

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA’s website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to ELSBGrant@cde.ca.gov between **June 30, 2022** and **July 31, 2022**.

LEA Name: Stockton Unified

Program Lead: Lori Arzadon Email/Phone: larzadon@stocktonusd.net / 209-598-7293

Fiscal Lead: Select to enter text.

Email/Phone: Select to enter text.

Eligible Participating School(s) – select box next to the site for which this report applies:

<input type="checkbox"/> 1. Alexander Hamilton	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

LEA URL for public posting of ELSB Grant Reports: Select to enter text.

NOTE: Please indicate N/A in all sections that do not apply.

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1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	PBIS PLUS Surveys		<p>Our school, while following the District plan, has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, a Child & Welfare Social Worker Assist, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we did not include it in our action plan.</p> <p>PLUS School Site District PBIS Resources District PBIS Website Site Based PBIS Committee Hamilton Counseling Services</p>	As noted in our Early Literacy Support Block (ELSB) Literacy Action Plan (LAP), school climate was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.
Social-emotional learning	Second Step Curriculum		Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is	As noted in our Early Literacy Support Block (ELSB) Action Plan, social-emotional learning was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.

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			<p>staffed with two full-time Counselors and a full-time Mental Health Clinician.</p> <p>Second Step Implementation Student Support Services</p>	
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider (per CAASPP results). Hamilton’s Site Team identified that too few of Hamilton students are able to read and comprehend complex grade-level texts by the end of their respective grade levels (K-3). Also, those students rarely overtake this disparity and reach grade level due to the lack of explicit phonics instruction in 2nd and 3rd grade.</p> <p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic 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.</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed:</p> <ol style="list-style-type: none"> the lack of explicit, academic phonics instruction for gradesTK-3. <i>While this need was eventually MET with SIPPS Purchases, due to the late release of ELSB funds we did not receive our materials and teachers were not trained until January 2022. Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District’s COVID restrictions and protocols, we were not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. However, our 3rd grade teachers, who had in their possession SIPPS materials from previous purchases and gave SIPPS instruction to their students all year, were able to see student academic progress according to their students SIPPS Levels.</i>

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			<p>The development of strategies and implementation of evidence-based academic supports, will support Hamilton's ability to establish protocols to prescribe the correct intervention and to respond when the data supports or contradicts the intervention.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p>	<ol style="list-style-type: none">2. the inability to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition. <i>During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Our LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District's system, While extremely time consuming and without the possibility of having a teacher substitute to assist, all Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report. Hamilton considers this need of the LAP as MET.</i>3. the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3. As seen in the Hamilton Bell Schedule 2021-2022, an intervention/academic support time was built into the school's Master Schedule. Hamilton considers this need in the LAP as MET.4. a summer school program that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills,
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				including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students. <i>This need, as noted in the LAP, will be completed during Year 2, thus Hamilton will consider this need as UNMET,</i>
Experience of families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	<p>Hamilton teachers have multiple systems in place for communicating student academic progress, including but not limited to phone calls, emails, physical notes, Zoom meetings, Class Dojo, Seesaw, Google Classroom. Hamilton school also incorporates messages with Peach Jar, Blackboard messaging, newsletters, and the marquee.</p> <p>In addition, Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>	<p>Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would attend in-person classes, meetings, workshops, both academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant. Hamilton will consider this need as UNMET.</p>

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
	Select to enter text.	Select to enter text.	Hamilton Elementary historical data shows that students in the	The Hamilton Site Team, throughout the Root Cause

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<p>Pupil performance data in ELA</p>			<p>primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p>	<p>Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p>
<p>Data on effective practices (<i>reference previous chart</i>)</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to close the achievement gap.</p>

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				BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic
<p>Data on ineffective practices (<i>reference previous chart</i>)</p>	Select to enter text.	Select to enter text.	<p>Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The current curriculum has not produced academic success in literacy, nor developed our students ability to read grade-level texts by the end of their respective grade levels.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p>
<p>Equity and performance gaps</p>	Select to enter text.	Select to enter text.	<p>The LEA uses the i-Ready diagnostic to assess student academic performances as related to grade-level standards. After the diagnostic assessment, i-Ready provides an instructional pathway for students based on their diagnostic performance given 3x each academic school</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum, Benchmark Advance, the i-Ready Assessment data indicated that Hamilton’s K-3</p>

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			<p>year. i-Ready is to meet each individual student’s needs and help improve their performance with individualized lessons to be done independently.</p>	<p>students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to close the achievement gap. The i-Ready pathway is not proving to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p>
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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Hiring of literacy coaches or instructional aides to provide support to struggling pupils,	Goal #1 - hire support personnel, an instructional assistant, to work with students in TK-3, focusing specifically on foundational reading skills using the SIPPS curriculum. The Support Personnel will attend	A majority of our TK–3 students are testing below proficiency in phonemic awareness and phonics according to our diagnostic data. We need to become more targeted in our instructional groupings of	<p>Hamilton’s Instructional Assistant began with the Letter Naming component of the SIPPS program.</p> <p>Transitional Kindergarten (TK) - Fall 2021 data shows that only 3</p>	The LAP rationale was for the instructional assistant to give students access to the SIPPS curriculum. It took time for in-depth training, but she began her work year with the Letter Naming component of the

