

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: Lancaster

LEA/District Contact/Project Director: Jordan Goines

Site(s): Joshua Elementary

Site Administrator(s): Lorraine Zapata

Early Literacy Team Member	Role (Include title and/or grade level)
Andrea Williams	Instructional Coach
Melissa Marino	Resource Specialist
Jessica Kern	K Teacher
Kiara McCoy	K Teacher
Jennie Johnson	1 Teacher
Josh Hagle	2 Teacher
Cynthia Hurst	3 Teacher
Krista Thompson	CIA Director
Jordan Goines	Special Programs Director

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	Heggerty (phonemic awareness) Curriculum Wonders ELA Curriculum i-Ready Personal Instruction Rainbow Words Shefelbine’s Irregular Words	i-Ready triannual diagnostic assessments (schoolwide) Illuminate Foundational reading assessments (Kinder) BPST (Grade 1 & 2, SPED) MASI/R Oral Reading Fluency (Grade 1) Rainbow Words Assessment (Grade 1) Shefelbine’s Irregular Words (Grade 2)
	Language Comprehension	Wonders ELA Curriculum Tiered Academic Vocabulary Lists (School created) SBAC vocabulary AVID WICOR (ELSB funds will not be used for materials associated with AVID)	CAASPP (Grade 3) i-Ready vocabulary and comprehension assessments Speech Screening (Kindergarten) Learning Logs
	English Language Development	Wonders ELD Teacher created	ELPAC Testing District ELD Monitoring Benchmarks (All ELs)
Tier 2: Targeted, Supplemental Supports	Foundational Skills	i-Ready Differentiated Group Lessons Wonders ELA Curriculum (Differentiated marginalia)	BPST Progress Monitoring

	Language Comprehension	i-Ready Differentiated Group Lessons Wonders ELA Curriculum (Differentiated marginalia)	BPST Progress Monitoring
	English Language Development	Wonders ELD curriculum (for newcomer) ELPAC Practice Test Teaching materials	ELPAC
Tier 3: Intensive, Individualized Supports	Foundational Skills	i-Ready Differentiated Individual lessons Teacher designed individual lessons/supports	SST Assessment Data Comprehensive Psycho-educational assessment packages
	Language Comprehension	i-Ready Differentiated Individual lessons Teacher designed individual lessons/supports	SST Assessment Data Comprehensive Psycho-educational assessment packages
	English Language Development	Alternative Measure to measure cognitive abilities using non-verbal scales.	Woodcock Munoz. We also measure language dominance and how acquiring language impacts language learning.

[[JO Master Schedule](#)] 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
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>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>Staff stakeholders will be informed on the ELSB information during Staff Meetings and Instructional Leadership Team (ILT), and Grade Level meetings. Community stakeholders will be informed on this information during the School Site Council (SSC), African American Action Committee (AAAC) and the English Learner Advisory Committee (ELAC). Information presented will include parent surveys, presentations on how literacy instruction will change and what instructional and assessment expectations will be and how they will change.</p>	<p> Staff Meeting Agenda SSC Minutes ILT Agenda AAAC ELSB Survey Grade Level Meetings MEMO/Grade Level Expectations Youth Truth Literacy Survey </p>
<p>1.2 ROOT CAUSE ANALYSIS</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</p>	<p>The Instructional Leadership Team in conjunction with District Level support determined that too few of our students are able to read and comprehend complex grade level text by the end of third grade. The team met during the PIVOT Grant Sessions to discuss and analyze our root cause. The team also conducted numerous meetings in addition to the Grant Sessions to continue the discussion. During these meetings we analyzed i-Ready data, DIBELS, student surveys, and teacher surveys to identify the root cause of our literacy issues. A number of teachers in the K-3 classes administered the DIBELS assessments during this time in order to gather data that the site was lacking. This data enabled Joshua to complete this analysis. A lead teacher from each grade level participated in this process so that an accurate</p>	<p> JOSHUA Elementary ELSB Root Cause Analysis (Jamboard) ELSB Needs Assessment Data Statements Debrief of Notetakers </p>

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.

representation of student achievement was represented. Teachers at Joshua were surveyed to gather data about teacher efficacy and confidence in teaching early literacy. The survey results indicated that teachers see many barriers to both teaching early literacy and students learning basic skills. Using the survey results, the team determined that teachers are not sure how to address students' learning needs with the curriculum they have available to them. These surveys combined with the Notecatchers from the PIVOT Grant Sessions identified teachers' knowledge of curriculum and instruction as a major root cause.

