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 - Bel Air Elementary

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

LEA/District: Mount Diablo Unified School District

LEA/District Contact/Project Director: Dawn Edwards, Assistant Director, Educational Services

Site(s): Bel Air Elementary

Site Administrator(s): Robert Humphrey

Early Literacy Team Member	Role (Include title and/or grade level)
Shelley Pho	TK Teacher (2020 - 2021)
Bonnie Sims	TK Teacher (2021 - Present)
Brenda Duenas	Kindergarten Teacher
Angela Tuatagaloa	1st Grade Teacher
Denielle Mason	2nd Grade Teacher (2021 - Present)
Danielle Icay	2nd Grade Teacher (2020 - 2021), 3rd Grade Teacher (2021 - Present)
Jennifer Dye	Reading Intervention Teacher
Eric Robertson	English Language Support Teacher
Joanie Cuneo	Instructional Coach, Elementary
Dawn Edwards	Assistant Director, Educational Services
Marji Calbeck	Director of Elementary Support

LITERACY ACTION PLAN - Bel Air Elementary

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Wonders / Heggerty Phonological Awareness / iReady/ Sight words	Dibels, Running Records (DRA), Illuminate, iReady, Wonders, Raz Kids,RAP
	Language Comprehension	Wonders / iReady	Dibels, Running Records (DRA), Illuminate, iReady, Wonders, Raz Kids
	English Language Development	Wonders / Imagine Learning	ELPAC, ADEPT, Wonders, Imagine Learning
Tier 2: Targeted, Supplemental Supports	Small Group Support	Heggerty Phonological Awareness/Sight words	Dibels, Running Records (DRA), Illuminate, iReady, Wonders, Raz Kids, Teacher informal observation
	Leveled Reading Groups	Wonders Intervention Leveled Readers / ELD Leveled Readers, Raz Kids/Sight words	Dibels, Running Records (DRA), Illuminate, iReady, Wonders, Raz Kids, Teacher informal observation
Tier 3: Intensive, Individualized Supports	Reading Small group / Individual Intervention	Wilson / David Kilpatrick/Sight words	Core Phonics Survey, Wilson, David Kilpatrick,Sight words
	ELD Newcomer Intervention	Grammar Gallery	ELPAC, ADEPT, Imagine Learning

Link to Grades TK/K–3 Master Instructional Schedule

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
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.	**Overview:** On December 16th the principal attended the first ELSBG session. During the next meeting on January 14th, the principal was informed that he must build a school based team that included teachers, support teachers and district support. The site literacy team consists of teachers representing TK, Kindergarten, 1st Grade, 2nd Grade, our Reading Intervention teacher, our English Language Support Teacher, an English Language Arts district-wide Teacher on Special Assignment (TOSA), the Assistant Director of Educational Services and the Director of Elementary Support. The site literacy team met on January 28th to begin the 9-session process. All team members attended each session. During these sessions, we had time as a team to work through the process. Our first 3 sessions focused on Evidenced-Based Reading Instruction and Assessment. Using the Word Catcher Process, we focused and reflected on Word Recognition, Language Comprehension and Text Selection. Our next step was to synthesize the information gathered in Sessions 1 - 3 and we began to focus on a Root Cause Analysis in sessions 4 and 5 (more information in section 1.2 below). Then, in sessions 6 and 7 we worked on our Needs Assessment. Based on the data and information gathered in our Root Cause Analysis and Needs Assessment, we were able to create our 3 SMARTe Goals. The SMARTe Goals were presented to members of the Site Council for 2 consecutive months. Additionally, the goals were presented to all staff at 2 separate staff meetings in May. Time was allotted for questions, clarification and discussion.	[Word Recognition Note Catcher](#) [Language Comprehension Note Catcher](#) [Text Selection Note Catcher](#)

