

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 |
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| <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. In addition, hands on learning experiences, outside consultants and video conferencing opportunities will provide students with extended learning opportunities to further support the instruction in the classroom around CCSS standards.</p> | <p>George Washington 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>George Washington implemented formative assessment strategies, targeted small group instruction, and a two-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.</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>Despite a large majority of the student population displaying significant growth between CAASPP testing periods, the school White population showed a decline in ELA and slight decline in math.</p> <p>Despite a large majority of the student population displaying significant growth</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 to maintain a focus on developing strong readers by providing small group instruction and depth of knowledge questioning.</p> <p>The school will continue to develop Math Practices by providing coaching and professional development while increasing the rigor of problem-solving skills.</p> |

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| <p>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 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, 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, and Khan Kids. Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, and any electronic APP assessments such as those from our supplemental digital content such as Reflex, IXL and Khan Kids.</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>Supplemental Supplies and materials Assessment Results (Formative & Summative) HESD Pacing Calendars Lesson Plans Supplemental Digital Content/APP reports</p> <p>Physical Education Students will receive instruction in physical education for a total period of time of not less than 200 minutes each</p> | <p>ELA CAASPP: Overall: 2022: 41.98% & 2023: 35.78% African American: 2022: 11.11% & 2023: 12.5% Hispanics: 2022: 39.58% & 2023: 39.11% White: 2022: 62.5% & 2023: 52.94% English Learners: 2022: 35.59% & 2023: 26.19% SED: 2022: 36.75% & 2023: 37.14% SWD: 2022: 0% & 2023: 4%</p> <p>MATH CAASPP: Overall: 2022: 23.67% & 2023: 25.56% African American: 2022: 11.11% & 2023: 11.11% Hispanics: 2022: 20.83% & 2023: 24.39% White: 2022: 35% & 2023: 34.29% English Learners: 2022: 15.25% & 2023: 11.36% SED: 2022: 22.79% & 2023: 23.26% SWD: 2022: 15.38% & 2023: 3.85%</p> <p>Weekly collaboration allowed site administration as well as classroom teachers the opportunity to make data informed decisions when planning and implementing curriculum. Growth was displayed not only within CAASPP data but within the two-tiered assessment system of the district/school.</p> <p>Library enrichment activities, which promoted a love of reading, brought a renewed interest in reading as well as varying resources offered by the campus library.</p> | <p>between CAASPP testing periods, English Language Learner population showed a decline in ELA and a decline in math.</p> <p>ELA CAASPP Data: White: 2022: 62.5% & 2023: 52.94% English Learners: 2022: 35.59% & 2023: 26.19%</p> <p>MATH CAASPP: White: 2022: 35% & 2023: 34.29% English Learners: 2022: 15.25% & 2023: 11.36%</p> | |

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| <p>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. This includes possible use of online data subscription for tracking such as Fitness Finders.</p> | | | |
| <p>Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions As students demonstrate a need for additional support through the analysis of formative assessment data, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students 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 provided by an Educational Tutor . Formative assessments may include: Running Records (Rigby unseen, Teacher College), F & P assessment kits, site-based assessments, teacher anecdotal notes.</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</p> | <p>George Washington implemented tutoring in ELA/Math with credentialed teachers for students who showed a need based on local assessments.</p> <p>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.</p> <p>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, Envisions and Pearson math.</p> <p>ELA CAASPP Data: African American: 2022: 11.11% & 2023: 12.5% SED: 2022: 36.75% & 2023: 37.14% SWD: 2022: 0% & 2023: 4%</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>ELA CAASPP: Overall: 2022: 41.98% & 2023: 35.78% Hispanics: 2022: 39.58% & 2023: 39.11% White: 2022: 62.5% & 2023: 52.94% English Learners: 2022: 35.59% & 2023: 26.19%</p> | <p>The school will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.</p> <p>The school will continue to focus on small-group reading in the coming year. The school will continue to build intervention supports for students reading significantly below grade level due to time missed from school. The school will continue to provide and support Education Tutors (paraprofessionals) during the to support small-group instruction and interventions.</p> |

