

**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

**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

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

LEA/District: Escuela Popular

LEA/District Contact/Project Director: Daisy Barocio

Site(s): Escuela Popular Accelerated Family Learning Center

Site Administrator(s): Lourdes Mendiola

Early Literacy Team Member	Role (Include title and/or grade level)
Lourdes Mendiola	Instructional Leader (principal)
Silvia Cortes	Kindergarten Teacher
Sylvia Valdez	First Grade Teacher
Yasna Morales	Second Grade Teacher
Julio Avalos	Third Grade Teacher
Martha Duarte	Special Education Paraprofessional
Daisy Barocio	Deputy Director of Educational Services

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	Benchmark Adelante	Benchmark Adelante
	Language Comprehension	Benchmark Adelante	Benchmark Adelante
	English Language Development	Benchmark Advance (some components), Headsprout App	
Tier 2: Targeted, Supplemental Supports	Spanish or English Academic Instruction	Academic Intervention Sessions: Tutoring extracurricular support for students from Benchmark Adelante and Benchmark Advance use intervention materials in tutorial or small-group setting: <ul style="list-style-type: none"> ● Intervention Resources Grades K-3er ● Print Concepts, Phonics and Words Recognition, Fluency, ● Phonological Awareness ● Targeted Lessons 	Benchmark Adelante Intervention Materials
Tier 3: Intensive, Individualized Supports	Spanish or English Academic Instruction	Academic SST	

Link to Grades TK/K–3 Master Instructional Schedule: https://docs.google.com/spreadsheets/d/1wiV01zoJxdV49_dqwVJpwW0V6HHSvNbNbPRBaHprG8I/edit?usp=sharing

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 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>	<ul style="list-style-type: none"> May 10, 2021: Flexible Learning Committee (composed of all department heads in the school during remote learning) <p>The early literacy team presented guidelines and received feedback from the flexible learning committee on what could contribute to the root cause as the early literacy team continued to formulate the plan. Later the early literacy team presented the draft proposal with expected expenditures during the various flexible learning committee subgroups. The discussion was rich but discussion notes were not typed, instead they were added to the root cause analysis Jamboard. A feedback survey was given to provide feedback on any of the items on the agenda, including the early literacy plan.</p> <ul style="list-style-type: none"> May 12, 2021: TK-12th grade teachers Presentation on Early Literacy Proposed Plan <p>Presented the proposed plan, gathered feedback, held a question and answer session for all TK-12th grade teachers. Given that for TK-3rd there are only two teachers per grade this session helped keep everyone else informed and learn about what the TK-3rd grade teams would be focusing on for the next school year.</p> <ul style="list-style-type: none"> May 24th, 2021: School Site Council Meeting/Presentation on Early Literacy <p>The early literacy team presented on the proposed plan & expenditures with a question and answer session but given the low attendance a new meeting was scheduled to allow for more parents to attend on June 1, 2021.</p>	<p>May 10th Flexible Learning:</p> <ul style="list-style-type: none"> Agenda & Google Invite Feedback from survey discussion notes were not typed but added to Root Cause Jamboard <p>May 12th:</p> <ul style="list-style-type: none"> Agenda to TK-12th Meeting Link to Google Invite with attending members Feedback given was oral and directly integrated into the plan. <p>May 24th:</p> <ul style="list-style-type: none"> Agenda - School Site Council was cancelled due to low attendance <p>June 1st School Site Council:</p> <ul style="list-style-type: none"> Google Invite to School Site Council for June June School Site Agenda School Site Minutes

