

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

Program Lead: Tamara Pronoitis

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Fiscal Lead: Rebecca Sanchez

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Eligible Participating School(s):

1. Alexander Hamilton	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

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

Background: 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.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

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Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- ☒ The school site council at each eligible school

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: [Alexander Hamilton, May 18th, 2023](#))

- ☐ The governing board or body of the LEA

(Provide the date of the governing board meeting: Select to enter text.)

- ☐ Publicly posted on the LEA's website, which may be found at the following URL:

(Provide URL here: Select to enter text.)

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- ☐ **Category 1.** Access to high-quality literacy teaching, including which of the following:

☒ Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#)- hired an Instructional aide

- ☐ Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Select to enter text.

☒ 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.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#) - LETRS

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☐ Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

☐ **Category 2:** Support for literacy learning, including which of the following:

☐ Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Please enter relevant school sites: Select to enter text.

☒ Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. *

Please enter relevant school sites: Alexander [Hamilton Elementary School](#) - ESGI

Comments (optional): Select to enter text.

☐ **Category 3.** Pupil supports, including which of the following:

☒ Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#) - Summer School June 2023

☐ Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites: Select to enter text.

☐ 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.

Please enter relevant school sites: Select to enter text.

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites: Select to enter text.

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- ☒ Expanded access to the school library.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#)

Comments (optional): Alexander Hamilton used a portion of Year 2 budget for 20% of Librarian salary to increase access to the school library.

- ☐ **Category 4.** Family and community supports, including which of the following:

- ☐ Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites: Select to enter text.

- ☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

- ☒ Strategies to implement multitiered systems of support and the response to intervention approach.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#)- Master Schedule of Intervention

- ☒ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Alexander [Hamilton Elementary School](#) - Summer School 2023

- ☐ Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?

LEA Director scheduled monthly ELSB support meetings to discuss implementation, data analysis, expenditures, and site needs. District Curriculum office has coordinated professional development for early literacy supplemental curriculum and Vendor Site Lead Meetings to support implementation. ELA Instructional Coaches are funded through the district and assigned to ELSB sites. The Research department has worked with ELSB sites to create data dashboards and assessment resources to help monitor LAP progress and summarize data.

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?

Sites are able to provide peer support through collaboration sessions by comparing data, sharing strategy challenges, and reflecting on progress. Teachers have access to curriculum resource training and district Instructional Coaches for on-going support. Data is streamlined and easy to reference for instructional decision making.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

More communication is needed regarding timelines and processes to manage expenditures. The District will utilize organization platforms and provide on-going budget progress checks. Specific guidance and coaching must be provided to help sites develop culture of collaboration around early literacy development as some sites have greater teacher participation in professional development than others.

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Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Alexander Hamilton

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Goal 1. To purchase an online tool (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. This electronic “warehouse” will document all student assessments, interventions and student academic successes or possible re-evaluations.

Goal 2. Purchase SIPPS components and provide professional development to understand and increase the implementation of the SIPPS curriculum across TK-3 classrooms.

Goal 3. To include instructional support time on the Hamilton master schedule and the school year calendar in order to provide foundational phonics intervention, i.e. letter identification, phonological awareness, phonics, and sight words, for students in grades TK-3.

Goal 4. To create a summer school program (extended year) that creates a partnership with parents/families that will build not only on foundational phonics intervention but also literacy skills, including concepts of print, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge, in our TK-3 students.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Goal 1. Hamilton purchased ESGI for Year 1 and Year 2 in order to track student academic progress. This system is used across grade levels K-3. Hamilton will purchase ESGI for Year 3 to continue tracking student assessments, interventions and successes.

Goal 2. Hamilton purchased SIPPS and Collaborative Classroom components to implement an explicit, academic phonics program to support students in grades K-3. Hamilton staff will continue with their Collaborative Classroom professional development to improve their knowledge of implementation and increase fidelity of interventions.