It was determined that teachers do not have cohesive and thorough knowledge of standards, curriculum, and materials in order to effectively provide meaningful instruction. Current teacher understanding of the standards, curriculum, and materials does not drill down to the science of reading, leading to too few students being able to read and comprehend grade level text by the third grade. The Curriculum is vast and difficult to teach in its entirety. Teachers do not have the understanding of the standards or the science of reading to be able to choose the key elements out of the curriculum to maintain the appropriate scope and sequence.

It was also determined that inconsistency in conjunction with unclear expectations and systems are impacting our teachers' ability to provide clear and effective literacy instruction. Teacher's do not understand how to effectively organize and implement daily and weekly schedules for reading instruction. Literacy instruction, routines and practices are not consistent across the grade levels or the school as a whole. Utilizing the Notecatchers in the PIVOT Grant Sessions, the leadership team was able to make the following determination. The team determined that there is not a consistent expectation or understanding of how to utilize assessment data to inform instruction and then generalize into action.

Many teachers at Joshua do not understand the science of how to teach reading. It is evident that literacy instruction is inconsistent and

	<p>not focused on standards. In particular, there is a major gap in the Word Recognition and vocabulary knowledge components of Scarborough's Rope. The team determined that there were gaps in many areas of Scarborough's rope, however these were the two areas of most immediate need to increase student achievement. The team also determined that the teaching staff does not fully understand Scarborough's rope and therefore do not have a consistent approach to teaching reading using this theory. There are large overall gaps in teacher knowledge of how to effectively teach reading.</p> <p>There is not a consistent schoolwide literacy assessment system that encompasses all strands of Scarborough's Rope. There is currently a large number of options of assessments that teachers are picking and choosing from that do not meet the needs of our students. Furthermore, the frequency of assessments used are not consistent within or across grade levels. Teaching staff does not know how to use assessment data to then inform instruction.</p> <p>*Must apply the root cause and needs assessment to one (or more) of these literacy areas</p>	
<p>1.3 NEEDS ASSESSMENT</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</p>	<p>The team identified the following domains as specific Literacy Areas for Consideration. First it was determined that there is a high need to develop our students' reading ability levels within the domain of Word Recognition. The specific subdomains within this domain to be considered are phonological awareness, letter knowledge, decoding and encoding, and sight recognition of both high frequency and irregularly spelled words.</p> <p>Phonological Awareness</p> <p>Students at Joshua are not mastering Phonological Awareness and it is not being consistently and purposefully assessed. The site has not been using a Phonological Awareness Assessment. Teachers have been utilizing Heggerty to teach Phonological Awareness, however, the assessment and instructional components are not being incorporated</p>	<p>i-Ready Reading Data 20-21</p> <p>i-Ready Math Data 20-21</p> <p>ELSB Data Collection</p> <p>JOSHUA Elementary ELSB Root Cause Analysis</p> <p>ELSB Needs Assessment Data Statements</p>

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.

with fidelity. There is a need for rich and consistent instruction and assessment in the area of Phonological Awareness.

Letter Knowledge

The gap in Letter Knowledge was a determination made based on a needs analysis assessment battery. Students at Joshua are not mastering letter knowledge as evidenced by the fact that 57% (17/30) of Kindergarten students tested using the Illuminate Letter Name Test were not at or above the benchmark of 42 letter names. Letter knowledge instruction is being done with inconsistent teaching materials and routines. Grades 1-5 do not have a system for addressing knowledge gaps in this area as well. There is a need for consistent and cohesive instruction of letter knowledge and a matching assessment system.