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<p>including, among others, bilingual reading specialists to support English learner programs.</p>	<p>SIPPS Virtual Workshops, as included in the Budget Plan, attend any additional in-person or virtual ongoing professional development and have access to the SIPPS Virtual Coach.</p>	<p>students so that they can be placed in differentiated groups based on ongoing formative assessment data. Support personnel will be utilized to ensure that all students have access to the SIPPS curriculum.</p> <p>Due to the late release of the ELSB funds, Hamilton was not able to hire an instructional assistant until after Trimester 1. Her first date of work was 11-15-2022.</p>	<p>students knew 21-26 lower case letter names and 2 students knew 21-26 uppercase letter names. TK's letter naming data significantly increased with all 20 students, 100% of the grade level, being able to identify 21-26 lower and uppercase letter names.</p> <div data-bbox="1234 568 1539 755"> <table border="1"> <caption>TK Test A Upper Case Letters</caption> <thead> <tr> <th>Group</th> <th>Score 1</th> <th>Score 2</th> <th>Score 3</th> </tr> </thead> <tbody> <tr> <td>1-0</td> <td>5</td> <td>2</td> <td>0</td> </tr> <tr> <td>11-20</td> <td>8</td> <td>2</td> <td>0</td> </tr> <tr> <td>21-26</td> <td>1</td> <td>13</td> <td>20</td> </tr> </tbody> </table> </div> <div data-bbox="1234 787 1539 974"> <table border="1"> <caption>TK Test B Lower Case Letters</caption> <thead> <tr> <th>Group</th> <th>Score 1</th> <th>Score 2</th> <th>Score 3</th> </tr> </thead> <tbody> <tr> <td>1-0</td> <td>6</td> <td>1</td> <td>0</td> </tr> <tr> <td>11-20</td> <td>6</td> <td>5</td> <td>0</td> </tr> <tr> <td>21-26</td> <td>3</td> <td>11</td> <td>20</td> </tr> </tbody> </table> </div> <p>Kindergarten (K) - Fall 2021 data shows that only 5 students knew 21-26 lower case letter names and 6 students knew 21-26 uppercase letter names. K's letter naming data significantly increased with 50 students, 83% of the grade level, being able to identify 21-26 lower case letters and 55 students, 90% of the grade level, being able to identify 21-26 uppercase letter names.</p>	Group	Score 1	Score 2	Score 3	1-0	5	2	0	11-20	8	2	0	21-26	1	13	20	Group	Score 1	Score 2	Score 3	1-0	6	1	0	11-20	6	5	0	21-26	3	11	20	<p>SIPPS program. By the end of the year, she was able to pull her own SIPPS groups for instruction as seen in her schedules. With her skill set, knowledge and training, she will be providing additional opportunities for Hamilton students to access the SIPPS curriculum.</p> <p>While we consider the addition of our instructional assistant a Positive Outcome, it seems to open up a need for additional support personnel. We will be transitioning from a part-time bilingual instructional assistant to a full-time instructional assistant in order to try and replicate the same results for our English Language Learners (ELL). Also, Hamilton students have shown a need to practice their fluency, as prescribed by the SIPPS program. Thus, the Hamilton Site team determined the need for students to have more access to literature. Their ability to take home and read books of their own choosing and reading ability promotes language acquisition. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and</p>
Group	Score 1	Score 2	Score 3																																	
1-0	5	2	0																																	
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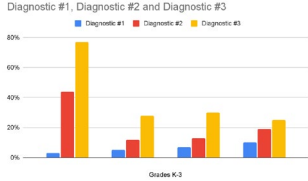
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			<p>Test B Lower case Letter Name Kinder</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1-10</td> <td>40</td> </tr> <tr> <td>11-20</td> <td>14</td> </tr> <tr> <td>21-26</td> <td>2</td> </tr> <tr> <td>untested</td> <td>0</td> </tr> </tbody> </table> <p>Test A Upper Case Letter Name Kinder</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1-10</td> <td>26</td> </tr> <tr> <td>11-20</td> <td>12</td> </tr> <tr> <td>21-26</td> <td>4</td> </tr> <tr> <td>untested</td> <td>0</td> </tr> </tbody> </table>	Group	Score	1-10	40	11-20	14	21-26	2	untested	0	Group	Score	1-10	26	11-20	12	21-26	4	untested	0	<p>to give feedback to teachers about their student's academic reading ability.</p>
Group	Score																							
1-10	40																							
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<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, the development of strategies to provide culturally responsive curriculum and instruction was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>																				
<p>Evidence-based professional development for teachers, instructional</p>	<p>Goal #2 -Hamilton will create and establish a literacy professional development plan (including OERA and LETRS training) to work with teachers in grades TK–3, school leaders,</p>	<p>While CORE Learning would provide Online Elementary Reading Academy (OERA) training for 9 teachers (5 for the 21-22 school year and 4 additional teachers for the 22-</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that</p>	<p>With the knowledge gained from the Professional Development courses and training, teachers improved their knowledge of the science of reading, the components of Scarborough's</p>																				

