

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

Goal of the Early Literacy Support Block Grant

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

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

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

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

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

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

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

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

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

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

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

Category 1: Access to High-Quality Literacy Teaching

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

Category 2: Support for Literacy Learning

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

Category 3: Pupil Supports

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

Category 4: Family and Community Supports

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

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LEA/District: Community Collaborative Charter School

LEA/District Contact/Project Director: Christine McCormick

Site(s): Community Collaborative Charter School K-8

Site Administrator(s): Sarah Scheeline/ Jon Campbell

Early Literacy Team Member	Role (Include title and/or grade level)
Sarah Scheeline	Campus Principal
Robert Lynn	Kindergarten Teacher
Susanne Rosas	1st Grade Teacher
Aly Wilson	2nd/3rd Grades Teacher
Russ Fluty	3rd/4th Grades Teacher
Heather Gold	Director of Academics, Gateway Community Charters

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	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
	Language Comprehension	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
	English Language Development	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
Tier 2: Targeted, Supplemental Supports	Foundational Skills	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
	Language Comprehension	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
	English Language Development	Wonders/ GLAD	DIBELS, iReady, Wonders embedded assessments
Tier 3: Intensive, Individualized Supports	Foundational Skills	SIPPS/ GLAD	SIPPS, DIBELS, iReady
	Language Comprehension	SIPPS/ GLAD	SIPPS, DIBELS, iReady
	English Language Development	SIPPS/ GLAD/ Wonders	SIPPS, DIBELS, iReady

[CCCS K-8 Master Instructional Schedule \(Slide 5\)](#)

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>	<p>All school staff and several parents/ guardians were given an invitation and opportunity to discuss root causes for our achievement gaps in the area of early literacy. We asked for families, students and staff to express needs and propose solutions.</p> <p>We will continue to engage all school stakeholders as we build our universal access/ RTI model in the coming years. We will collect feedback from staff through surveys and meetings, which we call “think tanks.” We will collect feedback from parents/ guardians and students through surveys, School Site Council, and monthly Coffee and Community events.</p>	<ul style="list-style-type: none"> - Parent/ Guardian Feedback- Coffee and Community Agenda - Staff Feedback- Team Meeting Agenda
<p>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</p>	<p>We met as an early literacy team to engage in a root cause analysis of our achievement gaps in the area of early literacy. Our Guiding Question for this root cause analysis was, “How do our current practices around word recognition, language fluency, and monitoring fluency contribute to the problem that too few of our students are able to read and comprehend grade-level text?” Our team examined CAASPP, Renaissance Learning, and DIBELS data, brainstormed possible causes for achievement gaps, and focused on our locus of control before moving into the solutions phase of our planning. While our guiding question was about comprehension, we determined that the root cause behind low comprehension outcomes for students is because phonics and decoding skills aren’t developed as early as they should be.</p>	<ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis

<p>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>Our strengths as a team are strong school culture and relationships with students and their families. Our team is highly skilled at integrating social-emotional learning into all subject matter. Our team is ready and willing to implement something completely different as long as they can see that it will improve outcomes. Our areas in need of improvement are our systems for intervention, capacity of our staff to provide effective intervention, and a lack of an assessment system that supports data-based decision making.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in 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,</p>	<p>After diving deeply into our data and root causes for why our students continue to struggle as readers, we must focus on schoolwide strengthening of tier one instruction and intervention and assessment systems, beginning with phonics intervention. We also determined we need to build our reading culture here at school, so we can hook students as lifelong readers and help them each to determine their personal reading identities. We wrote three SMARTe goals to plan out our action items, how we will measure our actions, and a deadline for when each goal will be complete.</p> <p>Many needs were identified by our early literacy team during our needs assessment. These needs were reviewed and added to by our whole staff and parents/guardians. The following needs were mentioned and have already been met or will be met by August of this year.</p> <ul style="list-style-type: none"> - Common assessments (DIBELS, iReady, Wonders) - RTI cycles/ assessments/ cycles of inquiry calendar - Purchase designated ELD and intervention curriculum - Comprehensive iReady and Wonders training for all teachers - Teacher release time for data-based decision making and planning of RTI units - Literacy coach/ intervention specialist 	<p>- CCCS K-8 Needs Assessment</p>