Decoding/Encoding

Students at Joshua have also not mastered the subdomain of Decoding and Encoding as evidenced by assessment results. In 3rd grade, 80% of students tested using the Dibels 8th Edition Nonsense Word Fluency did not meet the Dibels *midyear* benchmark of 30 Words Read Correctly. In 1st grade, 74% of students tested using the Nonsense Word Fluency did not meet the Dibels *midyear* benchmark of 14 words read correctly. In 2nd grade, 93% of students tested using the Nonsense Word Fluency did not meet the Dibels *midyear* benchmark of 68 Correct Letter Sounds. The site has been utilizing BPST assessments to determine students' ability levels. This assessment is not a deep and thorough assessment that drills down to illuminate the gaps in students' knowledge. Additionally, teachers do not know how to use assessment results to inform future instruction. The site's instruction and assessment has only addressed decoding. The site has not yet begun to specifically address the instruction and assessment of encoding. There is a need for decoding and encoding instruction and assessment at the site.

	<p>High Frequency Word Recognition</p> <p>Joshua students are also not mastering the subdomain of high frequency word recognition based on assessment data from the needs analysis. In 3rd grade, 79% of students tested using the Word Reading Fluency did not meet the Dibels <i>midyear</i> benchmark of 50 Words Read per Minute. In 2nd grade, 75% of students tested using the Word Reading Fluency did not meet the Dibels <i>midyear</i> benchmark of 36 Words Read per Minute. This is also evidenced in Kindergarten, with 93% (26/28) of students tested using the Illuminate Grade Level Word Test were below benchmark (level 3) of 32 words read correctly. Teachers are not using an agreed upon list of High Frequency Words. Currently five different lists are being utilized across campus without fidelity. i-Ready has been used as the assessment tool for High Frequency Words. However, because different word lists are being taught, the assessment is not an accurate representation of teaching and learning. The team lacks a deep understanding of the scientific basis of this subdomain, including why and how to teach it. The site needs a consistent list of High Frequency Words and a system for assessing students' mastery of those words.</p> <p>Language Comprehension</p> <p>In addition to Word Recognition, Language Comprehension was identified as a domain that must be considered. The specific subdomains for consideration are background knowledge, vocabulary knowledge, language structures, verbal reasoning and literacy knowledge. The site does not specifically assess in each of these subdomains. However, Current 1st grade students were assessed twice during the school year for speech and language concerns in Kindergarten, during the 2019/2020 school year. In Kindergarten, 50% (54/108) of the students assessed (108) passed the language screening at that time. The site has attempted to address some of these areas, such as academic vocabulary, however these attempts have not been implemented with fidelity and therefore, the school lacks a cohesive instructional plan for the components of Language Comprehension.</p>	
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	<p>Vocabulary Knowledge</p> <p>Students at the site display Vocabulary Knowledge deficits. In Kindergarten, 31% of students tested using the i-Ready mid-year diagnostic scored one or more grade levels below benchmark in the vocabulary domain. In grade 1, 76% of students tested using the i-Ready mid-year diagnostic scored one or more grade levels below benchmark in the vocabulary domain. In grade 2, 78% of students tested using the i-Ready mid-year diagnostic scored one or more grade levels below benchmark in the vocabulary domain. In grade 3, 73% of students tested using the i-Ready mid-year diagnostic scored one or more grade levels below benchmark in the vocabulary domain. There is not an agreed upon approach of incorporating vocabulary knowledge and instruction into the curriculum. There is also not an agreed upon common list of vocabulary words for instruction. There is also not an agreement regarding whether vocabulary should be academic vocabulary or content based. Additionally, the i-Ready assessment tool does not align with the English Language Arts curriculum currently in use at the site. This lack of vocabulary knowledge and instruction is impacting students' ability to appropriately access higher level curriculum.</p> <p>Comprehension</p> <p>Comprehension was determined to be the final domain that must be considered. The specific subdomains for consideration include the different types and purposes of texts, maximizing student learning through targeted text selection and the fluency of student reading, including accuracy, rate/automaticity and prosody. The site does not specifically teach and assess types and purposes of texts or reading fluency with consistency. For this reason there is no data to reflect our students' current ability levels in these specific subdomains. Currently the site assesses reading comprehension through the i-Ready diagnostic assessments.</p>	
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	<p>Assessment System</p> <p>The site lacks a cohesive, consistent assessment system in the K-3rd grade classes. Some teachers administer the BPST assessment. However the administration is not done consistently, the resulting data is not consistently used to inform instruction, and the process is not consistent within or across grade levels. Teachers therefore have limited knowledge of where students are at in their learning and have a more difficult time addressing learning gaps. The site needs a consistent and cohesive assessment program in K-3.</p> <p>School Culture</p> <p>The site does not have a culture of reading. Students do not own their learning and progress in reading. Students do not yet see the connection between their reading skills and other academic areas as well as life outside of school. Many families are not able to support students in their growth as readers</p>	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none">Site/LEA practices or issuesEvidence-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” <ul style="list-style-type: none">Align action items to the goalDesign to impact literacy outcomesWrite as SMART goal	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none">Tool/MetricIntervalsMonitoring and adjusting
Use specific, identified routines to teach components of word recognition - phonics, phonemic	The root cause analysis and the needs assessment revealed that foundational reading instruction was	This goal, focusing on word recognition, is based on a root cause analysis and Needs assessment that	We will increase our consistency of foundational reading instruction by intentionally using the California	<ul style="list-style-type: none">professional development plan (3 year plan, reviewed and modified yearly)