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| <p>group language instruction will be focused on gaps within literacy skills that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, 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 instruction will be monitored for their need of intervention services.</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: Students Identified as Needing Intervention</p> <p>Tier 3: Intensive Student Supports/Interventions</p> | | | |

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| <p>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. Teachers will begin to identify students who are considerably below grade level and in need of intervention services at the beginning of the year. Intervention will be provided in cycles depending on student needs. Teachers and/or Educational Tutors will provide additional intervention instruction that supplements the instruction that the students receive from the classroom teacher and that is focused on building foundations skills in reading and math including phonemic awareness, letters and sounds, sight words, and early reading fluency, decode multisyllabic unknown words, fluency and reading comprehension skills and/or improve number sense and basic mathematical problem solving skills.</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 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.</p> | | | |

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| <p>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>Site leadership and teachers will monitor formative assessment data to monitor student progress and determine student needs. Teachers will monitor students' needs on an ongoing basis. Teachers will use multiple assessments to assess students' instructional needs in ELA and math. Site leadership monitors assessment data from both formative & summative assessments. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle.</p> <p>Data Monitoring Sheets Student Attendance Records/Tracking Student Goals/Records Assessment Results (Formative and Summative) Intervention Calendars Intervention Rosters Timecards Status of the Class Notes Intervention</p> | | | |
| <p>To further support and enhance student learning, students will be provided with the opportunity to participate in enrichment activities such as Science Olympiad and after school enrichment clubs that are developmentally appropriate for</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>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>The school will continue to resume enrichment activities based on staff and Educational Partner feedback for all students. The school and district will continue to include Study Trips as part of the students' learning process.</p> |

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| <p>students' ages. In addition, in order to increase student background knowledge and vocabulary necessary to access grade level content in units of study, grade level teams will collaborate to develop an instructional calendar that will include academic study trips and virtual study trips that support units of study.</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>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science/Physical Education 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 such as: IVS Computer Technology (SMART Notebook) Lexia Learning Kahn Kids Discover Education Learning A-Z Adobe Creative Cloud for Students (SHI) Zoom School City (Illuminate) WeVideo</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 supplemental online instructional tools and materials will no longer be funded as a Centralized Service. There will be a need for the school to analyze effectiveness/usage of these tools and materials and identify those to continue to fund.</p> | <p>Some of these materials will continue to be provided in the coming year. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p> <p>Some supplemental online instructional tools and materials will no longer be funded as a Centralized Service. There will be a need for the school to analyze effectiveness/usage of these tools and materials and identify those to continue to fund.</p> |

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| <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 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) | <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:</p> <p>Overall Progress: 2022: 45.7% & 2023: 49.1%</p> | <p>English learners receive language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Teachers document the progress of EL students using the district's EL rubric forms.</p> <p>Overall state test scores do not indicate a need to make significant changes to the instructional ELD program; rather, they indicate a need to continue to build upon and strengthen the school's existing ELD programs.</p> <p>ELA CAASPP: Overall: 2022: 41.98% & 2023: 35.78% English Learners: 2022: 35.59% & 2023: 26.19%</p> <p>MATH CAASPP: Overall: 2022: 23.67% & 2023: 25.56% English Learners: 2022: 15.25% & 2023: 11.36%</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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| <ul style="list-style-type: none"> • 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 the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of</p> | | | |

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| <p>Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p> | | | |
| <p>Designated ELD (Core Program)</p> <p>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>Students will receive ELD instruction at their English language development</p> | <p>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:</p> <p>George Washington EL students receiving designated/integrated ELD instruction showed growth in CAASPP scores, improving 3.4 percentage points.</p> <p>Overall Progress: 2022: 45.7% & 2023: 49.1%</p> <p>George Washington teachers monitor EL growth through a variety of assessments include but are not limited to: classroom observations, ELD Rubric growth, District provided ELD assessments, etc.</p> | <p>Students receive 30 minutes of ELD instruction at their English language development level during the ELD instructional block. Students receive ELD instruction at their English language development level during the ELD instructional block. Teachers document the progress of EL students using the district's EL rubric forms.</p> <p>Overall state test scores do not indicate a need to make significant changes to the instructional ELD program; rather, they indicate a need to continue to build upon and strengthen the school's existing ELD programs.</p> <p>ELA CAASPP: Overall: 2022: 41.98% & 2023: 35.78% English Learners: 2022: 35.59% & 2023: 26.19%</p> <p>MATH CAASPP: Overall: 2022: 23.67% & 2023: 25.56% English Learners: 2022: 15.25% & 2023: 11.36%</p> | <p>The school will continue to implement designated ELD in the coming school 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 designated ELD and the progress of EL students.</p> |

