

Curriculum, Instruction and Assessment Update and Evaluation September 2021

Migrant Program

A. Program Description

- a. **Description of the Program:** The Migrant Program exists to support families who move frequently due to seeking agricultural work. This can include jobs such as planting and harvesting produce, plant nurseries, butcher shops, fisheries, etc. The ELD Coordinator works with the DESE Migrant Exchange Coordinator to identify these students. The Migrant Exchange Coordinator meets with families to provide resources and information. Students in the Migrant Program are tracked for three years following identification in the program, and if they move to another district, the ELD Coordinator forwards information on to the Migrant Exchange Coordinator and to the receiving district.
- b. **Budget Information:** There is no budget for the Migrant Program. Money is allocated based on need which fluctuates depending on migrant student population.
- c. **Date Reviewed:** July 21, 2021
- d. **Program Personnel Responsible:** Dr. Lynn Tarvin, ELD Coordinator; Evelyn Velasquez, Bilingual Family School Liaison

B. Goals/Objectives

- a. **Current Program Goals and/or Objectives:** To ensure consistent educational experiences for students who frequently move between districts due to parents' employment in seasonal or temporary agricultural work.
- b. **Additional Goals and/or Objectives:**
 - Ensure parents have access to district information in a language they understand.
 - Connect parents with the state Migrant Regional Coordinator.
 - Make parents aware of available community resources.

C. Data and Information:

- a. **Data Used to Evaluate Program:** There are no students in the program; therefore, there is no program data to evaluate.
- b. **Analysis of Strengths:** Not applicable.
- c. **Analysis of Needs for Improvement:** Unknown until students enroll who qualify.

D. Direction:

- a. **Recommendations:**
 - Continue to monitor enrollments to determine if any students qualify to participate in the Migrant Program.
 - Continue to curate a list of district and community resources that would support these families.

Counseling

Description of the Program:

School Counseling continues to be an integral part of the education process for our students as required by the state of Missouri. The School Counselors utilize specialized training to promote the achievement of all students through teaching, counseling, advocacy, facilitation and collaboration.

The counseling expectations set by DESE include work in the areas of Responsive Services, Individual and Group Counseling, System Support, and the Counseling Curriculum, with the goal of 80 percent of a counselor's time spent in direct service to students. Direct service to students is provided through the School Counselors' work in all of these areas which impact students in the three large strands of the Missouri Comprehensive Counseling Program: Academics, Social/Emotional, and College & Career Readiness. Examples of direct service to students are such things as student mediations, individual counseling, classroom lessons, parent contact, coordinating programs for students, collaborating with community resources such as Children's Division, and connecting families to community resources.

The counseling department prioritized their teaching standards through advisory coordinators, classroom teachers and effective calendaring. The counseling department is a vital part for supporting students mental health, risk assessments and Signs of Suicide awareness. During the Covid Pandemic, their support and assistance to students and families was greatly recognized. In the Fall 2021, school counselors will be relied on heavily, as we have a full return to school. RQS will hold a SOS (Signs of Suicide) screener at each secondary building and for all 5th graders.

Budget:

The total budget for the counseling department was \$7,050. This budget is used solely to support the professional development, curriculum, and students serviced by the School Counseling program. Funds from this budget provided access to professional development at regional meetings and state counseling meetings. Buildings utilized these funds to recognize Red Ribbon Week or other counselor driven school-wide initiatives such as Kindness Week or Bucket Fillers. The largest portion of this budget went to purchase new curriculum resources.

Date Reviewed, Program Personnel Responsible, and Evaluators:

The counseling program is under the guidance of Mrs. Erika Miller, K-12 Coordinator, Ms. Michele Eagle, Asst. Director of Family Support for process and procedure compliance, and Dr. Robert Cordell, Director of Student Support who focuses on ensuring program implementation and approving budget requests.

