

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>1. All students will have access to essential grade level standards. Teachers will understand the essential standards and implement standards-based math, science, HSS, and reading instruction incorporating all essential components of balanced literacy as defined by HESD pacing guides. Teachers will use HESD state-adopted textbooks and HESD pacing guides. *Formative Assessments will be used to monitor student progress. The formative assessment process will be used to inform instruction, to make decisions about reteaching, small group, and if students will need addition supports or extensions with learning essential standards. *Schoolwide, collective, collaborative, coordinated efforts by all. (Site Leadership Team, Student Support Team, Grade Level Teams) to ensure that essential standards are addressed and aligned to district pacing guides.</p> <p>2. To support the school’s approved Standards-Based instructional materials in ELA, Math, Science, and HSS with a suite of digital/online tools and subscriptions that are aligned with</p>	<p>The school 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 the HESD ELA Pacing Guide.</p> <p>Lesson planning is aligned to the district pacing calendar and based on backward mapping of Common Core Standards, analysis of data from state, district, and site assessments, and information from weekly teacher collaboration sessions. Teachers and leadership teams use the data to inform instruction and to make decisions about reteaching small groups and any other extra supports.</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>ELA CAASPP: Overall – 2021: <u>25.21</u> & 2022: <u>36.78</u> Af. Am. – 2021: <u>16.67</u> & 2022: <u>14.29</u></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 most recent CAASPP scores and data from local assessments in 21-22, it shows students are making gains in achievement, and in some cases are at or above pre-pandemic levels. 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 and strengthen the school's existing instructional programs.</p> <p>Despite these challenges through the Covid pandemic, the school focused on rebuilding the instructional program and the school community during 2022-2023. Most of the activities and assessments discussed in the previous column were able to be implemented, despite challenges related to the Covid pandemic. The core instructional program was fully in place.</p> <p>Although there is still a need to address pandemic learning loss, academic gains are demonstrated in both state assessments and</p>	<p>The school will continue the process of rebuilding the instructional program and the school community next year as the pandemic continues to subside.</p> <p>The school will continue to maintain a focus on developing strong readers by providing small group instruction and depth of knowledge questioning. The school will continue to develop Math Practices by providing coaching and professional development while increasing the rigor of problem-solving skills.</p> <p>The school will continue to analyze data, plan targeted reteaches and intervention to meet the individual needs of students based on local assessments as well as state assessments. The school will continue to facilitate conversations with all stakeholders, teachers, admin, educational tutors, parents and support staff to ensure academic progress for all students.</p> <p>The school has begun to include tier 3 (students with disabilities) in additional tier 2 interventions either after school or during lunch. Our school will continue to monitor student subgroups such as English Language learners, students with</p>

