

## 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 Your 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.

- ✓ 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.

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 parent communications, and distributed and explained at curriculum nights, parent- teacher conferences, PTA unit meetings, etc.

- ✓ 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. 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 state 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. Parents are encouraged to partner with school staff to enhance their child's academic achievement.

- ✓ 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 to ensure 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
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments
  - o how to monitor a child's progress, and
  - o 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 letter and digital form to parents, through personal communications with the school counselor, administration, and teachers with district administrative support. This will be through Title 1 surveys, principal communications, and the PTA newsletter.

- ✓ 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 nights occur and corresponding materials are provided for parents to support their children academically and social-emotional. Topics include curriculum, grade-level learning standards, MAP preparation, bullying, cyber safety, 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 and at times other professional resources. Personal conversations occur to support individual staff members to discuss positive ways to create a working relationship with parents/guardians.

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:

Anecdotally known families seek quality education, high levels of learning for their children and willingness to partner with the school. Student trend data does not show drastic demographic changes.

Weaknesses:

Demographic profiles: Westview Elementary is a diverse building made up of students from varying socioeconomic and cultural backgrounds. This common factor creates a lack of school readiness skills and Westview staff works to identify this gap and have identified strategies to support students as they enter their new school and every level. We are a suburban school addressing multiple issues often found in the urban core. These include high transient rates and lack of proper nutrition, poor medical care, students/families in poverty, lack of early childhood involvement, and under-resourced families.

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

Westview is 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. These areas require staff support and intervention.

## 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:

Due to COVID-19 no 2020 MPA scores will be accessible. Midyear Aims and NWEA scores will be on file for review to show growth for individual students, cohort groups, and grade level.

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

Strengths:

In ELA 4th, 5th and 6th grades increased in Map scores from the 2018 test. Gains are noted in all performance areas of our 6<sup>th</sup> grade students in math and ELA 2 years in a row. No 2020 MAP scores will be accessible for review.

Weaknesses:

More than 63% percent of 3<sup>rd</sup> - 6th graders identified as at risk in math which is an increase from the 2017-18 MAP test. This decreased in the 2019 test to 57.2 % but will remain a goal for the 2021-2022 school year.

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

Continued support for math for students and content PD is needed for teachers as we work with Greg Tang and Eureka math supports.

## 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 district curriculum and grade level expectations upon a wide review of data including NWEA, AIMSweb, formative assessments, etc. With the 19-20 focus on a consistent Math resource and Math PD will provide teachers with the knowledge to address their diverse student needs.

MAP Scores for Westview Elementary during the 2018-2019 school year showed an increase in performance in the area of ELA for every cohort group from the 2017-2018.

5th and 6th grade will continue Why Try strategies to help students increase “resilience” in the academic and social emotional aspects of our students lives.

**Weaknesses:**

NEE indicator data from teacher evaluations indicate instructional opportunities. Increased focus on culturally responsive teaching will be important with ever changing demographics.

The regression rate of many of our students over long breaks such as summer and winter breaks continues to be evident through our AIMSweb benchmark reports. As a school we must do a better job of putting systems in place to assist with continued learning when school is not in session.

We have identified on average one-third of our entering kindergarten students are lacking school readiness skills based on AIMSweb, in not only pre-academics, but also in social and behavioral skills. Approximately, one-third of our entering kindergarten students have received services from the district Early Childhood Center.

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

Continue to implement a response to instruction model that allows for regular progress monitoring of learning.

**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:**

53 percent of teachers at Westview Elementary have tenure and hold a master's degree or higher.

**Weaknesses:**

When hiring, the hiring teams will continue to look for high quality applicants that may increase 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 equity, behavior, social and emotional support strategies and trauma informed care.

**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:

The 2020-2021 Title I Survey was used to evaluate the 2020-2021 events and activities. These survey results help plan events for 2021 -2022. Parent "Learning Night" is offered two times per year with a focus on Math, Reading, and the importance of focusing on education outside of the school day. The Parent Survey reflected a positive effect for both students and parents.

Weaknesses:

Continue to increase participation. Ensure families representing our student demographics are participating in opportunities to connect with the school.  $\frac{1}{3}$  of our youngest learners enter the school year without school readiness skills and quickly become struggling learners. It is a focus to identify these students quickly in order to give support early in the year. We also partner with parents early to support them as we work to partner with parents.

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:

Academic and Behavior MTSS strategies provide support for students and staff. We focus on culture and climate annually.

Weaknesses:

Class size is always an area of focus in identified grade levels. Annual review with all stakeholders regarding the mission and vision of the school is important. Staff work to design approaches that meet the needs of our youngest learners.

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

Consider feedback from Team Lee's Summit to gauge staff satisfaction with governance as it was low in 18-19 to see if this is a pattern over time.



## 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	Response to Intervention (RTI and MTSS) support(s) continue.
2	Equity professional development
3	Infuse STEM instruction and foster student ownership of learning.
4	Content professional development

## 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)*

<b>Federal Programs Plan Development</b>	
Team Member	
Team Member Role	Team Member Name
Parent	Leah Ishkuntana
Teacher	Allison Anderson
Principal	David Boulden
Teacher	Allison Hoffman
Other School Personnel	Mallori Palermo-Counselor
Specialized Instructional Support Personnel	Rachel McBride
Specialized Instructional Support Personnel	Jeri Madge
<b>Plan Development Meeting Dates (Indicate a meeting date for each plan)</b>	
Meeting Date	9/3/2020
Meeting Date	10/7/2020
Meeting Date	5/11/2021

## 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

<b>Coordination with Other Federal Programs</b>		
<b>Federal Titles/Acts</b>	<b>Program Representative</b>	<b>Representative Role</b>
Title I School Improvement (a)	Dr. Kephart/Dr. Barger	Associate Superintendent of Academic Services
Title I.D Delinquent	Andre Montgomery	Principal
Title II.A	Dr. Kevin Daniel/Dr. Janeway	Executive Director of Professional Development
Title III EL	Dr. Christy Barger/Shelly Sanders	English Language Development Coordinator
Title III Immigrant	Dr. Christy Barger/Shelly Sanders	English Language Development Coordinator
Title IV.A	Dr. Kephart/Dr. Barger	Associate Superintendent of Academic Services
McKinney-Vento	Dr. Christy Barger/Shelly Sanders	Executive Director 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**

<b>Subject areas and grade levels to be served (mark all that apply)</b>	
✓ 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 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input 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 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
✓ English Language 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 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 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 <input type="checkbox"/>

Delivery of supplemental instruction services (check all that apply)

- Early Literacy
- Preschool
- ✓ Pull out/resource classroom
- ✓ Push in/regular classroom

- Reading Recovery
- Summer School
- Tutoring (before-or-after –school)
- Other

Instructional Personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading or English Language Arts	Rachel McBride	Julie Bruer Sway Lin	
Supplemental Mathematics	Jeri Madge	Andrea Farmer Joshua Chinn	
Supplemental Science			
Other			

**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

The above allows for regular review of student data and effective instructional practices that help students 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

Teachers receive professional development on and implement instructional best strategies with high effect size per education research.

- 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

- **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

Align book studies to support staff and send staff to professional training that aligns with needs.

- **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
- Adult 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.