

# School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a computer technician:

- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve student learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

**Goal 1**

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Implement standards based instruction in all content areas, incorporating HESD state-adopted text and supplemental resources.</p> <p>Standards Based Reading Instruction Standards Based Math Instruction Small Group Reading Instruction Content-based Strategy Groups Standards Based Writing Instruction Standards Based Physical Education Instruction</p> <p>Instruction will align to Common Core State standards and HESD pacing guide.</p> <p>Leadership team will monitor and provide support through Classroom Observations, Focus Walks and participating in Collaborative Planning Sessions and Records.</p> <p>Teachers will provide students with an opportunity to discuss content to help students learn to articulate their understanding and thought process in all content areas.</p>	<p>Lee Richmond implemented standards based on instruction incorporating all essential components of core instructional materials and using supplemental materials, as defined by the reading and language arts and mathematics framework for California public schools and HESD ELA Pacing Guide.</p> <p>The school implemented phonemic awareness instructions/lessons for kindergarten and 1st grade students using supplemental instructional materials (Next Steps Forward in Guided Reading)</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter of 2021-2022.</p> <p>Impacts of the pandemic: High Staff Absences High Student Absences Contact Tracing COVID related protocols COVID Restrictions</p> <p>Despite these challenges, the school focused on rebuilding the instructional program and the school community during 2021-2022.</p> <p>Not all of the activities and assessments discussed in the previous column were able to be implemented due to the COVID pandemic. The core instructional program was fully in place. Some assessments were modified or postponed.</p> <p>Declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due to COVID pandemic related school closures, extended periods of distance learning, and significant student absences due to quarantine, testing positive, or being symptomatic with COVID when schools were open for in-person learning. Based on</p>	<p>Lee Richmond will continue the process of rebuilding the instructional program and the school community next year as the pandemic subsides.</p> <p>The school will continue to implement and build upon its phonemic awareness instructions/lessons for kindergarten and 1st grade students using supplemental instructional materials (Heggerty). The school is purchasing this supplemental resource for all K-1 classrooms. The school will continue to use Next Steps Forward in Guided Reading as a supplemental resource for grades K-3.</p> <p>The school will continue build a love of reading school wide by incorporating daily routines tied to building reading stamina , whole class conversations about literature , school wide incentives and conversations centered on engaging students in meaningful dialogue pertaining to literature.</p>

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		<p>anecdotal evidence and data from local assessments in 21-22, with students making gains in achievement, the declines in state test scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the school's existing instructional programs.</p>	
<p>Differentiated Instruction Teachers will provide small group reading instruction that is differentiated by student independent and instructional reading levels, as well as standards based strategy groups when needed.</p> <p>Guided reading, transitional guided reading, strategy groups and book club instruction is differentiated according to student independent and instructional reading level. Instruction is differentiated according to student need, based off of Common Core standards taught during whole class reading and/or standards based reading instruction (Reader's Workshop).</p> <p>Teachers will report on student independent reading levels. Leadership team will monitor reading levels and instruction by reviewing levels, lesson plans, classroom observation, and collaborative meetings with teachers (i.e. Status of the Class).</p> <p>Intervention Teachers will identify students who are considerably below grade level and in need of intervention services throughout the year. Intervention will be provided in cycles depending on student needs. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle.</p>	<p>Lee Richmond provided differentiated instruction and intervention for students in 21-22. Primary graded provided guided reading groups focused on targeting skill deficits at each level. Upper grades engaged in book clubs that were high interest and targeted to student levels.</p>	<p>CAASPP scores from the 20-21 school year in ELA and math indicate that students have experienced significant learning loss from missed school due to the COVID-19 pandemic. Test scores in in ELA and math show a substantial decline from most recent previous state testing (the 2019 California School Dashboard.) English Learners, African American students, and students with disabilities showed the most serious declines in both ELA and math.</p> <p>Although these state test scores do not indicate an ineffective instructional program, they do indicate a need to provide differentiated instruction, support, and intervention to large numbers of students.</p>	<p>There will be a focus on small group reading instruction in 22-23.</p> <p>The school will continue and/or expand its interventions for struggling students in 22-23. Education tutors (paraprofessionals) will be implemented for push-in additional intervention and support in 22-23.</p> <p>Educational tutors will continue to provide targeted instruction to our most needy students in K-2.</p>