Suicide Prevention and Awareness:

During the 2017-2018 school year, in preparation for the July 1, 2018 deadline to put in a place a comprehensive suicide awareness and prevention policy, the district began reviewing, revising, and strengthening its policies, processes, and awareness relative to a comprehensive policy to meet the requirements set forth by DESE. The Board of Education approved policy JHDF in April and work continued throughout the summer to research and identify evidence-based risk assessment tools, select curriculum, convene the District Suicide Crisis Response Team, and prepare for the implementation of the policy district-wide.

Budget:

The District's Title IV budget is being utilized for the purchase of the SOS: Signs of Suicide Curriculum for grades 6 - 12. The approximate cost of this curriculum will be \$5000. In addition, monies have been set aside as the district explores inviting a nationally known presenter to the district to assist with professional learning for our district and building suicide crisis response teams. This is projected to be a cost of approximately \$4000. Additional professional learning is

available to support the implementation of the new policy through ReDiscover Mental Health and is being offered at no cost to the district due to grant funding.

Date Reviewed, Program Personnel Responsible, and Evaluators:

Specific information about implementation, compliance, and process was reviewed September 1, 2021 by Michele Eagle, Assistant Director of Student Support Services and Assessment, along with members of the District Suicide Crisis Response Team: Dr. Andrea Mixon and Dr. Anthony Moore, Assistant Superintendents of Instructional Leadership, Dr. Robert Cordell, Director of Student Support Services; Ms. Shirley Earley, Director of Administrative Services; Mrs. Erika Miller, K-12 Coordinator. Throughout 2020-2021, members of the Superintendent's Leadership Team were included in reviews of process, discussion of implementation timeline, and movement toward compliance with the law. Dr. Steve Shelton, Dr. Brian Huff, and Dr. Marlene Devilbiss are assisting with compliance measures and serving as advisors to the District Suicide Crisis Response Team.

Professional Learning

A. Program Description:

- a. **Description of Program:** The National Standards for professional learning describe key elements of quality teaching and make explicit the knowledge, practice and professional engagement required to update and extend educators' professional knowledge and practice across their careers. Effective and transformative professional learning is the core of student achievement as it focuses on what is necessary in each classroom to meet the instructional needs of all students. Job-embedded professional learning, collaboration, and coaching are essential professional learning opportunities to support the training and learning of all staff. While the teacher is the number one difference in the classroom and has the most noted impact on student achievement (Killion 2005; Hattie 2014), all staff that support students and classrooms have a significant impact on a positive school culture (Hattie, 2014). Job embedded professional learning is learning grounded in daily teaching practice and designed to enhance teachers' specific instructional practices with intent of improving student learning (Hirsh, 2009). Collaboration within data review teams and grade level planning creates space for productive working relationships which result in greater consistency in instruction, willingness to share practices, trying new ideas, and solving problems of practice (Horn & Little, 2010). Coaching initiatives are most effective when it connects and extends ongoing formal teacher professional learning. Coaching allows teachers to capitalize on knowledge and experience. RQS Professional Learning time and resources focuses on those that teach and support teaching and learning in the district.
- b. **Budget Information:** Professional learning for all staff is funded from two sources in addition to Title II funding. These numbers are approximate and federal funds are often adjusted when the actual allocations are given to us by the state.

District Funding: 1% monies can only be spent on *certificated teaching staff*.

Certificated 1% funding through the DESE formula: \$426,590.00

This amount can fluctuate depending on the school funding formula.

Classified PD: \$12,242.00

Training was provided for bus drivers and other classified personnel in BIST consistent with our Cultural Competency goals.

