

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

Guiding Questions:

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

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

Goal 1

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Implement standards based ELA and mathematics instruction utilizing the district core instructional programs in ELA and mathematics and following the district pacing guides.</p> <p>ELA Teachers will supplement the core curriculum in ELA by implementing Writing Workshop (WW) and Reading Workshop (RW) daily. Teachers will use standards based lessons as well as workshop teaching strategies in order to supplement the district core instructional program. This includes Close reading, RACE Response instruction and/or small group reading instruction as well as student collaboration (i.e partner talk, presenting group assignments, problem solving). Daily Schedules will reflect daily time dedicated to each program component, as well as, time dedicated to the supplemental practices of WW and RW. (See Roosevelt Elementary School, Daily Instructional Schedule to see time allocations by grade level.) Teachers will develop and implement content based units of studies aligned to HESD pacing calendar including</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: % Proficient Overall – 2021: 28% & 2022: 39.45% Af. Am. – 2021: 23.08% & 2022: 50% Hispanics – 2021: 26.92% & 2022: 36.84%</p>	<p>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 the 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>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>

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<p>content standards of Social Studies, Sciences and Art.</p> <p>Students in the strategic range will receive a re-teach of core program concepts and skills as well as small group guided reading from the classroom teacher. Students in the intensive range will receive basic phonics and phonemic awareness instruction as well as small group guided reading from the classroom teacher.</p> <p>Teachers will provide small group instruction using the practice of guided reading and transitional guided reading. Educational tutors (paraprofessionals) will provide additional small group reading instruction during times these students would be working independently.</p> <p>Site leadership and teachers monitor Scheduled Alphabetic Principle, Letters/Sounds, Phonemic Awareness, benchmarks, district band CAP results collection in order to measure effectiveness of extra support/prevention in grades K-6</p> <p>Scheduled Reading level collection in order to measure effectiveness of extra support/prevention in grades K-6</p> <p>CCSS aligned reading and writing instruction will require continuing monitoring and support in the upcoming school year by the principal and learning director through an analysis of daily instructional schedules, observations and analysis of formative and summative assessments.</p> <p>Small group instruction in both ELA and Mathematics, targeting intensive and strategic learners, will be monitored through analysis of daily instructional schedules, observations and analysis of formative and summative assessments.</p>	<p>White – 2021: 47.62% & 2022: 62.96% ELs – 2021: 17.12% & 2022: 29.46% SED – 2021: 27.48% & 2022: 37.95% SWD – 2021: 0% & 2022: 5.41%</p> <p>MATH CAASPP: Overall – 2021: 18.08% & 2022: 21.78% Af. Am. – 2021: 0% & 2022: 11.11% Hispanics – 2021: 19.82% & 2022: 23.77% White – 2021: 18.18% & 2022: 11.11% ELs – 2021: 15.6% & 2022: 17.19% SED – 2021: 17.58% & 2022: 21.52% SWD – 2021: 9.52% & 2022: 0%</p>		

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<p>Teachers will utilize the formative assessment cycle to drive instruction</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>Math Essential standards/units will be instructed prior to state and district benchmark testing in accordance with the HESD Pacing Calendar. Teachers will use standards based lessons as well as effective teaching strategies to supplement the district core instructional program. Teacher will also use student collaboration (i.e partner talk, presenting group assignments, problem solving). Teachers will utilize the formative assessment cycle to drive instruction. Site leadership will monitor student growth through observations, analysis of daily instructional schedules, and analysis of formative and summative assessments. Teachers will provide small group instruction for students needing pre-teaching/re-teaching of grade level mathematics standards</p>			
<p>Provide Extended Learning Opportunities in grades TK-6 There will be additional learning time that includes intervention and enrichment to identified students as well as monitoring their progress with incentives.</p> <p>Students needing interventions will be identified by district and site formative and summative assessments: Scheduled Alphabetic Principle Letters/Sounds, Phonemic Awareness,</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. The school provided enrichment STEAM clubs this school year.</p> <p>Attendance, progress monitoring, and assessment data are documented and actively reviewed to determine student</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>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 school day to</p>

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<p>Benchmarks, DIBELs, District band CAP results collection, Scheduled Reading level collection</p> <p>Selected teachers will provide Math, STEAM, or ELA assistance tailored to students needs using state adopted materials, supplemental materials, and site based created materials.</p> <p>Students will be provided extended learning opportunities in the areas of Math, ELA or STEAM.</p> <p>Site leadership monitors through assessments provided by state adopted intervention programs, supplemental materials, district benchmarks.</p>	<p>progress. Instructional materials utilized for tutoring, ed tutors, and small-group instruction included various programs such as Seeing Stars, Read Naturally, Bridges, Primary Phonics, Phonics for Reading, Words Their Way, Common Core Mathematics, and Pearson math. Our data shows students receiving Reading Intervention, tutoring, and small-group instruction increased their reading level between 1-3 levels.</p>	<p>According to 2021-2022 CAASPP scores: 39.45% ELA Proficient (+11.45% percentage points from 2020-2021) 21.78% Math Proficient (+3.7% percentage points from 2020-2021)</p>	<p>support small-group instruction and interventions.</p> <p>The school will continue to build enrichment activities in the areas of Math, ELA or STEAM for the upcoming school year.</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>Even though not all pre-pandemic activities/clubs were restarted, the school and district were able to bring back study trips for each grade, enhancing the student learning experience outside the classroom.</p>	<p>In-person activities, including Science Olympiad and other activities, have either not restarted or have been moved to the afterschool program using ELO 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.</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:</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. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>	<p>Some of these materials will continue to be provided as Centralized Services in 2023-2024. 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>IVS Computer Technology (SMART Notebook) Lexia Learning Khan Academy Flocabulary Discover Education Learning A-Z Headsprout Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate) IXL Learning Without Tears Tumbleweed Read Naturally Educational Design</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</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: 39.5% & 2022: 50.3%</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: 29.74% & 2022: 39.45% ELs – 2019: 12.98% & 2022: 29.46%</p> <p>MATH CAASPP: Overall – 2019: 25.73% & 2022: 21.78% ELs – 2019: 16.15% & 2022: 17.19%</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>