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| <p>level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the ELPAC annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that ELs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> | | | |
| <p>Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards</p> | <p>Trimester Monitoring of ELs Once each trimester, all teachers documented the progress of each of their EL students using the district's online system. School and</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</p> | <p>The monitoring of EL students will continue in the coming school year.</p> |

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| <p>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 EL database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p> | <p>district leadership teams continue to monitor the progress of EL students.</p> <p>Weekly collaboration allowed site administration as well as classroom teachers the opportunity to make data informed decisions when planning and implementing curriculum specifically targeted at their EL students. Growth was displayed not only within CAASPP data but within the two-tiered assessment system of the district/school.</p> | <p>than All students and other subgroups, especially in mathematics.</p> | |

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| <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, 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</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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| will provide technical assistance to the school sites in implementing supplemental ELD. | | | |

(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 2

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

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|--|--|--|---|
| <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>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, depth of knowledge questioning and use of RACE strategy.</p> <p>The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in analyzing data.</p> |

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|--|---|---|---|
| <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>The instructional coaches assisted in the development of professional development pathways, where teachers were able to choose PD based on their need. This PD followed a path and specific content/subject area chosen by the teacher.</p> <p>Instructional coaches aided in the design/implementation/assessment of grade level curriculum.</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 need to continue to seek out professional development that is relevant to the needs of our students and teachers.</p> | <p>The school will assess/reassess staff professional development coaching in the coming year based on the needs of staff and students.</p> <p>The team of instructional coaches will continue to provide professional development to teaching staff in the coming year.</p> <p>The school will continue to seek out professional development focusing on current need.</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> |

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|--|---|---|---|
| the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators. | School teachers met with their induction coaches regularly and were provided the opportunity. | | 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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School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation

Guiding Questions:

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- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
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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 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 and good behavior. All students will be provided with PBIS Tier 1 interventions and supports to increase student attendance and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). Promote student attendance and good citizenship to support daily access to core instruction and services (R.I.S.E. expectations, character education, grade level assemblies, Award Assemblies, Patriot of the Month, R.I.S.E. Up Trips, Monthly R.I.S.E. activities, attendance incentives, attendance and citizenship rewards). Students will participate in a token economy system to promote student attendance and character development and can redeem tokens earned at the Patriot Student Store. Student Specialist, Support staff and teachers will monitor student attendance and discipline to provide students with intervention support.</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>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 provide clear classroom expectations, teach those expectations, and have a classroom reward system. Teachers monitor daily attendance with a daily perfect attendance chart. Create classroom</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>Students transitioning back to Pre-COVID attendance expectations need the opportunity to attend school regularly and become acclimated to the expectations of a safe school environment.</p> <p>The school will continue to build lunch time activities in order to provide students with incentive to attend school as well as opportunities for positive interaction.</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. <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>Student Specialist, PBIS Committee (teachers) and Leadership Team will collaborate to analyze disciplinary data and plan activities that address student needs to promote character education (Lunch time activity calendar, classroom character education lessons/activities, and school wide character education activities).</p> <p>Students will have the opportunity to participate in structured physical activities during recess and lunch that promote character-building to enhance our school culture beyond the classrooms.</p> <p>Site leadership monitors Transportation Records Schedules Activity Records/Calendar Attendance and discipline reports</p> | <p>environments that encourage 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>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>The school continues to make use of "school tradition" activities to promote good attendance, strong character and good behavior. These activities include, but are not limited to: The Washington Wheel, Pastries with Patriots, Boot Camps, monthly R.I.S.E. activities, etc.</p> | | |
| <p>Through the analysis of rating scales and/or attendance data, students identified with attendance and/or behavior challenges will be provided with additional supports. Positive Behavior Interventions and Support systems will be implemented school-wide in order to promote positive social behavior and improve school climate. Support staff will identify students in need of additional intervention (informal/formal behavior and attendance contracts). Support staff will provide additional PBIS Tier 2 and 3 interventions and supports to identified students in order to improve behavior and/or attendance (counseling, social groups, student contracts, and incentives/reinforcement).</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>Weekly support team meetings, consisting of the school's Leadership Team, analyzed attendance/discipline data in order to make data-driven decisions regarding the implementation of supports and resources.</p> <p>The school continued to implement a PBIS system with direct feedback from teachers and staff.</p> <p>Weekly support team meetings, consisting of the school's Leadership Team as well as psychologists and counselors, analyzed</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>The school will continue to support Tier 2 and 3 students.</p> <p>The school will continue with the relatively new SEL curriculum and data analysis platforms in the coming school year.</p> <p>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>In addition, Leadership Team will provide students and their families direct support. Leadership Team and Support Staff will seek to prevent discipline incidents through working proactively with students and teachers; will seek solutions to problems that get in the way of learning and personal growth; will promote student attendance and good citizenship; and will monitor student attendance and discipline to provide students with intervention support.</p> <p>School staff will identify and support students who have behavior and/or social/emotional challenges.</p> <p>Provide students with a developed, pre-planned suite of supports, including in-school interventions, that give them the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred. These supports are designed to give students social emotional support, provide them with strategies and skills to cope in the classroom, to and minimize time spent out of the classroom. (See Dearborn, G., & Sturgeon, S. (2019). Schoolwide Discipline. In G. Dearborn, & S. Sturgeon, Yeah, What About This Kid (Tier 3 Behavior Interventions That Work) (pp. 101-135). Fairfax, CA: Conscious Teaching.)</p> | <p>teacher feedback/referrals as well as school incidents to make data-driven decisions regarding the implementation of supports and resources.</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</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>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>adults, and make responsible decisions. Improved social/emotional skills and decision-making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff, and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood-to-school connection to build school pride and encourage a positive school community.</p> | | | |

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Goal 4

Communication between schools and home will be regular and meaningful.

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|---|--|---|---|
| <p>Provide a variety of parent education and outreach activities to establish a stronger partnership and effective communication between teachers and parents.</p> <p>Provide parent education opportunities and materials focused on improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education.</p> <p>Leadership team, teachers, support staff and parent committee will collaborate to plan and develop parent activity schedule throughout the year.</p> <p>Increase parent opportunities to participate in school site activities throughout the school year including Back to School Night, Parent Teacher Conferences, Parent Trainings, Literacy Night and school events (classroom events, awards assemblies, Winter Program, etc).</p> <p>Parents will be invited to attend parent educational opportunities once a trimester at the school site.</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.</p> <p>There will be a continuing need to provide parents and families with support, training, and a sense of community with their school by offering a greater variety of on/off campus participation events.</p> | <p>The school will continue to develop, deliver, and work to expand parent education and training opportunities for families and students.</p> <p>The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities.</p> <p>The school will continue to develop and educate parents/staff on the usage of ParentSquare as this communication tool is still relatively new.</p> <p>The school will include teacher/staff/parent input into parent involvement and outreach activities.</p> <p>The school will continue to support/build these activities by building family involvement.</p> |

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|---|---|--|---|
| | <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>The school's parent/teacher conference attendance rate was: 100%</p> | | |
| <p>Provide parents with ongoing communication about the progress of their students. Parents will attend parent/teacher conferences in November. Parents will be informed of students' academic and social progress via weekly and/or through the use of the Synergy ParentVue online progress reporting system.</p> | <p>The school's parent/teacher conference attendance rate was: 100%</p> | | |

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Goal 5

| Actions/Activities | What is working & why? (Effective indicators) | What is not working & why (Ineffective indicators) | Modification(s) based on evaluation results |
|--------------------|---|--|---|
| | | | |

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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.