

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](#)

## 6020 KOCH ELEM.

### 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.

Koch Elementary School utilizes the parent compact that is listed in the district elementary school behavior guide and monthly PTO meetings and various programs and celebrations through 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 are encouraged to attend monthly PTO meetings, they receive class newsletters, they are provided with conference opportunities with teachers, and the principal is available every day to meet with parents on an as needed basis.

- 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 are given the opportunity to be involved in PTO meetings, and are given the opportunity to provide feedback on parent surveys, and they also have the opportunity to meeting with the principal.

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.

Title I information is always provided to parents at the start of the year during the initial PTO meeting and subsequent meetings as needed. They are also informed through newsletters throughout the year.

- 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.

At Koch we have a Title I Meet the Teacher Night prior to the start of the year. At this meeting parents, the curriculum is introduced to parents and they are informed about the various assessments that their scholars will be using. MAP achievement levels are shared with parents during parent teacher conferences and through individual letters and communications home throughout the school year. MAP planning for the spring is communicated at parent conferences held in the spring prior to MAP testing.

- 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)*

Parents are expected to get their students to school on time every day. They are contacted by phone, letters and personal visits (when necessary) if their students miss a day of school. They are encouraged to send their students to school in acceptable school uniforms. Those uniforms may be provided to them if needed. They are also provided a school supply list and encouraged to ensure their students has the supplies he/she needs to be successful. They are encouraged to support their students through assisting with homework, reading to their children, listening to their children read, practicing math facts and processes with them. Parents will also be responsible for communicating with the teacher on a regular basis to be updated about their students' progress.

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

The staff at Koch will receive appropriate PD in areas to support instruction, classroom management and the social needs of the students. Teacher will be required to turn in lesson plans prior to the start of the week so the learning coach and administrator may peruse them to ensure the plans are in place to teach the curriculum. Weekly observations will be made by the coach to assist teachers, and the administrator will do observations too to support the teachers as well as hold them accountable for following the plans they had made. Feedback will be provided to teachers on ways to improve instructions and build on strategies that are 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.

At Koch we have multiple opportunities for parents to come to the school and be engaged with other parents, administration and teachers during PTO meetings. There are curriculum nights to introduce and discuss the various curriculums, parent-teacher conferences held every fall and spring, and the guidance counselor at Koch regularly reaches out to invite parents to meet with her and others at school to discuss the academic as well as social success their student is having at school.

- 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.

Every classroom has a phone and computer to make communication more effective and efficient in reaching parents to discuss successes as well as concerns regarding their student. Every PTO meeting schedules time to share ways parents may support their student's learning.

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

Describe plans to educate school personnel regarding working with parents.

Professional Development opportunities will be provided at Late Start Wednesdays. Opportunities for professional development outside of the district can be provided on an as needed basis.

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.

At Koch we partner with the Little Bit Foundation, Lutheran Family Services, SSD, Soulfisher Ministries, St. Louis County Police for the DARE program and school resource officer, and we utilize resources offered through the district's Student Support department.

- 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](#)

#### 6020 KOCH ELEM.

#### 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

3/6/2020

#### 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:

Student attendance is a strength for Koch. Parental support for sending their children to school every day is provided and encouraged. Student behavior has been improving over the last few years. The majority of the students are coming to school excited about learning and willing to work to improve.

Weaknesses:

While discipline is improving it can be better. So many students allow others to manipulate and instigate poor behavior choices. Effective communication strategies are needed as evidenced by many altercations that occur are a result of a misunderstanding between the two students. Students that receive consequences that result in them being out of school affect them negatively as they may fall behind in their academics.

Indicate needs related to strengths and weaknesses:

There is a strong support needed for students in the areas of mental health, self-esteem, and proper social interactions. Teachers and families of students need could benefit from training in the same areas so that everyone is on the same page.

### 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:

There has been a focus of a shift in conversations around analyzing MAP data with the teachers so that they can hone in on the skills needed for student success and are able to prioritize level of importance. There has been improvement from most of the students from the pre and post common formative assessments developed by the teachers. Teachers have developed lessons, specifically in the areas of ELA and Math where they have to show how they are addressing the deficits to improve instruction.

Weaknesses:

Math continues to be a major concern for Koch Elementary. As a staff we regularly discuss the urgency in which our students need to learn and show improvement for themselves as well as the district. The quality of the questions that students are being taught has been addressed and the level of rigor has to be improved. Unfortunately, many of our students go to the next grade level, but still hasn't mastered the needed requirements from the previous grade levels, so the teachers have to provided new instruction, while still using small group instruction to address the skill deficits.

Indicate needs related to strengths and weaknesses:

We will continue to use data to drive instructional decisions. We utilize the Instructional Coach and Reading Specialist to assist teachers and students. Teachers will continue the use of the guided math framework, which will result in individualized needs of students to personalize their learning experiences. We also utilize technology to assist in differentiating instruction.

