**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](https://padlet.com/beckybruin/ELSBGrant) 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: Stockton Unified**

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

**Site(s): Van Buren**

**Site Administrator(s):** Isabel Arellano, Principal & Rocio Villasenor, Assistant Principal

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| **Early Literacy Team Member**  | **Role (Include title and/or grade level)** |
| Isabel Arellano | Principal |
| Charlene Amarante | Program Specialist |
| Lori Morgan | Instructional Coach |
| Melissa Llamas | 2nd grade Teacher |
| Peter Barosso | 1st grade Teacher |
| Debbie Mingua | Kinder Teacher |
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**Add additional rows as needed.**

**LITERACY ACTION PLAN TEMPLATE**

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| **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 | Benchmark Curriculum, IReady | Benchmark-Foundational Fluency & Unit Assessments; IReady |
| Language Comprehension | Benchmark Curriculum, IReady | Benchmark-Foundational Fluency & Unit Assessments; IReady |
| English Language Development | Benchmark Curriculum, IReady, Flocabulary | Benchmark-Foundational Fluency & Unit Assessments; IReady |
| Tier 2: Targeted, Supplemental Supports | Foundational Skills | Small Group Instruction lead by teachers using Benchmark, SIPPS, and IReady  |  |
| Literacy & Fluency | Reading Corps (K-3 only) | Reading Corps; IReady |
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| Tier 3: Intensive, Individualized Supports | Reading Skills | Read 180; System 44 (6-8 only) | Reading Inventory; IReady  |
| Foundational Skills | Small Group Instruction lead by teachers | Benchmark-Foundational Fluency & Unit Assessments; IReady |
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[Master Schedule](https://docs.google.com/document/d/1FefhgwQCQZnpdHaw50EVo7V2Ukv5OjHw/edit)

