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

<u>Guiding Questions:</u>
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
Classroom and School Staffing: Classrooms at CDS will be staffed with one certificated classroom teacher and one aide. The ratio of staff to students will be kept low. Classrooms will have the necessary instructional materials and technology.	N/A Not a Title I Funded Activity	N/A	N/A
Evidence Based Curriculum Implement a supplemental, evidence-based, self-paced, online curriculum for students in grades k-8 to supplement the core program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school. EVIDENCE SuccessMaker Reading meets ESSA's"Strong" evidence criteria. Study available here: https://assets.savvas.com/asset_mgr/current/202038/SM_Reading_Report_Addendum.pdf	The Success Maker online curriculum is in place at CDS. This self-paced online curriculum provides students with work on essential skills based on their current levels.	There was limited implementation/use of this resource in 2021-2022.	The school will provide additional support/training in the use of this resource in 2022-2023. The district will provide additional monitoring of the use of this resource in 22-23.
Assessments Develop a system of assessments that	The school participated in the district's formative assessment system, which are	There is a need for teaching staff to increase/improve their use of results from	Teachers will be provided with support, including support from the district's team of

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allow teachers, site admin., and district admin. to monitor the academic progress of students at CDS. Using a subset of district developed assessments, CAASPP Interim assessments, and/or curriculum based assessments, teachers at CDS will deliver assessments and monitor the progress of students in their class. Teachers will use information from these assessments to plan and deliver instruction and interventions. School and district leadership will use information from these assessments to plan and provide professional development and other supports for CDS teachers. EVIDENCE Strong Evidence: SuccessMaker Reading meets ESSA's"Strong" evidence criteria. Study available here: https://assets.savvas.com/asset_mgr/current/202038/SM_Reading_Report_Addendum.pdf Low Evidence (Recommendation is based on expert opinion derived from strong findings or theories in related areas.) 1. Make data part of an ongoing cycle of instructional improvement (Low) 2. Teach students to examine their own data and set learning goals (Low) 3. Establish a clear vision for schoolwide data use (Low) 4. Provide supports that foster a data-driven culture within the school (Low) 5. Develop and maintain a districtwide data system (Low) U.S. Department of Education. (2009). Using Student Achievement Data to Support Instructional Decision Making. Washington D.C.: What Works	based on an A and B set of assessments. Students showed growth in both ELA math on these assessments.	these assessments to plan and deliver instruction and interventions for students.	instructional coaches, in the analysis of assessment data and the use of this data to develop instructional plans and interventions.

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Clearinghouse.			
Implement standards aligned ELA and mathematics instruction incorporating state adopted text and HESD pacing calendars. EVIDENCE Strong Evidence Note: The HESD Mathematics Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. 2. When introducing new concepts and procedures, use accessible numbers to support learning. 3. Sequence instruction so that the mathematics students are learning builds incrementally. 4. Provide visual and verbal supports. 5. Provide immediate, supportive feedback to students to address any misunderstandings. *U.S. Department of Education. (2021). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse.	Standards aligned ELA and mathematics instruction incorporating state adopted text and HESD pacing calendars is in place for all students.	Students attending CDS perform far below their peers in the district in both ELA and math. Students placed at CDS are often one or more years below their chronological grade level academically. There is a need to continue providing grade-level instruction, while also providing remediation and work on essential skills. There were no students enrolled at CDS in 2020-2021, therefore no state test data is available.	Continue providing standards aligned, grade-level instruction while providing remediation and strengthening of essential skills.

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Strong/Moderate/Minimal Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal) 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate) *U.S. Department of Education. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Washington D.C.: What Works Clearinghouse. Strong/Moderate Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Provide explicit vocabulary instruction (Strong)			

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2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) 4. Increase student motivation and engagement in literacy learning. (Moderate) 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong) *U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.			

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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
School Site PD Teachers and administrators at CDS 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. Teachers will understand and effectively implement the collaboration protocol used in a professional learning community. Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention. Data will be disaggregated to show overall performance of individual students, and individualized, differentiated instruction will be planned and delivered based on this analysis. EVIDENCE Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or	Some professional development activities were implemented at the school site in 21-22. These activities were significantly impacted by high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic. The school's and district's assessment systems were impacted by the pandemic.	There is a need to restart the school's professional development programs in 2022-2023. 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.	The school will assess/reassess staff professional development needs. The school will restart the professional development program.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
theories in related areas.) Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following: • Sustained professional learning • Job-embedded professional learning • Collegial professional learning • Integrative professional learning • Practical professional learning • Results-oriented professional learning California Department of Education. (2012). English Language Arts/English Language Development Framework for California Public Schools. Chapter 11. Sacramento: California Department of Education. Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.			
District PD 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	The instructional coaches provided a limited amount of professional development services to schools/teachers in 2021-2022.	Note: Due to the COVID pandemic, and the urgent need to support classrooms where teaching staff have tested positive, are quarantined or symptomatic with COVID, the team of instructional coaches have, at the time of this update, provided temporary (substitute) classroom instruction for most of the 2021-2022 school year. The instructional coaches are being temporarily funded with ESSER III because they are not performing	There is an urgent need to restart the district's professional development programs in 2022-2023 with an emphasis on in-class coaching. As the pandemic subsides, the team of instructional coaches will return to providing professional development to teaching staff in 2022-2023.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners EVIDENCE Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or theories in related areas.) Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following: • Sustained professional learning • Job-embedded professional learning • Collegial professional learning • Integrative professional learning • Practical professional learning • Results-oriented professional learning California Department of Education. (2012). English Language Arts/English		their normal (Title I allowable) duties. They will resume their duties as instructional coaches, and will return to being funded with Title I once the pandemic subsides. Note: The team of instructional coaches was not funded with Title I in 2021-2022 because they mostly performed duties outside of that which is allowed under Title I.	

