

2019-20 LCAP Goals, Actions and Services - FINAL

(Goals for all student groups, including low-income students, English Learners, foster youth, homeless students, and students with disabilities.)

1. English Language Arts (ELA) and English Language Development (ELD): Increase the achievement of students in English Language Arts (ELA) and English Language Development (ELD).

Elementary

- Replace any missing ELA/ELD instructional materials grades K - 6* (California Reading Wonders, McGraw-Hill) and continue to use existing writing programs
- *Continue to provide intervention through additional materials and 19.5 hourly teacher support at all 22 elementary schools**
- Continue to provide district Elementary Instructional Support Specialists focused on literacy and ELD (federal funds)
- Provide professional development for new teachers and paraprofessionals to understand and use ELA/ELD instructional materials, foundational skills and the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program

Secondary

- Continue to provide secondary ELA Units of Study
- Continue to provide district English Language Arts Teachers on Special Assignment (TOSA) with an emphasis on supporting English Learners*
- *Adjust district English Language Development Teacher on Special Assignment (TOSA) from one full time position to two 50% positions (one middle and one high school)**
- Continue to provide professional development and collaboration on writing based on continued use of Revision Assistant and common writing Quarters 2 and 3 (all students, except ELD level 1)

All Grade Levels

- *Maintain Coordinator of English Learner Programs position to improve curriculum, instruction, assessment, and services for English Learners (added summer 2018)**
- Continue to provide staffing and materials to support assessment and data analysis (benchmark assessments, Smarter Balanced Assessment Consortium (SBAC) English Language Arts, and English Language Proficiency Assessment for California (ELPAC))*
- Continue to provide additional hourly support teachers and classified staff for intervention, remediation, and acceleration*
- Continue to implement inclusive practices for students with Individualized Education Programs (IEPs) in order to educate students alongside grade-level peers

Italics indicate a change from prior year actions and services

** Indicates partially or totally funded using district LCFF Supplemental Funds*

2. Science, Technology, Engineering, Math: (STEM): Increase the achievement of students in science, technology, engineering, and math.

Elementary

- Replace any missing math instructional materials grades TK - 5* and purchase ancillary intervention materials, as needed (Bridges in Mathematics, Math Learning Center)
- Continue to provide Science Teacher on Special Assignment and Science Specialists*
- Continue to provide professional development in mathematics for teachers and paraprofessionals. *Training will include: Math Fellows, Cognitively Guided Instruction (CGI) (three Year 2 cohorts and two Year 1 cohorts), and site-based training focused on Fluency*
- Maintain two Elementary Math Instructional Support Specialist (ISS) positions, one position focused on English Learners (federal funds)
- Continue to provide Summer Engineering Academy, with expanded access for low-income, English Learner, foster youth and/or homeless students*

Secondary

- *Purchase version 2 Illustrative Mathematics student materials, teacher materials and classroom kits (with manipulatives) for grades 6 - 8, including online access to the LearnZillion platform*
- *Pilot Illustrative Mathematics materials in Math I, II and III (grades 8-12)*
- Continue to provide district Teachers on Special Assignment (TOSA) in Science, Technology, and Math with an emphasis on supporting English Learners*
- Continue to provide professional development in science, technology, engineering and math using consultants, travel to conferences, and district coordinated training provided by the TOSAs

All Grade Levels

- Continue to implement inclusive practices for students with Individualized Education Programs (IEPs) in order to educate students alongside grade-level peers
- Build capacity in recognizing instructional materials alignment to Next Generation Science Standards in order to pilot Science materials in future years
- Continue to provide Education Technology professional development and Education Technology Teachers on Special Assignment*
- Continue implementing the Chromebook Initiative with shared Chromebook carts grades K-2, classroom based Chromebooks carts with 1:1 access for students in grades 3-4, 1:1 individual take-home Chromebooks assigned to students in grade levels 5-12*
 - Year 4 Estancia Zone (grades 3-11), Year 3 Newport Harbor Zone (grades 3-10), Year 2 Corona del Mar Zone (grades 3-9)
 - *Add Year 1 in the Costa Mesa Zone: one cart per grade for K-2 classrooms, one cart per classroom grades 3-4, 1:1 assigned Chromebooks grades 5-7*
- Continue to provide staffing and materials to support assessment and data analysis (benchmark assessment, Smarter Balanced Assessment Consortium (SBAC) Math, and CA Science Test)*

2019-20 LCAP Goals, Actions and Services - FINAL

(Goals for all student groups, including low-income students, English Learners, foster youth, homeless students, and students with disabilities.)

