

# *Student Support and Academic Enrichment*

## *Title IV, Part A: 2023–24 Public Report*

### **Program Purpose**

The purpose of the Student Support and Academic Enrichment grant program (Title IV, Part A) is to improve students' academic achievement by increasing the capacity of local educational agencies (LEAs; also referred to as school districts) to:

- Provide all students with access to a well-rounded education.
- Improve school conditions for student learning.
- Improve the use of technology to improve the academic achievement and digital literacy of all students.

Locally determined programs and activities carried out under Title IV, Part A must be coordinated with other school and community-based services and may be conducted in partnership with institutions of higher education and other entities.

### **Report Overview: 2023–24**

Local Educational Agencies (LEAs) implementing a Title IV, Part A program, are required to annually complete a state report regarding how funds were used and to the extent to which they are accomplishing annual goals. Page 1 of this report provides a state-level overview of the program's purpose and a look at where districts are spending their Title IV, Part A dollars. Pages 2–3 present a high-level snapshot of how LEAs categorized activities funded by Title IV, Part A. On page 5 you can find a pie chart showcasing LEAs progress toward their goals. And finally, pages 6–21 provide narrative examples of how LEAs described a success resulting from Title IV, Part A funding.



## Use of Title IV, Part A Funding: 2023-24

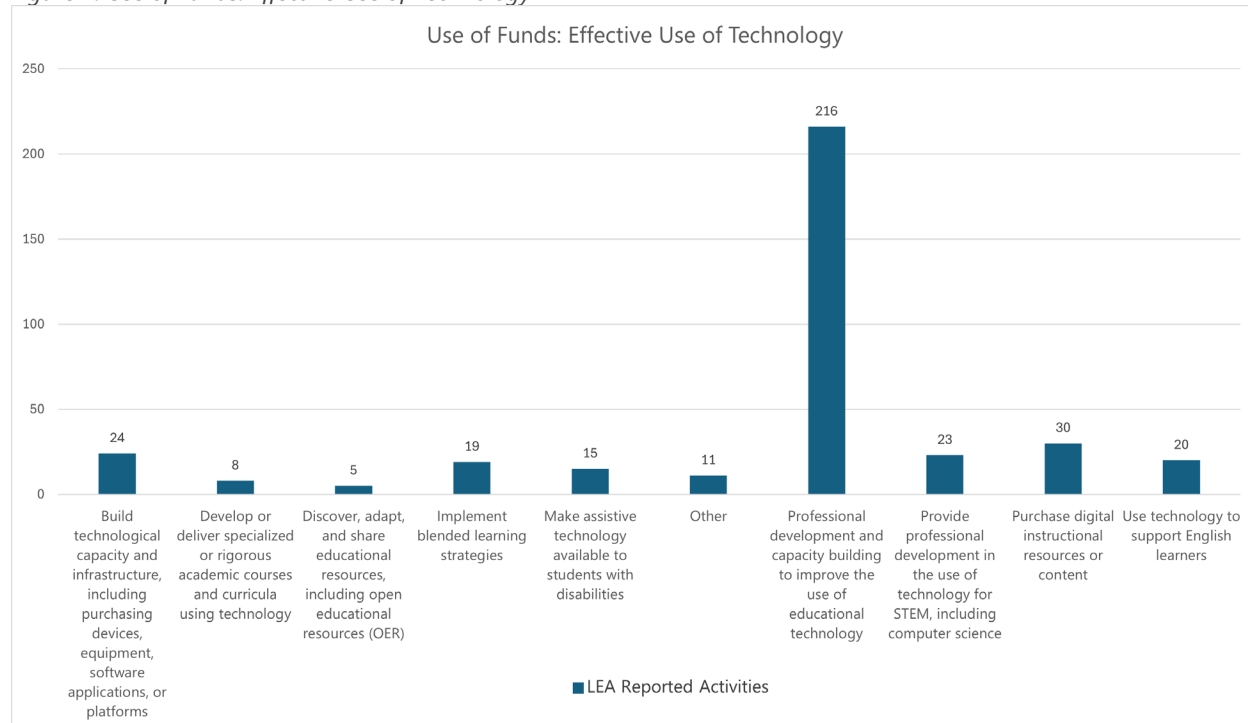
Content Area	Amount of Funds Spent	# of LEAs Participating
Well-Rounded Education	\$5,997,363	110
Safe & Healthy Students	\$7,592,855	99
Effective Use of Technology	\$1,651,191	81
Any Content Area	\$15,241,409	122

Title IV, Part A Activities by Content Area

## Use of Funds: Effective Use of Technology

Professional development and capacity building to improve the use of educational technology was the clear leading category for Effective Use of Technology funds. Purchasing digital instructional resources or content and building technological capacity and infrastructure, including purchasing devices, equipment, software applications, or platforms followed at a distance among the other spending categories represented in the graph below.