	<ul style="list-style-type: none"> ● School-wide leadership was kept informed of progress by the Instructional Leader (principal) at the weekly standing leadership meetings on Wednesdays from 10:30 am - 12:30pm 	
<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 grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>During the Team meetings for Sessions 4 and 5 the Early Literacy team gathered information on what the root problem is for Escuela Popular. The team reviewed the current curriculum (Benchmark Adelante and Advance) which is used by teachers, NWEA English Language Arts assessment data, feedback from grade-level meetings, teacher observations, and then determined the areas of strengths and weaknesses.</p> <p>Strength:</p> <ul style="list-style-type: none"> ● Focus on high frequency words that students are able to memorize and practice in order to increase their Oral Reading Fluency. ● Divide students into small groups based on the student's reading level. ● Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency. <p>Weakness:</p> <ul style="list-style-type: none"> ● Lack of exposure to academic vocabulary. ● Give students reading materials to take home in order to increase students' reading level. ● The socio-economic status of the parents. ● Not all students can recognize all the letter names and sounds. ● Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency. ● EP teachers need to analyze the NWEA Data to help guide their teaching ● LPAC and NWEA data results are not being used. 	<p>Jamboard for Root Cause Analysis Page 2</p> <p>NWEA Data Tables for 2020-21</p> <p>DRA 3rd grade 2018-2019</p> <p>DRA pre and post inquiry project 3rd grade 2019-2020</p> <p>DRA 3rd grade Spanish 2019-2020</p> <p>NWEA 3rd grade 2020-2021</p> <p>Spanish Reading Scores 3rd grade 2020-2021</p> <p>1st grade Spanish Oral Reading Fluency Scores 2020-2021</p> <p>ASW 1st/2nd grade 2019-2020</p> <p>1st/2nd grade Spanish Oral Reading Fluency Scores 2019</p>

	<ul style="list-style-type: none"> ● Lack of systematic exposure to grade level reading materials. ● Lack of exposure to complex vocabulary through modeling using read alouds. ● 45%of students in 1st grade are on track to meet our Oral Reading Fluency. ● 70% of students do not read at grade level. ● Most teachers are unfamiliar with all the components of Benchmark and therefore underutilizing strategies and tools within the program <p>After reviewing everything as a team, the Early Literacy team used the Jamboard to focus on the following problem statement for TK-3rd grade.</p> <p>Problem Statement: Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.</p> <p>This problem of statement resonated with the team as they reviewed the NWEA data for 3rd grade.</p>	
<p>1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in</p>	<p>Explain the process & link the documents to use to guide (session 6) During session 6 of the Early Literacy planning meeting the Early Literacy team reviewed the information from the previous planning session, assessed data collected, and discussed how the root cause analysis (fishbone diagram) could be put into actionable items. This allowed the team to generate SMARTe goals that were focused on the two major areas that continued to be highlighted throughout the process and planning meetings. These areas were identified as professional development to support instruction on phonics and fluency instruction, and assessments.</p> <p>The team reviewed the Benchmark curriculum along with the various assessments that the instructional program includes such as:</p>	<p>Jamboard for Root Cause Analysis Page 2</p> <p>Needs Assessment Note Catcher</p> <p>Oral feedback from meetings we had with other stakeholders</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.

Evaluations of Fundamental skills from Benchmark Adelante and Benchmark Advance Weekly and Unit Assessments which are meant to measure student progress and inform instruction through assessment opportunities.

- Assessments of foundational Skills has three level A for K
- Letter recognition, Phonemic awareness, Letter sounds, word recognition.
- Assessments level B for 1st grade
- Assessments level C for 2nd grade
- Vowels, Consonants, Word recognition, Words study skills.

Additionally it was shared that many materials are included with the Benchmark curriculum:

Literacy Material to support Fundamental Skills For Spanish and English

- Benchmark Adelante and Advance Foundational Skills
- Explicit, Systematic Phonics K-1st grade
- Blends Words/Model (20 min)
- Phonological Awareness(Phoneme Categorization)
- Spelling/Model
- Spelling-Sound Correspondences
- High-Frequency Words (Introduce/Review last week's words)
- Handwriting (sentences that include high-frequency words)
- Picture /Words Card
- Practice HFW(Cards)
- Letter Cards
- Frieze Cards
- Phonics Word Mats
- Large Sounds Spelling Cards K-6 (Action Rhyme,Articulation,English Learners, Tongue Twisters)
- Vocabulary and Spelling(each unit)
- Grammar and Spelling Practice Book

