

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home

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School, Parent And Family Engagement Policy [Hide](#)

4060 DRESSEL ELEMENTARY SCHOOL

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.

In Lindbergh, parents are required to complete the annual verification process. Part of this process includes signing off on the Family Compact. It is also available in the Family Dispatch, which is sent out at the beginning of the year and in the weekly Principal e-Note.

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 if applicable 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.

Attend Stakeholder meetings
Present at PTO meetings, family/teacher conferences
Attend Fall Title I meetings

- 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.

Annual take Holder meeting where parents are present and able to review offer ideas and ongoing feedback for plan.

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.

Inviting parents to Stakeholders Meeting
Including information at PTO meetings/newsletters
Compact
Hosting during the day events for families
Reading Specialists Newsletter

- 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)(B)

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

District letter and DESE form that goes home to help read MAP results
Fall Parent Meeting - PTO Meeting
Link Parent Guides into presentation given at parent meeting
District-wide Policy Advisory Council
Confer with individual parents
Information on the district website
Reading Screening information posted to Infinite Campus
Access 2.0 tab for ML families.
NEW - Panorama for students in grades 3rd-5th
i-Ready Diagnostics in both ELA & Math

- 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 will

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

The stakeholders meeting will allow everyone to meet and edit the Parent Compact.
The Compact will be added to the Parent Handbook.
Parent Responsibilities in the current compact include:
Make sure my child is on time and prepared every day.
Know how my child is doing in school by communicating with my child's teachers.
Schedule a conference with the teacher about concerns with schoolwork and behavior.
Monitor my child's schoolwork and make sure study time is quiet and productive.
Check with my child daily for information sent home from school that will be useful.
Respond appropriately to all types of communication from the school.

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

Ensure highly-qualified, effective staff to provide instruction.
Teacher responsibilities in current compact include:
Help determine the educational needs of your child.
Adjust the instructional program to meet the academic needs of your child.
Provide frequent assessment and continuous feedback on how your child is progressing academically.
Provide a safe and orderly school environment.
Be available to discuss your child's progress on academic work when needed.
Teacher attendance at professional learning.
Provide additional interventions through the MTSS process.
Master schedule aligned with Tier 1 and Tier 2 instruction

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
- 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 children.

Section 1116 (e)(1)

Describe plans to provide assistance.

Access to MAP letter, website
Family events hosted during the day (Fall into Reading, Partners in Reading)
Family/Teacher Conferences in Fall and Winter
Individual student conferences as needed.
Monthly newsletters - classroom teachers, counselors, and specialists, school
Trimester learning reports (SBI)
Proficiency Scales with assessments and at conferences
Summer Activities based on Title 1 survey (End of May)
Ability to translate information in regards to standards

- 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.

Reading Intervention newsletters with tips, apps, and websites.
Handouts at Title I Meetings and Parent Teacher Conferences
Fall into Reading
Counseling News within Parent eNote

- 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.

Teachers are encouraged to make phone calls or emails to families at the beginning of the year.
Intervention staff are available as a resource to classroom teachers, parents, and other support staff.
MTSS meetings include specialists and interventionists.

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 district uses the Federal Programs Stakeholder meeting to review existing services and resources and available funding to increase the efficiency and effectiveness of all programs.
Caseloads for Reading, ELL, and IEP students are coordinated at each school annually.
The students are continually monitored using multiple data points, including: running records, FastBridge, i-Ready, BAS, IEP goals, WIDA and others.
Referral process for outside counseling through school counselors. Outside counselors see students during the day at school. Youth in Need counselors also work within the school 2.5 days/wk

- 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 1116 (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:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

4060 DRESSEL ELEMENTARY SCHOOL

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.

Date of Needs Assessment

4/15/2024

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

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

Strengths:

% attendance (23-24 school year)
21.03 average class size - 30 classrooms
631 students (690 students in 22-23)
~ 67 MLL students
22% Free-Reduced Lunch
Black - 2.8%
Asian - 5.8%
Hispanic - 4.9%
Multi-racial - 6.1%
White - 80.2%

Weaknesses:

Additional resources for families in need
Translation of materials in a variety of languages (improved, weakness at the building level.
AI Technology to support
Information being sent to parents is clear and connected to school
Clear understanding on new programs & proficiency scales

Indicate needs related to strengths and weaknesses:

Reduced size of school (-60 students)
Increased MTA time - timely review of data
Master Schedule to support all Tiers of learning
MTA supporting multiple grade levels
Continued education on programs and proficiency skills

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:

NWEA Growth: % of Students meeting Growth Goal from fall to spring:
3rd Grade: Math: 85% ELA: 84%
4th Grade: Math 57% ELA: 74%
5th Grade: Math 72% ELA: 75%

Weaknesses:

4th grade has historically shown fewer students meeting growth goals as measured by NWEA

Indicate needs related to strengths and weaknesses:

Focus on student growth in ELA and Math

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:

