

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program:

Schoolwide

Targeted

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The Parent engagement policy is published, distributed, and reviewed/explained at curriculum nights, meet the teacher and made available again at a fall PTA unit meeting.

Parents are notified of the policy in an understandable and uniform format. *Section 1116 (b)(1)*

The school parent and family engagement policy is provided in a language the parents can understand.

Section 1116 (b)(1)

POLICY INVOLVEMENT

At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

The agenda reflects that the purpose of the meeting is

To inform parents of their school's participation in the Title I.A program

To explain the requirements of Title I.A

To explain the right of parents to be involved. *Section 1116 (c)(1)*

The school offers a flexible number of meetings. *Section 1116 (c)(2)*

Using Title I.A funds, to promote parental involvement the school provides (check all that apply) :

Transportation

Child care

Home visits

Funds will not be utilized for these purposes *Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school:

A timeline is developed with a series of meetings for program development, review and evaluation. Parent participants are invited and involved in these steps. The meetings for the year are set and

developed first through the building leadership team, then through the PTA calendar to increase parent participation and access. Meetings are also published through Facebook Live feed.

POLICY INVOLVEMENT (continued)

- ✓ 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 review each section of the policy and provide feedback for revisions to improve the policy in conjunction with the needs assessment.

The school provides parents of participating children:

- ✓ Timely information about the Title I.A programs.

Section 1116 (c)(4)(A)

Describe plans to provide information about the Title I.A programs:

Information about Title IA is reviewed/explained during new parent orientation, published, distributed and explained at curriculum nights, parent teacher conferences, PTA unit meetings, etc.

- ✓ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. *Section 1116 (c)(4)(C)*

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

The curriculum is made available via district and school websites. Kindergarten holds curriculum nights and all other grade levels provide curriculum presentations electronically to parents. Accommodations are made for families without access. An annual assessment letter is sent home the first of the year and at the point of enrollment. MAP achievement levels are communicated via the Principal's start of the school communication or at the earliest meeting with parents MAP data is available from DESE.

- ✓ 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 developed with parents of Title I.A served children the school-parent compact.

The school-parent compact:

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

The compact addresses attendance, behavior support, homework help, study habits, conversations with children about school, digital citizenship, responsibility, etc.

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

The compact articulates the mutual responsibilities between school and home for high levels of learning both academically and socially/emotionally.

- ✓ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools)
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- ✓ Provides assistance to parents, as appropriate, in understanding
 - the Missouri Learning Standards,
 - the Missouri Assessment Program,
 - local assessments
 - how to monitor a child's progress, and
 - how to work with educators to improve the achievement of their child.

Section 1116(e)(1)

Describe plans to provide assistance:

This communication occurs in digital and letter form to parents, through personal communications with the school counselor, administration, teachers and with district administrative support.

- ✓ Provides materials and training to help parents work with their children to improve achievement.

Section 1116 (e)(2)

Describe plans to provide materials and training:

Various parent nights occur and corresponding materials are provided for parents to support their children. Topics include, Curriculum, Grade level learning standards, Multicultural Awareness, Homework Assistance, STEAM, Assessment/Test Strategies, Social/Emotional Regulation. Due to Covid-19 safety, parent/community events may need to be altered to be held virtually or in smaller groups. We will adjust events as necessary to meet the state/county/district recommendations for student/family/staff safety guidelines.

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

Describe plans to educate school personnel regarding working with parents:

Professional development is provided directly by the principal, counselor, Lee's Summit Cares, and at times other professional resources as deemed necessary by students, families, and staff.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- ✓ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

The school works with local law enforcement, mental health providers, Lee's Summit Cares, PTA, etc. to encourage parent participation in their child's education.

- ✓ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand.