B. Goals and Objectives:

- a. **Overall Goal:** To provide high quality, purposeful, specific training and professional learning for staff in the Raytown Quality School District.
- b. **Current Program Goals and Objectives:** During the 2018-19 school year, the district adopted and began implementing clear and specific curriculum and instruction (C&I) goals. Within each academic year, professional learning is aligned to these five goals which focus on the topics of mathematical reasoning, data review teams, cultural competency, non-fiction reading and argumentative writing, and high level questions addressing district areas of need in instructional improvement.
 - Use instructional practices in math that focus on conceptual understanding and fluency in order to improve student **mathematical reasoning**.
 - Collaborate in **Data Review Teams (DRT)** to improve instructional practices and student learning.
 - Understand student differences through **Cultural Competency** in order to better meet the diverse needs of all students.
 - Include **non-fiction reading and argumentative writing** opportunities in all classes in order to improve students' reading and writing.
 - Provide numerous **high-level questions** to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

District Committee on Professional Learning (CPL): District professional learning continues to be promoted, advocated, and monitored by the District Committee on Professional Learning. This district group includes representation of teachers from all buildings and is managed by those teachers and the building administrators. The district plan was approved by the board in April 2019 and continues to guide our professional learning through 2022. All Building CPL Plans were created using a common template with goals aligned to the District CPL plan. Marilyn Cannon, Assistant Director of Professional Learning, supports the work of this group of teachers.

Teacher Leadership: Teacher Leadership is a strong reputable group of approximately 100 teachers from across the district that participates in specific training in effective planning and execution of instruction. This group continues to become proficient at these skills through a series of classes, practice and review opportunities. Teacher Leaders provide mentoring in instructional delivery and planning as well as specific professional learning in questioning, academic conversations, cultural competency, specific instructional strategies, and technology implementation. With the quick switch to virtual instruction, teacher leaders led the charge of creating efficient google sites and google classrooms. They learned to prepare these communication tools through a PDN (Professional Development Network) course over the summer in preparation for virtual instruction through the school year. These teacher leaders were well-equipped to support the job-embedded professional learning, collaboration and coaching necessary to increase other educators' capacity and success in distance teaching. Teacher Leader work is supported through their building CPL (Committee on

Professional Learning) Plans. Dr. Brian Huff and Dr. Marilyn Cannon plan and present these sessions along with District Curriculum Coordinators, Jennifer Pearson, Jillian Lipari, Becky Schubkegel, and Betsy Schmit.

Principal Study Sessions: Building principals and leaders participate in monthly collaborative study sessions to enhance their performance in supporting and developing the teachers within the district. The professional learning is designed to create a collaborative culture within and among the buildings. The conversations within the study groups are intentional with a goal of deeper understanding within our focus areas, stronger peer to peer relationships, and a commitment to action that is sustained over time. The focus of these sessions include assessing results/impact, using feedback to monitor and improve instruction, ensuring quality and rigor, celebrating successes, developing cultural competency, and creating a model of collaborative leadership to be emulated with their school buildings. Dr. Brian Huff plans and presents these sessions.

Cultural Competency: The Cultural Competency professional learning goal was launched in 2016-2017. Cultural Competency professional learning is intended to develop culturally competent educators and a culture of expectations where all teachers believe they can positively impact student learning. The district Cultural Competency committee meets four times a year to plan and implement further professional learning. Each school representative team develops and implements building level action plans to address Cultural Competency activities during the school year as part of their building professional learning plan. Sarah Apple and Shana Bobbitt facilitated professional learning (PL) with all district administrators at the Superintendent's Administrators' Retreat in July, 2021. In addition, Dr. Moore presented an introduction of Cultural Competency with an understanding of how the three-dimensions of culturally responsive pedagogy: institutional (organizational policies & practices), personal (professional growth & development), and instructional (culturally responsive classroom practices) intersect with the four domains of the Equity Framework: personal (Who am I?), institutional (Who are we?), professional (What do we do for students?), and moral (What is my responsibility?) to develop and support all new staff during new teacher orientation.