including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	- Additional para educator support	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> ● Site/LEA practices or 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” <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Tool/Metric ● Intervals ● Monitoring and adjusting
Provide explicit, systematic phonics instruction.	Root cause analysis and needs assessment revealed inconsistent tier one phonics instruction. <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	A recently administered round of DIBELS assessments revealed low student performance in phonics.	<ul style="list-style-type: none"> - By September 2021, provide comprehensive Wonders training, with follow-up coaching and professional learning with coach. - By June 2022, we will improve our delivery of tier one phonics instruction by teaching all Wonders units with fidelity, as measured by each teacher’s weekly and yearly planning and pacing. 	<ul style="list-style-type: none"> - Wonders training invoice - lesson plans - pacing guides - Professional Learning Calendar (2nd Tab)
Systematically use data-based decision making to drive instruction and interventions	Root cause analysis and needs assessment revealed a lack of reliable assessment data and	Our root cause analysis and needs assessment both reveal great need for systematic administration of assessments and building of	<ul style="list-style-type: none"> - By August 2021, early literacy coach will train teachers to administer iReady and DIBELS 	<ul style="list-style-type: none"> - Professional Learning Calendar (2nd Tab) - iReady invoices - assessment calendar

	<p>inconsistent assessment administration.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>capacity to use assessment data to improve outcomes.</p>	<p>assessments and to use the data to make instructional decisions.</p> <ul style="list-style-type: none"> - By June, 2022, we will improve in administering assessments and student data analysis by following an RTI assessment calendar with fidelity in eight-week cycles of inquiry as measured by iReady, DIBELS records, and student work analysis. We will use this data to determine student groups and learning targets for tier two and three interventions. 	
<p>Provide explicit, systematic tier two and three phonics intervention.</p>	<p>Root cause analysis and needs assessment revealed inconsistent phonics instruction, materials used, and implemented interventions when students are not meeting learning targets.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>DIBELS data reveals low student performance in phonics.</p>	<ul style="list-style-type: none"> - By September 2021, purchase, implement, and provide follow-up coaching for SIPPS to provide tier 3 reading intervention. - By June, 2022, we will improve in reading intervention, starting with a focus on phonics and adjusting our focus at the end of each cycle of inquiry, by implementing a Response to Intervention (RTI) school-wide schedule and system with fidelity as measured by implementing and sustaining a reading RTI 	<ul style="list-style-type: none"> - Professional Learning Calendar (2nd Tab) - CCCS K-8 Master Instructional Schedule (Slide 5) - Invoices - DIBELS and iReady data

			master schedule and completion of four, eight week cycles of inquiry.	
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2.3 Expenditures Consistent with Categories [ELSD Budget- Revised on 6/21](#)

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)	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.)
3.1a SUPPORT PERSONNEL Hiring of literacy coach or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	ELSB Funded: By June 2021, hire a literacy coach/ intervention specialist to provide tier 3 intervention to students in grades K-3 and to focus coaching work on building the capacity of our teachers to provide effective tier one reading instruction and tier two reading intervention.	As seen in our screening data, our root cause analysis, our needs assessment, and feedback from staff, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment Our coach/ intervention specialist will be assigned the following responsibilities: <ul style="list-style-type: none"> - Coach/ Intervention Specialist Job Description 	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/ intervention specialist will be utilized to coach teachers in literacy instruction and provide Tier 3 reading intervention to K-3 students.
	OTHER Funding Source	As evidenced by our root cause analysis, needs assessment, and feedback from staff, it is	Tier two intervention and time to reteach is critical to improving student outcomes in reading. By hiring an

