

1.11 Schoolwide Program Evaluation

Name of the Title I, Part A School: Fruit Valley Elementary

Date of the most current Title I, Part A Evaluation:

- 9/29/22 initial parent meeting scheduled to review SIP and Title I plans
- 10/14/22 - Staff data walk, program assessment and vertical PLC aligned to school improvement actions, Title I programs, and addressing student needs/supports
- 12/8/22 follow-up Zoom meeting for parents to review SIP and Title I plans

Process to conduct the evaluation process:

- To evaluate our designated action steps and school improvement goals staff reviewed our draft school improvement plan during our pre-duty days in August and at our site based leadership team meeting in September. The school improvement plan is also referenced regularly during faculty meetings, and our PBIS/Equity team meeting to maintain our focus and monitor progress for implementation and adjustments to the stated action steps.
- In March parents were invited to join in our end of year planning for the Parent Participation Plan and our School Improvement Plan drafts for 2022-23.
- The principal meets monthly with an OSSI consultant to monitor progress and logistics connected to our school plans and accountability.
- As part of the OSSI SIP monitoring we followed the reflective inquiry process to evaluate and adjust our action steps and needs from the 2021-22 school improvement plan. ([Link to 2022-23 Plan](#))

Review of strategies and best practices that impacted student achievement:

- As we worked to evaluate what worked previously and adjusted for student needs to improve opportunities for accessing targeted instruction and supports our staff regularly reviewed common data sources to monitor learning connected to standards, vertical PLC sessions supported cross-grade collaboration; promoted flexible grouping based on need vs grade-level; required common data selection and use.
- Our building schedule is aligned to support common intervention times and consistency with groups for targeted needs.
- Specialists meet weekly as an MTSS team to identify students of concern, adjust student plans, and monitor progress.
- Extended day programs are being continued targeting skill deficits and promoting hands on learning opportunities.
- Our site utilizes collaboration with community partners to support students and families including our on-site Boys & Girls Club education coordinator, Police Activities League mentors, Lunch Buddy mentors and volunteers to support reading practice and/or social skills.

- Continued partnership with local agencies to provide social-emotional supports, counseling, job assistance and access to resources.
- Partnerships with local organic farms and agencies to promote healthy lifestyles and access to non-prepared/canned foods.
- Staff professional development connected to adverse childhood experiences, trauma informed practices and behavioral strategies continues to enhance our relationship based discipline approach and proactive solutions for social-emotional systems.
- Specialists and support staff regularly meet to develop instructional strategies for small groups, identify barriers (attendance, behavior, family needs) through monthly team meetings, weekly support staff meetings, and whole-staff activities.

Title I Program Evaluation Successes:

- Increased early learning opportunities such as Jump Start, Summer Learning Academy and our evening pre-k program have increased engagement with families, shown successful at reducing behavioral needs, and improve overall literacy when compared to students who do not participate in the additional programs.
- Our Title I specialist co-teaching and coaching teachers with intentional strategies for academic language and writing is improving our core instructional practices resulting in students making significant progress over time. A focus moving forward is to finalize our draft document of non-negotiables for essential skills, standards and strategies by grade to support consistent use year to year and with providing clarity of expectations as new staff join our school team.
- Extended learning opportunities have increased parent involvement through project based learning and volunteer opportunities. Students who participate in the free programs are demonstrating increased gains of lagging skills when compared to students who have not participated in the offered programs.
- Our MTSS team is increasing collaboration and data based conversations with teachers to support student learning and promote family sense of support from school staff.

Barriers to Parent & Family Engagement:

- Following the transition back to in-person school from the hybrid format we have encountered some difficulty with engaging parents and families when compared to the full-remote time for our school. Previously there was good response from parents through the use of technologies such as, SeeSaw and Zoom. Our most effective communication tool right now is using the Remind App to send texts and alerts, personal phone calls and repeated communication efforts.
- The cost of living is impacting hardship on many of our families due to rising expenses for gas, food, and housing. These increased costs have led to many parents and families needing to hold multiple jobs, which in turn limits availability for participation with in-person or on-line meetings.

- On-going concern connected to COVID-19 and illness have had a negative impact on overall parent and family attendance.

Needs of Parents & Family Members:

- The parents and family members of our Fruit Valley community have expressed concern for low achievement and skill growth during the pandemic. In turn parents have advocated for increased extended day programming to support student practice with social skills, math, reading, and science. Our team heard these concerns and agrees. To support increased access to educational opportunities we have established multiple sessions of extended day programming aligned with math facts, phonics, STEM, small group counseling and a cooking class.
- Parents have continued to advocate for early learning opportunities for children offered at no cost. To support this need we have allocated additional iGrant funding to provide an evening pre-k program and an extended summer learning program that provided eight additional half-days of school before the start of the year for our kindergarten students.
- Our Family Community Resource Center is noticing a significant increase in parents seeking assistance for basic needs such as, rent, utilities, clothing, gas cards and supplemental food/cleaning supplies.
- Feedback from our stakeholders supports an ongoing need to recruit and hire staff that more closely align with our diverse student population. We are actively working to increase the number of staff members who speak spanish at both the conversational and formal levels.

