

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>Tier 1: Core Instruction Implement standards based reading and mathematics instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide.</p> <p>Standards aligned instruction in ELA and Math will be in place in all classrooms.</p> <p>ELA and math lesson planning is based on backwards mapping of the essential CCSS and/or aligned to the district pacing calendar. Essential standards/units will be instructed prior to state testing using the state adopted program.</p> <p>The analysis of data from district and site assessments will be reviewed weekly during school site collaboration, utilizing the formative assessment cycle to inform future instruction. Teachers will utilize the formative</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 tiered assessment system which showed Language Arts and Math growth occurring across grade levels when broken down into subgroups.</p> <p>Results from the state test from 2021-2022 and 2022-2023 show the following:</p>	<p>Based on the most recent CAASPP scores from 2023 and data from local assessments, it shows students are making gains in academic achievement, and in some cases are at or above pre-pandemic levels. Even though most subgroups are continuing to show gains from the 2020 COVID pandemic, there are some subgroups whose gains are not at the same level.</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 small group instruction and depth of knowledge questioning. The school will continue to develop Math Practices by providing coaching and professional development while increasing the rigor of problem-solving skills.</p> <p>The school will continue focus on the formative assessment process and targeted small group instruction, focusing on our two lowest subgroups, which are our African American students as well as students with disabilities.</p>

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<p>assessment cycle to make decisions about reteaching, small group instruction, and if students will need additional supports or extensions with learning the essential standards.</p> <p>Site leadership and teachers monitor instruction and district/site assessments. ELA Assessments may include: Benchmarks, Performance Tasks, Essential Skills Assessments, Short Response Assessments, CARS, CAP, and IRL's, IAB's, Sight Word Assessments, Writing Assessments, Phonemic Awareness, Alphabetic Principle, Letters/Sounds, and any electronic APP assessments such as those from our supplemental digital content such as Lexia, RazKids, Khan Academy, Accelerated Reader. Assessments from our additional supplemental ELA programs such as Heggerty, Phonics for Reading, Heinemann Up the Ladder, will also be considered.</p> <p>Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, any electronic APP assessments such as those from our supplemental digital content such as Reflex, Khan Academy, and IXL. Assessments from our additional supplemental math programs such as Eureka Math will also be considered.</p> <p>Assessment Results (Formative & Summative) HESD Pacing Calendars Lesson Plans Supplemental Digital Content/APP reports</p> <p>Staff will promote academic achievement to support daily access to core instruction and services (award assemblies, Student of the Month rewards/activities, etc.). Students</p>	<p>ELA CAASPP: Overall: 2022: 20.48% & 2023: 25.33% African American: 2022: 12% & 2023: 28.57% Hispanics: 2022: 21.18% & 2023: 26.55% White: 2022: 20% & 2023: 22.2% English Learners: 2022: 14.46% & 2023: 21.62% SED: 2022: 20.01% & 2023: 26.83% SWD: 2022: 6.9% & 2023: 7.41%</p> <p>MATH CAASPP: Overall: 2022: 15.12% & 2023: 24.3% African American: 2022: 0% & 2023: 33.33% Hispanics: 2022: 16.47% & 2023: 23.03% White: 2022: 20% & 2023: 22.22% English Learners: 2022: 10.84% & 2023: 17.57% SED: 2022: 14.58% & 2023: 24.27% SWD: 2022: 3.45% & 2023: 3.7%</p>		

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<p>meeting academic standards, as evidenced by state testing, may be eligible to attend incentive field trips/activities. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards and incentives. These recognitions may be done through school-wide assemblies for recognition among their peers and/or in conjunction with inviting parents to an academic parent involvement assembly.</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. Novel Effect Subscription for Digital Read Alouds</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>Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions As students demonstrate a need for additional support, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students</p>	<p>The school implemented small group instruction in ELA/Math within the classroom, based on need. Students were provided targeted instruction, focused on their areas of struggle, as identified on classroom formative and summative assessments. Small group instruction, as a Tier 2 support, was delivered within the classroom and provided by the classroom teacher and/or a</p>	<p>Students are showing progress in academics since the 2020 pandemic. Although there is a need to continue to focus on the Tier 2 and 3 supports provided to two of our lowest subgroups, which are African American students, as well as our students with disabilities. Attendance continues to be a factor since the COVID pandemic started where students</p>	<p>The school will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors within ELA and math.</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</p>