### 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:

Implementation of the curriculum. The instructional coach provides training as needed throughout the year.

Weaknesses:

The order of the curriculum and assessments do not completely aligning with Missouri Standards. New text books and sequencing will be an adjustment for staff in math and English. Missing school contact due to covid-19.

Indicate needs related to strengths and weaknesses:

The curriculum and the assessments need to continue to be improved with the addition of resources and materials to support the students and their learning at their current levels.

### 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:

Low staff turnover.

Weaknesses:

Teacher training on class and behavior management.

Indicate needs related to strengths and weaknesses:

The climate and culture is essential to staff retention and will be consistently monitored and addressed as we move into the 2020-2021 school year. Events such as teacher recognition, whether for attendance, most students with the improvement of reading levels, or etc, are important when building staff morale.

### Family and Community Engagement

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

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

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

Strengths:

Parent participation was good at Koch this last school year to events such as parent-teacher conferences, ceremonies, programs and field trips. The monthly family nights were a huge success and parents shared through surveys that they enjoyed the family nights. Parents were also really good at coming to the school to meet with other parents to resolve conflicts.

Weaknesses:

Although there was a large amount of parent participation, there was not a formal PTO this school year.

Indicate needs related to strengths and weaknesses:

There is a need for a formal PTO and more support for parents to understand how they can be beneficial in their scholar's learning.

### 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 parents, students, and staff knew and understood the school mission and vision. The schedule was built around providing everyone adequate planning time, social interaction, and opportunities to build academic stamina. The district supported us with quick responses to needs within the building such as climate control or technology support. There was an adequate amount of school pride from students, teachers, staff, and parents.

Weaknesses:

Student behaviors need to improve, specifically in the areas of how to resolve conflict. There were too many physical altercations due to students not using proper communication to resolve conflict.

Indicate needs related to strengths and weaknesses:

There is a need for more class counseling sessions around the topics of conflict resolution, and bullying. A student leadership team will need to be developed so that the younger students in the building can have older students to look up to.

### 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	1. Create and utilize behavior supports, interventions and celebrations to better instruct students on how their behavior affects their education and the education of the other students.
2	2. Continue to emphasize the importance of attendance for staff and students. Students have to be in order to learn and teachers have to be at school in order to provide instruction.
3	3. There is a need for continued professional development opportunities in the areas of ELA and math.

Schoolwide Program [Hide](#)

### 6020 KOCH ELEM.

### 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	Charlene Jones	
2	Teacher	Maureen Green	
3	Principal	LaShanda Johnson	
4	Teacher	Tammika Thomas	
5	School Staff	Tammy Williams	
Plan Development Meeting Dates			
1	Meeting Date	05/06/2020	

### 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	State and Local Funds	Kimberly Loomis	Federal Programs Director

**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 checked="" 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 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 Other <input type="text"/>	<input 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**

Other ways to address school needs will be to provide field learning experiences, implement a science lab, a calming room, hire a home to school coordinator and an instructional assistant.

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

These strategies will provide guided levels and differentiated instruction utilizing the workshop model in ELA and Math and allow use of SSD supports. The implementation of the science lab will support the ELA standards, specifically those related to writing, as the students will have to write up reports.

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

Description of how strategy/strategies will strengthen

Researched based practices including Kagan, PBIS, and other instructional practices will help strengthen the academic program in the school.

- 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

Support from Soulfisher Ministries to run and afterschool tutoring program, and district support for summer programs.

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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

Teachers will differentiate instruction using the workshop model, technology, the reading specialist, and instructional assistants. They will also make decisions based off data collected from their class and discussed in data team meetings. The Instructional Coach will also support the teachers by collecting and sharing resources and materials with them as well as provide strategies to improve instruction. The instructional assistant will work in partnership with the classroom teacher to identify deficits in the students' learning and work with those students to address the deficits.

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

The use of the Home to School Coordinator will be to assist with bridging the gaps that may take place between home and school and work with parents to eliminate barriers to success. Also, with the large amount of trauma that our students may have experienced during the time out of school, it is necessary to meet their social-emotional needs along with their academic needs. The use of the calming room will be used as a response to intervention for those students that may display behaviors that suggest that an alternative space in the school setting may be beneficial.

**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

The activities will include; district wide professional development, late start Wednesdays, data teams, staff meetings and common planning time. There may be additional external professional development opportunities that will be available based off of the teacher's need.

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

Describe activities

The activities will include; use of resources from HR department, regular surveys of staff, early start to hiring staff, and positively promoting Koch Elementary on social media platforms.

**Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

These activities typically include, Kindergarten Round Up, Back to School Bash and District communications to parents.

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## 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**