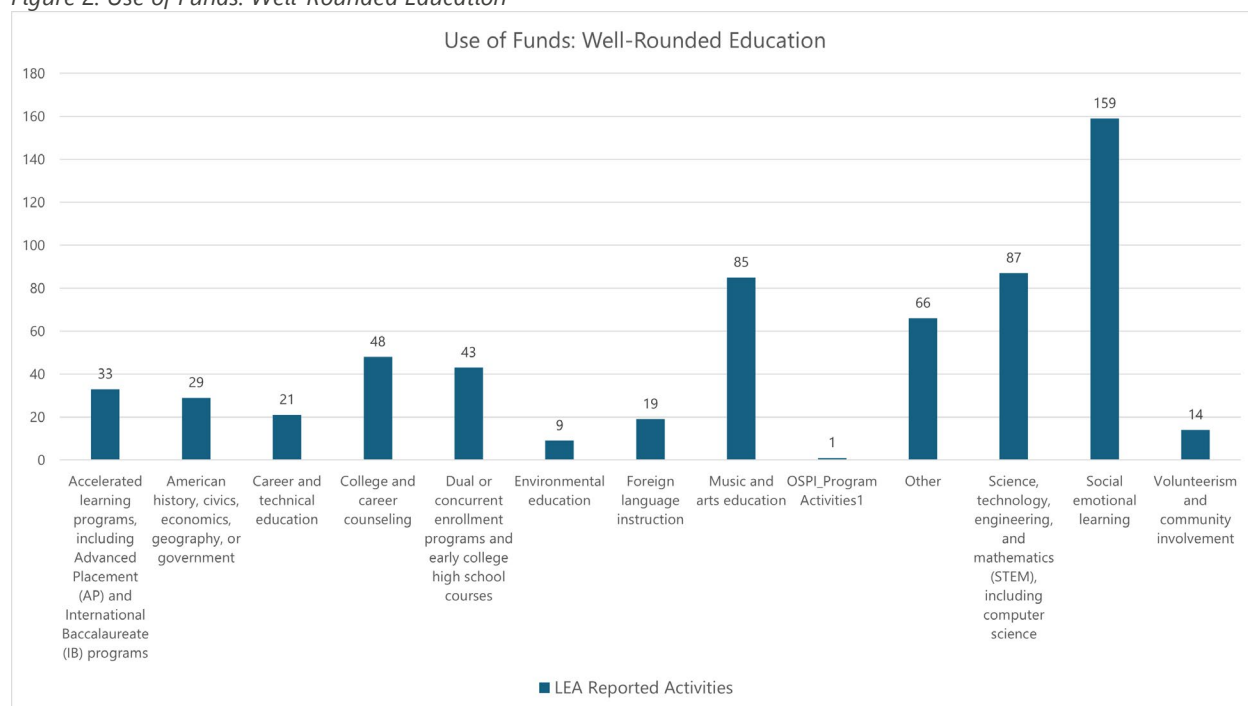
Figure 1: Use of Funds: Effective Use of Technology



## Use of Funds: Well-Rounded Education

Social emotional learning was the top category for spending Well-Rounded Education funds. Science, technology, engineering, and mathematics (STEM) including computer science, and music and arts education were the next leading categories among those represented in the graph below.

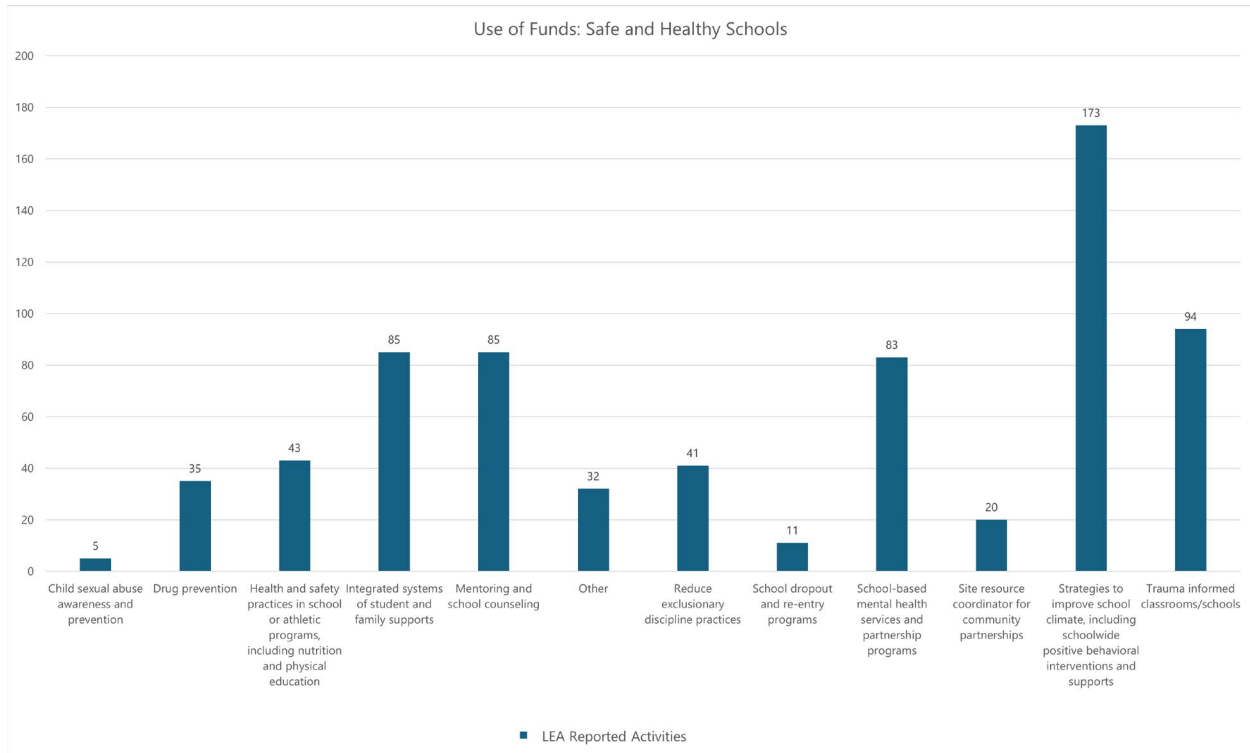
Figure 2: Use of Funds: Well-Rounded Education



## Use of Funds: Safe and Healthy Schools

Strategies to improve school climate, including schoolwide positive behavioral interventions and supports were the top spending category for Safe and Healthy Schools. Trauma informed classrooms/schools, integrated systems of student and family support, and mentoring and school counseling were the next leading categories among all represented in the graph below.

Figure 3: Use of Funds: Well-Rounded Education



## Progress Reporting: 2023–24

Through end of year reports, LEAs indicated the extent to which they were accomplishing the activities and goals described in their annual plans. Fifty percent of districts made substantial progress toward their goals. In many cases where activities were not completed, both funding and plans are carried forward to the following year to continue the work. The table below provides a snapshot of LEA progress on the 2023–24 program plans.

