021 instructional materials survey</a> and daily literacy schedules. Haggerty supports phonological awareness across both pathways. Our Spanish teachers who implemented saw growth in blending and segmenting in their <a href="#">Foundational Skills Data</a> .	In order to support phonological awareness in a consistent way from prek-2nd grade, each teacher should have their own copy of Haggerty's Phonological Awareness Routines and implement for 5-10 minutes each day (this will be built into daily schedules). We identified this as a need based on the absence of a phonics curriculum in our Dual Immersion program, and a lack of lessons targeting these skills in our GE program's F&P Classroom: Phonics and Word Study.

	In support of Goal 1, 2 and 3, determine if there is need for any additional intervention programs/materials by the end of year 1 and purchase additional materials needed to implement a strong Foundational Skills/Phonics program in both pathways, or to provide Tier III intervention, by the beginning of year 2. Develop a monitoring plan to assess the implementation of professional learning around Foundational skills and phonics in ILT, as well as the impact on student reading data.	We will base these decisions on consistent progress monitoring. You can see progress monitoring is built into our <a href="#">Draft 2021-2022 assessment calendar</a> .	After each subsequent year, our ILT will use data and teacher feedback to determine if any additional materials or intervention programs are needed to support students.  We are going to continue to invest in expanded curriculum instructional programs/instructional supports including: - RazKids - Imagine Learning and Espanol
<b>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</b> Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.  Or, [Insert Link] link to needs assessment indicating not a priority.	<b>Example (rationale):</b> 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 1, purchase DIBELS/IDEL 8th Edition, the mClass Amplify platform (which makes administering the assessment easier for teachers), and testing materials by August 2021.	Here is a public facing link to our <a href="#">current district expectations/resources</a> around evidence-based diagnostic assessments. You can see our <a href="#">Draft 2021-2022 assessment calendar</a> which shows our intention to collect Tier 1 data 3x per year with consistent progress monitoring of focal groups (determined by Cycle 1 data)  Here is the <a href="#">invoice for mClass</a> (we would pay for 3-5 access and Math with different funds)	Our district provides and collects data from evidence based diagnostic assessments around uppercase & lowercase letter ID, letter sounds, high frequency words, orally blending/segmenting sounds, rhyming (English), and initial sounds (Spanish). This leaves a need to collect data around nonsense word fluency and oral reading fluency, which is part of the DIBELS/IDEL assessment. Additionally, DIBELS/IDEL offer a much more time-efficient way of progress monitoring, with tests that take about 1 minute to administer and a data-collection system.

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

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

<p><b>Category 3 Descriptors</b></p>	<p><b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.</p>	<p><b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p><b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p><b>3.3a EXPANDED LEARNING PROGRAMS</b> Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.</p>	<p><b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p>	<p><b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p>	<p><b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p>
	<p>In support of Goal 1, 2, and 3, provide training for Beacon and paraeducators around providing small group literacy assessment and instruction throughout the school day and after-school.</p>	<p>In order to support small group instruction and regular progress monitoring, trained coaches will support our Beacon staff and paraeducators with training on how to administer DIBELS/IDEL on the mClass Amplify platform for progress monitoring purposes and how to teach target skills-based lessons (also available through mClass) to support gaps.</p>	<p>Many of our students are enrolled in Beacon After school programs so this is an opportunity to provide extended learning time with targeted group support. Many of the Beacon staff members also support during the day and can help administer assessments and provide push in support.</p>
	<p>In support of Goal 1, 2, and 3, fund <del>adaptive online literacy programs such as</del> Imagine Literacy and Imagine Espanol (and Raz Kids if district funding ends in future years).</p>	<p>Here (pending) is the invoice for Imagine Learning and Imagine Espanol.</p>	<p>Teachers expressed that they wanted to continue licenses with Imagine Literacy and Imagine Espanol so they can support learning in the classroom and at home. Imagine learning provides targeted phonics skill-based games in English and Spanish while</p>

			Raz-kids offers students access to hundreds of bilingual books to practice with at home. We have also found that these adaptive online literacy programs can help teachers target instruction for other students while they run small groups, which is an integral part of both Benchmark and F&P Classroom.
<b>3.3b EXTENDED SCHOOL DAY</b> Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	<i>no action</i>	<i>This did not come up in our needs assessment.</i>	Our school partners with BEACON to provide <del>before</del> and after school care where meals are provided.
<b>3.3c CULTURE AND CLIMATE</b> Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school	<i>no action</i>	<i>This did not come up in our needs assessment.</i>	We have a restorative practices coach and a culture and climate team,

suspensions that may limit a pupil's time in school.			
<b>3.3d RESEARCH-BASED SEL</b> Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	no action	<i>This did not come up in our needs assessment.</i>	We implement 2nd step school wide, as well as provide wellness surveys and a site-based social worker.
<b>3.3e EXPANDED ACCESS</b> Expanded access to the school library.	no action	<i>This did not come up in our needs assessment.</i>	All of our students have access to our school library, as well as many public libraries in San Francisco.

