

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

Guiding Questions:

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

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

Goal 1

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Implement standards based reading and mathematics instruction using the state adopted text and supplemental resources in all classrooms. Leveled texts will be used to supplement the state adopted instructional materials Teachers will follow a curricular pacing calendar based on state adopted standards created by the school site leadership team Teachers will use the state adopted mathematics program along with supplemental materials to ensure standards aligned mathematics instruction is in place in all math classrooms.</p> <p>Site leadership monitors Recorded use of materials via teaching logs and observations Agendas/Collaboration Logs/Benchmark and assessment scores</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>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: __48.1%_ & 2022: __45.7%_ (- 2.4%)</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>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>Af. Am. – 2021: <u>37.93%</u> & 2022: <u>39.13%</u> (+ 1.2%) Hispanics – 2021: <u>41.65%</u> & 2022: <u>42.29%</u> (- .64%) White – 2021: <u>77.08%</u> & 2022: <u>61.73%</u> (- 15.35%) ELs – 2021: <u>8.49%</u> & 2022: <u>8.11%</u> (- 0.38%) SED – 2021: <u>43.58%</u> & 2022: <u>39.16%</u> (- 4.42%) SWD – 2021: <u>9.76%</u> & 2022: <u>2.5%</u> (- 7.26%)</p> <p>MATH CAASPP: Overall – 2021: <u>33.33%</u> & 2022: <u>28.93%</u> (- 4.4%) Af. Am. – 2021: <u>25.0%</u> & 2022: <u>26.09%</u> (+1.09%) Hispanics – 2021: <u>27.01%</u> & 2022: <u>26.09%</u> (- .92%) White – 2021: <u>59.18%</u> & 2022: <u>49.38%</u> (- 9.08%) ELs – 2021: <u>4.63%</u> & 2022: <u>6.19%</u> (+ 1.56%) SED – 2021: <u>28.67%</u> & 2022: <u>22.97%</u> (- 5.7%) SWD – 2021: <u>4.76%</u> & 2022: <u>3.33%</u> (- 1.43%)</p>		
<p>Ed Tutors and After-Hours Interventions Provide differentiated instruction and support to students who are English learners as well as students who are identified as needing additional academic support through district and school-site formative and summative assessments along with teacher recommendations. Students identified as needing additional academic and/or language development will receive support from an educational tutor in their core classroom, core connection or designated English learner</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 Common Core Mathematics. Our data shows students receiving Reading</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: 45.7% ELA Proficient (-2.4% percentage points from 2020-2021) 28.93% 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>intervention. The educational tutor will provide support to students in a one-on-one and/or small group instructional setting determined by the classroom teacher. The educational tutor will support students in concurrence with the credentialed classroom teacher focusing on supporting current standards.</p> <p>After-hours support, intervention, and/or tutoring will be provided by classroom teachers to students who are English learners and to students who are identified as needing additional academic support. This support may be provided before school, during the lunch period, and/or after school. These interventions will provide targeted instruction based on students' individual needs identified by district and school site assessments and information provided by the students' teachers.</p>	<p>Intervention, tutoring, and small-group instruction increased their reading level between 1-3 levels.</p>	<p>Proficient (-4.4% percentage points from 2020-2021)</p>	
<p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.</p> <p>Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook) Lexia Learning Kahn Academy Flocabulary Discover Education Learning A-Z</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>Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>Supplemental digital content through school site purchases: Accelerated Reader Discovery Techbooks Online books, periodicals etc.</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>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</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>61.6%</u> & 2022: <u>48.1%</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>48.11%</u> & 2022: <u>45.7%</u> (-2.4%) ELs – 2019: <u>8.49%</u> & 2022: <u>8.11%</u> (-.38%)</p> <p>MATH CAASPP: Overall – 2019: <u>33.33%</u> & 2022: <u>28.93%</u> (-4.4%) ELs – 2019: <u>4.63%</u> & 2022: <u>6.19%</u> (+1.56%)</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>learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <p>Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.</p> <p>ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.</p> <p>A Director of Curriculum (English Learners), working at the district level</p>			

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<p>and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.</p> <p>A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>			
<p>Designated ELD (Core Program)</p> <p>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students'</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 49-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: 61.6% & 2022 48.1%</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: 48.11% & 2022: 45.7% (-2.4%) ELs – 2019: 8.49% & 2022: 8.11% (-.38%)</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>English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time Period: EL students have a class period of designated ELD. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the 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</p>		<p>MATH CAASPP: Overall – 2019: __33.33%_ & 2022: __28.93%_(-4.4%) ELs – 2019: __4.63%_ & 2022: __6.19%_ (+1.56%)</p>	