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<p>receive the additional time and support needed to learn at high levels. Tier 2, supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through differentiated instruction/small group instruction within the classroom and/or during the teachers scheduled RTI block.</p> <p>Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth. Provide differentiated small group language arts instruction, within the classroom, based on identified student need. Focus of differentiated small group language instruction will be focused on gaps within literacy skills that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, writing, and letters/sounds. Students not responding to differentiated small group language arts instruction will be monitored for their need of intervention services.</p> <p>Students (including English Learners) will participate in explicit math instruction and make appropriate academic growth. Provide differentiated small group mathematics instruction, within the classroom, based on identified student need. Focus of differentiated small group math instruction will be focused on gaps within a students foundational math skills.</p> <p>Site Leadership and Teachers to monitor students academic levels within small group instruction. Monitoring of goals and progress. Students not responding to differentiated small group ELA or math</p>	<p>combination of deployment during teachers' FLEX block.</p> <p>The school also provided additional tutoring in ELA/Math with credentialed teachers for students who showed a need based on local assessments, as a Tier 3 support. In addition, the school also provided reading intervention during the school day through the use of educational tutors.</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 Heggerty Bridge the Gap, Handwriting Without Tears, Read Live Naturally, Fountas and Pinnell, Phonics for Reading, and Reading Mastery.</p> <p>When monitoring intervention data, most students who participated, advanced 1-2 reading levels.</p>	<p>were missing instruction at a higher rate than they did prior to COVID. There is still a need to address the learning loss from the pandemic through tutoring and also through intervention.</p>	<p>below grade level. The school will continue to provide and support Ed Tutors during the school year by allowing time for data analysis and professional development on intervention programs and strategies to support intervention services.</p> <p>In the upcoming school year, Math intervention may be considered to help further support student academic needs within our Ed Tutor schedules. Additional supports will be provided to Ed Tutors should they begin to provide intervention within math.</p> <p>Working alongside teachers and Ed Tutors, the school will develop additional opportunities for African Americans and students with disabilities to participate in additional intervention opportunities.</p>

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<p>instruction will be monitored for their need of intervention services.</p> <p>Intervention programs may include: Heggerty Bridge the Gap, Writing Without Tears, Read Live Naturally, Fountas and Pinnell, Phonics for Reading, Reading Mastery. In addition, students with identified needs may participate in small group instruction provided by teachers and/or educational tutors.</p> <p>Student Goals/Records Assessment Results (Formative and Summative) Lesson Plans/Group Calendars Status of the Class Notes Supplemental Digital Content/APP reports</p> <p>Tier 3: Intensive Student Supports/Interventions As students demonstrate a need for additional support, beyond what Tier 2 supplemental interventions/small group instruction can provide, students are identified as Tier 3 and needing intensive supports/interventions. Tier 3 students need an intensive remediation in universal skills that goes above what students receive in Tier1 (core instructional program) and Tier 2 (Small group instruction). Tier 3, intensive student supports supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through a lack of progress within differentiated instruction/small group instruction.</p> <p>Students in TK-6 (including English Learners) that are identified as struggling and have not responded to Tier 2 differentiated instruction/small group instruction within the classroom</p>			