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| **SECTION 1: PLANNING PHASE (Required)** |
| **Criteria and Descriptors for Planning Phase** | **Narrative explanation of planning phase process and procedures** | **Name artifact(s) and include link(s) to evidence** |
| **1.1 STAKEHOLDER ENGAGEMENT**The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code. | Since the beginning of the 2020-2021 school year, the operations team (principal, vice-principal, coaches, counselors, and program specialist) and school leadership team have been engaged in conversation about school data and the need to not only address unfinished learning, but also to align school instructional practices to improve student outcomes, especially in the area of literacy. Traditionally, Van Buren’s iReady scores have shown that 80% of students were reading below grade level. (Winter iReady Data). When looking specifically at the foundational skills, phonemic awareness (tested K-2) averaged 44% proficiency, and phonics in K-3rd averaged 28% proficiency. The need for foundational skills is urgent. Once the grant was announced to the staff, the principal solicited individuals to participate as team members. These included the program specialist, ELA instructional coach, and a teacher the K, 1, and 2nd grade.Information about the literacy needs of Van Buren and the ELSB grant was also shared with the greater community during School Site Council and ELAC meetings. During these meetings, the principal shared the process used to create a problem statement (brainstorming problems and potential solutions), what our problem statement is (80% of 1-3rd grade students are reading below grade level) and our SMARTe goals to address the problems as well as what resources will be needed to do so (see slideshow in evidence). She ended the presentation by encouraging stakeholders to share any questions or concerns they had about the plan, expenditures, and to share any ideas they might have to address the identified needs.The grant team met both during grant meetings/training and independently to continue the work started during the meetings/training. The team attended their first ELSB grant meeting on 1/28/2021. During these first three training/meetings (1/28, 2/11, 2/25) the team were led through a training intended to help develop an understanding of evidence-based instruction and assessment practices and what key data was needed to complete a root cause analysis and needs assessment. During this time, K, 1, 2, and 3 (one class per grade) were given the Dibels assessments so our team could gain familiarity with the assessment tool and gain another point of data in addition to the iReady scores. We reviewed this data to ensure we had a collective understanding of the realities of our student’s literacy skills. | Artifacts:[**Leadership Meeting 03/25**](https://docs.google.com/document/d/1g9sWdrI5j2Ft-hI3s8EP8ve0Dl0hQM0tFDkR6r1-GoQ/edit)[**Leadership Meeting 04/12**](https://docs.google.com/document/d/1iaEJgZkcNyfbZH9IYXAi9TxlVvQEDrklIISqtExprkE/edit)[**Leadership Agenda**](https://docs.google.com/document/d/19S7YILr6_CTrYDXPbltNSLqwtCVYoT_X/edit#heading=h.gjdgxs)[**Leadership Meeting 05/13**](https://docs.google.com/document/d/1x42VEbcZR24e23v8mCAhRjRqHH0sKloQy7iv-TqaYNs/edit)[**ELAC Agenda 05/10**](https://docs.google.com/document/d/1ldn7kuYx7ECLOnV_2pXU4T-WHYvc3TQ7/edit)[**Meeting sign in 05/10**](https://drive.google.com/file/d/1m8hnz90HDwaOMghUK-IA0djOZbwNLJ_e/view?usp=sharing)[**Stakeholders Presentation**](https://docs.google.com/presentation/d/1zMaama06Sz4o9kdN1IUARZeJ5_-dYorM/edit)[**ELAC Meeting Minutes 05/10**](https://docs.google.com/document/d/1pBNgzqb2CCPNlclKE248CEzkbZ6Z37N_/edit)[**ELAC meeting sign in 05/10**](https://drive.google.com/file/d/1iQ4INuRRwdlo-R5lSl1WtkNdwbNSwuDw/view?usp=sharing)[**Coffee hour flyer 04/21/21**](https://docs.google.com/document/d/1x_jb23wuKyssu8kFo5lCgHxzCCpEIjCY/edit)[**Coffee hour sign in 04/21/21**](https://drive.google.com/file/d/1WGC8VU27Q0k83RFZgM80Tk-P8-IIUjf7/view)[**SSC 05/10 agenda**](https://docs.google.com/document/d/18XZ0002Ve4rr8Gca-q4FgB95QHMA73Km/edit#heading=h.gjdgxs)[**SSC 05/10 minutes**](https://drive.google.com/file/d/11OvRzHSyvBA7NjRJxQOBV_q5KyDMmeMe/view)[**SSC 05/10 sign in**](https://drive.google.com/file/d/1m8hnz90HDwaOMghUK-IA0djOZbwNLJ_e/view?usp=sharing) |
| **1.2 ROOT CAUSE ANALYSIS**The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in 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. | Van Buren School's fundamental root cause analysis shows that our students' lack of mastery of the reading foundational skills. We attributed this to the following; 1. Assessment PracticesDuring our ELSB collaboration meeting we determined our site does not have a systematic screening, diagnostic, and monitoring processes in place to ensure students receive timely support when they are not meeting learning goals. Because of this weakness, we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to assess students and provide additional support based on the data received from the monitoring. We also do not have a systematic tier 2 intervention prior to the referral to SPED testing. We also do not have a master schedule for intervention or a set intervention program (tier 2 instruction)2. Quality First InstructionDuring our ELSB meetings (Problem Statement & Root Cause Analysis) we concluded that we lack common literacy practices evident by our I-Ready Data. Teachers have not received sufficient in-depth focused training on teaching foundational reading standards, or how to effectively implement our core curriculum, especially in the area of phonological awareness and phonics instruction. We also have limited knowledge of how to implement small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups. 3. PLC practicesDuring our ELSB meetings (Problem Statement & Root Cause Analysis) we concluded that our teachers lack knowledge and training on how to effectively work as a PLC as it relates to data collection, data analysis, and collectively responding to the 4 essential questions. * What do we want students to know and be able to do?
* How will we know when they learn it?
* How will we respond when some students do not learn?
* How will we extend the learning for students who are already proficient?

