

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>George Washington implemented 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 school implemented formative assessment strategies, targeted small group instruction, and a two tiered assessment system which showed Language Arts growth occurring across grade levels when broken down into subgroups.</p> <p>2018-2019 ELA CAASPP: Black/Af American: 21.43% Proficient White: 47.73% Proficient English Learners: 17.95% Proficient</p> <p>2020-2021 ELA CAASPP: Black/Af American: 33.33% Proficient White: 51.22% Proficient English Learners: 25% Proficient</p> <p>Grade Level Leaders began the process of a Tier 1 reboot through our PBIS committee.</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>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>George Washington 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 maintain a focus on developing strong readers by providing small group instruction and depth of knowledge questioning.</p> <p>The school will continue to develop Math Practices provide coaching and professional development and increase the rigor of problem-solving skills.</p>

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<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 & Summative) HESD Pacing Calendars Lesson Plans Supplemental Digital Content/APP reports</p>			
<p>Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions</p> <p>As students demonstrate a need for additional support through the analysis of formative assessment data, 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</p>	<p>The school provided targeted and intensive assistance to Tier 2/3 students.</p> <p>The school provided differentiated, small group instruction within the classroom based upon student need.</p> <p>The school provided targeted instruction with the assistance of Educational Tutors.</p> <p>Local Data shows that 75%+ of students are maintaining scores or showing growth between assessments.</p>	<p>According to 2020-2021 CAASPP scores: 31.56% ELA Proficient (-8.51% percentage points from 2018-2019) 13.97% Math Proficient (-12.72% percentage points from 2018-2019)</p>	<p>The school will continue to focus on small group reading during the 2022-2023. The school will continue to build intervention supports for students reading significantly below grade level due to time missed from school.</p> <p>The school will continue to provide and support Education Tutors (paraprofessionals) during the 2022-2023 school year to support small group instruction and interventions.</p>

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<p>demonstrate a need through differentiated instruction/small group instruction provided by an Educational Tutor .</p> <p>Formative assessments may include: Running Records (Rigby unseen, Teacher College), F & P assessment kits, site-based assessments, teacher anecdotal notes.</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>			

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<p>Purchase Orders Student Goals/Records Assessment Results (Formative and Summative) Lesson Plans/Group Calendars Status of the Class Notes Supplemental Digital Content/APP reports</p> <p>Tier 3: Students Identified as Needing Intervention</p> <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. Teachers will begin to identify students who are considerably below grade level and in need of intervention services at the beginning of the year. Intervention will be provided in cycles depending on student needs. Teachers and/or Educational Tutors will provide additional intervention instruction that supplements the instruction that the students receive from the classroom teacher and that is focused on building foundations skills in reading and math including phonemic awareness, letters</p>			

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<p>and sounds, sight words, and early reading fluency, decode multisyllabic unknown words, fluency and reading comprehension skills and/or improve number sense and basic mathematical problem solving skills.</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>Site leadership and teachers will monitor formative assessment data to monitor student progress and determine student needs. Teachers will monitor students' needs on an ongoing basis. Teachers will use multiple assessments to assess students' instructional needs in ELA and math. Site leadership monitors assessment data from both formative & summative assessments. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle.</p> <p>Purchase Orders Data Monitoring Sheets Student Attendance Records/Tracking</p>			

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<p>Student Goals/Records Assessment Results (Formative and Summative) Intervention Calendars Intervention Rosters Timecards Status of the Class Notes Intervention</p>			
<p>Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning 	<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 increased between 2018-2019 (9.38%) and 2020-2021 (20.43%).</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 25% Proficient in ELA and 2.27% 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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<ul style="list-style-type: none"> • 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 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,</p>			

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<p>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 provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional</p>	<p>Most components of designated ELD are in place. Teachers are implementing designated ELD in their classrooms each day.</p> <p>The temporary/strategic grouping of students by EL level for designated ELD that required deployment of students to classes other than their own for the 30 minute designated ELD block was suspended due to COVID social distancing requirements.</p> <p>The percentage of students scoring proficient on the summative ELPAC increased between 2018-2019 (9.38%) and 2020-2021 (20.43%).</p>	<p>School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree that All students and other subgroups, especially in mathematics.</p>	<p>The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for designated ELD if the COVID pandemic subsides.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.</p>

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

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

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

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<p>Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p>			
<p>To further support and enhance student learning, students will be provided with the opportunity to participate in enrichment activities such as Science Olympiad and after school enrichment clubs that are developmentally appropriate for students' ages. In addition, in order to increase student background knowledge and vocabulary necessary to access grade level content in units of study, grade level teams will collaborate to develop an instructional calendar that will include study trips and virtual study trips that support units of study.</p>	<p>Not Implemented</p>	<p>In-person activities, including Science Olympiad and study trips were suspended in 2021-2022 due to the COVID pandemic.</p>	<p>Resume enrichment activities once the 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</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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Kahn Academy Flocabulary Discover Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)			

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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 2122. 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 in 22-23 and restart its professional development program.</p> <p>The school will continue to maintain a focus on developing strong readers through on-going professional development in small group instruction and depth of knowledge questioning.</p> <p>The school will provide staff with professional development in the use of Social Emotional Learning 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>