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<p>will be placed on a list needing additional supports/interventions. Learning Director to secure teachers to provide before school, lunch time, or after school intervention instruction. Provide identified students with before school, lunch time, or after school intervention instruction. Intervention teacher and classroom teacher to monitor student progress during weekly grade level collaboration. Site Administration and teachers to monitor student achievement data. Site Administration to monitor schedules and rosters.</p> <p>Intervention programs may include: Heggerty Bridge the Gap, Writing Without Tears, Read Live Naturally, Fountas and Pinnell, Phonics for Reading, Reading Mastery. In addition, students with identified needs may participate in small group instruction provided by teachers and/or educational tutors.</p> <p>Data Monitoring Sheets Student Records/Tracking Student Goals/Records Assessment Results (Formative and Summative) Intervention Calendars Intervention Rosters Timecards Status of the Class Notes</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</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</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>conferences, and virtual study trips that align to grade level content and themes.</p>	<p>Mathematics, it is important for my child to have instruction in Science, History, Art, Music, and Physical Education.”</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>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 Discovery Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>School Subscriptions May Include: Accelerated Reader</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>

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<p>Starfall</p> <p>Administration and teachers to monitor usage and incorporate into daily instruction.</p> <p>Purchase Orders Supplemental Digital Content/APP reports</p>			
<p>Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a 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 	<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: 44.8% & 2023: 63.2%.</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.</p> <p>ELA CAASPP: Overall: 2022: 20.48% & 2023: 25.33%. English Learners: 2022: 14.46% & 2023: 21.62%.</p> <p>MATH CAASPP: Overall: 2022:15.12% & 2023: 24.3%. English Learners: 2022: 10.84%. & 2023: 17.57%.</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>background knowledge for the topic</p> <ul style="list-style-type: none"> • 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 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</p>			

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<p>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 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</p>	<p>Teachers are implementing designated ELD in their classrooms each day. Teachers and admin strategically group students by EL level for designated ELD that required the deployment of students to classes other than their own for the 30-minute designated ELD block.</p> <p>The percentage of English Learners showing progress based on the CA Dashboard is: 2022:44.8% & 2023: 63.2%.</p> <p>This year, due to the large population of EL's, the school has made every effort to prioritize designated ELD as a core subject, ensuring it takes place during a time block where there are limited to no interruptions to instruction.</p>	<p>Students receive 30 minutes of ELD instruction at their English language development level during the ELD 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 programs.</p> <p>ELA CAASPP: Overall: 2022:20.48% & 2023: 25.33%. English Learners: 2022: 14.46%. & 2023: 21.62%.</p> <p>MATH CAASPP: Overall: 2022: 15.12% & 2023: 24.05%. English Learners: 2022:10.84% & 2023: 17.57%.</p>	<p>The school will continue to implement designated ELD in the coming school year. The school will continue to prioritize designated ELD instruction as a core subject by continuing to ensure instruction takes place during a time block where there are little to no interruptions.</p> <p>The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.</p>

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<p>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 Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that EIs 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</p>			

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of deployment for supplemental ELD instruction.			
<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>Data Analysis Data, including local scoring of ELPAC, information from the master ELD 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:</p>	<p>Trimester Monitoring of EL's, once per trimester, was in place and monitored by the school and district leadership teams. All teachers documented the progress of each of their EL students using the district's online system.</p> <p>Newcomers, were provided targeted intervention services focused on foundational reading skills and language acquisition. Services were provided by an Ed Tutor to further support their learning of the English Language.</p>	<p>The lingering effects of the COVID pandemic have resulted in overall declines in student achievement, across the years. The school has continued to focus on closing the gap, and although EL's are making significant progress, there is still a need for the close monitoring of progress and the opportunity for EL's to participate in language and academic interventions. Although EL's did participate in school based small group and intervention services covering reading and various academic needs, intervention specifically for just LTEL's was not in place.</p>	<p>The monitoring of EL students will continue in the coming school year while continuing to allow opportunities for EL's to participate in small group instruction and intervention. The school will continue to look for tutoring opportunities for our newcomers and LTEL's.</p>

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<p>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. After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will</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 next school year, dependent on staffing.</p>

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<p>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>			