3. Other Courses (Broad Course of Study): Increase and support academic achievement of students in social science, foreign language, music, visual and performing arts, and physical education.

Elementary

- Continue providing dual immersion programs grades K - 3 and add Grade 4: *(add one grade level each year)*
 - Mandarin - College Park Elementary
 - Spanish - Whittier Elementary
- Continue to provide Music and PE Specialists*
- Continue to provide music performances and Summer Music Academy

Secondary

- *Implement History/Social Science materials and conduct Year 1 training through the use of consultants for grades 6 - 12. (Materials presented for Board Approval in June 2019.)*
- Continue to provide History/Social Science Teachers on Special Assignment (TOSA) with an emphasis on supporting English Learners*
- Continue to provide professional development using consultants, travel to conferences, and district coordinated training provided by the TOSAs and Coaches

All Grade Levels

- Continue to implement inclusive practices for students with IEPs in order to educate students alongside grade-level peers
- Continue to provide district Visual and Performing Arts (VAPA) Teacher on Special Assignment (TOSA)*
- Purchase/repair musical instruments
- Continue to provide staffing and materials to support assessment and data analysis (Music/VAPA enrollment and outcomes, PE)

4. School Climate and Student Engagement: To support academic achievement of all students, complete implementation of character education programs, increase attendance, and decrease the number of suspensions.

All Grade Levels

- Continue to provide professional development to school teams for Positive Behavior and Intervention Supports (PBIS)*
- Continue to provide staffing and materials to support attendance/truancy data analysis, parent communication (letters), training for school administrators and staff
- Maintain School Attendance and Review Board processes
- Continue to provide a range of socio-emotional and mental health services, including social workers, and drug intervention*
- Continue to provide Challenge Success Meetings with parents by zone, as needed
- Maintain two Coordinators, Student Services: one focuses on PBIS and Suicide Prevention training and the other focuses on increased supervision and support for student attendance, language assessment, address verification, services targeted to homeless and foster youth, and other specialized programs focused on family emotional and behavioral issues and drug abuse
- Maintain School Psychologists to address socio-emotional and behavioral needs in service of student and family well-being
- *Add one Behavior Specialist and three part-time intervention staff members to support elementary schools in order to provide social emotional and behavioral interventions in Tiers 1 and 2: (federal funds)*
- *Continue the work of the Human Relations Task Force begun in spring 2019, with the purpose of making recommendations to the Board of Education regarding issues of diversity, equity, and inclusion to further their ongoing commitment to create safe, respectful, and inclusive schools*

Italics indicate a change from prior year actions and services

** Indicates partially or totally funded using district LCFF Supplemental Funds*

2019-20 LCAP Goals, Actions and Services - FINAL

(Goals for all student groups, including low-income students, English Learners, foster youth, homeless students, and students with disabilities.)

5. Parent Involvement: Involve parents in decision-making and in programs that support student academic achievement.

Maintain:

- Parent communication tools: Blackboard, PeachJar, SchoolLoop, and Social Media (Twitter, Facebook, etc.)
- Translation and interpretation services at district meetings, site meetings, parent conferences, etc.*
- Annual parent survey for input regarding the LCAP and school climate
- Site and district advisory committees, which provide parents the opportunity to participate in decision making: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Superintendent's Parent Advisory Committee, Community Advisory Committee (for students with IEPs)
- Site based parent education and parent information meetings (including information about instructional materials and shifts in classroom instructional practices, with an emphasis on resources and supports for struggling students)
- School Community Facilitator support at school sites, based on number and percent of current low-income students as well as current (and former) English Learner families
- *Two district-level School Community Facilitators to support school sites on an as-needed basis**
- An engaging, efficient, positive experience at the district Welcome Center, including address verification and language assessment. *The Welcome Center was renamed the "Karen Kendall Welcome Center" in April 2019.*

6. Basic Services and Operations: Maintain high quality basic services, including qualified and appropriately assigned teachers, access to standards-aligned instructional materials, and school facilities that are maintained in good repair.