*Figure 4: Count of LEA's Self-Reported Progress Towards Goals*

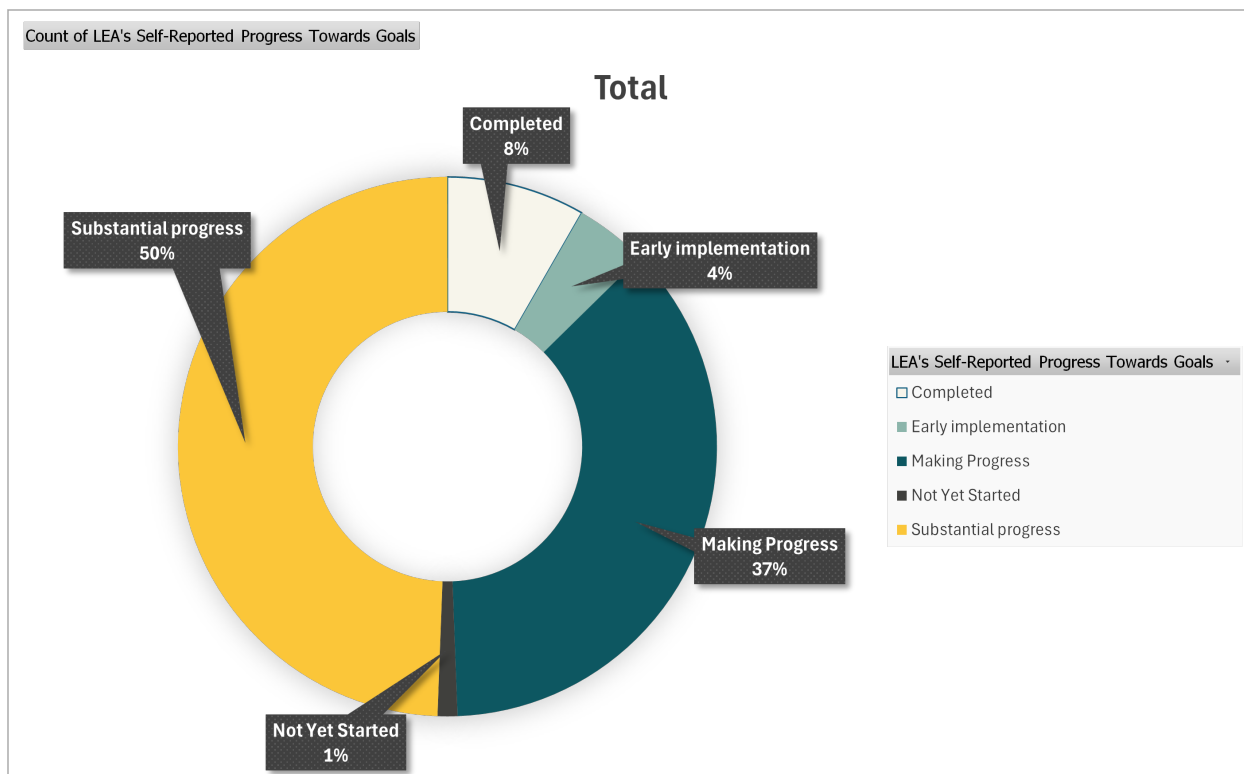


Figure 5: Count of LEA's Self-Reported Progress Toward's Goals

## Title IV, Part A Program Successes: 2023–24

LEAs reported Title IV Part A funding supported the following successes and achievements:

**Aberdeen School District:** One success was the implementation of Playworks at all elementary schools. Schools were trained in how to teach non-competitive inclusive games. Each game has expectations/rules posted visibly by game players. At the beginning of each recess, announcements are made to tell what games are available. Playground equipment is brought out as one unit and the equipment is for recess, not individuals. If there are any conflicts, students are taught how to solve it and get back to playing. At the end of the recess, strategies are used to quickly and efficiently line up and get back to class. The program was implemented after the beginning of the year to target the number of recess behavior infractions.

**Adna School District:** Full time nurse for multiple high needs students.

**Anacortes School District:** Increased student outcomes and achievement were reflected in the Panorama SEL survey, particularly in the area of sense of belonging at the elementary school. This improvement resulted from creating clarity, consistency, and coherence in instructional alignment, with a focus on embedding SEL practices into the school day through PLC team meetings and school-wide leadership efforts.

**Auburn School District:** Provided access to district staff and agency partners with skills in mental health service, behavioral health service, and social worker service resulting in improved access to educational program for students.

**Battle Ground Public Schools:** Title IV funding has enabled our district to achieve several significant successes this year. Notably, it has supported the establishment of a Science (STEM) Teacher Leadership Cohort, which has convened throughout the year to align with NGSS Standards and disseminate this knowledge to all primary and middle schools in our district. Additionally, Title IV has funded our SWIS, Signs of Suicide, and SCUTA programs, allowing us to systematically monitor and address student interventions and needs across the district."

**Bellingham Public Schools:** We have employed a licensed mental health clinician in six of our schools to support a multi-tiered approach, including schoolwide professional development for staff, social emotional learning support for students, and individualized mental health support. Based on teachers' requests for more training for alternative strategies for discipline, this mental health provider developed and implemented training on brain-based regulation strategies, which became a train-the-trainer model, and has been memorialized in formal videos for districtwide implementation. Comprehensive Sexual Health Education (CSHE) was delivered to fourteen elementary and four high schools in partnership with Planned Parenthood, with classified staff support provided for middle school classrooms.

**Blaine School District:** One success related to the expenditure of Title IV A funds can be seen in the implementation of a 6-12 initiative to improve ML student access to technology applications to grow English Language Development. With the funds, the district was able to purchase Imagine Learning MyPath, ensuring that every 6-12 ML student had access to an age and developmentally appropriate Language & Literacy and Math interventions in core content areas. This investment significantly enhanced student engagement and participation, especially during our "What I Need" (WIN) blocks. As a result, student performance in ELA, math and digital literacy improved, and the achievement gap for ELA, math and technology access was reduced across the district.

**Bremerton School District:** At Naval Avenue Elementary School students created and maintained a community garden in partnership with Master Gardener Volunteers. In addition to using the garden to learn science content, students made connections to social studies content and social-emotional learning standards. At Armin Jahr Elementary School they partnered with Barnacles and Bees to provide environmental science learning after school where students explored the components of the biome in which they live.

**Bridgeport School District:** We have an emergency plan in place that was developed in collaboration with our School Resource Officer. We have a radio system that allows for better communication in areas where cell phone service is limited. The SRO is helping build more positive relationships between the Sheriff's Office and the community.

**Burlington-Edison School District:** Title IV funding continues to be a crucial funding stream that, when blended with a grant from our county, has afforded us the resources to sustain full-

time employment of a School Social Worker shared between two low-income Elementary Schools.