		<p>challenging for teachers to provide effective tier two interventions to struggling students, because the rest of the class is unsupervised and lacks guidance while teachers are with small groups.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>additional instructional aide, each classroom will have support from an aide for 30 minutes per day, so the classroom teacher can provide tier two intervention, while the rest of the rest of the class receives structured, supervised time to practice and extend reading learning targets.</p> <p>By August 2021, we will hire an additional instructional aide who will push into classrooms to supervise and provide guided practice support to tier one students, while teachers provide tier two intervention/ reteaching.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	No Action	<ul style="list-style-type: none"> - Wonders Website - CCCS K-8 Needs Assessment 	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
	<p>ELSB Funded:</p> <p>By December 2021, we will complete a book study, developed and led by our early literacy coach, of Culturally and Linguistically Responsive Teaching and Learning and will implement responsive classroom practices for student success.</p> <p>(Books purchased with non-ELSB funds, but coach is funded through ELSB)</p>	<p>There are many different cultures and languages represented at our school. Our past CAASPP data shows that our male students of color and our EL students have larger gaps than their counterparts.</p> <ul style="list-style-type: none"> - Culturally and Linguistically Responsive Teaching and Learning 	<p>Our whole staff has recently been trained in identifying implicit bias within ourselves and our teaching practices. Many staff members participated in a book study of So You Want to Talk about Race. This book helped us create action items that will make our school more equitable and responsive to all student needs. One action item was to build our capacity in the area of culturally responsive teaching, which is what led to our plan for a second book study next year.</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 and the use of data to help identify and support struggling pupils.</p>	<p>OTHER Funding Source</p>	<p>As evidenced by our root cause analysis and needs assessment, our assessment systems have been incoherent and our ability to use data to change what we do is seen as an urgent need by many stakeholders, especially our instructional team.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>Our team identified a need for strengthened school-wide assessment protocols last school year, as many members of our team don't yet have the capacity to use data to drive instruction. Our coherent instructional framework and current process for cycles of inquiry were identified as a strength, so the foundation of this work is already in place. In addition to closing each cycle with student work analysis, we will triangulate our data and close cycles with more quantitative data to help identify and support struggling students within our RTI processes.</p> <p>Through June 2021, our whole team will continue to receive RTI training that will support our work in using data to help identify and support struggling students.</p>
<p>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.</p>	<p>ELSB Funded:</p> <p>By September 2021, teachers will receive comprehensive Wonders curriculum training and will receive on-going curriculum coaching throughout the 2021-2022 school year and beyond.</p>	<p>Root cause analysis and needs assessment revealed inconsistent tier one phonics instruction.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>Our team has varied experience and capacity to teach Wonders with fidelity. Some teachers are using materials they find online (Teachers Pay Teachers) and these materials do not offer students guaranteed, viable curriculum. Once we build teacher capacity to implement Wonders with fidelity, with emphasis on phonics instruction, our instructional team will be able to deliver coherent, effective phonics instruction and use data from Wonders embedded assessments to drive instructional decisions.</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.	ELSB Funded: <ul style="list-style-type: none"> - By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. - By August 2021, literacy coach will develop and monitor plan to include data collection and assess implementation of professional learning plan as well as cycles of improvement. - By August 2021, literacy coach will develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	As seen in our screening data, our root cause analysis, and our needs assessment, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant. Wonders and SIPPS Professional Learning Outline
	ELSB Funded: <ul style="list-style-type: none"> - By August 2021, purchase, schedule, and provide comprehensive Wonders curriculum training and provide initial and ongoing 	As seen in our root cause analysis and needs assessment, our capacity to provide effective ELA instruction using Wonders is limited. Our Tier 1 instruction for all students will be strengthened when	Every tier of our RTI pyramid must be prioritized for this work to have positive impact on student outcomes. Tier one instruction will improve as our ability to implement Wonders effectively improves. While the initial, comprehensive training for teachers