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<p>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>References California Department of Education. (2021, August 31). California Department of Education. Retrieved from English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California Department of Education. (2021). English Language Development Standards. Retrieved from California Department of Education: https://www.cde.ca.gov/sp/el/er/eldstandards.asp</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. This will be done in the classroom on a daily basis as well as each trimester the teachers will update the ELD Profile pages for current EL students.</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 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>English Learner Schedule Check Once Each Trimester: The school site will ensure that every English learner at the school site is enrolled in a section of Designated ELD. The school site Learning Director will match/compare a list of all English learners enrolled at the school site to a list of English learners enrolled in a section of Designated ELD. This is done to ensure that every EL student at the school site receives both designated and integrated ELD. (Integrated ELD is delivered by core/classroom teachers and is "integrated" into daily lessons.)</p>	<p>The action was fully implemented and helped to identify all English Learners and ensured each EL student was registered in the appropriate course.</p>	<p>There is a need to continue this practice to ensure all EL students' needs are met.</p>	<p>Continue to monitor and check on EL students and their schedules.</p>

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<p>If during this process, an EL student is found not to be enrolled in a section of designated ELD, the learning director will enroll the student in a section of ELD within three days (giving the site time to notify the parent of the student's schedule change.)</p> <p>The Learning director will turn these checklists in to the district office Director of Curriculum, ELs each trimester by the date listed on the District Accountability Deadlines publication.</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.</p> <p>Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.</p> <p>Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.</p> <p>Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).</p> <p>Results may include grouping, planning, observing a colleague,</p>	<p>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. In addition to Wednesday collaboration times, each teacher is provided collaboration time with their grade level peers each day for 40 minutes while their students are at PE. During this time teachers and the admin team meet and discuss student growth and struggles with in the classroom.</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. In addition, many teachers are needing professional development opportunities to work with struggling students dealing with learning loss from the recent pandemic.</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. In addition, opportunities for ELA, math teachers will participate in PD around supporting students with fundamental skill gaps due to the pandemic.</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.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>a) Provide all students with activities to promote good attendance, strong character and good behavior. Site leadership monitors citations, suspensions and expulsions and provides students with a variety of support and incentives including but not limited to participation in Warrior Games events, student rallies, and other positive incentive events in order to promote good attendance, strong character and good behavior.</p> <p>b) Implement an evidence based, social emotional learning program for all students that is designed to improve: Locus of control Ability to set and achieve goals Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance</p> <p>Structured Activities Provide students with a series of structured activities during the brunch and lunch breaks that are designed to increase student engagement, develop</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>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>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>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. Suspension rates were higher than pre pandemic numbers, but are declining this year. The reason for the increased numbers is due to students struggling with social skills revolving around conflict resolution.</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> <p>Students will also work with counselors and admin staff to build conflict resolution skills.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>students' connection to school, reduce discipline incidents, and support the instructional program. These activities will consist of structured games, competitions, performances etc. and will be both social and academic and will be supported with personnel, supplies, materials, and rewards/awards.</p> <p>Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf</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>Identify students with attendance or behavior challenges and provide them with additional support.</p> <p>a) Provide Leadership and Character Intervention for identified students. Students identified as needing behavior support will be provided with additional support that includes meetings with the school leadership/support staff and/or counseling staff along with reward activities when they meet behavior benchmarks. Students earn rewards for classroom participation, improved work habits, and behavior.</p> <p>b) Implement an evidence based, social emotional learning program for high needs students that is designed to improve: Locus of control Ability to set and achieve goals Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance Behavioral and Emotional Screening System (BASC) scores</p>	<p>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. Absenteeism rates were lower, but still high from pre pandemic numbers.</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
Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf			

(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>Plan, organize and implement a variety of parent education and outreach activities.</p> <p>Parents will be involved in workshops that focus on grade level standards and how to assist their students with homework that is supportive of their learning grade level standards. Parents will be involved in workshops that focus on discipline and gang prevention</p> <p>Each trimester Site leadership monitors Meeting Announcements Meeting Sign-in Parent Evaluation of the events</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>Outreach activities involving parents for award ceremonies to celebrate student success was frequent and meaningful (monthly). More ways to bring parents into the fold to support their children will continue.</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>There will continue to be ways for parents to get involved and grow the connection between school and home activities. Due to the pandemic, many families distanced themselves from getting involved. The need for parental support in their child's educational development is much needed.</p>	<p>Woodrow Wilson 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> <p>Woodrow Wilson will continue to reach out and make connections with families to grow a parent/school relationship around their children.</p>
<p>Ensure parents are regularly informed regarding their students' achievement, progress, and attendance</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>There will be a need to continue working to rebuild the school community and the instructional program.</p>	<p>Woodrow Wilson will continue to develop and educate parents/staff on the usage of Parent Square as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>All parents have access to the Synergy Parent Vue software and can use this program to track their child's grades, assignments, class schedule, and attendance</p> <p>Once each trimester Progress report sent home midway through trimester Report card sent home at end of trimester</p> <p>Parent conferences are to be held in November with every Woodrow Wilson student. The discussion will be led by the teacher and cover classroom performance, areas needing improvement, and how parents can help with learning process</p> <p>Each trimester Leadership team monitors Data of the number of successful conferences that were held Teacher feedback</p>	<p>The school's parent/teacher conference attendance rate was: 99.8%</p>		

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

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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.