

# 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>Tier 1: Core Instruction 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>Standards aligned instruction in ELA and Math will be in place in all classrooms.</p> <p>ELA and math lesson planning is based on backwards mapping of the essential CCSS and/or aligned to the district pacing calendar. Essential standards/units will be instructed prior to state testing using the state adopted program.</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</p>	<p>Lincoln 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, 1st grade and 2nd grade students using supplemental instructional materials (Reading Mastery).</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 the 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. 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>Lincoln will continue the process of rebuilding the instructional program and the school community next year as the pandemic subsides.</p> <p>Lincoln will continue to implement and build upon its phonemic awareness instructions/lessons for kindergarten, 1st grade, and 2nd grade students using supplemental instructional materials (Reading Mastery).</p> <p>Site leadership and teachers will continue to monitor instruction and district/site assessments. ELA Assessments which will also include: Performance tasks, essential Skills Assessments, and Short Response Assessments.</p> <p>Math App Assessments will also include IXL.</p> <p>Lincoln will be purchasing supplemental materials such as Eureka Math-grades K-1 and Heggerty for grade 1.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>instruction, and if students will need additional supports or extensions with learning the essential standards.</p> <p>Site leadership and teachers monitor instruction and district/site assessments.            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.            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>Purchase Orders            Assessment Results (Formative &amp; Summative)            HESD Pacing Calendars            Lesson Plans            Supplemental Digital Content/APP reports</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>Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions            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 interventions to students who demonstrate a need through</p>	<p>Lincoln continues to provide differentiated instruction and interventions for students in 21-22. Supplemental Materials used during the 21-22 school year include Writing Without Tears, Read Live Naturally, Phonics for Reading, Reading Mastery.</p>	<p>State test scores from 2021 show only 15.92% of students scored proficient in ELA and 11.26% of students scored proficient in 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. Continue to utilize research based programs to help teachers further reach the needs of students within small groups.</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 will be implemented for push-in additional intervention and support in 22-23.</p> <p>Additional intervention programs will be purchased for the 22-23 school year which include: Heggerty Bridge the Gap, Writing Without Tears, Read Live Naturally, Phonics for Reading.</p>

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<p>differentiated instruction/small group instruction.</p> <p>Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth. Provide differentiated small group language arts instruction, within the classroom, based on identified student need. Focus of differentiated small group language instruction will be focused on gaps within literacy skills that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, and letters/sounds. Students not responding to differentiated small group language arts instruction will be monitored for their need of intervention services.</p> <p>Students (including English Learners) will participate in explicit math instruction and make appropriate academic growth. Provide differentiated small group mathematics instruction, within the classroom, based on identified student need. Focus of differentiated small group math instruction will be focused on gaps within a students foundational math skills.</p> <p>Site Leadership and Teachers to monitor students academic levels within small group instruction. Monitoring of goals and progress. Students not responding to differentiated small group ELA or math instruction will be monitored for their need of intervention services.</p> <p>Purchase Orders Student Goals/Records Assessment Results (Formative and Summative) Lesson Plans/Group Calendars Status of the Class Notes</p>			

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Supplemental Digital Content/APP reports			
<p>Tier 3: Intensive Student Supports/Interventions 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). Tier 3, intensive student supports supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through a lack of progress within differentiated instruction/small group instruction.</p> <p>Students in TK-6 (including English Learners) that are identified as struggling and have not responded to Tier 2 differentiated instruction/small group instruction within the classroom will be placed on a list needing additional supports/interventions. Learning Director to secure teachers to provide before school, lunch time, or after school intervention instruction. Provide identified students with before school, lunch time, or after school intervention instruction. Intervention teacher and classroom teacher to monitor student progress during weekly grade level collaboration. Site Administration and teachers to monitor student achievement data. Site Administration to monitor schedules and rosters.</p> <p>Purchase Orders</p>	<p>Learning Loss Mitigation Tutoring is happening on campus before school, during lunch, and after school to support students that are performing below grade level. Approximately 9 certificated teachers and 2 educational tutors are working with students on a consistent basis. Assessment A/B data is continuously analyzed to plan next steps and monitoring of student progress. Intervention programs are being implemented such as Writing Without Tears, Reading Mastery, READY Common Core Math, and Fountas and Pinnel Programs.</p>	<p>State test scores from 2021 show only 15.92% of students scored proficient in ELA and 11.26% of students scored proficient in Math.</p> <p>There is a need to continue implementing various intervention programs that are research based on target Tier 3 levels of support. There is a need to continue intervention services to a large numbers of students. Continue to utilize research based programs to help teachers further reach the needs of students within small groups.</p>	<p>The school will continue and/or expand its interventions for struggling students in 22-23.</p> <p>Education tutors will be implemented for push-in additional intervention and support in 22-23.</p> <p>Additional intervention programs will be purchased for the 22-23 school year which include: Heggerty Bridge the Gap, Writing Without Tears, Read Live Naturally, Phonics for Reading.</p>