	ELSBG Team meetings: Starting in February, our site-based team began meeting between the ELSBG sessions. During these meetings,we reviewed our work from the previous sessions and added or updated our notes / information as needed. Additionally, we began to prepare for the next session by making sure we had all the necessary data and documents ready. Evidence of consultation with stakeholders, including school staff and school leaders can be found in the ELSBG Team Meetings link in the next column. This same team also attended 6 PD sessions together and there was time during each of these sessions for discussion and collaboration. The team also spent time together continuing these conversations after the PD sessions. **Staff Meetings:** After completing a rough draft of our SMARTe Goals, the goals were presented to the staff in May on two separate occasions and time was allocated for questions and discussion. **Site Council Meetings:** After completing a rough draft of our SMARTe Goals, the goals were presented to the School Site Council in April and May and time was allocated for questions and discussion. **Other:** Due to various reasons, we were unable to create and establish a PTA. We are working with the local PTA officials to establish an active PTA in the Fall. Additionally, due to various reasons, we were unable to create and establish an ELAC. We are working with the district support personnel to establish an active ELAC in the Fall.	Team Notes ELSBG Team Meetings May 5, 2021 Staff Meeting May 26, 2021 Staff Meeting April Site Council Meeting April Site Council Minutes May Site Council Meeting May Site Council Minutes
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	On March 11 2021, we began to uncover and explore the underlying causes of our student data. We agreed on the following problem statement; "Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade."	

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.	We began this process by spending time during 3 consecutive ELSBG Sessions taking a deeper dive into Word Recognition, Language Comprehension and Text Selection. During the Word Recognition Session, we reflected on our current school data in the areas of: Phonological Awareness, Letter Knowledge, Sight Word Recognition, Decoding / Encoding, and Screening for Word Recognition. We examined our current curriculum / program and discussed whether or not we had sufficient data to show student progress. Additionally, we engaged in a Team Synthesis and we discussed possible shifts that we need to make. Additionally, during the Language Comprehension Session, we went through the same process as we did in the Word Recognition Session. The difference being, of course, that we focused on the following areas of Language Comprehension: Literacy Knowledge, Background Knowledge, Vocabulary Knowledge, Language Structures, Verbal Reasoning and Support and Monitoring Language Comprehension. Finally, during the Text Selection Session, we went through the same process as we did in the Word Recognition Session. The difference being, of course, that we focused on the following areas of Text Selection: Text for Language Comprehension, Text for Word Recognition and Monitoring Fluency. These three sessions allowed us time as a team to individually reflect on our current curriculum and methods of assessment and data collection. Then, we were able to synthesize our individual reflections and agree on shifts that we might make in order to enhance instruction or monitoring in order to ensure every student develops proficiency in each of the three areas discussed above. Using our Jam Board, we posted our findings based on the information gathered in our note catchers. We included anecdotal information, experiential information as well as thoughts and ideas we captured on the Note Catchers. Once we had all of our thoughts and ideas on the board, we	Word Recognition Note Catcher Language Comprehension Note Catcher Text Selection Note Catcher Final Bel Air ELSBG Root Cause Analysis

	began to categorize them into three 5 areas: Instruction / Collaboration, Assessments, Pacing / Consistency, Materials and Supplies, and Outside of our control. The interesting piece during this process was that when it came time to identify things within and outside of our locus of control, the majority, if not all of our posts were within our locus of control. To me, this is very important and quite telling about the staff and the team as a whole. We take ownership and responsibility for the academic progress of our students. We have spent lots of time discussing factors and excuses over the past few years. We know the challenges we face and we are well aware of what we can and cannot control. Based on our careful examination of the information in the Note Catchers as well as the posts on the Jam Board, we were able to synthesize data into our 3 SMARTe Goals. Evidence of consultation with stakeholders, including school staff and school leaders can be found in the ELSBG Team Meetings link in the next column. This same team also attended 6 PD sessions together and there was time during each of these sessions for discussion and collaboration. The team also spent time together continuing these conversations after the PD sessions. The Root Cause Analysis was presented to the staff in May on two separate occasions and time was allocated for questions and discussion. The Root Cause Analysis was presented to the School Site Council in April and May and time was allocated for questions and discussion.	 ELSBG Team Meetings May 5, 2021 Staff Meeting May 26, 2021 Staff Meeting April Site Council Meeting April Site Council Minutes May Site Council Meeting May Site Council Minutes
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level	Using the data from multiple sources, we began the next step in the process by doing a Needs Assessment.	Final Bel Air ELSBG Root Cause Analysis