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<p>aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils</p>	<p>instructional coach/program specialist, and instructional assistants, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>23 school year), Hamilton decided to fill all 9 spots this school year. The Hamilton Site team decided that ALL TK-3rd grade teachers, including the Program Specialist, Instructional Coach, should be invited to attend, so that all members were provided with the same instruction on how to implement an explicit systematic foundational reading program. Also, the team agreed that all teachers should be provided focused training on the components of the foundational reading standards to build capacity. Hamilton teachers participated and completed CORE's OERA training. 15 of the 16 school personnel invited received their completion certificates.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education's Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <p>Grades K-3 students scored significantly higher from Diagnostic #1 to #3. While this information was not surprising and well within the scope of our prediction of what would happen when we created the LAP, what was especially with their year round SIPPS intervention Hamilton's 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close the achievement gap.</p>	<p>Rope, instructional strategies and improved practices, the use of data to make informed intervention decisions and how to screen/prescribe and administer said intervention.</p> <p>With the Metrics listed, we consider our results to be a Positive Outcome. However, Hamilton would like to build upon these gains and look forward to new information, the development of skills, and the improvement of practice through the LETRS training for school years 2022-2023 and 2023-2024. The LEA will also be purchasing Heggerty Phonics and Phonemic Awareness, while also providing professional development for those teachers. Hamilton will continue to work with Collaborative Classroom in perfecting our SIPPS instruction and with other components of a balanced reading program.</p>
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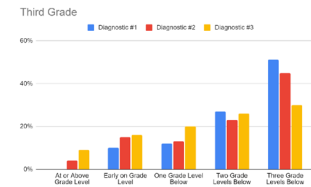
			<table border="1"> <caption>Third Grade Performance Data</caption> <thead> <tr> <th>Category</th> <th>Diagnostic #1 (%)</th> <th>Diagnostic #2 (%)</th> <th>Diagnostic #3 (%)</th> </tr> </thead> <tbody> <tr> <td>At or Above Grade Level</td> <td>0</td> <td>5</td> <td>10</td> </tr> <tr> <td>Early on Grade Level</td> <td>10</td> <td>15</td> <td>18</td> </tr> <tr> <td>One Grade Level Below</td> <td>12</td> <td>15</td> <td>20</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>25</td> <td>22</td> <td>25</td> </tr> <tr> <td>Three Grade Levels Below</td> <td>50</td> <td>45</td> <td>30</td> </tr> </tbody> </table>	Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)	At or Above Grade Level	0	5	10	Early on Grade Level	10	15	18	One Grade Level Below	12	15	20	Two Grade Levels Below	25	22	25	Three Grade Levels Below	50	45	30	
Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)																									
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Two Grade Levels Below	25	22	25																									
Three Grade Levels Below	50	45	30																									
<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>	<p>Goal #2 -Hamilton will create and establish a literacy professional development plan (including OERA and LETRS training) to work with teachers in grades TK–3, school leaders, instructional coach/program specialist, and instructional assistants, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>While CORE Learning would provide Online Elementary Reading Academy (OERA) training for 9 teachers (5 for the 21-22 school year and 4 additional teachers for the 22-23 school year), Hamilton decided to fill all 9 spots this school year. The Hamilton Site team decided that ALL TK-3rd grade teachers, including the Program Specialist, Instructional Coach, should be invited to attend, so that all members were provided with the same instruction on how to implement an explicit systematic foundational reading program. Also, the team agreed that all teachers should be provided focused training on the components of the foundational reading standards to build capacity. Hamilton teachers participated and completed CORE's OERA training. 15 of the 16 school personnel invited received their completion certificates.</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p> <table border="1"> <caption>Grade K-3 Performance Data</caption> <thead> <tr> <th>Diagnostic</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Diagnostic #1</td> <td>6</td> </tr> <tr> <td>Diagnostic #2</td> <td>22</td> </tr> <tr> <td>Diagnostic #3</td> <td>40</td> </tr> </tbody> </table> <p>Grades K-3 students scored significantly higher from Diagnostic #1 to #3. While this information was not surprising and well within the scope of our prediction of what would happen when we created the LAP, what</p>	Diagnostic	Percentage (%)	Diagnostic #1	6	Diagnostic #2	22	Diagnostic #3	40	<p>With the knowledge gained from the Professional Development courses and training, teachers improved their knowledge of the science of reading, the components of Scarborough's Rope, instructional strategies and improved practices, the use of data to make informed intervention decisions and how to screen/prescribe and administer said intervention.</p> <p>With the Metrics listed, we consider our results to be a Positive Outcome. However, Hamilton would like to build upon these gains and look forward to new information, the development of skills, and the improvement of practice through the LETRS training for school years 2022-2023 and 2023-2024. The LEA will also be purchasing Heggerty Phonics and Phonemic Awareness, while also providing professional development for those teachers. Hamilton will continue to work</p>																
Diagnostic	Percentage (%)																											
Diagnostic #1	6																											
Diagnostic #2	22																											
Diagnostic #3	40																											

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		<p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education’s Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>was especially profound with their year round SIPPS intervention Hamilton’s 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close the achievement gap.</p>	<p>with Collaborative Classroom in perfecting our SIPPS instruction and with other components of a balanced reading program.</p>
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
	Goal #3 - 1. Purchase SIPPS curriculum, including	The Hamilton Site Team, throughout the Root Cause Analysis and Needs	Teachers received professional development in January 2022 and were supported by the	Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive

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<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p>supplies and materials to support program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <ol style="list-style-type: none"> 2. develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement. 3. develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Assessment process, the analysis revealed that The current curriculum has not produced academic success in literacy, nor developed our students ability to read grade-level texts by the end of their respective grade levels. Hamilton purchased the systematic foundational skill program SIPPS for implementation for the 2021-2022 school year.</p>	<p>instructional coach with observations and feedback.</p> <p>TK-3rd grade teachers, the instructional coach and the program specialist were provided focused training on the components of the foundational reading standards to build capacity. They participated and completed CORE's OERA training. 15 of the 16 school personnel invited received their completion certificates.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education's Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	<p>SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January. Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District's COVID restrictions and protocols, we were not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. While the instruction and professional development was restricted in timing, Hamilton considers this a Positive Outcome.</p>
<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</p>	<p>Goal #3 - Purchase an online assessment storage (ESGI) in order to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition.</p> <p>District provides and collects data from diagnostic and curriculum assessments but our</p>	<p>As seen in our screening data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], supports the purchase and use of an online assessment tool to track and analyze student academic progress.</p>	<p>Our LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District's system, While extremely time consuming and without the possibility of having a teacher substitute to assist, <u>all</u></p>	<p>During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Though the CORE assessments results are stored in the LEA's Illuminate program, teachers do not currently have access to all student data, thus the continued use of ESGI is still needed. In ESGI, students will be able to</p>

