

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

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

Goal of the Early Literacy Support Block Grant

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

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

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

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

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

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

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

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

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

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

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

Category 1: Access to High-Quality Literacy Teaching

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

Category 2: Support for Literacy Learning

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

Category 3: Pupil Supports

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

Category 4: Family and Community Supports

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

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LEA/District: Stockton Unified School District

LEA/District Contact/Project Director: Janet Yarbrough

Site(s): Alexander Hamilton

Site Administrator(s): [Monica Gayle](#)

Early Literacy Team Member	Role (Include title and/or grade level)
Lori Arzadon	Program Specialist
Irene Valdez	Instructional Coach
Lilia Hall	Kindergarten
Maria Perez	1st Grade
Lorena Ochoa Torres	2nd Grade
Sean Gamer	3rd Grade

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Curriculum, IReady	ESGI (Kindergarten); Benchmark (Foundational, Fluency & Unit assessments); IReady
	Language Comprehension	Benchmark Curriculum, IReady	ESGI (Kindergarten); Benchmark (Foundational, Fluency & Unit assessments); IReady
	English Language Development	Benchmark Curriculum, IReady, Raz Kids	Benchmark (Foundational, Fluency & Unit assessments); IReady
	Literacy Skills	AMIRA	AMIRA-made tests (fluency & dyslexia)
	Literacy Skills	Raz Kids	
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS (3rd Grade)	SIPPS (3rd Grade), BPST
	Literacy & Fluency	Reading Corps & AMIRA (1st thru 4th)	Reading Corps & AMIRA made assessments (1st thru 4th)
	Foundational Skills	Small Groups led by Teachers (w/ Benchmark)	IReady, BPST &/or ESGI
Tier 3: Intensive, Individualized Supports	Foundational Skills	Some Teachers use SIPPS w/ individual students and/or small groups	SIPPS (3rd Grade); BPST
	Foundational Skills	Reading Corps	Reading-Corps-Created Assessments
	Foundational Skills	One-One One Support w/ teachers	IReady, BPST &/or ESGI

[\[Hamilton Master Schedule\]](#) Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>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, it continues to widen in 1st and 2nd grade, and by 3rd grade the discrepancy is even wider (per CAASPP results). Hamilton teachers devised a plan to include a common assessment, a common data collection schedule, a common data instrument, and a common response to intervention by having a common academic support time across the primary grade levels.</p> <p>In order to gather and engage in dialogue with Hamilton Elementary stakeholders, the school held a variety of meetings to share our vision and plan to meet the literacy needs of our students.</p> <ul style="list-style-type: none"> Hamilton shared the school's SPSA, specifically our literacy plan, professional development plan and literacy intervention plan with parents at a School Site Council Meeting. Both parents and teachers expressed the need for a "level playing field" - for both new and veteran teachers to have the opportunity to learn new skills or to perfect their craft. Thus, our plan will allow for all TK-3rd grade teachers the opportunity to attend professional development. In a regular school year when parents were allowed on campus, our ELAC meetings would have 30-40 participants but with parents of our English Language Learners virtual meeting attendance was very low. Despite the low turnout, we did ask for the parents/families feedback that did attend. They shared that Hamilton's most pressing concerns should include time in front of the teachers, extra support in class - instructional assists, student-parent conferences/workshops, and maybe summer school. The Site Team reviewed these suggestions and they felt that all were valid points and will be addressed in our Literacy Action Plan. At Hamilton's AVID Leadership meeting, with every grade level represented including Special Education, the planning phase (root-cause analysis and needs assessment) was shared in our Google Staff Folder. Leadership members reviewed and approved the plan. Our upper grade teachers asked if their students will be included, ELSB Site Team members clarified that the grant is grade-level specific but that it could be replicated using site funds. Their question of what would be the plan for students who do not achieve with the prescribed intervention, our ELSB Site Team considered this and decided to add our primary SDC teacher and Resource Teacher to our team of 	<p>School Site Council Minutes SSC Sign In</p> <p>ELAC Meeting Minutes ELAC Sign In</p> <p>AVID Leadership Minutes Leadership Sign In</p> <p>Principal Coffee Hour</p> <p>Staff Meeting Staff Meeting Sign In</p>