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.	In Session 6, we reviewed the information and data we had collected during our Root Cause Analysis (3 Note Catchers and the Root Cause Analysis) as well as our DIBELS data and iReady data. Based on that data, we began to draft our 3 SMARTe Goals, Our first SMARTe Goal is strictly focused on assessment and data collection. As a team, we were engaged in a thoughtful conversation regarding where we need to start. We agreed that we can't begin to look at instruction or even instructional materials for that matter if we do not have a common assessment that provides valid and reliable results across TK - 3rd Grade. From there, we focused on our 2nd SMARTe Goal which is focused on building capacity and more specifically using the Cycle of Inquiry (or a similar model) to process and analyze the data we have collected. In order to achieve this goal, we focused on the 4 categories under the SMARTe Goal; Assessment Instruments, Curriculum and Materials, Professional Development and Support Personnel. We have done some work in the area of data collection and reflection but it remains an area of focus for our site. Once we are able to implement a school wide assessment tool, we need to be able to closely examine the data we collect and make informed decisions on how to best meet the nerds of our students. Finally, after much discussion, we were able to write a 3rd SMARTe Goal with the focus on exploring supplemental programs and resources. We agreed that before making any purchases or changes to our current program, we need to be sure all staff are trained and familiar with the various components of our current program (Wonders). Evidence of consultation with stakeholders, including school staff and school leaders can be found in the ELSBG Team Meetings link in the next column. This same team also attended 6 PD sessions together and there was time during each of these sessions for discussion and collaboration. The team also spent time together continuing these conversations after the PD sessions.	DIBELS Overall iReady Scores SMARTe Goals ELSBG Team Meetings May 5, 2021 Staff Meeting May 26, 2021 Staff Meeting

	The Needs Assessment and proposed expenditures were presented to the staff in May on two separate occasions and time was allocated for questions and discussion.	April Site Council Meeting April Site Council Minutes
	The Needs Assessment and proposed expenditures were presented to the School Site Council in April and May and time was allocated for questions and discussion.	May Site Council Meeting May Site Council Minutes

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 Priority Cluster from the original Jam Board	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
Collection of valid and reliable literacy data for TK-3	Note Catcher Data, Screening data, our Root Cause Analysis and our needs assessment revealed inconsistent use of reliable assessments, materials used, and low student performance across the grades.	Word Recognition Note Catcher Language Comprehension Note Catcher Text Selection Note Catcher Final Bel Air ELSBG Root Cause Analysis	1.We will improve our TK - 3 collection and analysis of valid, predictive & reliable data by administering and analyzing phonemic awareness and phonics data as measured by multiple assessments including, but not limited to, Dibels assessments three times a year. Evidence of data collection will be measured by the implementation and adherence to a year-long assessment calendar, teacher collection forms, and data conference schedules by June 2022.	Based on current data, we expect to see a minimum of 15% academic student growth and a long term goal of 30% plus growth each year as measured by our DIBELS assessments with 100% TK - 3 participation. ● PLC, grade-level collaboration agenda and minutes ● DIBELS administration training and implementation ● Participation in Running Records training for teachers ● Classroom implementation observation data