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<p>Data Monitoring Sheets  Student Attendance Records/Tracking  Student Goals/Records  Assessment Results (Formative and Summative)  Intervention Calendars  Intervention Rosters  Timecards  Status of the Class Notes</p>			
<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>When covid restrictions subsided, Lincoln was able to implement study trips and assemblies at the end of the school year to provide students with these opportunities that were missed earlier in the year.</p>	<p>In-person activities, including clubs, assemblies, and study trips were suspended for majority of the 2021-2022 year due to the COVID pandemic.</p>	<p>Resume a variety of 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</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>Lincoln will be adding Read Live Naturally and IXL apps for students to utilize.</p>

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<p>Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>School Subscriptions May Include: Accelerated Reader LiveSchool Starfall</p> <p>Administration and teachers to monitor usage and incorporate into daily instruction.</p> <p>Purchase Orders Supplemental Digital Content/APP reports</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>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 5.77% Proficient in ELA and 1.96% 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 (9.55%) and 2020-2021 (6.19%).</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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<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 in place and that teaching staff receive</p>			

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<p>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 leadership team will monitor and</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>EL Students scored at 5.77% Proficient in ELA and 1.96% 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 (9.55%) and 2020-2021 (6.19%).</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>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: District level leadership team will provide school sites with professional</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.</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 ELD 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>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>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 Approaches. Sacramento: California Department of Education.</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>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>			

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**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 to further improve student learning. 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>The school supports teachers and staff in providing professional development. Teachers have been trained on data analysis of formative and summative assessments, backwards mapping, differentiating instruction, technology, apps focused on instruction, and how to monitor student data in a variety of ways.</p> <p>Teachers collaborated each Wednesday to discuss student's current levels, progress, and next steps.</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 staff will assess/reassess staff professional developmental needs.</p> <p>The school will restart the professional development program.</p> <p>Staff will be provided with additional professional development in ELA, specifically reading and writing, offered by Teachers College. Writing Kits ordered to support the professional development process (over summer 2021-2022).</p>

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<p>Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies.</p> <p>Teacher Survey Timecards Collaboration Logs PD Sign-In Sheets</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</p>	<p>The Induction program served new teachers in the 2021-2022 school year. Induction</p>	<p>The addition of universal transitional kindergarten has the potential to add to the</p>	<p>The district will continue operate a CTC accredited new teacher induction program</p>

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<p>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>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>numbers of new teachers in the district. This may increase the caseloads of induction coaches.</p>	<p>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>

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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.

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. To create an ideal place for students to learn, students need an environment that is conducive to learning. PBIS supports help create a school environment where students feel safe emotionally and physically, in an environment not created merely through punishment. The implementation of Positive Behavior Interventions and Supports will help to prevent misbehaviors and create a school environment that results in a positive impact on the overall school culture.</p> <p>All students will be provided with PBIS Tier 1 supports and interventions to increase student attendance and improve student behavior, which includes participation in a variety of activities and incentives/reinforcements including curriculum to address social emotional learning (SEL) needs.</p> <p>PBIS Tier 1 supports will be in place to help create and maintain a positive</p>	<p>Lincoln provides all students with activities to promote good attendance, strong character, and good behavior. The School Plan for Student Achievement supports a positive school culture. Students receive incentives/rewards and activities for positive behavior. ROAR store, LiveSchool points, and Student of the Month supports and recognizes students that exhibit the ROAR expectations.</p> <p>Social Emotional Learning program has been implemented this school year. Staff and students are able to better address student emotions and are teaching students how to better verbalize their emotions and show empathy towards other students.</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: building upon parent/family involvement and home to school connection .</p> <p>Purchase of Panorama Ed to have a better understanding of teacher and student needs.</p>



Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>school culture. Activities to support good attendance, strong character may include:</p> <ul style="list-style-type: none"> <li>ROAR Character Expectations Presentations</li> <li>Good Attendance Incentives/rewards and activities</li> <li>Behavior incentives/rewards and activities</li> <li>Social Emotional Learning (SEL Curriculum)</li> <li>Lions' Den Structured Activities</li> <li>LiveSchool Points</li> <li>Lion's Den Student Store</li> <li>Student of the Month</li> <li>Grade Level Character Education Assemblies</li> <li>Trimester Reward Activities</li> <li>End of the Year Behavior Reward Activities</li> <li>Student/Parent Conferences</li> <li>Parent Outreach</li> <li>Home Visits</li> </ul> <p>Student Specialist, Support Staff and teachers will monitor student attendance and discipline to determine if a student is in need of Tier 2 or Tier 3 supports/interventions.</p> <p>Purchase Orders/ Transportation records</p> <p>Schedules</p> <p>Activity Records/ Calendar</p> <p>Attendance and Discipline Reports</p>			
<p>Identify students with attendance or behavior challenges and provide them with additional supports. The PBIS framework follows a three-tiered system of intervention delivery, providing different levels of behavior support based on student need and response to intervention. If the student is not responsive to the intervention in</p>	<p>The BAIT team meets throughout the year and identifies Tier 2 and 3 students. Supports are put into place to help these students with a differentiated plan to support their individual needs.</p>	<p>There continues 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</p>	<p>Lincoln will continue to support Tier 2 and 3 students.</p> <p>Lincoln will continue to provide school staff with professional development in the use of SEL data platforms and other measures of data to support staff and students.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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.</p> <p>The Behavior Academic Intervention Team (BAIT) will collaborate to analyze and monitor at-risk students (Tier 2 and Tier 3) 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 (CICO)</li> <li>Implementation of recess and lunch-time structured activities</li> <li>Informal Behavior Contracts.</li> <li>Formal Behavior Intervention Plans</li> <li>Parent Outreach/Community Resource Support Programs</li> <li>Home Visits</li> <li>Behavior Social Groups (Small group teaching opportunities)</li> <li>Counseling Opportunities aligned with identified student behavior needs.</li> <li>PEI referrals for outside counseling services.</li> </ul> <p>Student Specialist, Support Staff and teachers will monitor student formal and informal behavior contracts and reward students for appropriate behaviors.</p> <p>PBIS School Team to meet and monitor/revise positive school culture structures on campus.</p> <p>Bilingual clerk will provide extra support in the office with translations, parent support and attendance.</p> <ul style="list-style-type: none"> <li>Purchase Orders</li> <li>Formal and Informal Behavior Contracts</li> <li>Schedules</li> <li>Activity Records/Calendars</li> </ul>		<p>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
Attendance and Discipline Reports BAIT Monitoring Documents			
<p>Provide all students with character education lessons tied back to our core PBIS traits of "ROAR." ROAR, which stands for Responsibility, On-Task, Achievement, and Respect, are the positively stated school-wide behavior expectations and rules set for students and staff in all campus settings (classroom, yard, bathroom, hallway, bus stop, cafeteria, library, office, etc.) Our PBIS system is designed around "ROAR" as a system that rewards and recognizes students for making progress toward, and ongoing demonstration of, school-wide behavior expectations.</p> <p>All students will be provided with ROAR character education lessons to provide a better understanding of our campus behavior expectations and to support positive character development.</p> <p>Monthly, all students will be provided with ROAR character education lessons that are developed by a team of teachers, our Student Specialist, and support staff. Team to develop lessons that can be delivered by various grade levels focusing on Being Responsible, Being On-Task, Being an Achiever, and Being Respectful. Lessons can include a variety of resources such as read alouds, videos, writing components, classroom discussions, presentations, etc.</p> <p>Purchase Orders/Transportation Records Schedules Timecards Lesson Calendars</p>	<p>Students are provided with ROAR character education through read alouds, videos, writing components, classroom discussions and presentations. Students continue to have an understanding of what it means to ROAR on campus.</p>	<p>Due to covid restrictions and staffing shortages, we were not able to implement monthly character education lessons by staff members.</p>	<p>Lincoln will look to rebuild the monthly character education lessons by staff and site leaders.</p>

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

(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 all parents with a variety of parent education and outreach activities to support active participation in their child’s education. Providing parents with information and training will allow them to further help their children achieve in school. Students whose parents are involved and informed in their child’s progress will achieve at higher levels.</p> <p>Various Parent Involvement activities may include:</p> <ul style="list-style-type: none"> <li>• Opportunities and outreach to ensure parents have regular school contact with school to improve student attendance and student academic achievement. (Phone Calls, REMIND messages, Letters, Newsletters, Parent Teacher conferences, SSC, ELAC)</li> <li>• Increase parent support by providing whole school and grade level parent involvement activities focused on various</li> </ul>	<p>Multiple platforms are provided for school/home communication (yellow cards, weekly progress reports, Parent Vue, Parent Square, Remind). Parents have shared that they feel their students are improving due to the consistent communication between parent and teacher which allows parents to be aware of student progress.</p>	<p>Parent Square is a new platform of communication so there is a need for more parents to sign up for Parent Square to ensure full communication.</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
<p>academic areas. Plan, organize and implement a series of parent activities that focus on assisting their students with literacy, Math, Science, Technology, school readiness, and homework. (Back to School Night, Literacy Night, Math Night, Parent Workshops).</p> <ul style="list-style-type: none"> <li>Activities to increase parent/staff communication.</li> </ul> <p>Learning Director, Support Staff and teachers to plan and organize events based on whole school and specific grade level needs.</p> <p>Purchase Orders/Records Schedules Activity Records/Calendar Event Flyers</p>			
<p>Provide ongoing communication with parents about their student's progress. Providing parents with opportunities to become involved and communicate about their child's education is key for student success. Opportunities and outreach to include:</p> <p>Phone Calls REMIND messages Letters Newsletters Parent Teacher Conferences Translation for Parent Teacher Conferences</p> <p>Bilingual clerk will provide extra support with translations and parent support/communication.</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>

<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>
Time Cards Translation Schedules REMIND software messages			

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