

# 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 ELA and mathematics instruction using the HESD pacing guides and district adopted instructional materials.</p> <p>Shared reading, reader's workshop, writer's workshop, small group instruction in reading, writing and math, read aloud, close reading and interactive writing teaching points using the state adopted text and supplemental nonfiction instructional materials will be derived from the Common Core Standards.</p> <p>ELA Leadership team will provide support as needed. Leadership team will monitor monthly: classroom observations lesson plans minimum day collaboration agendas. formative &amp; summative assessments overall student academic progress and academic needs</p> <p>Math Leadership team monitors monthly to ensure that</p>	<p>Monroe implemented standards based instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks 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. Kinder and 1st grade students showed significant gains in phonemic awareness benchmark assessment.</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 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 anecdotal evidence and data from local</p>	<p>Monroe 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 students using supplemental instructional materials. The school will continue to add to its collection of high-interest chapter books for students.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>essential standards/units will be instructed prior to state testing: Lesson plans District assessment data Formative classroom/chapter assessment results</p>		<p>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>Implement school-wide differentiated small group reading, writing, and mathematics instruction and in-class interventions to identified students.</p> <p>ELA "At risk" students will participate in explicit reading and/or math instruction delivered by the teacher and will progress in reading levels. Students receive small group instruction from Ed. Tutors using a push-in model and/or pull out. (Students are receiving an additional small group lesson, before or after their small group lesson with the teacher, when they would otherwise be working independently.) Teachers will monitor progress and adjust small group instruction based on the assessment of students once per month. Students needing additional support will participate in a reading intervention program supported by an Ed Tutor.</p> <p>Provide before school, after school, or lunch time tutoring and intervention opportunities for identified students scoring in the intensive range on language arts and/or mathematics assessments for grades K-6.</p> <p>Additional supplemental materials and supplies such as leveled books and intervention materials to support student's academic needs.</p>	<p>Monroe provided differentiated instruction and interventions for students in 2021-22.</p>	<p>There is a need to continue 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.</p> <p>Education tutors (paraprofessionals) will be implemented for push-in additional intervention and support in 22-23.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Students participate in a variety of enrichment activities that are designed to increase engagement in learning, improve background knowledge, support vocabulary development by integrating content instruction with hands-on activities. Activities may include clubs, assemblies, guest speakers, study trips, video conferences, and virtual study trips that align to grade level content and themes</p> <p>Supplemental academic and enrichment activities to support instruction in ELA, Math, Science, and History/Social Science.</p> <ul style="list-style-type: none"> <li>• Videoconferencing</li> <li>• Study Trips</li> <li>• Zoom Field Trip</li> </ul>	<p>Partially 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>
<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)</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Zoom BrainPop School City (Illuminate)</p> <p>No Red Ink-Site Purchase Accelerated Reader-Site Purchase Starfall-Site Purchase IXL-Site Purchase Mystery Science-Site Purchase NewsELA-Site Purchase Education.com-Site Purchase Screencastomatic-Site Purchase Field Trip Zoom-Site Purchase</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. Integrated ELD:</p>	<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>The percentage of students scoring proficient on the summative ELPAC declined slightly between 2018-2019 (9.78%) and 2020-2021 (9.33%).</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>EL Students scored at 7.5% Proficient in ELA and 10.26% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<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 background knowledge for the topic</li> <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</p>			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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 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</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>The percentage of students scoring proficient on the summative ELPAC declined slightly between 2018-2019 (9.78%) and 2020-2021 (9.33%).</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.</p> <p>EL Students scored at 7.5% Proficient in ELA and 10.26% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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 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:</p>			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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: 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'</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>



Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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>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</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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: 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>			

**(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 2**

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<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. Site based professional development may include training/PD around professional text or providing PD opportunities for teachers on site or virtually.</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. Data will be disaggregated to show overall performance as well as performances</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.</p> <p>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.</p> <p>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.</p> <p>The school will restart the professional development program.</p> <p>Staff will be provided with professional development in the use of SEL data platforms and in the analysis of data.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs.</p> <p>Administration will meet with teachers at least twice a year to review the status of their class and review teacher goals.</p> <p>As needed (based on data) coaching will include focus on EL strategies</p> <p>Substitutes may be utilized to relieve teachers in order for them to attend Professional Development or Status of the Class meetings.</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</p> <p>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</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
academic achievement of English Learners			
<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 Services Credential Induction Program (CASC) for new administrators.</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 Services Credential Induction Program (CASC) in 2022-2023.</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 3**