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<p>State Standards, are accessible at school and are adaptive (able to remediate and/or extended learning), can identify and target missing skills or gaps, and can help with progress monitoring for all students. *Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook) Lexia Learning Learning A-Z Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>Library Media Technician promotes regular use of literacy to enrich the school experience and encourages regular participation in library activities to develop students' literacy skills.</p>	<p>Hispanics – 2021: <u>23.65</u> & 2022: <u>35.59</u> White – 2021: <u>38.1</u> & 2022: <u>542.86</u> ELs – 2021: <u>15.69</u> & 2022: <u>30</u> SED – 2021: <u>23.83</u> & 2022: <u>33.89</u> SWD – 2021: <u>5</u> & 2022: <u>14.81</u></p> <p>MATH CAASPP: Overall – 2021: <u>15.09</u> & 2022: <u>16.15</u> Af. Am. – 2021: <u>14.29</u> & 2022: <u>14.29</u> Hispanics – 2021: <u>13.78</u> & 2022: <u>15.38</u> White – 2021: <u>22.73</u> & 2022: <u>9.52</u> ELs – 2021: <u>11.11</u> & 2022: <u>10.83</u> SED – 2021: <u>14.83</u> & 2022: <u>15.06</u> SWD – 2021: <u>0</u> & 2022: <u>7.41</u></p>	<p>local assessments. There is a continued push to analyze data on Unit A assessments and plan targeted reteaches for unit B assessments. As a school, students have shown an overall improvement from A to B assessments. Teachers have shown an interest in teaching targeted intervention outside of the school day. Student groups are based on local assessment data. Educational tutors have provided targeted lunchtime intervention to K and 1 students in the area of early literacy including , sight words, phonemic awareness, letters and sounds, and alphabetic principle.</p> <p>There is a need to continue to focus on the growth of our EL students, African American students and students with disabilities. Our school is facilitating the opportunity to engage in more conversations surrounding data for these subgroups as well as providing designated time to plan strategic reteaches.</p> <p>Our Library Media Technician (LMT) continues to be instrumental in promoting a love of reading in students. Our LMT organizes reading incentives throughout the year and contributes to organizing "Read Across March activities.</p>	<p>disabilities, African Americans on local assessments as well as state assessments.</p> <p>Although we our school has transitioned away from utilizing online apps to the extent we were during distance learning , we plan to still purchase a select few. Our school will survey to determine the online apps utilized the most by teachers , and purchase those apps as needed.</p> <p>Our school will continue to collectively collaborate on student achievement in academics, behavior and attendance regularly during Wednesday collaboration and staff meetings. We will continue to focus on fundamental reading practices in K-2, phonics development and targeted guided reading.</p>
<p>Additional Time and support for identified students will be provided to learn essential standards. These students will be offered Interventions and Extensions as needed.</p> <p>Teachers will identify students who are considerably below grade level and in need of intervention services throughout the year. Intervention will be provided in cycles depending on student needs. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle. All Interventions will have target learning outcomes - The</p>	<p>The school implemented tutoring in ELA/Math with credentialed teachers for students who showed a need based on local assessments. The school also provided reading/math intervention during the school day through the use of educational tutors and/or small group instruction.</p> <p>Attendance, progress monitoring, and assessment data are documented and actively reviewed to determine student progress. Instructional materials utilized for tutoring, ed tutors, and small-group instruction included various programs such as Primary Phonics, Phonics for Reading, Common Core Mathematics, Reading Mastery, Corrective Reading, Heggerty, and</p>	<p>Students are still struggling academically. Our students in tutoring showed some growth. However, attendance continues to be a factor, due to Covid symptoms and/or positive cases, in students missing instruction. As well, some students were not attending regularly; some dropped and some others were added. There is still a need to address the learning loss from the pandemic through tutoring and also through intervention with an educational tutor.</p> <p>According to 2021-2022 CAASPP scores: 36.78ELA Proficient (+11.57 percentage points from 2020-2021) 16.15 Math</p>	<p>The school will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.</p> <p>The school will continue to focus on small-group reading in the coming year. The school will continue to build intervention supports for students reading significantly below grade level due to time missed from school. The school will continue to provide and support Education Tutors (paraprofessionals) during the to support small-group instruction and interventions.</p>

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<p>interventions timely, targeted and flexible.</p> <p>Educational Tutors will be used by the classroom teacher to support identified students in ELA and/or Math. Tutors will use research-based intervention curriculum.</p> <p>Students who have been identified using screenings and formative assessments and need Intensive remediation in universal skills will be provided intervention within the instructional day, during lunch or after school, as needed. Students progress toward meeting the set learning targets will be monitored using assessments that are aligned to the learning target set for the students.</p>	<p>Pearson math. Our data shows students receiving Reading Intervention, tutoring, and small-group instruction increased their reading level between 1-3 levels.</p>	<p>Proficient (+1.06 percentage points from 2020-2021)</p>	<p>Educational tutors will continue to provide lunchtime intervention for K-2 students based on student data and need.</p>
<p>Enrichment Teacher and Leadership teams will collaborate to develop enrichment activities that support content-based instruction. Students will be provided with enrichment activities that may include academic field trips, assemblies, academic clubs, virtual presentations, etc. that are aligned to the adopted standards and are developmentally appropriate for the students' ages.</p>	<p>Study trips for each grade level, enhancing the student learning experience outside the classroom were thoughtfully planned for each grade level.</p>	<p>In-person activities, including student of the month, trimester awards, parent as educational partner days, and other activities, have either not restarted or have been moved to the afterschool program using ELOP funds.</p>	<p>Continue to resume enrichment activities based on staff and how the pandemic is subsiding. The school and district will continue to include study trips as part of the students learning process. Grade levels will continue to have input in fieldtrip location and dates.</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</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. The percentage of English Learners showing progress based on the CA Dashboard is: 2019: <u>34.8</u> & 2022: <u>50.3</u></p>	<p>School closures and distance learning in 2019-2020 through 2021-2022, along with high rates of absenteeism due to quarantine or symptomatic COVID have resulted in declines in student achievement. This has impacted English learners to a higher degree than All students and other subgroups.</p> <p>ELA CAASPP: Overall – 2019: <u>34.5</u> & 2022: <u>36.78</u> ELs – 2019: <u>21.11</u> & 2022: <u>30</u></p> <p>MATH CAASPP: Overall – 2019: <u>22.87</u> & 2022: <u>16.15</u></p>	<p>The school will continue to implement integrated ELD in the coming year.</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> <p>Our school will continue to monitor English language learners and their academic data for the purposes of reclassification and progress.</p>