Goal 3. Hamilton established a Literacy Intervention time for grades K-3. Hamilton assessed said students, established student groups for students with similar assessment results, utilized

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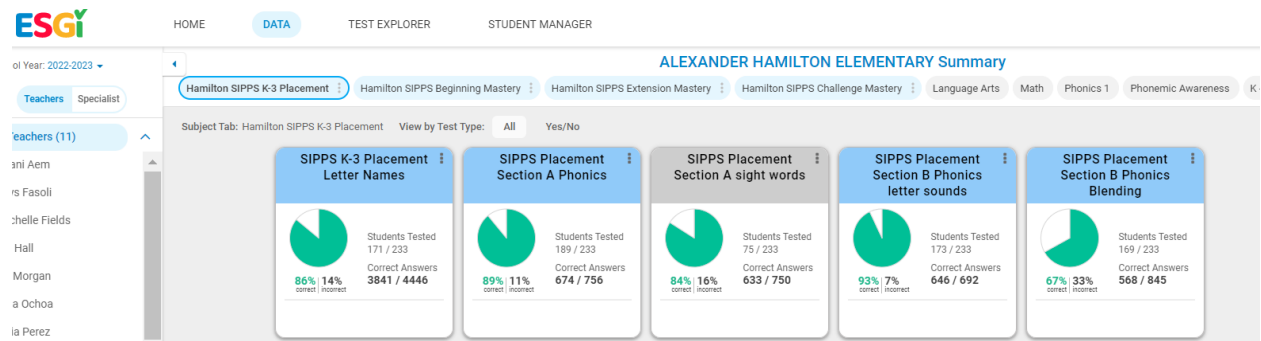
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grade level teachers, our instructional assistant and our school librarian, to address all student groups at their scheduled intervention time. Hamilton staff met student needs with the use of the SIPPS curriculum and its components.

Goal 4. In the Summer of Year 2, Hamilton has created a Summer School “Literacy Academy” for all eligible students that would build upon their current SIPPS placements with expectations that these students will continue to grow in their literacy skills and phonics instruction.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Goal 1. Hamilton inputs SIPPS data into ESGI. Hamilton routinely examines the data and has collaborative discussions with grade levels, teachers, staff, and stakeholders.



Goal 2. Hamilton teachers and support staff are participating in LETRS training and professional development. Eleven (11) of thirteen (13) TK-3rd grade teachers are voluntarily participating in the Science of Reading training. Hamilton’s Instructional Coach and Program Specialist are also participating and lead ongoing discourse and collaboration throughout the school year. The participants will continue this course and complete it during Year 3.

License Sets

Participants

All LETRS

Units 1-8

Active | 36 Total Licenses

Utilization



Completion



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Goal 3.

School Year 22-23	Kindergarten	Early Dismissal	School Year 22-23	1st Grade	Early Dismissal	School Year 22-23	2nd Grade	Early Dismissal	School Year 22-23	3rd Grade	Early Dismissal
Bell Rings	9:05	9:05	Bell Rings	9:05	9:05	Bell Rings	9:05	9:05	Bell Rings	9:05	9:05
ELA	9:05-9:30	9:05-9:30	ELA	9:05-10:15	9:05-10:15	ELA	9:05-10:05		ELA	9:05-10:10	9:05-10:10
SIPPS	9:30-10:10	9:30-10:10	ELA	10:15-10:55	10:15-10:55	SIPPS	10:05-10:55	9:55-10:25	ELA	10:25-11:10	10:25-11:10
ELD	10:00-10:30	9:55-10:25	Support	10:55-11:35	10:55-11:35	Lunch	10:55-11:35		ELD	11:20-12:00	11:10-11:50
Lunch	10:30-11:10	10:25-11:05	SIPPS	11:35-12:05	11:35-12:15	Lunch	11:35-12:05		Math	12:00-12:40	11:50-12:40
ELA Support/SIPPS	11:10-11:50	11:05-11:55	ELD	12:05-12:35	12:05-12:35	ELD	12:05-12:35		PE	1:20-1:40	1:10-1:30
ELA Centers	11:50-12:35	11:55-12:35	Recess	12:35-12:50	12:35-12:50	ELA Support	12:35-12:40		SIPPS	1:40-2:20	1:30-2:00
Recess	12:35-12:50	12:35-12:50	Math	12:50-2:30	12:50-2:30	Recess	12:40-2:20		PE	2:20-2:50	2:10-2:40
Math	12:50-2:20	12:50-1:50	Science/SS	2:20-2:50		Math	12:50-2:20		Science/SS	2:50-3:20	2:40-3:10
Science/SS	2:20-2:50	1:50-2:30	PE	2:50-3:20		PE	2:20-2:50		ELD	3:20-3:50	3:10-3:40
PE	2:50-3:20		Dismissal	3:20-2:30		Science/SS	2:50-3:20		Dismissal	3:20-2:30	
SIPPS	2:50-3:20					Dismissal	3:20-2:30				
Dismissal	3:20-2:30										

Hamilton Master Schedule of Intervention - During highlighted times, students were platooned across grade level classrooms and students were placed based on their SIPPS placement or mastery tests. SIPPS Instruction was given by classroom teachers. Students who did not qualify for SIPPS groups were either given Letter Naming instruction by our ELSP funded Instructional Assistant OR were placed in a Literacy small group run by our School Librarian, also ELSP funded.