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	needs assessment indicates that a common online assessment storage (ESGI) to track all TK-3 students and their intervention assessments and data is a high priority to support our goal of schoolwide assessment and documentation to guide our intervention instruction.		<p>Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report.</p> <p>In addition, the Hamilton Site Team participated in the Sacramento County Office of Education’s Plan-Do-Study-Act (PDSA) series of Professional Development. This information was explicitly shared with each grade at Collaboration meetings and Data Team Meetings.</p>	transfer student data to their class for the 2022-2023 school year. Teachers will have access to <i>all</i> assessment results for their future class. Hamilton considers this a Positive Outcome.
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address ***pupil supports***. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils’ access to literacy instruction	Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.	As seen in our Diagnostic data [i-Ready Diagnostic #3 Results , our End of Year i-Ready Data Analysis], our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase	No Metrics Yet	Per the LEA’s understanding, Hamilton’s summer school opportunity for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.

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	<p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p>		
<p>Extended school day to enable implementation of</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our</p>	<p>No Action</p>	<p>No Metrics</p>	<p>No Outcome</p>

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<p>breakfast in the classroom or library models to support expanded literacy instruction</p>	<p>needs assessment [Needs Assessment], implementation of an extended school day is not a priority.</p> <p>Our school currently offers extended school day learning opportunities through our Academic hour led by classroom teachers and our Afterschool Program led by classified staff, therefore we are not including it in this action plan.</p>			
<p>Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil’s time in school</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], strategies to improve school climate is not an urgent need at this time.</p> <p>Our school has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance, reducing discipline practices, and both in- and out-of-school suspensions, therefore we are not including it in this action plan.</p>	<p>No Action</p>	<p>No Metrics</p>	<p>No Outcome</p>
	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data</p>	<p>No Action</p>	<p>No Metrics</p>	<p>No Outcome</p>

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<p>Strategies to implement research-based social-emotional learning approaches, including restorative justice</p>	<p>Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], implementing research-based, social emotional learning is not a priority.</p> <p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles.</p>			
<p>Expanded access to the school library</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], expanding access to the school library is not a priority.</p> <p>Our school currently has a full-time librarian and classes have the ability to visit and check-out library books bi-weekly, therefore we are not including it in this action plan for the 2021-2022 academic school year.</p>	<p>No Action</p>	<p>No Metrics</p>	<p>No Outcome</p>

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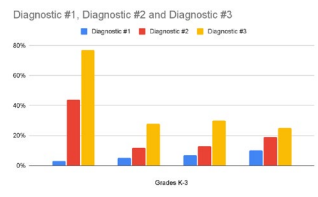
6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **family supports**. [SB98 Sec113 (b)(e4A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], developing and implementing a trauma-informed practice is not a high priority at this time.</p> <p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p>	No Action	No Metrics	No Outcome
Provision of mental health resources to support pupil learning	<p>The District has allocated funds for Hamilton’s mental health resources. As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis,</p>	No Action	No Metrics	No Outcome

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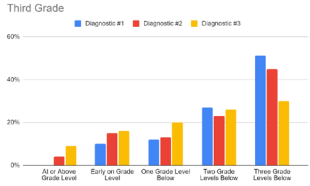
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	<p>our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment] indicates that this is not a priority.</p> <p>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p>											
<p>Strategies to implement multi-tiered systems of support and the response to intervention approach</p>	<p>Goal #3 - Provide initial training in the use of the SIPPS Curriculum and collaboratively design a plan and system to assess students, diagnose and assign an intervention and analyze student assessment data for ongoing responses to the intervention.</p> <p>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our Diagnostic 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. The development of strategies and implementation of evidence-</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], the ability to implement multi-tiered systems of support and the response to intervention is an urgent need.</p> <p>Hamilton purchased the systematic foundational skill program SIPPS for implementation for the 2021-2022 school year. TK-3 teachers were given professional development opportunities for the SIPPS intervention in January. All present students were assessed with the SIPPS</p>	<p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at or above grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>  <table border="1"> <caption>Grades K-3 i-Ready Diagnostic Scores</caption> <thead> <tr> <th>Diagnostic</th> <th>Percentage of Students</th> </tr> </thead> <tbody> <tr> <td>Diagnostic #1</td> <td>6%</td> </tr> <tr> <td>Diagnostic #2</td> <td>22%</td> </tr> <tr> <td>Diagnostic #3</td> <td>40%</td> </tr> </tbody> </table> <p>Grades K-3 students scored significantly higher from</p>	Diagnostic	Percentage of Students	Diagnostic #1	6%	Diagnostic #2	22%	Diagnostic #3	40%	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January. Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction. Also, due to the District's COVID restrictions and protocols, we were not allowed to platoon students. With that being the case, we had to purchase additional SIPPS materials to accommodate teachers having multiple levels of SIPPS curriculum, which did not occur until February 2022. This gave our kindergarten classes only 10 weeks of SIPPS intervention. While the</p>
Diagnostic	Percentage of Students											
Diagnostic #1	6%											
Diagnostic #2	22%											
Diagnostic #3	40%											