<p>awareness, high frequency words, and fluency</p>	<p>inconsistent and lacked fidelity to the standards and routines identified in the District's core ELA adoption; these inconsistencies and lack of fidelity has led to a majority of students consistently not being able to read by the end of third grade. Additionally, stakeholder survey data indicated a need for training and explicit instruction in these areas.</p>	<p>indicated that word recognition instructional practices in grades TK-3 are inconsistently implemented at Joshua Elementary. For example, teachers do not use the same "sound/spelling cards" and system for phonics. Phonemic awareness is inconsistently taught.</p> <p>It was also determined that although teachers have an adopted core ELA program (Wonders), teachers do not fully understand the components of the program in part due to the overwhelming amount of materials available. Wonders and the routines that are included in the program are not implemented in a consistent fashion which causes gaps in instruction which leads to gaps in learning.</p> <p>Another root cause that was identified was the lack of a consistent assessment plan. From grade to grade and even within a grade level different assessments are used and at different intervals. This practice does not allow for staff to collaborate around common data and to make decisions based on good assessment practices.</p> <p>Lastly, the root cause analysis and</p>	<p>Reading Foundational standards and specifically identified routines for Word Recognition with fidelity as measured by walkthrough data (2-3 times/month), quarterly teacher efficacy surveys, and Standards-based formative assessment data.</p> <p>By Sept. 2021 the Primary Leadership Team will develop a schedule for the administration of regularly planned formative assessments and the schedule for PLCs to review data and determine plans for students</p> <p>By October 2021 the literacy coach and principal will identify or create a teacher efficacy survey that will provide information related to the capacity of teachers to implement the routines</p> <p>By August 2021 the Primary Literacy Team will identify routines for phonics and phonemic awareness that will be implemented by all TK-3 teachers</p> <p>By June 2022 the Primary Literacy Team will identify a high frequency word list and routine for teaching HFW</p>	<ul style="list-style-type: none"> ● coaching plan ● Teacher Efficacy Survey on capacity to successfully implement teaching routines (implemented annually each Spring; baseline - January 2022) ● Beginning December 2021, Dibels Assessments administered (schedule to be developed in fall 2021) ● iReady Diagnostic Assessment (3 times per year) ● Walkthrough Tool data that indicates the level of implementation of instructional routines (walkthrough of each TK-3 classroom 4-5 times per year) ● Invoices of materials that have been purchased (annually)
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		<p>the needs assessment led to the conclusion that teachers have various levels of understanding of the “science of reading”. This lack of a common understanding of the current research in reading and the effects of that research on instructional practices and routines has impeded student progress.</p> <p>Root Cause Analysis Link ELSB Needs Assessment Data Statements</p>		
<p>Systematically implementing instructional practices, students will increase’ background and vocabulary knowledge</p>	<p>The Root Cause Analysis and needs assessment revealed that students’ comprehension (listening and reading) is below grade level expectations due to a lack of implementation of routines and evidence based practices that support increasing background knowledge and grade level academic vocabulary. Teachers have limited understanding of the standards related to these specific areas.</p>	<p>Screening data shows low student performance.</p> <p>ELSB Needs Assessment Data Statements</p> <p>ELSB Root Cause Analysis</p>	<p>We will increase students’ background and vocabulary knowledge by providing for virtual field trips and experiences, implementing instructional practices that include agreed upon materials, strategies, and assessments that are universally implemented, and measured by continued walkthroughs, teacher efficacy surveys, and increased student performance in listening/ writing and reading comprehension data from formative assessments.</p>	<p>Metrics include:</p> <ul style="list-style-type: none"> ● Non-fiction content passages that can be used for reading and listening comprehension checks (assessment implemented at the end of each identified theme) ● iReady vocabulary domain assessment (3 times per year) ● Use of i-Ready Standards Mastery to measure specific, standards-based vocabulary