	Students with at least 1 SIPPS Test	Total Tests (# of tests X # of students)	Total Lessons (# of tests X # of lessons)
Kindergarten	52	98	980
1st Grade	58	197	1,845
2nd Grade	54	210	1,478
3rd Grade	70	409	3,772
K - 3	234	914	8,075

Hamilton - 234 students were placed in SIPPS groups. In total, they were assessed 914 tests, including placement and mastery tests, and received a total of 8,075 SIPPS lessons.

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2022-23 SIPPS Overview
Last Updated: May 31, 2023

School

Hamilton Elementary

Number of students who started with this test ...

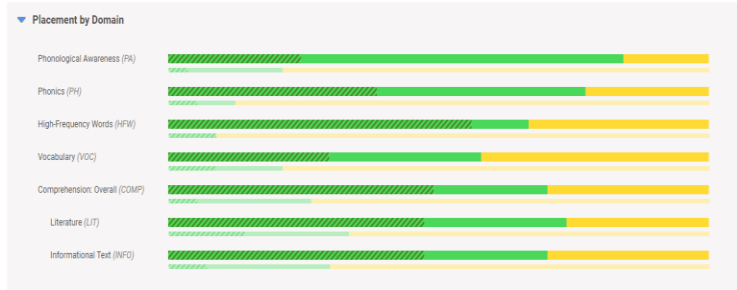
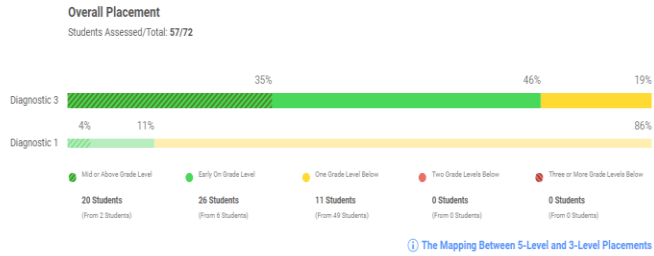
	First Test Across	BL 1	BL 2	BL 3	BL 4	EL 1	EL 2	EL 3	EL 4	CH 1A	CH 2A	CH 4A	Total
	Last Test Down												
Ended with this test	BL 2	14	6										20
	BL 3	20	8	3									31
	BL 4	16	16	7	9								48
	BL 5	2	11		4								17
	BL 6	5	2		11								18
	EL 3					1		1					2
	EL 4	1		1		3							5
	EL 5					16	1	1					18
	EL 6						1						1
	EL 7					1	1		1				3
	EL 8						9		13				22
	EL 9					1			4				5
	EL 10					6							6
	CH 3A									1			1
	CH 4A									2			2
	CH 5A									28	1	6	35
	Total	58	43	11	24	28	12	2	18	31	1	6	234

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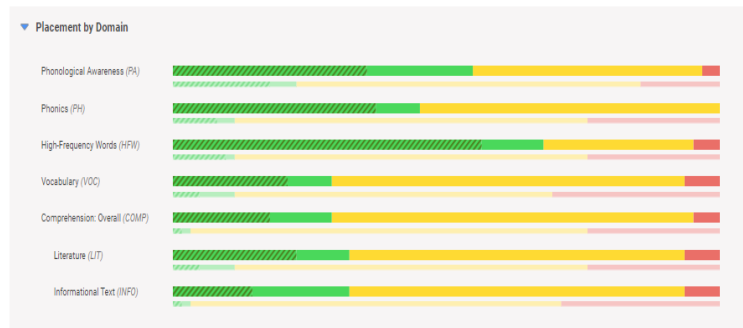
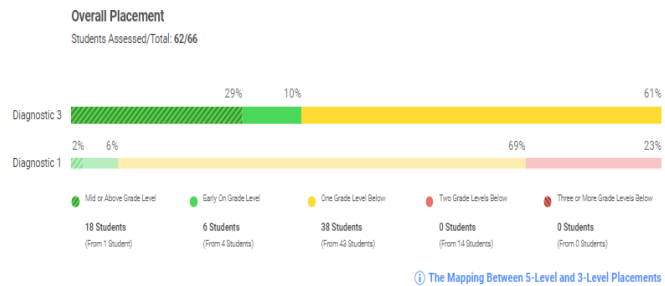
Kindergarten
Reading Diagnostic #1 to #3 -
 In Fall 2023, there were 4% of Kindergarteners were at Mid or Above Grade Level and 11% at Early On-Grade Level according to the i-Ready Reading Diagnostic. In Spring 2023, these numbers were increased to 35% at Mid or Above Grade Level and 46% at Early on Grade Level.

