

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>All students will have access to essential grade level standards and materials that support the implementation of grade level standards. Teachers will understand the essential standards and implement standards-based reading instruction, incorporating all essential components of balanced literacy, as defined by HESD pacing guides.</p> <p>*Universal Screenings, Diagnostic and ELD Assessment results 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 additional supports or extensions with learning essential standards and our ELs learning English. This will be a schoolwide, collective, collaborative and coordinated effort by all. Our Site Leadership Team, BAIT Team and Grade Level Teams will ensure that we have the essential books, supplies, materials and digital resources necessary, to address the needs of all students, including our English learners and other at-risk subgroups.</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, afterschool tutoring and a tiered assessment system which showed some growth in Language Arts and Math, occurring across grade levels when broken down into subgroups.</p>	<p>Based on the most recent CAASPP scores from 2023 and data from local assessments, it shows students are making some gains in achievement, and in some cases are at or above pre-pandemic levels. Poor school attendance also continues to be a factor. Even though some subgroups are continuing to show gains from the 2020 COVID pandemic, there are some subgroups whose gains are not at the same level and there's still a need for greater improvement.</p> <p>Overall 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. These past few years the school focused on rebuilding the instructional program and the school community that were in place prior to COVID. The core instructional program was fully in place.</p>	<p>The school will continue to maintain a focus on developing strong readers by providing guided reading/small group instruction, depth of knowledge questioning and a focus on students responding to reading through constructive written responses. 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>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>Physical Education Students will receive instruction in physical education for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. The Physical Education Model Content Standards will follow a sequential, developmentally appropriate curriculum designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.</p>	<p>Results from the state test from 2021-2022 and 2022-2023 show the following:</p> <p>ELA CAASPP: Overall: 2022: 39.45% & 2023: 37.5% African American: 2022: 26.67% & 2023: 31.25% Hispanics: 2022: 39.67% & 2023: 41.41% White: 2022: 44.44% & 2023: 41.18% English Learners: 2022: 18.03% & 2023:19.64% SED: 2022: 39.61% & 2023: 37.73% SWD: 2022: 9.38% & 2023: 2.63%</p> <p>MATH CAASPP: Overall: 2022: 27.47% & 2023: 27.03% African American: 2022: 13.33% & 2023: 25% Hispanics: 2022: 28.8% & 2023: 27.23% White: 2022: 25.93% & 2023: 26.47% English Learners: 2022: 9.84% & 2023: 8.77% SED: 2022: 26.57% & 2023: 24% SWD: 2022: 8.2% & 2023: 0%</p>		
<p>Additional time and support for identified students will be provided to learn essential standards. These students will be offered Tutoring, Interventions and Extensions, as needed. All Interventions will include progress monitoring and have target learning outcomes. The interventions will be timely, targeted and flexible. 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>The school implemented lunchtime and afterschool 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, educational tutors and small-group instruction included various programs such as: Phonics for Reading, Words Their Way, Corrective Reading, The Power of Decoding Reading Intervention, Pearson math and Eureka math. Our data shows students receiving Reading Intervention, tutoring, and small-group instruction increased their</p>	<p>Students are showing progress in academics since the 2020 pandemic. While some subgroups are not showing similar progress as other subgroups. There has been a focus on particular subgroups that has some progress based on local assessments. However, attendance continues to be a factor since the COVID pandemic started where students missing instruction on a higher rate than they did prior to COVID. There is still a need to address the learning loss through tutoring and also through intervention.</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 guided reading/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 year, to administer small-group instruction and interventions.</p>