			<p>By June 2022 investigate or create a vocabulary rubric that will identify a student's level of language comprehension.</p> <p>By Feb 2022 identify themes in social studies, social justice, and science curriculum that can be used to systematically build background knowledge.</p> <p>By January of 2022 provide students with experiences in the classroom through the purchase of VR Goggles in order to increase access for low-income students to enriched activities while increasing their access to vocabulary and content based knowledge. This will allow students to have background knowledge of vocabulary tied to both social studies and science content.</p> <p>By Jun 2022 develop an instructional guide that aligns with ELA, social studies and science where specific grade level academic vocabulary and background knowledge will be explicitly taught</p> <p>By Jun 2022 identify virtual field trips for each grade level (TK-3) that will</p>	<p>skills</p> <ul style="list-style-type: none">● Writing rubric focusing on appropriate usage of grade level identified academic vocabulary (3rd grade - 4 times per year)● Maze Assessment (Dibels (4-5 weeks ????)● Walkthrough data on the implementation of vocabulary routines and culturally relevant and sensitive feedback (4-5 times annually)● Invoices for materials purchased● Contracts for virtual field trips
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			increase and reinforce students' background knowledge	
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): .	Example (action item): As seen in our screening data [Insert Link] , our root cause analysis [Insert Link] , and our needs assessment [Insert Link] , increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Attached is our job description for the hiring of our literacy coach [Insert Link] .	Example (action item): A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.	
	By August 2021, hire a literacy coach to work with teachers in grades TK–3, focusing specifically on foundational reading skills.	The Needs Assessment revealed that the Joshua staff does not have a comprehensive understanding of the science of reading. As a result of a lack of knowledge of Scarborough’s Rope theory of reading, teachers do not have a comprehensive	Students at the site in K–3 are testing below proficiency in phonemic awareness and phonics according to our needs assessment. The site needs to implement a consistent set of routines to teach reading and language comprehension. A literacy	

