

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 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
<p>Implement standards based reading and mathematics instruction using the state adopted text and supplemental resources in all classrooms. Leveled texts will be used to supplement the state adopted instructional materials Teachers will follow a curricular pacing calendar based on state adopted standards created by the school site leadership team Teachers will use the state adopted mathematics program along with supplemental materials to ensure standards aligned mathematics instruction is in place in all math classrooms.</p> <p>Site leadership monitors Recorded use of materials via teaching logs and observations Agendas/Collaboration Logs/Benchmark and assessment scores</p>	<p>Woodrow Wilson implemented standards based instruction incorporating all essential components of core instructional materials, using supplemental materials, as defined by reading / language arts and mathematics frameworks for California public schools and HESD Pacing Guide.</p> <p>Leveled texts and other high-interest reading materials were purchased to accompany the state adopted materials. Site leadership met with both 7th and 8th ELA and Math teams on a weekly bases to discuss instructional practices and monitoring of student achievement. Teachers discussed the need for more resources to meet the needs of all students. Online resources and other materials were purchased to aide in their instruction.</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional program and operations throughout the fall and winter of 2021-2022. Impacts of the pandemic: High Staff Absences High Student Absences Contact Tracing COVID related protocols COVID Restrictions</p> <p>Despite these challenges, Woodrow focused on rebuilding the instructional program and the school community during 2021-2022.</p> <p>Teachers began using online resources and other materials to aid in their daily instruction. More time is needed to become familiar with the programs in order to fully implement properly.</p> <p>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</p>	<p>Woodrow Wilson will continue the process of rebuilding the instructional program and the school community next year as the pandemic subsides.</p> <p>Woodrow will continue to add to its collection of high-interest chapter books (both hard copy, e-books and grade level books on MP3 for our more struggling readers).</p>

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		<p>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.</p>	
<p>Ed Tutors and After-Hours Interventions Provide differentiated instruction and support to students who are English learners as well as students who are identified as needing additional academic support through district and school-site formative and summative assessments along with teacher recommendations. Students identified as needing additional academic and/or language development will receive support from an educational tutor in their core classroom, core connection or designated English learner intervention. The educational tutor will provide support to students in a one-on-one and/or small group instructional setting determined by the classroom teacher. The educational tutor will support students in concurrence with the credentialed classroom teacher focusing on supporting current standards. After-hours support, intervention, and/or tutoring will be provided by classroom teachers to students who are English learners and to students who are identified as needing additional academic support. This support may be provided before school, during the lunch period, and/or after school. These interventions will provide targeted instruction based on students' individual needs identified by district and school site assessments and information provided by the students' teachers.</p>	<p>Woodrow Wilson partially Implemented the use of one ED Tutor. Tutor was hired late March and has worked with our 7th grade students to offer assistance in both small group and individual settings.</p> <p>After school and non instructional time tutoring was provided to students. Tutoring was focused on current standards as well as areas students displayed gaps in their understanding of curriculum.</p>	<p>Due to staffing shortages caused by the COVID pandemic, the school was not able to hire an Ed Tutor until March of 2022.</p> <p>Students received some after-hours/lunchtime tutoring/instruction although the COVID pandemic, with teachers positive, symptomatic, or under quarantine impacted the school's ability to provide after-hours instruction.</p>	<p>Continue the process of hiring a qualified educational tutor.</p> <p>Resume/expand after-hours instruction and support for students once the COVID pandemic subsides.</p>

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<p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science 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.</p> <p>Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook) Lexia Learning Kahn Academy Flocabulary Discover Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)</p> <p>Supplemental digital content through school site purchases: Accelerated Reader Discovery Techbooks Online books, periodicals etc.</p>	<p>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 funded as a Title I Centralized Service. Data within these programs showed students using these tools extensively.</p>	<p>There is a need to continue providing these tools for students and to continue providing training for teachers in their use.</p> <p>School and district leadership will continue to monitor the use of these tools, and to the extent practicable, will monitor their effectiveness.</p>	<p>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.</p>
<p>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</p>	<p>The components of Integrated ELD are in place across all classrooms: EL Students are supported across the school day in all content areas.</p> <p>The percentage of students scoring proficient on the summative ELPAC increased between 2018-2019 (9.46%) and 2020-2021 (17.02%).</p>	<p>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 than All students and other subgroups, especially in mathematics.</p>	<p>The school will continue to implement integrated ELD in 2022-2023.</p> <p>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.</p>

