



District/LEA: 066-105 SCHOOL OF THE OSAGE Year: 2021-2022

Funding Application: Plan - School Level - 2050 OSAGE MIDDLE Version: Initial Status: Submitted

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

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

2050 OSAGE MIDDLE

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.

We post this policy online, in handbooks, and discuss at parent engagement nights. We review the policy and request face-to-face input, survey input, and provide option for emailing comments, questions, and or suggestions. We have also collaborated with our PTA units in the formation of the Osage Family Partnership which serves as an additional sounding board and clearing house for input and review.

- 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.

We ensure that our Title I.A program is seamlessly integrated with our district strategic plan and building improvement plan. Parents are involved at multiple levels in the creation of these plans. We gather data via survey. We analyze this data and return it to them for review. We gather their input regarding barriers to implementation and gather their suggestions for improvement. Parents are actively involved in creation and implementation of strategies. For instance, the Osage Family partnership generated the logic and implementation path for the Time to Rise transition and success series.

- 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.

We post this policy online, in handbooks, and discuss at parent engagement nights. We review the policy and request face-to-face input, survey input, and provide option for emailing comments, questions, and or suggestions. We have also collaborated with our PTA units in the formation of the Osage Family Partnership which serves as an additional sounding board and clearing house for input and review.

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.

We provide information via scheduled events in the fall, winter, and spring. We provide information via the website, electronic newsletters and via teacher communication.

- 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.

We send information home via the mail, inclusive of assessment and strengths reports. We provide opportunity for face-to-face virtual explanation at scheduled strengths-based parenting events: September provides an overview of curriculum, digital resources, and iReady assessment suite. In February, we go deeper with these same things and provide specific strategies customized for each student's strengths. In the spring we provide an overview and a round up for the year with suggested strategies for summer growth. This information is also posted to our website and communicated via the monthly newsletter to parents and community entitled, The Osage Connection.

- 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 school-parent compact stipulates that the parents' responsibilities for supporting their children's learning are the following.

I understand that my involvement in my child's education will help his/her achievement, attitude and behavior. Therefore, I agree to carry out the following responsibilities:

1. Provide my child with a healthy home environment.
2. Support homework, discipline and attendance policies.
3. Visit my child's school and participate in school events.
4. Communicate with my child's school and teacher.
5. Encourage my child's learning at school, at home and in the community.

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

Teacher: I understand the importance of the educational experience for every student and my role as a teacher and model. In order to encourage learning at school, at home and in the community, I agree to carry out the following responsibilities:

1. Have high expectations of success for all students.
2. Address each student's individual needs and encourage individual talents.
3. Provide a safe and positive learning environment for each student.
4. Communicate with all parents regarding their child's progress.
5. Encourage parents to support learning and positive behavior at home.
6. Respect the cultural differences of my students and their families.
7. Communicate regularly with classroom core subject teachers regarding our students' progress.

Administrator: I understand the importance of a positive school experience for every student and my role as an administrator. I will make a sincere effort to:

1. Create an effective learning environment to promote high achievement.
2. Be aware of strengths and needs of your child.
3. Regularly communicate with you on your child's performance.
4. Provide a safe, supportive and effective learning environment where your child will be responsible for his/her own behavior and learning.
5. Respect the differences of all children and their families.

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.

School of the Osage begins supporting parents in the year prior to the school year in which the student is enrolled. We meet with parents in the spring. We meet with them during orientation. We meet with them in the fall and winter to discuss academic achievement as assessed via the tools stipulated in the BOE approved assessment plan. We explain the iReady reports and offer strategies for improvement at home.

- 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.

We distribute assessment results (for MAP and iReady progress monitoring). We also collaborate with the Osage Family Partnership to distribute tools (including Strengths-based parenting books) to parents. We help them understand how to utilize customized reports.

- 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.

We provide strengths-based parenting training to our staff. We promote the Osage Family Partnership. Our strategic plan includes a pillar based upon the standards of National Parent Teacher Association. We educate our staff on this plan and how to collaborate with parents and students.

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.

School of the Osage coordinates and integrates with other federal programs and services including LEP, IEP, Homeless, immigrant and migrant services. All federal programs are being coordinated at Central Office which will increase efficiency and effectiveness while reducing redundancy and duplication of services.

- 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)*



- 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](#)

2050 OSAGE MIDDLE

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

5/3/2021

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:

Our student demographic has remained consistent over the past five years. While there has been a slight increase in enrollment, there has been no significant change in levels of ethnicity or socioeconomic status.