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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>Provide all students with activities to promote good attendance, strong character and good behavior. All students will be provided with PBIS Tier 1 interventions and supports to increase student attendance and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement) including curriculum to address social emotional learning (SEL) needs. Promote student attendance and good citizenship to support daily access to core instruction and services (R.I.S.E. expectations, character education, grade level assemblies, Award Assemblies, Patriot of the Month, R.I.S.E. Up Trips, Monthly R.I.S.E. activities, attendance incentives, attendance and citizenship rewards). Student Specialist, Support staff and teachers will monitor student attendance and discipline to provide students with intervention support. Student Specialist, PBIS Committee (teachers) and Leadership Team will collaborate to analyze disciplinary data and plan activities that address student needs to promote character education (Lunch time activity calendar,</p>	<p>In 2021-2022, George Washington focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. Providing 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>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>Local Data shows a decrease in suspension numbers. To date the school has 16 total days of suspension compared to 18.5 at the same point in the 2020-2021 school year.</p> <p>PBIS Teacher Committee has made significant contributions to improvement in absenteeism and suspension rates.</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>The school will continue to support students with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>The school will continue to support/build these activities by: *Building family involvement *Continuing to develop and strengthen home to school connection</p> <p>The school will introduce new Social Emotional Learning Programs and SEL data analysis platforms during the 2022-2023 school year.</p> <p>The school will continue to support the PBIS Committee Tier 1 reboot.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>classroom character education lessons/activities, and school wide character education activities).</p> <p>Site leadership monitors Purchase Orders/Transportation Records Schedules Activity Records/Calendar Attendance and discipline reports</p>			
<p>Through the analysis of rating scales and/or attendance data, students identified with attendance and/or behavior challenges will be provided with additional supports. Positive Behavior Interventions and Support systems will be implemented school-wide in order to promote positive social behavior and improve school climate. Support staff will identify students in need of additional intervention (informal/formal behavior and attendance contracts). Support staff will provide additional PBIS Tier 2 and 3 interventions and supports to identified students in order to improve behavior and/or attendance (counseling, social groups, student contracts, and incentives/reinforcement).</p> <p>In addition, Leadership Team will provide students and their families direct support. Leadership Team and Support Staff will seek to prevent discipline incidents through working proactively with students and teachers; will seek solutions to problems that get in the way of learning and personal growth; will promote student attendance and good citizenship; and will monitor student attendance and discipline to provide students with intervention support.</p>	<p>The action was well implemented with identified students receiving the supports discussed in the previous column.</p> <p>The action was well implemented with identified parents/families receiving the supports discussed in the previous column.</p> <p>Support Team and staff met regularly to address needs and provide support.</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>There continues to be students needing Tier 2 and 3 supports.</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>The school will continue to support Tier 2 and 3 students.</p> <p>The school will introduce new SEL curriculum and data analysis platforms in 22-23.</p> <p>The school will 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>School staff will 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.</p> <p>(See Dearborn, G., & Sturgeon, S. (2019). Schoolwide Discipline. In G. Dearborn, & S. Sturgeon, Yeah, What About This Kid (Tier 3 Behavior Interventions That Work) (pp. 101-135). Fairfax, CA: Conscious Teaching.)</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 to establish a stronger partnership and effective communication between teachers and parents.</p> <p>Provide parent education opportunities and materials focused on improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education.</p> <p>Leadership team, teachers, support staff and parent committee will collaborate to plan and develop parent activity schedule throughout the year.</p> <p>Increase parent opportunities to participate in school site activities throughout the school year including Back to School Night, Parent Teacher Conferences, Parent Trainings, Literacy Night and school events (classroom events, awards assemblies, Winter Program, etc).</p> <p>Parents will be invited to attend parent educational opportunities once a trimester at the school site.</p>	<p>Despite COVID pandemic regulations and restrictions, the school was able to offer limited outreach activities.</p> <p>Incorporation of new online outreach platforms. Remind/Parent Square became a crucial part of parent communication and allowed staff to stay in constant communication with families.</p> <p>Incorporation of new online outreach platforms. The school created "Coffee with the Principal". As a virtual activity, parents were offered an opportunity to receive school/COVID news and information from Principal, LD, and SOO as well as answers to questions.</p> <p>Parent feedback indicates strong approval of the activities to interact provided.</p>	<p>There will be a need to continue working to rebuild the school community and the instructional program.</p> <p>There will be a continuing need to provide parents and families with support, training, and a sense of community with their school by offering a greater variety of on/off campus participation events.</p>	<p>The school will continue to develop and deliver, and will work to expand parent education and training opportunities for families and students.</p> <p>The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities.</p> <p>The school will continue to develop and educate parents/staff on the usage of ParentSquare as the new communication tool.</p> <p>The school will continue to develop PBIS Committee Meetings and include parent input in to the school's programs. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Provide parents with ongoing communication about the progress of their students. Parents will attend parent/teacher conferences in November. Parents will be informed of students' academic and social progress via weekly and/or through the use of the Synergy ParentVue online progress reporting system.</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 99.8%</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).