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

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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 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 to further improve student learning. Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.</p> <p>Teachers are provided with collaboration time on student early release days. Teachers will understand and effectively implement the collaboration protocol used in a professional learning community. Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention. Data will be disaggregated to show overall performance as well as</p>	<p>Professional development days across the school and district continued to be effective as per previous teacher surveys that indicate overwhelmingly that 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>The school, in conjunction with the district also provided professional development and coaching around Guided Reading. Several primary and special education teachers were provided with professional development in a 1:1 coaching environment to help support guided reading instruction within the classroom.</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>Additionally, there is a need to provide further professional development opportunities around the desegregation of data and the monitoring of students in our neediest subgroups.</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 and mathematicians, through ongoing professional development in small group instruction, and depth of knowledge questioning.</p> <p>The school will continue to provide opportunities for professional development and growth around Guided Reading, working towards closing the reading gap within our TK-2nd grade students.</p> <p>The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in analyzing data.</p> <p>The school will allow time for data desegregation as a whole during staff meetings and collaboration led by administration. Administration will provide professional development around analyzing data, while keeping our neediest student subgroups in mind.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>performances of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies.</p> <p>Teacher Survey Timecards Collaboration Logs PD Sign-In Sheets</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>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<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 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 Services Credential Induction Program (CASC) in the coming 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 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>Provide all students with activities to promote good attendance, strong character, academic achievement and good behavior. To create an ideal place for students to learn, students need an environment that is conducive to learning. PBIS supports help create a school environment where students feel safe emotionally and physically, in an environment not created merely through punishment. The implementation of Positive Behavior Interventions and Supports will help to prevent misbehaviors and create a school environment that results in a positive impact on the overall school culture.</p> <p>Students meeting academic standards, as evidenced by state testing, may be eligible to attend incentive field trips. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards and incentives.</p> <p>All students will be provided with PBIS Tier 1 supports and interventions to</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 continued to be affected by the COVID pandemic and are not an accurate reflection of the effectiveness of the school's programs.</p> <p>Teachers provided clear classroom expectations, taught those expectations, and had a classroom reward system.</p> <p>Teachers monitored daily attendance 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 students with targeted intervention.</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. 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 overall. In specific, the school will look at discipline data carefully for our African American population as well as our students with disabilities, as suspension within these subgroups have increased. Other student subgroups have also experienced an increase in behaviors, indicating a need to further promote good behavior through various school wide teaching opportunities, SEL curriculum, and connection to services such as counseling.</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:</p> <ul style="list-style-type: none"> *Building family involvement *Continuing to develop and strengthen the home-to-school connection. *Continuing to address student behaviors through targeted instruction. *Continuing to reward good behavior through various school wide activities. *Monitoring behavior data closely, in regard to our most affected subgroups. <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>increase student attendance and improve student behavior, which includes participation in a variety of activities and incentives/reinforcements including curriculum to address social emotional learning (SEL) needs.</p> <p>PBIS Tier 1 supports will be in place to help create and maintain a positive school culture. Activities to support good attendance, strong character, and academic achievement may include:</p> <ul style="list-style-type: none"> SEL Calming Corners ROAR Character Expectations Presentations Good Attendance Incentives/rewards and activities Behavior incentives/rewards and activities Academic incentives/rewards and activities Lions' Den Structured Activities LiveSchool Points (Subscription) Lion's Den Student Store Student of the Month Grade Level Character Education Assemblies Trimester Reward Activities End of the Year Behavior Reward Activities Student/Parent Conferences Parent Outreach Home Visits <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>Student Specialist, Support Staff and teachers will monitor student attendance and discipline to determine if a student is in need of Tier 2 or Tier 3 supports/interventions.</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>A school wide SEL curriculum was in place in all TK-6th grade classrooms.</p>		