**Cashmere School District:** Over the past year, our students have shown significant improvements in both ELA and math scores. The percentage of elementary students passing state standards has increased from 65.9% to 74.45% in ELA and from 68.2% to 72.75% in math. While multiple factors contribute to these gains, our before and after school program has played a crucial role. This program not only focuses on enhancing academic skills but also provides a positive and engaging environment for students outside of school hours. Families appreciate the supportive atmosphere and the fun, staff-led activities that foster a sense of community among students. The clear upward trend in performance, alongside strong family support, underscores the program's valuable impact on our students' educational success.

**Central Kitsap School District:** At the end of this school year, 18 of 19 schools in our district will have built Ci3T/MTSS Implementation Manuals and received quality professional development from OESD 114 regarding MTSS.

**Centralia School District:** Title IV A dollars supported the allocation of a .5 School Counselor at Futurus, Centralia's alternative high school. The Washington State report card data indicates that in the 21–22 SY 4.1% of Futurus High School students earned dual credit. In the 22–23 SY, the report card indicates that 40% of the students earned dual credit. A positive trend in graduation rates are also noted. In the 15–16 SY the rate was 29.6% and in 22–23 SY the rate was 69%. The positive trends are continuing and are directly attributed to the small but dedicated team at Futurus and the tireless efforts of the School Counselor who works hard to support students and help them experience vocational opportunities that give them hope and grit to complete their graduation requirements.

**Chehalis School District (CSD):** Chehalis SD is utilizing Title IV funds to provide Social Emotional Learning and support to Tier 2 and Tier 3 students through additional support and instruction for our middle school students.

**Chewelah School District:** We were able to repair instruments and purchase band instruments for students to use for these classes. Many of our students from poverty would not be able to participate in band if they were responsible for purchasing their own instruments. By having this equipment for students to use, more of our students have access to music education and therefore a more well-rounded education.

**Chimacum School District:** More students are participating in robotics, and we have secured more supplemental private funds for robotics to grow.

**Cle Elum-Roslyn School District:** We saw an overall increase in our Panorama data. Below are the increases: Self Efficacy 65.8% favorable This is an 8.8% rise from last year Social Awareness 82.75% favorable This is a 16.75% rise from last year Self-Management 83.1% favorable This is a 9.1% rise from last year.

**Clover Park School District:** Due to additional STEM support for teachers through professional development and a partially funded instructional coach, the district's elementary science scores have grown and are back to pre-COVID scores.

**Columbia (Walla Walla) School District:** All of our buildings K–12 started the 24–25 school year teaching consistent behavior expectations through the work we did in 23–24 with Lisa Hoyt on MTSS/PBIS.

**Deer Park School District:** Assistant principals district-wide were able to receive training and develop strategies for further implementation of restorative practices in their buildings. This helped to calibrate student expectations district wide in an effort to minimize classroom exclusions.

**Eatonville School District:** Overall, the strategic use of Title IV A funds have enabled the district to provide valuable professional development opportunities, enhance STEM and technology integration, and adopt engaging history and civics resources, all of which have contributed to improved student learning and academic achievement.

**Edmonds School District:** Edmonds School District has used some of its Title IV funds to support the continued implementation of a behavioral threat assessment process and protocol. This work has been driven by the fact that we have experienced a significant increase in the number of threats to the safety of students and staff that have taken place in our schools. Using Title IV funds, we have been able to create a district team that is responsible for training school staff in the implementation of our behavioral threat assessment protocol, and we have also effectively tracked and monitored threat assessments across the district. We have also been able to more thoroughly develop a Level 2 response protocol that allows us to respond to students who make threats that are of significant concern to the school and the district.

**Elma School District:** Elma contracted a classroom mentor to work with teachers on the design and delivery of lessons to support student's social emotional well-being during the learning process.

**Ephrata School District:** One success was being able to provide opportunities for students to be involved in Lego Robotics at the elementary through middle school levels. Several students took part and even made it to accelerated stages of the competition.

**Everett Public Schools:** 1. The use of the Panorama Platform for student surveys, staff surveys, and individual student intervention plans, and progress monitoring has increased in usage and impact. Specifically, the Student Success application within the Panorama Platform has increased positive intervention results and staff effectiveness at sites that have implemented it within their MTSS system. Staff that have created individual student success plans have consistently shown measurable progress. 2. Professional learning focused on the 5 Culturally Responsive Planning Questions (source: Dr. Adeyemi Stenbridge) and equitable access to learning has increased student engagement, academic outcomes, and staff efficacy. District level results, using the Panorama student survey, showed a 3% gain in engagement. Drilling down to specific sites that



focused on this work showed an increase up to 7% in the area of engagement. We will expand our work with both of these strategies based on the positive results.

**Evergreen (Clark) Public Schools:** In year two of our STEM focus for elementary and middle schools, we saw increased participation in Robotics activities as compared to year one.

**Federal Way School District:** PBIS Facilitators, PBIS Rewards, PBIS Licenses, Panorama Licenses and training, and MTSS Supports have been big had success.

**Ferndale School District:** We developed an Assistive Technology Plan for the district, one result being student assistive technology assessment system to support student learning. This included AT plans for individual students, supported by the AT Specialist in tight collaboration with classroom teachers and specialists and families.

**Fife School District:** We were able to provide release time for teachers to collaborate in science & social studies in order to deepen their understanding of the standards, create STEM aligned activities and incorporate STI/Tribal Resources.

**Finley School District:** Self Efficacy & Mindset increased by 2% for the entire district student population. Self-Management increased by 3% for the entire district student population.

**Franklin Pierce Schools:** Title IV funds support an Instructional Equity Specialist in Franklin Pierce Schools. Over the past two years, she facilitated residency programs across all levels with Dr. Adeyemi Stembridge, focusing on Culturally Responsive Education. This year, she supported schoolwide implementation at a middle school and integrated these practices with master-based learning curriculum development at a high school. Additionally, she led book studies on Goldy Mohammed's culturally and historically responsive literacy. This work resulted in the development of a culturally responsive unit planning tool, which was used in the district's 23–24 Student Growth Goals revised rubric pilot. The tool will be implemented across all secondary schools in next year's professional development. It has also been adapted for school and department leaders to use for culturally responsive leadership, with all leaders starting to apply it at the June-end administrator retreat.

