

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program:

- Schoolwide
- Targeted
- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The Parent engagement policy is published, distributed, and reviewed/explained at curriculum nights, meet the teacher and made available again at a fall PTA unit meeting.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116 (b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand.

Section 1116 (b)(1)

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
 - To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved. *Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply) :
 - Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes *Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school:

A timeline is developed with a series of meetings for program development, review and evaluation. Parent participants are invited and involved in these steps: Title 1 programs, funding and initiatives are discussed at meetings throughout the year and feedback is taken. Annual surveys are also sent out to gain parent input in planning, review, and improvement of programs and supports.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:

A timeline is developed with a series of meetings for program development, review and evaluation. Parent participants are invited and involved in these steps. Family engagement activities and events are discussed at meetings throughout the year and feedback is taken. The data from the surveys is used to decide which activities our parents were interested in and participated in and which activities were of little or no interest. Annual surveys are also sent out to gain parent input in planning, review, and improvement of programs and supports. An end of the year parent survey will be shared with parents, to gain information on which events parents attended.

The school provides parents of participating children:

- ✓ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs:

Information about Title IA is reviewed/explained during new parent orientation, published, distributed and explained at curriculum nights, parent teacher conferences, PTA meetings, etc. Information and opportunities for parent involvement are shared through teacher and principals' weekly parent emails.

- ✓ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. *Section 1116 (c)(4)(C)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels:

The curriculum is made available via district and school websites. Accommodations are made for families without access to the internet. An annual assessment letter is sent home the first of the year and at the point of enrollment. MAP achievement levels are communicated via the Principal's email at the start of the school communication.

- ✓ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- ✓ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- ✓ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact:

- ✓ Describes the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The compact addresses attendance, behavior support, homework help, study habits, conversations with children about school, etc.

- ✓ Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The compact articulates the mutual responsibilities between school and home for high levels of learning.

- ✓ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools)
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- ✓ Provides assistance to parents, as appropriate, in understanding
 - the Missouri Learning Standards,
 - the Missouri Assessment Program,
 - local assessments
 - how to monitor a child's progress, and
 - how to work with educators to improve the achievement of their child.

Section 1116(e)(1)

Describe plans to provide assistance:

This communication occurs in digital and letter form to parents, through personal communications with the school counselor, administration, teachers, newsletters, and with district administrative support.

- ✓ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training:

Various parent involvement nights occur and corresponding materials are provided for parents to support their children. Topics include curriculum, grade level learning standards, technology, MAP preparation, bullying, social/emotional well-being, special programs of interest, equity, and parent involvement opportunities etc.

- ✓ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents:

Professional development is provided directly by the principal, counselor, teacher leaders and at times, other professional resources.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- ✓ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

The school works with local law enforcement, mental health providers, Lee's Summit Cares, PTA, etc. to encourage parent participation in their child's education.

- ✓ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language, the parents can understand.
Section 116 (e)(5)
- ✓ Provides reasonable support for parental involvement activities under this section as parents may request.
Section 1116 (e)(14)

Optional additional assurances:

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ✓ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ✓ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ✓ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
Section 1116 (e)(8)

- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
 - ✓ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
 - ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
 - ☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- ✓ *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ✓ Provides opportunities for the informed participation of parents and family members, including:
 - ✓ Parents and family members who have limited English proficiency.
 - Parents and family members with disabilities.
 - ✓ Parents and family members of migratory children. *Section 1116 (f)*
- ✓ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ✓ A comprehensive needs assessment of the entire school has been conducted.
- ✓ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ✓ *Enrollment*
- ✓ Grade level
- ✓ Ethnicity
- ✓ Attendance
- ✓ Mobility
- ✓ Socioeconomic status
- ✓ Discipline
- ✓ Limited English Proficiency

Summarize the analysis of data regarding **student demographics**:

Strengths:

MLE families seek high quality education and high levels of learning for their children and possess willingness to partner with the school. Student trend data indicates MLE students' achievement has risen in the areas of ELA and Math.

Weaknesses:

Demographic Profile: Meadow Lane Elementary is a very diverse school composed of students from varying socioeconomic and cultural backgrounds. We are a suburban school addressing multiple issues often found in the urban core. These include high transient rates, concerning student achievement, homelessness, students being raised by family members or in foster care, lack of proper nutrition, poor medical care, students /families in poverty, lack of mental health services, lack of early childhood involvement, and parents struggling with parenting skills.