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Purchase Orders/ Transportation records Schedules Activity Records/ Calendar Attendance and Discipline Reports</p> <p>Provide all students with character education lessons tied back to our core PBIS traits of "ROAR." ROAR, which stands for Responsibility, On-Task, Achievement, and Respect, are the positively stated school-wide behavior expectations and rules set for students and staff in all campus settings (classroom, yard, bathroom, hallway, bus stop, cafeteria, library, office, etc.) Our PBIS system is designed around "ROAR" as a system that rewards and recognizes students for making progress toward, and ongoing demonstration of, school-wide behavior expectations.</p> <p>All students will be provided with ROAR character education lessons to provide a better understanding of our campus behavior expectations and to support positive character development.</p> <p>Purchase Orders/Transportation Records Schedules Timecards Lesson Calendars</p>			
<p>Identify students with attendance or behavior challenges and provide them with additional supports. The PBIS framework follows a three-tiered system of intervention delivery, providing different levels of behavior support based on student need and response to intervention. If the student is not responsive to the intervention in</p>	<p>Students identified as needing assistance with behavior, whom received the supports discussed in the previous column, were positively impacted. Data was carefully monitored by the BAAIT team to ensure student success and adjustments to students plans of action were made based upon need. Parent meetings were held to discuss student concerns when advancing above the</p>	<p>There continues to be students needing Tier 2 and 3 behavioral supports. Monitoring of student data and holding parent meetings are necessary to further develop a plan of action, specific to the student's identified need.</p> <p>There is a need to continue providing school staff with professional development in the</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. The school will continue to plan and provide professional development around behavioral</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>the primary tier (Tier1), more intensive behavioral intervention is provided in Tier 2, or a highly individualized plan is developed for the student who needs more intensive supports in Tier 3.</p> <p>The Behavior Academic Intervention Team (BAIT) will collaborate to analyze and monitor at-risk students (Tier 2 and Tier 3) and provide supplemental supports in reference to behavior or attendance.</p> <p>Activities to support identified students can include: Check-In Check-Out (CICO) Implementation of recess and lunch-time structured activities Informal Behavior Contracts. Formal Behavior Intervention Plans Parent Outreach/Community Resource Support Programs Home Visits Behavior Social Groups (Small group teaching opportunities) Counseling Opportunities aligned with identified student behavior needs. PEI referrals for outside counseling services.</p> <p>Student Specialist, Support Staff and teachers will monitor student formal and informal behavior contracts and reward students for appropriate behaviors.</p> <p>PBIS School Team to meet and monitor/revise positive school culture structures on campus.</p> <p>Bilingual clerk will provide extra support in the office with translations, parent support and attendance.</p> <p>Purchase Orders Formal and Informal Behavior Contracts Schedules Activity Records/Calendars</p>	<p>Tier 1 level, indicating they needed further monitoring and behavioral support. Referrals to outside agencies, as well as school based counseling services were also made in conjunction with parent and family consent. The actions were effective with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provide support.</p> <p>Increasing attendance remained a priority at Lincoln, and the further development of the BAAIT Behavior, Academics, Attendance, Intervention Team allowed designated staff members to focus on the overall improvement of attendance within their assigned grade level. Parents struggling with attendance were assigned an "attendance liaison" who focused on helping communicate and support parents struggling to get their students to school.</p>	<p>use of SEL data platforms and in the analysis of data.</p> <p>There is a need to further develop lessons based on ROAR to further support a positive school culture and climate.</p> <p>There is a need to further provide professional development on behavioral strategies that can be utilized within the classroom, especially with that of our students with disabilities.</p> <p>The overall improvement of attendance will continue to be a main focus. Absenteeism rates continued to be affected by the COVID pandemic and are not an accurate reflection of the effectiveness of the school's programs.</p>	<p>strategies that can be utilized within the classroom.</p> <p>The school will continue to monitor attendance closely, especially those subgroups within our ATSI, and continue with our "attendance liaisons" to further support our attendance efforts.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Attendance and Discipline Reports BAIT Monitoring Documents</p> <p>ATSI Eligible Student Groups (Students with Disabilities and African American 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>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</p>	<p>SEL curriculum was in place within all TK-6th grade classrooms. Teachers provided whole class instruction surrounding various SEL topics that helped support students with their overall SEL skills.</p> <p>The school further communicated with families regarding SEL by sending out monthly Parent Square messages, encouraging families to talk to their child about the SEL topics they are learning about in class.</p>	<p>There is a need to further monitor that the programs are in place within all classrooms and implemented with fidelity.</p>	<p>The school will continue with the Social Emotional Learning Programs and SEL data analysis platforms during the school year, providing additional professional development opportunities as needed.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
increasing the neighborhood-to-school connection to build school pride and encourage a positive school community.			