				● iReady diagnostic data ● Curriculum-embedded formative assessment data ● DIBELS Training / PD Data collection
Systematically use Cycles of Inquiry (PDSA) to analyze data to inform and adjust instruction in foundational skills.	Root cause analysis and needs assessment revealed inconsistent use of reliable assessments, materials used, and low student performance across the grades, specifically in foundational skills. Additionally, lack of a schoolwide data analysis method and evaluation indicates this as a need.	Word Recognition Note Catcher Language Comprehension Note Catcher Text Selection Note Catcher Final Bel Air ELSBG Root Cause Analysis	2.Based on the information gathered from engaging in short-term Cycles of Inquiry (Plan - Do - Study - Act), we will improve our knowledge / teacher understanding & skill in implementing an explicit systematic foundational skills program (Wonders) with fidelity, across TK - 3 classrooms and provide additional training and professional development as needed. Evidence of implementation will be measured by our year-long professional development calendar, input / feedback from coaches, collaborative lesson plans, and peer observations by the end of December 2022.	● Cycle of Inquiry process / training outcomes. ● PLC, grade-level collaboration agenda and minutes ● Participation in additional implementation training ie: LETRS, Wilson, SIPPS, CKLA ● CORE PD ● Supplemental assessment materials training ● Cycle of Inquiry Templates (P-D-S-A) / data ● Data collection and reporting tools ● Wonders training / PD
Based on results from Goals 1 and 2, we will investigate and determine if a supplemental foundational skills program is needed to improve student achievement.	Data collection, Note Catcher process / data, and our Needs Assessment indicate that we need to implement further training and professional development with our current ELA / ELD program (Wonders) and that we need to explore and possibly purchase and implement supplemental materials to support academic progress for all students.	Final Bel Air ELSBG Root Cause Analysis	3. We will explore the possibility of purchasing and implementing a Supplemental / Foundational Skills support program. (The following list shows options that we will explore and not necessarily purchase / implement). This includes, but is not limited to SIPPS, Heggerty Phonemic Awareness Curriculum, Open Court, David Kilpatrick, Fundations / Wilson. Implementation will include materials, supplies and professional development by June of 2024 and will be measured by training attendance, professional	● Cycle of Inquiry process (P-D-S-A) / outcomes ● Assessment Evaluation Training / PD ● Implementation Program professional development ● PLC, grade-level collaboration agenda and minutes ● Data gathered from use of / piloting various programs with valid, reliable data in improving student foundational skills. ● Wonders Training PD

		development, and budget expenditures.	

2.3 Expenditures Consistent with Categories [Link to ELSB Budget documents](#)

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

Where we are spending the money

Needs to be linked directly to category 2

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

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	In support of goal 1, we will hire at least 1 additional Intervention Teacher to provide support to TK - 3 teachers with assessments, data collection and program implementation by September 2021. In addition, we will partially fund an existing district-level TOSA to provide direct support to the staff and students of Bel Air Elementary.	As seen in our screening data ([DIBELS](#)), our Root Cause Analysis ([Final Bel Air ELSBG Root Cause Analysis](#)), and our Needs Assessment (see section 1.3 above), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	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 ongoing formative assessment, analyzation of data and lesson planning to support all students. An Intervention Teacher will be utilized to coach teachers and provide support with assessments, analyzation of data, and lesson planning.

			In addition, we will partially fund an existing district-level TOSA to provide direct support to the staff and students of Bel Air Elementary.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	In support of Goal 2, we will purchase materials and supplies and provide professional development for AVID CRT (Culturally Relevant Teaching) implementation.	AVID CRT (Culturally Relevant Teaching) is an extension of the main AVID Program that Bel Air is in its 3rd year of implementation. With more than 3 decades of research, AVID proves that low-income students from limited educational backgrounds in their homes, communities and schools can succeed at the highest levels. AVID CRT uses the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning more relevant.	Our school will be implementing a district approved program that includes culturally responsive curriculum and instruction. We are focused on improving and deepening our implementation of the program.
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, evidence of data collection will be measured by the implementation and adherence to a year-long assessment calendar, teacher collection forms, and data conference schedules by June 2022. Additionally, teachers will participate in the CORE PD. Additionally, evidence of implementation will be measured by our year-long professional development calendar, input / feedback from coaches, collaborative lesson plans, and peer observations by the end of December 2022. In our first year, our Literacy Team will attend the CORE PD. In years 2 and 3, we will expand the training across grades TK - 3rd.	● DIBELS administration training / PD ● Running Records training for teachers ● CORE PD ● Cycle of Inquiry (P-D-S-A) process / data analysis training ● Additional Wonders Assessment Training / PD ● Additional assessment training if identified as a need ie: LETRS, Wilson, SIPPS, CKLA ● Assessment Training / PD ● PLC, grade-level collaboration agenda and minutes ● Stipends, Subs ● Wonders Training / PD	Based on the data and information gathered in our Note Catchers and Root cause analysis, teachers need additional training in the use and implementation of our core ELA / ELD program (Wonders) as well as effective classroom strategies that increase student outcomes.
3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF	In support of goals 2 and 3, TK - 3 teachers will commit to engaging in short-term Cycles of Inquiry, we will improve our knowledge / teacher understanding & skill in implementing Wonders	● DIBELS administration training / PD ● Running Records training for teachers ● CORE PD	Based on the data and information gathered in our Note Catchers and Root cause analysis, teachers need additional training in the use and implementation of our core ELA / ELD program