	<p>teachers who will participate in the grant, so that they could help guide the discussions of next steps for those students.</p> <ul style="list-style-type: none"> • Though we did not have a high turnout of parents that attended the monthly Virtual Principal Coffee Hour, the families and staff that did attend were asked for their feedback. Parents agreed in moving forward with applying for the Early Literacy Grant because we need to do whatever needs to be done for our kids. Our counselors suggested that we needed a uniform intervention to ensure continuity and they specifically asked for a way to track interventions school wide to ease the SAP process for those students who may not progress academically. With this feedback, our Site Team chose to include the purchase of ESGI to warehouse student assessment data and to consider all TK-3rd grade teachers when purchasing the SIPPS intervention program. • Lastly, our SMARTe goals and our Literacy Action Plan were shared at a schoolwide staff meeting. Teachers and staff were asked for their feedback, allowed to ask for clarification and to ask questions. Throughout the presentation, a handful of staff members asked specific questions related to training and scheduling, but agreed overall and no changes were made or added to the Literacy Action Plan. 	
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3,</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).</p> <p>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>Hamilton students in 3rd grade, according to the 2019 CA Dashboard, scored 87.5 points below the standard in English-Language Arts (ELA), significantly higher as compared to the 107.3 points below the ELA Standard in 2018. Unfortunately though, the disproportion between our Student groups - African Americans (111.3 points below the standard) and Socioeconomically Disadvantaged (91.8 points below the standard) are not achieving at the same growth rate.</p> <p>When analyzing Diagnostic data of K-3 Hamilton students, students begin in kindergarten with 40% of students leaving below grade level, with this number increasing to 67% in first grade. Students in second and third grade, 43% and 42% respectively, fall to two or more grade levels below. This achievement gap increasingly widens throughout grades 4-8. When reviewing the End of the Year i-Ready Data Analysis,</p>	<p>Root Cause Analysis</p> <p>Fishbone Diagram</p> <p>CA Dashboard 2019</p> <p>i-Ready Diagnostic #3 Results</p> <p>End of Year i-Ready Data Analysis</p>

<p>inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>Hamilton students consistently also scored well below grade level in Vocabulary. Grades 1-3 scores were in the 20-30 percentile and the gap continued to widen in the intermediate grades with scores in the 10 percentile.</p> <p>The Hamilton Site Team discussed how to help close the achievement gap. We have become an AVID schoolwide school, we have two counselors on site to lead our SAP process and have qualified 12 students in the last 2 years for Special Education Services and have made gains on our CA Dashboard but the Site Team discussed our need for early, steadfast instructional support for our beginning readers. If Hamilton does not intervene and create a foundational, consistent plan for reaching struggling students, the student will not only be behind in their current grade level but also in their future school years.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>The Hamilton Site Team root cause analysis and needs assessment revealed the lack of explicit, academic phonics instruction for grades TK-3, the inability to track, analyze and create reports about student academic progress in letter recognition, phonological awareness, decoding and spelling, and sight word recognition, the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3, and the a summer school program 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.</p> <p>After reviewing our root cause “too few students that are able to read and comprehend grade-level text by the end of their grade level”, our needs assessment shows that all students need to be provided with the intervention and/or extension that is prescribed after the SIPPS screening assessment. Hamilton currently uses SIPPS components in the ASP Academic Hour and in our 3rd grade classrooms. Hamilton would like to replicate this intervention and the purchase of additional components will be used during the common Intervention Support time for all grade levels and all students. After teacher professional development in CORE’s Online Elementary Reading Academy, SIPPS training, participate in LETRS (Language Essentials for Teachers of Reading and Spelling) Professional Development and teacher collaboration, student groups with “like” needs will be grouped and serviced for intervention during the built in time on the master schedule.</p> <p>Though many Hamilton students score below/far below grade level, the school climate focuses on a positive, growth mindset, life skills, and the social-emotional well-being of our students. Our Counseling team teaches students about calming activities to assist them when frustrated with their lack of knowledge, hosts activities to ensure a positive school culture, and are an integral part of the SAP process. The PLUS team surveys students, examines the data, and holds forums to address student survey results.</p>	<p>Needs Assessment</p> <p>Mindful Mornings</p> <p>Positive Mindset</p> <p>PLUS Survey Fall PLUS Survey Winter</p> <p>Monthly Life Skill</p> <p>UnboundEd Training</p>

