

Student Support and Academic Enrichment

Title IV, Part A: 2022–23 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: 2022–23

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.

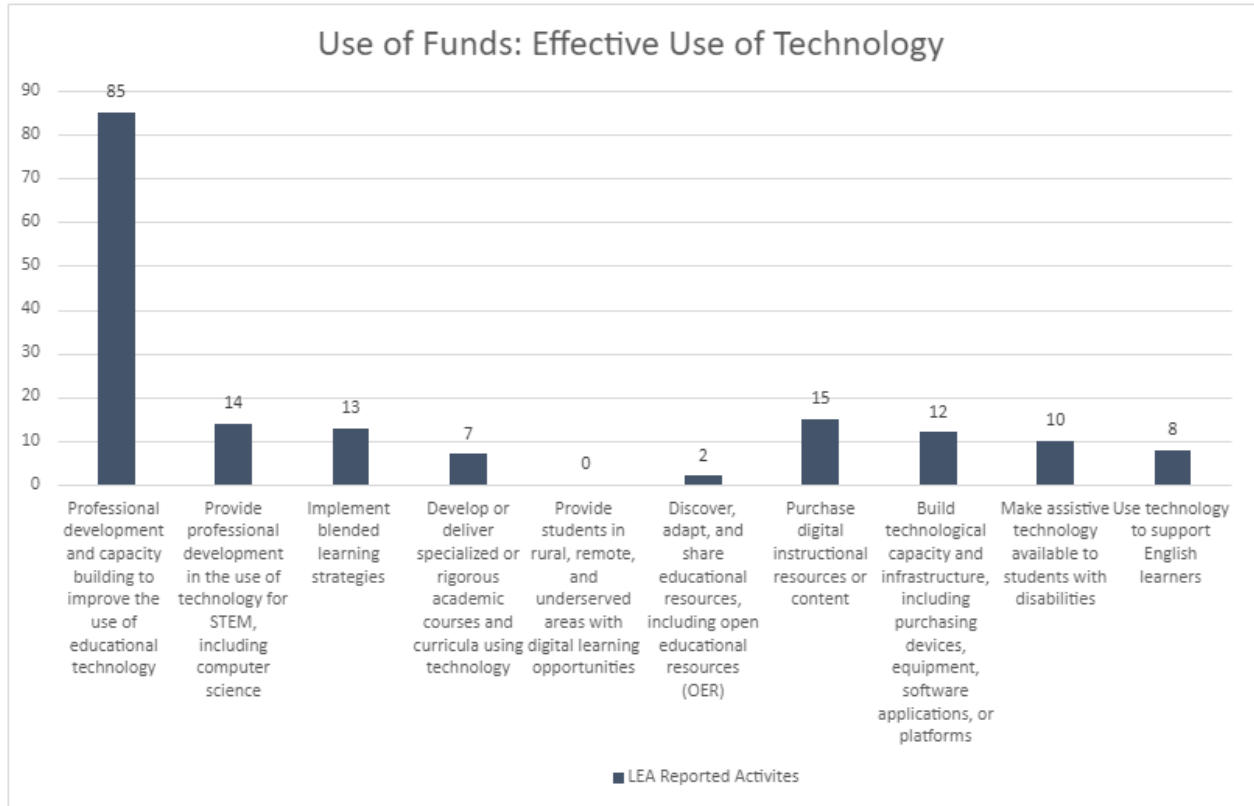
Use of Title IV, Part A Funding: 2022–23

Content Area	Amount of Funds Spent	# of LEAs Participating
Well-Rounded Education	\$5,469,809	102
Safe & Healthy Students	\$6,589,502	100
Effective Use of Technology	\$1,706,655	82
Any Content Data	\$13,765,966	119



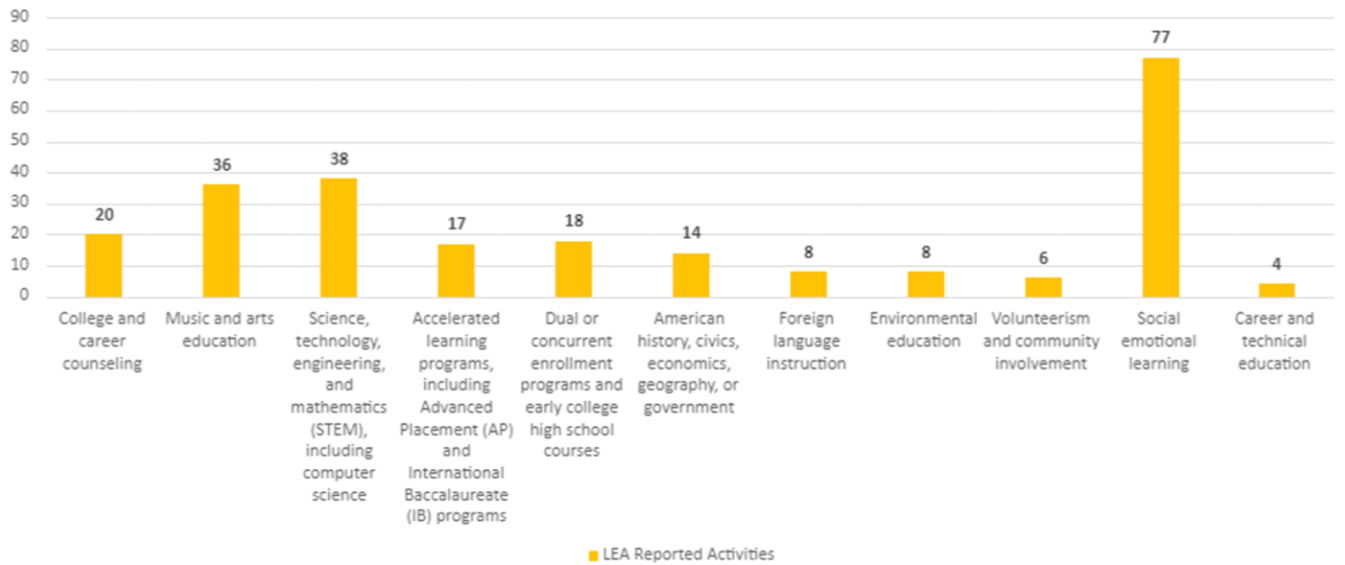
Title IV, Part A Activities by Content Area