This is evident per our PLC meeting notes. | [**Root Cause Analysis**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing)[**Note Catcher**](https://docs.google.com/spreadsheets/d/1hIXDE6mzRYSfiIY4x7QDYOYZLFAzL6aOd5vMIpQBA7g/edit#gid=0)[**I-Ready Data Report - Winter**](https://docs.google.com/presentation/d/12za3BgWXOSjefwzqlevwnPGrAxpdzHvj/edit#slide=id.p1)[**Root Cause**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing)[**PLC Meeting Notes**](https://docs.google.com/document/d/1dcaBtyMkGH_N0yBcUWhKDzKvzX6ilwiip4PxvKX0918/edit) |
| **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 first instruction, lack of systems in place for 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. | Although Van Buren's iReady historical data shows the root cause of 80% of our students in K-3 not reading at grade level is related to lack of effective common literacy practices, a lack of a systematic progress monitoring system, and insufficient knowledge of how to work together in the PLC model to meet all student needs. Our literacy team worked together to conduct a needs assessment to help generate a plan to move our school forward. Our teachers have a desire to be a part of the change which gives Van Buren a positive outlook for increasing student achievement. We considered our problem statement and the factors listed previously to generate SMARTe goals. Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data. We came up with this goal by going through the process of our root cause analysis. Plus, we knew that our iready historical data shows that the root cause of being behind is due to the lack of inadequate first instruction of phonics, phonemic awareness, phonological skills and a progress monitoring system. Goal #2By June 2024, we will improve in our K-3 literacy knowledge and instructional practices around foundational skills through LETRS training (years 2, 3), OERA (year1), and ELD strategies (year 1-2) related to foundational skills. We will also be adopting the SIPPS curriculum (year1). This will be measured through our Master PD calendar and a student assessment (i.e. DIBELS or CORE reading assessment).Goal 3 -By June 2024, we will improve our K-3 knowledge of implementation of trauma, informed practices through Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar. To increase student achievement and help all of Van Buren's K-3 learners reach proficiency in reading, we need the following supports to meet our goals: **High-Quality literacy teaching**\* training for teachers as to what that looks like and how to implement the strategies for literacy teaching\* Lesson studies with teachers/students\*Collaboration time to review the two components above, progress monitoring, data, etc.  - release time for teachers\* literacy materials and assessments (tiers 1-3) - Benchmark Curriculum (district adopted) - CORE Reading Assessments/ Multiple Measures -SIPPS * training on how to implement the assessments and how to analyze the data and use that information to inform instruction
* Classroom libraries
* Read Aloud books
* CORE Sourcebooks and multiple measures for all teachers

\* Pupil supports -Tutoring based on needs of K-3 students - Equitable learning environments and coordinating practices to enhance students' learning. | [**Van Buren’s needs assessment**](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit)  [**iReady data**](https://docs.google.com/presentation/d/12za3BgWXOSjefwzqlevwnPGrAxpdzHvj/edit#slide=id.p1)[**Student Progress - One pager**](https://docs.google.com/presentation/d/1mkx2-R1uKelWySwWj422H9O0Fr6_DaQs/edit?usp=drive_web&ouid=102480451189929927945&rtpof=true)[**Root cause analysis**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharingaPckb4sdteqC3hjKQzQ8KWdCO909YN_) [**PLC**](https://docs.google.com/document/d/1XJt7NbpfGtaSiEumudIeSg-MGdrrb34O/edit) [**iReady year end data**](https://docs.google.com/presentation/d/12za3BgWXOSjefwzqlevwnPGrAxpdzHvj/edit#slide=id.p1) |