DATA	and an explicit systematic foundational skills program with fidelity, across TK - 3 classrooms.	● Cycle of Inquiry (P-D-S-A) process / data analysis training ● Additional Wonders Assessment Training / PD ● Program professional development ● PLC, grade-level collaboration agenda and minutes ● Stipends, Subs ● Wonders Training / PD	(Wonders) as well as effective classroom strategies that increase student outcomes.
Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.			

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
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.	As stated in Goal 3, in year 2 we will provide additional professional development with our current program (Wonders) and we will explore the possibility of purchasing and implementing a Supplemental / Foundational Skills support program.	Bel Air is currently using Wonders, our district adopted curriculum. However, if it is determined through our data collection /PDSA cycles that we need to purchase additional materials, we will engage in the district approved process of piloting and, if applicable, the purchase of new materials. Professional development and training will also be needed for effective implementation.	● Wonders Training / PD ● Training / PD for new program / materials

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.	We are currently using iReady diagnostics and lessons. We will begin DIBELS implementation in the Fall of 2021.	As stated in Goal 1, we will improve our TK - 3 collection and analysis of valid, predictive & reliable data by administering and analyzing phonemic awareness and phonics data. We will use iReady to assess our students and use the data during our PDSA days to guide our instruction.	We will use ELSBG funds to provide iReady training / PD and purchase materials / subscriptions / on-line access for all students.. We will continue with iReady and begin implementation of DIBELS in the Fall. We will need training / PD for staff to provide effective implementation of DIBELS.

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.	In support of Goal 2, we are offering a Summer Program to support Literacy. Additionally, we have an After School Program being offered to our students.	We are offering a district sponsored / funded Summer Program. Our After School Program is provided by the district.	Our Summer Program is already provided and funded by the district. Additionally, we have an After School Program that provides opportunities to improve student access to literacy instruction.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the	We have allocated funding for teachers to provide afters school literacy support.	Our district offers additional support for students after school.	We have an After School Program that provides opportunities to improve student access to literacy instruction. Additionally, our English Learner

classroom or library models to support expanded literacy instruction.			Department provides opportunities for students to receive support after school.
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.	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions.	We have PBIS strategies and programs in place that address disciplinary practices. We work with the district on improving attendance with support from Student Services. Tier 1 PBIS Handbook	We do not need to create an action item around the provision of culture and climate because these supports are already provided through our school and district. Additionally, we are focusing on the implementation of AVID CRT, as mentioned in category 3.1b.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to support SEL.	Our district currently provides training and professional development around SEL. SEL Presentation	We do not need to create an action item around the provision of SEL resources because these supports are already provided through our school and district.
3.3e EXPANDED ACCESS Expanded access to the school library.	No action	Students are able to access the library on selected days when our school Librarian is on campus (district funded). Library Prep Schedule	We do not need to create an action item regarding expanded access.

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.	We will continue to work with the MDUSD Equity Department to develop and implement programs and trauma-informed practices	Mental health resources are provided through our school and district. SEL Presentation District Counseling Services	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.
3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	We will work with our Librarian and our after school program to explore, improve and expand literacy instruction.	Mental health resources and support are provided through our school and district. District Counseling Services	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.	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to support	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. Tier 1 PBIS Handbook	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.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	We will continue to work with our site and district parent liaisons and Community Service Assistants to provide opportunities for parent / family support in literacy.	Our district currently has programs in place to support parents and to provide literacy training.	Our district currently has programs in place to support parents and to provide literacy training.
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.	We will continue to improve parent and community engagement through multiple venues (Site Council, PTA, etc).	We are in the process of reestablishing our PTA. We have parent representation on our Site Council. We have Parent - Teacher Conferences at the end of the 1st Trimester (November / December). We use Parent Square to communicate with all families.	We are in the process of reestablishing our PTA. We have parent representation on our Site Council. We have Parent - Teacher Conferences at the end of the 1st Trimester (November / December).