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

<u>Guiding Questions:</u>
The district or Title I school allocates Title I funds to support a computer technician:
1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1
All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Tier 1 All students will have access to essential grade level standards and materials. Teachers will understand the essential standards and implement standards-based reading instruction incorporating all essential components of balanced literacy as defined by HESD pacing guides. *Universal Screenings and Diagnostic Assessments to monitor student progress. The formative assessment process will be used to inform instruction, to make decisions about reteaching, small group, and if students will need additional supports or extensions with learning essential standards. *Schoolwide, collective, collaborative, coordinated efforts by all. (Site Leadership Team, BAIT Team, Grade Level Teams) to ensure that essential standards are addressed and aligned to district pacing guides.	Hamilton implemented standards based instruction, incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide. 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 team use the data to inform instruction, make decisions about re-teaching, small group and any other extra supports.	Declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due to COVID pandemic related school closures, extended periods of distance learning, and significant student absences due to quarantine, testing positive, or being symptomatic with COVID when schools were open for in-person learning. Based on anecdotal evidence and data from local assessments in 21-22, with students making gains in achievement, the declines in state test scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the school's existing instructional programs. Despite the challenges presented by COVID, the school focused on rebuilding the instructional program and implementing standards aligned instructional programs in 2021-2022.	Hamilton will continue the process of rebuilding the instructional program and the school community next year, as the pandemic subsides. The school will continue to implement and build upon standards based instruction, incorporating all essential components of core instructional materials, and using supplemental materials, as defined by reading/language arts and mathematics frameworks, along with our HESD pacing guide.
Tier 2	Hamilton implemented afterschool-tutoring in ELA and math with credentialed teachers for	Students are still struggling academically. Our students in after-school tutoring showed	Hamilton will continue to provide additional time and support for identified students

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Additional Time and support for identified students will be provided to learn essential standards. These students will be offered Interventions and Extensions as needed. All Interventions will have target learning outcomes- The interventions timely, targeted and flexible. Students' progress toward meeting the set learning targets will be monitored using assessments that are aligned to the learning target set for the students	students in grades 1st-5th. Hamilton also provided reading and math intervention during the school day through the use of educational tutors. Attendance, Progress Monitoring and assessment data is documented and actively reviewed to determine student progress. Instructional materials utilized for afterschool tutoring: Primary Phonics, Phonics for Reading, Words Their Way and READY Common Core Mathematics. Instructional materials utilized by educational tutors: Reading Mastery, Corrective Reading, The Power of Decoding Reading Intervention and Pearson math. Hamilton data shows students receiving Reading Intervention with and educational tutor increased in their reading level between 1-3 levels. Additionally, Hamilton had twelve students in 1st-2nd grade exit reading intervention.	some growth. However, attendance became a factor, due to Covid symptoms and/or positive cases. As well, some students were not attending regularly; some dropped and some others were added. There is still a need to address the learning loss during the pandemic through afterschool tutoring and also through in school reading intervention with an educational tutor.	through the use of credentialed teachers and educational tutors.
Tier 3 Students who have been identified using the Universal screenings and diagnostic assessments and need Intensive remediation in universal skills will be provided intervention within the instructional day, during lunch or after school as needed. Students progress toward meeting the set learning targets will be monitored using assessments that are aligned to the learning target set for the students.	Hamilton implemented afterschool-tutoring in ELA and math with credentialed teachers for students in grades 1st-5th. Hamilton also provided reading and math intervention during the school day through the use of educational tutors. Attendance, Progress Monitoring and assessment data is documented and actively reviewed to determine student progress. Instructional materials utilized for afterschool tutoring: Primary Phonics, Phonics for Reading, Words Their Way and READY Common Core Mathematics. Instructional materials utilized by educational tutors: Reading Mastery, Corrective Reading, The Power of Decoding Reading Intervention and Pearson math. Hamilton data shows students receiving Reading Intervention with and educational tutor increased in their reading level between 1-3 levels. Additionally, Hamilton had twelve students in 1st-2nd grade exit reading intervention.	Students are still struggling academically. Our students in after-school tutoring showed some growth. However, attendance became a factor, due to Covid symptoms and/or positive cases. As well, some students were not attending regularly; some dropped and some others were added. There is still a need to address the learning loss during the pandemic through afterschool tutoring and also through in school reading intervention with an educational tutor.	Hamilton will continue to provide additional time and support for identified students through the use of credentialed teachers and educational tutors.
To support the school's approved Standards-Based instructional materials in ELA, Math, and HHSS with a suite of digital/online tools and subscriptions that are aligned with State Standards, are accessible at	Students were provided with an extensive suite of supplemental online instructional tools and materials for use at school and at home. (These materials were available to students during periods when they were quarantined at home.) These materials were	There is a need to continue providing these tools for students and to continue providing training for teachers in their use. School and district leadership will continue to monitor the use of these tools, and to the	These materials will continue to be provided as Centralized Services in 2022-2023. School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.