		<p>understanding on how reading, especially foundational reading, should be taught. The site does not implement a consistent set of routines to teach reading, which is in part, a root cause for the students' lack of reading achievement. Another area that our needs assessment revealed was a lack of a consistent assessment system to identify students' needs and measure their progress. Finally an area of identified need was that teachers do not have a complete understanding of the foundational standards and how they are related to each other.</p> <p>ELSB Root Cause Analysis</p>	<p>coach will be utilized to coach teachers in best practices and routines. The literacy coach will also support professional development to develop understanding of assessment delivery, progress monitoring, and data analysis.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i></p> <p><i>Or [Insert Link] Link to needs assessment indicating not a priority</i></p>	<p>Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>
	<p>By October 2022 provide professional development on how to provide culturally relevant and sensitive feedback to students on vocabulary and background knowledge</p>	<p>The Needs Assessment, student screening data and root cause analysis demonstrated that the site's students have significant delays in vocabulary knowledge leading to low language comprehension performance. Additionally, the majority of our students are socially/economically disadvantaged students and a significant percentage are English learners. These two areas not only contribute to language comprehension challenges but reading comprehension as well. The needs assessment also demonstrated that there is a lack of agreement on an</p>	<p>The site will address significant delays in vocabulary knowledge leading to low language comprehension performance through agreed upon vocabulary lists, whether academic or content specific, and teaching routines. By October 2022, the site teaching staff will work together to develop common vocabulary lists and routines for vocabulary instruction (i.e. Marzano' Academic Vocabulary List). We plan to research culturally relevant and sensitive feedback strategies on student use of vocabulary. We need to explore and determine field trips, both virtual and in-person,</p>

		<p>approach that should be used to teach vocabulary and provide background knowledge. Another area of need that was identified was clarification of what specific vocabulary should be taught, academic vocabulary or content vocabulary. Finally Joshua students are a diverse body of learners and as such it is important to respond to their use of vocabulary by providing culturally relevant and sensitive feedback.</p> <p><i>ELSB Root Cause Analysis</i> (Language Comprehension Slide 3) <i>ELSB Needs Assessment Data Statements</i> (see i-Ready Vocabulary)</p>	that will develop background knowledge to support student vocabulary utilization and thus support reading comprehension.
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support</p>	By August 2021 the Literacy coach and principal will develop and begin to implement a coaching plan that will support the implementation of professional development activities provided to all teachers	<p>The needs assessment indicates that there are many root causes why students at Joshua are not learning to read. To address these root causes and ensure that teachers have the appropriate training and support to implement new instructional routines there is a need for a systematic plan that addresses professional development and coaching needs of all staff.</p> <p><i>Needs Assessment Note Catcher</i></p>	The Literacy Coach and the principal will develop a coaching plan to support appropriate training and implementation of new instructional routines. The plan will provide systematic professional development and coaching that is differentiated based on teacher needs and student needs. The coach will use the coaching cycle (lesson planning, modeling, feedback). By June 2022 all TK-3 teachers will be trained in phonemic awareness routines using an evidenced-based program with the support of the literacy coach.

struggling pupils.	By January 2022 all TK-3rd grade teachers will participate in the Science of Reading (CORE) Training	The needs assessment indicates that TK-3rd grade teachers do not have a full understanding of the Science of Reading and how to apply this theory into action. Needs Assessment Note Catcher	Teachers will participate in the Science of Reading Training throughout the 2021-22 school year. Training will take place monthly throughout the school year.
	By November 2021 all TK-3rd grade teachers will be trained on the administration of Dibels	The needs assessment indicates that there has not been a consistent assessment plan using consistent assessment tools in place at Joshua. Needs Assessment Note Catcher	The site will have a team of assessors (trained in August) that will conduct the beginning of the Year Dibels screeners, since teachers will not yet have been trained on this assessment system. All teachers will be trained in the administration of Dibels between September and November of 2021. The mid-year assessment will be conducted by a team of teachers and original assessors. Teachers will conduct this consistent common assessment using Dibels independently at the end of the year.
	By Winter/Spring 2023 all TK-3 teachers will be trained and will implement small group instruction to teach foundational standards.	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	Teachers will be trained in and implement small group instruction. This training will take place after teachers have received training in foundational reading standards and the Science of Reading. Teachers will then apply this knowledge to small group instruction.
	By Jan/Feb 2022 provide training to TK - 3 teachers on vocabulary routines.	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	The site will research and determine appropriate common vocabulary routines and provide training to teachers on those routines. Consistent routines across TK-3 will ensure students receive vocabulary lessons.
	By Jan/Feb 2022 provide professional development on the use of vocabulary games	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading.	The site will research and determine appropriate common vocabulary games and provide training to teachers on those routines.