Mathematics Professional Learning: As we respond to priority changes in the Missouri mathematics learning expectations, we work to strengthen Tier 1 instruction and build in extra Tier 2/Tier 3 Supports. Elementary math specialists, title math teachers with Mathematics Specialist Certification (a DESE approved add-on certification), lead mathematics professional learning, provide job-embedded coaching, and work directly with under-performing students at the elementary level. Designated district department meetings are used for targeted professional learning led by curriculum coordinators at the middle and high school levels. Adoption of new math resource materials such as Reveal Math and digital support components such as Delta Math at the high school and Aleks at grades 3-8 demand continued mathematics professional learning to address academic progress and shifts in instruction. The district continues to partner with math consultant, Greg Tang to teach newly hired staff. A team of teachers from each grade level will participate in live professional learning with Greg Tang through the PDN (Professional Development Network) during the 2021-22 school year.

Student Support Services-

Behavior Intervention Support Team~ BIST: During the month of July, opportunities were provided to certificated staff to complete full Basic BIST training. This is a 3-5 day training that covers the philosophy, the language and the logistics of BIST implementation. In addition, BIST consultants provide training to new teachers at their professional development meetings and monthly consultation

at each building supporting staff through faculty meetings, Wednesday PL time and individual classroom observations and feedback. BIST continues to be a vital philosophical framework for creating engaged classrooms and skills for life.

School-Wide Positive Behavior Supports~ SW-PBS: During the 2020-2021 school year, we continued our journey in implementing School-Wide Positive Behavior Supports. The Regional Professional Development Center consultants conducted fidelity checks with each building during January and February in 2020. The observations resulted in our solid foundation at each building on their efforts for promoting and encouraging a positive school environment. RPDC consultants met with each building's team at the Back to school Planning Day on July 30-31, 2021. Each building will have their own consultant for support and school visits. Dr. Robert Cordell oversees this work.

Professional Learning Conference: The Summer Professional Learning Conference, formerly known as Curriculum Summit, consisted of eight days of sessions focused on strong tier one instruction, social emotional learning, and technology integration in all content areas. Staff was surveyed at the end of the year to get feedback on what kind of professional learning sessions were needed. Sessions were conducted in person and online. We had approximately 650 participants attend the sessions of their choice. Staff had access to 42 session choices over the eight day period.

New Teacher Training: SWIM is our new teacher induction program. The acronym stands for "Support with Intentional Mindset", and is meant to be a positive, proactive way to start off new and beginning teachers. We kick off SWIM with New Teacher Orientation, a four-day orientation to the district. Then, teachers who are in their first four years of teaching attend three follow up meetings throughout the year. We spend time focusing on structure and routine, student behavior management, and positive communication. In between these support meetings, the District Curriculum Coordinators visit classrooms and provide positive reinforcement on the ideas covered in the SWIM meetings. The idea is to be proactive and visible in the classrooms of new and beginning teachers in an effort to establish a supportive relationship based on mutual trust and respect. Pre-Service teachers are partnered with experienced district teachers to gain skills and knowledge of the teaching field. To complete their pre-service internship in Raytown, we ask all teaching candidates and their host teacher to use the co-teaching model. The co-teaching model ensures both adults are engaged in teaching and learning, and helps to leverage adult attention so kids get the maximum benefit of having two adults in the room. Additionally, it ensures the pre-service teacher has many opportunities to observe and learn from a master teacher. District Curriculum Coordinators, Jennifer Pearson and Jillian Lipari, plan and present at these sessions.

Crisis Prevention Institute (CPI):

Between Summer 2020 and 2021, identified staff members received required training in CPI. Certified and classified staff members who work with students in special programs addressing social, emotional, and/or behavioral needs receive this training in accordance with Board Policy JGGA. CPI teaches prevention and intervention techniques for appropriate staff responses to student behavior at different levels of escalation. Initial training is a full day and is provided to new staff or staff who have not received training before. A half-day refresher training is then required annually to keep certification current. In addition, one of the three certified CPI instructors in the district provides site-specific practice sessions once per month for six months of the school year. This training is conducted by Dr. Robert Cordell.

