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?
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Goal 1

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.	Classrooms at CDS were staffed with one certificated classroom teacher and at least one aide keeping the ratio of staff to students at a low level. All classrooms had the necessary instructional materials and technology.	There is a need to continue identifying and addressing at-home technology issues to ensure students can access online content and resources.	Continue with this action as is and continue connecting with students and families to identify and address any technological barriers.
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	Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. Data within these programs showed students using these tools extensively.	There is a need to continue providing these tools for students and to continue providing training for teachers in their use.	Leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
school. 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. 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 Supplemental digital content services may include, but is not limited to: Flocabulary Starfall			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Assessments Develop a system of assessments that 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/as	The school implemented formative assessments and based on analytics of the results, created strategies, targeted small-group instruction, and two-tiered assessment systems that were effective.	With the behavior and attendance issues that come with CDS students, it has been a challenge with consistent assessing. There is a need to continue to focus on the student's social-emotional well-being including their attendance.	CDS will continue to support students with activities to promote good attendance, strong character, and good behavior.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
set_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 Clearinghouse.			
Implement standards aligned ELA and mathematics instruction incorporating state adopted text and HESD pacing calendars.	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	Based on most recent CAASPP scores and data from local assessments, it shows students are making gains in achievement over the last several years. Test scores do not indicate a need to make significant	The school will continue the process of building the instructional program and the school community next year, as students are still showing social-emotional learning concerns.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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. 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-	reading/language arts and mathematics frameworks for California public schools and the HESD ELA Pacing Guide. 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. The components of Integrated ELD are in place across all classrooms: EL Students are supported across the school day in all content areas. Trimester Monitoring of ELs Once each trimester, all teachers documented the progress of each of their EL students using the district's online system. School and district leadership teams continue to monitor the progress of EL students.	changes to the instructional program; rather, they indicate a need to continue to build upon and strengthen the school's existing instructional programs. The school focused on building the instructional program and the school community over the last two years. Most of the activities and assessments discussed in the previous column were able to be implemented. The core instructional program was fully in place.	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. The school will continue to implement integrated ELD and will continue the monitoring of EL students in the coming school year.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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) 2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate)			

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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

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, Administrators and Support Staff at CDS will participate in district professional development and site based systematic professional development. Teachers and Support Staff 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 and Support Staff will understand and effectively implement the collaboration protocol used in a professional learning community. Teachers analyze student achievement data from	Professional development activities were fully implemented at the school site and at the district level. 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 to research, review, and determine supplemental resources needed to support students.	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 in the coming year based on the needs of staff and students. The school will continue to maintain a focus on developing strong readers through ongoing professional development in small group instruction and depth of knowledge questioning. The school will provide staff with professional development in the use of Social Emotional Learning data platforms and in the analysis of data.

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• 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	The instructional coaches provided professional development services to schools/teachers.	There is a need to assess/reassess staff professional development coaching utilizing our team of instructional coaches after several years of pandemic-related disruption.	The school will assess/reassess staff professional development coaching in the coming year based on the needs of staff and students.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically		There is a need to continue providing staff with coaching around the core subject areas.	The team of instructional coaches will continue to provide professional development to teaching staff in the coming year.

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

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
California Department of Education. (2012). English Language Arts/English 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.	District Level: 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.	District Level: The addition of universal transitional kindergarten has the potential to add to the number of new teachers in the district. This may increase the caseloads of induction coaches.	District Level: 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. 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

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 and incentive/reward system 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. Students will be provided with supplies to support their social emotional well-being to attend school on a regular basis to increase overall attendance rates. EVIDENCE Strong/Moderate Evidence:	Continued focus on rebuilding the school community and the instructional program hs been strengthening. Providing all students with activities to promote good attendance, strong character, and good behavior was an important part of rebuilding the school community. The school implemented the activities listed in the action. 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 environments that encourage students to be at school daily. The Student Specialist and Support staff monitor student attendance and discipline to provide students with targeted supports. Behavior data is used to provide students with targeted intervention.	There is a need to continue supporting students with activities to promote good attendance, strong character, school pride, and good behavior. There is a continued need to address student discipline, behavior, and social-emotional needs. Students transitioning back to being in school all day, those who have never experienced school, and those with social-emotional needs due to the pandemic, need the opportunity to attend school regularly and become acclimated to the expectations of a safe school environment.	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: *Building family involvement *Continuing to develop and strengthen the home-to-school connection. The school will continue with the relatively new Social Emotional Learning Programs and SEL data analysis platforms during the school year.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) 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.			
Attendance & Behavior Student attendance and behavior 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.	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 to return to their home school.	There is a significant need to continue working with students and their families to develop good habits for school attendance, especially for the transition back to their homeschool.	The school will continue to work with students and families to develop a culture of school attendance.

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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. 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. Schildkraut, J., & Grogan, K. (2019). Are metal detectors effective at making schools safer? San Francisco: WestEd. Hankin, A., Hertz, M., & Simon, T. (2011). Impacts of metal detector use in schools: Insights from 15			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
years of research. Journal of School Health Universal Support (Tier 1) School Climate 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. All students will be provided with Tier 1 MTSS supports to increase student academic achievement (which includes an incentive trip for academic growth on the CAASPP), student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). Provide all students with activities to promote good attendance, strong character			