	<ul style="list-style-type: none"> ● Decodable Readers Books ● Phonics and High Frequency Words Practice Book ● Level Texts K-1 ● Intervention Resources(Fluency, Phonological Awareness,Phonics and Word Recognition,Writing and Language Handbook,Print Concepts) ● Writing Aligned to CCSS ● Read-Aloud Handbook ● My Shared Reading-At Home (calendar per unit) <p>After the team reviewed all the various materials there was a clear agreement that most of the instructional team was not familiar or comfortable with all the components of the curriculum. The team members shared that they were surprised by how much was available but had not received formal professional development on how to access and implement instruction with these tools.</p> <p>While this process was happening EP’s Local Control Accountability Plan and Extended Learning Grant was also being worked on which allowed the Early Literacy team to determine the focus area that could create a greater impact on student learning.</p>	
--	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
<p>2.1 Literacy Goal “Big Picture”</p> <p>Focus of improvement centered on TK/K–3 literacy instruction</p> <ul style="list-style-type: none"> ● Site/LEA practices or issues ● Evidence-based rigorous goal 	<p>2.1 Rationale “Why you chose the goal”</p> <p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p>2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal”</p> <p>Include links to supporting evidence.</p>	<p>2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved”</p> <ul style="list-style-type: none"> ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal 	<p>2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often”</p> <p>Articulate plan that includes:</p> <ul style="list-style-type: none"> ● Tool/Metric ● Intervals ● Monitoring and adjusting

<p>Provide explicit and phonics instruction to improve students fluency levels.</p>	<p>The root cause analysis and needs assessment revealed the lack of consistent oral reading fluency and phonics strategies used by teachers lead to low student performance in this area.</p>	<p>Screening data shows low student reading performance across grade levels.</p> <p>Needs assessment Note Catcher</p> <p>Root Cause Analysis</p>	<p>Goal1 [Curriculum & Strategies]: EP will improve in students' reading fluency and phonics by 75% in our TK/K-3 grades by systematically and consistently teaching phonics and fluency in Benchmark Adelante as measured by our data assessment calendar, coaching calendar, and assessment of reading foundational skills from Benchmark Adelante and Dibels/Idels data by June 2022.</p> <p>As seen in our Early Literacy Improvement Strategy Development tool we will need the entire team to work together to implement our plan:</p>	<ul style="list-style-type: none"> ● PD Plan & Collaboration schedule ● Coaching calendar (developed by Instructional Leader (principal) & coach) integrating coaching cycles ● Coaching Cycles Diagram ● Curriculum embedded formative assessments. ● Running records based on timed oral fluency and phonics and word recognition assessments applied three times a year. ● High frequency word assessments. ● Placement assessment data from Benchmark Adelante and Benchmark Advance. ● Early Literacy Improvement Strategy Development
---	--	--	--	---

			<ul style="list-style-type: none"> ● Assessment Dept. to provide data & administer NWEA & ELPAC ● Instructional Lead/Assessment provide PD how to read data & test ● All instructional staff analyze and utilize data for intervention strategies ● Director approve PD plan ● Bilingual Literacy Coach - provide PD on fluency skills and strategies for teachers to implement ● Instructional Bilingual Aid - Implement academic intervention using benchmark resources <p>The Early Literacy team will be able to meet with all the instructional team once a month for 2-3 hours to plan lessons, review artifacts, analyze data, learn strategies, and develop the steps to implement with students. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These</p>	
--	--	--	--	--

			could be before or after the school year. The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan , will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.	
Improve data collection and analysis to inform teachers' instruction related to literacy.	Root cause analysis and needs assessments revealed incoherent and inconsistent data collection and analysis. Teachers were unaware of how to use the data collected from the various assessments.	Root cause analysis revealed a need for data collection and analysis to improve student literacy levels. Needs assessment Root cause analysis	Goal 2 [Assessment & Data]: EP will improve in its TK/K-3 collection of valid, predictive & reliable data by administering and analyzing Benchmark Adelante and DIBELS data three times a year as measured by assessment calendar, data collection forms, and data conference schedules by June 2022. As seen in our Early Literacy Improvement Strategy Development tool we will need the entire team to work together to implement our plan:	<ul style="list-style-type: none"> ● Early Literacy Improvement Strategy Development ● PD Data analysis, PD Plan & Collaboration schedule ● Benchmark diagnostic data ● Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) ● ELPAC data ● NWEA data ● Assessment Plan & Assessment Calendar ● Analysis of Student Work Tool (ASW)