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<p>Site leadership and teachers will monitor a variety of formative and summative assessment data to monitor student progress on an on-going basis and determine student needs in all content areas. Formative assessments: Running Records (Rigby unseen, Teacher College), F &amp; P assessment kits, site-based assessments, teacher anecdotal notes.</p>			
<p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.</p> <p>Supplemental digital content through centralized services includes:  IVS Computer Technology (SMART Notebook)  Lexia Learning  Kahn Academy  Flocabulary  Discover Education  Learning A-Z  Seesaw Learning  Adobe Creative Cloud for Students (SHI)  Zoom  BrainPop  School City (Illuminate)</p>	<p>Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. (These materials were available to students during periods when they were quarantined at home.) These materials were funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively.</p>	<p>There is a need to continue providing these tools for students and to continue providing training for teachers in their use.</p> <p>School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>	<p>These materials will continue to be provided as Centralized Services in 2022-2023. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>
<p>Enrichment  Teacher and Leadership teams will collaborate to develop enrichment activities that support content-based</p>	<p>Not implemented.</p>	<p>In-person activities, including clubs, assemblies, and study trips were suspended in 2021-2022 due to the COVID pandemic.</p>	<p>Resume enrichment activities once the COVID pandemic subsides.</p>

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<p>instruction. Students will be provided with enrichment activities that may include academic field trips, assemblies, academic clubs, virtual presentations, etc. that are aligned to the adopted standards and are developmentally appropriate for the students' ages.</p>			
<p>Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> <li>• Includes intentional supports and scaffolds that happen by design</li> <li>• Is planned in advance as part of the lesson to eliminate barriers to learning</li> <li>• Often includes a preview or pre-teach to build</li> </ul>	<p>The components of Integrated ELD are in place across all classrooms: EL Students are supported across the school day in all content areas.</p>	<p>School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree than All students and other subgroups, especially in mathematics.</p>	<p>The school will continue to implement integrated ELD in 2022-2023.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of integrated ELD and the progress of EL students.</p>

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<p>background knowledge for the topic</p> <ul style="list-style-type: none"> <li>• May include small group</li> <li>• Provides connections to what students already know</li> <li>• Often includes hands on activity and discussion (with language supports as needed)</li> <li>• May include the use of charts and graphic organizers</li> </ul> <p>Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.</p> <p>ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.</p> <p>A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.</p> <p>A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at</p>			

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<p>the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>			
<p>Designated ELD (Core Program)</p> <p>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional</p>	<p>Most components of designated ELD are in place. Teachers are implementing designated ELD in their classrooms each day.</p> <p>The temporary/strategic grouping of students by EL level for designated ELD that required deployment of students to classes other than their own for the 30 minute designated ELD block was suspended due to COVID social distancing requirements.</p>	<p>School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree that All students and other subgroups, especially in mathematics.</p>	<p>The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for designated ELD if the COVID pandemic subsides.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.</p>

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<p>development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the CELDT annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the CELDT, and district formative assessments to plan deployments to ensure that EIs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Monitor ELD Deployment:</p>			

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<p>The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p>			
<p>Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, including local scoring of CELDT, information from the master EL database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p>	<p>Trimester Monitoring of ELs Once each trimester, all teachers documented the progress of each of their EL students using the district's online system.</p> <p>School and district leadership continue to monitor the progress of EL students.</p>	<p>School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree than All Students and other subgroups, especially in mathematics.</p>	<p>The monitoring of EL students will continue in 2022-2023.</p>



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<p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>			
<p>Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p> <p>After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers:</p>	<p>This action was not implemented in 2021-2022.</p>	<p>After-hours supplemental ELD instruction was suspended in 2021-2022 due to staffing shortages and student absenteeism due to quarantine or symptomatic COVID.</p>	<p>Supplemental after-hours ELD instruction will be restarted in 2022-2023 if the COVID pandemic subsides.</p>

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<p>Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p>			

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**Goal 2**

The school will support teachers and staff with professional development, training, and collaboration time.

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<p>Teachers and administrators will participate in district professional development and site based systematic professional development. Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.</p> <p>Teachers are provided with collaboration time on student early release days.</p> <p>Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.</p> <p>Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.</p> <p>Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).</p> <p>Results may include grouping, planning, observing a colleague,</p>	<p>Some professional development activities were implemented at the school site in 21-22. These activities were significantly impacted by high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic.</p> <p>Teachers collaborated each Wednesday via Zoom. The school's and district's assessment systems were impacted by the pandemic.</p>	<p>There is a need to restart the school's professional development programs in 2022-2023. There is a need to assess/reassess staff professional development needs after several years of pandemic related disruption.</p> <p>There is a need to continue providing staff with professional development in the school's social-emotional learning programs.</p>	<p>The school will assess/reassess staff professional development needs. The school will restart the professional development program.</p> <p>Staff will be provided with professional development in the areas pertaining to SEL and academic areas of need. Professional Development will be implemented school wide as well as targeted to meet the needs of each grade level team.</p>