Use of Funds: Effective Use of Technology

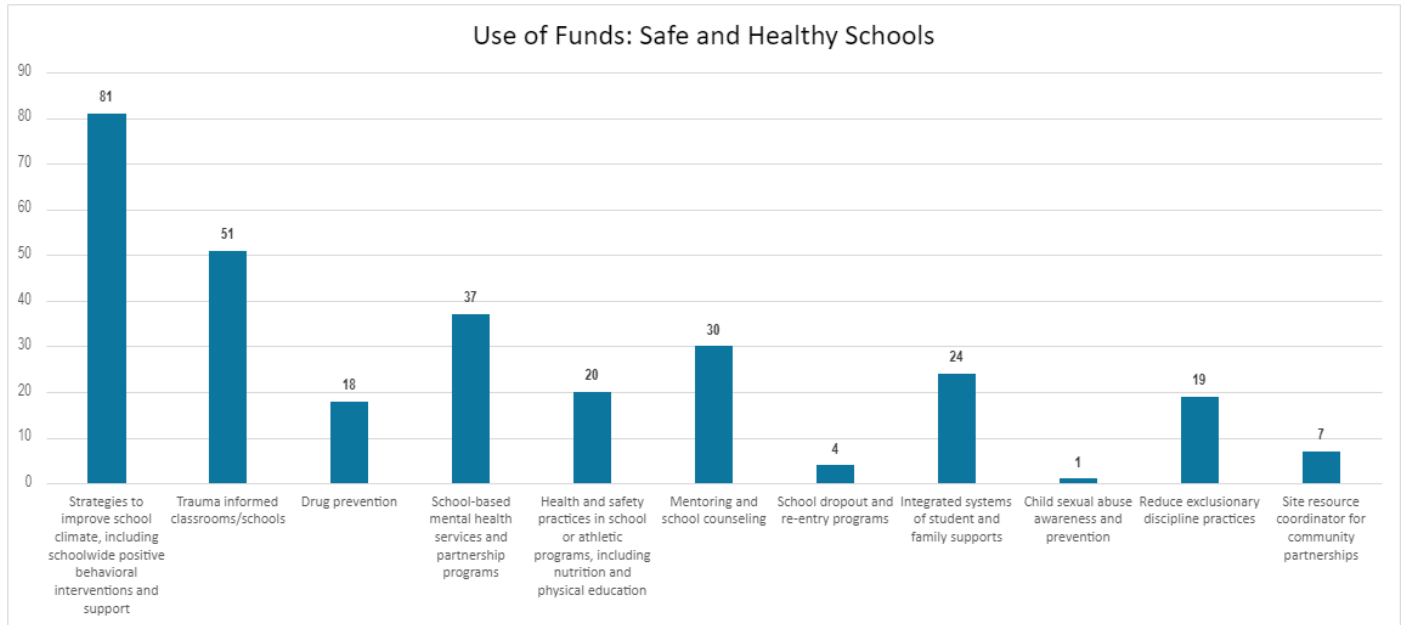


Use of Funds: Well-Rounded Education

Use of Funds: Well-Rounded Education



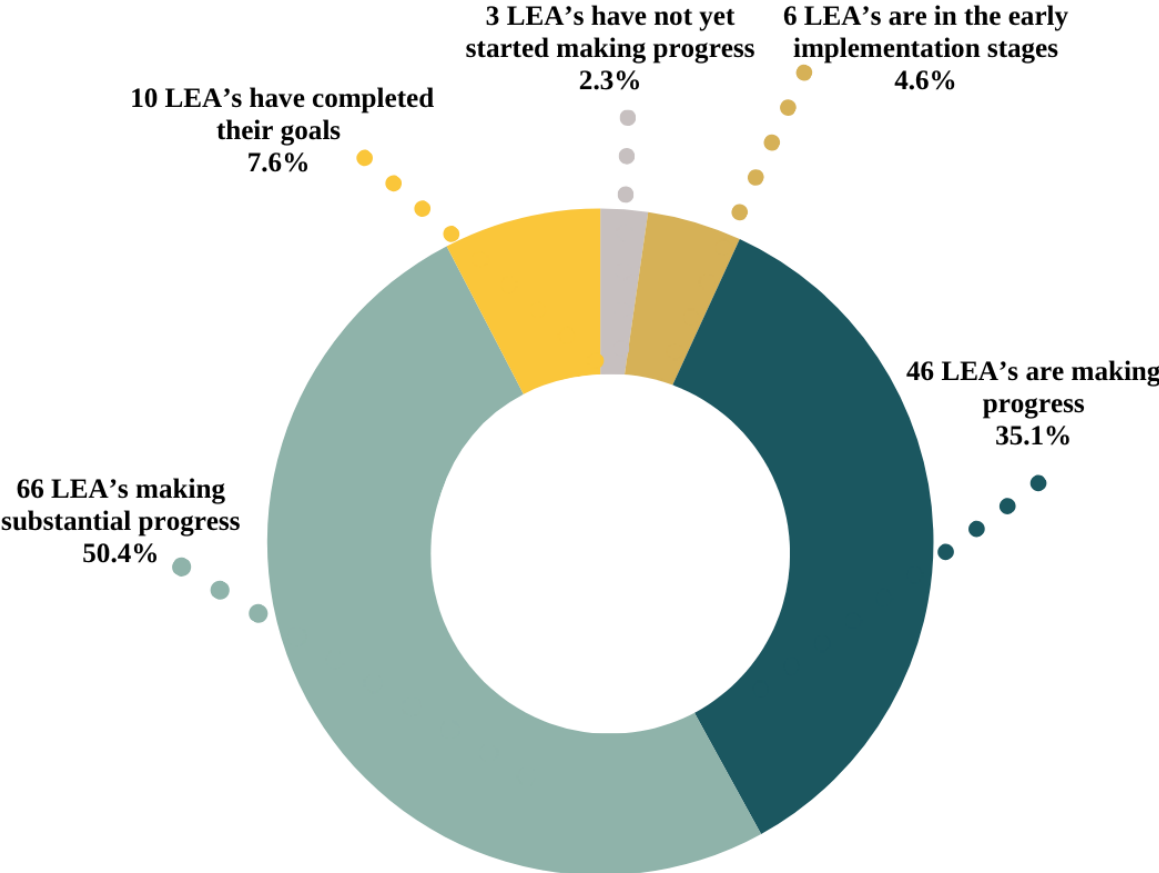
Use of Funds: Safe and Healthy Schools



Progress Reporting: 2022–23

Through end of year reports, LEAs indicated the extent to which they were accomplishing the activities and goals described in their annual plans. 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 2022–23 program plans.

LEA’s self-reported progress towards goals



Title IV, Part A Program Successes: 2022–23

Aberdeen School District: The most exciting success was being able to use funds to purchase and repair musical instruments. This allowed us to grow our orchestra and band programs. These programs suffered during COVID, and we are using these monies to build these essential programs back up.

Anacortes School District: Based on last year's work, the 9–12 math team are focusing on consistency and alignment across their instructional practices and clearly articulating and designing instruction for each student. This includes embedding interventions and extensions into their instructional practice.

Auburn School District: A review of our data showed a decrease in recidivism in students at the high school level with students who worked with the substance use prevention professionals.

Battle Ground Public Schools: A major success funded by Title IV is our High School Credit Recovery efforts. We used funds to compensate educators, purchase curriculum, identify and invite students, and other resources to run an intensive credit recovery program during the summer open to all high school students who needed it.

Bellingham Public Schools: Sound Discipline training for staff across the district enabled teachers and leaders to create aligned systems of behavior management and trauma-informed practices, along with data-driven systemic change to build powerful learning communities in which all students have the opportunity to excel socially, emotionally and academically.

Blaine School District: Title IV-A funds provide vital financial support for activities in our schools that support our students' desire to come to school and their engagement in their classrooms and community. One example of this is helping to pay our transportation expenses for identified students to attend field trips to a local farm that offers therapeutic groups with animals. We had 32 students attend these groups last year and the success stories were countless. Each student who signed up for these groups continued attending up until the last day. Several students said that these groups were the most wonderful thing they had ever gotten to participate in at school. Our school counselors reported that they saw an overall increase in the participating student's mood, presentation at school and attendance.