			<ul style="list-style-type: none"> ● Assessment Dept. to provide data ● Instructional Lead/Assessment provide PD how to read data & test ● All instructional staff analyze and utilize data for intervention strategies using the Analysis of Student Work Tool (ASW) ● Director approve PD plan ● Bilingual Literacy Coach - provide PD on fluency skills and strategies for teachers to implement ● Instructional Bilingual Aid - Implement academic intervention using benchmark resources <p>The Early Literacy team will be able to meet with all the instructional team once a month for 2-3 hours to plan lessons, review artifacts, analyze data, learn strategies, and develop the steps to implement with students. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These</p>	
--	--	--	--	--

			could be before or after the school year. The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan , will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.	
--	--	--	--	--

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.)
<p>3.1a SUPPORT PERSONNEL Hiring of Bilingual Literacy Coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p>Goal 1: By August 2021, hire a bilingual coach to work closely with teachers in grades TK-3 to model lessons, assessments and modeling the curriculum in both English and Spanish.</p>	<p>A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to its needs assessment. EPs need to improve their instructional groupings of students.</p> <p>As seen in our needs assessment, increased access to high quality teacher coaching and implementation of the curriculum, along with phonics and fluency is highly needed.</p>	<p>In order to obtain Literacy achievement, specialists would provide teachers with teaching strategies on how to improve phonics and fluency skills in English and Spanish. Coach would model phonics and fluency strategies along with how to utilize the adopted curriculum.</p> <p>Attached is our job description for the hiring of Bilingual Coach Job description</p>

		<p>The bilingual Bilingual Literacy Coach would be responsible for Supporting the analysis of student data and learning objectives</p> <ul style="list-style-type: none"> ● Training teachers & aids in providing intervention in literacy skills to support student's fluency skills ● Modeling how to conduct assessments and small group sessions for students who need additional support. ● Performing observation cycles for teacher in collaboration with the Instructional Leader (principal) ● Support teachers and aids in analyzing and utilize data for intervention strategies using the Analysis of Student Work Tool (ASW) ● Model lessons for the instructional team using strategies selected by the team and the Benchmark curriculum ● Develop a coaching calendar in collaboration with Instructional Leader (principal) integrating coaching cycles ● Coaching Cycles Diagram 	<p>https://dianesweeney.com/wp-content/uploads/2017/12/Student-Centered-Coaching-Tool-Kit.pdf</p>
	<p>Goal 1 & 2: By August 2021, hire instructional bilingual aides to work with students in grades TK-3, to implement high frequency word evaluations and help support during class instruction in a small reading group in both English and Spanish.</p>	<p>As seen in our Root Cause Analysis</p> <p>Instructional Bilingual aides will identify (using phonics inventory) why students cannot memorize spelling patterns that cannot be sounded out, that are usually found in high frequency words. Create small reading groups based on the need. Attached is our job description for the hiring of Instructional Bilingual Aid</p>	<p>A majority of our TK-3 students are testing below proficiency in reading fluency according to our initial assessment data. We need to become more targeted in our instructional groupings so that students can be placed in differentiated groups based on ongoing formative assessment data. A Bilingual aide will be utilized to help student's practice in small reading groups, high frequency word practice and phonemic awareness support.</p>