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

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

Guiding Questions:

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

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

Goal 4

Communication between schools and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Provide all parents with a variety of parent education and outreach activities to support active participation in their child’s education. Providing parents with information and training will allow them to further help their children achieve in school. Students whose parents are involved and informed in their child’s progress will achieve at higher levels.</p> <p>Various Parent Involvement activities may include:</p> <ul style="list-style-type: none"> • Opportunities and outreach to ensure parents have regular school contact with school to improve student attendance and student academic achievement. (Phone Calls, Parent Square messages, Letters, Newsletters, Parent Teacher conferences, SSC, ELAC) • Increase parent support by providing whole school and grade level parent 	<p>The school was able to bring back and offer outreach activities that were suspended in prior years. Parents were invited on-campus to engage in a variety of whole school events surrounding academics and literacy.</p> <p>Parent Square, an online outreach platform, is a crucial part of parent communication and allowed staff to stay in constant communication with families. Digital information was sent to parents surrounding school activities and ways that parents can be involved at school.</p> <p>Increasing attendance remained a priority at Lincoln, and the further development of the BAAIT Behavior, Academics, Attendance, Intervention Team allowed designated staff members to focus on the overall improvement of attendance within their assigned grade level. Parents struggling with attendance were assigned an "attendance liaison" who focused on helping communicate and support parents struggling to get their students to school.</p> <p>Based on the 2023-2024 District Parent Survey:</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 also be a need to continue to work on providing parents the supports necessary in regards to developing healthy school attendance habits with their students. Although attendance has improved significantly from years past, it is still an area of concern, specifically within our TK,K and 1st grades.</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. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p> <p>The school will continue to utilize attendance liaison's to further support our attendance efforts.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>involvement activities focused on various academic areas. Plan, organize and implement a series of parent activities that focus on assisting their students with literacy, Math, Science, Technology, school readiness, and homework. (Back to School Night, Literacy Night, Math Night, Parent Workshops).</p> <ul style="list-style-type: none"> • Increase parent support by providing whole school parent involvement activities focused on building a positive connection between home and school, while allowing parents opportunities to engage in various activities with their student on-campus. • Activities to increase parent/staff communication. <p>Learning Director, Support Staff and teachers to plan and organize events based on whole school and specific grade level needs.</p> <p>Purchase Orders/Records Schedules Activity Records/Calendar Event Flyers</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>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>Provide ongoing communication with parents about their student's progress. Providing parents with opportunities to become involved and communicate about their child's education is key for</p>	<p>The school's parent/teacher conference attendance rate was: 100% We will also continue to prioritize translation services to ensure communication between school and home is meaningful.</p>	<p>There is still a need for further Parent Square training for new and "non-tech" savvy families to ensure they understand how to properly receive school-related information and understand how to communicate with our school.</p>	<p>The school will continue to strive for a 100% attendance rate for our parent teacher conferences. The school will also plan and implement further Parent Square trainings for families to attend.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>student success. Opportunities and outreach to include:</p> <p>Phone Calls Parent Square messages Letters Newsletters Parent Teacher Conferences Translation for Parent Teacher Conferences</p> <p>Bilingual clerk will provide extra support with translations and parent support/communication.</p> <p>ParentSquare software messages</p>	<p>The school will continue to utilize Parent Square as one of the means of communication with our families. When looking at present connection data, Lincoln currently has about 92% of our families being reachable on Parent Square.</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.