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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* Site/LEA practices or issues
* Evidence-based rigorous goal
 | **2.1 Rationale*“Why you chose the goal”***Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals. | **2.1 Evidence*“Artifacts that back up the rationale and support why you chose the goal”***Include links to supporting evidence. | **2.1 Action Item(s)*“Specific, timebound actions that describe how the literacy instructional program will be improved”**** Align action items to the goal
* Design to impact literacy outcomes
* Write as 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:* Tool/Metric
* Intervals
* Monitoring and adjusting
 |
| Provide consistent collection and analysis of valid, predictive, and reliable data related to foundational skills | Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills and PLC practices in collection of data and data analysis  | Screening data revealed inconsistent data collection and analysis within [**PLCs.**](https://docs.google.com/document/d/1dcaBtyMkGH_N0yBcUWhKDzKvzX6ilwiip4PxvKX0918/edit)[**Needs Assessment**](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit?usp=sharing)[**Root cause analysis**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) | Goal 1 : By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data | * Data cycle paperwork
* Curriculum-embedded formative assessment data (core curriculum)
* PLC training calendar
* Classroom implementation observation data
* Placement assessment data
* SIPPS Mastery test data
* iReady data
* PD Calendar
* Invoices
 |
| Provide explicit systematic foundational skills instruction in TK-3rd grade  |  Root cause analysis and needs assessment revealed inconsistent and ineffective delivery of foundational skills. | Screening data revealed low student scores in foundational skills in TK–3.[**Needs Assessment**](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit?usp=sharing)[**Root cause analysis**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing)[**iReady Data Winter 21**](https://docs.google.com/presentation/d/12za3BgWXOSjefwzqlevwnPGrAxpdzHvj/edit#slide=id.p1) | Goal 2: By June 2024, we will improve in our K-3 literacy knowledge and instructional practices around foundational skills through LETRS training (years 2, 3), OERA (year1), and ELD strategies (year 1-2) related to foundational skills. We will also be adopting the SIPPS curriculum (year1). This will be measured through our Mater PD calendar and a student assessment (i.e. DIBELS or CORE reading assessment). | * i-Ready data
* Multiple Measure/Dibels Data
* Data conferences
* SIPPS data
* Implementation - PD calendar
* coaching cycles/lesson studies
* ELPAC data
 |
| We will provide trauma informed practice/training in support of effective foundational literacy instruction. | Root cause analysis and needs assessment revealed the need for trauma informed practices in support of literacy development.  | As seen in our [root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing), and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit), 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. We will have scheduled training with trauma informed care and [restorative practices](https://www.stocktonusd.net/Page/8921) to help implement, support and monitor trauma-informed practices. [**Needs Assessment**](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit?usp=sharing)[**Root cause analysis**](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) | Goal 3 - By 2024, we will improve our K-3 knowledge of implementation of trauma, informed practices through trauma informed care training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar. | * Trauma Informed CareTraining
* Master PD Calendar
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| **2.3 Expenditures Consistent with Categories** [Insert Link] Link to ELSB Budget documents.  |