**Goldendale School District:** GSD made progress in the use of multiple forms of assessment, including SEL. By using this process, we are becoming more strength-based and have a better ability to see the whole child rather than respond based on single points of data.

**Grand Coulee Dam School District:** Student with severe mental health issues, including cutting, did not want to come to school. Through counseling support and a plan in place, the student increased attendance for the 4th quarter by approximately 30%. In addition, the student was able to utilize a "safe space" rather than running and leaving school grounds.

**Grandview School District:** Title IV funded has increased access and supports for Social Emotional Learning with activities, supplies, professional development for staff, students and parents. More so, Title IV is increasing the district's ability to integrate a schoolwide MTSS system.

**Granger School District:** This year, our focus was to continue building our Dual Language program at the elementary level and develop our educator's capacity to lead effective and productive Professional Learning Communities (PLCs). At the elementary level, we scaled up our Dual Language program to 3rd grade and started building our 4th grade program. With the support of Title IV funds, we provided our 3rd-grade team with Professional Development (PD) opportunities to create a more well-rounded educational experience for our students by identifying and unpacking their essential English and Spanish language arts (ELA/SLA) standards. Solidifying their essential standards allowed our elementary team to incorporate science and social studies standards into our ELA and SLA lessons. Our secondary team focused on creating common assessments by content area.

**Granite Falls School District:** K–12 Teachers engaged in professional learning with our regional ESD Science Coordinator to dig into the science stands and effective instructional practice. Teachers worked to investigate Health Curriculums related to standards. Elementary teachers learned together, and improved practices related to Tier 1 and 2 social emotional standards and behaviors.

**Highland School District:** Title IV funding was used to purchase licenses and pay a teacher to proctor the Seal of Biliteracy testing. Highland school district had 43 students in grades 9–12 earn their Seal of Biliteracy.

**Highline Public Schools:** Secondary schools in Highline are engaging in a ReDesign process with their school communities to evaluate and reflect upon current teaching and learning practices, to then reimagine what teaching and learning can look like in their unique school community. Secondary schools are exploring graduation pathways in order to build sustainable programs that offer agency and multiple pathways for students towards the future they choose, in alignment with our strategic plan. One area of focus is on creating opportunities for dual credit enrollment for students in programs: for example, including Advanced Placement (AP) courses or College in the High School, within new and existing CTE pathways. Intentionally creating academic programs that leverage dual enrollment and offer advanced courses such as AP, IB, or College in the High School allows our secondary school programming to provide greater agency to students and create rigorous learning opportunities in their neighborhood school.

**Hoquiam School District:** Two elementary schools took a team to the NWPBIS conference. After this conference, one of the buildings created a PBIS team to intentionally focus on creating a warm and welcoming environment where proactive strategies are in place to help students find success. The other building began to change their mindset around PBIS. Prior to the conference there was little understanding around PBIS and they thought it focused on just rewarding students. Afterward, the principal began understanding that PBIS was a systems approach and the strategies would support what the staff were learning about neural education — it didn't contradict it as previously believed.

**Issaquah School District:** The Shine Kinesthetics program was implemented as a Tier 1 intervention at Issaquah High School, with the intention of helping students become better self-advocates for their needs, helping them find meaning in their education, improving class and

school attendance, improving grades, and decreasing discipline incidences. The program provided affinity grouping throughout the year for a small group of IHS students, primarily with either IEPs or 504s, or a documented disability. While not a clearly measurable piece of data, the relationships that students built with the providers from Shine Kinesthetics, particularly in terms of the mentoring they received to be their best selves, was one of the bigger successes for the program. In particular, the intervention worked on helping students better understand appropriate language to use with their peers and staff, learning to be more respectful to peers and adults at school and in their lives.

**Kelso School District:** With Title IV, A funding, Kelso has been able to prioritize robust professional development opportunities for its staff around STEM education. Educators have engaged in training sessions focused on integrating technological strategies and tools into their teaching practices. Our district has emphasized alignment with educational standards and integration across various content areas, ensuring a comprehensive approach to STEM education. These efforts equip educators with the necessary skills to deliver effective and integrated STEM instruction, thereby preparing students to thrive in a technology-driven society.

**Kennewick School District:** We have a high school that has been diligently working on reducing their exclusionary discipline rates. This school reported only 39 students who received exclusionary discipline as compared to 113 and 85 in our two other comprehensive high schools.

**Kent School District:** This past year our MTSS team created a handbook that aligns resources and supports the tiered fidelity inventory. Our KSD schools have officially completed the TFI in all schools for the past 7 years. Schools are making growth and have embedded practices around discipline disproportionality into their ongoing MTSS conversations.

**Kettle Falls School District:** Kettle Falls School District invited and paid ALL staff members to attend a Character Strong on-site professional development on improving school culture. This universal approach across the three buildings, online school, district office, bus garage, kitchens, and maintenance shops have united our staff. We now approach our relationships with each other, staff, parents, and communities in a way that bring us together. The common language and expectations help build our culture.

**Kiona-Benton City School District:** Our work around MTSS was a huge success and one we are looking forward to building on in the future. By discussing strategies and looking at real data, it has given our staff the ability to make the best judgement when it comes to planning the proper academic and social-emotional interventions for our students.

**La Center School District:** For well-rounded education, we offered professional learning for teachers to implement intentional UDL (Universally Designed Learning) to increase inclusionary practices.

**Lake Chelan School District:** Funds are used to help support a STEAM program at the elementary and middle school. We were able to research and purchase some SEL materials and The Great Body Shop for our elementary school to ensure all students learn about safe and healthy choices.

**Lake Stevens School District:** We provided intensive professional learning to secondary math teachers on Building Thinking Classrooms, a student-centered approach to instruction. We saw significant growth in math on the SBA in every grade level except two. Additionally, our anecdotal feedback from students about the approach has been very positive.

