

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: Barstow Unified

LEA/District Contact/Project Director: Jamie Fisher, Director ISS

Site(s): Crestline Elementary

Site Administrator(s): Cari Mauldin Malcolm Norman, Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Cari Mauldin Malcolm Norman	Principal
Jamie Fisher	LEA
Doreen Leon	Kinder
Carissa Hill	First
Kristine Utter	Second
Melissa Teran-Milton	Third

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	Wonders Curriculum, iReady,	Wonders, DRA, Sight Word, Phonemic Awareness Inventory, iReady
	Language Comprehension	Wonders, iReady	Wonders, DRA, iReady
	English Language Development	Wonders	
Tier 2: Targeted, Supplemental Supports	Reading Comprehension	Wonders supplemental supports, iReady	
Tier 3: Intensive, Individualized Supports	Foundational Skills	Corrective Reading	

https://docs.google.com/document/d/1k1slHvUx61a6zApgjUtGZv1rR1u9HIKR_di7HTfKDkU/edit?usp=sharing Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)

Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT 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>The team met with the Kinder through Third grade teachers and discussed our findings and got input on our plan. Teachers were receptive and excited to receive the training and increase their knowledge. ELAC met and parents liked the plan and requested that we look at including books that have both English and Spanish sent home so they can read with their students as well. School Site Council attempted to hold two meetings. Both times, parents did not show after confirming they would be there so no input from the SSC is available at this time. We will attempt to meet again to inform them of the grant and where we are.</p>	<p>Copy of Agenda 04/28/21 Copy of ELAC Meeting minutes 04/29/21 Copy of ELAC Meeting Agenda 04/29/21 Copy of Minutes SSC 05/11/21</p>
<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>The team looked at current DRA scores and letter/sight word recognition assessment results. We determined a lack of knowledge in these areas for our students. We then looked at our master schedule and teaching practices. Crestline Elementary is in the process of looking at equity within all systems and procedures due to the Office of the Attorney General's stipulated judgment. We found that there is room for improvement for all students.</p>	<p>Copy of Copy of 20-21 DRA Scores Assessments used at site Master Schedule Stipulated Judgment (Final Judgment 9-1-20).pdf ESLB RCA Fishbone Activity</p>

<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>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 we found that we were lacking in instruction time in these areas. We also saw that we did not have a consistent procedure or expectation for giving assessments. Student data from DRA and sight words showed that a majority of students were below grade level and needed intervention to improve reading scores. One of the strengths of our school is the willingness of all staff members to learn new strategies and implement them. Another strength is that our curriculum has the needed materials and we have the staff needed and able to be put in place and implement these changes. This process has shown that we are ready to tighten up our practices. Crestline staff is cohesive and willing to take risks to support student learning. There is consistency in our staff and low turnover rates, smaller class sizes, and a safe school climate.</p> <p>https://docs.google.com/document/d/1DPhyDoje9atgLcEigliBqtKeClycy70sK7JMIuD-CHg/edit?usp=sharing</p>	<p>Copy of Copy of 20-21 DRA Scores Copy of Staff List</p>

including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.		
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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
Example: Provide explicit, systematic phonics instruction	Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.	Screening data shows low student performance. [Insert Link] Link to needs assessment and root cause analysis provided	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions • By the first month of school, groups formed based on placement data 	<ul style="list-style-type: none"> • PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data
Example: Provide explicit, academic vocabulary instruction.	Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.	Example: Screening data revealed low student scores in vocabulary across K–3. [Insert Link] Link to needs assessment and root cause analysis	Example: <ul style="list-style-type: none"> • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up 	Example: <ul style="list-style-type: none"> • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic

			<i>sessions</i>	Vocabulary Toolkit) ● ELPAC data
1. <i>Improve student Oral Reading Fluency through instruction practices</i>	Root cause analysis and needs assessment revealed that delivery of sight word, fluency and vocabulary instruction is not consistent, and students performed below grade level at all grades.	DRA and sight word list assessment showed low student performance.	We will improve student Oral Reading Fluency by increasing instruction in sight words and fluency as measured by an increase of 60% growth on the school wide sight word list (Fry) and 60% the Fluency assessment in Wonders Curriculum by 70% of students in K-3 by May of 2024.	ELSB PD Plan.docx PLC agendas and notes Classroom Observation Data
2. <i>Improve consistency in giving assessments and data analysis</i>	Root cause analysis and needs assessment revealed that teachers were not consistent in which assessments or sight word list they used and grade levels did not do data analysis and use findings to drive instruction and interventions.	Assessments used in classrooms, lack of PLC time dedicated to data analysis as evidenced in grade level meeting notes and agendas	We will improve in consistency in giving to students and evaluating, DRA, Wonders fluency and Frye sight word assessments by creating procedures and training staff on how to analyze	PLC Agendas Student Wonders Fluency Data Student Fry Sight Word Data Grade Level Intervention Plans

