

# 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 utilizing the district core instructional programs in ELA and mathematics and following the district pacing guides.</p> <p>ELA Teachers will supplement the core curriculum in ELA by implementing Writing Workshop (WW) and Reading Workshop (RW) daily. Teachers will use standards based lessons as well as workshop teaching strategies in order to supplement the district core instructional program. This includes Close reading, RACE Response instruction and/or small group reading instruction as well as student collaboration (i.e partner talk, presenting group assignments, problem solving). Daily Schedules will reflect daily time dedicated to each program component, as well as, time dedicated to the supplemental practices of WW and RW. (See Roosevelt Elementary School, Daily Instructional Schedule to see time allocations by grade level.) Teachers will develop and implement content based units of studies aligned to HESD pacing calendar</p>	<p>Teachers are implementing standards based ELA and mathematics instruction using the district core curriculum. Teachers are also supplementing the core curriculum through Reading Workshop, Writing Workshop, researched-base teaching strategies, units of study, small group instruction, guided reading, transitional guided reading, student collaboration and utilized the formative assessment process to drive instruction.</p> <p>Educational tutors provided additional small group reading instruction during times when students work independently.</p> <p>Site leadership monitored student growth through observations, analysis of daily instructional schedules, and analysis of formative and summative assessments.</p>	<p>Due to the COVID-19 pandemic, there was a significant impact on the school's instructional programs. Such impacts included: high staff and student absences, COVID related protocols/restrictions.</p> <p>Even with the challenges presented by the pandemic, the school continued to focus on implementing researched based instructional strategies to meet the rigor of the CCSS as well as rebuilding intervention programs to support all learners.</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 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>Teachers will continue implementing standards based ELA and mathematics instruction using the district core curriculum. Teachers will also supplement the core curriculum through Reading Workshop, Writing Workshop, researched-base teaching strategies, units of study, small group instruction, guided reading, transitional guided reading, student collaboration and utilized the formative assessment process to drive instruction.</p> <p>Educational tutors will continue to provide additional small group reading instruction during times when students work independently.</p> <p>Site leadership will continue to monitor student growth through observations, analysis of daily instructional schedules, and analysis of formative and summative assessments.</p>

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<p>Students in the strategic range will receive a re-teach of core program concepts and skills as well as small group guided reading from the classroom teacher. Students in the intensive range will receive basic phonics and phonemic awareness instruction as well as small group guided reading from the classroom teacher.</p> <p>Teachers will provide small group instruction using the practice of guided reading and transitional guided reading. Educational tutors (paraprofessionals) will provide additional small group reading instruction during times these students would be working independently.</p> <p>Site leadership and teachers monitor Scheduled Alphabetic Principle, Letters/Sounds, Phonemic Awareness, benchmarks, district band CAP results collection in order to measure effectiveness of extra support/prevention in grades K-6 Scheduled Reading level collection in order to measure effectiveness of extra support/prevention in grades K-6 CCSS aligned reading and writing instruction will require continuing monitoring and support in the upcoming school year by the principal and learning director through an analysis of daily instructional schedules, observations and analysis of formative and summative assessments.</p> <p>Small group instruction in both ELA and Mathematics, targeting intensive and strategic learners, will be monitored through analysis of daily instructional schedules, observations and analysis of formative and summative assessments.</p> <p>Teachers will utilize the formative assessment cycle to drive instruction</p>			