**Lakewood School District:** Due to the Title IV funding, Lakewood is able to successfully provide a full-time drug prevention professional to our two secondary buildings (149 contacts), and a full-time mental health professional for our three elementary buildings (33 contacts). These supports are in partnership with Snohomish County, CPWI and NWESD. In addition, the support for SAP allows us to continue to receive additional funds to support our community-based coalition.

**Lynden School District:** Gave the district the ability to offer drug prevention courses to students who violated drug use and possession policies.

**Manson School District:** Our building work on building staff skills, knowledge and use of AI tools has had an impact on staff in all areas. Staff are able to efficiently use time and tools to meet many needs, freeing time for staff to deeply engage in forward thinking work. These tools have also been used to meet the needs of Language Learners and students with disabilities.

**Marysville School District:** With our Trauma informed counselor, we were able to train most of our staff on how to work with students who have experienced trauma.

**Medical Lake School District:** Under the category of Safe & Healthy Students, we utilized our Title IV funds to help pay for a site coordinator for Communities in Schools at our elementary schools.

**Mercer Island School District:** We use this fund to support our students attending school regularly. We did reduce the number of students at risk from 24 to 16.

**Meridian School District:** We contracted with Potential Unleashed to provide staff with DEI training, our administrators and district leadership met throughout the year to learn about equity and inclusion.

**Moses Lake School District:** We saw a reduction in inequitable exclusionary practices at the elementary level.

**Mount Vernon School District:** The addition of Latinos in Action to our middle schools has been a success, particularly given that 60% of our students are of Latino/Latina heritage. This program has not only embraced the rich cultural assets of our students but also empowered them to step into leadership roles within both the school and the community. Students are using their unique backgrounds and are developing critical skills in communication, service, and advocacy. The impact is evident as these young leaders grow in confidence and become role models, showing that cultural identity can be a powerful asset in driving positive change.

**Mukilteo School District:** The district holds an annual resource fair for our students and families. The fair gives them an opportunity to meet school and district staff, get school supplies

for the upcoming school year, connect with community resources and receive free sports physicals/immunizations.

**Naches Valley School District:** Title IV dollars provided for much needed support in our school for mental health. We were able to purchase a support system program for quick check-ins for mental health which has increased our ability to screen students who need help.

**Napavine School District:** We were able to utilize funding to provide all students interested in SAT testing on site and free to students.

**Newport School District:** Through this grant our district was able to fund Parent and Community Engagement Coordinators. They planned, organized, and implemented evenings to engage students, parents, and community members in safe and healthy activities. The activities included STEAM activities.

**Nine Mile Falls School District:** Through our online curriculum we were able to reduce, year over year, the number of students involved in vaping, alcohol consumption, and drug use.

**Nooksack Valley School District:** Our middle and high school literacy teachers updated the texts used with students to include young adult books into our curriculum that have characters, historical figures, etc. who reflect the specific identities of our student population.

**North Mason School District:** District collected important student, family, and staff data from survey tools using Title IV funds that allowed building level action planning to occur. School leaders were able to share their action planning and successes with the school board.

**North Thurston Public Schools:** All our secondary students have access to True North drug and alcohol counseling thanks to our partnership with ESD 113. Our students who might otherwise experience exclusion based on use of substances at school are diverted to this support to help them discontinue use of substances. We are so fortunate to be able to offer this support to our students within the school day and at little to no cost to their families.

**Northshore School District:** Title IV A funds have allowed the Director of Student Services position within the district to collaborate and expand our comprehensive school counseling program and mental health supports. It has also allowed the district to train our school counselors and mental health therapists every month.

**Oak Harbor School District:** Student voice survey data has been included in every school site's school improvement plan with an emphasis on belonging and positive relationships. Student voice survey data trends have been shared with each school site and in a presentation to the School Board and other relevant community stakeholders to ensure that we are working together to create the conditions for a well-rounded education and safe and healthy students. At one elementary site, using data from our SEL screener, the school focused efforts around emotional regulation and positive relationships using evidence-based strategies in these areas. This data-informed, collaborative effort led to huge improvements in their student voice/SEL screener data.

**Ocean Beach School District:** Title IV funds helped us increase mental health supports in our schools.

**Office of the Governor (School for the Blind):** Students have gained greater connections to post-high school options and connections leading to a more seamless transition from secondary to post-secondary.

**Olympia School District:** Title IV funds helped us to increase the SEL supports we have for students—both to integrate into curriculum (Character Strong), but also to build stronger relationships via the Mentorship program, MTSS processes and Native Ed family nights.

**Omak School District:** One notable success related to the expenditure of Title IV A funds is the expansion of our middle school STEAM program. These funds allowed us to add new classes, including a science class that uses food and cooking to explore scientific concepts and a visual arts class. This investment has enhanced hands-on learning experiences for students, sparking significant interest and engagement in STEAM. The high demand for these classes has resulted in a waiting list, demonstrating their popularity and impact.

**Onalaska School District:** In the area of well-rounded education, district students experienced a greater and more enriched art and music experience. Approximately 350 students accessed art and music programs that were unable to in years past. The expansion of mental health supports was integral in our district. Our Mental Health specialist, hired in part by this grant, has identified students in crisis and referred them to the supports needed. In addition, she is leading initiatives in buildings speaking to mental health awareness, empathy and coping strategies.

**Orting School District:** We used funds to support our learning around OER resources to support Tier 1 Core instruction. We also used resources to develop 6–12 system coherence in our understanding and extension of CTE and STEM tied to science learning for our students.

**Pasco School District:** District STEM programs continue to thrive, providing students with hands-on learning experiences. In addition to classroom-based STEM opportunities, the district remains committed to K–12 Field STEM experiences in collaboration with community partners. We provided a variety of STEM professional learning opportunities for staff. The District MTSS-SEB Coach supported school teams in developing systems, data-driven decision-making, and evidence-based practices for students' social, emotional, behavioral, and mental health needs. The coach also led professional learning, helped build district infrastructure, and collaborated with the UW SMART Center on Interconnected Systems of Support. The "Belonging Through a Culture of Dignity" initiative fostered an inclusive environment by emphasizing dignity, providing tools to enhance equity, and ensuring each student feels valued.

**Pioneer School District:** Allowed the music programs in K–8 to purchase more instruments so that more students could participate.