		Joshua PD Plan	
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.	By September 2021, teachers will be trained on the effective use of Sound Spelling Cards in literacy instruction.	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	Teachers will be trained on the effective use of Sound Spelling cards throughout literacy instruction.
	By January 2022 the TK-3 PLC teams will be trained on and implement the District identified data protocol to identify students who are not making adequate progress based on formative assessments and determine the tiered support that will be provided for students	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	Teachers will be trained to use the district-identified data protocol. Teachers will receive support and training to identify students who are not making adequate progress based on formative assessments and how to determine the appropriate tiered support for these students.
	By Spring 2022 the District coach will provide an overview on the District's Foundational Standards scope and sequence	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	The District Coach will provide an overview of the Foundational Reading Scope and Sequence for the district adopted curriculum.
	By September 2022 all TK-3 teachers will receive training (monthly) on the identified routines and materials that will be used to teach the foundational standards	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	The Literacy Coach will provide monthly training and support to all TK-3 teachers on the identified routines and materials for teaching the foundational reading standards.
	By Sep 2022 determine TK-3 grade routines for teaching vocabulary (Wonders, Marzano, etc)	The needs assessment indicates that many Joshua teachers lack a complete understanding for how to teach reading. Joshua PD Plan	The literacy team will explore and identify high leverage routines for teaching vocabulary. Teachers will receive training and support in these identified routines.

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

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

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

	<ul style="list-style-type: none"> 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. 	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.	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.
	By August 2021 the principal will purchase an additional set of Wonders Sound Spelling Cards for each teacher; these cards will be used by all teachers during ELA Tier 1 and Tier 2 instruction.	<p>The root cause analysis indicates that teachers use a variety of instructional materials to teach phonics and phonemic awareness and this inconsistency is a primary factor for lack of student growth.</p> <p>ELSB Needs Assessment Data Statements Needs Assessment Note Catcher</p>	Through the purchase of additional sound spelling cards, teachers and paraeducators will have the ability to provide consistent instruction using the same cards across the site. (Training will be given as indicated in the prior category.)
	By December 2021 the Primary Literacy Team will identify and the principal will purchase phonemic awareness and phonics games and manipulatives that will support students' independent, partner and small group practice.	The needs assessment indicates that students are not mastering foundational reading skills. There is a need for students to have multiple ways to learn and practice these skills for students to be fluent readers.	The Primary Literacy Team will explore and the principal will purchase phonemic awareness and phonics games and manipulatives that will support students' independent, partner and small group practice. The use and implementation of these games and manipulatives in small groups and by the whole class will be supported by the literacy coach.
	By Summer 2022 the Primary Literacy Team and principal will identify and purchase grade level oral reading fluency passages.	<p>The root cause analysis indicates that teachers use a variety of instructional materials to teach phonics and phonemic awareness. This inconsistency is a primary factor for lack of student growth.</p> <p>ELSB Needs Assessment Data Statements</p>	The primary literacy team will explore oral reading fluency passages for practicing in between assessments. The principal will purchase oral reading passages. With consistent practice in the oral reading passages, students will build fluency essential for skilled reading.