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

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ✓ A comprehensive needs assessment of the entire school has been conducted.
- ✓ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- ✓ *Enrollment*
- ✓ *Grade level*
- ✓ *Ethnicity*

- ✓ Attendance
- ✓ Mobility
- ✓ Socioeconomic status
- ✓ Discipline
- ✓ Limited English Proficiency

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

Strengths:

There is consistent execution of district curriculum and grade level expectations upon a wide review of data including MAP, NWEA, AIMSweb, formative assessments, etc. Other strengths indicated through survey includes relationships with families, academic growth with students that remain at LSE over time, and additional support of staff provided through use of Title 1 funds. MAP was not conducted in spring of 2020 due to statewide shut down as a result of Covid 19. Needs assessment was conducted virtually with families. Overwhelming response was support of families by LSE staff, relationships and responsiveness of staff to their needs.

Weaknesses:

NEE indicator data from teacher evaluations indicate instructional opportunities. Increased focus on culturally responsive teaching, trauma sensitive schools, and personalized learning will be important with ever changing demographics. Other needs indicated by parents showed a need for a parents schoology 101 course especially if virtual learning continues across our state. Families also indicate continued need for Lexia and more training on Greg Tang math strategies for home use.

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

Continue to implement multi-tiered systems model that allows for regular progress monitoring of learning that includes academic and social/emotional learning in all Tiers of Instruction. Flexible grouping of students that allows for students to receive instruction to fill in gaps at their level of learning is also a need identified.

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:

2018-2019 Reading Growth, 16 Percentile in KG, 9 Percentile in 1st, 3 Percentile Growth in 2nd, 8 Percentile Growth in 4th, 26 Percentile growth in 5th, 8 Percentile growth in 6th

2018-2019 Growth, 11 Percentile in KG, 15 Percentile in 1st, 10 Percentile Growth in 3rd, 11 Percentile Growth in 4th, 11 Percentile Growth in 6th. As we piloted flexible learning groups in grades one through three in quarter three, we saw the same amount of progress in just 5 weeks that we saw the entire first semester. Growth in students when instruction is truly differentiated in both remediation and enrichment is steep.

Weaknesses:

Regression continues to be reflected in student data. MAP data not consistent with AIMSweb performance and local assessments results

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

Continued Eureka math/Greg Tang instruction required.
Increase student attendance in summer school.
Implement at K-6 a consistent plan for collaborative classroom curriculum materials.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ✓ Learning expectations
- ✓ Instructional program
- ✓ Instructional materials
- ✓ Instructional technology
- ✓ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

There is consistent execution of district curriculum and grade level expectations upon a wide review of data including MAP, NWEA, AIMSweb, formative assessments, etc.

Weaknesses:

NEE indicator data from teacher evaluations indicate instructional opportunities. Increased focus on culturally responsive pedagogy and trauma sensitive training will be important with ever changing demographics.

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

Continue to implement a multi-tiered systems model that allows for regular progress monitoring of learning and flexible learning groups.

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:

72 percent of teachers at Lee's Summit Elementary have tenure and hold a master's degree or higher in education. LSE has increased the diversity of staff. Full-time staff are now 26% minority and 15% male.

Weaknesses:

We feel we need to continue to increase diversity of staff and train staff in the area of equity/diversity.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

Continue professional development in behavior, social and emotional support strategies, and trauma-informed care.

Family and Community Engagement

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

- ✓ Parental involvement
- ✓ Communication with parents
- ✓ Policy involvement

- ✓ Parent education
- ✓ Support for special needs and underserved
- ✓ Health services

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

Strengths:

Parents will be offered to attend parenting classes such as Love and Logic or Parent University offered through Lee's Summit Cares and paid for through Parent Involvement funds, including childcare if needed.

Multicultural Night was a huge success in partnership with parents and the community and is already being planned with more partners for 2020.

We hosted our first Exhibition Night with Kindergarten with a huge response and will pilot more grade levels in 2019-2020 with students showcasing work and learning.

We are starting a building equity team to kick-off learning and growing with staff, students and parents, beginning with hosting one event per quarter with parents to discuss topics they feel need to be addressed building wide.

Weaknesses:

Continue to increase participation. Ensure families representing our student demographics are participating in opportunities to connect with the school.