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<p>instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <p>Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated 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</p>		<p>ELs – 2019: <u>18.89</u> & 2022: <u>9.52</u></p> <p>We continue to monitor the academic progress of English language learners and place an emphasis on tracking their local assessment data to plan targeted interventions and reteaches.</p> <p>There has been an emphasis on facilitating conversations with English language learners surrounding their progress, ELPAC expectations, and ELD expectations. Our school will continue to closely monitor the progress of English language learners in order to reclassify qualified students.</p>	

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<p>learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.</p> <p>A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.</p> <p>A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>			
<p>Designated ELD (Core Program)</p> <p>EL students are provided with consistent, effective, research-based</p>	<p>Most components of designated ELD are in place. Teachers are implementing designated ELD in their classrooms each day. The temporary/strategic grouping of students by EL level for designated ELD that</p>	<p>School closures and distance learning in 2019-2020 through 2021-2022, along with high rates of absenteeism due to quarantine or symptomatic COVID have resulted in declines in student achievement. This has</p>	<p>The school will continue to implement designated ELD in the coming school year. The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the</p>

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<p>designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p>	<p>required the deployment of students to classes other than their own for the 30-minute designated ELD block was suspended due to COVID social distancing requirements. The percentage of English Learners showing progress based on the CA Dashboard is: 2019: <u>34.8</u> & 2022: <u>50.3</u></p>	<p>impacted English learners to a higher degree than All students and other subgroups.</p> <p>ELA CAASPP: Overall – 2019: <u>34.5</u> & 2022: <u>36.78</u> ELs – 2019: <u>21.11</u> & 2022: <u>30</u></p> <p>MATH CAASPP: Overall – 2019: <u>22.87</u> & 2022: <u>16.15</u> ELs – 2019: <u>18.89</u> & 2022: <u>9.52</u></p>	<p>implementation of designated ELD and the progress of EL students.</p>

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<p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the ELPAC annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, 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>Trimester Monitoring of ELs Once each trimester, all teachers documented the progress of each of their EL students using the district's online system. School and district leadership teams continue to monitor the progress of EL students.</p>	<p>School closures and distance learning in 2019-2020 through 2021-2022, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2022-2023 have 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 the coming school year via ELD rubrics.</p>

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<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 ELPAC, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>			
<p>Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will</p>	<p>This action was not implemented in 2022-2023.</p>	<p>After-hours supplemental ELD instruction was suspended due to staffing shortages and student absenteeism due to quarantine or symptomatic COVID.</p>	<p>Supplemental after-hours ELD instruction will be considered for restarting dependent on staffing and the COVID pandemic.</p>

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<p>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: 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.

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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>Professional development activities were back to full implementation at the school site after being restricted in 21-22 due to high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic.</p> <p>Teachers continued the collaboration practice each Wednesday as grade-level teams, along with the administration.</p> <p>Teachers, along with our leadership team, continued to review and analyze data, and plan the next steps for whole-class and small-group instruction. Additionally, PD was provided by the learning director along with teachers, to research, review and determine supplemental resources needed to support students.</p>	<p>There is a need to assess/reassess staff professional development needs after several years of pandemic-related disruption. There is a need to continue providing staff with professional development in the school's social-emotional learning programs as well as Next Steps Forward in Guided Reading and guided reading support across all grade levels.</p>	<p>The school will assess/reassess staff professional development in the coming year based on the needs of staff and students.</p> <p>The school will continue to maintain a focus on developing strong readers through ongoing 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 professional development services to schools/teachers.</p>	<p>There is a need to assess/reassess staff professional development coaching utilizing our team of instructional coaches after several years of pandemic-related disruption. There is a need to continue providing staff with coaching around the core subject areas.</p>	<p>The school will assess/reassess staff professional development coaching in the coming year based on the needs of staff and students. The team of instructional coaches will continue to provide professional development to teaching staff in the coming year.</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 during the school year. 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 number of new teachers in the district. This may increase the caseloads of induction coaches.</p>	<p>The district will continue to 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. 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 the coming year.

