

School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a computer technician:

- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve student learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Implement standards based reading and mathematics instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide</p> <p>Teachers will follow a curriculum pacing calendar based on state adopted standards (CCCS) created by the school site leadership team with input from ELA and Math departments.</p> <p>Data will be analyzed during collaboration to check for student growth and understanding as well as to determine next steps for teaching. Based on the data teachers will provide a period of time to reteach and reassess. Teachers as well as site leadership teams will monitor instruction and assessments.</p> <p>Enhance the ELA, math, history, and science curriculums with a virtual and augmented reality platform. This platform will allow students to view and interact with curriculum in a whole new</p>	<p>JFK 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>JFK teachers were able to analyze student in order to determine next steps for teaching. Based on reassessment scores, this proved to be effective.</p> <p>In 7th grade math, 38 more students were meeting the standard after the reteach while 19 students were able to move out of the intensive band.</p> <p>In 7th grade ELA, 32 more students were meeting the standard after the reteach while 20 students moved out of the intensive band.</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>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>JFK will continue to rebuild instructional programs and school community as the pandemic subsides.</p> <p>JFK will continue to build upon the use of data analysis to drive instruction.</p>

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<p>way while providing greater engagement and understanding.</p>			
<p>Implement a school-wide intervention program which incorporates identification of intensive needs students and provide intervention during school hours, before school, after school, or during lunch. Students identified as requiring intensive intervention will receive small group instruction before school, after school, or at lunch.</p> <p>Each Trimester Students are identified for strategic intervention based on: Data from local assessments Teacher input CAASPP Results</p> <p>Employ an instructional aide for 4 hours a day to support intensive math and ELA intervention. Students will be support with the use of IXL and Read Naturally.</p>	<p>JFK was able to implement a school-wide intervention program. Teachers identified students who were in need of extra support by using assessment data as well as informal data. Most instruction was provided during lunch which seemed to allow for the best attendance.</p> <p>Instructional aide kept weekly logs of their students attendance and progress. Data has shown that most student have made improvements in both ELA and math.</p>	<p>Due to high student and teacher absences, not all students in need were able to be served.</p> <p>There is a need to continue to develop the progress of students who attend intervention in order to track growth and ensure next steps are being met.</p>	<p>JFK will continue to build upon the school-wide intervention program in order to increase the number of students served.</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</p>	<p>Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. (These materials were available to students during periods when they were quarantined at home.) These materials were funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively.</p>	<p>There is a need to continue providing these tools for students and to continue providing training for teachers in their use.</p> <p>School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>	<p>These materials will continue to be provided as Centralized Services in 2022-2023. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>

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<p>Discover Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>School Site Subscriptions Accelerated Reader Discovery Science & Social Studies Techbooks</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>Most 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>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</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 increased between 2018-2019 (13.95%) and 2020-2021 (15.44%).</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 11.2% Proficient in ELA and 2.44% 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>school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <p>Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated 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</p>			

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<p>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 with language beyond students' current level of proficiency; and that is</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 11.2% Proficient in ELA and 2.44% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</p>	<p>The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for designated ELD if the COVID pandemic subsides.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.</p>

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<p>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 Period: EL students have a class period of designated ELD. 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</p>	<p>The percentage of students scoring proficient on the summative ELPAC increased between 2018-2019 (13.95%) and 2020-2021 (15.44%).</p>		

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<p>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>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>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>			

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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. 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>Very little professional development activities were implemented at the school site in 21-22. These activities were significantly impacted by the pandemic.</p> <p>Teachers were able to collaborate each Wednesday via zoom as well as when their students were at PE.</p> <p>District and school 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>The school will assess/reassess staff professional development needs.</p> <p>The school will restart the professional development program.</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. 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 will implement a Clear Administrative</p>	<p>The Induction program served new teachers in the 2021-2022 school year. Induction coaches were not used to cover classrooms in 2021-2022. New teachers in the induction program received coaching and professional development leading to the clearing of their credentials.</p>	<p>The addition of universal transitional kindergarten has the potential to add to the numbers of new teachers in the district. This may increase the caseloads of induction coaches.</p>	<p>The district will continue operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program.</p> <p>The district will continue to support new administrators with a Clear Administrative</p>

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Services Credential Induction Program (CASC) for new administrators.			Services Credential Induction Program (CASC) in 2022-2023.