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	<p>based academic supports, will support Hamilton’s ability to establish protocols to prescribe the correct intervention and to respond when the data supports or contradicts the intervention.</p>	<p>placement test. After assessment, the teachers along with the instructional coach and program specialist, analyzed the data to determine groups and instructional SIPPS levels.</p> <p>Hamilton’s SIPPS data was also used during the SAP process for those students who responded and did not respond to intervention.</p>	<p>Diagnostic #1 to #3. This information was not surprising and well within the scope of our prediction of what would happen when LAP was created.</p> <p>With their year round SIPPS intervention Hamilton’s 3rd graders started to close the achievement gap. IAs shown in the chart below, the 3rd graders began the school year at 0% at or above grade level. This number not only increased to 9% but the average of at, above or early on grade level raised to 25%. Hamilton student results show that they are <i>beginning</i> to close the achievement gap.</p>  <table border="1"> <caption>Third Grade Student Performance Data</caption> <thead> <tr> <th>Category</th> <th>Diagnostic #1 (%)</th> <th>Diagnostic #2 (%)</th> <th>Diagnostic #3 (%)</th> </tr> </thead> <tbody> <tr> <td>At or Above Grade Level</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Early on Grade Level</td> <td>10</td> <td>15</td> <td>15</td> </tr> <tr> <td>One Grade Level Below</td> <td>15</td> <td>20</td> <td>20</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>25</td> <td>25</td> <td>25</td> </tr> <tr> <td>Three Grade Levels Below</td> <td>45</td> <td>40</td> <td>30</td> </tr> </tbody> </table>	Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)	At or Above Grade Level	0	0	0	Early on Grade Level	10	15	15	One Grade Level Below	15	20	20	Two Grade Levels Below	25	25	25	Three Grade Levels Below	45	40	30	<p>instruction and professional development was restricted in timing, Hamilton considers this a Positive Outcome. Hamilton looks forward to beginning the 2022-2023 academic school year with the multi-tiered support system.</p>
Category	Diagnostic #1 (%)	Diagnostic #2 (%)	Diagnostic #3 (%)																									
At or Above Grade Level	0	0	0																									
Early on Grade Level	10	15	15																									
One Grade Level Below	15	20	20																									
Two Grade Levels Below	25	25	25																									
Three Grade Levels Below	45	40	30																									
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need.</p>	<p>No Metrics Yet</p>	<p>Per the LEA’s understanding, Hamilton’s summer school opportunity for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>																								

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	<p>reasoning, and literacy knowledge.</p> <p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p>		
	<p>Goal #4 - Hamilton will prepare a summer school opportunity for TK-3 students and their families</p>	<p>As seen in our Diagnostic data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data</p>	<p>No Metrics Yet</p>	<p>Per the LEA's understanding, Hamilton's summer school opportunity as writing in the LAP</p>

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<p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs</p>	<p>that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p> <p>A majority of our K–3 students are testing below proficiency in vocabulary, comprehension in both Literature and Informational Text according to our Diagnostic data. While we will address student needs during the school day, Hamilton students and their families need an additional learning program not included in the instructional calendar year to support our goal of creating family partnerships that specifically targets foundational phonics intervention and literacy skills including concepts of print, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p>	<p>Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton students and their families need an expanded learning program beyond the regular school year is an urgent need. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</p> <p>For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p> <p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide</p>		<p>for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p> <p>Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would attend in-person classes, meetings, workshops, both academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant. Hamilton will consider this need as UNMET.</p>
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		<p>range of genres beginning with Hamilton's 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p> <p>Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>		
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7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	PBIS PLUS Surveys		Our school, while following the District plan, has been focused on school culture and climate. Hamilton has two full-time counselors, a PLUS team, a Child & Welfare Social Worker Assist, as well as a PBIS Committee to focus on improving school climate, pupil connectedness, attendance,	As noted in our Early Literacy Support Block (ELSB) Literacy Action Plan (LAP), school climate was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the

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			<p>reducing discipline practices, and both in- and out-of-school suspensions, therefore we did not include it in our action plan.</p> <p>PLUS School Site District PBIS Resources District PBIS Website Site Based PBIS Committee Hamilton Counseling Services</p>	<p>grant and is not considered an unmet need. Hamilton will continue to follow the LEA program on campus through the life of the LAP 2024.</p>
Social-emotional learning	Second Step Curriculum		<p>Our school district has adopted a core-curriculum, research-based Social-Emotional (Second Step) to address student needs. Stockton Unified offers training and professional development on lesson instruction using the SEL curriculum and has previously offered training using restorative circles. Hamilton is staffed with two full-time Counselors and a full-time Mental Health Clinician.</p> <p>Second Step Implementation Student Support Services</p>	<p>As noted in our Early Literacy Support Block (ELSB) Action Plan, social-emotional learning was not indicated on our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], so it was found not to be an urgent need at this time, is not supported in the grant and is not considered an unmet need.</p>
Experience of pupils below grade-level standard on the ELA content standards	Benchmark Advance Tier 1 Core Curriculum i-Ready Pathways	Lack of Tier 2 and Tier 3 Curriculum	<p>Hamilton Elementary historical data shows that students in the primary grades (per Curriculum assessments and i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The</p>	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until</p>

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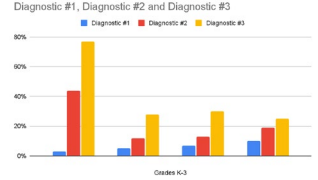
(REV. 04/2022)

			<p>achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider.</p> <p>During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction. For the 2021-2022 academic school year, Hamilton added and implemented a common intervention time on the master schedule, purchased the SIPPS curriculum to provide Tier 2 intervention, and hired an instructional assistant to help support students scoring below grade level standards.</p> <p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at, above or early on grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>	<p>there was formal training, which did not occur until January. Our 1st and 2nd grade teachers only gave 16 weeks of SIPPS instruction and the kindergarten classes only 10 weeks of SIPPS intervention. While the instruction was restricted in timing, Hamilton considers this a Positive Outcome though the program was not implemented in grades K-2 in the way it was intended.</p> <p>The LEA, after our LAP was approved, is purchasing SIPPS for all LEA schools. The LEA will support Hamilton, who has already purchased what it needs, with SIPPS supplemental materials - fluency practice libraries. Hamilton will need additional professional development on the use of these libraries and additional instructional support.</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