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school and are adaptive(able to remediate and/or extended learning), can identify and target missing skills or gaps, and can help with progress monitoring for all students. * Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook), Lexia Learning, Kahn Academy, Flocabulary, Discovery Education, Learning A-Z, SeeSaw Learning, Adobe Creative Cloud for Student (SHI), Zoom, BrainPop, School City (Illuminate) * Supplemental digital content that is Site Based includes: *IXL, TumbleBooks, EBLI, Starfall, Writebright, AR, STAR, myON, Heggarty Phonics and Eureka Math.	funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively.	extent practicable, will monitor their effectiveness.	
Implement core History/Social Science and Science Standards Grade level teams will collaborate to develop an instructional calendar that will include study trips/virtual study trips that include software/digital media including that align to grade level content/themes to increased level of background knowledge and vocabulary development to support student understanding of units of study including content related to science and social studies standards. All students will attend an academic field trip that is aligned to the adopted standards and is developmentally appropriate for the students' ages.	Partially implemented	In-person activities including study trips were suspended in 2021-2022 due to the COVID pandemic.	Resume enrichment activities once the pandemic subsides.
Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will	The components of Integrated ELD are in place across all classrooms: EL Students are supported across the school day in all content areas. The percentage of students scoring proficient on the summative ELPAC declined	School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree that All students and other subgroups, especially in mathematics.	The school will continue to implement integrated ELD in 2022-2023. The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of integrated ELD and the progress of EL students.

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be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. Have classroom practices, curriculum and instruction that is responsive to different EL student characteristics and experiences. *Teachers provide integrated ELD in all academic content areas. * Intentional supports and scaffolds. *Preview or pre-teach to build background knowledge for topic *Provides connections to what students already know. *Hands on activities and discussions, with language supports as needed. EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. Integrated ELD: • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know	slightly between 2018-2019 (13.27%) and 2020-2021 (12.50%).	EL Students scored at 12.82% Proficient in ELA and 2.38% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.	

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• Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics. A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III. A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students			

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requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.			
Designated ELD (Core Program) EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.	Most components of designated ELD are in place. Teachers are implementing designated ELD in their classrooms each day. The temporary/strategic grouping of students by EL level for designated ELD that required deployment of students to classes other than their own for the 30 minute designated ELD block was suspended due to COVID social distancing requirements. The percentage of students scoring proficient on the summative ELPAC declined slightly between 2018-2019 (13.27%) and 2020-2021 (12.50%).	School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in 2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree that All students and other subgroups, especially in mathematics. EL Students scored at 12.82% Proficient in ELA and 2.38% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.	The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for designated ELD if the COVID pandemic subsides. The Director of Curriculum (ELs) at the district level along with the school site learning director will continue to monitor the implementation of designated ELD and the progress of EL students.

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Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program. Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the CELDT annually. EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the CELDT, and district formative assessments to plan deployments to ensure that Els are instructed at their ELD level. EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.			
Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their	Trimester Monitoring of ELs	School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in	The monitoring of EL students will continue in 2022-2023.