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<p>Math</p> <p>Essential standards/units will be instructed prior to state and district benchmark testing in accordance with the HESD Pacing Calendar.</p> <p>Teachers will use standards based lessons as well as effective teaching strategies to supplement the district core instructional program. Teachers will also use student collaboration (i.e partner talk, presenting group assignments, problem solving).</p> <p>Teachers will utilize the formative assessment cycle to drive instruction. Site leadership will monitor student growth through observations, analysis of daily instructional schedules, and analysis of formative and summative assessments.</p> <p>Teachers will provide small group instruction for students needing pre-teaching/re-teaching of grade level mathematics standards</p>			
<p>Provide Extended Learning Opportunities in grades TK-6</p> <p>There will be additional learning time that includes intervention and enrichment to identified students.</p> <p>Students needing interventions will be identified by district and site formative and summative assessments:</p> <p>Scheduled Alphabetic Principle Letters/Sounds, Phonemic Awareness, Benchmarks,</p> <p>District band CAP results collection, Scheduled Reading level collection</p> <p>Selected teachers will provide Math, STEAM, or ELA assistance tailored to students needs using state adopted materials, supplemental materials, and site based created materials.</p> <p>Students will be provided extended learning opportunities in the areas of Math, ELA or STEAM.</p>	<p>Students were provided additional learning time for interventions and enrichment. Those who were identified for needing interventions were provided interventions in the areas of reading and mathematics. Students also were provided an extended learning opportunity in the area of STEAM through our Roosevelt School Spirit Club by selected teachers.</p> <p>Site leadership monitored through assessments provided by state adopted intervention programs, supplemental materials, and district benchmarks.</p>	<p>Due to the learning loss caused by the COVID-19 pandemic, the number of students needing intervention services outnumbered the staff providing intervention services. This then caused a decrease in the number of extended learning opportunities provided this school year.</p>	<p>The school will continue to provide additional learning time for interventions and enrichment opportunities. Site leadership will continue to monitor through assessments provided by state adopted intervention programs, supplemental materials, and district benchmarks.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Site leadership monitors through assessments provided by state adopted intervention programs, supplemental materials, district benchmarks.</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>Not implemented.</p>	<p>In-person activities, including clubs, assemblies, and study trips were suspended in 2021-2022 due to the COVID pandemic.</p>	<p>Resume enrichment activities once the COVID pandemic subsides.</p>
<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            Khan Academy            Flocabulary            Discover Education            Learning A-Z            Seesaw Learning            Adobe Creative Cloud for Students (SHI)            Zoom            BrainPop            School City (Illuminate)</p>	<p>Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. (These materials were available to students during periods when they were quarantined at home.) These materials were funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively.</p>	<p>There is a need to continue providing these tools for students and to continue providing training for teachers in their use.</p> <p>School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>	<p>These materials will continue to be provided as Centralized Services in 2022-2023. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> <li>•</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>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 (12.66%) and 2020-2021 (11.96%).</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 17.92% Proficient in ELA and 15.74% 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>

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<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>			
<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</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 17.92% Proficient in ELA and 15.74% proficient in mathematics.</p>	<p>The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for designated ELD if the COVID pandemic subsides.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.</p>

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<p>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 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>The percentage of students scoring proficient on the summative ELPAC declined slightly between 2018-2019 (12.66%) and 2020-2021 (11.96%).</p>	<p>This represents a significant decline from pre-COVID 2018-2019 test scores.</p>	

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<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 ELPAC 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</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>their elementary and junior high school years.</p> <p>Data Analysis Data, including local scoring of ELPAC, information from the master ELPAC 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 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. After-School ELD:</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>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>			

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**Goal 2**

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

<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>Teachers and administrators will participate in district professional development and site based systematic professional development. Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.</p> <p>Teachers are provided with collaboration time on student early release days.</p> <p>Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.</p> <p>Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.</p> <p>Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).</p> <p>Results may include grouping, planning, observing a colleague,</p>	<p>Administration and teachers participated in two district-wide professional development days. Also, School Administration and teachers in grades fourth through sixth, SDC and RSP took part in online professional development of the supplemental resource IXL. Teachers also were provided site based professional development about intervention strategies and programs available to support academic achievement gaps based off of site leadership observations and teacher input.</p> <p>Teachers were also provided with collaboration time on early release days where teams analyzed student data through the formative assessment process to drive future instruction. Some teachers were able to observe colleague based off of identified needs through administration observations.</p>	<p>Due to the COVID-19 pandemic and sub shortages, teachers were not able to participate in outside professional development opportunities during the school day.</p> <p>There is a need to survey the staff to gather input on professional development needs after the pandemic.</p>	<p>The school continue professional development to address identified needs through teacher input and administration observations. Site leadership will continue to provide professional development within our school site or from outside agencies.</p>