C. Data and Information:

- a. Data Used to Evaluate Program: While improved student performance is the overall goal of all professional learning programs, staff professional learning survey results (feedback from teachers regarding the professional learning offered and the professional learning needs) drives the program decisions.
- b. Program Strengths: Teachers are actively involved in making decisions regarding professional learning. Evaluations of building and district professional learning sessions are formatively monitored throughout the school year. Most professional learning is embedded into weekly meetings such as early release DRTs, collaboration time, and faculty meetings. The majority of the teachers surveyed recognize professional learning opportunities are designed in response to student achievement data and needs.
- c. Analysis of Needs for Improvement: Areas for improvement include finding ways to increase teacher retention through the use of professional learning opportunities involving Teacher Leader, mentors and SWIM.

D. Direction:

- a. Recommendations: Increase strategic focus on the five curriculum and instruction goals with in-person and virtual delivery of instruction in mind. All building plans were designed based on their individual school data and these five goals.
 - i. Continue focus on mathematical reasoning and the partnership with Greg Tang. The Greg Tang Website for teachers provides on-demand professional learning and mathematics resources to instruct with visualization and reasoning through a virtual platform. The vertical progression of mathematical problem solving and reasoning will continue to drive instructional decisions and professional learning.
 - ii. Using data to drive instructional decisions within the Data Review Teams using district common assessments
 - iii. Cultural competency committee will continue to be implemented at the building level guided and vetted by the cultural competency chairs at each building.
 - iv. Building level collaboration around the ideas presented through the Kansas City Writing Project to address needs in improving student reading and writing skills
 - v. Creation of learning platforms for communication with stakeholders led by Teacher Leader professional learning
 - vi. Emphasize the importance of quality questioning through leadership support with walkthroughs/class visits and Teacher Leaders

Gifted Education

Challenge: The Raytown C-2 School District is committed to an educational gifted program that recognizes the unique value, needs, and potential of each student in grades K-6. Our differentiated

program is designed to challenge students by fostering a learning environment that promotes critical thinking, creative problem-solving, and social-emotional learning. The Challenge program provides a safe place for students to fail, get constructive feedback and learn from their mistakes. Gifted students take a more active role in their education by helping drive the curriculum based on their interests, giving them a sense of responsibility and ownership of their education. Projects encourage creativity and allow expanded opportunities for students to showcase their talents, skills and abilities. Successful participation in the Challenge program ensures that students aspire to be life-long learners, become and remain productive and contributing members of their communities, and embrace inclusion.

In the 2020-2021 school year, the Raytown Challenge Gifted Program pivoted to a virtual platform for the entire school year. Gifted teachers met synchronously with students for 90 minutes each week. These lessons focused heavily on the affective needs of gifted students, including establishing a "safe space" within their homes and learning how to agree and disagree with others respectfully before beginning an election unit for the 2020 presidential elections. Students were taught how to play critical thinking and strategy games and allowed them to collaborate with others via virtual breakouts. Students practiced computer programming skills and utilized online learning platforms such as Nearpod, Google Classroom, and Seesaw. During the 20-21 school year, there were 164 students in elementary schools that have identified and qualified for the program. There were 42 students enrolled in Challenge at the three middle schools.

Federal Programs

A. Program Description

a. Description of the Program:

The Raytown School District received State and Federal funding for Title I.A - Improving the Academic Achievement of the Disadvantaged; Title II- Preparing, Training, and Recruiting High Quality Teachers and Principals; Title III- Language Instruction for Limited English Proficient and Immigrant Students; and Title IV-Student Support and Academic Achievement.

Some Title I funds were pooled together with state and local funds (School Wide Pool or SWP) to support staffing and instruction at all 10 elementary schools. SWP funds included staffing for teachers, interventionists, and social workers, as well as providing resources to support instruction and parent engagement.

At the beginning of the 2020-21 school year, all 10 elementary schools had Title Reading and Math Specialists to provide supplemental instruction for at-risk learners. However, due to the need to reduce class size and maintain social distancing during COVID, all but 2 of the Reading and Math Specialists returned to the classroom as grade level teachers. One Reading Specialist (elementary ELA Coordinator) and one Math Specialist (elementary Math Coordinator) served as full time coordinators to support teachers as they implemented virtual instruction during COVID.