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	<p>reading level between 1-3 levels. As well, most students improved in their understanding of math concepts and skills, which was evident from retaking a revised assessment and also post assessments.</p>		
<p>To support the school's approved Standards-Based instructional materials in ELA, Math, Social Studies and Science, with a suite of digital/online tools and subscriptions that are aligned with state standard and support school-wide systems. That are also 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, including our English Learners. Supplemental digital content through centralized services include: IVS Computer Technology (SMART Notebook), Lexia Learning, Heggerty Phonics (TK-1st) Kahn Kids, Flocabulary, Discovery Education, Learning A-Z, IXL-Math, Reflex, Adobe Creative Cloud for Students (SHI), Zoom, and School City (Illuminate). Site-based supplemental digital content includes: IXL-ELA, Up The Ladder, Live School, WeVideo, Starfall, Writebright, AR, STAR and myON.</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 funded as a Title I Centralized Service or through the LCAP. Data within these programs and based on CAASPP scores over the last few years showed students who are using these tools are progressing.</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 in the coming year. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>
<p>Implement core History/Social Science and Science Standards. Grade level teams will collaborate to develop an instructional calendar, that will include study trips/virtual study trips that include software/digital media that align to grade level content/themes, to increase the level of background knowledge and vocabulary development in order to support student understanding of units of study, including content related to</p>	<p>Based on the School Site Council and the district-level Parent Advisory Committee, parents continue to overwhelmingly support Study Trips and other academics beyond the core program. 23-24 Parent Survey results show:</p> <p>99% of parents Agree/Strongly Agree that "In addition to English Language Arts and Mathematics, it is important for my child to have instruction in Science, History, Art, Music, and Physical Education."</p>	<p>Some in-person activities, including the Science Olympiad and other activities that students took part in prior to COVID 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 Educational Partner feedback. The school and district will continue to include Study Trips as part of the students' learning process.</p>

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<p>science and social studies standards. All students will attend an academic study trip and/or participate in a creative science event, that is aligned to the adopted standards and is developmentally appropriate for the students' ages.</p>	<p>99% of parents Agree/Strongly Agree that "It is important for my child to attend academic Study Trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks."</p> <p>The district and schools will continue with study trips for each grade level, enhancing the student learning experience outside the classroom.</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>Have classroom practices, curriculum and instruction that is responsive to different EL student characteristics and experiences. *Teachers provide integrated ELD in all academic content areas. * Intentional supports and scaffolds. *Preview or pre-teach to build background knowledge for topic *Provides connections to what students already know. *Hands on activities and discussions, with language supports as needed.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are</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: 2022: 44.4% & 2023: 47.1%</p>	<p>English learners receive language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Teachers document the progress of EL students using the district's EL rubric forms.</p> <p>Overall state test scores do not indicate a need to make significant changes to the instructional ELD program; rather, they indicate a need to continue to build upon and strengthen the school's existing ELD programs along with Core Skills & Habits for Academic Talk (C.H.A.T) lessons, so students have the opportunity to orally craft "paragraph-like" responses.</p> <p>ELA CAASPP: Overall: 2022: 39.45% & 2023: 37.5% English Learners: 2022:18.03% & 2023:19.64%</p> <p>MATH CAASPP: Overall: 2022: 27.47% & 2023: 27.03% English Learners: 2022: 9.84% & 2023: 8.77%</p>	<p>The school will continue to implement integrated ELD and C.H.A.T 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>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 and funded with LCFF, provides</p>			

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<p>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' English proficiency levels. Students will</p>	<p>Teachers are implementing designated ELD in their classrooms each day. Teachers and admin strategically group students by EL level for designated ELD. Teachers are self-contained w/ their EL students and/or integrate the deployment of students to classes other than their own for the 30-minute designated ELD block. The percentage of English Learners showing progress based on the CA Dashboard is: 2022: 44.4% & 2023: 47.3%</p>	<p>Students receive 30 minutes of ELD instruction at their English language development level during the ELD instructional block. Students receive ELD instruction at their English language development level during the ELD instructional block. Teachers document the progress of EL students using the district's EL rubric forms.</p> <p>Overall state test scores do not indicate a need to make significant changes to the instructional ELD program; rather, they indicate a need to continue to build upon and strengthen the school's existing ELD</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>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>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 Self-Contained and Deployment School Site: School site leadership teams will use the results of assessments including</p>		<p>programs along with Core Skills & Habits for Academic Talk (C.H.A.T) lessons, so students have the opportunity to orally craft "paragraph-like" responses.</p> <p>ELA CAASPP: Overall: 2022: 39.45% & 2023: 37.5% English Learners: 2022:18.03% & 2023:19.64%</p> <p>MATH CAASPP: Overall: 2022: 27.47% & 2023: 27.03% English Learners: 2022: 9.84% & 2023: 8.77%</p>	