	<p>To ensure equity and educational continuity for all students, Hamilton will offer a summer school program that will focus on student data and student needs. In hopes of preparing students and to minimize student learning loss in phonological awareness, phonics, high frequency words, vocabulary, and comprehension in literature and informational text, Hamilton will host this extended year program during the summer months. This will include</p> <p>In order for our teachers to provide students with engaging, grade-level instruction, Hamilton teachers participated in a 2 ½ day training by UnboundEd. This professional development facilitated conversations about equitable lesson planning and instruction that is without bias and prejudice. To meet the needs of these students, teacher collaboration, peer observation and academic conferences will be the key.</p>	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
<p>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.</p>	<p>Root cause analysis and needs assessment revealed inconsistent data collection in grades TK-3. It also revealed inconsistent or lack of student prescriptions for intervention.</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], the need to screen and diagnose a response to intervention for all TK-3 students is a high priority.</p> <p>To analyze screening data in order to diagnose a response to intervention for all TK-3 students. Students will be assessed 3x a year with student data analyzed after each assessment, and each student's intervention placement will be re-evaluated.</p>	<p>By June 2022, we will improve in our TK-3 collection of valid, predictive & reliable data of TK-3 students by administering and analyzing District selected assessments, in regards to letter recognition, phonological awareness, decoding and spelling, and sight word recognition, collecting data 3x a year as measured by the assessment calendar, schoolwide documentation in ESGI, and vertical transfer of data.</p>	<ul style="list-style-type: none"> ● PD Plan <ul style="list-style-type: none"> ○ ESGI ○ Differentiation ● Vertical/Horizontal Teacher Collaboration ● Teacher release to administer assessments and analyze student data ● Teacher release or additional paid hours for parent conferences to discuss student data

<p>2. Purchase SIPPS components and provide professional development to understand and increase the implementation of the SIPPS curriculum across TK-3 classrooms.</p>	<p>Root cause analysis and needs assessment revealed the lack of explicit, academic phonics instruction for grades TK-3.</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], the need to provide all students with the intervention and/or extension that is prescribed after the SIPPS screening assessment is a high priority.</p>	<p>By June 2022, we will improve in our knowledge and skill in supporting Benchmark with SIPPS, Being a Reader, and CORE (systematic foundational skills programs) with fidelity, across classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans and peer observations. K-3 SIPPS intervention curriculum supplies.</p>	<ul style="list-style-type: none"> ● PD Plan <ul style="list-style-type: none"> ○ SIPPS ○ PLC ○ Analyzing Data ● Vertical/Horizontal Teacher Collaboration ● Teacher release to administer assessments ● Teacher release to analyze student data (Academic Conferences) ● Teacher release to work with Instructional Coaches ● Teacher release or additional hours paid to work with Grant Site Team ● Teacher release to observe peers
<p>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.</p>	<p>Root cause analysis and needs assessment revealed the lack of common time during the school day in order to provide foundational phonics intervention across grades TK-3.</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], the need to provide time on the master schedule so that all students can participate in foundational phonics intervention during the school day is a high priority.</p>	<p>By September 2021, we will improve in establishing a consistent schedule for all TK-3 students that specifically targets intervention, support, and enrichment in foundational phonics skills by designating a phonics instructional support time across all TK-3 grade levels as measured by the Hamilton master schedule and Hamilton's grade level pacing guides. To ensure that all students Hamilton receive the SIPPS intervention and the increase the implementation of the SIPPS</p>	<ul style="list-style-type: none"> ● PD Plan <ul style="list-style-type: none"> ○ Curriculum ○ RTI / MTSS ● Teacher collaboration prior to first day of school ● Teacher release or additional hours paid to work with Grant Site Team ● Hire instructional assistant