Bremerton School District: Our alternative high school used Title IV funds to create garden beds as part of their environmental science instruction. Students used these as a hands-on science lab through understanding high school-level science standards. Use of the gardens has expanded into other areas of understanding food sources and "job" opportunities for students.

Bridgeport School District: Having a School Resource Officer (SRO) on campus is crucial for our school district as it fosters a safer and more secure environment, reassuring both students and parents.

Burlington-Edison School District: Thanks to this grant, middle grade students at each of our buildings had the opportunity to participate in an art/music activity. Some of those included: Mariachi, Baile Folklorico, Poet in Residence, and Visual Arts Club.

Cape Flattery School District: Special Education teachers learned about and later taught assistive technology to students. The two most successful technologies were text-to-speech and speech-to-text, which allowed students to access the curriculum across content areas and be able to communicate their ideas in written format. Students' confidence and academic achievement both improved.

Cashmere School District: The program provides students who normally would go home without parental supervision to be involved in our after-school program, which provides academic and social support. For example, one of our 3rd grade students who attends "Kid Zone" comes to us with a background filled with trauma and a living situation that is far from ideal. His favorite part of the day is Kid Zone. He enjoys the structure, completes homework and nightly reading goals, and benefits from positive interactions with peers and Kid Zone staff.

Central Kitsap School District: We supported 9 elementary schools in the development of their Comprehensive, Integrate, Three-Tiered (Ci3T) and Multi-Tiered System of Supports (MTSS) blueprints; these funds allowed us to provide substitute coverage and extra time pay in order to complete their work. This will also set the schools up to begin implementing their blueprints next school year.

Centralia School District: We knew that for the 2023–24 school year we would have a large number of students (special education, multilingual and Highly Capable (HiCap)) entering or staying in the middle school. We provided training to middle school staff on good differentiation practices to prepare them for the changing and growing population.