Title I funding continued to be used to support Early Childhood instruction at Three Trails Preschool by funding teachers, instructional assistants, and supplies. New Trails Early Learning Center also received funding for supplies. Title I tutoring services were offered to students at Steppingstone, an institution identified as Neglected by the Department of Elementary and Secondary Education (DESE), but no students took advantage of this opportunity during 2020-21. Additionally, Title I funds were allocated for tutoring at non-public schools for eligible students who resided in Raytown but attended private or parochial schools. Title money was also utilized for supplies and fees for 296 homeless students in Raytown.

Title II funds were utilized to increase the effectiveness of teachers and principals by providing professional development in areas such as BIST: Behavior Intervention Support Team and Restorative Practices. A Teaching and Learning coach was also supported by these funds. The Title Reading and Math Specialists served in a coaching role for teachers in their buildings until the specialists were moved to grade level classrooms. The two remaining specialists continued with those coaching duties throughout the year. Because of this focus on supporting teachers, part of the specialists' salaries were funded with Title II.

Title III funds supported language instruction for Limited English Proficient and Immigrant Students. During the 2020-21 school year, there were 401 Limited English Proficient students who received Title III services at some point during the year; there were also 58 students identified as immigrants. The district employed one full time Coordinator whose duties included English Language Development, and seven ESOL certified teachers. Funds were also used for parent involvement activities and a translating text messaging platform for families who request interpreters. Title III funds also paid for a new position, a Bilingual Family School Liaison, who helped students access instruction by supporting enrollment, making home visits, and helping to connect families with district and community resources.

Title IV was intended to provide additional funding for student support and academic achievement. There were three tenets of the intended outcomes of these funds: 1) Providing all students with a well-rounded education; 2) Improving school conditions for student learning; and 3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students. The Raytown School District used Title IV funds to support the Sprigeo reporting system and pay for one of the district social workers to serve in a district coordinating capacity of all social services initiatives; implement Project Lead the Way classes at the middle schools; pay for Signs of Suicide curriculum, and provide technology hardware for students during COVID.

b. Budget Information:

2020-21 Title Initial Allocation:

Title I	\$2,470,129
Title II-Professional Development	\$368,901
Title III-EL	\$53,840
Title III-Immigrant	\$21,283
Title IV	\$174,027

Federal Funding Total Allocations for 2020-2021: Some federal funds can be used for both classified and certified staff.

Title I: \$3,015,301.65 (includes carryover funds)

A portion of these funds services our elementary buildings with intervention and assistance in academic achievement. A portion is used to fund our PreK preschool staff salaries as well as other set-asides for parent involvement, nonpublic, and homeless services.

Title IIA: \$406,732.71 (includes carryover funds)

These federal dollars support staff improvement through professional learning. Additional funding supported BIST training for new teachers, Restorative Practices, and other district C&I goal driven professional learning.

Title III-EL: \$96,089.89 (includes carryover funds)

This fund is specific to English Learners (EL). These dollars support PK-12 programs for these students. For the 2020-21 school year, a Bilingual Family School Liaison position was added that will bridge communication between home and school. Supplemental supplies and resources are also funded by this grant.

Title III-Immigrant: \$21,283.00

This fund is specific to Immigrant students. For the 2020-21 school year, the remainder of the Bilingual Family School Liaison position's salary was funded by this grant.

Title IV: \$242,381.93 (includes carryover funds)

Title IV money is used to fund a Well-Rounded Education, a Safe and Healthy School Environment, and the Effective use of Data and Technology. During the 2020-21 school year, the funds helped further our Project Lead the Way Programs at middle school, paid for our Signs of Suicide curriculum and Sprigeo reporting system, and funded technology to provide access for virtual instruction.