Literacy Teaching Assistants (support K-5 classroom/3.5 hrs/day)
4 Reading Specialists
Math Teaching Assistant
Instructional Coach x 3
Blended Learning Coordinator
Intervention Coordinator
IED Coordinator
District Literacy Coach
Orton Gillingham Trained (4 reading interventionists)
K-3 Teachers all trained in LTRS (~15)
Common curriculum resources (across the district) in Reading, Writing and Math
Reading Eggs
i-Ready Diagnostic
My Pathways
2nd Steps SEL (classroom and counselors)
2.5 Full time counselors
Fastbridge (K-5) Reading/SEL
PAST
Words Their Way
LTRS Survey
Reading Plus
Educlimber
NWEA (4th/5th)
MLL support (2 full time, 2 TA)
MTSS Process

Weaknesses:

Evidence-based resources for ML students (Benchmark)
Continue to adjust master schedule to fit student needs.

Indicate needs related to strengths and weaknesses:

Training for Building Number Sense in Primary Grades.
Building capacity for new ELA program
Social/Emotional Tier 2/3
LTRS PL 4th - 5th Teachers
WIN time to support RTI model

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:

100% of courses taught by certified teachers.
New teacher orientation
Mentor Teachers
High Quality PD
Lindbergh U
Staff attendance
Instructional coach
Intervention Coordinator

Weaknesses:

No District Math Coach
New teacher on-going PL

Indicate needs related to strengths and weaknesses:

Continued qualified staff to expand Intervention Programs
Tier 3 supports in ELA and Math.

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:

PTO group
Schoolwide PTO-sponsored events
Weekly email from Principal and Teachers
Social Media posts
District Stakeholder Meetings
Parent-Teacher Conferences
District and Staff websites
Title I Meetings
Fall into Reading
Interventionist Newsletters
Support a Family and Food Backpack Program
RTI Meetings
MLL services
Vision and Hearing Screenings
Youth in Need
Preferred Family counseling
BJC services
Weekend Meals
Share Cart
Support a family
Attendance at PTO events
Social Workers
Reading Intervention Meet & Greet

Weaknesses:

Increase health education and access for families
Encourage more parents to attend meetings.
Information read by the school community

Indicate needs related to strengths and weaknesses:

More Social/Emotional support for families.
Additional support in ELL and counseling.

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:

District Mission Statement
 Building Mission Statement related to District Mission Statement
 Classroom Mission Statement related to Building Mission Statement
 Classroom teacher/student ratio is 21:1
 Collaboration in PLCs
 Student Leadership Opportunities
 School-wide expectations
 Dressel Buddy Classes tied to Lindbergh Success Skills
 Systems and Procedures for arrival, dismissal, master schedule, lunch, recess in place
 District Student Responsibilities Handbook
 Compass Plan

Weaknesses:

% Students with social-emotional needs

Indicate needs related to strengths and weaknesses:

Increase in space for students
 Address the timeline between SAEBS assessment and student intervention.

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	Professional learning will all teachers across multiple domains
2	i-Ready PL and adjustments for classroom teachers

Schoolwide Program [Hide](#)

4060 DRESSEL ELEMENTARY SCHOOL

SCHOOLWIDE PROGRAM

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)*

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

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)		
1	<input type="checkbox"/> Math	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"/>
2	<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 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"/>
3	<input type="checkbox"/> English Language Arts	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"/>
4	<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"/>
5	<input type="checkbox"/> Other <input style="width: 100px; height: 15px;" type="text"/>	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 Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 100px; height: 15px;" type="text"/>

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

RTI
Reading Intervention
ELL Support
LTA
Flexible schedule
WIN Time
Special education

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

Description of how strategy/strategies will strengthen

Small group instruction with intervention teachers.
Access to instructional coach.
Professional Learning to strengthen classroom instruction.
Grade-level teams meet in PLCs for lesson planning.
District provides opportunities for professional growth in Lindbergh U classes.
District sponsors teachers to attend workshops and conferences.
Additional educational experiences for ELL students
Professional growth plan for teachers

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs ***** See Pg 18, Early Childhood Education Transition
Describe activities
Kindergarten Screeners by Dressel teachers.
Modified CAP, letter ID assessment administered in beginning of Kindergarten.
Kindergarten summer playdates.
Kindergarten Orientation before entering Kindergarten.
Flexible kindergarten placements (modified)
30 minutes push-in by Reading in all K classrooms (2nd semester pullout 15/day)
ECE transition meetings for IEP students attended by K teachers.
K Summer School - exposure and social skills

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (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

Intervention time
Small groups for SEL with counselor
Reading Intervention
RTI
PLC

Activities will (mark all that apply)

Improving 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

Providing 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

PLC Development and training
Literacy Trainings
Instructional Technology Training
Intervention time schedule/expectations

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

3 year teacher induction program
Lindbergh Teacher Institute - New teacher training
Mentor Teacher Program
Lindbergh U
Personalized Learning
National Board Certification stipend
New teacher salary schedule
Tuition reimbursement

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)

Funds for this program 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)
- State and Local Funds (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
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- 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.

District/LEA Comments

DESE Comments