Chehalis School District (CSD): As a result of Title IV, CSD was able to access additional mental health services for students and families at our most at-risk elementary school.

Chewelah School District: We were able to purchase physical education and music equipment and materials to provide students with a more comprehensive, well-rounded education.

Chimacum School District: The Title IV, Part A grant helped restart instruction on robotics to secondary students.

Cle Elum-Roslyn School District: Staff were able to see the benefits of clarifying essential standards, creating common formative assessments, and analyzing the results to ensure high levels of learning for all; creating inclusive learning environments by identifying and removing potential barriers for students accessing core standards.

Clover Park School District: The district was able to send groups of students from two middle schools and one high school to the "Youth in Government Summit" in Olympia, where they took

part in a mock delegation for three days. The grant provided funds to partner with Tacoma Arts Live and provide programs such as Play at Your School and Learn Empathy Negotiation & Self (LENS) during summer break. The grant also supported science programming. Due to this program and science instruction in the classroom, the district saw Washington Student Achievement Council (WSAC) scores increase for grades 5 and 8.

Columbia (Walla Walla) School District: One of our high school teachers attended the Innovative Schools Summit Social Emotional Learning (SEL) conference and had the opportunity to engage with leading experts in the field of SEL, take part in interactive workshops, and exchange ideas with educators from diverse backgrounds. The comprehensive sessions delved into innovative strategies and resources designed to enhance the social and emotional well-being of both educators and students. Upon returning this educator is one of the leaders of our MTSS initiative.

Colville School District: Our new security director created a new safety and disaster response and incident command program district-wide to enhance the safety and well-being of all who come to our schools.

Concrete School District: Student Assistance Program (SAP) services were provided to 51 unique students during the 22–23 school year which led to a 50% reduction in marijuana use for kids working with us and delayed onset in use for:

- Tobacco — 83%
- Alcohol — 66%
- Binge drinking — 85%
- Marijuana — 58%
- Vape — 50%

Additionally:

- 22% reported getting into less trouble at school
- 25% reduced physical fighting
- 33% more able to think about how to get their needs met
- 25% said they can resolve problems
- 36% more likely to attend school regularly

Conway School District: Our school district has partnered with the Northwest Education Service District (NWESD) to increase our support for students with mental health issues. We were able to increase our school based mental health counselor from 1 day to 2 days a week. Going into 2023–2024, we are increasing the support to 5 days a week, allowing us to serve more students and families.

Deer Park School District: Arcadia Elementary is focusing on trauma informed practices in conjunction with University of Washington's Collaborative Learning for Educational Achievement and Resilience (CLEAR) program.

Eatonville School District: With the Title IV, Part A funding, our teachers learned how to integrate tech strategies and tools into lessons by utilizing the Open Educational Resources (OER).

Edmonds School District: We were able to develop a more thorough and developed MTSS framework in our district. Title IV funds allowed us to partner with Education Northwest to develop this framework and we are now at the stage where we will be implementing the framework in our district for the 23–24 school year.

Elma School District: Each building has a School Improvement Plan (SIP) goal specific to addressing the SEL needs of our students thanks to the Title IV, Part A funding.

Ephrata School District: One success was using the funds to provide transportation to a Technical Skills Center over the summer months for students to access hands-on education.

Everett Public Schools: Title IV funding has made it possible to purchase and utilize a robust social-emotional survey and student data program that assists our schools in setting SEL related goals within their School Improvement plans, as well as providing information that allows schools to "drill down" on student SEL, behavior, attendance, and academic issues. This then informs supports that are provided to ensure each student is thriving, learning, and achieving.

Evergreen (Clark) Public Schools: We implemented a very successful Science, Technology, Engineering, Arts and Mathematics (STEAM) program after school at 9 of our 22 elementary schools and 5 of our 6 middle schools. We served 122 5th grade students with high quality, hands on, robotics activities and instruction to foster awareness and interest in sciences and in Career & Technical Education (CTE) Robotics coursework as a pathway in middle school. Numerous 5th graders cited Robotics as their new strongest area of interest and expressed intent to participate in middle school. Middle school club activity allowed both CTE-enrolled and new-to-robotics students to engage in club activity over about two months to further develop interest and deeper understanding of robotics and connected sciences. We served 132 students in this first year.

Federal Way School District: Positive Behavioral Interventions and Supports (PBIS) Facilitators, PBIS Rewards, PBIS Licenses, Panorama Licenses and training, and MTSS Supports have been big success.

Ferndale School District: The ability to hire an Assistive Technology Specialist using blended funding sources has greatly enhanced students' access to their learning!

Fife School District: We increased our favorable responses in our Panorama data from both last fall on questions around sense of belonging and engagement. We also increased the number of students who are involved in clubs and athletics over the last year.

Finley School District: We utilized Title IV funds to provide professional development to staff for implementation support in the classroom. Strategies in SEL, Character Strong, Academic use of testing data, and tech use with iReady.

Franklin Pierce Schools: 74 middle school students participated in Youth and Government process in Olympia. All elementary classrooms implemented a new social studies unit integrating indigenous teachings and Since Time Immemorial (STI) resources. Completion of Culturally Responsive Education (CRE) residency at each level: Elementary, Middle, High.

Goldendale School District: Our process of interconnected teams (district/building/content/grade) was strengthened this year.

Grand Coulee Dam School District: Through collaboration, a behavior plan was created for a student to keep him in the classroom as much as possible rather than constantly on the run. A space was provided to take breaks that also allowed the student to still hear (and participate if desired) what the rest of the class was working on at the time.