If indicated, state need(s) identified pertaining to **student demographics**:

A diverse building made up of students from varying socioeconomic and cultural backgrounds. We are a suburban school addressing multiple issues often found in the urban core. These include high transient rates, lack of proper nutrition, poor medical care, students/families in poverty, lack of early childhood involvement, and under-resourced families. Our students lack exposure to technology and STEAM areas of learning. Our students need assistance with social, emotional regulation, health and wellness. These areas require staff support and intervention through MTSS.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ✓ MAP results by content area and grade level, including multi-year trends (required)
- ✓ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☐ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☐ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☐ Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

Meadow Lane Elementary evaluated academic programming and performance by analyzing local assessment data, demographic data, and MSIP 5, APR data (school), MAP achievement level summaries, demographic data and achievement gap data. Local assessment data includes: AIMSweb data, IStation data, NWEA data, individual MAP results for students, and standards based progress reports. The group analyzed the at-risk incident rates, special education rates, transient rates of students, attendance rates, assessment data and the educational environment of our students over the past several years.

Weaknesses:

Our MLE students still possess one of the lowest attendance rates in the Lee's Summit School District, averaging barely 90% of 90% of our students possessing this minimum daily rate of attendance. The data drill down process revealed that the proficiency rate for all students and the super-sub group is below the target level in English Language Arts and especially in

Mathematics. While Meadow Lane students have made growth, however, using the data collected, students have still been identified "at-risk" in ELA or Math.

If indicated, state need(s) identified pertaining to **student achievement**:

Continued intervention plan with specific interventions for our at risk students. Continued focus on improving attendance with incentives provided.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ✓ Learning expectations
- ✓ Instructional program
- ✓ Instructional materials
- ✓ Instructional technology
- ✓ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

There is consistent execution of the district curriculum and consistent resources with grade level expectations upon a wide review of data including MAP 3-6th grade , NWEA 2-6th grade , AIMSweb, formative assessments, etc. Our staff continue to receive on-going professional development on grade level expectations and the implementation of district wide resources.

Weaknesses:

NEE indicator data from teacher evaluations indicate instructional opportunities to integrate social emotional instruction into daily lessons.. While we do not have a system wide curriculum and resources for SEL. Increased focus on culturally responsive teaching and trauma informed care professional development, will be important with ever changing demographics and the additional numbers in our enrollment of ELL students.

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

Continue to implement a response to instruction and MTSS model that allows for regular progress monitoring of learning and interventions based on data. MLE will be piloting a social emotional curriculum from Collaborative Classrooms and our staff will receive ongoing professional development. MLE could also benefit from an Associate teacher to pull small groups of at risk students to focus on SEL skills as well as academic skills.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ✓ Staff preparation
- ✓ Core courses taught by appropriately certified teachers
- ✓ Staff specialists and other support staff
- ✓ Staff demographics
- ✓ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

71 percent of Meadow Lane teachers have earned tenure and hold a master's degree or higher in their education. MLE staff has begun their professional development in working with students from various cultures and 1st languages other than English. High quality professional development has been ongoing this past year and integrating Project Based Learning and STEAM projects in our tier 1 instruction.

Weaknesses:

Continue to expand the diversity of staff to more closely represent the student population.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

Continue professional development in behavior, social, emotional support strategies and trauma- informed care. MLE staff should continue their work with PBL learning and ELL training. MLE dminstration is making a concentrated effort to find and hire high quality, minority staff to support our students.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ✓ Parental involvement
- ✓ Communication with parents
- ✓ Policy involvement
- ✓ Parent education
- ✓ Support for special needs and underserved
- ✓ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Parent "Love and Logic" classes are offered through Lee's Summit Cares and our Great Beginning Early Childhood program, to provide parenting information and support. Parent "Learning or Literacy Nights" are offered three-four times a year with a focus on Math, Reading, and Technology. MLE will continue the "Watch DOGS" program to connect our students to positive, male role models within our community.

Weaknesses:

Continue to increase participation in school and academic events. Ensure families representing our student demographics are participating in opportunities to connect with the school.

If indicated, state need(s) identified pertaining to **family and community engagement**:

Continue to increase participation. Ensure families representing our student demographics are participating in opportunities to connect with the school.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ✓ School mission/vision
- ✓ Average class size
- ✓ School climate

- ✓ Management and governance
- ✓ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Behavior Rtl is providing behavioral and social emotional support for students and staff. MLE staff have a proactive focus on culture, climate and assisting families facing trauma.

Weaknesses:

Class size is always an area of focus. Annual review with all stakeholders regarding the mission and vision of the school is important.