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<p>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.</p> <p>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.</p> <p>Integrated ELD:</p> <ul style="list-style-type: none"> • 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 • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <p>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.</p> <p>ELD instruction and EL support in</p>		<p>EL Students scored at 8.57% Proficient in ELA and 4.76% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</p>	

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<p>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.</p> <p>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.</p> <p>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 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.</p>			
Designated ELD (Core Program)	Most components of designated ELD are in place. Teachers are implementing	School closures in 2019-2020 and 2020-2021, along with high rates of absenteeism due to quarantine or symptomatic COVID in	The school will continue to implement designated ELD in 2022-2023. The school will restart the deployment of students for

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<p>English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation in language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages. (California Department of Education, 2021)</p> <p>EL students are provided with daily, 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.</p> <p>English learners will receive designated ELD instruction, at their English language development level, during the ELD instructional time that is a part of the English language arts instructional core.</p> <p>Designated ELD is instruction that is focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR Section 11300[a]). (California Department of Education, 2021)</p> <p>The school site leadership team will monitor daily ELD instruction and</p>	<p>designated ELD in their classrooms each day.</p> <p>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.</p> <p>Designated ELD instruction was delivered during the instructional ELA Core time. Teachers used the state approved curriculum English 3D to deliver the instruction along with the workbook covering all four areas (Reading, Writing, Listening and Speaking).</p> <p>The percentage of students scoring proficient on the summative ELPAC increased between 2018-2019 (9.46%) and 2020-2021 (17.02%).</p>	<p>2021-2022 has resulted in declines in student achievement. This has impacted English learners to a higher degree than All students and other subgroups, especially in mathematics.</p> <p>EL Students scored at 8.57% Proficient in ELA and 4.76% proficient in mathematics. This represents a significant decline from pre-COVID 2018-2019 test scores.</p> <p>Time that was a part of the English language arts instructional core. Consistently providing designated ELD to EL students during the ELA instructional core proved to be difficult.</p>	<p>designated ELD if the COVID pandemic subsides.</p> <p>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.</p> <p>All EL students will be enrolled in a separate designated ELD course in 2022-2023 ensuring consistent delivery of designated ELD instruction.</p>

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<p>provide teaching staff with guidance, professional development, and collaboration time to analyze formative and summative assessment results and to plan instruction.</p> <p>The district leadership team will provide technical assistance and will provide professional development resources including, but not limited to deploying the team of instructional coaches and curriculum directors, bringing in staff developers from the Kings or Tulare county offices of education, and bringing in other staff developers as needs assessments dictate. District leadership will monitor the implementation of designated ELD at the school site. This may include classroom visits by the Director of Curriculum for English learners and/or the district's Instructional Cabinet.</p> <p>References California Department of Education. (2021, August 31). California Department of Education. Retrieved from English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/ California Department of Education. (2021). English Language Development Standards. Retrieved from California Department of Education: https://www.cde.ca.gov/sp/el/er/eldstandards.asp</p>			
<p>Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and</p>	<p>Trimester Monitoring of ELs Once each trimester, all teachers documented the progress of each of their EL students using the district's online system.</p> <p>School and district leadership continue to monitor the progress of EL students.</p>	<p>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 than All Students and other subgroups, especially in mathematics.</p>	<p>The monitoring of EL students will continue in 2022-2023.</p>

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<p>formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>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.</p> <p>Data Analysis Data, including local scoring of CELDT, information from the master EI 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.</p> <p>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.</p> <p>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.</p>			

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Goal 2

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

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<p>Teachers and administrators will participate in district professional development and site based systematic professional development. Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.</p> <p>Teachers are provided with collaboration time on student early release days.</p> <p>Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.</p> <p>Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.</p> <p>Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).</p> <p>Results may include grouping, planning, observing a colleague,</p>	<p>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 distance requirements, and the need to prioritize keeping schools open during the pandemic.</p> <p>Teachers collaborated everyday during their release PE times as well as every Wednesday afternoon via Zoom.</p> <p>The school's and district's assessment systems were impacted by the pandemic.</p>	<p>There is a need to restart the school's professional development programs in 2022-2023.</p> <p>Due to the pandemic, many outside professional development opportunities were cancelled or moved to Zoom.</p> <p>There is a need to assess/ reassess staff professional development needs after several years of pandemic related disruption.</p> <p>There is a need to continue providing staff professional development in the school's social-emotional learning programs. Many new on-line programs were purchased this year and we used, but not to their full capacity to make proper growth in the classroom.</p>	<p>The school will assess/reassess staff professional development needs.</p> <p>The school will restart the professional development program. This will again include meeting with the site leadership staff on a regular basis in person (if possible) to provide professional development opportunities.</p>