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| **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 1Descriptors** | **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. | In support of goals 1-2, by September 2022 hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum. | As seen in our screening data [iReady Winter data](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing), our [root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing), and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit?usp=sharing), plus our [ELPAC testing](https://docs.google.com/spreadsheets/d/1J61d9mibuYcg67gPwkpSdjlyHC80GV4w/edit#gid=47965829) increased student access to targeted, evidence based foundational reading skills instruction is an urgent need. We have a [bi-lingual aid](https://docs.google.com/spreadsheets/d/1tSQrkb_PStNAemXQNziNKCCUM5Ams3IsOMHTmwsWTbM/edit#gid=1367863188) that helps in the K-3 classrooms to work individually with the students.Attached is our job description for the hiring of our [Instructional assistant](https://docs.google.com/document/d/1Ss44JKF8p2w-d0DCyqLdCk8sILP5b_a6Ooft0VvuRAA/edit) that will provide individual and small group reading instruction for identified students in grades K-3. They will maintain and communicate high expectations and a belief that students will become literate with quality classroom and reading specialist instruction.  | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, and fluency) according to our [screening data](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing). 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. An instructional aid will be utilized to help the teachers differentiate their instruction based on the data.  |
|  | As indicated in our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) and our [root cause](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing), Van Buren needs our bi-lingual aid to be on site to assist in helping students become literate.  | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, and fluency) according to our [screening data](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing). 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. Our bi-lingual aid will be utilized to help the teachers differentiate their instruction based on the data and will support the teachers by pulling small groups of students to focus on SIPPS (goal2) instruction to K-3 students, to improve foundational skills and to help implement ongoing assessments. (goal 1) |
| **3.1b DEVELOPMENT OF STRATEGIES**Development of strategies to provide culturally responsive curriculum and instruction. | No action - Social Studies Weekly  | [Social Studies Weekly](https://www.studiesweekly.com/) is the state approved core curriculum website.  | *Our school already has 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 - Benchmark | [Benchmark](https://www.benchmarkeducation.com/benchmarkeducation/) is the state approved core curriculum website.  | *Our school already has 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.* |
| **3.1c** **EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA**Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils. | In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS). By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it relates to literacy instruction. For Goal 1 and 2 teachers will be receiving training for LETRS. There are 4 units: 1 unit every 2 months. There are 13 teachers per 1 unit. 5 hours long per unit.Collaboration for LETRS will be 1 day X 13 staff per unit.For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members.SIPPs - 12 staff for 1 day training.  | As indicated in our [root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and ou[r needs assessment,](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) Van Buren teachers need to be released from their classrooms to receive professional development on literacy instruction, data training, plus access to targeted, evidence-based foundational reading skills instruction in order for them to effectively accomplish goals 1 and 2 by June of 2024.  | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We need to become more effective in our instruction of foundational skills by giving teachers time to be trained in methods that will improve their instruction which will result in our students mastering the skills. We also need time to teach the teachers how to collect and analyze the data that’s been collected to drive their instruction so all students' needs are met. We will all work together to make sure that all goals are met by 2024. |
| In support of goal 2, for the 2021-2022, 2022-2023, and 2023-2024 school years we will purchase and provide SIPPS training for the teachers.    | As seen in our screening data  [IREADY](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing) our[root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) we selected SIPPS as a tool to help accomplish goals 1-2. Teachers will receive training in order to implement the program correctly. This will help increase student access to targeted, evidence-based foundational reading skills. | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We plan to provide reading foundational skills training to all K-3 teachers to help improve their first instruction which will result in our school meeting our 1 and 2 goals by June of 2024.  |
| In support of goal 2, for the year 2021-2023, 2022-2023, and 2023-2024 school years we will provide Pivot and core training using the [Reading Source Book](https://www.corelearn.com/teaching-reading-sourcebook-third-edition/)  for teachers.   | As indicated in our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) and our [root cause](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing), we will provide lesson studies and professional development using the [Pivot & Core Reading SourceBook](https://www.corelearn.com/teaching-reading-sourcebook-third-edition/) for teachers. This support will be provided by the literacy coach who is certified to provide Pivot & Core training on the Reading Sourcebook. | A majority of our K–3 students are testing below proficiency in foundational skills (phonemic awareness, phonics, fluency) according to our screening data. We plan to provide reading foundational skills training to all K-3 teachers to help improve their first instruction which will result in our school meeting our 1 and 2 goals by June of 2024.  |
| **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. | No action | ELD effective strategies and implementation training will be ongoing and funded through state and federal funds. | Our school is currently implementing a state-approved core curriculum (Benchmark) 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, having an adopted curriculum was of high importance and an area of strength. Therefore, we are not including it in this action plan. |

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| **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 2Descriptors** | **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. | In support of goal 2, for the 2021-2022, school year we will purchase and provide SIPPS training for the teachers.  | As seen in our screening data  [IREADY](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing) our[root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) over 80 % of our K-3 students are not reading at grade level. We selected SIPPS as a tool to help accomplish goals 1-2. Teachers will receive training in order to implement the program correctly. This will help increase student access to targeted, evidence-based foundational reading skills. | In support of goal 2, for the 2021-2022, school year we will purchase and provide SIPPS training for the teachers.  |
|  | **Read Aloud Benchmark Advance Trade books, Benchmark leveled Readers Theaters and Read Aloud books /Papercopies**In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide training to our K-3 staff on how to create and use prepared Read Alouds in the classroom for language acquisition and other components of Language Comprehension from the Scarborough's Rope. Training will be done by the Literacy Coach who received training on how to create and use read alouds from the San Joaquin County Office of Education/ SUSD Coaches Training | As indicated in our [needs assessment](https://docs.google.com/document/d/1RwSCVOErYhx1diE61QRyTBk3KhGRqEWJcIv0lZzseR4/edit?usp=sharing) and our [root cause](https://jamboard.google.com/d/1aU2N9_Uz4WbMeGh9e2HGj6ZpAngoDX6vymSI4IziYBA/edit?usp=sharing), We will provide teacher training in language acquisition and other components of language comprehension from the Scarbrough’s rope by having the literacy coach provide trainings, make and take sessions for read alouds, using readers theaters, language acquisition, building background knowledge, language structures and writing.  | *A majority of our K*–*3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Language Acquisition learned from the training the coach received from the San Joaquin County ELD Professional Development trainers on the use of Read Alouds for language acquisition which will result in helping our school achieving goal 3 by June 2024* |
| **3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS**Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. |  In support of goal 1 by June 2024 we will have training and release time for foundational reading skills data analysis. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.  | As seen in our screening data  [IREADY](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing) our[root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit), a majority of our K-3 students are testing below proficiency in reading foundational skills. | *Initial training, ongoing professional learning, and administrative monitoring of the implementation of data analysis protocols, to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic PLC data analysis training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.* |
| In support of goal 1 by June 2024 we will have training on utilization and implementation of the multiple measure assessment tools. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.  | As seen in our screening data  [IREADY](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing) our[root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit), a majority of our K-3 students are testing below proficiency in reading foundational skills. [Multiple Measures](https://www.amazon.com/Assessing-Multiple-Measures-Literacy-Training/dp/1634022432/ref%3Dpd_lpo_14_img_0/139-6886599-7067960?_encoding=UTF8&pd_rd_i=1634022432&pd_rd_r=1f5fddb9-a097-4702-a91a-22f6a27655a9&pd_rd_w=laUK3&pd_rd_wg=IvnZP&pf_rd_p=a0d6e967-6561-454c-84f8-2ce2c92b79a6&pf_rd_r=4NJV4JWQJ2PQY112Z0AF&psc=1&refRID=4NJV4JWQJ2PQY112Z0AF) provides assessment tools so we can measure our students progress in mastering reading foundational skills. | Initial *training, ongoing professional learning, and administrative monitoring of the implementation of Multiple Measure assessment tools, to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic PLC data analysis training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.* |