Continue to:

- Augment existing safety and emergency policies, procedures, and practices
- Hire highly qualified teachers and assign them appropriately to school sites
- Provide standards-aligned instructional materials
- Maintain school facilities in good repair
- Add enhanced perimeter fencing to promote safety and controlled access to campuses
- *Complete the Air Conditioning Installation Plan for: Whittier, Mariners, Newport Heights, Newport Elementary, Harbor View Elementary Schools, Ensign Intermediate School, and Back Bay/Monte Vista High Schools*
- Maintain the Welcome Center*

Italics indicate a change from prior year actions and services

** Indicates partially or totally funded using district LCFF Supplemental Funds*

2019-20 LCAP Goals, Actions and Services - FINAL

(Goals for all student groups, including low-income students, English Learners, foster youth, homeless students, and students with disabilities.)

7. College and Career Readiness: Prepare students to succeed in college and careers.

Continue to provide:

- Four additional days of professional development for TK-12 teachers with an increased focus on strategies and supports for students who are English Learners, low-income, foster youth and/or homeless *
- ½ time Counselor on Special Assignment (COSA)
- Naviance software/online access to college and career planning tools for students, parents, and counselors
- AVID classes, tutorials, and teacher professional development, including Rea Elementary, and Advancement Via Individual Determination (AVID) EXCEL at TeWinkle Intermediate*
- Multiple Career Technical Education (CTE) pathways representing industry sectors, staffed by CTE credentialed teachers*
- Outreach includes College and Career Night and a partnership with Orange Coast College to Provide Orange Coast College Science Night for students in grades TK - 8.
- Site Directed Services (varies by site) including: Test preparation, tutoring, credit recovery, life skills, and reading support*
- Advanced Placement courses, assessment fee waivers, and professional development*
- International Baccalaureate courses, assessment fee waivers*, and professional development for teachers at Newport Harbor HS (including middle and elementary teachers within the zone)
- Staffing and materials to support assessment and data analysis (benchmark assessment, state testing, software and data analysis tools, including Tableau dashboards)*
- Secondary site level Instructional Coaches. *Focus support on lesson planning, student engagement strategies, checking for understanding, and an increased emphasis on scaffolding instruction for English Learner students**
- TK-12 Coordinator position to increase support for instructional materials pilots, adoptions and implementation processes*
- *Phase II of Intervention Compass (Mr. Elmer) student progress and monitoring system**

Italics indicate a change from prior year actions and services

** Indicates partially or totally funded using district LCFF Supplemental Funds*

8. Implementation of Signature Academies: The four school zones will offer academic and visual and performing arts (VAPA) Signature Academy programs. *These programs will reflect unique aspects of each zone's community and will offer extensions of current academic and VAPA programs, with a culminating experience in grade 12.*

High School Signature Academies

Continue to provide opportunities in each zone and grade span including:

Costa Mesa Zone

- Academy of Creative Expression, an arts conservatory
- Delta (Math, Science, Engineering Pathway (CTE))

Estancia Zone

- *Design Visual Media Arts Pathway (Previously called Digital Media Arts) (CTE)*
- Engineering and Design Academy Pathway (CTE)
- Estancia Medical Academy/Patient Care Pathway (CTE)
- *Lyceum Academy*
- *Residential and Commercial Construction Pathway (Previously Construction Technology) (CTE)*

Newport Harbor Zone

- International Baccalaureate (IB)
- *Software and Systems Development Pathway (CTE)*

Corona del Mar Zone

- Academy of Global Studies
- Performing Arts and Multimedia Academy

Elementary and Middle School Exploratory Opportunities

- Middle School Global Studies (Corona del Mar Middle School)
- *Engineering Design Pathway (CTE) (Costa Mesa Middle School-Delta Program)*
- *Engineering Design Pathway (CTE) (TeWinkle Middle School-Project Lead the Way)*
- *Engineering Design Pathway (CTE) (Ensign Intermediate School)*
- International Baccalaureate (IB) for grades 7-8 (Ensign Intermediate School in partnership with Newport Harbor High School)
- Dual Immersion programs at College Park and Whittier, Modern Scholars Academy at Adams Elementary, and Davis Elementary Magnet: Science, Math, and Technology *
- Professional development for teachers in elementary and middle school programs



Title I

Strategy to align federal funds to supplement and enhance state and local funds:

- **Local Control and Accountability Plan.** NMUSD develops the Local Control and Accountability Plan on an annual basis.
 - Actions and services are planned first with state and local funds.
 - That plan is then augmented by actions and services funded through federal funds.
 - Title I funds are targeted to the youngest and neediest students in our district, our Title I schools.
- **Multi-Tiered System of Supports (MTSS).** The district uses a Multi-Tiered System of Supports (MTSS), including a Response to Intervention (RtI) approach.
 - Tier One: Enhance the district’s core educational program (Tier One)
 - Tier Two and Tier Three: define and refine supplemental supports
 - Address the needs of all students in Tier One, while supporting students with additional resources, strategies, personnel, and targeted assistance through Tiers Two and Three.
- **Materials adoption and Professional Development.** NMUSD continuously refines its first tier of instruction through the adoption of high quality, standards-aligned instructional materials and teacher professional development.
- **Part-time hourly teachers.** For a strong second and third tier of instruction, NMUSD provides targeted assignment of part-time hourly teachers at elementary schools for Response to Intervention through LCFF funds.
- **Additional part-time hourly teachers.** Title I schools are assigned additional part time hourly teachers with Title I funds.

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

- **Schools review data.** Every year sites analyze performance on state and local assessments. This is part of their Annual Evaluation of Planned Improvements in the School Plan for Student Achievement.
- **District reviews data.** The district further analyzes the results of:
 - Smarter Balanced Assessment in English Language Arts and Mathematics
 - Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) Next (foundational reading skills) assessment for students in grades K-2
 - Star Reading assessments grades 3 - 10, and
 - English Language Proficiency Assessment for California (ELPAC) results for English Learners.
- **Identify at-risk students and intervene.** Sites identify students at risk of academic failure and intervene with additional supports, like:
 - Elementary reading and math push-in instruction (more support during classroom instruction) and intervention groups (outside regular classroom instruction)
 - Secondary additional reading or mathematics classes and/or before, during, or after school tutoring
- **Instructional strategies and strengthening academic programs.**
 - Elementary: Systematic Instruction and Phonological Awareness, Phonics, and Sight Words (SIPPS)

15 Title I Schools - 100% Schoolwide Programs

Elementary	Secondary
Adams	Back Bay HS
College Park	Costa Mesa MS/HS
Killybrooke	Early College
Poularino	Estancia
Pomona	TeWinkle (MS)
Rea	
Sonora	
Victoria	
Whittier	
Wilson	

Criteria for selecting schools for Title I participation

- Student participation in the Free and Reduce Price Meals Program is used to determine poverty and allocate funds to Title I schools.

Services provided by Title I Funds at Title I Schools:

- **How sites determine actions and services.** Sites conduct an Annual Evaluation of Planned Improvements in the School Plan for Student Achievement. This informs the annual needs assessment, which leads sites to develop plans to address how to improve outcomes for students within the core areas of English Language Arts, mathematics, science, and history/social /science, while also recognizing the need to attend to the whole child in service of academic growth. Sites rely on this needs assessment to plan for student experiences that build background knowledge in service of connecting to rigorous, complex text. These experiences include field trips and training in visual and performing arts.
- Secondary Summer Math and middle school Jump Start programs
- Reading and mathematics instruction and intervention
- Additional 19.5 hourly teachers to support reading and mathematics instruction and intervention at elementary and middle schools
- Professional development provided by five Elementary Teachers on Special Assignment, assigned to two elementary schools each



