

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

Guiding Questions:

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

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

Goal 1

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>1. All students will have access to essential grade level standards. Teachers will understand the essential standards and implement standards-based math, science, HSS, and reading instruction incorporating all essential components of balanced literacy as defined by HESD pacing guides. Teachers will use HESD state-adopted textbooks and HESD pacing guides.</p> <p>*Formative Assessments will be used to monitor student progress. The formative assessment process will be used to inform instruction, to make decisions about reteach cycles, small group, and if students will need addition supports or extensions with learning essential standards. Student subgroups will be closely monitored throughout the formative assessment process by both teachers and site leadership team.</p> <p>*Schoolwide, collective, collaborative, coordinated efforts by all. (Site Leadership Team, Student Support Team, Grade Level Teams) to ensure that essential standards are addressed and aligned to district pacing guides.</p>	<p>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 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. In ELA, our EL subgroup decreased from 30.0% to 26.44% as well as our students with disabilities that went from 14.81% to 8.33%. In 2021-2022, our school reclassified just 3 students as compared to 20 students in 2023. This a good thing that the students are showing growth, but with the stronger students no longer included in the EL subgroup, the overall scores for ELs declined. In regard to SWD, this continues to be an area of challenge for Lee Richmond school as well as our school district as a whole. This will continue to be an area of focus in the 2024-2025 school year. In Math, our African American subgroup decreased from 14.29% to 0.0% and our SWD subgroup decreased from 7.41% to 2.78%. Both of these subgroups continue to be areas of challenge for Lee Richmond school. More work is needed to support both subgroups.</p>	<p>Lee Richmond 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>As a school and district, we recognize the need to support students with disabilities. We will be participating in and providing professional development to Lee Richmond teachers in order to better support students with disabilities.</p>

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<p>*All students will have access to all instructional materials/supplies, curriculum, books, and textbooks to support academic achievement in all academic areas.</p> <p>2. To support the school's approved Standards-Based instructional materials in ELA, Math, Science, and HSS with a suite of digital/online tools and subscriptions that are aligned with State Standards, are accessible at school and are adaptive (able to remediate and/or extended learning), can identify and target missing skills or gaps, and can help with progress monitoring for all students.</p> <p>*Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook) Lexia Learning Khan Academy & Khan Kids NewsELA Discover Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate) Reflex IXL (ELA and Math) LiveSchool</p> <p>Multi-tiered Systems of Supports (MTSS) will be implemented school-wide in order to promote academic improvement. All staff will provide all students with activities and incentives to promote academic achievement and Social Emotional Learning (SEL) (see goal 3 strategy 4 for SEL).</p> <p>All students will be provided with Tier 1 MTSS supports to increase student academic achievement (which includes participation in a variety of activities</p>	<p>ELA CAASPP: Overall: 2022: 36.78% & 2023: 39.31% African American: 2022: 14.29% & 2023: 33.33% Hispanics: 2022: 35.59% & 2023: 44.28% White: 2022: 42.86% & 2023: 50.0% English Learners: 2022: 30.00% & 2023: 26.44% SED: 2022: 33.89% & 2023: 44.5% SWD: 2022: 14.81% & 2023: 8.33%</p> <p>MATH CAASPP: Overall: 2022: 16.15% & 2023: 23.95% African American: 2022: 14.29 & 2023: 0.0% Hispanics: 2022: 15.38% & 2023: 24.38% White: 2022: 9.52% & 2023: 16.67% English Learners: 2022: 10.83% & 2023: 11.49% SED: 2022: 15.06% & 2023: 22.48% SWD: 2022: 7.41% & 2023: 2.78%</p>	<p>Overall state test scores do not indicate a need to make significant changes to the overall 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>	

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<p>and incentives/reinforcement). All students will have access to a school-wide token economy reinforcement system (i.e. LiveSchool digital system). Students will have regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den), for academic and SEL achievement (see goal 3 strategy 4 for SEL).</p> <p>Staff will promote academic and SEL achievement to support daily access to core instruction and services (award assemblies, Student of the Month rewards/activities, etc.). Students meeting academic standards, as evidenced by state testing and standards-based report cards, may be eligible to attend incentive trips and/or 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.</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</p>			