Weaknesses:

Our students of compromised socioeconomic status continue to struggle with reading comprehension, particularly of non-fiction text, at higher rates than the total population. Furthermore, students identified in tier 2 and 3 behaviors continue to intensify resulting in a need for continued social emotional learning for students and staff development for staff.

Indicate needs related to strengths and weaknesses:

We need to increase support services and prescriptive academic and social interventions (ie to build self-efficacy) for our most at-risk populations.

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:

iReady data

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

Strengths:

Osage Middle School continues to post strong overall APR performance in ELA.

Weaknesses:

While, the building-wide ELA scores are relatively stable, over-three years, more growth is needed. Moreover, subgroup achievement continues to lag. Not all students are reaching their typical growth as measured by iReady. Specifically students who exhibit an achievement gap when entering the grade level. The achievement gap has extended as a result of the pandemic learning loss.

Indicate needs related to strengths and weaknesses:

More focused, prescriptive interventions are needed. A building-wide drive to raise reading levels for all students and increased use of academic vocabulary to increase comprehension is to be implemented.

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:

Our implementation of Professional Learning Communities provides a focus on priority learning standards which are also tied to BOE approved curriculum. Teams meet weekly and are supported by instructional coaches. Each teacher creates and submits units of instruction which contain growth measures tied to curriculum and analysis is undertaken to address instructional effectiveness.

Weaknesses:

Our implemented curriculum does not consistently match our BOE approved curriculum. Rigor and instruction that ensures consistently deep levels of critical thinking is not consistent.

Indicate needs related to strengths and weaknesses:

Continued focus and support on unit of instruction planning and implementation and strategic follow through of same relative to student growth measures during weekly PLC meetings. Alignment of strengths-based instruction and strengths-based parenting initiatives to support student achievement are also significant components of the strategy.

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:

All principals and teachers participate in high quality professional development plans tailored to individualized growth needs focused around effective impact on student achievement. Strengths-based work is deployed to maximize individual efficacy in terms of meeting the collective mission of the district.

Weaknesses:

Providing resources for our staff to ensure high quality learning during contract time continues to be a struggle for us.

Indicate needs related to strengths and weaknesses:

District and building leaders will continue to lead high quality staff development and learning opportunities as aligned with our innovative professional development planning tool/menu.

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:

Strengths-based parenting collaboration is working. Parents report their children are safe at school. Parents are provided information on academic performance and personalized strengths.

Weaknesses:

Parents would like more training on strategies to grow strengths and increase students' academic performance.

Indicate needs related to strengths and weaknesses:

Enhanced support for use of iReady data by parents. Continuation of strengths-based parenting collaboration.

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:

The Osage Middle School Staff has many structures and processes in place to evaluate student academic progress, analyze their strengths and successes and opportunities for improvement and provide interventions through targeted skill instruction.

Weaknesses:

Protocols and consistent implementation for feedback relative to academic rigor and individualized learning is needed.

Indicate needs related to strengths and weaknesses:

The Instructional Coach and the Building Administration will continue to evaluate student strength data and student learning data to provide support for staff to have structures to consistently and rigorously advance student achievement for all students, particularly relative to reading comprehension.

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..."

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

Prioritized needs

- 1 All students will grow one full academic year in reading and be able to articulate their reading goal/strength and explain how they are going to accomplish this goal.
2 All students will be able to articulate their top three strengths and make practical application of one or more strengths for success in mathematics, science, and/or art.

3	90% of students will attend school 90% of the time.
4	Partner with parents to continuously collaborate to support students' learning and healthy development both at home and at school.

Schoolwide Program [Hide](#)

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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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Tania Maschhoff	
2	Teacher	Kristi Clark	
3	Principal	Brian Dickerson	
Plan Development Meeting Dates			
1	Meeting Date	05/03/2021	

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title IV.A	Holly Birdsley	Director of Federal Progr
2	Title II.A	Holly Birdsley	Director of Federal Progr
3	Spec. Ed. Part B Entitlement	Rachel Bullock	Director of Special Educ

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
2	<input checked="" type="checkbox"/> Reading	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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
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
5	<input type="checkbox"/> Other <input 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

- 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 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 Other <input type="text" value="Instructional Coach"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

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

Description of how strategy/strategies will strengthen

- 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

- 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

Multi-tiered levels of support will allow students the opportunity to participate in enriched and accelerated curriculum.

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

Tutoring- extended tutoring using interventions and iReady, Panorama data to specifically target students who need additional support academically or emotionally.

- Professional development activities that address the prioritized needs

Describe activities

Instructional coach will support teachers in personalizing instruction to meet needs of all students. Strategies for enhancing comprehension of non-fiction text will be leveraged.

- Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

- 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