			and use data for better instruction as measured by training agendas, PLC notes and student data collection forms by end of first trimester 2021/22 school year.	
3. <i>Improve DRA scores through guided reading practices</i>	Root cause analysis and needs assessment revealed that guided reading groups are not being utilized in grades K-3 consistently in all classrooms.	Lesson plans and admin observations showed that guided reading groups were not done in all classrooms. Even though we had implemented the EXCEL leveled reading model, many teachers were using that time to teach whole class and not guided reading groups.	We will improve student DRA scores by implementing guided reading practices in all K-3 classes as measured by classroom observations, lesson plans and 70% of students will show growth of 6 levels on the DRA assessment by May 2023.	PD Plan Teacher Lesson Plans Classroom Observation Notes DRA scores every 6 weeks after implementation
[Insert additional rows as needed for additional goals.]				
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.)

<p>Category 1 Descriptors</p>	<p>Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>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>
<p>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.</p>	<p>Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p>	<p>Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p>	<p>Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p>
	<p>Literacy Coach</p> <p>For the 2022-2023 school year, hire a Literacy Coach in district or contract with an external Literacy Coach to provide reading and literacy coaching and training for all K-3 teachers.</p> <p>For the 2022-2023 school year, maintain two part-time paraeducator positions to work with students through the K-3 teachers and the site (Title I) Academic Intervention Specialist.</p>	<p>We are in the process of writing the job description for this position with the district. The literacy coach will assist teachers in implementing all trainings in the classroom. He or she will also support teachers in giving assessments and looking at the data from those assessments.</p> <p>Board-approval of in-district or contracted Literacy Coach within the first trimester of the 2022-2023 school year. The two part-time reading paraeducators were not originally part of the LAP but were part of the Proposed Budget. Crestline was</p>	<p>Our school has a Title I Reading Intervention Teacher and 4 Title I paraeducators that will be utilized to support our initiative.</p> <p>Board-approval of an in-district or contracted Literacy Coach within the first trimester of the 2022-2023 school year. Maintain the two part-time paraeducator positions for the 2022-2023 school year.</p>

		able to fill the two positions. This part of the Action Item is being updated to reflect those positions and align with the Proposed Budget.	
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): No action	Example (rationale): [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link] Link to needs assessment indicating not a priority	Example (rationale): Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
	No action needed	Due to our judgment from the OAG's office, our district is providing strategies in culturally responsive instructions	Provided through our CRPBIS
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 goal 1, by September 1, 2022, a PD plan will be developed in cooperation with the San Bernardino County Office of Ed to provide training to teachers on instructional strategies for Oral Reading Fluency and Sight Word Recognition during the 2022-2023 school year. By September 1, 2023, contract with the San Bernardino County Superintendent of Schools (SBCSS) to develop a professional development plan to provide training to teachers on instructional strategies for Oral Reading Fluency and Sight Word Recognition during the 2022-2023 school year.	Per our root cause analysis and needs assessment, effective strategies for teaching oral reading fluency and sight word recognition are needed for students to be able to become strong readers. This Action Item is intended for the 2022-2023 school year and is in the process of being carried out.	According to our DRA and Sight Word assessments, many of our students are scoring below grade level on fluency. Sight word recognition assessments show that many students are struggling with basic word recognition. Board-approval of a Crestline/SBCSS Reading PD contract for the 2022-2023 school year and conducting the scheduled PD sessions throughout the school year.
	In support of goal 3, by September 1, 2024, a PD plan will be developed in cooperation with Scholastic Reading to provide training on guided reading strategies and practices during the 2024-2025 school year.	Per our root cause analysis and needs assessment, guided reading strategies are not utilized in the classroom.	According to our DRA scores, many of our students are scoring below grade level and are not showing adequate growth. ELSB PD Plan.docx Copy of Crestline Elementary Daily Schedule