Grandview School District: 59.5% of Title IV funds were used to support the social and emotional learning needs and supports for students. Safe and Healthy school initiatives were a primary focus for our students this. Able to achieve many of our goals for SEL/MTSS and PBIS work.

Granger School District: The district utilized Title IV funds to help support school and families to provide the appropriate resource to increase student attendance which leads to greater student emotional and academic success.

Granite Falls School District: K–12 teachers engaged in professional learning with our regional Education Service District (ESD) science coordinator to enhance understanding of science standards and effective pedagogy. K–12 health teachers worked collaboratively to deepen understanding of standards and to align them throughout the grades. Elementary teachers learned together, and improved practices related to Tier 1 and 2 social emotional standards and behaviors.

Highland School District: We were able to use Title IV funds to pay staff to assist with our Highland four-year old nights for parents and their child. Activities are modeled and done during the four-year old night with duplicate materials sent home for parents to continue to participate in at home.

Highline Public Schools: A success from this past year is the increased usage of the College Board Advanced Placement (AP) Classroom Teacher and student resources. The AP coordinators

have supported our AP teachers in increasing their knowledge and comfort with the robust, course specific resources created by the College Board. These online tools for teachers allow them to plan their lessons, assign practice to students, and monitor progress in service of improved student outcomes.

Hoquiam School District: Our district lost two students to suicide in the fall of 2022. We recognized that we needed to think differently and change current practices to meet students where they currently were. We shifted our focus to creating a sense of belonging for all students and implementing more tier 1 systems around SEL. We contracted with Continua to work with both staff and admin on creating a positive climate that is welcoming for all students, staff, and families. Buildings intentionally focused on this making school a safer place for students.

Issaquah School District: The funds in Issaquah were used to identify and purchase a Digital Citizenship program for our middle schools. Our field test was successful, and we will launch this program in all middle schools during the 23/24 school year. In addition, we were able to add new novels to our middle school English Language Arts (ELA) classes that better represent our student body.

Kelso School District: Our district has seen continual growth in our science scores as measured by the state assessment. This is due to the STEAM support and coaching with classroom teachers. Our elementary math student growth also increased (measured by iReady assessment from fall to spring). All of our elementary classrooms are now running a daily classroom meeting with safe and healthy school lessons.

Kennewick School District: This year we increased participation in Destination Imagination from 10 teams to 20 teams. We did this by supporting team managers/volunteers in training and support and by paying for team supplies and registration fees. Several of our teams made it all the way to Global Finals, we are very proud of their accomplishments! We are also very proud to announce that our Schoology Learning Management System (LMS) integration has reached the tipping point of integration. Based on our survey results, teachers are feeling supported in their use and familiarity with the platform. This is a huge improvement!

Kent School District: Through Title IV funding, all of our middle schools participated in student-led mental health campaigns in which students were able to utilize funding to pay for guest speakers or posters to spread messaging around the school about positive mental wellness.

Kettle Falls School District: We are working on a district-wide implementation of the Character Strong Social and Emotional Learning curriculum. This last summer — the week before school started — we brought in ALL staff members for a Character Strong School Culture training. This training united our staff from bus drivers to the district office on an intentional improvement of school culture. By building relationships with staff, students, and families we can help increase a sense of belonging for all involved, which will help our students grow.

Kiona-Benton City School District: Our ability to help our low-income students take college courses makes a huge difference in our district. We have seen an increase in students taking advantage of these classes, which will help them now and in the future. Making these classes available keeps students dreams and goals a reality while maintaining equity among our student population.

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

La Conner School District: Our Community and Cultural Liaison provided cultural activities to improve the sense of belonging and engagement of students in our district, such as Orange Shirt Day, honoring students and families affected by the Boarding School system; and Native Voices, which provided culturally relevant art and expression opportunities for our tribal students.

Lake Chelan School District: Our Title IV funds were used to send a team to Restorative Justice training. The team came back and provided guidance to their staff on restorative practices, including restorative circles. These new strategies have reduced the number of student discipline referrals.

Lake Stevens School District: With Title IV, A funding our staff utilized instructional strategies tied to the science of reading to accelerate student learning. Students in our elementary schools had incredibly high growth and achievement as measured by our common assessment tool: iReady.

Lakewood School District: Our Student Assistance Professional was able to serve over 65 referrals from middle and secondary school staff. A smaller proportion of referrals and service came from parents and self-referral.

Lynden School District: Using teletherapy for supporting students who need mental health support has been very successful.

Marysville School District: Our staff was trained in trauma informed practices and suicide prevention that has been very needed in our student population.

Medical Lake School District: Through our funding, we were able to build partnerships in elementary schools.

Mercer Island School District: We have a targeted individual who is intended to support monitoring the attendance of students at MIHS. This is to not just check in, but to have a more personal oversight over students who might have continued absences. The intent is to ensure that we aren't missing students who are demonstrating these behaviors of avoidance before it becomes a larger problem.

Meridian School District: As a district we adopted a new curriculum for art and music K–12. This new curriculum provides a consistent curriculum K–12 for the first time. Staff have been engaged in professional development to implement the new curriculum.

Moses Lake School District: Our Instructional Technology Coach has made a significant impact in teacher and student use of technology that promotes constructive digital citizenship, provided support for principals to encourage and monitor proper technology use in the classrooms.

Mount Vernon School District: We were able to use Title IV, Part A funds to increase access to materials related to visual and performing arts as well as STEM activities.