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<p>and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies.</p>			
<p>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</p>	<p>The instructional coaches provided a limited amount of professional development services to schools/teachers in 2021-2022.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>The district will continue to support new administrators with a Clear Administrative</p>

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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.

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<p>a) Provide all students with activities to promote good attendance, strong character and good behavior. Site leadership monitors citations, suspensions and expulsions and provides students with a variety of support and incentives.</p> <p>b) Implement an evidence based, social emotional learning program for all students that is designed to improve:</p> <p>Locus of control Ability to set and achieve goals Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance</p> <p>Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf</p>	<p>In 2020-2021, Woodrow Wilson focused on rebuilding the school community and the instructional program as both of these were significantly effected by the pandemic. Providing all students with activities to promote good attendance, strong character, school pride and good behavior was an important part of rebuilding the school community.</p> <p>Teachers received training to deliver the Why Try and Resilience for Youth Level 1 programs with their students.</p> <p>Each trimester, the Vice Principal held an expectation assembly. The assembly consisted of behavior both in and outside the classroom, dress code and cell phone usage.</p> <p>Once COVID restrictions were lifted, Woodrow Wilson created the "No Tardy/Good Behavior Party" every two weeks. During this time, students who did not earn a tardy, citation or notice of unacceptable behavior earned a treat and</p>	<p>The COVID pandemic continued to have significant impact on the school's instructional programs and operations throughout the fall and winter of 2021-2022. Impacts of the pandemic: High Staff Absences High Student Absences Contact Tracing COVID Related Protocols COVID Restrictions</p> <p>Despite these challenges, the groups and activities were well implemented in 21-22.</p> <p>There is a need to continue supporting students with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>Because this is the first year of implementation of the Why Try and Resilience for Youth, students are at the beginning stages of understanding the components and how to install them in their lives.</p> <p>There was a spike in citations and suspensions due to behavior (impacts of the pandemic). Students are adjusting/relearning how to behave in a classroom and school</p>	<p>Woodrow Wilson will continue to supports with activities to promote good attendance, strong character, school pride and good behavior.</p> <p>The groups and activities will be improved upon by: building in a more diverse variety of groups based on student needs, and moving forward with more in depth training with the Why Try and Resiliency programs.</p> <p>As COVID restrictions reduce, Woodrow will be bringing back activities such as GRIT Awards and Good Behavior field trip incentives to promote good character and good behavior.</p>

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	<p>music for the last 20 minutes of every other Friday out on the quad. These events were successful as we saw a steep decline in overall behavior issues and tardies.</p>	<p>setting. More groups and counseling is needed for some students with behavior issues.</p>	
<p>Identify students with attendance or behavior challenges and provide them with additional support.</p> <p>a) Provide Leadership and Character Intervention for identified students. Students identified as needing behavior support will be provided with additional support that includes meetings with the school leadership/support staff and/or counseling staff along with reward activities when they meet behavior benchmarks. Students earn rewards for classroom participation, improved work habits, and behavior.</p> <p>b) Implement an evidence based, social emotional learning program for high needs students that is designed to improve:</p> <ul style="list-style-type: none"> Locus of control Ability to set and achieve goals Relationships with teachers and fellow students Classroom engagement Attendance records Academic performance Behavioral and Emotional Screening System (BASC) scores <p>Strong Evidence--See: https://whytry.org/research/ https://whytry.org/wp-content/uploads/ResearchSummaries_Extended.pdf</p>	<p>In 2021-2022, Woodrow brought on a second school counselor as well as a social worker to deal with the attendance and behavior challenges projected as we were coming out of the COVID restrictions.</p> <p>The school counselors and social worker implemented the following groups / activities:</p> <ul style="list-style-type: none"> Self Esteem Group Leadership Group Resolving Conflict Grief Group Drug Awareness <p>These groups were well implemented for identified students. Students were receptive to the counseling staff and many of the negative behaviors changed.</p>	<p>Due to the pandemic, Woodrow saw an rise in student absences, behavior challenges and social emotional issues. Counselors and social worker will continue to provide support for all students. Counseling staff will continue to run the following groups:</p> <ul style="list-style-type: none"> Self Esteem Group Leadership Group Resolving Conflict Grief Group Drug Awareness <p>There is a need to continue providing counseling services and groups for our students.</p>	<p>The school will continue to provide groups and other counseling services for students.</p>
<p>Structured Activities Provide students with a series of structured activities during the brunch and lunch breaks that are designed to</p>	<p>To build school spirit, Woodrow was able to bring back The Warrior Games. During these class vs class competitions, teams compete for points throughout the year. These games</p>	<p>The COVID pandemic continued to have significant impact on Woodrow's Warrior Games during the fall and winter months limiting the types of games students could</p>	<p>Woodrow Wilson will continue to host Warrior Games during brunch and lunch to offer activities for students. These will</p>