	<p>By September 1, 2022, a PD plan will be developed in cooperation with Scholastic Reading to provide training on guided reading strategies and practices during the 2022-2023 school year.</p>	<p>Due to staffing shortages in the 2021-2022 school year, Crestline was unable to provide the substitute teachers necessary to properly implement the training associated with Scholastic Guided Reading. This Action Item is being carried forward to Year 2.</p>	<p>Board-approval of a Crestline/Scholastic Guided Reading professional learning plan for the 2022-2023 school year and implementation of the plan throughout the school year.</p>
	<p>In support of goal 1, by September 17, 2021, Data Analysis of the first Sight Word and Oral Fluency assessments will be completed and an intervention plan will be written and turned in by each grade level Kinder through 3rd.</p> <p>By September 16, 2022, Data Analysis of the first Sight Word and Oral Fluency assessments will be completed, and an intervention plan will be written and turned in by each K-3 Grade Level Team.</p>	<p>Per our root cause analysis and needs assessment, data analysis is not done regularly and is not used to drive instruction.</p> <p>This Action Item needs to be conducted yearly since it applies to new groups of students each year. The Action Item is being carried forward to Year 2.</p>	<p>Data analysis and using it to drive instruction has not been done with consistency at our school and is an area that needs improvement.</p> <p>ELSB PD Plan.docx</p> <p>Data analyses for each K-3 grade level and intervention plans are completed by September 2022.</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>In support of goal 1 by September 1, 2024, all staff in grades Kinder through Third will be trained on how to use the newly created Fluency and Sight Word Assessment Procedures.</p> <p>By September 1, 2022, all staff in grades Kinder through Third will be trained on how to use the newly created Fluency and Sight Word Assessment Procedures.</p>	<p>Per our root cause analysis and needs assessment, there is inconsistency in how assessments are given and scored. This has an effect on data analysis at grade level meetings.</p> <p>The K-3 staff needs refresher training on how to use the Fluency and Sight Word Assessment Procedures. This Action Item is being carried forward to Year 2.</p>	<p>According to discussions with teachers, not all teachers are giving the same assessments nor are they giving them in the same way.</p> <p>All K-3 teachers will be properly trained on how to administer fluency and sight word assessments by September 2022.</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.)

<p>Category 2 Descriptors</p>	<p>Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>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>
<p>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.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p>Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>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.</p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning 	<p>Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p>Example (action item): Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support</p>

	<p>plan as well as cycles of improvement.</p> <ul style="list-style-type: none"> By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</p>	<p>their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p>
	<p>By March 30, 2022 we will purchase books that are culturally diverse, represent our population and bilingual for library, classroom and distribution use. This supports our goal for increasing fluency and our goal to for guided reading. We will also purchase books for teachers to use for read-alouds and that support their training from the San Bernardino County Office of Ed.</p> <p>We will purchase books that are culturally diverse, represent our population and bilingual for library, classroom and distribution use. This supports our goal for increasing fluency and our goal to for guided reading. We will also purchase books for teachers to use for read alouds and that support their training from San Bernardino County Superintendent of Schools.</p>	<p><u>PD Plan</u></p> <p>This Action Item is a yearly planned action and budgeted item and will be carried forward to Year 2.</p>	<p>By purchasing culturally diverse books, we will be more intentional in being responsive to the cultures of our students and help them feel more included and represented.</p> <p>Purchase of culturally diverse books for classroom libraries and for teacher lesson in read alouds and fluency.</p>
	<p>By March 30, 2022 we will purchase leveled reading books for teachers to use during guided readings groups.</p>	<p>See ELSB proposed budget.</p>	<p>Leveled reading books will allow teachers more options that meet students' interest level.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p>	<p>Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district</p>

Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		Or, <i>[Insert Link]</i> link to needs assessment indicating not a priority.	<i>already provided training regarding the use of the assessments.</i>
	No Action	The team decided to use the assessments included in our Wonders adoption and the DRA assessments provided by the district.	Training will be provided by our staff and district personnel at no cost to the site.