**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.)**

<b>Category 4 Descriptors</b>	<b>Action Item(s)</b>	<b>Evidence</b>	<b>Explanation/Rationale</b>
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.4a TRAUMA-INFORMED PRACTICES</b> Development of trauma-informed practices	<b>Example (action item):</b> <ul style="list-style-type: none"> <li>By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports,</li> </ul>	<b>Example (action item):</b> 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	<b>Example (action item):</b> Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student

and supports for pupils and families.	<p><i>specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	<p><i>homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</i></p> <p><i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i></p>	<p><i>connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</i></p> <p><i>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</i></p>
	<i>no action</i>	<i>This did not come up in our needs assessment.</i>	Our Restorative Practice Coach and Social worker hold space for this work regularly in staff meetings and GLCs. It is also embedded in our coaching.
<b>3.4b MENTAL HEALTH RESOURCES</b> Provision of mental health resources to support pupil learning.	<p><b>Example (rationale):</b>  <i>No action</i></p>	<p><b>Example (rationale):</b>  <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i></p> <p><i>Or [Insert Link], link to needs assessment indicating not a priority.</i></p>	<p><b>Example (rationale):</b>  <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i></p>
	<i>no action</i>	<i>This did not come up in our needs assessment.</i>	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.

<b>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</b> Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	no action	<i>This did not come up in our needs assessment.</i>	We have an RTI team (including coaches/ ARTIFs/ paraprofessional) in place that uses data to support who they are providing intervention and exits students following district guidelines.
<b>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</b> Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	In support of Goal 1, 2, and 3, implement (2) Literacy Nights per year with the Academic Parent Teacher Team Model by year 2.	As seen in our Needs Assessment, parent engagement and support is critical to our students' success. The APTT model is one way of facilitating partnerships with family and the creation of a supportive literacy environment in the home. Here is a link to our draft <a href="#">2020-2021 instructional calendar</a> . We will include dates for 1 Literacy Night on it this year and hope to expand to 2 Literacy Nights the following year.	The APTT model guides teachers in making a data-informed decision on a targeted need for their grade-level around a Foundational skill, and then supports families in understanding what the skill is, how they can help their students achieve grade level mastery, and how they can participate in goal setting and monitoring, all in a fun and engaging way (i.e. teaching 1st grade parents sight word games they can play with their child). We would provide each teacher with \$10/student to purchase materials that support the targeted literacy skill (i.e. comprehension dice/ sight word flash cards/etc). Both curriculums offer many suggestions for supporting home-school literacy connections.
	In support of Goal 2 and 3, continue to expand our Raising a Reader program in K-2.	We had a grant from the Masons Society to fund RAR in our Kindergarten and would like to expand the program to 1st grade. Here is a link that describes the program: <a href="#">Raising a Reader</a>	We have begun to roll out Raising and Reader in our K/1 and would like to continue expanding the program. Raising a Reader provides families with a rotation of bilingual books and provides training for teachers on how to support families with shared reading practices, regardless of literacy ability. Raising a Reader has also offered more opportunities for take-home books (i.e. Summer Summer take home packs) due to COVID.

	In support of Goal 1, 2 and 3, continue to provide parent workshops through ELAC, AAPAG, and the PTA around literacy support and strategies.	As seen in our needs assessment, these are key stakeholders that impact decision making.	We will lean into these structures to support parent education around literacy. We will explore funding to support community engagement and resources.
<b>3.4e PARENT AND COMMUNITY ENGAGEMENT</b> Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	Provide additional funding to support Families as Partners weeks.	Here is a link to our draft <a href="#">2020-2021 instructional calendar</a> . We will include dates for Families as Partners on it.	Families as partners has been a tradition at Revere for several years now. FAP provides teachers with the opportunity to connect with their students' families and establish learning partnerships, without being focused on grades or behavior. It allows for teachers to actively listen to parents and gather information. By funding extended hours and money towards prizes and food, we can encourage our families to participate.
	Provide additional funding to support Back to School Night, (2) Student Led Conferences, and Open house.	Here is a link to our draft <a href="#">2020-2021 instructional calendar</a> . We will include dates for Back to School Night, 2 Student Led Conferences, and an Open House.	Similar to families as partners, we hope that by offering teacher's extended hours and providing opportunities for food/prizes to families, we can encourage more participation in these community events.
	In support of Goals 1, 2, and 3, we will improve our ability to communicate with Spanish-speaking families about literacy and home-school connections by hiring a <a href="#">TSA/Artif</a> .		Having a <a href="#">TSA/Artif</a> will help us communicate to families about online programs and allows us to host specific Spanish focused literacy nights.