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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>Positive Behavior Interventions and Support system will be implemented school-wide in order to promote positive social behavior and improve school climate. All staff will provide all students with activities and incentives to promote good attendance, strong character and good behavior.</p> <p>All students will be provided with Tier 1 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). All students will have access to a school-wide token economy reinforcement system (i.e. LiveSchool digital system). Students will have regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den).</p> <p>Promote student attendance, academic achievement, and good citizenship to support daily access to core instruction and services (character education, assemblies,</p>	<p>The school focused on rebuilding the school community and the instructional program as both of these were significantly affected over the past few years 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. The school implemented the activities listed in the action. Absenteeism rates were dramatically affected by the COVID pandemic and are not an accurate reflection of the effectiveness of the school's programs.</p> <p>Suspension numbers have remained relatively low.</p> <p>Teachers provide clear classroom expectations, teach those expectations, and have a classroom reward system. Teachers monitor daily attendance with a daily perfect attendance chart. Create classroom environments that encourage students to be at school daily.</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter. Impacts of the pandemic: High Staff Absences, High Student Absences, Contact Tracing COVID-related protocols, and COVID Restrictions. Despite these challenges, the action was well implemented during the school year. There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior.</p> <p>Students transitioning back to being in school all day, those who have never experienced school, and those with social-emotional needs due to the pandemic, need the opportunity to attend school regularly and become acclimated to the expectations of a safe school environment.</p> <p>Chronic Absenteeism continues to be higher than pre pandemic percentages, and our school is continuously brainstorming and implementing strategies to assist with lowering the number of students on the chronic absenteeism list as well as the overall school percentage. Chronic absenteeism affects the academic</p>	<p>The school will continue to support students with activities to promote good attendance, strong character, school pride, and good behavior. The school will continue to support/build these activities by: *Building family involvement *Continuing to develop and strengthen the home-to-school connection. The school will continue with the relatively new Social Emotional Learning Programs and SEL data analysis platforms during the school year.</p> <p>The school will continue to implement activities aimed at lowering suspension rate and absenteeism rate.</p> <p>The school will continue to focus on decreasing the number of chronically absent kids by communicating with stakeholders, and implementing activities, strategies and interventions as needed.</p> <p>Our school will continue to hold monthly PRIDE team meetings.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>award ceremonies, Panther PRIDE behavior activities, Cool to be in School attendance rewards/incentives, attendance and citizenship rewards/incentives, Student of the Month rewards/activities, etc.). Students meeting academic standards, as evidenced by state testing, may be eligible to attend incentive field trips. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards and incentives.</p> <p>Student Specialist, Support staff, Leadership Team, and teachers will monitor student academics, attendance, and discipline to provide students with intervention supports, as needed.</p> <p>Staff will provide character education and Social Emotional Learning based on school-wide behavior expectations (PRIDE) and SEL Curriculum. School-wide expectations will be visible for all students across campus. School-wide expectations will be reinforced during school-wide assemblies (i.e. weekly PRIDAY celebrations, announcements).</p> <p>Students will have the opportunity to participate in structured physical education, enrichment activities that support the California content standards. The enrichment program will include opportunity for physical activity beyond our normal daily instructional minutes.</p> <p>Student Specialist, teacher teams, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data and plan activities that address student needs to promote character education (classroom character education lessons/activities,</p>		<p>achievement of students, thus there is a need to decrease the percentage.</p> <p>What we doing to address chronic absenteeism and suspension rate-</p> <p>Phone calls / home visits</p> <p>Communication with stakeholders</p> <p>Panther of the Month</p> <p>PRIDAY</p> <p>Panther PRIDE</p> <p>Trimester awards</p> <p>Incentives for arriving to school on time</p> <p>Attendance / behavior trophy delivered by the panther.</p> <p>Although absenteeism continues to be a struggle there has been an decline in the percentage during the current year due to the above activities.</p> <p>Our school PRIDE team has met monthly to discuss school wide behavior and absenteeism as well as school wide incentives aimed at lowering both rates.</p>	