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EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and formative assessments, student work samples, and teacher observations. Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database. School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students. Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years. Data Analysis Data, including local scoring of CELDT, information from the master El database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.	Once each trimester, all teachers documented the progress of each of their EL students using the district's online system. School and district leadership continue to monitor the progress of EL students.	2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree that All Students and other subgroups, especially in mathematics.	

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Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD. After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education. EL students will be provided with after-hours intervention and enrichment with an English Language Development focus. Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and	This action was not implemented in 2021-2022.	After-hours supplemental ELD instruction was suspended in 2021-2022 due to staffing shortages and student absenteeism due to quarantine or symptomatic COVID.	Supplemental after-hours ELD instruction will be restarted in 2022-2023 if the COVID pandemic subsides.

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will provide technical assistance to the school sites in implementing supplemental ELD.			

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Goal 2
The school will support teachers and staff with professional development, training, and collaboration time.

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Teachers and administrators will participate in district PD and site-based PD. Teacher will receive PD that is specific to the needs of the school site. Site leadership team will determine PD needs based on student data trends, teacher observations, and input from teachers. PD will include whole group PD, in class coaching, support by leadership in collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. Collaboration time is provided every Wednesday for teachers. Teachers will utilize this time to use the formative assessment cycle to inform instruction, small groups, and students needing Tier 2 intervention. During this time teachers will look at data pertaining to EL's, SED, and SPED. Teachers will have access to district instructional coaches who specialize in reading, writing, and math/science. in order to ensure we are meeting the needs for all English Learners through designated and integrated ELD, PD	Some professional development activities were implemented at the school site in 21-22. These activities were significantly impacted by high rates of staff absenteeism, social distancing requirements, and the need to prioritize keeping schools open during the pandemic. Teachers collaborated each Wednesday via Zoom. The school's and district's assessment systems were impacted by the pandemic. However, teachers along with our leadership team, continued to review and analyze data, plan next steps for whole class and small group instruction. Additionally, PD was provided by learning director along with teachers, to research, review and determine supplemental resources needed to support students. IE: high interest books, Rigby books, Heggerty, Writebright, AR, STAR and myON.	There is a need to restart the school's professional development programs in 2022-2023. There is a need to assess/reassess staff professional development needs after several years of pandemic related disruption. There is a need to continue providing staff with professional development in the school's social-emotional learning programs.	The school will assess/reassess staff professional development needs. The school will restart the professional development program. Staff will be provided with professional development in the use of SEL data platforms, the analysis of data and determining the success of resources that grew out of our professional development.

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and support will be provided to teachers.			
A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners	The instructional coaches provided a limited amount of professional development services to schools/teachers in 2021-2022.	Note: Due to the COVID pandemic, and the urgent need to support classrooms where teaching staff have tested positive, are quarantined or symptomatic with COVID, the team of instructional coaches have, at the time of this update, provided temporary (substitute) classroom instruction for most of the 2021-2022 school year. The instructional coaches are being temporarily funded with ESSER III because they are not performing their normal (Title I allowable) duties. They will resume their duties as instructional coaches, and will return to being funded with Title I once the pandemic subsides. Note: The team of instructional coaches was not funded with Title I in 2021-2022 because they mostly performed duties outside of that which is allowed under Title I.	There is an urgent need to restart the district's professional development programs in 2022-2023 with an emphasis on in-class coaching. If the pandemic subsides, the team of instructional coaches will return to providing professional development to teaching staff in 2022-2023.
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	The Induction program served new teachers in the 2021-2022 school year. Induction coaches were not used to cover classrooms in 2021-2022. New teachers in the induction program received coaching and professional development leading to the clearing of their credentials.	The addition of universal transitional kindergarten has the potential to add to the numbers of new teachers in the district. This may increase the caseloads of induction coaches.	The district will continue operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. The district will continue to support new administrators with a Clear Administrative

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Services Credential Induction Program (CASC) for new administrators.			Services Credential Induction Program (CASC) in 2022-2023.