Strategies to support successful school and family interactions:

- We plan to continue the use of app/phone/text/home visits as engagement strategies while increasing regular dissemination of information through newsletters, Friday Folders, and messaging.
- As the pandemic stabilizes our team is committed to focusing on attendance and engagement with parents and families.
- Our staff is working to adjust our focus/awards/announcements to include student academic accomplishments and personal achievements on a regular basis.
- We have scheduled three multi-grade data dives to monitor student learning with the expectation that common assessments and student goals are communicated to parents following each assessment period.
- Continued use of trimester planning sessions for vertical teams
- Increase student access to after school activities including academic, social and athletic programs

- To adapt and increase opportunities for parent involvement and communication we are encouraging opportunities to join feedback sessions connected to school planning, informal parent coffees with staff, targeted meetings with community and parent representatives, and being creative with strategies for communicating timely information within the community through local businesses, apartment complexes and common spaces.

Evaluation data that supports the effectiveness of the program in increasing student achievement, particularly for students furthest from achieving state standards:

- October 14 Professional Learning Day - Data Review and Professional Development [Slide Deck](#)
- 2021-22 Administrative Growth Goal Data Summary [Link](#)
- See 2022-23 SIP and 2021-22 End of Year Review [Link](#)

Probable changes to the program based on the evaluation:

- **Based on our end of year review and October 14 data analysis our staff is working**
 - Implement and monitor common instructional strategies
 - Identify and utilize common curriculum to support handwriting instruction (Handwriting Without Tears)
 - All certified teachers and specialists are engaged in monthly professional development based on The Science of Reading.
 - Our office and specialist team are communicating with parents and families who are engaged and leaders within our community to identify barriers to engagement and adjust our communication methods.
 - Classroom based data and PLC practices continue to be a focus for development as we have limited grades with multiple teachers. Administration and teacher leaders are active with training to identify steps to implement PLC strategies such as a guiding coalition, data collection and review calendar, and clarification of specialist roles and duties to support students/staff/families.

Title I, Part A Schoolwide Program Evaluation
McLoughlin Middle School
August 2022

Program Review Process:

The school leadership structure is made up of several layers in order to involve many voices in continually evaluating, monitoring progress, and making adjustments to our school improvement strategies. All staff participate on the Learning Improvement Team, Climate and Culture Team, or Academic Prep team. These teams meet monthly and inform and monitor improvement efforts. Additionally, the Site Based Leadership Team, meets monthly as well as a Student Focused Equity team. All teams are made up of teachers, administrators, specialists, and counselors. Our student focus equity team solicits student voice and input into decision making as well. These structures were in place during the 2021-2022 school year and the administrative leadership team reviewed data and strategies relevant to all of these teams to conduct our Title program Evaluation in August of 2022.

Review of strategies and best practices, including data considered in evaluating programs, supported by Title:

This year, our schoolwide Title program is focused on supporting students below benchmark through our Academic Prep intervention course. This course is designed to serve students who are 2 or more grade levels below and currently serves 6th, 7th, and 8th grade students.

Additionally, our Title program is supporting a team of 4 student advocates who work closely with administrators, counselors, and teachers to support students needing more time and attention in the areas of behavior, attendance, and academics. Each advocate supports a caseload of 15-25 students.

We are monitoring discipline and attendance data to address the needs of students. We have established a student focused equity team that has begun soliciting student voice on their experience as students at McLoughlin. We have established student groups for LBTGQIA+ and Pacific Islanders. We are teaming with Fort Vancouver High School and district admin to address systemic barriers for equity within our community.

We are meeting monthly as an Academic prep intervention team to monitor progress of student and continue to develop curriculum. The team has been trained on effective iReady curriculum use, They are working towards providing targeted instruction for students in small groups as originally designed, but have had some struggle with this due to staffing issues.

The remainder of our Title program is focused on family engagement through our counseling center and our main office. We have two family engagement clerks who support all of our students and families, but are particularly a support for the high volume of new students and families who move into our community throughout the year (roughly 30% mobility). One of the clerks is bilingual in Spanish and provide direct communication to our Spanish speaking families and students.

Title 1 Program Successes:

Our new advocate team is making a positive impact on student engagement. Our team is able to provide time and support as intended, and often are able to work in a preventative and proactive manner with students around behavior issues. Academically, students are increasing engagement and attendance as monitored by our team. Students who were struggling to engage in any classes are now showing improvement.

Our family engagement clerk is also making a positive impact. We don't yet have our parent-climate survey data, but anecdotal we are seeing a significant increase in direct engagement with our Spanish speaking families and students. They know that they will not only be welcomed into our school, but that they can communicate directly with our office staff and seek support.