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<p>local scoring of the ELPAC, and district formative assessments, to determine teachers who will be self-contained w/ their EL students and also 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>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>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>The lingering effects of the COVID pandemic have resulted in declines in student achievement. For the most part, 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.</p>

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<p>Data Analysis Data, including local scoring of ELPAC, information from the master EL database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>			
<p>Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</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'</p>	<p>English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students are provided with after-hours intervention and enrichment with an English Language Development focus. Teachers from school sites provide after-school ELD to EL students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based.</p> <p>The Director of Curriculum monitors students' attendance and progress and provides technical assistance to the school sites in implementing supplemental ELD.</p>	<p>After-hours supplemental ELD instruction was suspended due to staffing shortages.</p>	<p>Supplemental after-hours ELD instruction will be considered for restarting, dependent upon staffing in the coming year.</p>

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<p>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 PD and site-based PD. Teachers will receive PD that is specific to the needs of the school site. Site leadership team will determine PD needs based on student data trends, teacher observations, and input from teachers. PD will include whole group PD, in class coaching, support from leadership during collaboration, lesson development and planning, backwards-mapping, and analysis of formative and summative student achievement data.</p> <p>Collaboration time is provided every Wednesday for teachers. Teachers will utilize this time to use the formative assessment cycle to inform instruction, small groups, and students needing Tier 2 interventions. During this time, teachers will look at data pertaining to EL's, SED and SPED.</p> <p>Teachers will have access to district instructional coaches who specialize in reading, writing, math, science and ELD.</p>	<p>Professional development days across the school and district continued to be effective as per previous teacher surveys that indicate overwhelmingly teachers are benefiting from the various PD sessions offered.</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.</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, writers mathematicians, and Re-designated Fluent English Proficient (R-FEP) students, through ongoing professional development in small group instruction, depth of knowledge questioning, use of ACE strategy/constructive written responses.</p> <p>The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in analyzing data.</p>

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<p>In order to ensure we are meeting the needs for all English Learners through designated and integrated ELD, PD and support will be provided to teachers.</p>			
<p>A professional development team consisting of a curriculum specialist in English language arts, and instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, ELD, mathematics/science and the integration of technology into the instructional program, and developmental digital literacy skills to improve academic achievement. Decisions are made regarding the types of professional development that will be delivered, based on an 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, backwards-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 and at-risk sub-groups.</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.</p> <p>The team of instructional coaches will continue to provide professional development to teaching staff in the coming year.</p>
<p>The district operates 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. Additionally, the district has a Clear Administrative Services Credential Induction Program (CASC), for new administrators.</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 and the change in age requirements 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> <p>The district will continue to support new administrators with a Clear Administrative</p>