			 <p>BOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf EOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf</p>	
<p>Families of pupils below grade-level standard on the ELA content standards</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Hamilton teachers have multiple systems in place for communicating student academic progress, including but not limited to phone calls, emails, physical notes, Zoom meetings, Class Dojo, Seesaw, Google Classroom. Hamilton school also incorporates messages with Peach Jar, Blackboard messaging, newsletters, and the marquee.</p> <p>In addition, Hamilton has a full-time bilingual Parent Liaison that establishes and holds parent training, workshops and coffee hours. The liaison also has the ability to refer parents/families to resources available within the community.</p>	<p>Hamilton did have a variety of Parent Meetings virtually, including Parents by Choice “Positive Parenting” series, Dignity Health “Diabetes Workshop” series, SUSD’s “Parent Project” series, but attendance was extremely low. Historically, parents/families would attend in-person classes, meetings, workshops, both academic and community-based consistently.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant. Hamilton will consider this need as UNMET.</p>

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				<p>The Parent Liaison will schedule a series of training and workshops for Coffee Hour Wednesdays. The instructional coach and program specialist will periodically check-in with the parent liaison for opportunities to share academic strategies with parents and families. This will also include the Latino Literacy Project as an English as a Second Language (ESL) program for parents, of which Hamilton had previously been provided through the LEA's Language Development Office.</p> <p>Per the LEA's understanding, Hamilton's summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>
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8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

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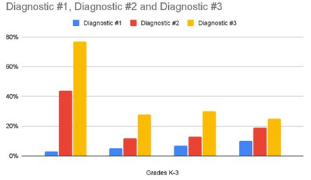
(REV. 04/2022)

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
<p>Pupil performance data in ELA</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction. For the 2021-2022 academic school year, Hamilton added and implemented a common intervention time on the master schedule, purchased the SIPPS curriculum to provide Tier 2 intervention, and hired an instructional assistant to help support students scoring below grade level standards.</p> <p>In Fall 2021, as shown in the chart below as columns (blue), grades K-3 had an average 6% of at, above or early on grade level on the i-Ready Diagnostic #1. For Diagnostic #2, that average increased to 22% at, above or early on grade level (red). In Spring 2022, grades K-3 students averaged 40% at, above or early on grade level on the i-Ready Diagnostic #3.</p>	<p>During the writing of the Literacy Action Plan (LAP), our intentions were to track and analyze student academic progress for all students in ESGI, an electronic warehouse. Though the CORE assessments results are stored in the LEA's Illuminate program, teachers do not currently have access to all student data, thus the continued use of ESGI is still needed. In ESGI, students will be able to transfer student data to their class for the 2022-2023 school year. Teachers will have access to all assessment results for their future class. Hamilton teachers, while appreciating the compiled data in one place, would appreciate finding ways to minimize the time dedicated to the input of data.</p> <p>While the LEA has instituted the CORE assessments, Hamilton teachers need practice deriving what the data is showing and how to use this information to drive instruction in the classroom. Hamilton will need to increase ELSB collaboration meetings to have these conversations with the</p>

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			 <p>Diagnostic #1, Diagnostic #2 and Diagnostic #3</p> <p>Grades K-3</p> <p>BOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf EOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf</p> <p>The LEA has established a system to administer and track TK-3 academic progress on CORE assessments. During the 2021-2022 academic school year, administering the assessments was optional but our Hamilton Site Team decided to move forward and use the District's system, While extremely time consuming and without the possibility of having a teacher substitute to assist, <u>all</u> Hamilton TK-2 students that were present were given the assessments as seen in the following Spring Scores on CORE Assessments report. LEA and site data can also be found on the 2021-2022 Core Assessments Dashboard.</p>	<p>administrators, instructional coach, and program specialists. Due to the lack of teacher substitute shortage and LEA directions, Hamilton was not able to allow for teacher released academic conferences where grade level teachers review and discuss student data.</p> <p>Also, with the ability to begin Tier 2 intervention instruction in September 2022, Hamilton anticipates that the number of students performing at, above or early on grade level (as measured on the i-Ready diagnostic) will increase by Spring 2023 thus closing the achievement gap even more.</p>
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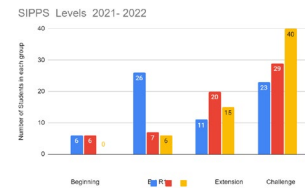
Implementation Year 1: 2021–22

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With their year round SIPPS intervention Hamilton's 3rd graders, Hamilton also assessed ***all*** present students as prescribed in the SIPPS intervention program.

Beginning	every 10 lessons
Extension	every 5 lessons
Plus	every 5 lessons
Challenge	every 10 lessons

The chart below shows the 3rd grade SIPPS data and student movement. In Fall 2021, there were no students that were pre-assessed as being in the Challenge level, but in Spring 2022 there were 40 students.



As seen in the following chart, the Challenge level correlates closest to 3rd grade level.