If indicated, state need(s) identified pertaining to **family and community engagement**:

Continue to increase participation. Ensure families representing our student demographics are participating in opportunities to connect with the school.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ✓ School mission/vision
- ✓ Average class size
- ✓ School climate
- ✓ Management and governance
- ✓ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Behavior RtI is providing support for students and staff. We focus on culture and climate annually. This year we provided additional support in high need grade levels through teaching of Zones of Regulation.

Weaknesses:

Class size is always an area of focus. Annual review with all stakeholders regarding mission and vision of the school is important. Design approaches to meet early learning needs of the youngest learners.

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

Reorganize and address how to meet the needs of high needs students, especially those coming to us from elementary alternative school programming.

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	Working with under-resourced learners/Identify goals for behavior.
2	Identify gaps in student learning and develop an instructional plan to meet specific child’s needs, specifically, parents and staff asked to reimplement Lexia for personalized learning in the area of literacy.
3	Professional development for staff in content instruction, trauma sensitive schools, and culturally responsive pedagogy.

SCHOOLWIDE PROGRAM PLAN

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Federal Programs Plan Development	
Team Member	
Team Member Role	Team Member Name
Parent	Emily Spangler
Parent	John Beaudoin
Parent	Trish Sims
Parent	Brandon Nichols
Parent	Brandy Ninneman
Teacher	Evonne Medrano
Teacher	Betsy Michaelis
Teacher	Paula Brooks
Teacher	Petra Jenkins
Teacher	Iyshia Sims
Teacher	Sherryl Gerke

Teacher	Dyanne Daughtery
Teacher	Andie Night
Counselor	Daphne Mack
Principal	Tracy Sample
Assistant Principal	Julie Kubiak
Plan Development Meeting Dates (Indicate a meeting date for each plan)	
Meeting Date	September 4, 2020
Meeting Date	November 13, 2020
Meeting Date	February 5, 2021
Meeting Date	May 6, 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
Title I School Improvement (a)	Jennifer Kephart	Associate Superintendent of Academic Services
Title I.D Delinquent	Don Andrews	Assistant Superintendent of Secondary Education
Title II.A	Kevin Daniel	Executive Director of Professional Development
Title III EL	Christy Barger	Assistant Superintendent of Equity and Student Services
Title III Immigrant	Christy Barger	Assistant Superintendent of Equity and Student Services
Title IV.A	Jennifer Kephart	Associate Superintendent of Academic Services
McKinney-Vento	Christy Barger	Assistant Superintendent of Equity and Student Services

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

✓ **Supplemental Instruction**

Subject areas and grade levels to be served (mark all that apply)	
✓ Math	K ✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
✓ Reading	K ✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
✓ Communication Arts	K ✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 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"/> 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"/>
<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of supplemental instruction services (check all that apply)

- Early Literacy
- Preschool
- ✓ Pull out/resource classroom
- ✓ Push in/regular classroom
- Reading Recovery
- Summer School
- Tutoring (before-or-after –school)
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading or English Language Arts	✓	✓	
Supplemental Mathematics			
Supplemental Science	✓	✓	
Other			

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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<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"/> 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

Professional Learning Communities

- Schoolwide Positive Behavior Support

Response to Intervention

- Other

The strategies will (mark all that apply)

Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

The above allow for regular review of student data and effective instructional practices that help students meet the challenging Missouri Learning Standards. These also encourage student monitoring of their own learning goals and progress.

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

Description of how strategy/strategies will strengthen

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

- Increase the amount of learning time
 - Extended school year
- Before-and/or after-school programs
 - Summer program
 - Other

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities will (mark all that apply)

- ✓ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards.

Description of how strategy/strategies will address

Activities will (mark all that apply)

✓ **Improve students' skills outside the academic subject areas**

- ✓ Counseling
 - School-based mental health programs
 - Specialized instructional support services
 - Mentoring services
 - Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

✓ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

- Activities to recruit and retain effective teachers, particularly in high need subjects**

Describe activities

- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

Learning opportunities will be offered to all students entering kindergarten the summer prior to their kindergarten year through the district summer school program.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- These program funds will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement

- Perkins Basic Grant – Postsecondary
- Perkins Basic Grant – Secondary
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Other State and Local services, resources, and programs

- State and local funds
- Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.