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Goal 3

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>a) Provide all students with activities to promote good attendance, strong character and good behavior.</p> <p>Students will have the opportunity to participate in monthly good behavior rewards, student of the month recognition, and academic excellence luncheon.</p> <p>Rewards will be purchased for school attendance, and other culture/climate activities that will build school community.</p> <p>JFK will improve its attendance on a monthly basis due to the rewards and activities that will be present throughout the school year</p> <p>Site leadership monitors Behavior data Attendance data from Child Welfare and Attendance</p> <p>b) Implement an evidence based, social emotional learning program for all students that is designed to improve: Locus of control Ability to set and achieve goals</p>	<p>All students were provided with activities to promote good attendance, strong character and good behavior. Students responded well to these rewards.</p> <p>The implementation of the social emotional learning programs has been well received by both teachers and students.</p>	<p>Due to the pandemic, rewards were not able to be used to improve attendance.</p> <p>Since this is the first year of implementation, there is a need to continue to build upon the social emotional learning programs. Ways to track data would be beneficial in ensuring that all students are being served.</p>	<p>Attendance rewards will be put back in place for the 2022-2023 school year.</p> <p>JFK will continue to build upon the social emotional learning programs.</p> <p>JFK will purchase a data analysis tool for social emotional wellbeing/school climate measurement and monitoring.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance</p> <p>Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf</p>			
<p>Identify students with attendance or behavior challenges and provide them with additional support.</p> <p>a) Provide Leadership and Character Intervention for identified students. Students identified as needing behavior support will be provided with additional support that includes weekly meetings with the school leadership and counseling staff along with reward activities when they meet behavior benchmarks. Students earn rewards for classroom participation, improved work habits, and behavior.</p> <p>b) Implement an evidence based, social emotional learning program for high needs students that is designed to improve: Locus of control Ability to set and achieve goals Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance Behavioral and Emotional Screening System (BASC) scores</p> <p>Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf</p>	<p>JFK was able to identify those students with attendance and behavior challenges and provide them with extra support.</p> <p>Home visits as well as follow up proved to be successful.</p> <p>Identified students were provided with the "Why Try" curriculum during small group meetings. This proved successful as many of those students have improved their attendance or improved their behaviors.</p>	<p>There is a need to continue to build upon the supports provided to tier 2 and tier 3 students.</p> <p>There is a need to continue to provide school staff with professional development around the use of tier 2 and tier 3 supports as well as SEL.</p>	<p>Continue to support tier 2 and tier 3 students.</p> <p>Provided professional development around SEL and tier 2 and tier 3 supports.</p>

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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>Plan, organize and implement parent involvement activities that address expressed parent needs Parents will be involved in workshops and various activities that focus on showcasing student work, grade level standards and how to assist their students with homework that is supportive of their learning.</p> <p>Site leadership monitors Meeting Announcements Meeting Sign-in Parent Evaluation of the events Track number of parents who attend the events Teacher feedback SSC/ELAC Feedback</p>	<p>Due to the pandemic, very little parent involvement occurred.</p>	<p>There is a need to provide parents and families with more opportunities to become involved and connected with their child's school.</p>	<p>JFK will work to expand the opportunities parents have to become involved.</p>
<p>A variety of methods will be used to inform parents on the progress their child is making towards the rigorous standards of California. All parents have access to the Synergy ParentVue software and can use this program to track their child's grades, assignments, class schedule, and attendance</p> <p>Once each trimester</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 99.2%</p>	<p>The Remind system is becoming outdated and an upgrade is needed. Parent conferences were held remotely via Zoom. While this is not necessarily ineffective, in-person conferences are desirable.</p>	<p>The Remind communication system will be upgraded to Parent Square. If the COVID pandemic subsides, the school will return to in-person parent/teacher conferences.</p>

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<p>Progress report sent home midway through trimester Report card sent home at end of trimester</p> <p>Parent conferences are to be held in November with every JFK student. The discussion will be led by the teacher and cover classroom performance, areas needing improvement, and how parents can help with learning process</p> <p>Each trimester Leadership team monitors Data of the number of successful conferences that were held Teacher feedback</p>			

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