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			<p style="text-align: center;">SIPPS Instruction & Intervention Correlate to Grade Level</p> <table border="1"> <thead> <tr> <th>Level</th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td>✓</td> <td>S</td> <td>S</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extension</td> <td></td> <td>✓</td> <td>S</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Challenge</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> </tr> <tr> <td>Plus</td> <td></td> <td></td> <td></td> <td></td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> <td>S</td> </tr> </tbody> </table> <p style="text-align: center;">SIPPS</p>	Level	K	1	2	3	4	5	6	7-8	9-12	Beginning	✓	S	S	S						Extension		✓	S	S						Challenge			✓	✓	S	S	S	S	S	Plus					S	S	S	S	S	
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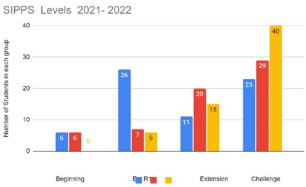
(REV. 04/2022)

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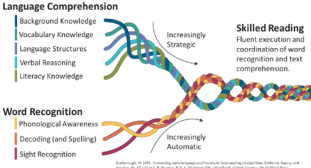
(REV. 04/2022)

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<p>Data on ineffective practices (<i>reference previous chart</i>)</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Hamilton Elementary historical data shows that students in the primary grades (per i-Ready diagnostics) consistently are underperforming in early literacy and foundational skills. The</p>	<p>Hamilton’s primary focus for Year 1 of the LAP was on foundational reading skills, particularly the bottom portion of Scarborough’s Rope - Phonological Awareness,</p>																																																		

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			<p>achievement gap begins in kindergarten, continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider. During the 2020-2021 academic school year, Hamilton consistently implemented the District adopted curriculum Benchmark Advance and i-Ready lessons for all ELA instruction.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p> <p>With the addition of a Tier 2 intervention program such as SIPPS, Hamilton was able to increase the number of K-3 students at, above or early on grade level and begin to close the achievement gap in phonological awareness, phonics and high frequency words, but students did not make as significant gains in vocabulary and comprehension in literature or informational text.</p> <p>BOY 21-22 diagnostic- results reading hamilton- elementary- school 06082022.pdf EOY 21-22 diagnostic- results reading hamilton- elementary- school 06082022.pdf</p>	<p>Decoding and Sight Word Recognition. Hamilton students benefited and showed academic growth as seen measured on the i-Ready diagnostic.</p>  <p>As Hamilton students increase their ability to decode and read grade-level text, Hamilton will move to address not only the upper portion of Scarborough's Rope Language Comprehension but also fluency in Year 2 and Year 3 of the LAP.</p> <p>An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction. For the summer school opportunity, Hamilton purchased Being a Reader in order for teachers to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences. Hamilton plans on targeting students' academic needs for Hamilton's K-2 students.</p>
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				<p>For the summer school opportunity, Hamilton purchased Making Meaning in order for teachers to provide students with research-based, whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres beginning with Hamilton’s 3rd graders.</p> <p>Hamilton teachers, instructional coach and program specialist will be given the opportunity for professional development with both programs.</p> <p>Per the LEA’s understanding, Hamilton’s summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>
<p>Equity and performance gaps</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>The LEA uses the i-Ready diagnostic to assess student academic performances as related to grade-level standards. After the diagnostic assessment, i-Ready provides an instructional pathway</p>	<p>The Hamilton Site Team, throughout the Root Cause Analysis and Needs Assessment process, the analysis revealed that despite using the District adopted ELA curriculum,</p>

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			<p>for students based on their diagnostic performance given 3x each academic school year. i-Ready is to meet each individual student's needs and help improve their performance with individualized lessons to be done independently. LEA require students to complete 50+ minutes per week of their individualized pathway.</p> <p>Students receive Tier 2 SIPPS intervention based on individual student needs for all of Hamilton's student populations. In the 2022-2023 academic school year, students will receive a full year of the program and we anticipate increased academic performance.</p>	<p>Benchmark Advance, the i-Ready Assessment data indicated that Hamilton's K-3 students were still performing below grade level and the achievement gap continued to widen throughout the grade levels. The use of ONLY Benchmark Advance and i-Ready resources for Tier 2 or 3 literacy intervention is not allowing our students to close the achievement gap. The i-Ready pathway is not proving to increase scores in foundational reading skills such as phonological awareness and decoding.</p> <p>BOY 20-21 Reading Diagnostic EOY 20-21 Reading Diagnostic</p> <p>With the addition of a Tier 2 intervention program such as SIPPS, Hamilton was able to increase the number of K-3 students at, above or early on grade level and begin to close the achievement gap in phonological awareness, phonics and high frequency words, but students did not make as significant gains in vocabulary and comprehension in literature or informational text.</p>
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				BOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf EOY 21-22 diagnostic- results reading hamilton- elementary- school_06082022.pdf
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9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>By September 2023, we will fund collaboration and release time for teachers, instructional coach/program specialist to collaborate around the data and instruction as well as attend professional development provided by District, SIPPS, CORE, and LETRS. All TK-3</p>	<p>By September 2023, we will fund collaboration and release time for teachers, instructional coach AND program specialist to collaborate around the data and instruction as well as attend professional development provided by District, SIPPS, CORE, and LETRS. All TK-3 teachers, instructional coach AND program specialist will learn the components of reading instruction for all students, including English Language</p>	<p>As seen in our screening data [i-Ready Diagnostic #3 Results], our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], Hamilton needs to increase student access to targeted, evidence-based foundational reading skills instruction, including letter recognition, phonological awareness, decoding and spelling, and sight word recognition.</p>	<p>LETRS will support our needs assessment goal #2 by training our staff that provides high quality literacy teaching training.</p> <p>“Combining the science of reading with high-quality professional learning and curriculum is the formula for empowering teachers to meet the needs of every reader. The SIPPS program addresses the word recognition strand of Scarborough’s Reading Rope, providing a curriculum solution</p>