	<p>training and coaching of the curriculum throughout the implementation year.</p>	<p>our team is given the professional learning they need to implement Wonders with fidelity.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>will start the process of growing our capacity to teach ELA using Wonders with fidelity, ongoing professional learning and support from our instructional coach will strengthen implementation</p> <p>Wonders and SIPPS Professional Learning Outline</p>
	<p>OTHER Funding Source</p>	<p>As evidenced by our root cause analysis and needs assessment, our integrated ELD supports and instruction through GLAD are strong, but our designated ELD supports and instruction lack systems and use of guaranteed, viable curriculum.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>Our level one and two EL learners will receive designated ELD instruction (using Wonders ELD extension curriculum) thirty minutes per day during our universal access block. EL learners with greater mastery of English will receive integrated ELD instruction through GLAD thirty minutes each day from their classroom teachers.</p> <ul style="list-style-type: none"> - CCCS K-8 Master Instructional Schedule (Slide 5) <p>By August 2021, purchase ELD extension component of Wonders and provide initial and ongoing training and coaching of the curriculum throughout the initial year and beyond.</p> <p>By June 2022, implement universal access master schedule that includes thirty minutes of daily ELD pull-out instruction for EL students at levels one and two.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the</p>	<p>ELSB Funded: Through June 2023, early literacy coach will provide our instructional staff with comprehensive and ongoing iReady and DIBELS training on administration of assessments, how to interpret data, and how to use data to support students equitably.</p>	<p>As evidenced by our root cause analysis and needs assessment, our current diagnostic assessments (Renaissance Learning Reading and Math) don't give us data that aligns with CAASPP.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	<p>Our district has recently purchased iReady year. Our team has received basic training on how to administer the diagnostics and implement the personalized learning function. Site admin and our coach will provide ongoing training to support our instructional team in diving more deeply into iReady data and tools for student success.</p>

use of those assessment instruments.			Our coach will plan and deliver ongoing professional learning and coaching for DIBELS. Both DIBELS and iReady data will be used to place and move students within our RTI tiers and corresponding universal access classes.
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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 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	OTHER Funding Source	As evidenced by feedback from families and staff, our students with the biggest gaps need more instructional minutes to receive targeted interventions. <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis - CCCS K-8 Needs Assessment 	We will extend our school year this summer and the following two summers to provide instruction that will close learning gaps in reading. Students will complete iReady personalized reading modules and engage in small reading groups. Students will complete the iReady assessment at the end of summer learning to determine impact of our extended school year and programs. By June, 2021 and during the summers of 2022 and 2023, we will implement a summer learning program for our tier 2 and 3 students.
3.3b EXTENDED SCHOOL DAY Extended school day to	OTHER Funding Source	As evidenced by feedback from our school site council, families struggle to pick up their students after school and we don't have before and after	We will offer optional enrichment classes after school from 3:00 to 4:00 every day. Currently, we have teachers signed up to teach music, makerspace,

<p>enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>		<p>school care on site. As evidenced by our needs assessment, an extended school day would create more time for literacy instruction during the regular school day and provide classes that will enrich and extend learning after school.</p>	<p>sports, theater, and photography and will be paid per diem for teaching an additional hour each day. Literacy instruction will be woven into each enrichment class.</p> <p>By September 2021, we will implement an enrichment/ extended day program for an hour after school each day.</p>
<p>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.</p>	<p>OTHER Funding Source</p>	<p>As evidenced by our needs assessment, chronic absenteeism is often a barrier to students receiving the interventions needed to close achievement gaps, especially, but not limited to, gaps in phonemic awareness.</p> <ul style="list-style-type: none"> - CCCS K-8 Needs Assessment 	<p>We are currently in the process of developing an RTI system for attendance. Chronic absenteeism has always been a struggle for some of our students and their families; the pandemic has exacerbated existing challenges and created new ones. Our RTI system for attendance will be proactive, intentional, and restorative.</p> <p>By August 2021, we will design and implement a tiered system of intervention to address chronic absenteeism.</p>
	<p>OTHER Funding Source</p>	<p>Our root cause analysis revealed a lack of student reading engagement and that there is a need to strengthen our school-wide literacy culture.</p> <ul style="list-style-type: none"> - CCCS K-8 Root Cause Analysis 	<p>Teachers, individually, develop students' reading identities and instill the "why" for reading in our learners. Collectively, this is not happening and there is a need to create some coherence throughout our school in our literacy messaging and culture. We've developed a calendar of literacy event, both during and after school, for the 2021-2022 school year. During these events, we will engage all stakeholders in our development of equitable literacy outcomes.</p> <p>By June 2022 we will strengthen our literacy culture by developing and implementing school-wide monthly reading challenges, collaborative reading</p>