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<p>handicap. Integrated ELD:</p> <ul style="list-style-type: none"> • <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, 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</p>			

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<p>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 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</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 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: 39.5% & 2022: 50.3%</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: 29.74% & 2022: 39.45% ELs – 2019: 12.98% & 2022: 29.46%</p> <p>MATH CAASPP: Overall – 2019: 25.73% & 2022: 21.78% ELs – 2019: 16.15% & 2022: 17.19%</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 implementation of designated ELD and the progress of EL students.</p>

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<p>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 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,</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</p>	<p>The monitoring of EL students will continue in the coming school year.</p>

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<p>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 ELPAC, information from the master ELPAC database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>		<p>higher degree than All students and other subgroups, especially in mathematics.</p>	
<p>Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning</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>English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p> <p>After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>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 and core subject areas.</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 core subject areas 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 and/or professional development will include focus on EL strategies.</p>			
<p>A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners</p>	<p>The instructional coaches provided 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</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.</p>

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will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.			The district will continue to support new administrators with a Clear Administrative Services Credential Induction Program (CASC) in 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>All students will be provided with activities to promote good attendance, strong character and good behavior.</p> <p>All students will be provided with Tier 1 behavior interventions and supports to increase student attendance and improve student behavior including participation in a variety of activities and incentives/reinforcements. Monitor classroom attendance and reward weekly for the highest class attendance.</p> <p>Office staff will do home visits in order to promote good attendance.</p> <p>Office staff will email attendance % to teachers.</p> <p>Utilize a variety of incentives and activities to increase good attendance, strong character and positive behavior (i.e., 3B's drawings, 3B's student store, 3B's Training, Rallies, Live School Behavior Incentive Application, Assemblies, Field Trips, Student of the Month).</p> <p>Monthly Attendance and Behavior Reports</p> <p>School-wide student training throughout the year for behavior expectations</p>	<p>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.</p> <p>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 and create classroom environments that encourage students to be at school daily.</p> <p>Student Specialist and Support staff monitor student attendance and discipline to provide students with targeted supports. Behavior</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>There is a continued need to address student discipline, behavior, and social-emotional needs.</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>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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Utilize the SARB process for chronically absent students</p> <p>Students will have the opportunity to participate in structured physical education, enrichment activities that support the California content standards. We will also look to implement school-wide social and emotional activities utilizing our school counselor. The enrichment program will include opportunity for physical activity beyond our normal daily instructional minutes.</p> <p>Staff will provide character education and Social Emotional Learning based on school-wide behavior expectations (3B's) and SEL curriculum.</p>	<p>data is shared with staff and 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>School Counselor provided Social Emotional Learning monthly to all grade levels using Second Step SEL curriculum.</p>		
<p>Identify and support students who have behavior and/or social/emotional challenges.</p> <p>Provide students with a developed, pre-planned suite of supports, including in-school interventions, that give them the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred. These supports are designed to give students social emotional support, provide them with strategies and skills to cope in the classroom, to and minimize time spent out of the classroom. (See Dearborn, G., & 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> <p>Utilize community agencies to provide behavioral intervention for at-risk</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 reflection of the effectiveness of the school's programs.</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
students (i.e. WRAP, PEI, Kings View, Kings Behavioral Health)			

(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 that make parents feel welcome and integral to the operation of Roosevelt School to increase ongoing support for school activities.</p> <p>Host one parent involvement event per Trimester</p> <p>Regularly send out fliers/reminders in English and Spanish of Upcoming Events.</p> <p>Do "All Calls" in English and Spanish to inform parents of all upcoming events (i.e Parent Square).</p> <p>Site leadership monitors annually through Parent Involvement Sign in sheets, feedback forms</p> <p>Use website to increase school to home communication.</p> <p>Site leadership monitors annually through Online tracking system/data and Title 1 parent survey results</p> <p>The school will coordinate with community agencies and support staff to provide parent education classes.</p> <p>The school will also connect Roosevelt families to community agencies and resources.</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 including parent workshops and parent involvement nights connecting school to home. This year we offered four parent workshops around the following topics: School Behavior Expectations, What to Expect at Parent Teacher Conferences, Bullying/Cyberbullying, and Test Readiness. The school also provided three parent involvement nights including STEAM night, Paint Night and Roosevelt Connect. School administration surveyed parents to gather input on desired parent workshop topics for the following school year.</p> <p>The school continued with the use of parent newsletters to communicate with families about school activities and ways parents can become involved.</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>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.</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 their students' progress through either progress reports and/or online applications (i.e. Parent Square, ParentVue, LiveSchool, Class Dojo) Parents will attend parent/teacher conferences in November.</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>Teachers also utilized progress reports to communicate academic and work habit progress throughout the school year.</p> <p>The school's parent/teacher conference attendance rate was: 100%</p>	<p>There will be a need to continue working to rebuild the school community and the instructional program. There also continues to be a need to connect all families through our online communication systems.</p>	<p>The school will continue to develop and educate parents/staff on the usage of ParentSquare as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.</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.