



District/LEA: 096-111 RIVERVIEW GARDENS Year: 2023-2024

Funding Application: Plan - School Level - 3000 R. G. CENTRAL MIDDLE Version: Initial Status: Returned to LEA

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](#)

## 3000 R. G. CENTRAL 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.

School leaders meet with parents during monthly PTA meetings and involve the district Parent University Specialist with helping CMS improve parent participation. The school leaders and teachers meet with every family during enrollment and all parents will be invited to the Title I meeting at the beginning of the school year.

- 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.

Parents will meet regularly to improve, plan, and review the Title I.A schoolwide program during Title I meetings. Parents will review the plan during the Title I meeting. Parents are invited to be a part of the school's weekly leadership team meetings to provide feedback and review goals.

- 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.

Parents will meet regularly to improve, plan, and review the school parent and family engagement policy during the Title I meetings. Parents will review the plan during the Title I meeting. Parents are invited to be a part of school bi-weekly leadership team meetings to provide feedback and review goals.

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.

Parents will receive pamphlets of programs at the Title I meeting and information will be shared on the school app and website.

- 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.

In the Title I meeting, we will review and discuss curriculum, academic assessments 90/90 attendance goals, and MAP achievement levels. This information will be shared in the school leadership team meeting and during the PTO meetings.

- 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)*

All parents are responsible for supporting their children's learning in the following ways: See that their child attends school regularly and on time; Encourage their child to read at home; Communicate with their child's teacher/s regularly; Establish a specific time and place for homework/study; Review homework assignments daily; Be involved in their child's learning; Support the efforts of the school to maintain proper discipline; Stay informed about their child's education by reading all communications from the school and responding appropriately. Parents will have access to SIS (access to students' grades, attendance, and discipline). We will teach parents how to access the school app for information in addition to SIS.

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

Provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the Missouri Learning Standards; Hold semi-annual parent-teacher conferences; Provide parents with frequent reports on their child's progress; Be accessible to parents; Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The school will provide opportunities for teachers to grow in their craft (professional development) and offer courses that are enriched with components that students need to be successful.

- 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.

We will utilize the Home School Coordinators, Social Emotional Support and counselors to assist with student's academic, emotional and social emotional needs. These individuals will assist with connecting families to the school and resources.

- 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.

Parents will be provided with training at monthly PTO meetings. Information will be shared through parent newsletters (district-wide and school wide). CMS will seek additional assistance from the District Parent Engagement Support Person.

- 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.

Staff members will receive cultural competency and sensitivity training. There will be follow-up sessions with the staff throughout the school year to meet the needs of the students. we have partnered with Project Appleseed which has resources available to improve relations between school and home.

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.

Parents are active members of the school leadership team and offer input during these sessions.

- 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](#)

### 3000 R. G. CENTRAL 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

3/8/2023

#### 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:

Increase overall 90/90 attendance for students for 23/24 SY; Decrease in major disciplinary infractions compared to 2019-2020 school year.

Weaknesses:

While in session, we have struggle with fighting and students skipping class. 90/90 attendance low at all grade levels.

Indicate needs related to strengths and weaknesses:

Attendance clerk, Home School Coordinators & Social Emotional Support to assist with discipline (fighting) and attendance concerns, Culturally Responsive Teaching Methods training to enhance student engagement and decrease incidents warranting office referral. A literacy coach to support our scholars who score low on the MRI. Lastly, hire a Truancy Officer to support our scholars with major attendance concerns. Improve effectiveness of Restorative program

## 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:

CMS continues to see growth in ELA, Math, and Science. Collaborative Team meetings for grade-level and common content was reorganized.

Weaknesses:

- CMS needs a literacy framework specific to ELA and non-ELA class rooms.
- Math PLC
- Science materials and supplies

Indicate needs related to strengths and weaknesses:

Continued support of content area Instructional Coaches (2), additional staff to support the areas of math and ELA, addition of a Literacy Coach, training in Culturally Responsive Teaching & Cultural Sensitivity, Enhance Technology to increase engagement.

**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:

Revitalized curriculum in the area of ELA.

Weaknesses:

Need of restructured math, social studies, and science curricula.