			activities, and Family Universities focused on literacy.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	Our district and school universally implement Capturing Kids' Hearts (CKH) and have purchased CKH plus next year, which will provide structure and ongoing support for coherent SEL instruction school-wide. We also implement restorative practices for conflict-resolution and behavior management. - CKH Website	Our capacity to provide strong SEL instruction and supports, both integrated and stand-alone, has been identified by our team and families as a strength.
3.3e EXPANDED ACCESS Expanded access to the school library.	OTHER Funding Source	As identified by our needs assessment, our students need to see themselves and where they come from in the books they read. - Scholastic Order 2021	We've already ordered books to address this need. By August 2021, we will purchase books for our school library that represent the cultural and linguistic diversity of our students, families and community.

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.	No Action	Trauma-informed practices and supports for pupils and families have been identified as a strength according to our root cause analysis. Our district is currently providing trauma-informed practices training to all employees and will finish training cycle next school year.	Our team has participated in books studies about trauma informed teaching practices and has developed their capacity to support students with past or present trauma. This spring, our district delivered the first in a series of four trauma-informed practices trainings to our whole staff.

		<ul style="list-style-type: none"> - Links to Trauma Informed Practices Presentations and Resources 	
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	No Action	We are increasing our counselors hours next year to support the mental health needs of our students. This is an area of strength at our school and was not identified as a need in our needs assessment. <ul style="list-style-type: none"> - CCCS K-8 Needs Assessment 	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.
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.	OTHER Funding Source	As evidenced by our needs assessment, we need a master schedule that reflects our priorities. We've designed universal access blocks for tier 3 reading interventions and push-in support from para educators for time to deliver tier two. <ul style="list-style-type: none"> - CCCS K-8 Needs Assessment 	Explanation and Rationale included in links: <ul style="list-style-type: none"> - RTI- Timeline and Step 1 - Universal Access/ RTI Master Schedule and Coherence Plan We will improve in reading intervention, starting with a focus on phonics and adjusting our focus at the end of each cycle of inquiry, by implementing a Response to Intervention (RTI) school-wide schedule and system with fidelity as measured by implementing and sustaining a reading RTI master schedule and eight week cycles of inquiry by June 2022.
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.	OTHER Funding Source	As evidenced by our needs assessment, we also need to grow our parent/ guardian capacity to nurture and support literacy at home. <ul style="list-style-type: none"> - CCCS K-8 Needs Assessment 	We will reference DIBELS and iReady data to develop literacy training for our families that builds their capacity to help partner with our school to close achievement gaps in reading. By June 2022, we will develop and facilitate three literacy-focused Family Universities to build the capacity of our parents/ guardians to develop a supportive literacy environment in the home.

<p>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.</p>	<p>OTHER Funding Source</p>	<p>As evidenced by our needs assessment, we also need to grow our parent/ guardian capacity to nurture and support literacy at home.</p> <ul style="list-style-type: none"> - CCCS K-8 Needs Assessment 	<p>We will reference DIBELS and iReady data to develop literacy training for our families that builds their capacity to help partner with our school to close achievement gaps in reading.</p> <p>By June 2022, we will develop and facilitate three literacy-focused Family Universities to build the capacity of our parents/ guardians to develop a supportive literacy environment in the home.</p>
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