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			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>Provide a school environment that will have a positive impact on the emotional, social and physical well-being of every child that will accelerate their learning. Through the use of PBIS we will develop a culture of positive behavior supports that will create an environment for great first teaching, high levels of learning and improved behavior within the general and special education classroom settings for all students.</p> <p>Promote student attendance and good citizenship to support daily access to core instruction and services (N.E.S.T. expectations, PBIS passport day, grade level assemblies, Awards Assemblies, Student of the Month, Monthly N.E.S.T. activities, attendance incentives, attendance and citizenship rewards, Live School Points and Stinger school store).</p> <p>Teachers will provide for all student's clear classroom expectations, teach those expectations, and have a classroom reward system using our digital point system (Live School).</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 actions.</p> <p>Suspension numbers have remained relatively low.</p> <p>Teachers provided clear classroom expectations, taught those expectations, and had a classroom reward system.</p> <p>Teachers monitored daily attendance with a daily perfect attendance chart and created classroom environments that encouraged students to be at school daily.</p> <p>Student Specialist and Support staff monitored student attendance and discipline and provided students with targeted supports. Behavior data was used to provide</p>	<p>The COVID pandemic continued to have a significant impact on the school's absenteeism rate as well as students' social-emotional learning which affected behaviors more than pre-pandemic. Absenteeism rates continue to increase and there is a need for consistency in utilizing our district processes/programs, such as SARB, in an effort to determine the true effectiveness of the school's attendance and good citizenship activities and rewards.</p> <p>There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior.</p> <p>There is a continued need for the Student Specialist and Support staff to effectively and consistently monitor student attendance, discipline and provided students with targeted supports. Behavioral data needs to be reviewed on a consistent basis, in order to provide students with targeted intervention.</p>	<p>The school will continue to support students with rewards and activities, to promote good attendance, strong character, school pride and good behavior. The school will continue to support/build these activities by:</p> <ul style="list-style-type: none"> *Building family involvement *Continuing to develop and strengthen the home-to-school connection. *Consistently monitoring student attendance and discipline data *Timely attendance and behavioral intervention *Fully utilizing the SARB and Discipline Process <p>The school will continue with the 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>Students can redeem points weekly in the school store. Monitor daily attendance with a daily perfect attendance chart. Create classroom environments that encourage students to be at school daily.</p> <p>Student Specialist along with Support staff will monitor student attendance and discipline to provide students with targeted supports. Effectively utilize the SARB process. Use behavioral data to provide students with targeted interventions. Progress will be monitored through CICO and Synergy data.</p> <p>Student Specialist, PBIS Committee (teachers), and B.A.I.T Team will collaborate to analyze disciplinary data and plan activities that address student needs to promote positive behaviors (lunch time activities, classroom lessons to support N.E.S.T. expectations.)</p> <p>Students will have the opportunity to participate in structured physical activities during recess and lunch that promote character-building to enhance our school culture beyond the classrooms.</p> <p>Digital Resources to support school-wide systems: *LiveSchool *WeVideo</p>	<p>students with targeted and timely intervention.</p> <p>Progress was monitored and the school site team collaborated to analyze disciplinary data and planned activities that addressed student needs and promoted positive behaviors.</p>	<p>There is a continued need to address student discipline, behavior, and social-emotional needs.</p>	
<p>Identify students with attendance or behavior challenges and provide them with additional support.</p> <p>Monitor students behavior contracts and Behavior Intervention Plans and reward for appropriate behaviors.</p>	<p>The action was implemented with identified students receiving the supports discussed in the previous column. The action identified parents/families in need of and sometimes receiving the supports discussed in the previous column. Support Team and staff met to address these needs and to offer/provide support.</p>	<p>There's a continuing need for students to receive 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>Absenteeism rates continued to be affected by the COVID pandemic and have increased. This is not an accurate reflection</p>	<p>The school will continue to monitor and 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>Monthly reports of students on Behavior Intervention Plans. Provide structured activities for students during recess/lunch time for students who are in need of supplemental behavior/social support.</p> <p>Student Specialist and site leadership monitor Attendance Logs Discipline Referrals Monthly reports of students on Behavior Intervention Plans</p> <p>ATSI Eligible Student Groups (White Students) Monitor Student Attendance Student attendance will be monitored daily, particularly our ATSI eligible student groups. School staff will check-in with students and families of students who are absent to help alleviate any barriers to improved attendance. These connections will build relationships with students' families for continued guidance and support.</p> <p>EVIDENCE Moderate Evidence: Draw on relationships with professional colleagues and students' families for continued guidance and support. U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p> <p>Behavior Support Provide teaching, intervention, and support for students, particularly our ATSI eligible student groups, that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve</p>		<p>of the implementation of some of the school's programs.</p>	