**Port Angeles School District:** We have partnered with the Clallam Juvenile Services to support students with additional mental health counseling. We funded a Native American Family Navigator to connect families to the school and to resources in the school and community to reduce barriers to poor attendance and improve graduation. We provided professional learning



to all K-6th grade classroom teachers on the STI curriculum for our district under the leadership of our district's Native American liaison and in partnership with the Lower Elwha Klallam Tribe.

**Port Townsend School District:** Gardens and outdoor education are thriving on all four campus buildings. Using Title IV monies, teachers have been able to tie curriculum directly into the garden and place-based learning objectives.

**Prosser School District:** Title IV funds have been instrumental and expanding our college in the high school offerings. The funds have been used to purchase the additional supports needed for students to be successful in those classes.

**Pullman School District:** We implemented the use of a Wellness Screener K–12 that provided us with data related to students' overall well-being. We were able to identify students who needed tiered support.

**Puyallup School District:** These are some of the feedback received from the staff after a PD session to support English learners: 1. I believe that this work is important, and all staff need to know how important the work is. 2. Thank you for sharing another awesome tool to support us in our work. 3. This was wonderful excited to utilize this tool and share. 4. I love elevation and feel like the activities can be used to support MLL students and others who demonstrate learning in various ways. 5. Want general education teachers to see themselves as MLL teachers.

**Quillayute Valley School District:** We had two great successes that impacted our student engagement and learning in a positive way: 1. We decreased our chronic student absenteeism by almost 20% (22–23 54% attended regularly to 23–25 72% attended regularly). 2. Provided tele-health counseling to 86 students (approximately 80 families in our rural community) and reduced our overall Tier 3 students who were in need of SEL support.

**Quincy School District:** K-12 Visual and Performing Arts family night was a great success, SEL leadership team formed with reps from each school that created PD resources and led PD in SEL for each school on a LID day.

**Rainier School District:** With the use of Title IV monies, our specialists at the elementary schools, SEL, STEM, PE, and Music were able to obtain valuable equipment and materials that enhanced their programs. SEL used their portion of funds to improve the manipulates and materials used to give students opportunities to improve their social and emotional well-being. This appeared to improve the overall school climate as shown in the Panorama survey. STEM classes were able to get microscopes that allowed students to dive deeper into investigative sciences. PE was able to get new equipment to enhance his program. The music teacher was able to purchase music and instruments that improved her performances and inspired students to join her after school program.

**Renton School District:** We had a very successful youth symposium, where students from every middle school and high school attended, processed the data from their School Climate Survey, developed Road Maps to Wellness, and then presented their hopes, plans, etc. to their administrators to begin the change process.

**Richland School District:** We were able to leverage Title IV funds to provide several building PD opportunities to support students who are most in need of social emotional and behavioral support.

**Ridgefield School District:** Our Ridgefield Family Resource Center supported an average of 200 individual families per month. We supported over 300 different families over the course of the year. One of our most successful events is the Back to School Bash. We partner with Compassion360 and the Ridgefield Farmers Market to provide free haircuts, school supplies, and clothing.

**Riverside School District:** We were able to use our Title IV funds to partner with ESD 101 and work on climate and culture building in one of our elementary schools to support teachers and students.

**Riverview School District:** We expanded our AP course offerings with Music Theory and supported existing offerings with resources. We improved music education with additional instruments and music literature. We purchased science kit materials to enhance STEM education through content integration.

**Royal School District:** Art programs are often overlooked and don't tend to get many resources. We've been able to use some funds to enhance our ceramics class which has led to increased participation and production of student art projects.

**San Juan Island School District:** In a small school district, extending music opportunities to elementary age students is limited due to funding. The after-school program that continues to grow is positively impacting enrollment in music program in middle and high school as well as offering an broad and enriching education in the K–5 setting.

**Seattle School District No.1:** Seattle Public Schools continues to see gains in 9th grade on track for graduation through the use of Title IV funds to support the district's strategic plan goal for 9th grade on track for graduation. The district data shows that 68.4% of our Black male students for 2023–24 are on track for graduating on time.

**Sedro-Woolley School District:** Related to Safe & Healthy Students, all of our school buildings now have SRSS-IE tracking to support students.

**Sequim School District:** Title IV coach collaborated with grade level teachers to develop digital Since time Immemorial K–8 units on the Jamestown S'Klallam, Elwha, and Port Gamble Tribes. Units were created with access to websites, legends, & local history within an LMS system.

**Shelton School District:** A lot of our initiatives funded by Title IV A funds are centered on engaging students and empowering their ability to successfully navigate school. We provided orientation sessions for students so they can build meaningful relationships, foster a sense of belonging, and understand general expectations. As students moved through the year, we tracked their progress using our learning management system and MTSS procedures and practices. These collective efforts funded through Title IV, led to a 3.5% increase in overall



student attendance and decrease in state reportable incidences from 365 to 253 from the previous school year.

**Snohomish School District:** Title IV, A funds helped repair 34 instruments distributed across our 4 secondary schools. These repairs helped improve the quality of craftsmanship, control of dynamics, and the ability of students to control the expressive qualities of their instrument.

**Snoqualmie Valley School District:** There were nine commended and one semi-finalists for National Merit Scholar as a result of our schoolwide PSAT assessment. Several students earned the pathway requirement for ELA and Math by participating in our schoolwide SAT assessment opportunity.

**South Kitsap School District:** Attendance improved from 55% to 62% SKSD has a strong MTSS system build to move into implementation for 24–25 school year. 9th grade passage rates increase by 6%. High School graduation increased to 90% at high School, 7% at our alternative high school and 1% at our Online program. Multilingual student passage rate increase and student grew by 55% on WIDA assessment.

**South Whidbey School District:** 407 students, farthest from education justice, and their families benefited from at least one and usually multiple resources through our coordinated community partnership model. Examples include: 65 students obtained free dental care, 30 students were supported with health insurance and then able to access needed health services, 20 students were connected with mental health services, 215 youth, and their families, gained access to food resources, 178 youth received new warm coats and/or boots, and 211 students received school supplies.