			curriculum, Hamilton will hire instructional assistants that will be trained in SIPPS and fund teacher substitutes for teacher release time so teachers can assess their own students 3x a year, participate in collaboration with their SIPPS partner teachers and discuss student data and interventions 3x a year.	
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.	Root cause analysis and needs assessment revealed that TK-3 students need additional instructional support than what is offered during the regular school day.	<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], the need to provide additional time in summer school opportunities so that TK-3 students can have the opportunity to have differentiated and remedial instruction, while parents attain literacy skills that will assist their children, outside of the regular school day/year has been seen as a high priority.</p> <p>While we are unable to supplant our current Language Arts curriculum during the regular school year, the Site Team agreed that we not only need to establish a phonics and reading intervention time into the daily schedule using SIPPS but also allow our students vocabulary</p>	By June 2023, Hamilton will prepare a summer school (extended year) 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. In order Hamilton K-3 students to fully participate are necessary to implement the Academic Intervention Time program.	<ul style="list-style-type: none"> ● Teacher Collaboration to prepare, and calendar parent/family literacy workshops ● Cost for Summer School (Extended Year) ● Cost for parent/student engagement forums ● Intervention program supplies/materials

		development during the summer months when teachers are not tied down to the District ELA curriculum. Including parents in this instruction, will allow all stakeholders - teachers, students, and parents - to have common instruction, common academic vocabulary and common literacy skills.		
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)				
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)				
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional assistant to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	<p>By August 2021, hire support personnel, instructional assistant, to work with students in TK-3, focusing specifically on foundational reading skills using the SIPPS curriculum. The Support Personnel will attend 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>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>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 SIPPS program. By the end of the</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], the hiring of support personnel to increase student access to the SIPPS Curriculum is an urgent need.</p> <p>Hamilton's Instructional Assistant began with the Letter Naming component of the SIPPS program.</p> <p>While serving our Transitional Kindergarten (TK) - Fall 2021 data shows that only 3 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>	<p>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 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>As noted in our End of the Year 1 Annual Report, we consider the addition of our instructional assistant a Positive Outcome, but it seems to open up a need for additional support personnel. 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</p>	

	<p>year, she was able to pull her own SIPPS groups for instruction. With her skill set, knowledge and training, she will be providing additional opportunities for Hamilton students to access the SIPPS curriculum. Hamilton will be retaining our support personnel for Implementation Year 2 (2022-23) and Year 3 (2023-24).</p> <p>Library Assist will support Tier II groups of TK- 3rd grade students 2 hours per day (ELSB funds) to have students practice reading books of their choice, with phonetic support. This will expose students to more vocabulary, language acquisition, and improve reading fluency. This time will provide more opportunities for the students in this Tier II group to access the school's Library/Media Center. The Library Media Asist will be utilized to support K-3 teachers in helping them maintain materials for the classroom, do read-aloud with the students and offer story hours that will spark students interest in literacy.</p>	<p>While implementing in 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>	<p>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>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>No action</p> <p>Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.</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], the development of strategies to provide culturally responsive curriculum and instruction has already been addressed.</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. Our teaching staff has participated in a 2 ½ day training by UnboundEd. This professional development facilitated conversations about equitable lesson planning and instruction that is without bias and prejudice.</p>
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders</p>	<p>By September 2021, 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-</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>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>With the knowledge gained from the Professional Development courses and training, teachers improved their knowledge of the science of reading, the components of</p>

<p>regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>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 attend, so that all members were provided 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>By June 2024, all TK-3 teachers, instructional coach and program specialist will have participated in LETRS Professional Development training and continued to grow in their SIPPS learning..</p>		<p>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 with Collaborative Classroom in perfecting our SIPPS instruction and with other components of a balanced reading program.</p>
	<p>By September 2021, Hamilton will develop an assessment plan, including an intervention support time built into the regular school day, distribution of targeted curriculum across grade levels, and a calendar of administration of assessments and analysis of data.</p> <p>District provides and collects data from diagnostic and curriculum assessments but our 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 school wide assessment and documentation to guide our intervention instruction.</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], in order to support students, Hamilton needs 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>Hamilton teachers, instructional assistants, instructional coach/program specialist, and school leaders will develop an assessment plan, calendar academic conferences to discuss student data, calendar grade level collaboration, and develop an action plan on how to respond to student needs and assessment data.</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</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> Hamilton TK-2 students that were present were given the assessments as seen in the Implementation Year 1 Annual Report. Hamilton will continue to administer the CORE and SIPPS assessments using Illuminate (the LEA's system) and following the LEA's Assessment Schedule but also include this data in ESGI so that <u>all</u> teachers have access to <u>all</u> student data.</p>		<p>access to all student data, thus the continued use of ESGI is still needed. In ESGI, teachers 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 will continue purchasing and using ESGI for Implementation Year 2 (2022-23) and Implementation Year 3 (2023-24). Hamilton will, however, be adding licenses to include our instructional assist and instructional coach to give them access to assessing students, and administrator accounts for the program specialist and instructional coach so they have access to all data for grade level, monthly and year end reports.</p>
<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>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 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>In Implementation Year 1, teachers, instructional coach and program specialist participated in CORE's Online Elementary Reading Academy (OERA), as well as participated in SIPPS training provided by the Collaborative Classroom.</p> <p>By September 2023, during Implementation Years 2 and 3, we will fund collaboration and release time for release time for teachers, instructional coach AND program specialist to</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], all stakeholders need the background knowledge of reading instruction to address the needs of all students, including English Language Learners and students with special needs or with reading difficulties.</p>	<p>TK-3 teachers, instructional coach/program specialist will attend SIPPS training, CORE training, LETRS professional development, and all District training, to ensure that all students have access to learn using the understanding of the components of reading instruction. Collaboration with school site peers, coach/program specialist, District specialists, SIPPS coaches, CORE trainers, and LETRS facilitators, will drive the academic reading instruction and support students in foundational reading skills.</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>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 Learners and students with special needs or with reading difficulties. 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 that allows teachers to apply the LETRS learning.”</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>
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SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