Mukilteo School District: An important success was the training our FEL leads created for FELs and building leadership as well as the consistent districtwide systems for family engagement. Another success is the Professional Development (PD) around culturally and linguistically responsive practices to deepen knowledge and build capacity to lead the work internally.

Naches Valley School District: K–12 implementation of the Character Strong curriculum during the 22/23 school year. Strategies were evident in all three buildings.

Napavine School District: At Napavine, we had 10 more students take the SAT this school year (2022–23) compared to the previous year because we were able to offer the SAT on our school campus.

Newport School District: Our Title IV grant covered the costs of PSAT and SAT opportunities for students that needed assistance. As a result, more students are signing up. We have 5 seniors (out of 74), that received National Recognition for Small and Rural High Schools as a result of their performance on their PSAT. Several of these students may not have been tested if there had been a fee attached.

Nine Mile Falls School District: Use of technology in the elementary classroom. We saw a significant increase in how teachers were using smartboards in their classrooms to increase student engagement and learning. Teachers began to share best practices with each other, and all felt that their student engagement increased because of the hands-on use of the smartboard technology.

Nooksack Valley School District: Students K–5 have literature that provides windows and mirrors to a diverse population.

North Mason School District: Title IV funds enabled us to provide much needed health education materials at the middle school level that are appropriate and tied to state standards.

North Thurston Public Schools: The number of students participating in fieldwork and field experiences has grown by 130% over the last 5 years and progress continues.

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. It has also allowed the district to train our school counselors and mental health therapists every month.

Oak Harbor School District: We were able to purchase a Tier 2 SEL Curriculum that is in alignment with our Tier 1 resources. This purchase is in support of our on-going MTSS work that is focused on five ingredients that we believe every Oak Harbor student needs access to in order to thrive: Positive Environment, Teaching & Learning, Access to Supports, Student Empowerment, and Connections. Professional learning was provided to ensure that this curriculum is utilized with integrity and that our teachers are prepared to work with students needing this Tier 2 support.

Ocean Beach School District: With the Title IV, Part A funding we have increased access to underrepresented populations in dual credit by 20%.

Ocosta School District: With the Title IV, Part A funding our art department will benefit from the improved lighting for both production and performance by students.

Okanogan School District: We had our enrollment of our College in the High School courses increase and provided ALL students the opportunity to earn high school and college credits and removed the financial burden that kept many students out of those classes because they were unable to pay the out-of-pocket expense that we had previously.

Olympia School District: One of the greatest successes was expanding the capacity for district staff to utilize the Multilingual MTSS framework in partnership with our student mentor coordinator, family liaisons for families who speak languages other than English, and Student Support department staff. The PD and trainings throughout the year addressed the disproportionality in special education referrals and evaluations and provided district staff with the tools and background knowledge to increase their capacity for differentiating between language acquisition needs and possible disability needs.

Omak School District: Our middle school STEM teacher was able to attend the Northwest Council for Computer Education (NCCE) conference with the use of Title IV, A funds, which enabled her with the knowledge and resources necessary to provide an expanded STEM program for our middle school students. Middle school is a critical time for students to explore their interests and develop skills that can prepare them for future careers in STEM fields. By providing our middle school students with access to high-quality STEM education, we are moving closer to closing the opportunity gap and increasing diversity in STEM fields.

Onalaska School District: The use of Title IV A funds allowed our students access to more instruments and opportunities within music education. This was shown by increased participation in music programs.

Orting School District: Increased awareness of the impact of SEL on academic achievement. Increased awareness of needed integration of technology that currently "threatens" traditional ways of educating students. Challenged to think about inclusionary practices with technology vs. exclusionary i.e., cell phones as a behavior issue.

Othello School District: We were unable to get any of the initiatives started this year.

Pasco School District: Well-Rounded Education: We made good use of the funding to provide robust professional development opportunities for staff in the area of STEM education. Focus was specifically on standards alignment and integration across content areas. Additionally, we purchased materials, supplies, and access to online resources which provided enhancement/enrichment to our students' STEM education. We were able to use our community partnerships to provide students with access to STEM professionals and learn about STEM careers. Safe and Healthy Students: In addition to funding a MTSS-SEB coach that worked with schools to develop their Tier 1 and Tier 2 systems of support in order to promote improved school climate and reduce exclusionary discipline practices, we also worked with Hazel Health to provide online counseling/mental health services for our students.

Pioneer School District: Pioneer School District had a band program prior to COVID-19. Due to the public health crisis, we didn't operate our program for 2+ years and were in need of equipment and curriculum updates. We purchased instruments so students who wouldn't otherwise be able to participate in band would have that opportunity.

Port Angeles School District: The district continued to successfully work with the Clallam County Juvenile & Family Services to offer counseling onsite to students needing intervention and additional mental health support from one of their clinicians trained to work with students needing additional guidance.

Port Townsend School District: The school gardens have provided strong health, nutrition, science, and community building at the elementary and high schools. The purchase of self-regulation stations for the classrooms at the elementary school has increased the amount of time students stay in class.

Prosser School District: We've been able to increase our number of students completing at least one dual credit course.

Pullman School District: School based mental health services have been in place in our district, but our mental health therapist needed more training related to play therapy for our youngest learners. These funds supported this training, which has led to the implementation of these strategies.