Proposed Changes or new areas of focus to Title Program based on Review:

Academic prep is a continued area of development and focus. We believe that we need to be intentional and target students who are below grade level, but we want to evaluate our approach and look at academic growth at the end of the school year to make sure that this strategy is making the impact we intend. Last year, we felt our data was skewed due to the impacts of staffing in our academic program from all of the teacher and para shortages. This year, our program is operating as designed.

Lastly, we will be examining alternative schedules that we believe could support greater academic and social emotional engagement. We will be researching the benefit of alternative scheduling as well as possibility of supporting students with reduced class sizes in certain areas.

1.11 Schoolwide Program Evaluation

Name of the Title I, Part A School: **Washington Elementary**

Date of the most current Title I, Part A Evaluation: **August 2022**

Process to conduct the evaluation process:

Washington Elementary is striving to increase family engagement within the community to increase the total percentage for all student's assessment scores in English Language Arts by 20% from the September 2022 baseline percentage to June 2023. Our leadership team continuously evaluates, monitors progress, and makes adjustments to our school improvement strategies. All staff participate on a learning improvement team that meets either weekly, bi-monthly, or monthly. These teams are the Student Equity Team, Climate and Culture Team, Student of Concern Team, or the Site Based Leadership Team. All teams are made up of teachers, principal, specialist, Achievement coach, counselor, and Family Resource Center Specialist. These teams have been in place since the 2021-2022 school year and the administrative leadership team reviewed the data and strategies that were relevant to these teams to conduct our Title I Program Evaluation in August 2022.

The leadership team also used other data from our parent surveys, community surveys, iReady assessments, DIBELS assessments and progress monitoring, data wall, student and parent surveys, and face-to-face communication. In addition to these methods, the principal seeks input from parents through collaboration with the parents via a monthly meeting with them called, "Coffee with the Principal". These meetings included our School Improvement Plan (SIP), and our annual Title I meeting.

Review of strategies and best practices that impacted student achievement:

At Washington the most impactful strategy that was implemented was "Extended Day" for our students. Our staff either came before school or stayed after school to work with the students with the most needs.

Title I Program Evaluation Successes:

- Open House - Back to School Night
- Curriculum Night
- Coffee with the Principal
- Extended Day
- Data Wall
- DIBELS progress monitoring
- Sounds Partner
- SIPPS, Really Great Reading, HD Word
- Science of Reading (Big Dippers Course)

- Parent Engagement Nights
- Literacy and Math Nights
- Learning Assistance Program (LAP)

Barriers to Parent & Family Engagement:

- Language barriers - Need more interpreters
- Information not being translated for all languages
- Information not being sent home in the way a family needs it (email, phone, text, letter)
- Parents having multiple jobs
- Parents having multiple children at home
- Teacher communication to parents

Needs of Parents & Family Members:

- Assistance with basic home needs (bills, appointments, gas, etc)
- Translation of letters and or school communication
- Multiple times to meet with school staff

Strategies to support successful school and family interactions:

- Feedback Fridays to seek parent and student input
- Reading Challenge
- Science Night
- Literacy Nights
- Office Hours available for parent support
- Use of interpreters or Language Link
- Translated materials

Evaluation data that supports the effectiveness of the program in increasing student achievement, particularly for students furthest from achieving state standards:

The data that we used to support the effectiveness of our Title I program to increase student achievement is DIBELS benchmarking and progress monitoring and iReady assessments. We progress monitored all students, especially those students furthest from achieving state standards. All students were progress monitored once or twice monthly throughout the year.

Probable changes to the program based on the evaluation:

Even though we had tremendous growth in the 2021-2022 we are continuing our focus of increasing parental involvement in order to impact student achievement. We are working with families to find more ways in which we can get them involved. This year we will be bringing back lunch buddies, Helping Hands, and we are seeking parent and student input through Feedback Fridays.

We have added a certificated ELA Intervention teacher to work directly with our students that are the furthest from their grade level standards in grades Kindergarten through 2nd.

We are continuing to develop teacher knowledge of instructional strategies that are directly aligned with the Science of Reading (SoR). Washington is in a cohort with 6 other schools in our district that will be working directly with Dr. Staci Bain throughout the school year to continue to develop and deepen instructional strategies aligned with the SoR research. We have purchased new materials such as Morpheme Magic to support our teachers as they continue to improve instructional practices. We provided our K-2 teachers with professional development about "How to Rock Your Literacy Block", and "Setting Up & Using a Sound Wall". The principal and the Achievement Coach will also be going with our district team to the Plain Talk on Literacy conference in the Spring. All sessions are aligned with the SoR. In addition to the Plain Talk conference we will be sending a team to a different SoR conference in the Spring.

We are adding two student advocates who will work closely with the principal, counselor, specialist and teachers to support students needing more time and attention in the areas of academics, behavior, and attendance. They will have their own caseload.