<p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<ul style="list-style-type: none"> • By August 2021, purchase SIPPS curriculum, including supplies and materials to support program implementation, and provide initial and ongoing training of the curriculum throughout the implementation year. • By August 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement. • By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<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], a majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary development.</p> <p>Attached is our professional learning plan [PD Plan] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
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<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</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>By August 2021, 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 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 school wide assessment and documentation to guide our intervention instruction.</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> Hamilton TK-2 students that were present were given the assessments as seen in the Implementation Year 1 Annual Report. Hamilton will continue to administer the CORE and SIPPS assessments using Illuminate (the LEA's system) and following the LEA's Assessment Schedule but also include this data in ESGI so that <u>all</u> teachers have access to <u>all</u> student data.</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>District provides and collects data from diagnostic and curriculum assessments but our 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> <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 will continue purchasing and using ESGI for Implementation Year 2 (2022-23) and Implementation Year 3 (2023-24). Hamilton will, however, be adding licenses to include our instructional assist and instructional to give them access to assessing students, and administrator accounts for the program specialist and instructional coach so they have access to all data for grade level, monthly and year end reports.</p>
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SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

<p>3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.</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, vocabulary, language comprehension, building background knowledge, language structure, verbal reasoning, and literacy knowledge.</p> <p>To provide Hamilton K-3 students with intervention/instructional materials/supplies to fully participate and necessary to implement the Academic Intervention Time program.</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>	<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. An academic summer school opportunity will increase student access to evidence-based foundational reading skills instruction.</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>3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>	<p>No action</p> <p>Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.</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], 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>3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.</p>	<p>No action</p> <p>Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.</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>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p> <p>Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.</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], 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>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>No action</p> <p>Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.</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.</p>

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

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	No action Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.	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.	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.
3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	No action Hamilton's Implementation Year 1 Annual Report indicates that this remains not being a priority at this time.	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 , our root cause analysis [Root Cause Analysis], and our needs assessment [Needs Assessment] indicates that this is not a priority.	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.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	By September 2021, 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. 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. 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	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.	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-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>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. Hamilton looks forward to beginning the 2022-2023 academic school year with the multi-tiered support system and continuing to improve their SIPPS instruction by participating in ongoing professional development by the Collaborative Classroom.</p>		
<p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>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, 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.</p> <p>Per the LEA's understanding, Hamilton's summer school opportunity for TK-3 students and their families will occur in</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.</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. 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.</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 Thursday, which includes the Latino Family Literacy Project, financial awareness, parenting and discipline, Parents by Choice and support from the LEA's</p>

	<p>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>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, 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.</p>		<p>curriculum department. 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>
<p>3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>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.</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>	<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.</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. 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.</p> <p>Due to Covid restrictions, parents were not allowed on campus for Parent meetings and our Hamilton parent involvement was</p>

			<p>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 Thursday, which includes the Latino Family Literacy Project, financial awareness, parenting and discipline, Parents by Choice and support from the LEA's curriculum department. 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>
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