Puyallup School District: We achieved significant success in providing strategies to create a safe and inclusive space for LGBTQ+ students within our schools. Our approach was multifaceted, beginning with the comprehensive training and professional development

programs were established for our staff, fostering understanding of LGBTQ+ issues, respectful use of pronouns, and the acknowledgment of unique challenges faced by LGBTQ+ students. The formation of supportive LGBTQ+ student groups, such as Gay-Straight Alliances (GSAs), became an integral part of our school culture, providing students with a safe space to express themselves and advocate for LGBTQ+ rights. Furthermore, clear reporting mechanisms were established to swiftly address any incidents of bullying or harassment. Our commitment to inclusivity, respect for preferred pronouns, and regular assessments of our school's climate have contributed to an environment where LGBTQ+ students feel valued, safe, and empowered to thrive academically and personally.

Quilcene School District: The Program to Encourage Active, Rewarding Lives (PEARL) program expanded their Student Study Team (SST) / Multi-Disciplinary Team (MDT) and 504 processes and held over 70 team meetings in 2022–23.

Quillayute Valley School District: One success related to the expenditure of Title IV funds was to strengthen our Multi-tiered Systems of Support for our students and their social and emotional learning. We were highly successful with our tier one curriculum as a K–12 approach and developing our Tier 2 and Tier 3 levels, as well.

Quincy School District: We used funds to support a school social worker position. This has been extremely helpful in connecting students and families with community resources including mental health support, health care, substance abuse recovery, teen pregnancy resources, and more.

Rainier School District: This year we purchased physical education equipment and improved our weight room to work with all students during and after school and over the Summer.

Renton School District: Title IV-A funds have helped us to support our elementary school Intensive Learning Sites as they implement school-wide Social and Emotional Learning. To that end, the schools have started hosting family meetings before school so that they can learn about how to address the social and emotional strengths and needs of their incoming students from a family perspective. They have written individual SEL visions, looked at data, and implemented interventions and SEL initiatives. Their School Climate Survey results show promising growth in students' feeling of belonging in their school sites.

Richland School District: We were able to leverage Title IV funds to support several building PD opportunities to support students who are the most in need of alternative learning environments. We used funds to provide our teachers with an opportunity to better utilize online learning and to implement Problem-Based Learning (PBL).

Ridgefield School District: Funds were prioritized for our Family Resource Center coordinator to provide payment for the position to be filled in order to serve families in need. With the full-time coordinator, we are able to meet family's needs and provide quick access to resources such

as food, clothing, school supplies, personal care items, and resources to community support programs. The Resource Center also supports our individual site Connection Centers. These Centers are there to support the social-emotional, behavior, and basic needs of students at sites. The Resource Center helps provide food, clothing, school supplies, and further resources for meeting students' needs at their schools.

Riverside School District: We were able to collaborate with a local engineering business to offer a Manufacturing Institute to students that not only gave them high school credits in CTE, but also paid internship hours.

Riverview School District: Students learned restorative practices such as restorative circles to build belonging and improve the culture and climate of schools for learning.

Royal School District: We have had more students than ever participating in extended day STEM activities such as robotics.

San Juan Island School District: Music education in elementary school is limited. The opportunity to extend the music opportunities with elementary choir as a supplemental choice has increased participation in courses offered in the middle school. Likewise, the need for students to receive meaningful social emotional learning is imperative. The increase in anxiety with students of all ages made it difficult to move students forward academically. The impact of SEL training has created teacher awareness of working with children in a new way to meet each child where he or she is. Measures in Academic Progress (MAP) scores do reflect growth in most classes compared to the previous scores.

Seattle School District No.1: Seattle Public Schools (SPS) has seen a significant gain 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 60% of our Black male students for 2022–23 are on track for graduating on time.

Sedro-Woolley School District: Increased access to music performing arts programs through instruments for low-income students. Developing MTSS/Ci3T plans to provide a system of support for students and families.

Sequim School District: Our instructional coach went to each building and offered classes to all students in ELA classes, about adaptive technology hardware and software, allowing students to more easily access technology in all classrooms.

Shelton School District: With Title IV-A funding our work with staff around MTSS/PBIS led to a 50% decrease in exclusionary practices K–12 for the 2022–23 school year.

Skamania School District: All instructional staff and some classified staff trained in trauma-informed instruction, restorative justice, and inclusionary practices

Snohomish School District: The Migrant Education Program (Title I, Part C) of the Snohomish School District (along with additional funding support from the Title IV, A & Breaking Barriers program), sponsored our second family night of the Migrant Parent Engagement program for the 2022–2023 school year, focusing on pathways to college for Migrant and Latinx families. Surpassing the attendance of our first quarter event in November, over 65 parents and students from our Migrant, Spanish-Speaking Multi-lingual Learner (MLL) and Latinx communities, joined together with University and Community College partners, with food and refreshments sponsored by our Migrant Cultural Orientation Resource Exchange (CORE) Parent Advisory Committee.

Snoqualmie Valley School District: Title IV funds were used to support the implementation of inclusionary practices in secondary classrooms.

South Kitsap School District: The most impactful use of Title IVA funds was with Our number of students taking and passing the Standards-Based Measurement of Proficiency (STAMP) test to earn their Seal of Biliteracy increase significantly. Our building team received training to support a stronger school culture.

South Whidbey School District: 29 students were matched with community members who helped them complete a combined total of 480 homework assignments. 8 of these students were McKinney-Vento (MV) and 4 MV high schoolers served as after school tutors giving them a supportive and safe place to be after school. A 5th grade student who expressed difficulty focusing on homework at home developed a strong relationship with his tutor and used their time together to get caught up with class assignments which led to better subject comprehension and improved social-emotional benchmarks.