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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. 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. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)- Universal Behavior • Schoolwide Motto/Mantra • Schoolwide Positive Reinforcement system • Behavior Expectations Training			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
(Assemblies/Passport Days/Presentations) • Bullying and Sexual Harassment Training • Student Announcements • Citizenship Award • Student of the Month • School-wide Positive Behavior Incentives/Rewards • School/Home Communication for Positive Behavior • MTSS Behavior Data review Attendance • Class Perfect Attendance Incentives (Group) • Good and Perfect Attendance Awards (Individual) • Attendance List Sent to Office Staff • Home visits • Local SARB Process • Attendance Celebrations (Announcements) • Attendance Incentives			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• MTSS Attendance Data review Supplemental & Intensified Support (Tier 2 & 3) 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 interventions and supports to identified students in order to improve behavior and/or attendance (counseling, social groups, student contracts, and incentives/reinforcement). In addition, Leadership Team will provide students and their families direct support.			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
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. School staff will identify and support students who have behavior and/or social/emotional challenges. 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			

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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.) MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental Behavior • Check in/Check out • Structured Breaks • Collaboration with Families/Staff • Mediation • Proximity • Social Skills Groups • Level 1 BIP • Referral to Outside Agencies • In-class support and coaching • Student Study Team Meeting Attendance • Attendance Contracts • Attendance Parent Letters			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• Attendance Review: Parent Meetings • Home Visits • Attendance Student/Parent Workshop • Referral to Nurse • Parent notification for Tardies/Truancies • Student Study Team Meeting MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Intensive Behavior • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Daily CICO/Higher Frequency • In-class support and coaching • Classroom Opportunity Transfer • Behavior Intervention Plan • Intensified behavioral supports for students with an IEP			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
• On-Going Collaboration with Outside Agencies • Referral to Community Day School (CDS) • Referral for Assessment Attendance • Student Study Team Meeting/IEP/504 Reconvene • Collaboration with Outside Agencies • Individual Counseling • Home Visits with SRO • Supports for Foster/Homeless sub-group			
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/district psychologist, the school principal, and the support at the student's home school.	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, and counselor will work with their counterparts at the student's 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,	The school utilized a psychologist, a 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 continue to implement the use of a counselor.

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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. Washington D.C.: What Works Clearinghouse. Assign adult advocates to students at risk of dropping out. (Moderate)			

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U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse. SEL (Social-Emotional Learning) Student Mock Interviews Motivational interviewing is an effective method of promoting change. Studies show that students who participate and practice in mock interviews demonstrate significant improvements in their class participation, overall positive academic behavior, and significantly higher grades. Thus, consistent with other studies finding session can have beneficial effects on academic behaviors. CDS will help students with planning and preparing for the real world, bulding self confidence, building communication skills, and helping students prepare for their future. EVIDENCE Strait, Gerald Gill; Smith,			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Bradley H.; McQuillin, Sam; Terry, John; Swan, Suzanne; Malone, Patrick S. (2012). Journal of Community Psychology, v40 n8 p1032-1039. Retrieved from: https://eric.ed.gov/?id=EJ990266 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-			

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to-school connection to build school pride and encourage a positive school community. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Universal SEL • Schoolwide SEL Curriculum • Calming Area (Chill Zone, Wellness Room, De-escalation Location on Campus, etc.) • SEL Parent Workshops • Friendship Zone • Social Skills Classroom Lessons • Universal Student Risk Screener • MTSS SEL Data Review MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental SEL • Targeted Classroom Lessons • Group Counseling • Mediation/Restorative Circles/Conflict Resolution • Mental Health Referral to Outside Agencies • Student Study Team Meeting MULTI-TIERED SYSTEM			

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
OF SUPPORTS (MTSS) - Intensive SEL • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Behavior Intervention Plan • Intensified SEL supports for students with an IEP • On-Going Collaboration with Outside Agencies • Mental Health Re-Entry Plan-Post Red SIB • Referral for Assessment			
Provide a series of information/early-intervention based informational sessions on drug abuse prevention. The goal is to provide high-needs students with information to: help them understand the dangers/consequences of using illicit drugs gain insight into their own social-emotional health recognize "triggers" that may lead students to want to use drugs develop coping skills (e.g. how to resist peer pressure, media pressure etc.)	The school utilized a psychologist, a 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 continue to implement the use of a counselor.

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Goal 4

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. Provide welcoming, open door policy with parents, including snacks and refreshments. Provide parent involvement activities to strengthen school to home connection for families. 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 was able to bring back and offer outreach activities this past year. Parent Square, an online outreach platform, is a crucial part of parent communication and allows staff to stay in constant communication with families. Parent feedback indicates strong approval of the activities to interact provided. Parents used online tools for communication and progress monitoring including ParentVue and Parent Square. The school's parent/teacher conference attendance rate was: 100%	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.	The school will continue to develop, deliver, and work to expand parent education and training opportunities for families and students. The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities. The school will continue to develop and educate parents/staff on the usage of ParentSquare as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Implement a series of activities to educate, train and support families of CDS students. 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 brought continued to work on parent outreach activities, connecting school to home.	There is a need to continue working on building 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.	The school will continue to develop, deliver, and work to expand parent education and training opportunities for families and students. The school will continue to develop and offer a more expansive set of on/off campus opportunities for parent/student involvement activities. The school will continue to develop and educate parents/staff on the usage of ParentSquare as this communication tool is still relatively new. The school will include teacher/staff/parent input into parent involvement and outreach activities.

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

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

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

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

Goal 5

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

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

Sample Guiding Questions

Sample guiding questions to determine the use of Title I funds to address the academic needs of Title I students, particularly those at risk of not meeting state academic content standards:

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide direct services to students?
3. Is it reasonable and necessary to use Title I funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this allowable and allocable?
6. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know?
7. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
8. How will the use of funds be monitored and evaluated for effectiveness?
9. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
10. For personnel, are Time and Effort Records kept to document the hours worked showing direct services to students?

If the LEA and schools allocate Title I funds to fund this program, the burden of proof should include evidence that the resources contributed to academic achievement for all students, particularly Title I students who are at risk of not meeting academic standards. These guiding questions are based on the current CE Instrument.