

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 reading and mathematics 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 analysis of data from district and site assessments will be reviewed weekly during school site collaboration, utilizing the formative assessment cycle to inform future instruction. Teachers will utilize the formative assessment cycle to make decisions about reteaching, small group instruction, and if students will need additional supports or extensions with learning the essential standards. Site leadership and teachers monitor instruction and district/site assessments.</p> <p>Reading Language Arts (including reading, writing, grammar, spelling, read aloud, and shared reading/close reading) teaching points will be derived from the Common Core Standards and in place in all classrooms.</p>	<p>Martin Luther King 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 (Heggerty). Kinder and 1st grade students showed significant gains in phonemic awareness benchmark assessment" 18-19: 50.67% met the benchmark 19-20: 58.59% met the benchmark 20-21: 66.67% met the benchmark 21-22: 80.61% met the benchmark</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 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</p>	<p>Martin Luther King 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).</p> <p>The school will continue to add to its collection of high-interest chapter books for students.</p>

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<p>ELA Assessments may include: Benchmarks, CARS, CAP, and IRL's, IAB's, Sight Word Assessments, Writing Assessments, Phonemic Awareness, Alphabetic Principle, Letters/Sounds, and any electronic APP assessments such as those from our supplemental digital content such as Lexia, RazKids, and Khan Academy.</p> <p>Students will participate in explicit mathematics instruction and will increase understanding towards mastery of math standards.</p> <p>Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, and any electronic APP assessments such as those from our supplemental digital content such as Reflex and Khan Academy.</p> <p>The leadership team will monitor Assessment Data Formative math assessments Intervention Data</p>		<p>open for in-person learning. Based on 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>Provide differentiated instruction, and increasing levels of intervention to identified students.</p> <p>Targeted students in all grades will receive weekly supplemental instruction to support current work in mathematics and language arts. These sessions may be during school hours, before or after school, or during the school lunch hour.</p> <p>As students demonstrate a need for additional support, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students receive the additional time and support needed to learn at high levels. Tier 2, supplemental interventions will provide timely, targeted, and systematic</p>	<p>Martin Luther King provided differentiated instruction and interventions for students in 21-22.</p>	<p>State test scores from 2021 show 41.7% of students in the "Not Met" category in ELA and 49.21% in "Not Met" in ELA.</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.</p> <p>Education tutors (paraprofessionals) will be implemented for push-in additional intervention and support in 22-23.</p>

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<p>interventions to students who demonstrate a need through differentiated instruction/small group instruction.</p> <p>As students demonstrate a need for additional support, beyond what Tier 2 supplemental interventions/small group instruction can provide, students are identified as Tier 3 and needing intensive supports/interventions. Tier 3 students need an intensive remediation in universal skills that goes above what students receive in Tier1 (core instructional program) and Tier 2 (Small group instruction). Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth.</p> <p>Teachers and site leadership will monitor student progress of reading skills by trimester.</p> <p>Reading level collection data.</p> <p>Assessment Results (i.e running records, BM data, classroom assessments)</p> <p>Teacher feedback.</p> <p>Report to Parents</p> <p>Formative & Summative math assessments (Common Assignments) developed to assess student understanding of mathematics standards taught.</p> <p>Supplemental Digital Content/APP reports</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</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>

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<p>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 participate in a variety of enrichment activities, during or after school, that are designed to enhance learning by integrating content instruction with hands-on activities. Grade level teams will collaborate to develop clubs, activities, assemblies, guest speakers, virtual study trips that align to grade level content/themes and support increased level of background knowledge and vocabulary development.</p> <p>Students will attend participate in clubs and activities, assemblies, guest speaker visits, virtual study trips, and study trips to support standards-based instruction. Students will gain an increased level of background knowledge and vocabulary development resulting in increased achievement.</p>	Partially Implemented.	In-person activities, including clubs, assemblies, and study trips were suspended in 2021-2022 due to the COVID pandemic.	Resume enrichment activities once the COVID pandemic subsides.
<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.</p>	The components of Integrated ELD are in place across all classrooms: EL Students are supported across the school day in all content areas.	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	<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</p>

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<p>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"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <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</p>		<p>students and other subgroups, especially in mathematics.</p> <p>EL Students scored at 19.23% Proficient in ELA and 8.33% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</p> <p>The percentage of students scoring proficient on the summative ELPAC declined between 2018-2019 (19.35%) and 2020-2021 (15.17%).</p>	<p>implementation of integrated ELD and the progress of EL students.</p>

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<p>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 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>			

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<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 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</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 than All students and other subgroups, especially in mathematics.</p> <p>EL Students scored at 19.23% Proficient in ELA and 8.33% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</p> <p>The percentage of students scoring proficient on the summative ELPAC declined between 2018-2019 (19.35%) and 2020-2021 (15.17%).</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>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 ELs 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: 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>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>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 EI 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>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</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>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: 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).

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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. Teachers will understand and effectively implement the collaboration protocol used in a professional learning community. 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 of significant subgroups (including ELs). 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.</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>

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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. As 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>Provide all students with activities to promote good attendance, strong character, school pride and good behavior that promote a school environment where students feel safe emotionally and physically.</p> <p>Students will be provided opportunities to earn incentives, rewards, and activities to promote good attendance and behavior in support of improved student achievement. Students will participate in activities, during and/or after school, that are designed to enrich their experience at school, motivate them to come to school every day, add value to their lives, and promote character development. Activities to support good attendance, strong character may include: Character Expectations Presentations Good Attendance Incentives/rewards and activities Behavior incentives/rewards and activities Social Emotional Learning (SEL Curriculum) Structured Activities Student Store Student of the Month</p>	<p>In 2021-2022, Martin Luther King focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. 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>The school implemented the activities listed in the action.</p> <p>Data show that students: *have begun to understand their emotions and are learning how to verbalize rather than lashing out have begun to be able to see the perspective of others and are showing empathy *have begun to use the expected vocabulary that demonstrates they are regulating their behavior, are processing emotions, are improving problem-solving skills *need less help from adults to work through conflict *have begin to understand that different feelings are okay *are beginning to become open to constructive criticism, self reflection, and ownership of their behavior</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>These activities will be improved upon by: *building upon our family involvement component and home to school connection *incorporating these activities into the after school program</p>