357 students received basic need resource coordination and connect to community resources.

Spokane International Academy: By purchasing Character Strong Curriculum, we were able to have a guaranteed viable curriculum and platform to be able deliver SEL lessons and content K–10. We were also able to offer a summer school program for the first time in three years. The month-long program will support our students in interventions (Math and Literacy) and our underserved MLL populations.

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 Board Certified Behavior Analysts (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.

Sunnyside School District: The increase in opportunities for enrichment for middle school students has been a huge success in engaging students in after school activities that help guide them toward interests for high school and beyond. The integration of Drug and Gang Prevention/Intervention Specialists at the middle schools has provided on-site services that are otherwise difficult to obtain in our community at an appropriate age.

Tacoma Public Schools: TPS was able to fund 2 FTE Teachers on Special Assignment who supported our elementary and middle schools with job-embedded modeling, differentiated instruction, building data and assessment literacy, interpreting student data, engaging students with data and goal setting with students.

Tenino School District: We utilized our new math curriculum to engage students in mathematical thinking, we formed a districtwide Math team to lead professional development.

Toledo School District: Since implementation of our K–4 music program, 5th grade band numbers have increased by nearly 25%.

Toppenish School District: It allows us to expand our offering in music and gives our students a safe, healthy activity after school (intramurals).

Toutle Lake School District: We did not spend the Title IV funds during the 2022–23 school year, as the expenditures were paid out of General Funds.

Tukwila School District: Staff received professional learning to support the use of new technology which supported student achievement. School counselors connected with students and provided referrals for mental health services.

Tumwater School District: Title IV, A funds allowed us the opportunity to purchase core SEL curriculum and the professional development needed for staff to implement SEL curriculum in our district.

Valley School District: We used our funds this year to support the hiring of a mental health therapist. This mental health therapist has a caseload of over 20 students who access counseling. The success is that students are impacted by this, and their families can come alongside them.

Vancouver Public Schools: Our Title IV funds helped to support our Restorative Practices implementation in our middle schools. We have seen a reduction in exclusionary discipline, partly due to using Restorative Practices.

Walla Walla Public Schools: One success related to expenditures was the increase in effectiveness our district level SEL team was able to provide directly to students and coaching they were able to provide to building teams because of their attendance at a national conference.

Wapato School District: We were able to fully implement Tier2 Teams for PBIS and SEL. We were also able to start restorative practices in building this year for both PBIS and SEL.

Warden School District: Title IV funds allowed our District to continue to expand our Arts programs at both our Middle School and our High School. Students could use more of a variety of media in their classes and see what students did in other Districts. We were also able to support our Health and Physical Education program to expand the type of life-long fitness activities provided for students in those classes. We were also able to buy an evidence-based SEL program (Second Step to Violence Prevention) and anti-bullying program for our Elementary and Middle Schools so that our students have a more safe and healthy environment.

Washougal School District: MTSS Teacher on Special Assignment (TOSA) provided training to all district staff in PBIS. The use of common terms throughout the district and staff helped the students to better understand the expectations staff have for them.

Wenatchee School District: By braiding Title IV, A funding with other sources, we were able to fully support our MTSS system through targeted professional development.

West Valley (Spokane) School District: 157 students in grades 1st through 6th attended a 4-day STEAM camp with district educators and student mentors that focused on Lego Robotics, Girls Love Legos, and Digital Art and Animation. STEAM camp was held at the high school, which helped ease fears of students who have never been in the building. Student mentorship and experience in STEAM activities helped ignite passion for things students may have never experienced or new existed in the coursework at West Valley.

West Valley (Yakima) School District: American Sign Language (ASL) class has been the desire for a good number of students. Several students sign to their ASL teacher in the hallway. They make the first move!

White River School District: With Title IV, part A we were able to offer staff coaching to support Tier I PBIS implementation at all schools.

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–3.

Winlock School District: We had several new multilingual students who were new to learning English. They had support after school by a certificated ML teacher to provide additional language support.

Woodland School District: Our high school counselor partially funded by Title IV-A grant funds worked with a student with significant trauma history. The student also had a history of school suspensions to develop a positive support system within the school. The counselor provided de-escalation skills, case management, self-regulation skills, and study skills. Due to

the work described above, the student was accepted into Cascadia Tech and is attending this year.

Yakima School District: Funds expended for a well-rounded education included investments specifically in the areas of music, art, STEAM, and SEL. We were able to expand PlayWorks to an additional elementary school, which provided training, support, and materials for paraeducators to support our students with intentional behavior learning during recess periods. Additionally, we invested in materials and resources to support our new STEAM elementary specialists, which provide access to STEAM for all elementary students in our system. This was a new program provided during the 22–23 school year with braided funding. SEL was a significant area of support under Title IV, with funding for PBIS incentives, zones of regulation resources, and SEL focused books for school libraries at the elementary level. This was a necessity as we continue to recover from the pandemic, and we are excited to report these resources are making a positive difference for students and staff!

Zillah School District: With an additional administrator at our high school, we purchased a walkie talkie to work in our system. This has allowed for quicker response times to incidents and provided effective communication throughout the building — maximizing supervision. We purchased automated external defibrillators (AEDs) to support student programs as we've added facility accessibility for student use. All staff were trained in how to use AEDs, which creates a safer environment. Lastly, we added cameras to foyers and exterior locations where supervision is limited. Secretaries and administrators have access to view live feeds of those areas to prevent penitential issues.