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</p> <p>EVIDENCE Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p>			
<p>Implement a social/emotional course of study that supports students and staff in order to acquire and apply the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions. Improved social/emotional skills and decision-making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff, and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood-to-school connection to build school pride and encourage a positive school community.</p>	<p>Student Specialist and Support staff monitored student attendance and discipline and provided students with targeted supports. Behavioral data was used to provide students with targeted intervention.</p>	<p>There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior.</p> <p>There is a continued need to address student discipline, behavior, and social-emotional needs.</p>	<p>The school will continue with the Social Emotional Learning Programs and SEL data analysis platforms during the school year.</p>

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

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

Guiding Questions:

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

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

Goal 4

Communication between schools and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Implement a variety of parent education and outreach activities. We will continue to provide regular communication through Parent-Square, yellow cards, progress reports, classroom newsletters, after-school tutoring calendars, notes home, e-mails, phone calls and in-person contact, that continues to foster high parent communication and involvement.</p> <p>Plan, organize and implement a series of parent workshops that focus on assisting students with literacy, math, SPED resources, science, Kinder readiness skills, SES resources and homework. We will provide learning manipulatives/materials and engaging activities to increase parent, student and staff connection to the instruction that's occurring in the classrooms. We're excited about our math and literacy nights, along with our SOM assemblies and trimester awards assemblies. We've seen an increase in families attendance of these events and hoping that shows an increase in</p>	<p>The school was able to bring back and offer outreach activities that were suspended in prior years. 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 ParentSquare newsletters to communicate with families about school activities and ways parents can become involved.</p> <p>Based on the 2023-2024 District Parent Survey:</p> <p>92% Agree/Strongly Agree with the statement "I have been given suggestions/ideas to use at home to help my child meet grade-level standards in English Language Arts and Math."</p> <p>98% Agree/Strongly Agree with the statement: "I receive information about my child's progress in the classroom."</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. The school will continue to develop and educate parents/staff on the usage of ParentSquare and Synergy ParentVue. 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>student engagement and success in class.</p>	<p>97% Agree/Strongly Agree with the statement: "The Parent/Teacher conference was help to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>97% Agree/Strongly Agree with the statement: "When I have questions about my child's work, I can ask for clarification and assistance from my child's school."</p> <p>98% Agree/Strongly Agree with the statement: "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, Parent Workshops, Back to School Night, and Parent Educational Presentations."</p>		
<p>Parents will be informed of students' academic and social progress via weekly/bi-weekly yellow cards, progress reports and/or throughout the use of the Synergy ParentVue online progress reporting system. Parents will attend parent/teacher conferences in November. Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns.</p>	<p>The school's parent/teacher conference attendance rate was: 100%. Documentation is turned in and kept as a record of notification/communication. Teachers are regularly communicating with parents regarding their child's progress at school and receive back the signed copies of yellow cards and progress reports, which are turned in at the end of the year and kept for a year, as a point of reference, if needed.</p>	<p>There will be a need to continue providing ongoing, weekly and or bi-weekly communication between our school and home. It is necessary for parents to be informed of students' academic, behavioral/social progress, via yellow cards, progress reports, report cards, Parent Square notification, phone calls and/or notes home. Teachers will continue to contact parents throughout the school year to schedule conferences as needed, to address academic, behavioral and social needs, in order for everyone to be on the same page regarding students' progress in school.</p>	<p>Parents are a very integral part of their child's success in school. We will continue to provide various modes of communication and opportunities for parents to be involved in their child's education. We will continue to support and promote parent connections and participation at school. We will continue to address the needs of our students and parents, by holding school functions and meetings after school hours. We will continue to solicit and implement ideas from parents, that are communicated to us through weekly/bi-weekly progress, and as they arise in our SSC, ELAC and Parent-Teacher Conference meetings.</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.