- c. Date Reviewed: September 2, 2021
- d. Program Personnel Responsible: Kim Biewalksi, Coordinator of Title and Non-Public

B. Goals/Objectives

- a. Current Program Goals and/or Objectives:

- The Title I Program will provide:
 1. Title I Reading and Title I Math teachers in the elementary schools to provide additional individual and small group instruction for Tier II and III students
 2. Parent involvement activities that will help parents assist their children in raising academic achievement.
 3. Research-based supplies and materials.
 4. Tutoring and supplies to students attending Steppingstone to assist students academically and help with progress toward graduation.
 5. Services such as tutoring to eligible non-public school students as outlined in each state-approved non-public Title I plan.
 - Title IIA will provide:
 1. High quality, research-based professional development to administrators and teachers to assist in raising student achievement.
 2. Materials and supplies needed to provide high quality, research-based professional development to administrators and teachers.
 - Title III will provide EL and Immigrant students:
 1. Additional educational and academic services from ELD teachers to assist students in gaining language proficiency.
 2. Information to assist parents to help EL students academically.
 3. Resources to help EL students and parents participate fully in district activities.
 - Title IV will provide Student Support and Academic Achievement:
 1. Implement the Sprigeo reporting system for students and parents to anonymously report bullying and other concerns.
 2. Train teachers and implement Project Lead the Way at the middle school level
 3. Provide district social worker support to coordinate the various social services initiatives
 4. Provide additional technology to make virtual learning accessible to students.
- b. Additional Goals and/or Objectives: Any other goals you would want to add the ones listed above.

C. Data and Information:

- a. Data Used to Evaluate Program:
- Star Reading and Math Number Sense Screener Assessments
 - Program evaluation information from non-public school meetings
 - Professional learning survey data
 - Parent survey data
 - WIDA ACCESS (State ELD Test)
- b. Analysis of Strengths:
- During the 2020-21 school year when instruction was significantly altered due to COVID, district personnel made virtual instruction accessible by frequent home visits, increased communication with parents, and identifying new technology platforms that would best help students to learn virtually.

- Non-public schools have a good working relationship with the school district.
 - English Learners were mostly able to maintain and even make growth with their academic English proficiency levels as measured on the ACCESS test.
- c. Analysis of Needs for Improvement:
- Star Reading and Math Number Sense Screener assessments indicate many students did not make needed progress during 2020-21.
 - Parent surveys indicate a lack of confidence in classroom teachers' and specialists' abilities to help students recover reading and math skills.

D. Direction:

a. Recommendations:

- Title Reading and Math Specialists need to return to their positions in order to provide the intensive supplemental instruction to help students recover missing skills.
- The district needs to communicate clearly to parents why classroom teachers and reading and math specialists are qualified to support students' learning and to demonstrate how these staff have been doing so already.
- Ongoing interventions to accelerate skill recovery, including the Summer Learning Academy focused on specific students most in need of making this progress, need to continue.
- The other Title funded staffing and programs/processes need to continue in order to meet students' academic and social/emotional needs, to connect families with resources that will reduce barriers to learning, and to meet federal and state compliance requirements. The staffing includes interventionists, social workers, bilingual family school liaison, and preschool teachers and instructional assistants, along with the Reading and Math Specialists named above. Programs/processes include parent involvement events, Sprigeo or similar bullying reporting platform, English Language Development, interpreting/translation services, BIST and Restorative Practices training, Project Lead the Way, homeless, neglected, and non-public.

Date Reviewed:

September 2021

Program Personnel and Evaluators:

Dr. Brian Huff, Associate Superintendent

Dr. Tony Moore, Assistant Superintendent

Dr. Andrea Mixon, Assistant Superintendent

Dr. Marilyn Cannon, Assistant Director and District Math Coordinator

Dr. Lynn Tarvin, Coordinator of ELD, Title, and Summer Programs

Dr. Brian Huff, Associate Superintendent September 2021