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<p>Trimester Reward Activities End of the Year Behavior Reward Activities Student/Parent Conferences Parent Outreach Home Visits</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>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>*are beginning to be able to set attainable goals</p> <p>*As of April 2022, the school's suspension rate was 1.83%</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>Identify students with attendance or behavior challenges and provide them with additional support. If the student is not responsive to the intervention in the primary tier (Tier1), more intensive behavioral intervention is provided in Tier 2, or a highly individualized plan is developed for the student who needs more intensive supports in Tier 3. The School Site teams will collaborate to analyze and monitor at-risk students (Tier 2 and Tier 3) and provide supplemental supports in reference to behavior or attendance. Activities to support identified students can include: Check-In Check-Out System Implementation of recess and lunch-time structured activities Informal Behavior Contracts. Formal Behavior Intervention Plans Parent Outreach/Community Resource Support Programs Home Visits Behavior Social Groups (Small group teaching opportunities)</p>	<p>The action was well implemented with identified students receiving the supports discussed in the previous column.</p> <p>The use of data was key to the implementation and effectiveness of the social-emotional learning program. We used data to proactively identify individual students who required additional services/supports (before behavior incidents occurred); to identify subgroups of students requiring additional services/supports; to build counseling groups appropriate to the targeted areas of need that were identified; 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>Data sets included monitoring of behavior incidents and wellbeing surveys of students and staff.</p> <p>*87% of students received Tier 1 supports *11% of students received Tier 2 supports</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.</p> <p>Provide school staff 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>Counseling Opportunities aligned with identified student behavior needs. PEI referrals for outside counseling services. Student Specialist, Support Staff and teachers will monitor student formal and informal behavior contracts and reward students for appropriate behaviors. Leadership team to meet and monitor/revise positive school culture structures on campus.</p> <p>Increase student attendance and promote good citizenship by monitoring and rewarding good attendance, good behavior, and successful completion of behavior intervention contracts.</p>	<p>3% of students received Tier 3 supports</p> <p>*As of April 2022, the school's suspension rate was 1.83%</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>Implement a social/emotional course of study that supports students and staff in order to to acquire and apply the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions. Improved social/emotional skills and decision making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood to school connection to build school pride and encourage a positive school community.</p>	<p>Martin Luther King fully implemented a data-driven, age/grade appropriate social-emotional learning instruction across all grade levels.</p> <p>We delivered social-emotional instruction in all classrooms:</p> <p>*Implemented the weekly lesson into other content areas and daily routines/procedures.</p> <p>*Monday Lessons, problem solving, collaborative read aloud, discussion, empathy conversations, personal narratives.</p> <p>*Allowing students to share their feelings openly in a safe environment.</p> <p>*Focus is individualized problem-solving instruction. Help them solve their problems independently or ask for help.</p> <p>*Monday Lesson, incorporate weekly concept into read aloud. *Kids sharing experiences, apply to daily problems, accountability on Kids</p> <p>*SEL lessons incorporate goal setting, self monitoring, problem solving, and reflection strategies</p> <p>*SEL Lessons, practice calming techniques, applying to real life, identifying problems, talking it out, read alouds</p>	<p>There is a need to include/incorporate additional resources to supplement the social-emotional learning curriculum.</p> <p>There is a need to further develop family involvement to reinforce SEL lessons within the home</p> <p>There is a need to develop classroom visual aids for lessons</p> <p>There is a need to continue developing students ability to feel comfortable opening and being open to reflection</p> <p>Students had a challenge with connecting/relating to scenarios from the social-emotional learning curriculum and applying these to their personal life (especially sixth grade)</p> <p>Students struggle with vulnerability</p> <p>There is a need to access to more texts, extensions, pinpoint triggers</p>	<p>The school will continue to develop and deliver SEL lessons designed to improve students' use of goal setting, self monitoring, problem solving, and reflection strategies. The school will continue to improve upon these lessons. The school will provide teachers with professional development in this area.</p> <p>The school will implement parent training activities.</p> <p>The school will work to incorporate the family into social-emotional learning.</p> <p>The school will incorporate social-emotional learning into the after-school program.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
	<p>2-3 direct instruction days, plus read alouds, act out activities and Zones of Regulation</p> <p>*As of April 2022, the school's suspension rate was 1.83%</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>		

(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.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Provide a variety of parent education and outreach activities. Provide parent education opportunities and materials focused on improving literacy skills, math skills, computer literacy, student discipline, attendance, and planning for higher education. Once each trimester, grade level teams will design activities, trainings, and workshops to offer parents in order to increase student achievement.</p>	<p>In 2021-2022, Martin Luther King focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic.</p> <p>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 connect our families to our daily literacy work at MLK; and to promote reading at home and increase the connection between school and home.</p> <p>These activities were developed and planned with school leadership and teaching staff working together choosing appropriate and interesting books, sending home curated books and materials, and developing videos to guide parents through the activities. Rather than being one-time activities, these were designed to provide parents with the tools and skills to read meaningfully with their children over time.</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
	Feedback from parents, students, and staff was very positive.		
<p>Provide ongoing communication with parents about their students' progress. Parents will be informed of students' academic and social progress via bi-weekly progress reports or online grade book.</p> <p>Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social and English skills</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 99.2%</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).