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Provide all students with activities to promote good attendance, strong character and good behavior that promote a school environment where students feel safe emotionally and physically.</p> <p>A variety of activities and rewards will be implemented to promote good behavior and attendance including: Student of the Month, Monthly or Weekly Attendance and Behavior Incentives, Attendance Benchmark Awards, Zero Citation Activities/Rallies, Good Behavior and/or Good Attendance Reward Trips, End of the Year Behavior Reward Activities, Student Store, Structured Activities.</p> <p>Assemblies on site or virtual to promote good character and school attendance.</p> <p>Bilingual Clerk Typist/Student Specialist monitors attendance data and makes parent contacts to promote good attendance and assist with communication and intervention for students with attendance difficulty.</p>	<p>In 2021-2022, Monroe focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic.</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>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.</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 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>The school will continue to support students with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>These activities will be improved upon by:</p> <ul style="list-style-type: none"> <li>• building upon our family involvement component and home to school connection</li> <li>• incorporating these activities into the after school program.</li> </ul>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Student Specialist and Site leadership will monitor Classrooms for attendance.  Monthly reports of attendance  Monthly reports of students on Behavior Intervention Plans  Behavior Reports</p>			
<p>Identify students with attendance or behavior challenges and provide them with additional support.  Student Specialist and other school staff can provide rewards/incentives for students to help improve attendance and behavior.</p> <p>The Student Study Teams will collaborate to analyze and monitor at-risk students and provide supplemental supports in reference to behavior or attendance.</p> <p>Activities to support identified students can include:</p> <ul style="list-style-type: none"> <li>• Check-In/Check-Out System</li> <li>• Implementation of recess and lunchtime structured activities</li> <li>• Informal Behavior Contracts.</li> <li>• Formal Behavior Intervention Plans</li> <li>• Parent Outreach/Community Resource</li> <li>• Support Programs</li> <li>• Home Visits</li> <li>• Behavior Social Groups (Small group teaching opportunities)</li> </ul>	<p>The action was well implemented with identified students receiving the supports discussed in the previous column.</p> <p>The Student Study Teams and Leadership Teams met frequently to discuss our at-risk students to identify individual students who required additional services/supports, to build counseling groups based on diverse needs, to monitor student progress and to gain insight into the types of interventions that would likely be effective in improving students' social-emotional wellbeing and reducing behavior incidents.</p>	<p>There continues to be students needing additional supports. There is a need to continue using SST's 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 curriculum.</p>	<p>Continue to identify, monitor and support at-risk students.</p> <p>Provide school staff with professional development in the use of SEL curriculum: Second Step.</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 schools and home will be regular and meaningful.

<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>Provide a variety of parent education and outreach activities.</p> <p>Plan, organize and implement a series of parent involvement activities that focus on parents assisting students with literacy, Math, Science, Kinder readiness skills, and homework. Activities to increase parent/ staff communication. Site administration will schedule at least 2 parent involvement activities throughout the year including Literacy Nights, Parents As Partners and Parent Education Nights.</p> <p>Parents will have multiple opportunities to participate in school activities (Study Trips, Student of the Month Assemblies, Awards Assemblies).</p> <p>Parents will have opportunities to participate in various school organizations (SSC, ELAC, PTC) School staff will use multiple methods of communicating events and information to parents.</p>	<p>In 2021-2022, Monroe focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. One of the successes of this school year was the implementation of a series of parent involvement activities that also included students and that addressed both the rebuilding of the academic program and the school community.</p> <p>The goal of these activities was to promote and encourage reading within the home and to promote reading at home and increase the connection between school and home.</p> <p>During Read Across America week, we encouraged parents to record themselves reading and send the videos to their child's teachers. Each student was also gifted a book so that they can read at home with their parents. During Art Night, all participating students were also gifted a book so that they can continue to develop the love of reading.</p>	<p>There will be a need to continue working to rebuild the school community and the instructional program in 22-23. There will be a continuing need to provide parents and families with support, training, and a sense of community with their school. 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>

<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>Provide parents with ongoing communication about the progress of their students.            Parents will attend parent/teacher conferences in November.            Parents will be informed of students' academic and social progress via weekly and/or through the use of the Synergy ParentVue online progress reporting system.</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind.            The schools parent/teacher conference attendance rate was: 100%</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 ineffective, in-person conferences are desirable.</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>

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