If indicated, state need(s) identified pertaining to **school context and organization**:

Increased need for early learning for our young learners as they enter into Kindergarten and school with minimal or no exposure to a school environment or expectations. This is an area that needs direct intervention as our pre-K students come in with little or no exposure to school and formalized learning.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

“In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important...” (*Designing Schoolwide Programs Non-Regulatory Guidance, March 2006*)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs:

1	Continue to implement a Multi- Tiered-System of Support and close the achievement gap of our diverse learners.
2	Meet the behavioral, social, emotional needs of our students.
3	Continue to increase parent engagement.

SCHOOLWIDE PROGRAM PLAN

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Federal Programs Plan Development	
Team Member	
Team Member Role	Team Member Name
Parent	Amanda Hanna

Teacher	Schelly Ethetton
Principal	Dr. Sheryl Cochran / Dr. Christine Johnson
Other Administrators	Micah Fritz
Teacher	Mindy Nix
Teacher	Stephanie Bertz
Parent	Britney Keller
Parent	Jodi Light
Other School Personnel	Sharon Meece
Other School Personnel	Jennifer Mack
Parent	Kaci Moran
Plan Development Meeting Dates (Indicate a meeting date for each plan)	
Meeting Date	9/11/2020
Meeting Date	10/7/2020
Meeting Date	12/3/2020
Meeting Date	02/05/2021
Meeting Date	5/10/21

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs		
Federal Titles/Acts	Program Representative	Representative Role
Title I School Improvement (a)	Dr Jennifer Kephart	Associate Superintendent of Academic Services
Title I.D Delinquent	Dr Don Andrews	Assistant Superintendent of Secondary Education
Title II.A	Dr. Kevin Daniel	Executive Director of Professional Development
Title III EL	Dr. Christy Barger	Assistant Superintendent of Equity and Student Services

Title III Immigrant	Dr. Christy Barger	Assistant Superintendent of Equity and Student Services
Title IV.A	Dr. Jennifer Kephart	Associate Superintendent of Academic Services
McKinney-Vento	Dr. Christy Barger	Assistant Superintendent of Equity and Student Services

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental Instruction

Subject areas and grade levels to be served (mark all that apply)		
<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 10 11 12	
<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 10 11 12	
<input checked="" type="checkbox"/> Communication Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 <input type="checkbox"/> 10 11 12	
<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

Delivery of supplemental instruction services (check all that apply)

- Early Literacy
Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Reading Recovery
- Summer School
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading or English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Science			
Other: Interventionist			<input checked="" type="checkbox"/>

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.
-

Description of how strategy/strategies will provide

A regular review of student data and effective instructional practices help our staff assist students to meet the challenging Missouri Learning Standards. These also encourage student monitoring of their own learning goals and progress.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Staff will continue to receive professional development on and implement instructional best strategies integrated with Project Based Learning and Problem Based Learning.

- Increase the amount of learning time
 - Extended school year
 - Before-and/or after-school programs

- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities will (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards.

Description of how strategy/strategies will address

Strategies will be utilized during intervention blocks and during pre-teaching of curriculum standards. Response to instruction and corresponding intervention resources will assist students in meeting individual goals.

Activities will (mark all that apply)

- Improve students' skills outside the academic subject areas**
 - Counseling
 - School-based mental health programs
 - Specialized instructional support services
 - Mentoring services
 - Other

Social Emotional Learning will be a big focus for our MLE staff and students this year, using the new Collaborative Classroom SEL Curriculum.

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

✓ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- ❑ **Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
 - ❑ Delivery of professional development services
- ❑ Instructional coach
 - ❑ Teaching methods coach
 - ❑ Third party contract
 - ❑ Other

- ✓ Professional development activities that address the prioritized needs

Describe activities

Data dives are provided each month with our Instructional coaches and our teaching staff. These data dives look at student progress, areas of strength, and areas of needed intervention.

- ❑ **Activities to recruit and retain effective teachers, particularly in high need subjects**

Describe activities

- ❑ **Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- These program funds will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- Title I School Improvement (a)
 - Title I.C Migrant
 - Title I.D Delinquent
 - Title II.A
 - Title III EL
 - Title III Immigrant
 - Title IV.A
 - Title V.B
 - School Improvement Grant (g) (SIG)
 - Spec. Ed. State and Local Funds
 - Spec. Ed. Part B Entitlement
 - Perkins Basic Grant – Postsecondary
 - Perkins Basic Grant – Secondary
 - State and Local Funds
 - Workforce Innovation and Opportunity Act
 - Head Start
 - McKinney-Vento
 - Audit Education and Family Literacy
 - Others

Other State and Local services, resources, and programs

- State and local funds
- Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