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Goal 3

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Provide a school environment that will have a positive impact on the emotional, social and physical well-being of every child that will accelerate their learning. Through the use of PBIS and/or other resources, we will develop a culture of positive behavior supports that will create an environment for great first teaching, high levels of learning and improved behavior within the general and special education classroom settings for all students. Promote student attendance, academic improvement and good citizenship to support daily access to core instruction and services (N.E.S.T. expectations, PBIS passport day, SEL curriculum, grade level assemblies, Award Assemblies, Student of the Month, Monthly N.E.S.T. activities, attendance incentives, attendance and citizenship rewards, school store).	Teachers provide clear classroom expectations, teach those expectations, and have a classroom reward system using our digital point system for all students. Students can redeem points weekly in the school store. Monitor daily attendance with a daily perfect attendance chart. Create classroom environments that encourage students to be at school daily. 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. Progress is monitored through CICO data. Student Specialist, PBIS Committee (comprised of teachers and other school staff), along with B.A.I.T Team, will collaborate to analyze disciplinary data and plan activities that address student needs to promote positive behaviors (Lunch time activities, classroom lessons to support N.E.S.T. expectations.) Digital Resources to support school-wide systems: • LiveSchool, WeVideo	There is a continued need to address student discipline, behavior and social emotional needs. Review and reinforcement of PBIS/N.E.ST expectations are needed. 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.	We will continue to use our PBIS/N.E.S.T expectations and revise as needed. Additionally, we will add Second- Step and other SEL resources to help promote the success of all students and their well-being.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Identify students with attendance or behavior challenges and provide them with additional support. Monitor students behavior contracts and Behavior Intervention Plans and reward for appropriate behaviors.	Monthly reports of students on Behavior Intervention Plans are reviewed to determine the effectiveness/success of the plan for our identified students. Hamilton provides structured activities for students during recess/lunch time for students who are in need of supplemental behavior/social support. Site leadership and student specialist monitor: Attendance Logs Discipline Referrals Monthly reports of students on Behavior Intervention Plans	There is a continued need to provide identified students with the necessary support to address attendance and behavior concerns. There is also a need to provide rewards/incentives to students, as they work hard to improve/progress in their area of need (attendance and/or behavior).	The student specialist and site leadership will continue to monitor student attendance and behavior plans. We will maintain our rewards/incentives needed to address student improvement, but also look at providing other options for rewards and incentives that may be needed to address/support our high-needs students.

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Goal 4
Communication between schools and home will be regular and meaningful.

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
Implement a variety of parent education and outreach activities. Plan, organize and implement a series of parent workshops that focus on assisting their students with literacy, Math, Science, Kinder readiness skills, and homework. Activities to increase parent/ staff communication. 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.	In 2021-2022, Hamilton worked to rebuild the school community and the instructional program, due to the impact of the pandemic. We were happy to have parents and students back on campus for PTC day, but we utilized Remind, WeVideo, Parent-Square and Zoom to connect with parents regarding school news and support. It was also nice that the district provided the Parent Padlet, which provided resources for parents and students to complete schoolwork at home. Our regular communication through yellow cards, progress reports, classroom news letters, after-school tutoring calendars, notes home, e-mails, phone calls and in-person contact, continue to foster high parent communication and involvement.	There will be a need to continue working to rebuild the school community and the instructional program in 22-23. There will be a continuing need to provide parents and families with support, training, and a sense of community with their school. There is a need to build upon the success of these activities to reach more families.	The school will continue to provide and foster parent education and outreach activities. We are looking forward to having our first virtual parent night after spring break, but we're even more excited about getting back to having our families in person for our regular parent nights (literacy, math science night and trimester awards assemblies) next school year (2022-2023).
Provide parents with ongoing communication about the progress of their students. Parents will attend parent/teacher conferences in November. Parents will be informed of students' academic and social progress via weekly and/or through the use of the	Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 100%	The Remind system is becoming outdated and an upgrade is needed. Parent conferences were held in person and some were held via telephone, due to some pandemic concerns. While this is not necessarily ineffective, in-person conferences are still the preferred method.	The Remind communication system will be upgraded to Parent Square. If the COVID pandemic subsides, the school will return to 100% in-person parent/teacher conferences.

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Synergy ParentVue online progress reporting system.			

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