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Language Development Framework for California Public Schools. Chapter 11. Sacramento: California Department of Education. Moderate Evidence: Draw on relationships with professional colleagues and students' families for continued guidance and support. U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.			
The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.	The Induction program served new teachers in the 2021-2022 school year. Induction coaches were not used to cover classrooms in 2021-2022. New teachers in the induction program received coaching and professional development leading to the clearing of their credentials.	The addition of universal transitional kindergarten has the potential to add to the numbers of new teachers in the district. This may increase the caseloads of induction coaches.	The district will continue operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. The district will continue to support new administrators with a Clear Administrative Services Credential Induction Program (CASC) in 2022-2023.

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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
STRATEGY/ACTIVITY Student Engagement Activities Develop and implement a series of hands-on activities that are designed to increase student engagement and participation in school and to reduce absenteeism and suspension rates. These activities will have links to the district's curriculum and the State Standards, but their primary focus will be teaching socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom or school. School staff, along with the district's team of art teachers, music teachers, physical education teachers, instructional coaches, and outside consultants will be utilized to develop and deliver these activities. EVIDENCE Strong/Moderate Evidence: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong)	The school developed and implemented a series of hands on activities linked to science, art, and math standards. Students were engaged and focused as they worked on these projects.	There is a continuing need for students to develop social skills, build content related knowledge, and develop their interest in academic topics.	The school will continue to implement these activities with an eye toward building academic achievement, improving social skills, and developing students' interest/engagement with school.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Modify the classroom learning environment to decrease problem behavior. (Strong) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse. Provide academic support and enrichment to improve academic performance. (Moderate) Personalize the learning environment and instructional process. (Moderate) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.(Moderate) U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.			
Monitor Student Attendance Student attendance will be monitored daily. School staff will conduct home visits for students who are absent each day. These visits will build relationships with students' families for continued guidance and support. Students will be brought to school by staff if necessary. EVIDENCE Moderate Evidence: Draw on relationships with professional colleagues and students' families for continued guidance and support. U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.	The school monitored student attendance. Students' received awards/incentives for good attendance. Students in grades 5-8 understand that an 85% attendance rate is a requisite for them returning to their home school.	There is a significant need to continue working with students and their families to develop good habits for school attendance. The COVID pandemic has had a significant negative impact on the development of these habits.	The school will continue to work with students and families to develop a culture of school attendance.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Assign adult advocates to students at risk of dropping out. (Moderate) U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.			
Develop a system of supports to aid students' transition back to their regular classrooms.	The school developed a system to support students as they transitioned back to their home school. This consisted of support from the CDS counselor and school psychologist, the school principal, and the support at the students' home school. 14 students were successfully transitioned back to their home schools and did not return to CDS during 21-22.	There continue to be students who require support in the transition from CDS back to their home school.	CDS School personnel, including the principal, student specialist, psychologist, and counselor will work with their counterparts at the students' home school to provide transition services with the goal of having the student be successful at the home school.
Provide teaching, intervention, and support for students that will lead them to acquire and apply 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. EVIDENCE Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom.	The school had a part-time school psychologist, a part time counselor, and a drug counselor to provide services and social-emotional support for students. Students were also served by the district's social worker. Students received counseling, including grief counseling, drug prevention.	Students continue to have significant social and emotional difficulties and needs.	The school will implement a full-time counselor (on a temporary contract) in 22-23.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Washington D.C.: What Works Clearinghouse. Assign adult advocates to students at risk of dropping out. (Moderate) U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.			

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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
Maintain communication with parents about students' progress. Parents will be informed of students' academic and social progress via weekly and/or throughout the use of the Synergy ParentVue online progress reporting system. Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns. EVIDENCE Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.	The school used the Remind platform to maintain communication with parents/families. Teachers maintained regular in-person/phone contact with parents/family. The Parent/Teacher Conference attendance rate was 100%.	There is a continuing need to build and maintain communication and relationships with families of CDS students.	The school will upgrade the online communication tool to Parent Square in 22-23.
Implement a series of activities to educate, train and support families of CDS students. EVIDENCE	There was limited implementation of this action.	There was limited implementation of this action.	Implement a series of activities to educate, train and support families of CDS students.

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