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

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will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.			The district will continue to support new administrators with a Clear Administrative 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>All students will be provided with activities to promote good attendance, strong character and good behavior.</p> <p>All students will be provided with Tier 1 behavior interventions and supports to increase student attendance and improve student behavior including participation in a variety of activities and incentives/reinforcements. Monitor classroom attendance and reward weekly for the highest class attendance.</p> <p>Office staff will do home visits in order to promote good attendance.</p> <p>Office staff will email attendance % to teachers.</p> <p>Utilize a variety of incentives and activities to increase good attendance, strong character and positive behavior (i.e., 3B's drawings, 3B's student store, 3B's Training, Rallies, Live School Behavior Incentive Application, Assemblies, Field Trips, Student of the Month).</p> <p>Monthly Attendance and Behavior Reports</p> <p>School-wide student training throughout the year for behavior expectations</p>	<p>All students were provided with Tier 1 behavior interventions through the Second Step Curriculum that was taught to classes by our School Counselor and then followed up with activities that could be done with the classroom teacher.</p> <p>Numerous behavior and/or attendance incentives and activities were provided to all students to increase good attendance, strong character and positive behavior through: Live School point system, 3B's store, 3B's training, Assemblies, Student of the Month, weekly class attendance incentive. Teachers and students also received school-wide student training for behavior expectations three times this school year.</p>	<p>Due to the COVID-19 pandemic, behavior and attendance assemblies and reward trips had to be cancelled and new incentives provided.</p> <p>There is a need to continue supporting students with activities to promote good attendance, strong character and good behavior.</p>	<p>All students will continue to be provided with Tier 1 behavior interventions through the Second Step Curriculum that is taught to classes by our School Counselor and then followed up with activities that could be done with the classroom teacher.</p> <p>Numerous behavior and/or attendance incentives and activities will continue to be provided to all students to increase good attendance, strong character and positive behavior through: Live School point system, 3B's store, 3B's training, Assemblies, Student of the Month, weekly class attendance incentive, field trips. Teachers and students will also continue to receive school-wide student training for behavior expectations three times in the school year.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Utilize the SARB process for chronically absent students			
<p>Identify and support students who have behavior and/or social/emotional challenges.</p> <p>Provide students with a developed, pre-planned suite of supports, including in-school interventions, that give them the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred. These supports are designed to give students social emotional support, provide them with strategies and skills to cope in the classroom, to and minimize time spent out of the classroom. (See Dearborn, G., &amp; Sturgeon, S. (2019). Schoolwide Discipline. In G. Dearborn, &amp; S. Sturgeon, Yeah, What About This Kid (Tier 3 Behavior Interventions That Work) (pp. 101-135). Fairfax, CA: Conscious Teaching.)</p>	<p>The action was implemented with identified students receiving the support discussed in the previous column somewhat.</p> <p>The use of staff surveys, data meetings and monitoring of discipline data, 2% of our students received tier 3 supports.</p>	<p>There continues to be students needing Tier 2 and Tier 3 supports. There is a need to continue using data to identify students needing support and delivering those supports.</p> <p>Due to the COVID-19 pandemic, which caused staff shortages and COVID restrictions/protocols the school was not able to implement the ISI room where students were provided the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred.</p>	<p>The school will continue to support Tier 2 and 3 students.</p> <p>The school will implement the ISI room where students are provided the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred if COVID restrictions/protocols allow.</p>
Utilize community agencies to provide behavioral intervention for at-risk students (i.e. WRAP, PEI, Kings View, Kings Behavioral Health)	Students and families were connected to outside agencies to provide behavioral interventions for at-risk students through the referral and SST/IEP processes.	Due to the COVID-19 pandemic restrictions and protocols, it was difficult to provide our at-risk students with community agencies to provide behavioral interventions.	The school will continue to utilize community agencies to provide behavioral intervention for at-risk students (i.e. WRAP, PEI, Kings View, Kings Behavioral Health)

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**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 that make parents feel welcome and integral to the operation of Roosevelt School to increase ongoing support for school activities.</p> <p>Host one parent involvement event per Trimester</p> <p>Regularly send out fliers/reminders in English and Spanish of Upcoming Events.</p> <p>Do "All Calls" in English and Spanish to inform parents of all upcoming events (i.e Remind).</p> <p>Site leadership monitors annually through Parent Involvement Sign in sheets, feedback forms, and All Call/Remind reports</p> <p>Use website to increase school to home communication.</p> <p>Site leadership monitors annually through Online tracking system/data and Title 1 parent survey results</p> <p>The school will coordinate with community agencies and support staff to provide parent education classes.</p>	<p>Parents were provided with five parent education workshops virtually this year that were hosted by the School Counselor and Learning Director covering a range of topics (i.e. Bullying/Cyberbullying, Behavior Modification, Peer Pressure, Self-Esteem, Test Readiness). Parents were also provided with a virtual Math Night, virtual Literacy Night and in-person STEAM Night. Parents were communicated to through the Remind and Parent Square application.</p> <p>Site leadership used the school website to increase school to home communication.</p> <p>Site leadership annually monitored through Online tracking system/data and Title 1 parent survey results.</p>	<p>Due to the COVID-19 pandemic, the school was not able to coordinate with community agencies to provide parent education classes. The school was also not able to connect Roosevelt families to community agencies and resources through our Roosevelt Connect event.</p> <p>There will be a need to continue to provide parents and families with support, training, and a sense of community with their school.</p>	<p>Parents will continue to be provided with parent education workshops and parent involvement events each trimester. The school will coordinate with community agencies to provide parent education classes in conjunction with support staff. The school will also connect Roosevelt families to community agencies and resources through our Roosevelt Connect event. Parents will continue to be communicated with through the Parent Square application.</p> <p>Site leadership will continue to use the school website to increase school to home communication.</p> <p>Site leadership will continue to annually monitor through Online tracking system/data and Title 1 parent survey results.</p>



Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
The school will also connect Roosevelt families to community agencies and resources.			
Provide parents with ongoing communication about their students' progress through either progress reports and/or online applications (i.e. Remind, ParentVue, LiveSchool, Class Dojo) Parents will attend parent/teacher conferences in November.	Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 100%	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.	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.

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