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<p>confidence needed to adopt and maintain a physically active, healthy lifestyle.</p>			
<p>Additional time and support for identified students will be provided to learn essential standards. These students will be offered Interventions and Extensions as needed.</p> <p>Teachers will identify students who are considerably below grade level and in need of intervention services throughout the year. Intervention will be provided in cycles depending on student needs. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle. All Interventions will have target learning outcomes. The interventions will be timely, targeted and flexible.</p> <p>Educational Tutor will be used by the classroom teacher to support identified students in ELA and/or Math. Tutor will use research-based intervention curriculum.</p>	<p>Lee Richmond implemented tutoring in ELA/Math with credentialed teachers for students who showed a need based on local assessments. The school also provided reading/math intervention during the school day through the use of educational tutors and/or small group instruction.</p> <p>Attendance, progress monitoring, and assessment data are documented and actively reviewed to determine student progress. Instructional materials utilized for tutoring, ed tutors, and small-group instruction included various programs such as Primary Phonics, Phonics for Reading, Words Their Way, Common Core Mathematics, Reading Mastery, Corrective Reading, The Power of Decoding Reading Intervention, and Pearson math. Our data shows students receiving Reading Intervention, tutoring, and small-group instruction increased their reading level between 1-3 levels.</p>	<p>Students are showing progress in academics since the 2020 pandemic and 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 from the pandemic through tutoring and also through intervention.</p>	<p>Lee Richmond will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.</p> <p>Lee Richmond will continue to focus on small-group reading in the coming year. Lee Richmond has been working with HB3 to better train teachers around small group instruction.</p> <p>The Lee Richmond 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) to support small-group instruction and interventions.</p>
<p>Students who have been identified using screenings and formative assessments and need Intensive remediation in universal skills will be provided intervention within the instructional day or after school as needed. Students progress toward meeting the set learning targets will be monitored using assessments that are aligned to the learning target set for the students.</p>	<p>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. Lee Richmond and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>
<p>Enrichment</p>	<p>Based on the School Site Council and the district-level Parent Advisory Committee,</p>	<p>Some in-person activities, including the Science Olympiad and other activities that</p>	<p>Continue to resume enrichment activities based on staff and Educational Partner</p>

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<p>Teacher and Leadership teams will collaborate to develop enrichment activities that support content-based instruction. Students will be provided with enrichment activities and Extended Learning Opportunities that may include academic trips, assemblies, academic clubs, virtual presentations, etc. that are aligned to the adopted standards and are developmentally appropriate for the students' ages.</p>	<p>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>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>students took part in prior to COVID have either not restarted or have been moved to the afterschool program using ELOP funds.</p>	<p>feedback. Lee Richmond and district will continue to include Study Trips as part of the students' learning process.</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</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: 50.3% & 2023: 64.3% (increase of 13.9% from 2022).</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: 36.78% & 2023: 39.31% (increase of 2.3%) English Learners: 2022: 30.0% & 2023: 26.44% (decrease of 3.56%)</p> <p>MATH CAASPP: Overall: 2022: 16.15% & 2023: 23.95% (increase of 7.8%)</p>	<p>Lee Richmond 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>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 leadership and monitoring of the district's integrated and designated</p>		<p>English Learners: 2022: 10.83% & 2023: 11.49% (increase of .66%)</p>	

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<p>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 that required 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: 50.3% & 2023: 64.3% (increase of 13.9%)</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</p>	<p>Lee Richmond 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 Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district</p>		<p>strengthen the school's existing ELD programs.</p> <p>ELA CAASPP: Overall: 2022: 36.78% & 2023: 39.31% (increase of 2.3%) English Learners: 2022: 30.0% & 2023: 26.44% (decrease of 3.56%)</p> <p>MATH CAASPP: Overall: 2022: 16.15% & 2023: 23.95% (increase of 7.8%) English Learners: 2022: 10.83% & 2023: 11.49% (increase of .66%)</p>	

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<p>formative assessments to plan deployments to ensure that ELs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p>			
<p>Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>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</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. Lee Richmond 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, including local scoring of ELPAC, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>			
<p>Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p> <p>After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards,</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 on staffing in the coming year.</p>

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<p>and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p>			

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Goal 2

The school will support teachers and staff with professional development, training, and collaboration time.