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	<p>teachers, instructional coach/program specialist will learn the components of reading instruction for all students, including English Language Learners and students with special needs or with reading difficulties.</p>	<p>Learners and students with special needs or with reading difficulties.</p>	<p>A majority of our K–3 students are testing below proficiency in foundational reading skills, specifically phonological awareness, phonemic awareness, phonics, high frequency words, according to our Diagnostic data. To support our use of the SIPPS curriculum, a professional development plan will be established for all educational personnel..</p> <p>At the time of the writing of the LAP, a full-time instructional coach was not assigned to Hamilton so she will be offered the same opportunity to participate in LETRS. Also, the Hamilton site team recommended that participating in both OERA and LETRS in the same year would be overwhelming, so Hamilton will be participating in LETRS during the 2022-2023 and 2023-2024 academic school years.</p> <p>Hamilton anticipates that they will need additional time to collaborate, to participate in peer observations, and more opportunities to lesson study and data conference.</p>	<p>that allows teachers to apply the LETRS learning.”</p>
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<p>Support for literacy learning</p>	<p>3.3e EXPANDED ACCESS As seen in our Diagnostic data [i-Ready Diagnostic #3 Results, our End of Year i-Ready Data Analysis, our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment], expanding access to the school library is not a priority.</p> <p>Our school currently has a full-time librarian and classes have the ability to visit and check-out library books bi-weekly, therefore we are not including it in this action plan for the 2021-2022 academic school year.</p>	<p>Hamilton needs the Library Media specialist to be on site for additional hours to assist in helping students become literate by having more time for students in grades TK-3 library visits to check out materials.</p> <p>Also, Hamilton students have shown a need to practice their fluency, as prescribed by the SIPPS program. Thus, the Hamilton Site team determined the need for students to have more access to literature. Their ability to take home and read books of their own choosing and reading ability promotes language acquisition. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and to give feedback to teachers about their student's academic reading ability.</p>	<p>A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized to support TK-3 teachers in helping them maintain materials for the classroom, do read alouds with the students and story hour.</p> <p>This is also in direct response to LEA, purchase of SIPPS for all LEA schools. The LEA will support Hamilton, who has already purchased what it needs, with SIPPS supplemental materials - fluency practice libraries. Hamilton will need additional professional development on the use of these libraries, which is provided for in the LAP, and need additional instructional support, which is not.</p> <p>With the LEA purchase of SIPPS and their offers of professional development, the additional funding for further training beyond Hamilton's SIPPS PD plan is no longer needed. Hamilton's agreement with the</p>	<p>To expand access to the school library in support of Goal #2 for the 2022-2023 school year Hamilton will fund the current Library media 2 hours per day to specifically focus on TK-3 students needing to have access to literature. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read. It will also allow the Library Media specialist to listen to students read aloud to check for reading fluency and pronunciation, ask comprehension questions, and to give feedback to teachers about their student's academic reading ability.</p>
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			Collaborative Classroom has a balance of 58 hours of professional development for Years 2 and 3 of the LAP. The remaining funding will fund the additional library/media assist hours.	
Pupil supports	<p>3.3a EXPANDED LEARNING PROGRAMS To provide Hamilton K-3 students with intervention/instructional materials/supplies to fully participate and necessary to implement the Academic Intervention Time program.</p>	No change to action item just funds to be re-allocated from Year 1	<p>Due to the late release of the ELSB funds, Hamilton was not able to purchase and receive SIPPS until November. Many teachers did not feel comfortable to begin using the program until there was formal training, which did not occur until January..</p> <p>When teachers began to implement SIPPS, the teachers discovered what additional items needed to be purchased to support the complete implementation of the program. A section of the classroom needs to be dedicated to SIPPS and specific items needed for the classroom and students. These supplies include, but not limited to: bins for student use, anchor chart paper, minute timers, folders and sheet protectors, rings and cardstock for flash cards, whiteboard markers and whiteboards for teacher-student interactions, teacher carts to transporting and displaying, carpets for small</p>	These funds were budgeted for Year 1 implementation but with the late start of the SIPPS intervention, teachers will be able to make fully informed decisions about specific items to ensure that SIPPS is supported and the complete implementation of the program.

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			<p>group instruction, organizational bins, and other materials to use for SIPPS implementation.</p> <p>In addition, copies need to be made for student use and assessment. Multiple master copies can be duplicated by the LEA reprographics department. This is in support of Goal 32 providing copies, as prescribed by the SIPPS program, to ensure students have access to all materials needed to complete lessons.</p>	
Family supports	<p>3.3a EXPANDED LEARNING PROGRAMS</p> <p>By June 2022, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge. Students will attend class daily, Parents/families will be invited weekly to join our summer school community workshops. Teachers will provide instruction for parents on specific literacy skills that students are working on in class, i.e. previewing a story with a picture walk, asking who, what,</p>	<p>By June 2023, Hamilton will prepare a summer school opportunity for TK-3 students and their families that specifically targets foundational phonics intervention and literacy skills including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge. Students will attend class daily, Parents/families will be invited weekly to join our summer school community workshops. Teachers will provide instruction for parents on specific literacy skills that students are working on in class, i.e. previewing a story with a picture walk, asking who,</p>	<p>Per the LEA's understanding, Hamilton's summer school opportunity as writing in the LAP for TK-3 students and their families will occur in June 2023 for the 2022-2023 academic school year. Per the LAP, Hamilton will also host a summer school opportunity for TK-3 students and their families in June 2024 for the 2023-2024 academic school year.</p>	<p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was not considered significant for the 2021-2022 academic school year.</p> <p>The Parent Liaison will schedule a series of training and workshops for Coffee Hour Wednesdays. The instructional coach and program specialist will periodically check-in with the parent liaison for opportunities to share academic strategies with parents and families.</p>

Early Literacy Support Block Grant Annual Report

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	where, when, why questions throughout reading, retelling the story using character, setting and main idea, how to decode words, etc. After the workshop, parents will be invited to the classroom to practice with their children, while the teachers can give guidance and clarification on the newly learned skill.	what, where, when, why questions throughout reading, retelling the story using character, setting and main idea, how to decode words, etc. After the workshop, parents will be invited to the classroom to practice with their children, while the teachers can give guidance and clarification on the newly learned skill.		
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NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non consent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]