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<p>increase student engagement, develop students' connection to school, reduce discipline incidents, and support the instructional program. These activities will consist of structured games, competitions, performances etc. and will be both social and academic and will be supported with personnel, supplies, materials, and rewards/awards.</p>	<p>also include STEM classroom activities (Science/Technology/Engineering/Math).</p>	<p>participate. Once the restrictions reduced, Woodrow was able to bring in more diverse competitions.</p>	<p>continue to be a mix of athletic and academic competitions (STEM).</p>

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Goal 4

Communication between schools and home will be regular and meaningful.

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<p>Plan, organize and implement a variety of parent education and outreach activities.</p> <p>Parents will be involved in workshops that focus on grade level standards and how to assist their students with homework that is supportive of their learning grade level standards. Parents will be involved in workshops that focus on discipline and gang prevention</p> <p>Each trimester Site leadership monitors Meeting Announcements Meeting Sign-in Parent Evaluation of the events</p>	<p>In 2021-2022, Woodrow Wilson focused on planning to rebuild the school community and the instructional program as both of these were significantly effected by the pandemic.</p> <p>With COVID restrictions all parent education and outreach activities were put on hold. Looking toward next year, there will be a focus to plan and restart parent outreach opportunities.</p>	<p>There will be a need to continue working to rebuild the school community with parent involvement opportunities to help their children succeed at the junior high level.</p>	<p>Woodrow Wilson will continue to develop and deliver opportunities for families and students.</p>
<p>Ensure parents are regularly informed regarding their students' achievement, progress, and attendance</p> <p>All parents have access to the Synergy Parent Vue software and can use this program to track their child's grades, assignments, class schedule, and attendance</p>	<p>Parents used the online tools for communication and progress monitoring including ParentVue and Remind. The schools parent/teacher conference attendance rate was: 97.3%</p> <p>With COVID restrictions not allowing schools to hold student achievement events for parents, all such events were put on hold.</p>	<p>The Remind system is becoming outdated and an upgrade is needed. Parent conferences were held remotely via Zoom. While this is not necessarily ineffective, in-person conferences are desirable.</p> <p>There is still a need to make sure all parents have access to ParentVue as well as know what to look for when checking it on a regular basis.</p>	<p>The Remind communication system will be upgraded to Parent Square. If the COVID pandemic subsides, the school will return to in-person parent/teacher conferences.</p> <p>Woodrow Wilson will continue to develop new ways to recognize students and share in those achievements with their families. In addition, adding in training opportunities for parents to help support their children's academic progress.</p>

Actions/Activities	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based on evaluation results
<p>Once each trimester Progress report sent home midway through trimester Report card sent home at end of trimester</p> <p>Parent conferences are to be held in November with every Woodrow Wilson student. The discussion will be led by the teacher and cover classroom performance, areas needing improvement, and how parents can help with learning process</p> <p>Each trimester Leadership team monitors Data of the number of successful conferences that were held Teacher feedback</p>		<p>As COVID restrictions are lifting, there will be a need to hold student achievement events for parents once again. Two events Woodrow would like to start up again are the Trimester Academic Award Assemblies and GRIT Breakfast Awards.</p>	

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