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<p>and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies.</p>			
<p>A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners</p>	<p>The instructional coaches provided a limited amount of professional development services to schools/teachers in 2021-2022.</p>	<p>Note: Due to the COVID pandemic, and the urgent need to support classrooms where teaching staff have tested positive, are quarantined or symptomatic with COVID, the team of instructional coaches have, at the time of this update, provided temporary (substitute) classroom instruction for most of the 2021-2022 school year. The instructional coaches are being temporarily funded with ESSER III because they are not performing their normal (Title I allowable) duties. They will resume their duties as instructional coaches, and will return to being funded with Title I once the pandemic subsides.</p> <p>Note: The team of instructional coaches was not funded with Title I in 2021-2022 because they mostly performed duties outside of that which is allowed under Title I.</p>	<p>There is an urgent need to restart the district's professional development programs in 2022-2023 with an emphasis on in-class coaching. If the pandemic subsides, the team of instructional coaches will return to providing professional development to teaching staff in 2022-2023.</p>
<p>The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative</p>	<p>The Induction program served new teachers in the 2021-2022 school year. Induction coaches were not used to cover classrooms in 2021-2022. New teachers in the induction program received coaching and professional development leading to the clearing of their credentials.</p>	<p>The addition of universal transitional kindergarten has the potential to add to the numbers of new teachers in the district. This may increase the caseloads of induction coaches.</p>	<p>The district will continue operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program.</p> <p>The district will continue to support new administrators with a Clear Administrative</p>

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Services Credential Induction Program (CASC) for new administrators.			Services Credential Induction Program (CASC) in 2022-2023.

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**Goal 3**

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

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<p>Positive Behavior Interventions and Support system will be implemented school-wide in order to promote positive social behavior and improve school climate. All staff will provide all students with activities and incentives to promote good attendance, strong character and good behavior.</p> <p>All students will be provided with Tier 1 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). All students will have access to a school-wide token economy reinforcement system (i.e. LiveSchool digital system). Students will have regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den).</p> <p>Promote student attendance and good citizenship to support daily access to core instruction and services (character education, assemblies, award ceremonies, Panther PRIDE</p>	<p>In 2021-2022, Lee Richmond focused on Tier 1 supports and systems. Students were provided with: Participation in a variety of activities and incentives/reinforcement). Students has access to a school-wide token economy reinforcement system (i.e. LiveSchool digital system). Students had regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den).</p> <p>Providing students all students with activities to promote good attendance, strong character, school pride and good behavior was an important part of rebuilding the school community.</p> <p>Lee Richmond implemented an SEL program this year (Second Step). Teachers expressed appreciation for this program and shared they felt students responded positivity. Lee Richmond will continue with the implementation of Second Step , and develop ways to track student data.</p> <p>Absenteeism rates were dramatically effected by the COVID pandemic in 21-22 and are not an accurate reflection of the effectiveness of the school's programs.</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter of 2021-2022. Impacts of the pandemic:                      High Staff Absences                      High Student Absences                      Contact Tracing                      COVID related protocols                      COVID Restrictions</p> <p>Despite these challenges, the action was well implemented in 21-22.</p> <p>There is a need to continue supporting students with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>Because this is the first year of implementation of the social-emotional learning program, and the first full year of school after pandemic related closures, students are the beginning stages of showing the social-emotional awareness discussed in the previous section.</p>	<p>The school will continue to support students with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>There is a need to develop and modify PBIS lessons. There is a need to provide teachers with continued SEL / PBIS curriculum. The school will begin to again implement an afterschool enrichment program for students. The school will begin to resume incentive trips for students who demonstrate positive behavior and Panther PRIDE.</p> <p>Lee Richmond will actively seek ways to bridge the connection between our SEL curriculum and our Panther PRIDE matrix. Both will be essential to our school community.</p> <p>Lee Richmond will research ways to track student data based on our SEL curriculum , and use tracked data to create student groups based on need as well as clearly define students in need of Tier 2 and Tier 3 supports.</p>

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<p>behavior activities, Cool to be in School attendance rewards/incentives, attendance and citizenship rewards/incentives, Student of the Month rewards/activities, etc.).</p> <p>Student Specialist, Support staff, Leadership Team, and teachers will monitor student academics, attendance, and discipline to provide students with intervention supports, as needed.</p> <p>Staff will provide character education based on school-wide behavior expectations (PRIDE). School-wide expectations will be visible for all students across campus. School-wide expectations will be reinforced during school-wide assemblies (i.e. weekly PRIDAY celebrations, announcements).</p> <p>Student Specialist, teacher teams, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data and plan activities that address student needs to promote character education (classroom character education lessons/activities, and school wide character education activities).</p>			
<p>Student Specialist, teacher teams, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data and plan interventions and supports that address student needs to promote character education.</p> <p>Identified students will be provided with Tier 2 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior. Student interventions and</p>	<p>Support staff communicated with teachers and families regarding students needing Tier 2 and Tier 3 supports. School support staff held Student Support Team meetings to discuss possible plans for these students. There were pre SST meetings held with teachers to provide strategies , accommodations and plans. SST/ 504/ IEP meetings we held when needed and students were provided with services needed to address specific needs. Tier 2 and Tier 3 students were provided with school counseling, formal and informal contracts tailored to individual student</p>	<p>There continue to be students needing Tier 2 and 3 supports. There is a need to continue using data to identify students needing support and to deliver support to these students.</p> <p>There is a need to continue providing school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>	<p>Continue to support Tier 2 and 3 students. Provide school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>