**Spokane International Academy:** A general success from the kindergarten summer school program is the overall improvement in foundational skills in both ELA and math. Across the data, many students demonstrated strong gains, particularly in letter recognition, phonics, and early math concepts. For example, several students, like those who initially struggled with letter reversals (e.g., b/d) or counting errors, showed marked progress by the end of the session. These improvements reflect the effectiveness of the targeted support and instruction provided during summer school, helping students build confidence and mastery in key academic areas. This positive trend suggests that the program successfully addressed common learning gaps and prepared students for the upcoming school year.

**Spokane Public Schools:** In addition to the Ed Tech and SEL work supported by Title IV, the addition of supporting students and families with the most complex needs through positions of uniquely skilled and trained staff (BCBAs) allowed for students to remain engaged and connected to a loving, supportive educational environment while growing the capacity and efficacy of students/families and staff to ensure optimal growth for students historically marginalized and disaffected. The model this set for all students reinforces our mission of connecting all students to 'dream, access and opportunity' by being a district built on love that honors the unique gifts and attributes of every student.

**Stanwood-Camano School District:** As we built our skills utilizing our technology, our staff were able to practice already effective technology skills or build technology skills in navigating new digital curricular and data sources.

**Sunnyside School District:** Students at the Sunnyside School District were supported by two substance abuse counselors, partially funded out of the Title IV grant.

**Tacoma Public Schools:** TPS funded Teachers on Special Assignment who engaged in professional development monthly with building principals and building coaches to facilitate school improvement practices which included implementing effective PLCs and assessment practices, analyzing student data and improving data practices.

**Tenino School District:** We held monthly K–12 Math PD and vertical alignment meetings throughout the school year. We have a dedicated team that has been together since the math adoption cycle. They continue to work on making math accessible to all students.

**Toledo School District:** Building a knowledge base and love for music that many students may not have otherwise been able to experience.

**Toppenish School District:** We have had success with our Intramural Program for 2nd –12th grade students. This supports a healthy, active lifestyle while providing a safe place for students.

**Tukwila School District:** Our district serves a diverse population. In the high school 35% of our students are English language learners and 78% are low income. Title IV funds helped our graduating seniors plan for post-secondary education opportunities. 65% of our students completed FAFSA applications, 76% of our students indicated their intention to attend either a 2-year or 4-year institution, and 8.1% indicated their intention of entering an apprenticeship program.

**Tumwater School District:** The Center for High School success coaching provided direct support for the development of the 9th grade success teams and implementation of data cycles that resulted in increased passing rates.

**Valley School District:** This year our Title IV funds were used to provide mental health counseling to students in need. Our mental health counselor was able to fill a four day a week schedule with students, seeing them, at least on a weekly basis for 1 hour of school. Specifically, two students who were not able to maintain themselves in the classroom were able to learn some coping skills when working with the mental health counselor that increased their ability to stay in the classroom during lessons.

**Vancouver Public Schools:** We have been able to expand Social Emotional Supports for students and decrease the instances of exclusionary discipline.

**Walla Walla Public Schools:** One success related to the use of Title IV funds this year was related to the opportunities middle school science teachers had to learn more about outdoor education and collaboration with the Water Center staff at Walla Walla Community College. The

increased learning and collaboration of staff led to richer, hands-on, in the field experiences for students.

**Wapato School District:** The purchase of musical instruments for students allowed more involvement in our music classes by students as well as provided the opportunity for whole and well-rounded music to be learned and performed with instruments otherwise not accessible to these students.

**Warden School District:** We were able to create a Positive Behavioral Intervention and Supports District team, using our Title IV dollars. That team attended the Northwest PBIS Conference together using a trainer of trainer's approach. With the information and training that they gained at that conference, they were able to come back and present to our whole staff in regard to the Social Emotional Learning Standards and to teach the district certificated staff more about PBIS and the strategies there to help students.

**Washougal School District:** We were able to utilize Title IV funds for a part-time behavior support staff member at the middle school level. We based this decision on behavioral data that we accessed. The staff member in collaboration with the school counselor, as well as our drug & alcohol interventionist helped to provide support for struggling students. We saw a substantial decline in our exclusionary incidents, as well as overall improvement in our school climate data as measured with our staff/student survey.

**Wenatchee School District:** District PD plan for all levels was implemented as planned with a focus on essential strategies to support inclusive instructional practices that provide varied levels of academic learners including ML, SpEd and HiCap students.

**West Valley (Spokane) School District:** Improved Student Engagement in STEAM Fields: The 4-day STEAM camp funded by Title IV exposed 193 K–6th grade students to hands-on learning in science, technology, engineering, arts, and math (STEAM) in an interactive and fun environment. The camp introduced coding, robotics, and digital art-related technology projects. By the end of the camp, many students showed increased interest and engagement in STEAM subjects, with some expressing interest in pursuing related fields. Teachers reported that students-built confidence and were enthusiastic about working in collaborative teams.

**West Valley (Yakima) School District:** Over 1/3 of our mid- level students participated in our after-school activities this year. After school activities dates align with our sports season, providing diverse offerings to all. Of the families and students who completed our survey over 80% stated that the after-school activities increased their child's interest in school and their sense of belonging.

**White River School District:** Our schools have developed Tier II behavior teams to implement interventions with students and monitor the progress of the interventions.

**White Salmon Valley School District:** We were able to increase counseling hours to provide additional support for improving positive behavior and to address mental health issues in grades K through 4. Our counselor frequently invites small groups of students to eat lunch in her room, and they are always very enthused about the opportunity.

**Winlock School District:** By supporting our new to English students with additional time with a certified teacher after school, our multilingual students performed better on the WIDA assessment when compared to the prior year.

**Woodland School District:** Our high school counselor partially funded by Title IV A grant funds worked with students and staff to define and implement graduation pathway options for students.

**Yakima School District:** Over 1/3 of our mid-level students participated in our after-school activities this year. After school activities dates align with our sports season, providing diverse offerings to all. Of the families and students who completed our survey over 80% stated that the after-school activities increased their child's interest in school and their sense of belonging.

**Zillah School District:** Our focus on funds from Title VI was to transfer to Title II and III to support staff in their growth around supporting our students with the greatest need - special education (UDL) and English Learners. We were able to provide training and support to staff from highly trained individuals who provided evidence-based strategies and staff were able to incorporate these strategies into their instruction.