	<p>Goal 2: By August 2021, hire instructional aides to support students while the teachers receive professional developments and extra time regarding data analysis.</p>	<p>As seen in our Root Cause Analysis Training on data collection and analysis is needed to improve specific strategies regarding reading instruction.</p> <p>Job description for the hiring of instructional aides is being developed (draft included here) but will include:</p> <ul style="list-style-type: none"> • Supporting the analysis of student data and learning objectives via the use of Analysis of Student Work Tool (ASW) • Training in providing intervention in literacy skills to support student's fluency skills • Conducting assessments and small group sessions for students who need additional support. 	<p>There is currently a lack of consistency regarding data collection across grade levels. We need to become better informed regarding the collection and analysis of data to improve our literacy instruction.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>No action</p>	<p>https://benchmarkadvance.com/</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction.</p>
<p>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</p>	<p>Goal 1: By September 2021, Professional development in Benchmark Advance in order to Explore Foundational Skills for Primary Grade K-2</p> <p>Goal 2: By the beginning of October 2021, collection of data will begin. Teachers will previously receive training on data collection and analysis and will be given time to analyze such.</p>	<p>Evidence-based professional development will include strategies/modeling on how to use the Benchmark Adelante student assessments in determining reading level. Teachers will have time allotted during their beginning of the year PD to explore and become comfortable using the online Benchmark digital learning modules that go through the use of the various components of the curriculum. How to begin with the appropriate first exam (how to determine which reading test to begin with). Training on running record exams for teachers. How to target where the student needs help.</p>	<p>Goal 1: Professional development on how to create a scope and sequence based on general student needs.</p> <p>Goal 2: Professional development sessions to learn about how to obtain data at the beginning of the year for each student to be able to start instruction based on an average using NWEA results.</p>

<p>and the use of data to help identify and support struggling pupils.</p>		<p>Based on the oral fluency data and as seen in our Early Literacy Improvement Strategy Development tool we will need the entire team to work together to implement our plan:</p> <ul style="list-style-type: none"> ● Assessment Dept. to provide data ● Instructional Lead/Assessment provide PD how to read data & test, provide coaching cycles to teachers ● All instructional staff analyze and utilize data for intervention strategies using the Analysis of Student Work Tool (ASW) ● Director approve PD implementation plan ● Bilingual Literacy Coach - provide PD on fluency skills and strategies for teachers, develop a coaching calendar in collaboration with Instructional Leader (principal) integrating coaching cycles ● Coaching Cycles Diagram ● Instructional Bilingual Aid - Implement academic intervention using benchmark resources <p>The Early Literacy team will be able to meet with all the instructional team once a month for 2-3 hours to plan lessons, review artifacts, analyze data, learn strategies, and develop the steps to implement with students. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These could be before or after the school year. The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan,</p>	
--	--	---	--

		<p>will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.</p>	
	<p>In support of Goal 1: By September 2021, EP will have Benchmark Adelante provide EP teachers with a Professional Development on the various components of Benchmark Adelante program that specifically focuses on literacy and student support using the curriculum. The following stakeholders would be involved in this professional development session:</p> <ul style="list-style-type: none"> ▪ Teachers ▪ instructional aides ▪ school leaders ▪ Bilingual Literacy Coaches ▪ bilingual reading specialists or aides ▪ special education staff 	<p>As evidence, student data collected by teachers. The framework should include a pacing guide, starting where a student's need has been established. The Benchmark Adelante guide would be a step by step to reach the goal. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. These 5 days will include direct training on how to use all the components of Benchmark Adelante and it's supplemental tools. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These could be before or after the school year. The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan, will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.</p> <p>Based on the oral fluency data and as seen in our Early Literacy Improvement Strategy Development tool we will need the entire team to work together to implement our plan:</p>	<p>Professional development on how to utilize all the components of Benchmark Adelante and Benchmark Advance would allow teachers to understand how to use the tools provided to support the learning of their students in ELA and SLA with a more effective delivery of instruction in phonics and fluency.</p>