Title I
<p>Supporting Efforts to Reduce the Overuse of Discipline Practices that remove students from the classroom</p> <ul style="list-style-type: none"> • Monitoring suspensions. The district monitors and reports on suspension rates through the LCAP process and will continue to increase awareness of suspension data among site principals at various administrator meetings, including ongoing monitoring of data, particularly with the schools identified in Red and Orange status of the California School Dashboard. • NMUSD offers trainings to administrators on the use of the California Dashboard, the District Suspension Dashboard, and the analysis of data at critical benchmarks throughout the school year. • The district will begin implementation of training classroom teachers on effective classroom management strategies and align training on restorative practices with next steps for the Positive Behavior and Intervention Systems Initiative. In 2019-20, trainings on Tier One interventions will be provided for classroom teachers grades 7-12.
<p>Teacher Equity</p> <ul style="list-style-type: none"> • Monitoring teacher assignments. The district monitors teacher assignments to ensure that low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. • Comparability. Every year the district annually reviews data and maintains documentation about Comparability between Title I and non-Title I schools.
<p>Parent and Family Engagement</p> <ul style="list-style-type: none"> • Reservation of Funds. In accordance with program requirements, the district reserves 1% of the Title I allocation for parent and family engagement. The entire 1% is allocated to school sites on a per-pupil basis. • District Parent and Family Engagement Policy. The District Parent and Family Engagement policy is periodically reviewed and updated, as needed. It is distributed annually during the student registration process, as well as in the School Student-Parent Handbook. • School Parent and Family Engagement Policy. The School Parent and Family Engagement Policy is annually reviewed by School Site Councils, included in the School Plan for Student Achievement, and distributed in the School Student-Parent Handbook. • School-Parent Compact (Title I Schools only). The School-Parent Compact is periodically reviewed and updated with input from students, parents, and teachers at each Title I school. The schools individually distribute, collect and monitor the implementation of the School-Parent Compact. It is also distributed in Title I School Student-Parent Handbooks or through individual student classes. • District and Site Committees. District English Language Advisory Committee (DELAC), the Community Advisory Committee (CAC), the Superintendent’s Parent Advisory Committee (SPAC), the site English Language Advisory Committees (ELACs), and the School Site Councils (SSCs) seek parent input in district and school decisions. • Parent Feedback. The district provides an annual LCAP survey in English and Spanish, available in an online format, for all parents to provide feedback on district and site activities, programs and curricula; services for low-income and English learner students and students with disabilities; and school safety and connectedness. Title I sites conduct additional stakeholder input to inform decisions on how best to use their allocations of Title I Parent and Family Engagement funds.

Homeless Students
<p>Enrollment. There are a variety of ways students are enrolled in the homeless program.</p> <ul style="list-style-type: none"> • New students are identified through initial enrollment at the Welcome Center. Staff have been trained on conducting an initial needs assessment for families/students. The needs assessment reviews current status and resources needed by the family. • School staff refer families to the District Homeless Liaison where a needs assessment is also conducted and families are provided with resources. <p>Attendance. Identification of students having attendance concerns occurs early and throughout the school year.</p> <ul style="list-style-type: none"> • School staff were trained on identifying families experiencing homelessness and encouraged to keep a watch on attendance. • If a student begins to have attendance issues, administrators at the sites are asked to conduct a preliminary meeting with families and discuss barriers to attending school, either through parent meeting, a Student Study Team (SST), or a School Attendance Review Team (SART) meeting; if the attendance issues persist, families are referred to the District McKinney-Vento Liaison for additional supports, including reviewing transportation needs and connecting them to additional resources. • School sites can also request a home visit by the McKinney-Vento Liaison and the Child Welfare and Attendance Investigator. Additionally, School Community Facilitators have played an instrumental role in supporting McKinney-Vento families, including follow-up with the families to inquire about resources and reasons for tardies/absences and collaborating with school sites to provide additional recommendations, interventions, and resources. <p>Success of Homeless Students. Determining the success of homeless students is an area of growth for NMUSD.</p> <ul style="list-style-type: none"> • The district has identified the need for alternatives to suspension for students experiencing homelessness. Student Services staff is working with principals and assistant principals and providing them support in the area of discipline. • For 2019-29, the district Liaison will create a system to track student success for all McKinney-Vento students and will work with the school sites to identify needs and provide interventions. Additionally, NMUSD will continue to utilize the resources provided by community partners and will continue to seek partnerships that will contribute to students’ success, including academic and tutoring supports.