<b>Actions/Activities</b>	<b>What is working &amp; why? (Effective indicators)</b>	<b>What is not working &amp; why (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
<p>supports may include formal/informal contracts, counseling, social groups, and incentives/reinforcement.</p> <p>Staff will work directly with students and their families who have academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support.</p>	<p>needs, social groups such as CRU, incentives and reinforcements as needed.</p> <p>Regular formal meetings were held with school staff and parents ( SST/ 504/ IEP/ BIP) to share student plans, goals , review necessary data, and accommodations offered while at school.</p>		
<p>Identified teachers, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data of identified students and plan Tier 3 interventions and supports that address the most intensive student needs.</p> <p>Tier 3 supports are the most intensive supports the school offers. The supports required are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, support staff may initiate formal assessments to determine a student's need and to develop an individualized support plan (i.e. IEP, Behavior Intervention Plan, etc.). Student plans may include goals related to academics as well as behavior support, and chronic absenteeism support. Students may be provided with tangible and intangible reinforcers, based on student need.</p> <p>Staff will work directly with students and their families who have intensive academic, behavior, and/or attendance challenges by seeking to prevent</p>	<p>Regular formal meetings were held with school staff and parents ( SST/ 504/ IEP/ BIP) to share student plans, goals , review necessary data, and accommodations offered while at school.</p> <p>Support staff, teachers and families communicated student needs, and planned next steps based on student need. Some students were placed on informal plans, while others were provided with formal plans ( IEP/ 504).</p>	<p>There continue to be students needing Tier 2 and 3 supports. There is a need to continue using data to identify students needing support and to deliver support to these students.</p> <p>There is a need to continue providing school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>	<p>Continue to support Tier 2 and 3 students. Provide school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>



<b>Actions/Activities</b>	<b>What is working &amp; why? (Effective indicators)</b>	<b>What is not working &amp; why (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
<p>incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support.</p>			

**(Note:** Please do not include non-Title I funded activities in the evaluation).

# School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a computer technician:

- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve student learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

**Goal 4**

Communication between school and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Teachers and Leadership Team will provide a variety of parent education and outreach activities. Parent education opportunities and materials may focus on building school community relations, improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education.</p> <p>Leadership team, teachers, support staff and parent committee will collaborate to plan and develop parent activity schedule.</p> <p>Increase parent opportunities to participate in school site activities throughout the school year (Back to School Night, Parent Conferences, Parent training, SSC/ELAC, Panther of the Month ceremony, etc.)</p> <p>Across the school year, parents will be invited to attend the parent educational opportunities at the school site.</p>	<p>Lee Richmond was able to continue with some school wide parent activities: (Back to School Night, Parent Conferences, , SSC/ELAC). The school was able to uphold regular communication with parents via REMIND and Parent Square.</p>	<p>There will be a need to continue working to rebuild the parent education and outreach program in 22-23. There will be a continuing need to provide parents and families with support, training, and opportunities to participate in school activities. . There is a need to build upon the success of these activities to reach more families.</p>	<p>The school will continue to develop and deliver, and will work to expand the parent education and training opportunities for families and students.</p> <p>The school would like to bring back , literacy nights, family game nights, PEP days, Panther of the Month breakfast in 22-23.</p>
<p>School staff will provide parents with ongoing communication about their students' progress.</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind.</p>	<p>The Remind system is becoming outdated and an upgrade is needed. Parent conferences were held remotely via Zoom. While this is not necessarily</p>	<p>The Remind communication system will be upgraded to Parent Square. If the COVID pandemic subsides, the school will return to in-person parent/teacher conferences.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Teachers will maintain positive communication with parents via phone calls, emails, REMIND messages/announcements, and notes. Parents have access to the ParentVue system to check progress and attendance. Parents will be informed of students' academic and social progress via bi-weekly progress reports and ParentVue. Teachers and support staff will contact parents, as needed throughout the school year, to schedule conferences to address academic, behavioral, attendance, and social concerns. Translation of Parent Conferences will be provided, as needed, to increase parent participation in Parent/Teacher Conferences.</p>	<p>The schools parent/teacher conference attendance rate was: 100%</p>	<p>ineffective, in-person conferences are desirable.</p>	

**(Note:** Please do not include non-Title I funded activities in the evaluation).