		<ul style="list-style-type: none"> ● Assessment Dept. to provide data ● Instructional Lead/Assessment provide PD how to read data & test, provide coaching cycles to teachers ● All instructional staff analyze and utilize data for intervention strategies using the Analysis of Student Work Tool (ASW) ● Director approve PD implementation plan ● Bilingual Literacy Coach - provide PD on fluency skills and strategies for teachers to implement, Develop a coaching calendar in collaboration with Instructional Leader (principal) integrating coaching cycles ● Coaching Cycles Diagram ● Bilingual Instructional Bilingual Aid - Implement academic intervention using benchmark resources <p>The Early Literacy team will be able to meet with all the instructional team once a month for 2-3 hours to plan lessons, review artifacts, analyze data, learn strategies, and develop the steps to implement with students. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These could be before or after the school year. The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan, will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.</p>	
--	--	---	--

	<p>Goal 2: Based on the Oral Reading Fluency data EP will help support instruction based on student needs and break down data to determine if students need phonemic awareness, fluency support at their reading level.</p>	<p>Student data demonstrated this as a need, teachers would use the Analysis of Student Work Tool (ASW) to organize the data and how it is broken down.</p>	<p>This would be new to many teachers, therefore, having an organizer would assist in creating meaning from the data.</p>
	<p>In support of Goal 1 & 2: All instructional team members will receive PD on how to administer and use the data from Dibbles/Idel to support the fluency skills lessons for students</p>	<p>Dibbles/Idel is an assessment that the early literacy group learned about during the creation of this plan and would be new to the instructional team. This means everyone would benefit from learning what it is, how to administer it, and how to analyze the information it provides. The Bilingual Literacy Coach would provide the professional development during one of the assigned professional development days at the start of the school year.</p>	<p>Dibbles/Idel is a new assessment and the beginning of the year would allow the team to be able to use Dibbles/Idel during the three administration points throughout the year.</p>
<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ELA/ELD FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>No action</p>	<p>Included within our LCAP</p>	<p>Given that most students are English Language Learners at our school, all curriculum must be in alignment with the ELA/ELD framework. Teachers continue to receive professional development on the use of the ELA/ELD framework as part of our school's LCAP.</p>

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.	Goal 1: By August 2021, offer initial and ongoing training throughout the Benchmark Adelante and Advance curriculum implementation year.	As see in our Root Cause analysis too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.	The implementation of the Benchmark Adelante and Advance curriculums will allow K-3 students to receive basic instruction in reading skills and to be placed in differentiated groups according to ongoing assessments. This additional professional development allows teachers and aids to gain a deeper understanding of how to utilize the phonics and fluency tools.
	Goal 1: By August 2021, purchase the updated & supplemental components for Benchmark Adelante and Benchmark Advance, along with the training needed to implement the various components.	As see in our Root Cause analysis too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.	To ensure consistent implementation of the curriculum Benchmark Adelante and Benchmark Advance, the continuous purchase of the updated curriculum will be needed. This should include all the components, not just the basic teacher edition. 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.
	Goal 2: By August 2021, the Early Literacy team will develop a plan to collect data and analyze the implementation of the Benchmark Adelante and Advance curriculum.	As see in our Root Cause analysis too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.	To ensure consistent implementation of the curriculum Benchmark Adelante and Benchmark Advance, initial training and ongoing professional development is necessary.

			[link to PD plan & strategy doc]
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.	Goal 1: For the baseline assessments is the purchase of curriculum for DIBELS and IDEL including PDs.	Based on our needs assessment EP will need assessments to test the baseline and this will help in addition with the Benchmark Adelante Curriculum to better understand the needs of our students.	EP needs additional support in collecting diagnostic assessments and these DIBELS and IDEL assessments will help identify student needs.
	Goal 2: By the beginning of the second month of school, student first assessment data will be administered and groups will be formed based on the analysis of the data results.	As see in our Root Cause analysis too few of our students are able to read and comprehend complex grade-level texts by the end of third grade. This was found to be connected to teachers not using data to guide their instruction in a deliberate and meaningful way.	EP needs to dedicate intentional time assessing, analyzing the assessment data and then using that to create their instructional groupings and differentiate instruction.