		<u>Needs Assessment Note Catcher</u>	
	By December 2022 the Principal will purchase additional decodable readers that can be used for Tier 2 support identified by teams of teachers.	Student screening data indicates that a high percentage of students are not learning foundational standards during core instruction; not only does core instruction need to be strengthened but a robust Tier 2 support for reading foundations will need to be provided. <u>ELSB Needs Assessment Data Statements</u> (see Foundational Literacy Assessment Data section)	Teachers will utilize decodable readers to support growth toward mastery of foundational reading skills during tier 2 instruction in alignment with scope and sequence.
	By June 2022 identify instructional materials that need to be purchased to support increasing background knowledge and provide training on effective use.	Student screening data and teacher observation indicates that a high percentage of students do not have adequate knowledge of vocabulary or background knowledge to have grade level language comprehension skills. <u>ELSB Needs Assessment Data Statements</u> (see i-Ready Vocabulary)	The Primary Literacy Team will identify high-leverage strategies to support building background knowledge. Aligning instructional materials and effective use thereof will ensure succinct practices sitewide, thus improving student achievement.
	By June 2022 identify and purchase visuals, realia, books, photographs to build background knowledge	Student screening data and teacher observation indicates that a high percentage of students do not have adequate knowledge of vocabulary or background knowledge to have grade level language comprehension skills. <u>ELSB Needs Assessment Data Statements</u> (see i-Ready Vocabulary)	Utilizing materials to support a wide-range of ideas and experiences will encourage a depth in background knowledge and vocabulary instruction to ensure students increase the ability to understand and make sense of what they read.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district

assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		<i>Or, [Insert Link] link to needs assessment indicating not a priority.</i>	<i>already provided training regarding the use of the assessments.</i>
	No Action		This area will not be addressed in this plan because the District is providing a variety of assessments through other funding sources. In addition we will be using Dibels assessment which has no cost.

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.	By August 2021 hire a literacy coach who will provide support to staff with the implementation of instructional routines, assessment practices and the identification of students needing additional support in early literacy <i>By_____provide a summer learning support program with a focus on literacy</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>

	No Action		This area will not be addressed in this plan because the District is providing a variety of expanded learning opportunities through other funding sources.
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		Extending the school day is not the highest priority currently. Since the District has not fully returned to in-person learning, our goal will be to have all of our students return to in person instruction in August and assess their overall learning needs. If extending the school day seems appropriate we will use other funding sources to accomplish this.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil	By June 2022 identify and purchase VR Goggles to support virtual field trips for underrepresented students in order to improve classroom climate, promote connectedness, as well as attendance.	As seen in our root cause analysis, common themes identified by staff were barriers such as motivation, and the presence of culturally relevant materials. As these barriers persist, they have a negative impact	Utilizing VR Goggles to access virtual field trips will support a wide range of enriching opportunities allowing students to experience vocabulary, and build background knowledge, as well as increase student

connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.		on literacy instruction and acquisition for students in grades TK-3. Also, the remote location of Lancaster School District as well as the low income status of many of the families, limit access to enriching experiences that provide access to academic vocabulary.	engagement and connectedness to peers and the school as a whole.
			Culture and climate is of high importance at Joshua. We are focusing on connectedness and attendance practices through our School Plan.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action		Joshua and the Lancaster School District have made SEL a high priority even prior to the pandemic. We currently implement research based social/emotional learning strategies both in the classroom and through our counselor. The District is seeking to increase SEL support through other funding.
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action		Currently our school is undergoing a major renovation; providing expanded access to the library is not viable at this time

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): <ul style="list-style-type: none"> 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		The District will be providing district wide training on trauma informed practices beginning in August 2021. There will be an expectation that these practices will be implemented during the 21-22 school year; therefore it is not necessary to include this area in this action plan.

3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	No Action		The District has on-going agreements with community agencies to support the mental health needs of our students.
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		Joshua is implementing MTSS. These actions were not needed in this plan because the efforts in MTSS are reflected in the School Plan.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy	No Action		No Actions were needed in this plan because family literacy activities are provided through our school and district

environment in the home.			
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		Joshua has a Family Ambassador who along with our staff provides family engagement activities, information and outreach to our families and community.