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' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	After school tutoring No Action	Per our needs assessment and root cause analysis, we have students that need more intervention and support than we can provide during the school day.	Extra support for struggling students is needed and there is not always time during the day to provide

		Afterschool tutoring and intervention is provided at the District level.	The district provided funding for afterschool tutoring through the Expanded Learning Opportunities Grant.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<i>Example (rationale):</i> No action	<i>Example (rationale):</i> [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link], link to needs assessment indicating not a priority.	<i>Example (rationale):</i> Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
	No Action	Save The Children After School Intervention Program is at our site.	For 9 years, we have had Save The Children After School Intervention Program on our site. This program focuses on reading intervention for students.
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 purchase read aloud books, library/classroom library books and books to be sent home that better reflect our student population.	Classroom library inventories	We found that our curriculum lacks in books and stories that have cultural diversity and girl empowerment.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning	No Action	SEL is part of our Daily Schedule as well as the many components of Capturing Kids Hearts. Copy of Crestline Elementary Daily Schedule	We are a Capturing Kids Hearts school which includes specific SEL strategies. Our district also provides a separate SEL program for our teachers and students to use.

approaches, including restorative justice.			
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action	Library is part of the After School Program as well as being open for all kids daily during lunch.	We have recently purchased several books for our library using CSI funds in the last two years.

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)	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.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	<p>Example (action item):</p> <ul style="list-style-type: none"> By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families. 	<p>Example (action item):</p> <p>As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>Example (action item):</p> <p>Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</p>

	<p>By May of 2022, we will develop a plan for supporting families who are experiencing trauma and difficulties.</p> <p>No Action</p>	<p>Our root cause analysis and needs assessment show that we have students that due to the pandemic are struggling with stress and isolation.</p> <p>This Action Item is being addressed at the district level and will not be an action item moving forward.</p>	<p>Students and families are struggling with the changes in the last year of online and distance learning and pandemic related issues. Supporting students and families through these issues will help students be ready and able to learn.</p> <p>Provide Crestline families that are experiencing difficulties and trauma with information and resources through the site counselor, district Peer Counselor, Outreach Liaison, Child and Welfare Attendance Office, Supportive School Climate Office, and Pupil Services.</p>
<p>3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>	<p><i>Example (rationale):</i> No action</p>	<p><i>Example (rationale):</i> [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources. Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p><i>Example (rationale):</i> We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</p>
	No Action	Paid for by district LCAP funds.	District provided a site counselor to support our students.
<p>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.</p>	<p>30 minute intervention block built into the day.</p> <p>No Action</p>	<p>Per our needs assessment and root cause analysis, we have students who need reading intervention.</p> <p>This Action Item did not need to be part of the plan since the site already has an embedded 30-minute intervention block built into the schedule. Crestline will continue with this model for the 2022-2023 school year.</p>	<p>Intervention time is needed in the school day as many of our students struggle to stay after school.</p> <p>Continue Crestline's Daily Schedule with embedded 30-minute intervention block throughout the 2022-2023 school year.</p>

<p>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.</p>	<p>Each trimester a parent engagement night will be held to support student literacy. Students will be given books and parents will be given tools and strategies to use with their students at home. 1st trimester Literacy Night 2nd trimester Sight Word Fair 3rd trimester Family Reading Night</p>	<p>Per our DRA assessment questionnaire, students report that they do not have books to read at home and parents need support with reading strategies.</p>	<p>Studies show that students that read 20-30 minutes daily increase their reading ability and vocabulary.</p>
<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>Latino Family Literacy class will be offered in the 2021-2022 We will purchase supplemental materials for Crestline families to support the Latino Family Literacy Project classes offered by the district for the 2022-2023 school year.</p>	<p>ELAC parents have requested more support with reading with their students at home Since the Latino Family Literacy Project is a district initiative, Crestline will use the ELSB grant to supplement the site's families with literacy materials in coordination with what they learn from the trainings.</p>	<p>Providing training and opportunities to read with students increases family support and engagement. Purchase supplemental materials for Crestline families who are part of the Latino Family Literacy Project.</p>
	<p>African American Literacy class will be offered. in 2021-2022.</p>	<p>Per our review of SWIS data and the high suspension rate among our African American students, we want to create a better relationship with our families through the use of literacy and time spent together. https://drive.google.com/file/d/1Hv2UWozYsuxLV3V-x0k2RLk77GBmC6B0/view?usp=sharing This Action Item is a yearly planned action and budgeted item and will be carried forward to Year 2.</p>	<p>Parent engagement and feelings of being part of a school help student achievement and behavior. This program will support our African American families and students. Provide African American Literacy class to families.</p>