With the use of the SIPPS curriculum, there were significant increases in Phonological Awareness, Phonics and High Frequency Words.



First Grade
Reading Diagnostic #1 to #3 -
 In Fall 2023, there were 2% of First Graders were at Mid or Above Grade Level and 6% at Early On-Grade Level according to the i-Ready Reading Diagnostic. In Spring 2023, these numbers were increased to 29% at Mid or Above Grade Level and 10% at Early on Grade Level.

With the use of the SIPPS curriculum, there were significant increases in Phonological Awareness, Phonics and High Frequency Words.

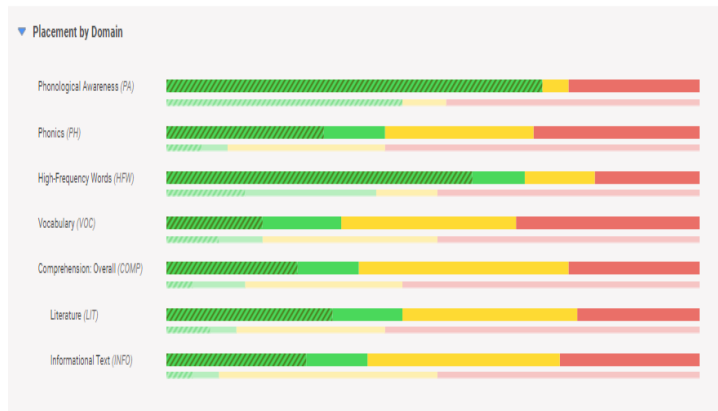
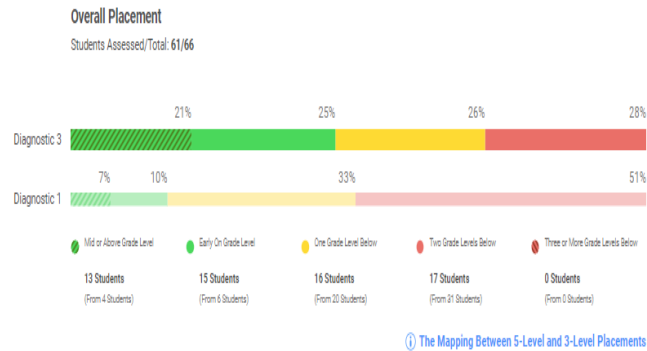


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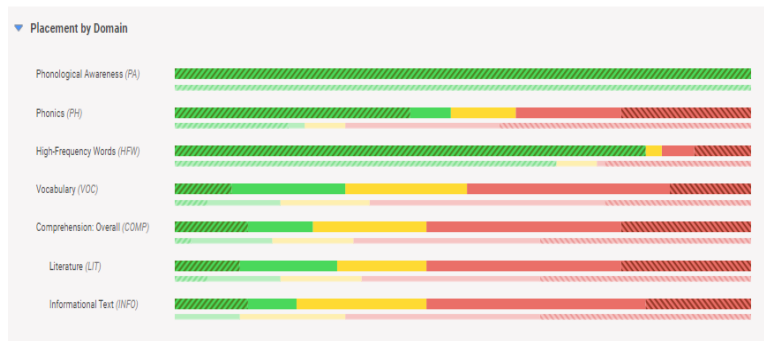
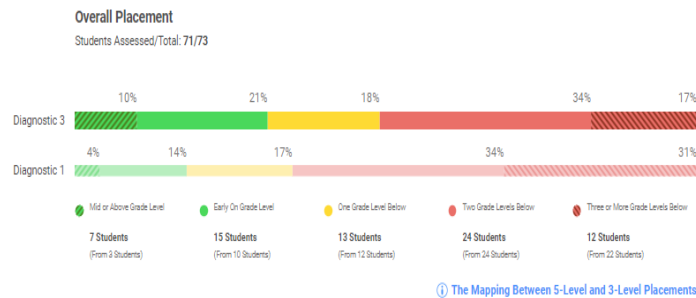
Second Grade
Reading Diagnostic #1 to #3 -
 In Fall 2023, there were 7% of Second Graders were at Mid or Above Grade Level and 10% at Early On-Grade Level according to the i-Ready Reading Diagnostic. In Spring 2023, these numbers were increased to 21% at Mid or Above Grade Level and 25% at Early on Grade Level.