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| **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 3Descriptors** | **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. | **After School Small & focused tutoring K-3**In support of goals 1 and 2 Targeted for students who need more time in Phonemic Awareness, Phonics and Vocabulary Development. The program will be taught by regular classroom teachers and the literacy coach working after school or during tutoring time. They will use the intervention program SIPPS. They will target the students who are at tier 2 and tier 3 to provide the additional support and practice these students need to make sufficient growth. | As seen in our screening data  [IREADY](https://drive.google.com/file/d/1Rro14d7aiepz_rD1jTJPOCtPKkBJb5SF/view?usp=sharing) our[root cause analysis](https://jamboard.google.com/d/1qVT2XoPXZAWeWZxkqbogoWYuPZvglNWHYjhUy1GjR1Y/edit?usp=sharing) and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit), a majority of our K-3 students are testing below proficiency in reading foundational skills. [Multiple Measures](https://www.amazon.com/Assessing-Multiple-Measures-Literacy-Training/dp/1634022432/ref%3Dpd_lpo_14_img_0/139-6886599-7067960?_encoding=UTF8&pd_rd_i=1634022432&pd_rd_r=1f5fddb9-a097-4702-a91a-22f6a27655a9&pd_rd_w=laUK3&pd_rd_wg=IvnZP&pf_rd_p=a0d6e967-6561-454c-84f8-2ce2c92b79a6&pf_rd_r=4NJV4JWQJ2PQY112Z0AF&psc=1&refRID=4NJV4JWQJ2PQY112Z0AF) provides assessment tools so we can measure our students progress in mastering reading foundational skills. | *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* |
| **3.3b EXTENDED SCHOOL DAY**Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction. | ***No Action*** | Our district already has a State funded [after school program.](https://www.stocktonusd.net/StepUp)  | *Our school is currently implementing a state-approved after school program that includes culturally responsive curriculum and instruction during the academic hour. We have been focused on reinforcing the standards being taught by the classroom teacher using Benchmark and Ready Math. Therefore, we are not including it in this action plan.* |
| **3.3c CULTURE AND CLIMATE**Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil’s time in school. | no action - PBIS | [PBIS](https://www.stocktonusd.net/Page/14243) is the school’s district approved classroom management system. Curriculum being used is Foundations [“Safe & Civil School](https://www.safeandcivilschools.com/services/schoolwide_pbs.php)” which is a proactive and positive behavior support system.  | *Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* [*End of year data*](https://drive.google.com/file/d/1IW57h4oMasuL28WXGAmHV-k9_vhHrkcW/view) *here*  |
| no action - Second Step  | [Second Step](https://www.stocktonusd.net/Page/2022) *is the school's district approved core curriculum website.**Restorative Practices are also used.*  | *Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* [*End of year data here*](https://drive.google.com/file/d/1IW57h4oMasuL28WXGAmHV-k9_vhHrkcW/view) |
| **3.3d** **RESEARCH-BASED SEL**Strategies to implement research-based, social-emotional learning approaches, including restorative justice. | no action - Restorative Justice  | [Link to SUSD Restorative Justice](https://www.stocktonusd.net/Page/8921) - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours | *Our district already provides and collects data from the School Culture Survey conducted 3 times a year.* [*End of year data here*](https://drive.google.com/file/d/1IW57h4oMasuL28WXGAmHV-k9_vhHrkcW/view)  |
| no action - Unbound ED | [Unbound Ed](https://www.unbounded.org/) - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held after school hours | *Our district already provides training from UnBoundEd.*  |
| **3.3e** **EXPANDED ACCESS**Expanded access to the school library. | To expand access to the school library and In support of goal 2, for the 2021-2022, school year we will fund our current Library Media Assistant an additional 4 hours ~~extra~~ for 33 weeks to focus on K-3 students needing to have access to literature. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read. | As indicated in our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit) and our [root caus](https://drive.google.com/drive/folders/1PaPckb4sdteqC3hjKQzQ8KWdCO909YN_)e, Van Buren needs our Library Media Assistant to be on site for additional hours to assist in helping students become literate by having more time for students in grades K-3 library visits to check out materials.  | A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Assistant will be utilized to support K-3 teachers in helping them maintain materials for the classroom, do read alouds with the students and story hour.  |