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
and school wide character education activities).			
<p>Student Specialist, teacher teams, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data and plan interventions and supports that address student needs to promote character education.</p> <p>Identified students will be provided with Tier 2 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior. Student interventions and supports may include formal/informal contracts, counseling, social groups, and incentives/reinforcement.</p> <p>Staff will work directly with students and their families who have academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support.</p>	<p>Student Specialist and Support staff monitor student attendance and discipline to provide students with targeted supports. Behavior data is used to provide students with targeted intervention.</p> <p>Progress is monitored and the school site team will collaborate to analyze disciplinary data and plan activities that address student needs to promote positive behaviors.</p>	<p>There is a continued need to address student discipline, behavior, and social-emotional needs.</p> <p>We will continue to offer tier 2 and tier 3 supports for students based on data and staff input. We will continue to implement our SEL curriculum Second Step in the upcoming year.</p>	<p>The school will continue to support students with activities to promote good attendance, and good behavior.</p>
<p>Identified teachers, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data of identified students and plan Tier 3 interventions and supports that address the most intensive student needs.</p> <p>Tier 3 supports are the most intensive supports the school offers. The supports required are the most</p>	<p>The action was well implemented with identified students receiving the supports discussed in the previous column. The action was well implemented with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provide support. Absenteeism rates were dramatically affected by the COVID pandemic and are not an accurate</p>	<p>There continues to be students needing Tier 2 and 3 supports. 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. The school will continue with the relatively new SEL curriculum and data analysis platforms in the coming school year. 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>resource intensive due to the individualized approach of developing and carrying out interventions. At this level, support staff may initiate formal assessments to determine a student's need and to develop an individualized support plan (i.e. IEP, Behavior Intervention Plan, etc.). Student plans may include goals related to academics as well as behavior support, and chronic absenteeism support. Students may be provided with tangible and intangible reinforcers, based on student need.</p> <p>Staff will work directly with students and their families who have intensive academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support.</p>	<p>reflection of the effectiveness of the school's programs.</p>		

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

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

Guiding Questions:

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

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

Goal 4

Communication between school 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>Teachers and Leadership Team will provide a variety of parent education and outreach activities. Parent education opportunities and materials may focus on building school community relations, 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.</p> <p>Increase parent opportunities to participate in school site activities throughout the school year (Back to School Night, Parent Conferences, Parent training, SSC/ELAC, Panther of the Month ceremony, etc.)</p> <p>Across the school year, parents will be invited to attend the parent educational opportunities at the school site.</p> <p>School staff will provide parents with ongoing communication about their students' progress.</p>	<p>Despite COVID pandemic regulations and restrictions, the school was able to bring back and offer outreach activities. Parent Square, an online outreach platform, is a crucial part of parent communication and allowed staff to stay in constant communication with families.</p> <p>The school brought back some of the Pre-Covid parent outreach activities connecting school to home. The school continued with the use of parent newsletters to communicate with families about school activities and ways parents can become involved.</p> <p>Parent feedback indicates strong approval of the activities to interact provided. Parents used online tools for communication and progress monitoring including ParentVue and Parent Square.</p> <p>The school's parent/teacher conference attendance rate was: 99.8%</p>	<p>There will be a need to continue working to rebuild the school community and the instructional program. 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>Areas of Strength: Overall the strategies and activities under goal 4 were well implemented. The school held a variety of parent activities to educate and support parents (parent nights, PEP Days, Panther of the Month celebrations, Back to School Night, 4th grade math academy) . The school employs a suite of resources to facilitate and support communication with parents. Data from the HESD Parent Survey indicates that parents are overwhelmingly satisfied with the level of support, outreach, and communication they receive from the school. Our school will continue to utilize Parent Square as the preferred method of communication with parents.</p>	<p>The school will continue to develop, deliver, and work to expand parent education and training opportunities for families and students. The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p> <p>The school will continue to support parents with educational and social activities. There is a need to expand our parent outreach and involvement activities throughout the year in various forms and at various times to build the home-school connection.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Teachers will maintain positive communication with parents via phone calls, emails, PARENT SQUARE messages/announcements, and notes. Parents have access to the ParentVue system to check progress and attendance.</p> <p>Parents will be informed of students' academic and social progress via bi-weekly progress reports and ParentVue.</p> <p>Teachers and support staff will contact parents, as needed throughout the school year, to schedule conferences to address academic, behavioral, attendance, and social concerns.</p> <p>Translation of Parent Conferences will be provided, as needed, to increase parent participation in Parent/Teacher Conferences.</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 5

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

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

Sample Guiding Questions

Sample guiding questions to determine the use of Title I funds to address the academic needs of Title I students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide direct services to students?
3. Is it reasonable and necessary to use Title I funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this allowable and allocable?
6. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know?
7. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
8. How will the use of funds be monitored and evaluated for effectiveness?
9. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
10. For personnel, are Time and Effort Records kept to document the hours worked showing direct services to students?

If the LEA and schools allocate Title I funds to fund this program, the burden of proof should include evidence that the resources contributed to academic achievement for all students, particularly Title I students who are at risk of not meeting academic standards. These guiding questions are based on the current CE Instrument.