With the use of the SIPPS curriculum, there were significant increases in Phonological Awareness, Phonics and High Frequency Words.



Third Grade
Reading Diagnostic #1 to #3 -
 In Fall 2023, there were 4% of Third Graders were at Mid or Above Grade Level and 14% at Early On-Grade Level according to the i-Ready Reading Diagnostic. In Spring 2023, these numbers were increased to 10% at Mid or Above Grade Level and 21% at Early on Grade Level.

With the use of the SIPPS curriculum, there were significant increases in Phonological Awareness, Phonics and High Frequency Words.



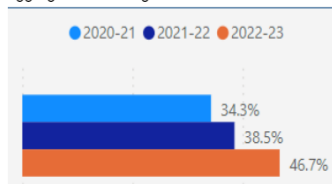
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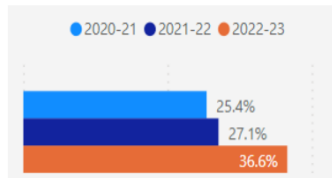
Hamilton 3 Year Reading Data

Overall Percent of Students at Grade Level (iReady data early on + mid/above)
Diagnostic 3 for each school year

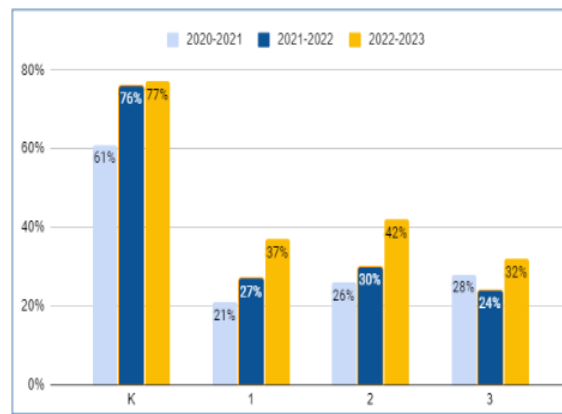
Aggregated K - 3rd grade



Aggregated 1st grade - 3rd grade



Percent on Grade Level	2020-2021	2021-2022	2022-2023	% Change 2020-21 to 2022-23 (3 years, rounded to whole number)	% Change 2021-22 to 2022-23 (2 Years)
K	61%	76%	77%	+16%	+6%
1	21%	27%	37%	+16%	+9.7%
2	26%	30%	42%	+16%	+12.2%
3	28%	24%	32%	+4%	+7.2%
K-3 Total	34%	39%	47%	+13%	+8.2%
1-3 Total	25%	27%	37%	+12%	+9.5%



Goal 4. To create a summer school program (extended year). This will happen in June 2023.

- Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Hamilton's Root Cause Analysis examined the historical data of students in the primary grades. Hamilton students consistently underperformed in early literacy and foundational skills, specifically phonological awareness, phonics, and high frequency words. Hamilton's ELSB goals were to overtake this disparity and have students score closer to grade level.

When examining the i-Ready diagnostic data from the last 3 school years, Hamilton ended the year 2021-22 school with 34.3% of our primary grades at grade level. In Year 1, we ended with 38.5% of our primary students at grade level and at the end of Year, we are at 46.7%. Hamilton finds that this data demonstrates progress towards our goals for early literacy and foundation skills.

- What changes are needed, if any, as the school site enters into year three?

Hamilton finds that the academic growth that is seen in our literacy and foundational skills is significant from Year 1 to Year 2. The plan that we set forth on is noteworthy, due to our

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intervention time, dedicated to SIPPS instruction. Hamilton plans on continuing with this endeavor with continued refinement as we move forward in trying to make Hamilton self-sufficient after ELSB.

Unfortunately, based on our i-Ready Diagnostic data, as shown in tables above, Hamilton students continue to score below grade level in Comprehension & Vocabulary. This will be addressed in our Hamilton Literacy Academy held in Year 2 Summer School. As Hamilton continues to follow this plan of action, we expect continued academic progress towards grade level proficiency.

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