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<p>Teachers and administrators will participate in district professional development and site based systematic professional development. Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.</p> <p>Teachers are provided with collaboration time on student early release days.</p> <p>Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.</p> <p>Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.</p> <p>Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).</p>	<p>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>Lee Richmond will assess/reassess staff professional development in the coming year based on the needs of staff and students.</p> <p>Lee Richmond will continue to maintain a focus on developing strong readers, writers and mathematicians, through ongoing professional development in small group instruction, depth of knowledge questioning and use of RACE strategy.</p> <p>Lee Richmond 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>Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs.</p> <p>As needed (based on data) coaching will include focus on EL strategies.</p>			
<p>A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement</p> <p>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>Lee Richmond 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 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</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>

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the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.			The district will continue to support new administrators with a Clear Administrative Services Credential Induction Program (CASC) in the coming year.

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Goal 3

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Multi-tiered System of Supports (MTSS) will be implemented school-wide in order to promote academic improvement, positive social behavior, and improve school climate. All staff will provide all students with activities and incentives to promote good attendance, strong character, academic achievement and good behavior.</p> <p>All students will be provided with Tier 1 MTSS supports to increase student academic achievement, student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). All students will have access to a school-wide token economy reinforcement system (i.e. digital system) that promotes academic, SEL (see goal 3 strategy 4 for SEL), attendance, and behavioral achievement. Students will have regular access to redeem token economy in exchange for a variety of tangible rewards (Panther Den).</p>	<p>Lee Richmond 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>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>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.</p>	<p>Lee Richmond will continue to support students with activities to promote good attendance, strong character, school pride, and good behavior. Lee Richmond 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. <p>Lee Richmond 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>Staff will promote student attendance, academic achievement, SEL achievement (see goal 3 strategy 4 for SEL), and good citizenship to support daily access to core instruction and services (character education, assemblies, award ceremonies, Panther PRIDE behavior activities, Cool to be in School attendance rewards/incentives, attendance and citizenship rewards/incentives, Student of the Month rewards/activities, etc.). Students meeting academic standards, as evidenced by state testing, may be eligible to attend incentive trips. Students meeting academic goals, as evidenced by classroom instruction, assessments, etc., may be eligible for academic awards, incentives, and trips.</p> <p>Student Specialist, Support staff, Leadership Team, and teachers (PRIDE Team) will monitor student academics, SEL (see goal 3 strategy 4 SEL), attendance, and discipline to provide students with intervention supports, as needed.</p> <p>Staff will provide character education based on school-wide behavior expectations (PRIDE). School-wide expectations will be visible for all students across campus. School-wide expectations will be reinforced during school-wide assemblies (i.e. weekly PRIDAY celebrations, announcements).</p> <p>In addition, Lee Richmond will provide a book of the month to all classrooms with a different character trait tied to each book - PRIDE (Positive, Respectful, Integrity, Disciplined and Exemplary). Teachers use the books to teach and review how students can show their PRIDE on and off campus each day.</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>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>		