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)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils'	No Action	This is provided through ASES Grant which allows EP to provide afterschool support. Additionally, EP has applied for Extended Learning Grant which will provide students with more foundational reading skills to keep practicing their reading fluency within a small support group during the summer and afterschool.	<i>EP does not need to create an action item around the provision of expanded learning resources because these supports are already provided through at school.</i>

access to literacy instruction.			
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Goal 1: By September 2021, students can be part of our before school Tutoring Program and have breakfast provided for them (provided from outside funding) in the classroom to work with our Bilingual Specialist from 8-8:30 am for K-3.	Use of assessment data and Root Cause Analysis to work with a group of students from K-3 that need additional small group support.	EP's K-3 students will be provided breakfast during the tutoring class in a segment of 10 minutes in order to help students maintain focus during our before school tutoring Program. By combining the school's breakfast time with tutoring, more students can participate. Food would be provided with outside funding not grant money.
	Goal 1: By September 2021, students can be part of our after school Tutoring Program provided for them in the classroom for K-3.	Based on our Root Cause Analysis a Tutoring Program will help to focus on additional reading skills for students from K-3.	EP's K-3 students have a high need for differentiated reading materials to help meet all student needs. Provide students with the opportunity to receive additional support in reading independently and in a small group setting.
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	Based on the Root Cause Analysis this is not an area of need. Also being addressed in LCAP & LCP .	<i>EP does not need to create an action item around the provision of culture & climate resources because these supports are already provided through at school. Additionally the Root Cause Analysis did not indicate this was an area of need.</i>
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning	No Action	Based on the Root Cause Analysis this is not an area of need.	<i>EP does not need to create an action item around the provision of SEL resources because these supports are already provided through at school. Additionally the Root Cause Analysis did not indicate this was an area of need.</i>

approaches, including restorative justice.			
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	While this is a need because as suggested in our Root Cause Analysis students need to practice reading, and incorporate a daily reading routine that they can follow at home. The school already has a partnership.	EP does not need to create an action item around this provision because they already have a partnership with San Jose Libraries and will keep working with them to ensure students have library cards and access to check out books.

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.	<i>No Action</i>	Students in our community, sometimes, do not receive the emotional support they need at home due to the financial situation of parents. Root Cause Analysis demonstrated this is currently being addressed in our LCAP & LCP where it indicates allocated funds for mental health resources.	<i>We do not need to create an action item around the provision of trauma informed resources because these supports are already provided through our school and district.</i>
3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support	No action	LCAP & LCP that indicates allocated funds for mental health resources.	EP does not need to create an action item around the provision of MTSS resources because these supports are already provided through EP.

expanded literacy instruction.			
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 Needed	Benchmark Advance Intervention Resources: Foundational skills screeners	EP does not need to create an action item around the provision of MTSS resources because these supports are already provided through EP.
	No Action Needed	Adelante Booster Curriculum used <ul style="list-style-type: none"> ● Intervention Mini-Lessons/Print & E-Guides ● Print Concepts(fluency,phonological awareness,phonics and word recognition) ● Social Emotional Benchmark ● Establishing a Positive Learning Environment LCAP & LCP that indicates allocated funds for RTi	EP does not need to create an action item around the provision of MTSS/RTi resources because these supports are already provided through EP.
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.	Goal 1: By October 2021, the school will provide literacy workshops to parents to increase their knowledge and ability to support their students at home.	As seen in our root cause analysis, parents often lack the resources and knowledge to support increase their students' literacy levels Root Cause Analysis	Through literacy workshops, parents will be able to understand the literacy needs of their students to better support them at home. Having a better and greater knowledge of this concept could help increase the students' literacy levels.
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 needed	Current schoolwide tools are being used to be in constant communication with parents regarding students academic performance, more constant and concise communication is needed as to how parents can support students' literacy improvements. These tools include google classroom, Parentsquare, and Classdojo.	Through constant communications, parents and teachers will be able to share students' literacy needs and come up with ways to address them.

