

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](#)

4570 WEST ENGLEWOOD ELEMENTARY

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.

+ Title meetings designated for this, Family conference discussions, Survey, Informational messages sent to families - messenger, SeeSaw, Language Line of such opportunities.

- 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.

The Title IA Schoolwide Program is planned, reviewed, and improvements are made at the Spring Title IA Informational meeting.

Booster Board meeting - taken to schoolwide meeting, Principal coffees, Survey, Family conferences.

- 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.

At the spring TIA information meeting, the school, parent and family engagement policy is planned, reviewed and improvements are implemented.

Title meetings designated for this, Booster Club Board and then taken schoolwide family mtg, Family conference discussions, Survey, Informational messages sent to families - messenger, SeeSaw, Language Line of such opportunities.

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.

Family Eagle Newsletter, Messenger, SeeSaw, Language Line, Booster family meeting, Family Nights, Fall/Spring designated Title Nights, Specific flyer on this

- 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.

Curriculum is shared at Back to School Night, Fall Student Success Night, and Fall conferences. Information is also sent in Family Eagle Newsletter and through grade/classroom level communication with families. MAP Achievement levels are shared with families with a parent letter explaining the performance levels. School wide results are shared at Fall title meeting if available or at a later Family Night. Academic assessment results are shared with students and families as occur, and conferences. Year end results of growth shared at year end Student Showcase.

- 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)*

I want my child to achieve. Therefore, to encourage him/her, I will:

- be my child's advocate.
- make learning a priority.
- see that my child attends school 90% or above, arrives on time and comes to school prepared for learning.
- support and encourage my child in making good choices for behavior.
- read with/to my child often as research supports this important skill for success.
- find time to discuss what my child is learning and demonstrate support of my child's teacher and school.
- support and encourage my child in making good choices
- set and discuss high expectations for my child.
- be part of the school community

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

It is important that students achieve. Therefore, I will:

- * Be the child's advocate.
- value, respect, and demonstrate support of every child and his/her family.
- appreciate the wealth of cultural diversity at West Englewood Elementary.
- provide a safe, positive, and healthy learning environment for each child.
- assist all students in meeting or exceeding the Show Me Standards for the Missouri Assessment Program.
- provide innovative and creative instruction to help every child develop a love of learning.
- adapt instruction to meet the individual needs of all learners.
- communicate frequently on class work expectations, student progress, and share ways to support learning at home for each student.

set high expectations for every child.
welcome families at school in partnership in our school community.

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.

+ Back to School Night
+ Fall Curriculum Night
+ School/classroom Newsletters
+ Conferences
+ Principal Coffees
+ Family Nights
+ upon request from family/school
+ Individual supports as needed for achievement

- 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.

+ Resources given at above events
+ Focused Family curriculum nights
+ Parenting events/trainings
+ Focused Grow Your Home Library materials
+ Individual conferences
+ Individual supports/trainings as needed

- 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/staff meetings/collaborations will address the importance and value of partnerships with families. The team handbook will clearly state the value and expectations of this partnership and communication goals. Committees will develop and submit ideas for strengthening these partnerships.

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.

Coordination with our school/business partners, Healthy Kids initiative, Operation School Bell, Level Up Kids, Harvester's, and Mid-Continent Library will aid/support families in meeting needs to encourage participation in their child's educational success.
Certified Behavioral Interventionist, SCRS and Counselor work with our partner Mental health facilities and community agencies as needed for needed family support to aide in being active in their child's education and achievement.

- 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](#)

4570 WEST ENGLEWOOD ELEMENTARY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/3/2023

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:

+ School response to increased ELL population
+ School diversity
+ Curriculum/resources to address student mental health needs
+ Staffing /Partnerships to address student academic and behavioral needs: ELL teacher & Para, Certified Behavioral Interventionist, Title 1 reading teacher, Special Ed staff, Synergy, Tri-County, Level Up Kids, PBIS, BIST

Weaknesses:

+ High rate of mobility
+ Lower attendance rate
+ Mental health needs

Indicate needs related to strengths and weaknesses:

+ Prompt academic/Social-emotional identification of incoming students strengths and stretches to address needs
+ Certified Behavioral Interventionist to continue focus on mental health/behavioral needs for Tier 2/3 students
+ Additional ELL staff to support influx of newcomers and their specific needs
+ Title reading teacher to address literacy concerns of Tier 2/3 students
+ Focus on family/student needs to increase daily attendance to support student growth

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:

Academic Achievement Status in ELA, Math and Science for ALL STUDENTS was designated as ON TRACK.
Academic Achievement Status in ELA, Math and Science for STUDENT GROUP was designated as TARGET.
Academic Achievement Growth in Math for STUDENT GROUP was designated as ABOVE AVERAGE

Weaknesses:

Attendance is an area for improvement
Mental health/Behavioral needs tied to academic growth/attendance concerns
Academic Achievement Growth in ELA and Math for ALL STUDENTS was designated as AVERAGE
Academic Achievement Growth in ELA for STUDENT GROUP was designated as AVERAGE

Indicate needs related to strengths and weaknesses:

BIST consultant and Behavioral Interventionist will assist in necessary Mental health/Behavioral needs tied to attendance and academic growth for student success.
Instructional plans and data progressions tracked and addressed for continued success and growth in ELA, Math and Science.
Focus on MO Learning Standards through resources/materials/exposure to hands on experiences

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:

Uniform district instructional models utilized
Professional Learning Teams collaboration utilizing data collection/analysis and projecting instructional needs

Weaknesses:

Phonemic awareness, phonics curriculum, Guided Reading instruction tightening needed for instructional needs for literacy success
Effective Tier 3 instructional strategies.

Indicate needs related to strengths and weaknesses:

Additional Reading Teacher for Tier 2/3 literacy needs
Continuing focus on PLT systems for data collection/analysis and instructional projecting for student success
Continuing PD for staff in ELA/Math/Science student success based on current data
Continuing focus/resources for Student Group needs based on current data
Attendance tracked and supports in place to increase attendance overall for increased instructional time - BI/BIST/PBS supports utilized for mental/health/behavioral needs

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

100% of staff are highly qualified

Weaknesses:

Diversity of staff

Indicate needs related to strengths and weaknesses:

Continue hiring processes of highly qualified staff being hired with focus on school demographics

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:

High attendance at Family Nights, Conferences and other Family Involvement activities.
Parenting classes offered for support
Increased School Business Partnerships including health services supports

Weaknesses:

Booster club formal involvement

Indicate needs related to strengths and weaknesses:

Continuing focus on family/community involvement
Focus on mobility and needed supports for families in this need

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:

Class size
 BIST consultant and Certified Behavioral Interventionist along with PBS worked in tandem, with other staff supports on behavioal and mental health needs
 PBS GOLD status

Weaknesses:

Higher than desired referral rates for behaviors

Indicate needs related to strengths and weaknesses:

PD/training for staff - including Certified Behavioral Interventionist - on mental health/behavioral needs to address and apply strategies for increased instructional success
 Continuing BIST/PBS partnership along with other partnerships

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 | Title I funding will provide an additional Reading Teacher. This addition will support reading goals and improve the school's tier 2/3 literacy goals. |
| 2 | Mental health and behavioral needs throughout school |
| 3 | Academic performance/instruction for all tiers following pandemic |

Schoolwide Program [Hide](#)

4570 WEST ENGLEWOOD ELEMENTARY

SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

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

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

Supplemental instruction

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

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

Tutoring - ELL
Utilization of district wide instructional plan
Opportunities for students at their level identified needs - academic/behavioral through partnerships, resources, BI, reading teacher, small groups and focused activities for motivational and instructional needs

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

Description of how strategy/strategies will strengthen

Targeted PD for academic/behavioral needs based on data
Targeted focus on analysis of data/needs of SPED instruction
Targeted phonemic and guided reading PD/resources for literacy success
Targeted Math/Science PD needs based on data
Continuing focus on PLT's and MTSS system

- 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 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

Grade level, SPED/ELL PLTs meet weekly on data analysis, instructional projecting based on data, grouping of students for instructional needs
Tier 2/3 meeting weekly to address needs/track/plan for behavioral/mental health and academic needs/successes
Tier 1 meeting monthly to address needs/track/plan for behavioral/mental health and academic needs/successes

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

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.

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District/LEA Comments

DESE Comments

Email: amy.dutcher@dese.mo.gov

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