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<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>The PRIDE Team, comprised of the Leadership Team, teachers, and support staff, will collaborate to analyze academic, attendance, SEL (see goal 3 strategy 4 for SEL), and disciplinary data and plan activities that address student needs to promote SEL (see goal 3 strategy 4) and character education (classroom SEL and PRIDE lessons/activities, and school wide character education activities).</p>			
<p>Student Specialist, teacher teams, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data and plan interventions and supports that address student needs to promote character education.</p> <p>Identified students will be provided with Tier 2 positive behavior interventions and supports to increase student academic achievement, student attendance, and improve student behavior. Student interventions and supports may include formal/informal contracts, counseling, social groups, and incentives/reinforcement.</p> <p>Staff will work directly with students and their families who have academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring</p>	<p>The action was effective with identified students receiving the supports discussed in the previous column. The action was effective with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provided support.</p>	<p>There continued to be students needing Tier 2 and 3 supports. There is a need to continue providing school staff with professional development in the use of SEL data platforms and in the analysis of data.</p> <p>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>Lee Richmond will continue to support Tier 2 and 3 students. The school will continue with the relatively new SEL curriculum and data analysis platforms in the coming school year. The school will provide school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>student attendance and discipline to provide students with intervention support.</p>			
<p>Identified teachers, support providers, and Leadership Team will collaborate to analyze academic, attendance, and disciplinary data of identified students and plan Tier 3 interventions and supports that address the most intensive student needs.</p> <p>Tier 3 supports are the most intensive supports the school offers. The supports required are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, support staff may initiate formal assessments to determine a student's need and to develop an individualized support plan (i.e. IEP, Behavior Intervention Plan, etc.). Student plans may include goals related to academics as well as behavior support, SEL, and chronic absenteeism support. Students may be provided with tangible and intangible reinforcers, based on student need.</p> <p>Staff will work directly with students and their families who have intensive academic, behavior, and/or attendance challenges by seeking to prevent incidents through working proactively with students and teachers; by seeking solutions to problems that get in the way of learning and personal growth; by promoting student attendance and good citizenship; and by monitoring student attendance and discipline to provide students with intervention support.</p>	<p>The action was effective with identified students receiving the supports discussed in the previous column. The action was effective with identified parents/families receiving the supports discussed in the previous column. Support Team and staff met regularly to address needs and provided support.</p>	<p>There continued to be students needing Tier 2 and 3 supports. There is a need to continue providing school staff with professional development in the use of SEL data platforms and in the analysis of data.</p> <p>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>Lee Richmond will continue to support Tier 2 and 3 students. The school will continue with the relatively new SEL curriculum and data analysis platforms in the coming school year. The school will provide school staff with professional development in the use of SEL data platforms and in the analysis of data.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>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. Staff will provide character education and Social Emotional Learning based on school-wide SEL Curriculum.</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>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>Lee Richmond 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 school and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Teachers and Leadership Team will provide a variety of parent education and outreach activities. Parent education opportunities and materials may focus on building school community relations, improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education.</p> <p>Leadership team, teachers, support staff and parents will collaborate to plan and develop parent activities. Across the school year, parents will be invited to attend the parent involvement opportunities at the school site.</p> <p>Increase parent opportunities to participate in school site activities throughout the school year (Back to School Night, Parent Conferences, Parent training, SSC/ELAC, Panther of the Month ceremony, etc.)</p> <p>Staff will promote academic and SEL achievement to support daily access to core instruction and services (award</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 parent 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>Lee Richmond 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 as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>assemblies, Student of the Month rewards/activities, etc.). Students meeting academic standards, as evidenced by state testing and standards-based report cards, may be eligible to attend incentive trips and/or 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>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>School staff will provide parents with ongoing communication about their students' progress. Teachers will maintain positive communication with parents via phone calls, emails, ParentSquare messages/announcements, and notes. Parents have access to the ParentVue system to check progress and attendance. Parents will be informed of students' academic and social progress via bi-weekly progress reports and ParentVue. Teachers and support staff will contact parents, as needed throughout the school year, to schedule conferences to address academic, behavioral, attendance, and social concerns. Translation of Parent Conferences will be provided, as needed, to increase parent participation in Parent/Teacher Conferences.</p>	<p>The school's parent/teacher conference attendance rate was: 100%</p>	<p>There will continue to be a need for Lee Richmond teachers to reach a 100% parent/teacher conference attendance rate.</p>	<p>Lee Richmond will continue to work towards a 100% attendance rate for parent/teacher conferences.</p>

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

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

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- 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.