DRAFT

Title II
<p>Systems of Professional Growth</p> <ul style="list-style-type: none"> • Induction for teachers. Teachers are supported during a two-year process. This includes after school professional development and support from a mentor teacher. • Principal Support: <ul style="list-style-type: none"> ○ Monthly K-12 Principals’ meetings, Elementary and Secondary Principals’ meetings ○ Site visits and coaching by Executive Directors of Elementary and Secondary Education • School Leaders: <ul style="list-style-type: none"> ○ Site based Leadership Team and Department Chair meetings ○ Certificated Leadership training ○ Classified Leadership training • Building teacher capacity: <ul style="list-style-type: none"> ○ Elementary: Teachers are provided numerous summer and school-year opportunities to learn about mathematics: Fraction Lab, Cognitively Guided Instruction, and Mathematics Fluency ○ Secondary: Quarterly professional development pull-out days for content area teachers are provided for: ELA/ELD, Math, H/SS, and Science. As each content area prepares for instructional materials adoption, an in-depth training process occurs to prepare teachers in the summer, before school starts, and during the school year <ul style="list-style-type: none"> ▪ Teachers on Special Assignment and Instructional Coaches are provided to support curriculum adoption and implementation, content area instruction, data analysis, and differentiation ○ Language Academy: Teachers of English Learners also have the opportunity to simultaneously teach and professionally learn during the Summer Language Academy partnership with California State University Fullerton ○ Technology: Training in the effective use of technology is provided by the Educational Technology department at staff meetings, through site-based Office Hours, and by site-based Digital Fellows. Digital Citizenship, “Expedition,” training through online, self-paced professional learning <p>PROPOSED Services Provided by Title II Funds in 2019-20</p> <ul style="list-style-type: none"> • Certificated Teacher Orientation and Induction (formerly called BTSa) • Elementary Teacher on Special Assignment - Math • Elementary math training

Title III
<p>Promote parental and community participation in programs for English Learners</p> <p>NMUSD will continue to provide School Community Facilitators to act as liaisons among school, community resource agencies, and parents.</p> <ul style="list-style-type: none"> • School Community Facilitators and District Translators. School Community Facilitators and District Translators provide English Learner Meeting Support; the Departments of Student Services and Special Projects jointly oversee support including materials, presentations, and translations for School Site Council, PTA/PFO, and school events throughout the year. • Parent and Family Education. School Smarts, a PTA developed program, is provided for families of immigrant students, as well as other families of English Learners. • The district continues its communication with parents concerning student performance and attendance (Truancy Prevention and Intervention process). • Annual Local Control and Accountability Plan Survey. An online LCAP survey is annually conducted in English and Spanish, with outreach through ELAC, DELAC, PTA and community organizations. • Site communication and outreach plans. Sites are involved in developing site plans to increase the number of parents who complete the annual Local Control and Accountability Plan survey, particularly families of English Learner students. • NMUSD Welcome Center. NMUSD expanded its Welcome Center in spring 2016 to facilitate enrollment in the district and initial language assessment of English Learners. This includes bilingual support for online enrollment, explanation of required documents to be presented at the school site, a “one stop shop” for transportation and meal plan enrollment, and access to community and school resources. <p>Programs, Services, and Activities Funded by Title III Funds</p> <ul style="list-style-type: none"> • Two Elementary English Language Development Teachers on Special Assignment • One Elementary English Language Development Teachers on Special Assignment, focused on mathematics • Secondary Summer Language Academy for Newcomer English Learner students • School Smarts Parent Education for Immigrant and other English Learner Families



PROPOSED Services Provided by Title IV Funds

3 Purposes of Student Support and Academic Enrichment Funds (Title IV):

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning in order to create a healthy and safe school environment; or
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Well-Rounded Educational Opportunities	Safe and Healthy Students (General)	Safe and Healthy Students: Student Physical and Mental Health	Effective Use of Technology
<p>Programs and activities that support a well-rounded education:</p> <ul style="list-style-type: none"> • Training on School Systems to assist parents in accessing college and career guidance and counseling, and other programs that support well-rounded education experiences 	<p>Programs and activities that support safe and healthy schools:</p> <ul style="list-style-type: none"> • Preventing bullying and harassment • Relationship building skills • School dropout prevention • School readiness and academic success • Reducing use of exclusionary discipline practices & promoting supportive school discipline • Suicide prevention 	<p>Programs and activities that support safe and healthy schools:</p> <ul style="list-style-type: none"> • School-Based Health and Mental Health Services • Trauma-Informed Classroom Management • Multi-tiered Systems of Support 	<p>Programs and activities that support effective use of technology may* include:</p> <ul style="list-style-type: none"> • Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement • Building teacher capacity around digital citizenship
<p><i>Proposed: Offer Parent Institute for Quality Education (PIQE) by zone</i></p>	<p><i>Proposed: Add one Behavior Specialist and three part-time intervention staff members to elementary schools in order to provide social emotional and behavioral interventions in Tiers 1 and 2: (federal funds)</i></p>		<p><i>Proposed: Teacher training to support Digital Citizenship</i></p>