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| **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 4Descriptors** | **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. | As per goal #3, teachers will receive training in trauma informed practices, by June of 2024, we will 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. Follow-up training will be provided. | As seen in our [root cause analysis](https://drive.google.com/drive/folders/1PaPckb4sdteqC3hjKQzQ8KWdCO909YN_), and our [needs assessment](https://docs.google.com/document/d/18baxmMvd_aHNWqv6EDStqO_laCfFZEs_Z11cJcesw5s/edit), 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. We will have scheduled training in trauma informed care and [restorative practices](https://www.stocktonusd.net/Page/8921) to help implement, support and monitor trauma-informed practices.  | 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.  |
| **3.4b MENTAL HEALTH RESOURCES**Provision of mental health resources to support pupil learning. | No action - Mental Health Clinician | [Mental Health Clinician](https://www.stocktonusd.net/domain/4516) | We do not need to have an action item around the provision of Mental Health Support Services as these resources are provided through the district and our school. |
| **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 - After school tutoring. | [After School tutoring](https://www.stocktonusd.net/Page/435) | We do not need to have an action item around the provision of After school tutoring because these resources are provided through the district and our After School Program. . |
| .No action - Summer school | [Summer School](https://www.stocktonusd.net/Summerschool) | We do not need to have an action item around summer school as it is district funded.  |
| **3.4d** **LITERACY TRAINING AND EDUCATION FOR PARENTS**Development of literacy training and education for parents to help develop a supportive literacy environment in the home. | No Action - Parent Involvement & Parent District Education  | [parent involvement](https://drive.google.com/file/d/1AuRKznL8-Kgb7IxFMx03gh5wCiMJxakl/view) 1[Parent involvement 2](https://docs.google.com/document/d/1oVaMK78OnEpqD1cRw6Yu6naoWwWO42W9obqg36_WvsA/edit)  and [District PDs](https://www.stocktonusd.net/Domain/167) | We do not need to have an action item around the provision of parent literacy training as these resources are provided through the district office and our school.  |
| **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 - Parent Involvement Policies  | [Parent involvement 1](https://drive.google.com/file/d/1AuRKznL8-Kgb7IxFMx03gh5wCiMJxakl/view)[Parent Involvement 2](https://docs.google.com/document/d/1oVaMK78OnEpqD1cRw6Yu6naoWwWO42W9obqg36_WvsA/edit) [District PD’s](https://www.stocktonusd.net/Domain/167) | We do not need to have an action item around the provision of parent literacy training as these resources are provided through the district office and our school.  |