Indicate needs related to strengths and weaknesses:

Scholastic Read 180, Math 180, System 44, Edgenuity and the use of PLC, including documented completion of the six-step data team cycle. All teachers will learn the foundational components of the Data Team Structure; Learn the Data Teams Process; and Plan for implementation and sustainability. Instructional strategies embedded into the curriculum will include Lucy Caulkins Writing program, identifying similarities and differences and summarizing; and the School Instructional Leadership team will identify two strategies related to direct vocabulary instruction, pre/post/during reading strategies, and writing.

**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:

Over 90% highly qualified staff in core content areas, weekly professional development through Late-Start Wednesdays, Weekly PLC meetings and the use of the 6-Step Data Team process, Instructional Coaches to support staff in all content areas through modeling and push-ins, targeted in-service opportunities chosen through analysis of classroom observation data.

Weaknesses:

Difficulty finding, recruiting, and retaining highly qualified staff in the areas of math and science and electives.

Indicate needs related to strengths and weaknesses:

Creative ways to find, recruit and retain highly qualified staff in the areas of science 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:

Active PTO Committee, HSC, Increased parent participation in school activities, and Parent representative on School Leadership Team.

Weaknesses:

Continued work to increase parent engagement, need of Parent Support Specialist, recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues.

Indicate needs related to strengths and weaknesses:

Continue to increase parent engagement, recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues.

### 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:

Staff knows and displays they school mission and vision in every classroom; support classes for math and ELA.

Weaknesses:

Training required for staff and school community as it related to restorative practices.

Indicate needs related to strengths and weaknesses:

Training required for staff and school community as it related to restorative practices.

### 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	Find, recruit and retain highly-qualified staff
2	Increase attendance
3	Address discipline without affecting attendance- Restorative Justice
4	Enhance technology to increase student engagement
5	Achieve academic succes with the support of learning platforms such as Renaissance, Read/Math 180, and Edgenuity.

Schoolwide Program [Hide](#)

### 3000 R. G. CENTRAL MIDDLE

#### 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	Chrisshonda Pitts	
2	Teacher	Leontyne Miller	
3	Principal	Rachel Clark	
Plan Development Meeting Dates			
1	Meeting Date		
		05/30/2023	

#### 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 II.A	Courtney Rachel	Assistant Principal
2	Title IV.A	Deirdre Liddell	District Intervention Coordinat

#### 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 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 <input type="checkbox"/>
2	<input checked="" 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 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 <input type="checkbox"/>



3	<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"/>	
4	<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"/>	
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 <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

CMS will provide enrichment and remediation (tutoring) support to students before/after school.

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

Class size reduction

<input checked="" 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 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 <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

•Small group instruction will be utilized in all math and ELA classrooms specifically strategic grouping in mathematics and reading and writing workshop in ELA.  
 •Read 180 is a reading intervention program that is tailored to students reading two or more grade levels behind. This program gives students skills and strategies to use while reading for comprehension.  
 •Math 180 is a math intervention program that is tailored to address the needs of struggling students in math. This program provides students with essential skills and concepts to assist with moving towards grade level curriculum.  
 •IXL is a program geared towards equipping our scholars with the skill set to do well on the EOC. The program will track your score, and the questions will automatically increase in difficulty as you improve.

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

Description of how strategy/strategies will strengthen

•Standards-based instruction for mathematics will be used to determine the goals of a lesson or course, and teachers will determine how and what to teach students so they achieve the learning expectations described in the standards.  
 •The implementation of the Dufour's Professional Learning Community process throughout each content area  
 •The implementation of Understanding by Design to enhance the rigor within the curriculum and teaching  
 •PreAP training will be provided for teachers to enhance their pedagogy and enable them to teach advance courses for students opting in the Pre-AP program.

Increase the amount of learning time

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

Summer Interest Camp/Summer School for Intervention

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

The increase in learning time will be used to supplement instruction for at-risk students. Students will be identified using assessments results from local assessments. The identified students will attend the extended learning opportunity and receive remediation aligned to their learning deficit.

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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

Implementation of Collaborative Teams (PLC) to address student learning and behavior needs  
 Trauma Informed Care- to provide at-risk students social-emotional support  
 Reading Specialists-to provide high quality instruction in literacy  
 Home to School Coordinator-to provide additional support to parents and students regarding attendance, academics, and behavior.

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

Professional development will be provided to support teachers in standards-based instruction; Collaborative Teams; working with at-risk students; and rigorous literacy instruction. Professional development will occur on the district allocated PD days and during later Wednesday.

**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**

No class size reduction teachers funded or requested, not able to uncheck boxes related to this area. LC 6/6

**DESE Comments**

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